

**A Curriculum Management Audit™**  
of the  
**Jefferson County Public Schools**  
**Louisville, Kentucky**



*Example of "Ramp Up Awards" given to schools that made improvement during the 2010-11 school year; this is part of the new superintendent's (Dr. Donna Hargens) emphasis on improving student achievement.*



**International Curriculum Management Audit Center**  
**Phi Delta Kappa International**

**Eighth and Union**  
**Bloomington, Indiana 47404**

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# **A Curriculum Management Audit™**

**of the**

## **JEFFERSON COUNTY PUBLIC SCHOOLS**

**Louisville, Kentucky**

**Conducted Under the Auspices of  
International Curriculum Management Audit Center  
Phi Delta Kappa International  
P. O. Box 789  
Bloomington, IN 47404-0789**

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**Date Audit Presented:  
January 2012**

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**A Curriculum Management Audit™**  
**of the**  
**Jefferson County Public Schools**  
**Louisville, Kentucky**

## **I. INTRODUCTION**

This document constitutes the final report of a Curriculum Management Audit™ of the Jefferson County Public Schools headquartered in Louisville, Kentucky. The audit was authorized by the board of education within the scope of its policy-making authority. It was conducted during the time period of October 17-21, 2011. Document analysis was performed off site, as was the detailed analysis of findings and site visit data.

A Curriculum Management Audit™ is designed to reveal the extent to which officials and professional staff of a school district have developed and implemented a sound, valid, and operational system of curriculum management. Such a system, set within the framework of adopted board policies, enables the school district to make maximum use of its human and financial resources in the education of its students. When such a system is fully operational, it assures the district taxpayers that their fiscal support is optimized under the conditions in which the school district functions.

### ***Background***

#### **History of Jefferson County Public Schools**

Jefferson County sits on the banks of the Ohio River; it is the most populous county in Kentucky with a population of 741,096 (2010 Census Data). It was formed in 1780 with its present boundaries established in 1811 (source: Historical Marker at the Jefferson County Court House). In 2003, its government merged with that of its largest city and county seat, Louisville, forming a new political entity: The Louisville-Jefferson County Metro Government.

According to JCPS records, the history of Jefferson County Public Schools dates back to 1829 when the City of Louisville agreed to establish public schools and levy property taxes to pay for them. The first public school opened in the upper story of a Baptist church with an enrollment of 250 students. The first newly built public school opened in 1830 at Fifth with tuition of \$1 per quarter. By 1840 in Jefferson County, there were 31 teachers at 30 schools that enrolled 626 students. Eleven (11) years later (1851), the Louisville Public Schools abolished tuition and enrolled 4,303 students.

The first two Louisville Public Schools for African-American students opened in 1870. By 1871, the Louisville Public Schools employed 276 teachers for 13,502 students, and in 1877 the Common Schools of Jefferson County operated 58 schools for Caucasian students and 10 schools for African-American students. By 1897, enrollment in the Louisville Public Schools had most doubled to 26,242.

The Kentucky General Assembly passed legislation in 1934 that required counties to have two types of school districts: a county district (Jefferson) and an independent district (Louisville). In 1956, public schools were desegregated. The enrollment in Louisville schools was 45,841, which included 33,831 Caucasians and 12,010 African Americans. Enrollment in Jefferson County schools was 36,308, including 34,911 Caucasians and 1,397 African Americans.

The present-day school district was formed in 1975 when Louisville and Jefferson County schools merged to create Jefferson County Public Schools. JCPS enrolls 99,775 students in 155 schools: 89 elementary schools, 23 middle schools, 19 high schools, and 24 specially designed schools.

A number of lawsuits have shaped the current organization of district schools: In 1975, there was a court order to desegregate schools through busing. This was reversed in 2000 by U.S. District Judge John Heyburn II. In 2004, the same judge upheld the district's managed choice plan. However, in 2007, The U.S. Supreme Court struck down the use of individual race-based student assignments in the nation's schools.

JCPS employs 14,401 full-time staff members: 6,452 teachers (44.8 percent), 7,186 support staff (49.4 percent), 533 school based administrators, and 230 district administrators (1.6 percent). (Source: JCPS website).

In fiscal year 2012, the district operates on a \$1.2 billion budget, with 66.5 percent coming from local taxes, 33 percent from the state, and .5 percent from federal sources.

### **Governance and Executive Leadership**

The audit team interviewed all board members and the superintendent of schools. The school board is comprised of seven members. Exhibit 0.1 presents the names of current board members and their respective years of service.

**Exhibit 0.1**  
**Current Board Members**  
**Jefferson County Public School District**  
**October 2011**

| <b>District</b> | <b>Board Member</b>         | <b>Term of Office</b>                    |
|-----------------|-----------------------------|--|
| 1               | Diane L. Porter, Vice-Chair | June 2010–December 2014                  |
| 2               | Stephen P. Imhoff, Chairman | January 2001–December 2012               |
| 3               | Debbie Wesslund             | January 2007–December 2014               |
| 4               | Joseph L. Hardesty          | July 1990–December 2012                  |
| 5               | Linda D. Duncan             | June 2006–December 2014                  |
| 6               | Carol A. Haddad             | 1976-1979 and January 1990–December 2014 |
| 7               | Larry Hujo, III             | January 2001–December 2012               |

As noted in Exhibit 0.1, board leadership has a history of stability:

- Carol A. Haddad: 29 years through December 2014.
- Joseph L. Hardesty: 22 ½ years through December 2012.
- Stephen P. Imhoff and Larry Hujo, III: 12 years through December 2012
- Linda D. Duncan: 8 ½ years through December of 2014.
- Debbie Wesslund: 8 years through December 2014.
- Diane L. Porter: 4 ½ years through December 2014.

The Jefferson County Public School District Superintendent is an appointed office. Exhibit 0.2 provides the names of superintendents who have served the Jefferson County School District since 1981.

### **Exhibit 0.2**

#### **History of Recent School Superintendents Jefferson County School Public District October 2011**

| <b>Superintendent</b>            | <b>Term of Office</b> |
|----------------------------------|-----------------------|
| Dr. Donald Ingwerson             | 1981-1993             |
| Dr. Booker T. Rice (Interim)     | 1993                  |
| Dr. Stephen Daeschner            | 1993-2007             |
| Dr. Sheldon Berman               | 2007-2011             |
| Dr. Freda Merriweather (Interim) | 2011                  |
| Dr. Donna Hargens                | 2011-(current)        |

Exhibit 0.2 shows that since 1981 the district has had four superintendent and two interim superintendents. From 1981 to 2011, two superintendents served for 26 of the 30 years.

#### **Aspirations of the JCPS Board of Education and Superintendent**

Dr. Donna Hargens was appointed for a four-year term beginning August 1, 2011. In beginning her superintendency, she outlined the following 90-day plan:

#### **GOAL #1: A FOCUS ON STUDENT ACHIEVEMENT THROUGH LEARNING AND TEACHING**

##### **STRATEGIES:**

1. Analyze student achievement quality indicators, data from under-performing schools, and achievement gaps.
2. Review/determine a course of action for under-performing schools and create a status review schedule.
3. Assess the current approach to continuous improvement of the learning and teaching process. Determine how the district and schools answer three essential questions and the level of district support needed to be able to effectively answer those questions:
  - a. What should students learn?
  - b. How do we know if they have learned it?
  - c. What do we do if they have or haven't learned it?
4. Conduct an external Curriculum Management Audit™, i.e., a “systems” approach to educational improvement.
5. Schedule board work sessions on key topics related to student achievement.

High school completion data provides justification for focusing district resources on Goal #1: A Focus on Student Achievement Through Learning and Teaching. Exhibit 0.3 is a copy of Exhibit 3.1.12, which compares ninth grade to twelfth grade enrollment over a 10-year span from 2001 to 2011.

### Exhibit 0.3

#### Ninth Grade to Twelfth Grade Enrollment Comparison Jefferson County Public Schools 2001-2011

| Year   | Grade 9      | Year | Grade 12     | Difference Since Grade 9 | Percent Change |
|--|--------------|------|--------------|--------------------------|----------------|
| 2001   | 7775         | 2004 | 5133         | -2642                    | -34.0          |
| 2002   | 7450         | 2005 | 4920         | -2530                    | -34.0          |
| 2003   | 7950         | 2006 | 5259         | -2691                    | -33.8          |
| 2004   | 8267         | 2007 | 5321         | -2946                    | -35.6          |
| 2005   | 8547         | 2008 | 5417         | -3130                    | -36.6          |
| 2006   | 8356         | 2009 | 5555         | -2801                    | -33.5          |
| 2007   | 8166         | 2010 | 5524         | -2642                    | -32.4          |
| <b>Average</b>   | <b>8,073</b> |      | <b>5,304</b> | <b>-2769</b>             | <b>-34.3</b>   |
| <i>Source: JCPS Accountability, Research, &amp; Planning document—First Month Enrollment</i> |              |      |              |                          |                |

Exhibit 0.3 shows the average seven-year percent of change from ninth to twelfth grade enrollment to be -34.3 percent, meaning that just over one out of every three students drop out of school between their ninth and twelfth grade years.

#### GOAL #2: DEVELOP A UNIFIED GOVERNANCE TEAM THAT RESULTS IN CONSTANCY OF PURPOSE, STABILITY AND TEAMWORK

##### STRATEGIES:

1. Establish the board and superintendent as a cohesive leadership team with a focus on student achievement and building excellence in all our schools.
2. Review, revise, and/or affirm mission, vision, core beliefs, goals and objectives.
3. Create a strategic plan to move from the current state to the desired state.
4. Develop communication protocols among Superintendent, the Board and staff to ensure that Board members have the information that they need to make decisions.

Findings 1.2 and 1.3 evaluate the current status of district governing policies and planning. Auditors' recommendations for improvement are in Recommendation 1 (Reorganize district leadership based upon sound management principles), Recommendation 2 (Adopt policies that provide clear direction and serve as a first source document to administration, teachers, staff, parents, and patrons), and Recommendation 3 (Redesign the planning process to provide a coherent focus and improved system connectivity).

#### GOAL #3: ENGAGE THE COMMUNITY—ESTABLISH ACROSS THE DISTRICT AND COMMUNITY A POSITIVE CLIMATE FOCUSED ON HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT AND CONTINUOUS IMPROVEMENT

##### STRATEGIES:

1. Establish a consistent message to share with stakeholders.
2. Establish positive relationships and open and responsive communication with school-based staff, district staff, parents, students, and community members.
3. Create structures and protocols to engage all stakeholders (i.e., summits).



By responding to the findings and recommendations of this Curriculum Management Audit™, JCPS will be in a better position to engage all stakeholders in the schooling of their children and to recruit and retain a greater number of students in the public school system. As one elected official observed, “The City of Louisville and Jefferson County cannot prosper without a strong public school system.”

### **Financial Standing of the Jefferson County Public School District**

Even in the midst of a national recession, JCPS’s financial position remains stable. Kentucky law allows JCPS to increase its local tax rate by 4 percent each year. Exhibit 0.4 shows that the General Fund Balance increased from \$74,105,760 in FY2006, which represented 7.83 percent of the general fund budget, to \$141,539,550 in FY10, which represented 13.08 percent of the general fund budget (also see Finding 5.1).

#### **Exhibit 0.4**

### **Summary of General Fund Balances FY 2006 through FY 2010 Jefferson County Public Schools October 2011**

| <b>Fiscal Year</b>  | <b>Total General Fund Revenue</b> | <b>General Fund Balance</b> | <b>Percentage of General Fund Balance to General Fund Revenue</b> |
|---|-----------------------------------|-----------------------------|---|
| FY 2006   | 946,916,566                       | 74,105,760                  | 7.83  |
| FY 2007   | 987,323,766                       | 71,804,245                  | 7.72  |
| FY 2008   | 1,042,890,028                     | 105,097,013                 | 10.08   |
| FY 2009   | 1,052,056,027                     | 129,163,347                 | 12.28   |
| FY2010  | 1,082,500,658                     | 141,539,550                 | 13.08   |
| <i>Data Source: Board of Education of Jefferson County, Kentucky—Comprehensive Annual Financial Report, June 30, 2005, 2006, 2007, 2008, 2009, and 2010</i> |                                   |                             |   |

Exhibit 0.5 provides a summary of the cost per student for fiscal years 2006 through 2010.

#### **Exhibit 0.5**

### **Summary of the Cost per Student FY 2006 through FY 2010 Jefferson County Public Schools October 2011**

| <b>Fiscal Year</b>  | <b>Total General Fund Revenue</b> | <b>Student Enrollment</b> | <b>Cost per Student</b> |
|---|-----------------------------------|---------------------------|-------------------------|
| FY 2006   | 946,916,566                       | 97,402                    | 9,722                   |
| FY 2007   | 987,323,766                       | 98,104                    | 10,064                  |
| FY 2008   | 1,042,890,028                     | 99,074                    | 10,526                  |
| FY 2009   | 1,052,056,027                     | 99,365                    | 10,588                  |
| FY 2010   | 1,082,500,658                     | 99,607                    | 10,867                  |
| <i>Financial Data Source: Board of Education of Jefferson County, Kentucky—Comprehensive Annual Financial Report, June 30, 2005, 2006, 2007, 2008, 2009, and 2010</i> |                                   |                           |                         |
| <i>Enrollment Data Sources: JCPS Five Year Enrollment by Grade, 2001-02 through 2010-11 and JCPS District Membership by Grade Summary, October 2011</i>               |                                   |                           |                         |

Auditors noted that in this five-year period enrollment increased by 2,205 students and general fund revenue increased by \$135,584,092, which allowed expenditures per student to increase by \$1,145.

### **Academic Standing of Jefferson County Public Schools**

Overall, auditors found that student performance on KCCT fell below statewide performance at elementary and middle grades, and near the state level at the high school. Five-year trend analyses showed a negative trend in performance rates in grades 3 through 8 and a slightly positive trend in grade 10. Auditors found

inverse relationships between the percent of students eligible for free or reduced price lunch (used as a proxy for socioeconomic status) and performance on state and national assessments. Auditors also found persistent achievement gaps among various subgroups at all levels, and trend analyses indicated that such gaps were not likely to close without significant intervention. The assessment of college readiness, the ACT test, indicated that in a third of the high schools, fewer than 40 percent of JCPS students were college ready in English and reading and fewer than 20 percent were college ready in math and science (see [Finding 4.4](#) for additional details).

### ***Audit Background and Scope of Work***

The Curriculum Management Audit™ is a process that was developed by Dr. Fenwick W. English and first implemented in 1979 in the Columbus Public Schools, Ohio. The audit is based upon generally-accepted concepts pertaining to effective instruction and curricular design and delivery, some of which have been popularly referred to as the “effective schools research.”

A Curriculum Management Audit™ is an independent examination of three data sources: documents, interviews, and site visits. These are gathered and triangulated, or corroborated, to reveal the extent to which a school district is meeting its goals and objectives, whether they are internally or externally developed or imposed. A public report is issued as the final phase of the auditing process.

The audit’s scope is centered on curriculum and instruction, and any aspect of operations of a school system that enhances or hinders its design and/or delivery. The audit is an intensive, focused, “postholed” look at how well a school system such as Jefferson County Public Schools has been able to set valid directions for pupil accomplishment and well-being, concentrate its resources to accomplish those directions, and improve its performance, however contextually defined or measured, over time.

The Curriculum Management Audit™ does not examine any aspect of school system operations unless it pertains to the design and delivery of curriculum. For example, auditors would not examine the cafeteria function unless students were going hungry and, therefore, were not learning. It would not examine vehicle maintenance charts, unless buses continually broke down and children could not get to school to engage in the learning process. It would not be concerned with custodial matters, unless schools were observed to be unclean and unsafe for children to be taught.

The Curriculum Management Audit™ centers its focus on the main business of schools: teaching, curriculum, and learning. Its contingency focus is based upon data gathered during the audit that impinges negatively or positively on its primary focus. These data are reported along with the main findings of the audit.

In some cases, ancillary findings in a Curriculum Management Audit™ are so interconnected with the capability of a school system to attain its central objectives that they become major, interactive forces, which, if not addressed, will severely compromise the ability of the school system to be successful with its students.

Curriculum Management Audits™ have been performed in hundreds of school systems in more than 28 states, the District of Columbia, and several other countries, including Canada, Saudi Arabia, New Zealand, Bangladesh, Malaysia, and Bermuda.

The methodology and assumptions of the Curriculum Management Audit™ have been reported in the national professional literature for more than a decade, and at a broad spectrum of national education association conventions and seminars, including the American Association of School Administrators (AASA); Association of Supervision and Curriculum Development (ASCD); National Association of Secondary School Principals (NASSP); Association for the Advancement of International Education (AAIE); American Educational Research Association (AERA); National School Boards Association (NSBA); and the National Governors Association (NGA).

Phi Delta Kappa’s International Curriculum Management Audit Center has an exclusive contractual agreement with Curriculum Management Systems, Inc. (CMSi—a public corporation incorporated in the State of Iowa, and owner of the copyrights to the intellectual property of the audit process), for the purpose of conducting audits for educational institutions, providing training for auditors and others interested in the audit process, and officially assisting in the certification of PDK/ICMAC-CMSi curriculum auditors.

This audit was conducted in accordance with a contract between Jefferson County Public Schools and the International Curriculum Management Audit Center at Phi Delta Kappa International. All members of the team were certified by Curriculum Management Systems, Inc.

The names of the curriculum auditors in this audit included the following individuals:

- |                    |                    |
|--------------------|--------------------|
| • Mary Arthur      | • Joe Bzenas       |
| • Judy Birmingham  | • Heather Boeschen |
| • Judy Caskey      | • Abbie Cook       |
| • Kelly Cross      | • Patricia Dickson |
| • Diana Gilsinger  | • Penny Gray       |
| • Meredith Hairell | • Sarah Jandrucko  |
| • Steve Kolb       | • Olive Kulas      |
| • Louise Law       | • Pam Morlan       |
| • John Murdoch     | • Jo Ann Pastor    |
| • Eve Proffitt     | • James Scott      |
| • Brenda Steele    | • Jeani Stoddard   |
| • Joy Torgerson    | • Jeff Tuneberg    |
| • Sue VanHoozer    | • Lynn Zinn        |

Biographical information about the auditors is found in the appendix.

### **System Purpose for Conducting the Audit**

The district provided the following explanation as to why it chose to conduct a Curriculum Management Audit™:

Why did we undertake a comprehensive Curriculum Management Audit™?

Jefferson County Public Schools' priority is improving student achievement in every school. We are asking for this review in order for us to know exactly what we need to improve to support student achievement. This review process is not being imposed by the state or any other agency. It is something we want in order to establish an objective, reliable baseline of where we currently are in areas that specifically impact students. Implementing and monitoring an aligned curriculum can result in measureable [sic] increases of student achievement.

What do you want to accomplish from this audit?

A key Strategic Imperative of the Jefferson County Board of Education is to improve student achievement in all of its schools. This process supports the continuous improvement of any aspect of district operations that holds the potential to improve student learning.

How will the information be used?

We will receive extensive information collected by uniquely and objective professionals that will assist us in making specific improvements to ensure quality in our curriculum, our practices and the operations.

Auditors' note: The Board of Education, Superintendent Donna Hargens, and district and school based employees are to be commended for the open and forthright manner in which they provided auditors access to district documents and personnel, parents, and patrons for interviews. All requests were honored in a timely manner. Dr. Lynne Wheat and her staff worked tirelessly to ensure auditors were provided everything necessary to complete this report on schedule.

## **Approach of the Audit**

The Curriculum Management Audit™ has established itself as a process of integrity and candor in assessing public school districts. It has been presented as evidence in state and federal litigation concerning matters of school finance, general resource managerial effectiveness, and school desegregation efforts in Kansas, Kentucky, New Jersey, and South Carolina. The audit served as an important data source in state-directed takeovers of school systems in New Jersey and Kentucky. The Curriculum Management Audit™ has become recognized internationally as an important, viable, and valid tool for the improvement of educational institutions and for the improvement of curriculum design and delivery.

The Curriculum Management Audit™ represents a “systems” approach to educational improvement; that is, it considers the system as a whole rather than a collection of separate, discrete parts. The interrelationships of system components and their impact on overall quality of the organization in accomplishing its purposes are examined in order to “close the loop” in curriculum and instructional improvement.

## II. METHODOLOGY

### *The Model for the Curriculum Management Audit™*

The model for the Curriculum Management Audit™ is shown in the schematic below. The model has been published widely in the national professional literature, including the best-selling book, *The Curriculum Management Audit: Improving School Quality* (1995, Frase, English, Poston).

### *A Schematic View of Curricular Quality Control*



General quality control assumes that at least three elements must be present in any organizational and work-related situation for it to be functional and capable of being improved over time. These are: (1) a work standard, goal/objective, or operational mission; (2) work directed toward attaining the mission, standard, goal/objective; and (3) feedback (work measurement), which is related to or aligned with the standard, goal/objective, or mission.

When activities are repeated, there is a “learning curve,” i.e., more of the work objectives are achieved within the existing cost parameters. As a result, the organization, or a subunit of an organization, becomes more “productive” at its essential short- or long-range work tasks.

Within the context of an educational system and its governance and operational structure, curricular quality control requires: (1) a written curriculum in some clear and translatable form for application by teachers in classroom or related instructional settings, (2) a taught curriculum, which is shaped by and interactive with the written one, and (3) a tested curriculum, which includes the tasks, concepts, and skills of pupil learning and which is linked to both the taught and written curricula. This model is applicable in any kind of educational work structure typically found in mass public educational systems, and is suitable for any kind of assessment strategy, from norm-referenced standardized tests to more authentic approaches.

The Curriculum Management Audit™ assumes that an educational system, as one kind of human work organization, must be responsive to the context in which it functions and in which it receives support for its continuing existence. In the case of public educational systems, the support comes in the form of tax monies from three levels: local, state, and federal.

In return for such support, mass public educational systems are supposed to exhibit characteristics of rationality, i.e., being responsive to the public will as it is expressed in legally constituted bodies such as Congress, state legislatures, and locally elected/appointed boards of education.

In the case of emerging national public school reforms, more and more this responsiveness is assuming a distinctive school-based management focus, which includes parents, teachers, and, in some cases, students.

The ability of schools to be responsive to public expectations, as legally expressed in law and policy, is crucial to their future survival as publicly-supported educational organizations. The Curriculum Management Audit™ is one method for ascertaining the extent to which a school system, or subunit thereof, has been responsive to expressed expectations and requirements in this context.

### ***Standards for the Auditors***

While a Curriculum Management Audit™ is not a financial audit, it is governed by some of the same principles. These are:

#### **Technical Expertise**

PDK-CMSi certified auditors must have actual experience in conducting the affairs of a school system at all levels audited. They must understand the tacit and contextual clues of sound curriculum management.

The Jefferson County Public Schools Curriculum Management Audit™ Team selected by the Curriculum Management Audit Center included auditors who have been school superintendents, assistant superintendents, directors, coordinators, principals and assistant principals, as well as elementary and secondary classroom teachers in public educational systems in several locations: California, Colorado, Florida, Idaho, Iowa, Kentucky, Massachusetts, Missouri, New York, Ohio, Texas, Virginia, and Washington.

#### **The Principle of Independence**

None of the Curriculum Management Audit™ Team members had any vested interest in the findings or recommendations of the Jefferson County Public Schools Curriculum Management Audit™. None of the auditors has or had any working relationship with the individuals who occupied top or middle management positions in the Jefferson County Public Schools, nor with any of the past or current members of the Jefferson County Public Schools Board of Education.

#### **The Principle of Objectivity**

Events and situations that comprise the data base for the Curriculum Management Audit™ are derived from documents, interviews, and site visits. Findings must be verifiable and grounded in the data base, though confidential interview data may not indicate the identity of such sources. Findings must be factually triangulated with two or more sources of data, except when a document is unusually authoritative such as a court judgment, a labor contract signed and approved by all parties to the agreement, approved meeting minutes, which connote the accuracy of the content, or any other document whose verification is self-evident.

Triangulation of documents takes place when the document is requested by the auditor and is subsequently furnished. Confirmation by a system representative that the document is in fact what was requested is a form of triangulation. A final form of triangulation occurs when the audit is sent to the superintendent in draft form. If the superintendent or his/her designee(s) do not provide evidence that the audit text is inaccurate, or documentation that indicates there are omissions or otherwise factual or content errors, the audit is assumed to be triangulated. The superintendent's review is not only a second source of triangulation, but is considered summative triangulation of the entirety of audit.

#### **The Principle of Consistency**

All PDK-CMSi-certified curriculum auditors have used the same standards and basic methods since the initial audit conducted by Dr. Fenwick English in 1979. Audits are not normative in the sense that one school system is compared to another. School systems, as the units of analysis, are compared to a set of standards and positive/negative discrepancies cited.



## The Principle of Materiality

PDK-CMSi-certified auditors have broad implied and discretionary power to focus on and select those findings that they consider most important to describing how the curriculum management system is functioning in a school district, and how that system must improve, expand, delete, or reconfigure various functions to attain an optimum level of performance.

## The Principle of Full Disclosure

Auditors must reveal all relevant information to the users of the audit, except in cases where such disclosure would compromise the identity of employees or patrons of the system. Confidentiality is respected in audit interviews.

In reporting data derived from site interviews, auditors may use some descriptive terms that lack a precise quantifiable definition. For example:

“Some school principals said that ...”

“Many teachers expressed concern that ...”

“There was widespread comment about ...”

The basis for these terms is the number of persons in a group or class of persons who were interviewed, as opposed to the total potential number of persons in a category. This is a particularly salient point when not all persons within a category are interviewed. “Many teachers said that...,” represents only those interviewed by the auditors, or who may have responded to a survey, and not “many” of the total group whose views were not sampled, and, therefore, could not be disclosed during an audit.

In general these quantifications may be applied to the principle of full disclosure:

| <b>Descriptive Term</b> | <b>General Quantification Range</b>  |
|-------------------------|--|
| Some ... or a few ...   | Less than a majority of the group interviewed and less than 30 percent               |
| Many ...                | Less than a majority, more than 30 percent of a group or class of people interviewed |
| A majority ...          | More than 50 percent, less than 75 percent   |
| Most ... or widespread  | 75-89 percent of a group or class of persons interviewed                             |
| Nearly all ...          | 90-99 percent of those interviewed in a specific class or group of persons           |
| All or everyone ...     | 100 percent of all persons interviewed within a similar group, job, or class         |

It should be noted for purposes of full disclosure that some groups within a school district are almost always interviewed in toto. The reason is that the audit is focused on management and those people who have policy and managerial responsibilities for the overall performance of the system as a system. In all audits an attempt is made to interview every member of the board of education and all top administrative officers, all principals, and the executive board of the teachers’ association or union. While teachers and parents are interviewed, they are considered in a status different from those who have system-wide responsibilities for a district’s operations. Students are rarely interviewed unless the system has made a specific request in this regard.

### Interviewed Representatives of the Jefferson County Public Schools

|   |  |
|---|--|
| Superintendent                                | Seven School Board Members               |
| All principals                                | K-12 Teachers (voluntary, self-referred) |
| Students (during site visit)                  | Parents (voluntary, self-referred)       |
| Representatives of the Teachers’ Organization | Officers Parent-Teacher Organization     |
| Patrons including elected officials           |  |

Approximately 450 individuals were interviewed during the site visit phase of the audit.

### ***Data Sources of the Curriculum Management Audit™***

A Curriculum Management Audit™ uses a variety of data sources to determine if each of the three elements of curricular quality control is in place and connected one to the other. The audit process also inquires as to whether pupil learning has improved as the result of effective application of curricular quality control.

The major sources of data for the Jefferson County Public Schools Curriculum Management Audit™ were:

#### **Documents**

Documents included written board policies, administrative regulations, curriculum guides, memoranda, budgets, state reports, accreditation documents, and any other source of information that would reveal elements of the written, taught, and tested curricula and linkages among these elements.

#### **Interviews**

Interviews were conducted by auditors to explain contextual variables that were operating in the school system at the time of the audit. Such contextual variables may shed light on the actions of various persons or parties, reveal interrelationships, and explain existing progress, tension, or harmony/disharmony within the school system. Quotations cited in the audit from interviews are used as a source of triangulation and not as summative averages or means. Some persons, because of their position, knowledge, or credibility, may be quoted more than once in the audit, but they are not counted more than once because their inclusion is not part of a quantitative/mathematical expression of interview data.

#### **Site Visits**

All building sites were toured by the PDK-CMSi audit team. Site visits reveal the actual context in which curriculum is designed and delivered in a school system. Contextual references are important as they indicate discrepancies in documents or unusual working conditions. Auditors attempted to observe briefly all classrooms, gymnasiums, labs, playgrounds, hallways, restrooms, offices, and maintenance areas to properly grasp accurate perceptions of conditions, activities, safety, instructional practices, and operational contexts.

### ***Standards for the Curriculum Management Audit™***

The PDK-CMSi Curriculum Management Audit™ used five standards against which to compare, verify, and comment upon the Jefferson County Public Schools's existing curricular management practices. These standards have been extrapolated from an extensive review of management principles and practices and have been applied in all previous Curriculum Management Audits™.

As a result, the standards reflect an ideal management system, but not an unattainable one. They describe working characteristics that any complex work organization should possess in being responsive and responsible to its clients.

A school system that is using its financial and human resources for the greatest benefit of its students is one that is able to establish clear objectives, examine alternatives, select and implement alternatives, measure results as they are applied against established objectives, and adjust its efforts so that it achieves a greater share of the objectives over time.



The five standards employed in the PDK-CMSi Curriculum Management Audit™ in Jefferson County Public Schools were:

1. The school district demonstrates its control of resources, programs, and personnel.
2. The school district has established clear and valid objectives for students.
3. The school district demonstrates internal consistency and rational equity in its program development and implementation.
4. The school district uses the results from district-designed or -adopted assessments to adjust, improve, or terminate ineffective practices or programs.
5. The school district has improved productivity.

A finding within a Curriculum Management Audit™ is simply a description of the existing state, negative or positive, between an observed and triangulated condition or situation at the time of the PDK-CMSi audit and its comparison with one or more of the five audit standards.

Findings in the negative represent discrepancies below the standard. Findings in the positive reflect meeting or exceeding the standard. As such, audit findings are recorded on nominal and ordinal indices and not ratio or interval scales. As a general rule, audits do not issue commendations, because it is expected that a school district should be meeting every standard as a way of normally doing its business. Commendations are not given for good practice. On occasion, exemplary practices may be cited.

Unlike accreditation methodologies, audits do not have to reach a forced, summative judgment regarding the status of a school district or subunit being analyzed. Audits simply report the discrepancies and formulate recommendations to ameliorate them.



### III. FINDINGS

#### **STANDARD 1: The School District Demonstrates Its Control of Resources, Programs, and Personnel.**

Quality control is the fundamental element of a well-managed educational program. It is one of the major premises of local educational control within any state's educational system.

The critical premise involved is that, via the will of the electorate, a local board of education establishes local priorities within state laws and regulations. A school district's accountability rests with the school board and the public.

Through the development of an effective policy framework, a local school board provides the focus for management and accountability to be established for administrative and instructional staffs, as well as for its own responsibility. It also enables the district to make meaningful assessments and use student learning data as a critical factor in determining its success.

Although educational program control and accountability are often shared among different components of a school district, ultimately fundamental control of and responsibility for a district and its operations rests with the school board and top-level administrative staff.

##### ***What the Auditors Expected to Find in the Jefferson County Public Schools:***

A school system meeting PDK-CMSi Curriculum Management Audit™ Standard One is able to demonstrate its control of resources, programs, and personnel. Common indicators are:

- A curriculum that is centrally defined and adopted by the board of education;
- A clear set of policies that establish an operational framework for management that permits accountability;
- A clear set of policies that reflect state requirements and local program goals and the necessity to use achievement data to improve school system operations;
- A functional administrative structure that facilitates the design and delivery of the district's curriculum;
- A direct, uninterrupted line of authority from school board/superintendent and other central office officials to principals and classroom teachers;
- Organizational development efforts that are focused to improve system effectiveness;
- Documentation of school board and central office planning for the attainment of goals, objectives, and mission over time; and
- A clear mechanism to define and direct change and innovation within the school system to permit maximization of its resources on priority goals, objectives, and mission.

##### ***Overview of What the Auditors Found in the Jefferson County Public Schools:***

This section is an overview of the findings that follow in the area of Standard One. Details follow within separate findings.

In their review of the Jefferson County Public School District, auditors found several disconnections between the district's intended and actual outcomes. Significant disconnects exist in public perceptions regarding the effectiveness of district schools; the effective use of using policies and plans to guide decision making; the effectiveness and cost of district administrative services; the understanding of the role of both district and school-based decision making; student achievement in relationship to related financial expenditures; the role of effective program evaluation as a tool in decision making; teacher assignment as it relates to meeting the needs

of students; and the conflicting goals of being able to fully honor diversity, while ensuring a consistent and equitable educational program, and at the same time providing school choice in an autonomous school-based decision-making model.

Jefferson County Public Schools (JCPS) structures and processes for the development, organization, and dissemination of board of education policies and related administrative regulations designed to implement those policies are inadequate. Most board policies are too brief and generalized to provide sufficient direction for decision making, and few have been revised since 1995. Administrative regulations focus solely on areas of personnel management with little direct bearing on curriculum and instruction and have no direct link to board policies. This is especially evident in the areas of curriculum, instruction, professional development, assessment, and program evaluation. Board policies are either absent or inadequate to foster district-wide sound curriculum management. Some of the model policies, presented in the School-Based Decision Making (SBDM) policy manual, actually provide more direction than do board policies. However, since there are so many options for many policies, each of which addresses different elements of audit policy criteria, it is impossible to conclude that school-based policies would consistently and adequately address the curriculum management needs at all sites across the district. In addition, mechanisms for district accountability for oversight of school-based policies and actions were insufficiently articulated through board policy to ensure sufficient quality control throughout the system.

Planning exists at all levels of Jefferson County Public Schools, but current efforts are insufficient to achieve the expected outcomes of planning. The board policy framework fails to provide sufficient direction to support a consistent planning focus over time and to coordinate and connect plans throughout the system to each other and to a commonly held vision and set of goals. Staff and other stakeholders reported considerable confusion about the system vision and direction held by district leaders, citing conflicting direction and expectations from various central office divisions and departments. Processes for monitoring plan implementation, evaluating and reporting results, and holding administrators accountable for improvement in student performance are inadequate. The system-wide plan, the *Comprehensive District Improvement Plan*, is out of date, and it fails to meet adequacy standards for quality system-level plans. Similarly, school plans are generally inadequate in terms of design, deployment, and delivery. In particular, auditors found that support for school planning efforts focused on compliance with planning requirements and elements and provided inadequate guidance regarding the quality of the plan to achieve the desired results.

There is adequate policy direction for the preparation of job descriptions. Job descriptions were available for most positions on the organizational chart, and the majority satisfied minimal audit criteria for adequacy of design. However, approximately a quarter of the job descriptions were determined inadequate because of incomplete or missing supervisor relationships or incomplete statements of responsibilities, or were too generic to be useful to employees regarding their specific responsibilities or to justify differences in pay grades. Likewise, there is little relationship between an employee's job description and his or her formal performance evaluations.

The design of the organizational chart does not conform to the principles of sound organizational management. Positions are not logically grouped, spans of control are excessive, some supervisory relationships are unclear, essential positions are missing from the chart, and relative levels of responsibility are not accurately portrayed. The majority of stakeholders interviewed indicated that the relationships reflected in the current organizational chart do not support sound design and delivery of curriculum.

**Finding 1.1: The perceptions of school personnel and the public show a lack of trust in the district's ability to effectively design and deliver a high quality curriculum to students.**

Rational systems provide strong links that connect policy makers' decisions to students' classroom experiences and ultimately to their academic success. Further organizational development that is directed by board adopted policies and plans and aligned administrative procedures formalizes actions that provide personnel with the specific direction that is needed to achieve the intended outcomes of the board. A functional organization also has an administrative structure that arranges personnel and all related resources to ensure the effective and efficient design and delivery of the written, taught, and tested curriculum. Likewise, high functioning organizations are constantly self-monitoring and self-correcting identified deficiencies. In their review of the

Jefferson County Public School District, auditors found several disconnections between the district's intended and actual outcomes which are highlighted in the findings of this audit. The following discussion provides an overview of the perceptions of school personnel and the public which show a lack of trust in the district's ability to effectively design and deliver a high quality curriculum to students.. A more complete explanation is found in individual findings and related recommendations.

### **Perceptions**

Both prior to and during their on-site visit, auditors were flooded with both public and private perceptions of the status of Jefferson County Public School District. The following quotations are representative of the perceptions shared with auditors:

- “Our results do not allow us to be arrogant about the ‘Jefferson County Way.’ We have pride in being good—but the reality is that we have underperforming schools.” (District Administrator)
- “The district is dealing with a lot of negativity, which is detrimental to employee morale. It doesn’t seem to matter how hard we work and how much success we have; we are still held under a microscope of negativity.” (District Administrator)
- “The general public has lost confidence in our ability to do our job—it has not always been this way. We need help fixing our image.” (Building Principal)
- “Support can take many forms, but lack of support sends a pretty clear message. Never once in all of the years of our magnet program, has any district official ever said , ‘thank you’ or ‘good work’ directly to our staff.” (Teacher)
- “I am daily in the presence of incredibly talented and committed teachers; the superintendent needs to continue to send the message that she supports them. That is a huge shift for this community, principals, and the administration.” (Building Administrator)
- “We need to use annual growth as a measure of individual student progress. If we were to do this, all schools especially low performing schools (as currently determined by a standardized test) could demonstrate their effectiveness, which would increase our public’s confidence in their schools.” (Teacher)
- “You have high-achieving students in all schools but the perception of school quality is based on the school that the child attends.” (Patron)
- “People of the community are ready for an awakening in the Jefferson County Public Schools.” (Patron)
- “The community is telling us, ‘Tell the truth, and we will help you climb this mountain.’” (District Administrator)

Obviously, there is a justified desire on the part of all stakeholders for the district to be continually striving to provide students with an optimal educational experience. The findings of this audit will add further emphasize the need to be proactive in addressing the district's many challenges. This is not unusual as the audit is an exception report that holds the system up to scrutiny against the predetermined standards of quality, notes relevant findings about the system, and cites discrepancies from audit standards. However, even with their deep understanding of the challenges facing JCPS, auditors found (after having visited the vast majority of the district's classrooms) no reason for public abandonment of their public school system. On the contrary, there is strong evidence of the board, administration, and public's firm determination to acknowledge deficiencies and work together to ameliorate them.

## **Policies, Plans, and Related Governing Documents**

Through interviews, auditors learned that even though the district has literally hundreds of documents including board and school-based policies and plans and other directives (see [Appendix 2](#) for a 20-page listing of documents reviewed by auditors) that by and large, the personnel in the field are directed through oral traditions. When asked what first source documents employees used for direction, the answers were primarily “each other as there was no generally accepted formal centralized system in place to provide guidance.” These perceptions are noted in the following interviews:

- “Many policies are dated and generally don’t have a significant impact on day-to-day operations of the district.” (District Administrator)
- “One of our problems is managing the information flow. We have not been focused around a unified vision. Frankly, I could not tell you what our local goals are. We have not said what we want our schools to do.” (Board Member)
- “I think some of the administrators view the planning process more as a compliance issue rather than a real tool to help kids.” (District Administrator)
- “I hate to say it, but it [planning] is one of those things we just do and check it off as done.” (School Administrator)
- “I get different messages from different departments. I get the impression that...departments don’t talk to one another.” (School Administrator)
- “On the district level...the left hand doesn’t know what the right hand is doing. The work that comes to the classroom [because of this] is unbearable....” (Teacher)
- “People don’t look at the district as a system. We have cultural silos which don’t work or play well together.” (Patron)
- “We have always thought divisionally, not as a pre-school through [grade] 12 district. We have divisional kingdoms.” (District Administrator)
- “District office departments are not working in tandem.” (School Administrator)
- “Some [people] are in the same boat, but not rowing in the same direction and some are not even in a boat—they are flailing in the water.” (District Administrator)
- “We are extremely territorial and [people] want total control of their part of the district.” (District Administrator)

The net effect of governing through oral traditions is that JCPS has become a system of schools rather than a school system (also see [Findings 1](#) and [2](#) and [Recommendations 2](#) and [3](#)).

## **District Administration**

Similarly, interviews revealed significant concerns relating to number of personnel assigned to the central office, including their roles, responsibilities, and compensation. Some teachers shared their perceptions of central services:

- “District needs are universally seen as being placed above campus needs.” The follow-up question was, what is it that you need? The teacher responded, “The highest priority is to have more hands to help in the classrooms. Second, we need to streamline curriculum programs and have rationale for each one. Third, we need to financially support our magnet schools. Fourth, we need to secure our property and prevent break-ins and theft.”
- “This is the first time in 27 years that I have been asked what I think. Most school level people don’t or won’t speak up (to the central office) because they fear retaliation.”
- “There are lots of wheels spinning but no gears connecting.”

- “If a top administrator doesn’t support the students, then eliminate the position.”

The perceptions shared by parents and patrons of district administrative services reflected similar frustration and a general lack of trust:

- “The management infrastructure has a culture that is counterproductive to the well-being of our schools. There is a group of self-serving people who don’t want change because they either profit, retain power, or both by maintaining the status quo.” (Patron)
- “HR has assimilated power and authority that does not belong to this department—they have become policy makers instead of implementers of policy. Hence there is a lot of manipulation—they encumber the process of personnel management.” (Patron)
- “The cultural of entrenchment must end because the public, business community, and elected officials are all tuned into the fact that JCPS administration is not user friendly, is top heavy, and that staffers are overpaid.” (Patron)
- “Salaries are so out-of-bounds. We have too many, too expensive employees who don’t have a clear understanding of what is needed to support schools.” (Patron)
- “Money spent on bad leadership is wasted. The board needs to clean up waste: we need to eliminate stuff and salaries that aren’t needed and don’t directly help students.” (Parent)
- “The VanHoose Education Center is top heavy and overpaid—many staffers are seen as having very little to do; this results in time for destructive gossip and creates a sense of entitlement. There seems to be a cultural of disregard for serving the public among some of the administrative staff.” (Patron)
- “There are 400 administrators in the 100 K club. It seems that overtime is promoted and there are no watchdogs to reviews it.” (Parent)

Principals provided the following insights into central office services:

- “There is very little collaboration between assistant superintendents and curriculum personnel. Principals are often caught in the middle.”
- “Department clerks often tell us what we can and can’t do as principals, which only creates more tension.”
- “We need to bridge the current gaps between elementary, middle, and high schools. The current organizational structure of assistant superintendents prevents this from occurring.”

The above perceptions were validated in interviews with district administrators:

- “We have a 1.2 billion dollar budget and talented people, but everyone doing their own thing.”
- “The central office is bloated; non-performing personnel are often reassigned here—it gives us a bad image.”
- “We are spending millions to keep retired people, who believe they are entitled, in special projects.”
- “Job descriptions are not working. Employees cannot look at their job descriptions and determine their duties.”
- “The system has really bloated administrative salaries; the media calls it the \$100,000 club.”
- “We don’t always have the right people in the right places with the right talent. We need to seriously review every single position to verify that it is needed and that is filled with a competent administrator.”



Finding 1.4 addresses job descriptions, Finding 1.5 the district's Table of Organization, and Finding 5.1 has a section on the 405 administrators' salaries that are over \$100,000. Auditors released Recommendation 1 on November 1, 2011, prior to the full audit report so that the superintendent and board could begin the process of restructuring central office services. To assist in this process, the board also commissioned a Level II central office staffing analysis which was released to the public in December 2011.

### **School-based Decision Making**

The Greater Louisville Education Project Report conducted by McREL (2007) found the Kentucky Education Reform Act (KERA) of 1990 School-based Decision-making Council System to be "in conflict with effective leadership models that call for consistency and coherence in high performing districts." The report stated that JCPS school councils are not held accountable for school effectiveness, "which creates an incoherent district of separate initiatives." The plans and reports cited above reflect JCPS's challenges and needed efforts to provide a high quality educational program for its 100,229 students. As part of school visits, auditors encountered a wide variation in employees and parents/patrons' perceptions of both the purpose and functionality of School-based Decision-making Councils. Their perceptions are reflected in the following quotations:

- "Systemic reform cannot be successful when individual schools can opt out. It doesn't make sense when you have incapable people serving on site councils; it is more difficult to make good decisions that will lead to a better education for their children." (Patron)
- "I love site-based privileges; it gives me the autonomy that I want." (School Administrator)
- "The structure of the SBDM is a flawed system—it is heavily weighted on the principal's side. Power is very one sided—the current system is not collaborative. We need greater clarification of roles and responsibilities." (Parent)
- "SBDM has not worked out the way I hoped it would; however we will still need to value the opinion of parents and especially those who feel disenfranchised." (Parent)
- "With the site-based governance law, the district can't really make us do anything we don't want to do." (Teacher)
- "SBDM Councils (are mini school board—two parents, two teachers, and the principal). This group decides who the principal is going to be. The superintendent can now have a vote on this decision. The councils are generally seen as a positive feature of schools. The councils provide ownership and involvement." (District Administrator)

While auditors found variation in the understanding of the roles and responsibilities of SBDM Councils, their overall sense was that there was not significant conflict and that, in fact, there was a genuine recognition by SBDM Councils of the need for strong district support and the desire to partner with district leadership.

- "We do need curriculum help, but teachers also need to buy in; when teachers buy in, they are more likely to teach the program." (Teacher)
- "The design of the curriculum needs to happen at the central office and the delivery needs to happen at the school—this requires an ongoing partnership." (District Administrator)
- "My vision is one curriculum with teacher friendly resources that is taught with fidelity." (District Administrator)
- "SBDM should focus on the how and let the district work on the what of curriculum." (District Administrator)
- "Teachers need to be trusted to use their creativity in how they teach the written curriculum." (Building Administrator)
- "The curriculum needs more rigor; testing is the only measure of what we learn; some students are just skating by. This high school is seen as not being rigorous." (Student)



- “We need more help; I wasn’t prepared for Algebra II. We need to have math every year; otherwise, we forget too much and it is too hard to pick it up again.” (Student)
- “I am feeling the pressure and need all the help I can get.” (Teacher)

Auditors concluded that as audit recommendations are implemented and district curriculum and instructional services become deeply aligned with students’ needs, school-based personnel will begin to trust, welcome, and embrace high quality resources provided by the district office personnel (see Standard 2 Findings and all Recommendations).

### **Program Evaluation**

Program evaluation is a multilayered process of obtaining data regarding the quality of program design, its alignment to district and department goals, the fidelity of implementation, resource needs, outcomes attained over time, and cost-effectiveness in achieving desired outcomes. In order to accomplish these purposes, program evaluation should answer four questions:

1. Is there a program evaluation plan in place (to evaluate curriculum, stand-alone programs, or particular district functions, e.g., personnel services, maintenance)? (Design)
2. What is the quality of the program evaluation approach? (Design)
3. Is the program evaluation approach used, and are programs evaluated? (Delivery)
4. Does using the program evaluation data make any difference? (Delivery)

For this review, auditors used the following information regarding program evaluation gleaned from interviews:

Question 1: Is there a program evaluation plan in place?

- “There is no process in place in this district to evaluate programs. We have programs up the wazoo and no one really knows which ones do any good. It is all perception.” (District Administrator)
- “We have never done a program evaluation except for grant compliance reports.” (School Administrator)

Question 2: What is the quality of the program evaluation approach?

- “No one really looks at those [district evaluations]. They are done for the board or to impress a partner, but they are not used as a tool to help us with program management. We throw a program at every problem, but we never ask, was it the right answer?” (District Administrator)

Question 3: Is the program evaluation approach used, and are programs evaluated?

- “The program adoption process is not clear.” (Teacher)
- “It feels like the district does program evaluation in reverse: ‘Here’s the program, how can we make it fit?’” (Teacher)
- “Foundations and business partners are becoming increasingly frustrated with the lack of strategic focus. The district is always seeking additional funds and they are, for the most part, available, but there is a growing reluctance to ‘throw money’ at vague hopes it will make a difference.” (Patron)

Question 4: Does using the program evaluation data make any difference?

- “We have so many programs here it’s hard to decide what is making a difference.” (School Administrator)
- “Now that we have data by standard, we realize that the programs we bought don’t match what our students need. Now we can’t afford to buy new ones.” (School Administrator)

- “The more our data gets specific about what students don’t know, the more we realize the programs we bought don’t align with our curriculum. But, we are not ready to give them up.” (District Administrator)

A review of district level program evaluations completed over the past five years revealed that these evaluations were not linked to system results and were inadequate to inform decision making for program continuation, refinement, or termination (see [Finding 4.5](#)). Site programs were not evaluated. Overall, less than five percent of all district 800 plus programs were evaluated. For a complete review of program evaluation and the auditors’ recommendation see [Findings 4.5, 5.1, and 5.4](#) and [Recommendation 5](#).

### **Teacher Assignment**

The *Greater Louisville Education Project Report* (2007) stated that “reform efforts are hampered by teacher transfer and seniority rules.” [Exhibits 3.1.3](#) through [3.1.6](#) demonstrated that high poverty JCPS schools continue to have less experienced and less educated teachers than low poverty schools. These data showed that “the least experienced teachers were teaching in the most high risk schools” and “two-thirds of teacher transfers were out of low wealth schools.” Interviews also verified the commonly held perception that highly qualified teachers are less likely to continue teaching at schools with high poverty.

- “In some of our most challenging schools, we have the least experienced teachers. What we see now is ‘teacher flight,’ which tends to be propped up by transfer rules.” (Patron)
- “We need to make it more attractive (for teachers) to come to and stay at tougher schools.” (School Administrator)
- “Principals who are savvy know how to use the teacher transfer policy to minimize the risk of getting a poor performer. Consequently, these poor performing teachers often end up in poor performing schools and which perpetuates the problems of poverty.” (Building Administrator)

Auditors noted that nothing has systemically changed since the 2007 *Greater Louisville Education Project Report* regarding the regulations that control teacher transfers. In addition, [Finding 3.5](#) verified that the implementation of the evaluation process is inconsistent in providing specific recommendations for professional employee growth. The consequence of the combination of a disproportionate number of teachers transferring out of high poverty schools and an evaluation process that does not consistently provide recommendations for professional growth creates a disproportionate number of lesser experienced and/or lower performing teachers who remain in high poverty schools.

### **Diversity and Choice**

The district highly values diversity, and there is a general perception among stakeholders that the district is very diversified.. Interviews validated this point:

- “At one time, diversity was race based. However, today, socioeconomic status is the primary basis for diversity.” (Board Member)
- “The Board is 7-0 in their support of diversity.” (District Administrator)
- “Schools with diversity bring a richness and unity that you can’t experience in any other way.” (Parent)

However, auditors noted that, in fact, the district’s choice policy has often negated the desire for economic diversity. For example, high school graduation rates range from 57.2 percent at The Academy @ Shawnee to 99.8 percent at DuPont Manual. The percentage of socioeconomically disadvantaged students ranged from 85.6 percent at The Academy @ Shawnee to 14.4 percent at DuPont Manual.

This variation causes concerns for parents, as noted in interviews:

- “Everyone wants their children to go to Manual High School. Fewer and fewer African American kids get in because other minorities are consuming the available seats. In addition, there are only four African American teachers on staff. It’s about identity, respect, and appreciation.”

- “We need to find successful practices and duplicate them. If we don’t get into the school of choice, we are left to scramble—why can’t we have more good working schools? For example, we need a middle school that carries on the Montessori philosophy. Why can’t we duplicate what is happening at Manual High School in our other high schools.”
- “Field trips are inequitable. Because of school choice and an individual school’s ability to raise funds, rich kids get them both at home and at school?”
- “The ESL students are dragging the other students down. Magnet schools ought to be serving the students who can benefit from them, but because some of them don’t offer ESL services, they don’t have to deal with the ESL populations.”
- “As a consumer, I would definitely keep the magnet school system while developing all magnet options to make them stronger and more desirable to parents. Especially at the middle school and high school levels, there is great disparity in the strength and reputation of the magnet program options offered across the county.”

These parents’ perceptions were validated by district data. Exhibit 3.1.7 provides the following example:

- The number of Advanced Placement courses offered per high school ranges from zero at Iroquois and The Academy @ Shawnee to 27 courses at DuPont Manual High School.
- The four high schools offering the largest number of AP courses have the lowest percentages of economically disadvantaged students.

The perception that schools of choice with their selective enrollment policies often exclude low SES students was voiced in interviews:

- “We deal with a different low SES demographic of children, but we are compared to high SES students.” (Teacher)
- “Certain magnet schools select their students while (non-magnet) schools work hard with any students that walk in the door. It’s not fair to be ranked in the same way.” (School Administrator)
- “If a student is failing, I meet with their parents and tell them that their child can continue to fail here, which would not be in his best interest.” (Traditional School Administrator)
- “The have-nots don’t get their choice (of schools) and they have to travel the most. They don’t get to bring their lawyer to the meeting.” (Teacher)
- “Those who are politically savvy get their kids into the ‘right’ schools. If you don’t play into that, or you don’t know how to do that, you end up on the short end of the stick—which perpetuates segregation.” (Patron)
- “They use mystery criteria for student selection at magnet schools; it appears as though some can choose their own students.” (Board Member)
- “Diversity works in our school and we are high achieving. We have students coming from 26 zip codes because their parents choose to send them to us.” (Building Administrator)

However, there is also a strongly held perception that without such choice the district may lose a greater market share of students to non-public schools options:

- “I wanted you to know that I truly appreciate your request for information and feedback about the current situation in JCPS schools. We have been consumers of district services for nine years now and just last year felt it necessary to investigate private school options due to disillusionment with the lack of response on the part of the district leadership regarding concerns at our school.” (Parent)
- “I know parents who work three jobs just to keep their kids in a private school.” (Parent)
- “Our public schools need to be strong; there is no way that private schools could meet the needs of all students any better than do our public schools.” (Parent)

In summary, the district has not been able to fully honor diversity, provide a consistent and equitable educational program, and at the same time provide school choice in an autonomous school-based decision-making model (also see [Finding 3.1](#)).

### Summary

In their review of the Jefferson County Public School District, auditors found that the perceptions of school personnel and the public show a lack of trust in the district's ability to effectively design and deliver a high quality curriculum to students. Specific challenges addressed in this finding include: overcoming negative perceptions about the quality of the educational experience in JCPS, the lack of credibility of the district administration, the connections between school-based and district level decision making, the absence of and need for effective program evaluation, the impact on low SES schools from current teacher assignment policies, and the challenges of balancing parental choice and maintaining student diversity.

### Auditors' Note

Solutions to these and other problems identified in this and other audit findings rest in the audit's 10 recommendations. The efficacy of these recommendations rests on a viable, valid, comprehensive, and focused framework of board policies and related planning efforts. As district leaders respond to the recommendations of this audit, the audit team encourages them to set short-term goals with a reasonable number of objectives to be accomplished in the recommended time lines and to establish broad knowledge and common understanding among all stakeholders for each endeavor, which will lead to sustainable programs that increase public trust and better meet all students' needs.

**Finding 1.2: Board of education policies and administrative regulations, along with the model policies provided by district staff to support implementation of School-based Decision Making (SBDM), do not provide adequate guidance needed for effective management of curriculum and related district functions, consistency in organizational operations, or system quality control.**

A school system's primary purpose is to control the processes, programs, personnel, and financial resources necessary to educate students. It is assumed that through this control district leadership can substantially influence educational outcomes (i.e., "All JCPS students will become critical thinkers and lifelong learners who are academically prepared in a diverse environment to be successful in the postsecondary education programs or careers of their choice," stated as the board goals in the *JCPS Facts 2011* publication). The premise of local control is at the heart of the American educational system. It is through its policies that a local board of education discharges, over time, its responsibility for system control and direction. Comprehensive board policies need to provide foundational direction to the school district. Policies that are effective provide the focus and parameters for decision making at all levels of the system. In particular, board policies clarify the relationship between centrally-based and school-based decision making and establish accountability for quality control at all levels of the organization. It is also through policies that commonly understood standards are established and maintained over time for the design and delivery of all written, taught, and tested curricula.

In order for policies to provide the necessary operational framework, they must be useful in controlling and directing decision making. Policies must reflect the expectations set by the board of education and focus the resources of the district towards specific goals. Policies drive practice. They provide the structure for members of the board of education and staff to be rational in their decisions, foster congruence over time as board members and staff change, and help board members understand their proper role. They must be specific, easily referenced documents to provide individual and system guidance.

Conversely, when policies are absent, outdated, cumbersome, inaccessible, vague, or are ignored, there is no effective guidance for administrators or staff. The result may be that decision making is left to the discretion of individuals or special interests. In such instances, there may be fragmentation and a lack of congruity in system operations and actions. Educational outcomes may be unpredictable and/or disjointed and may not reflect the intent of the board of education. Ensuring that all students in the system have equitable opportunities to learn is compromised when there is insufficient policy direction.

Administrative regulations are the directives authorized by the superintendent to carry out the intent of board of education policy. They provide, in a precise manner, the actions, procedures, and processes to bring an established policy to fruition. While board of education policies should be designed to focus on the mission and ends of the system in order to provide overall system coherence, administrative regulations should focus on the means to bring about those ends. Administrative regulations should connect to board policies and make them operational. Administrative procedures are ordinarily not approved by boards of education but are reviewed for congruence with their policies.

Kentucky state law provides clear direction for the policy role of boards of education. Chapter 160 of the Kentucky Revised Statutes (KRS) contains a number of laws regarding local boards of education, particularly *KRS 160.290: General Powers and Duties of the Board*, which outlines the board's role as a policy making body. The JCPS Board of Education describes this role in several of its own policies as follows:

- *Board Policy BB: School Board Legal Status* states, "the Board of Education of Jefferson County is the policy making body for the Jefferson County Schools and serves within the framework provided by law and the local citizenry."
- *Board Policy BBA: School Board Powers* specifies that "The board is, in practice, primarily a policy making body."
- *Board Policy BCD: Board-Superintendent Relationship* distinguishes the two roles as follows: "While the primary functions of the board shall be policy development and adoption and goal appraisal, the function of the superintendent of schools shall be executive."
- *Board Policy BF: Board Policy Development* contains the following additional statements about the role of the board in developing policy: "The legal responsibility for policy making belongs to the board....The board shall be the legislative body which determines all questions of general policy to be employed in the governance of the public schools....The board shall adopt only those policies which it believes to be sound and workable. Only those written statements so adopted and so recorded shall be regarded as official board policy."
- *Board Policy BRF: Policy Review and Evaluation* requires "Written policies shall be reviewed regularly, shall be made available to all school personnel, and shall be used consistently by the board as a basis for its actions."

To determine the status of policy and regulation development in Jefferson County Public Schools, the auditors reviewed a document entitled *Board of Education of Jefferson County Policy Manual 2011*, presented by staff as board policy and also posted on the district website. Policies included in the 245-page manual were listed alphabetically. There was no way to easily search for specific policies in this manual as no index or table of contents was provided and there is no search feature in the online posting. Auditors also reviewed a set of 21 draft board policies in the area of fiscal management presented to the board for first reading in July 2011, and selected for further review those policies related to curriculum management. Attached to this set of draft policies was a statement to the board of education that the proposed revisions were made in conjunction with the Kentucky School Boards Association's Policy Service and that district staff were in the process of moving from a lettering system to a number system for policy identification.

In their analysis of the set of adopted board policies in the current policy manual, auditors observed the following:

- Most policies were extremely brief, consisting of one or two sentences.
- The majority of the policies (84 percent) were last revised in November of 1995.
- Of the revisions made since 2000, most were in the area of personnel.
- Personnel policies comprised the largest portion of the set of policies as a whole. Seventy-three (73) policies (26 percent of the total) were in this area.



- Curriculum accounted for approximately 13 percent of the policies, as did policies related to board governance.
- Few board policies addressed instruction, assessment, accountability, and professional development.

Auditors requested any administrative regulations used to support the implementation of board policy. The only administrative regulations presented were included in a handbook entitled *Personnel Policies and Procedures*. There were 46 administrative regulations contained in this manual, most adopted in 2001. Auditors selected for further review those few administrative regulations that contained information related to curriculum management and included them in the detailed policy analysis that follows in this finding.

Kentucky statutes have also conferred policy authority on School-based Decision-making Councils. *KRS 160.345* outlines the requirements and authority for school-based decision making (SBDM) and specifically enumerates those areas where site councils must develop school-specific policies. These include policies regarding determination of curriculum, including needs assessment, curriculum development, and responsibilities; assignment of all instructional and non-instructional staff time; assignment of students to classes and programs within the school; determination of the school schedule; determination of use of school space during the school day; planning and resolution of issues regarding instructional practices; selection and implementation of discipline and classroom management techniques; selection of extracurricular programs and determination of policies related to student participation; procedures for determining alignment with state standards, technology utilization, and program appraisal; and procedures to assist the council with selection of the principal.

Parameters around the authority of the site council are included in *KRS 160.345 (c) 1*: “The school council shall have the responsibility to set school policy consistent with district board policy” and section (c) 3, which enumerates nine areas in which the school board must develop policies to implement school-based decision making (SBDM). Required areas for local board policy to support SBDM include: school budget and administration, testing, school improvement planning and its relationship to overall district planning, and professional development. Auditors reviewed all 16 policies in the *BL* section of the *JCPS Board Policy Manual* that deal with the mandated areas for board policy regarding SBDM.



*“Will It Help Our Children Succeed?” picture on the Conway Middle School’s Principal’s desk asking a question to remind staff, parents, and the School-based Decision-making Council to put students’ needs first.*

Auditors also reviewed a document entitled *SBDM Policy Manual* prepared by district staff as a guide for School-based Decision-making Councils. This document contains 49 model policies for consideration by site councils in each of the areas mandated by state statute for school-based policy development. In a number of cases there were multiple model policies dealing with the same issue, providing for choice by local school councils. District staff indicated they regularly update this policy manual to align with changes in state law and annually review each school’s SBDM policies for compliance with legal requirements.

For the purposes of this analysis, auditors considered the Jefferson County Board of Education policies included in the board policy manual as the official district policies providing for local control of curricular matters and supporting functions. These policies were considered first when auditors rated policies against audit criteria. In those cases where some policy-making authority rests in the hands of site councils, auditors also reviewed the model policies developed by district staff and compared them to audit policy criteria. Where there was clear evidence that direction for school-based policies was consistent across the district and aligned with board policy, auditors gave credit for meeting an audit policy criterion. Where direction provided by district leadership through board policies and model school-based policies was vague, and/or multiple options existed that were inconsistent or failed to insure that all aspects of an audit criterion would be met regardless of which option a school chose, policy direction was considered inadequate. Where applicable, auditors also considered the administrative regulations provided by district staff as evidence of guidance toward implementing board policy. In a few cases auditors also turned to the negotiated contract between the board and Jefferson County Teachers' Association (JCTA) and some personnel evaluation instruments as evidence of board direction.

During their analysis, auditors also examined the extent to which board policy directs accountability for quality control over the system as a whole within the context of state regulations that delegate considerable decision making authority to school site councils. Auditors looked for specific elements embedded in policy that enabled the board to carry out its responsibility to ensure high quality, equitable learning opportunities for all students in the system. In particular, they looked for board policy requirements related to review processes for site policy, planning, and evaluation as a way of ensuring that all schools meet board expectations, comply with state law, and attain expected learning outcomes for students.

Auditors determined that JCPS Board of Education policies, model policies developed as part of SBDM, and administrative regulations failed to meet Curriculum Management Audit™ criteria for effective control of curriculum management functions. Auditors found most board policies were too brief, not easily referenced, and were over 15 years old. Administrative regulations focused primarily on personnel matters, were seldom linked directly to policy, and failed to adequately address key areas related to curriculum management. Many SBDM model policies introduced considerable variation or “slack” into the system by failing to focus on key issues related to curriculum, instruction, and assessment in each model option, making it impossible to assure that consistent, clear direction would be established through policy at all sites. Board policies are inadequate to direct district-level curriculum management, and school-based decision making, hindering quality control across the system.

From a total of 379 policies and regulations reviewed, auditors selected those policies and regulations that have some relationship to curriculum quality and control for further study. These are displayed in Appendix Exhibit 1.2.1 at the end of the audit report.

From the list of policies and regulations in Appendix 3.1 and Exhibit 1.2.1 auditors selected those with greatest application to curriculum management to analyze for congruence with audit standards using 26 criteria. The auditors assessed the quality of board of education policies, administrative regulations, and SBDM model policies by comparing their content to audit criteria for sound curriculum management. The 26 criteria are organized into five categories: control, direction, connectivity and equity, feedback, and productivity, which mirror the five standards of the audit.

The auditors examined each relevant policy and regulation to determine if the audit criteria were met. For each subsection of a criterion a score of one point was assigned, designated by an X, if the policy or regulation met the description. Based on three subsections per criterion, a maximum of three points may be assigned. If a policy or regulation was considered too weak to meet the descriptors, or if there was no policy or regulation regarding the criterion, a rating of 0 was given.



To be considered adequate, 70 percent of the total possible points for a standard (set of criteria) had to be given. The summary criteria and results of this analysis are contained in [Exhibits 1.2.1](#) through [1.2.5](#). Details of the criteria and characteristics for each policy standard, along with auditors' ratings by subsection, can be found in [Appendix 3.2](#), [Exhibits 1.2.2](#) through [1.2.6](#).

### Exhibit 1.2.1

#### Summary of Auditors' Analysis of Board of Education Policy and Administrative Regulations on Audit Standard One to Determine Quality and Degree of Adequacy Jefferson County Public Schools October 2011

| Standard One—Provides for Control:<br>Directs the superintendent or designee to oversee the development of board policy to ensure:  |  |                  |
|---|--|------------------|
| Audit Criteria  | Relevant Policies & Regulations  | Auditors' Rating |
| 1.1 A taught and assessed curriculum that is aligned to the district written curriculum   | IA, IF, IFD, IG, IGA, IGBH, IGBHA, IGC, BLCC, SBDM: Alignment with State Standards, Curriculum | 0                |
| 1.2 Philosophical statements of the district curriculum approach  | IA, AD, AE, IG, SBDM: Alignment with Standards, Instructional Practices, Classroom Assessment  | 1                |
| 1.3 Board adoption of the written curriculum  | IF, IFD, IG, IGA, SBDM: Curriculum   | 0                |
| 1.4 Accountability for the design and delivery of the district curriculum through roles and responsibilities  | GCA, GCN, CBC, AR: Teacher Performance Evaluation  | 0                |
| 1.5 Long-range, system-wide planning process and plan   | CA, CAA, CBA, CM, FB, FEC, FEE, IF, IFD, BLDB, SBDM: Improvement Planning                      | 2                |
| 1.6 Functional decision-making structure  | BCF, CC, GCA, GBD  | 1                |
| <b>Standard One Rating (number of points for the six criteria with a possibility of 18)</b>   |  | <b>4</b>         |
| <b>Percentage of Adequacy (points divided by the number of possible points—18)</b>  |  | <b>22%</b>       |
| <p>Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.</p> <p>Key: Board policies are referenced by their letter code. Draft board policies contain a number code. Administrative regulations are preceded by the letters AR. The letters SBDM and the name of the policy preface sample policies found in the School Based Decision Making Policy Manual. There may be several policies following one SBDM designation.</p> |  |                  |

As the ratings indicate, policies and administrative regulations related to policy Standard One were rated at 22 percent, considerably below the audit standard of 70 percent adequacy for control of the curriculum. The following presents information about the auditors' ratings:

#### Provides for CONTROL:

##### Criterion 1.1: A taught and assessed curriculum that is aligned to the district written curriculum

The auditors gave this criterion a rating of zero. Scattered references to curriculum were found, and most were very broad. No board policy required alignment of the written, taught, and tested curriculum. *Board Policy IA: Instructional Goals* establishes six learning goals but does not specifically require alignment of the taught and assessed curriculum to the district's written curriculum.

*Board Policy IF: Curriculum Adoption* equates the district's program of studies (defined as course descriptions and requirements) with the district's curriculum and states that it shall be "consistent with state regulations." *Board Policy IFD: Curriculum Development and Implementation* requires the superintendent to develop curriculum frameworks to "translate state learning goals and academic expectations into a curriculum." *Board Policy IG: Curriculum Design* indicates that "schools are responsible for local curriculum design" and "the superintendent shall provide the schools with curriculum frameworks and model curriculum." *Board Policy CF: School Building Administration* holds principals accountable for following board policies and district guidelines for the instructional program. While these policies touch on issues related to Criterion 1.1, they do

not specifically require alignment of the district's written curriculum for all subjects and grades with current and/or future state and national standards, or address the rigor of district and site curricula.

*Board Policies IGA: Basic Instructional Program, IGC: Extended Instructional Programs, IGBH: Alternative School Programs, and IGBHA: Optional Magnet Programs* are too general to insure that the taught and assessed curriculum in all courses and programs will be aligned to the district written curriculum.

Because the SBDM model gives sites considerable control over policy regarding curriculum, auditors also examined the district's model policies in the SBDM policy manual to determine whether any of the elements of Criterion 1.1 were addressed. A sample policy entitled *Alignment with State Standards* indicated that the school site planning process must include "sustained analysis of whether each of the programs is contributing adequately to help all students meet state standards." However, while it is clear alignment to state standards is the focus of this sample policy, references are to program rather than district written curriculum, and there is no mention of alignment of the taught and tested curriculum to the written curriculum.

All three sample policies in the SBDM manual entitled *Curriculum* contain some reference to curriculum alignment, but none addresses all three components of alignment in the audit standard. One sample policy contains only a general reference to state and board goals. The second sample policy indicates the district curriculum, is the school curriculum, but makes no reference to alignment of the taught and assessed curriculum to the written curriculum. A third sample policy includes requirements for "gathering, compiling and evaluating information related to the curriculum, instruction and assessment" but there is no indication that the focus must be on alignment of these three to each other and to local, state, and national standards. Because none of the sample curriculum policies met all three components under Criterion 1.1, and there was no common component clearly stated across all three policies so that no matter which model sites chose they would be sure to address all three of the components under the criteria for curriculum alignment, auditors determined that neither board policy nor the SBDM policy manual sufficiently addressed this criterion.

Auditors also looked at the extent to which accountability for quality control over curriculum alignment is built into board policy. While *Board Policy IFD: Curriculum Development and Implementation* holds the superintendent responsible for developing frameworks, programs of studies, content guides and ancillary materials to support school-based decisions regarding curriculum, no board policy was found that required district leadership to evaluate the extent to which school-based curriculum policy decisions provide for an aligned written, taught, and tested curriculum. *Board Policy BLCC: Review of School Council Decisions* requires formation of a School-based Decision-making Appeals Board charged with the responsibility to review "the extent that school council policies are consistent with district board policies" but the review process embedded in this policy is not applied to all schools on a regular basis and does not specifically focus on curriculum alignment. No board policy provision required sufficient district oversight to determine the extent to which the taught and assessed curriculum at each individual school was consistent with the district's written curriculum. District staff indicated that school-based policies are regularly reviewed for compliance with state regulations, but are not reviewed for quality control of curriculum. Auditors noted that direction for a review of that nature is not included in board policy.

### **Criterion 1.2: Philosophical statements of district's curriculum approach**

The auditors gave this criterion a rating of one based on general comments related to curriculum approaches found in a number of policies. Board policy includes statements of educational philosophy, although auditors noted that these statements, adopted in 1995, provide less clear direction than more recent statements issued by the board, included in district plans, and embedded in sample school policies. *Board Policies AD: Educational Philosophy, AE: School District Goals and Objectives, and IG: Curriculum Design* contain broad statements about the primary purpose of schools, a challenging curriculum, and high expectations, none of which constitute a philosophical statement of a specific curriculum approach. *Board Policy IA: Instructional Goals* contains six goals to be used as the basis for curriculum, instruction, and assessment that have implications for directing the district curriculum approach. These include "develop abilities to think and solve problems" (an inquiry-based or problem-solving approach), "connect and integrate experiences" (integrated curriculum design), and several references to application of learning to situations students will encounter throughout their lives (real world

applications). The first of the four goals established by the board of education (as presented in the 2010-11 *Comprehensive District Improvement Plan*) also contains some elements of a specific approach to curriculum: “All students will become critical thinkers and lifelong learners” and a similar reference to an “inquiry-based curriculum” is found in district leadership’s Strategic Goals, both of which have connections to some of the elements in *Board Policy IA* discussed above.

Auditors also examined model policies included in the SBDM policy manual to determine whether there is a clear and consistent philosophical approach to curriculum design across the district. All sites are required to have a policy entitled *Alignment with Standards*, and the district’s model policy requires Instructional Leadership Teams (ILTs) at each site to review all programs to determine whether they contribute adequately to helping students meet state standards, which implies a standards-based approach to curriculum. Model policy *Instructional Practices* includes references to strategies that develop critical thinking, authentic and challenging tasks, and problem solving, all of which are consistent with district leadership’s Strategic Goals cited above, but these strategies are not reflected in board policy. Auditors concluded that there is some direction regarding curriculum philosophy embedded in a variety of board policies, school-based models, and board goals, although this direction lacks sufficient clarity, consistency, and specificity to address all aspects of this criterion.

Auditors found no references to mastery learning practices in board policy, or in the leadership’s Strategic Goals, and only an isolated reference in one sample school policy, *Classroom Assessment*. Therefore, auditors determined district policy fails to address levels two and three under Criterion 1.2.

### **Criterion 1.3: Board of education adoption of the written curriculum**

Policy direction for all aspects of this criterion is considered inadequate. Under Kentucky law, curriculum decisions fall under the auspices of school-based management. Within those parameters, however, auditors looked first to board policy to determine whether it provided clear direction, approved by the board, for curriculum development or adoption by individual schools. *Board Policies IG: Curriculum Design*, *IF: Curriculum Adoption*, and *IFD: Curriculum Development and Implementation* assign responsibilities for developing and approving curriculum frameworks and models to district staff and the board. However, because they fail to require annual review of new or revised curriculum prior to adoption for all grade levels and subjects, and do not mandate a periodic curriculum review cycle, they fail to adequately address the elements of this audit criterion.

*Board Policy IGA: Basic Instructional Program* defines the basic instructional program and states, “Deviation from this basic instructional program (auditors noted “program of studies,” “district curriculum,” and “instructional program” are often used interchangeably in policy) shall have the approval of the superintendent/designee or school-based decision making council.” No role is specified in this policy for the board in approval of the instructional program or deviations from it, and the connection between this policy and *Board Policy IFD* above is unclear.

In the School-Based Decision Making manual auditors found three sample policies entitled *Curriculum*. One policy specifically stated, “The SBDM Council shall adopt the curriculum of the Jefferson County Board of Education.” The other two SBDM samples contained only general references to sources for school-based curriculum decisions and neither required specific linkage to the district curriculum frameworks.

Regarding curriculum review, no board policy was found to direct periodic review of the curriculum on a planned cycle. While several sample school-based curriculum policies included provisions for reviewing the curriculum and new programs, auditors were unable to find clear direction at either the system or site level for annual adoption of the curriculum in all areas and periodic review of the curriculum on a planned cycle.

### **Criterion 1.4: Accountability for the design and delivery of the district curriculum through roles and responsibilities**

A rating of zero was given for this criterion. The only references to responsibilities for curriculum design were found in *Board Policies IF: Curriculum Adoption* and *IFD: Curriculum Development and Implementation*, where responsibilities for curriculum design are assigned to the superintendent or designee. While *Board Policy GCA: Staff Positions and Workload* requires job descriptions for all employees, there is no policy direction

establishing the expectation that job descriptions, where appropriate, will include accountability for both design and delivery of an aligned curriculum.

Policy references to professional appraisal processes are too general to satisfy the criterion. *Board Policy GCN: Supervision and Evaluation of Staff* states that “The goal of supervision shall be to maximize employee capabilities in the pursuit of educational excellence...[to] improve instruction.” Board policy fails to link appraisal processes with specific accountability functions in the job descriptions of employees most closely connected to teaching and learning or to evaluate staff in terms of student achievement. *Board Policy CBC: Superintendent’s Contract and Evaluation* indicates measures for formative and summative evaluation will be developed for the superintendent’s performance but there is no reference to linking this evaluation to curriculum design or delivery or to student achievement gains. Board policy does not specifically address the role of principals, and while the criteria against which principals are evaluated include “Standard 1: A school administrator is an educational leader who promotes the success of all students” and many additional statements related to using evidence of student learning to develop the school’s vision, goals, and programs, there is no requirement that principal evaluation is tied to the design or delivery of an aligned curriculum or to gains in student achievement.

*Administrative Regulation: Teacher Performance Evaluation* indicates, “The evaluator is to comment on the performance of professional responsibilities including professional leadership, knowledge of content, planning instruction, learning climate, instruction, assessment and communication, teacher/learning, collaboration, professional development, and professional responsibilities.” Standard 3.1 of the JCPS Teacher Performance Criteria/Indicators states that the teacher “Focuses instruction on one or more of Kentucky’s learning goals and academic expectations” but makes no specific reference to teaching the district curriculum. Article 8, Section A of the 2005-2010 JCBE-JCTA Agreement specifically prohibits using student’s test scores to evaluate teacher performance unless the employee agrees to do so voluntarily.

#### **Criterion 1.5: Long-range, system-wide planning**

Auditors rated this criterion as a two. There were a number of policies that provided direction for planning. *Board Policy CA: Administration Goals* states that “the goals of the district administration are to plan, organize, schedule, coordinate, and administer the service and school centers in the Jefferson County Public School System.” *Board Policy CAA: District Administration Priority Objectives* further requires, “The board of education shall establish long-range, district-wide educational goals and objectives to guide the administration’s development of annual objectives and budget priorities.” *Board Policy CM: School District Annual Report* deals with requirements for an annual update and evaluation of the system plan, and indicates, “The district’s Comprehensive Educational Plan shall be the superintendent’s annual report to the school board.” *Board Policy CBA: Qualifications and Duties of the Superintendent* indicates s/he must possess “the ability to lead the board, staff, and community through a strategic planning process.” Several of the duties enumerated in this policy relate to planning.

*Board Policy FB: Facilities Planning* outlines the requirements related to ongoing planning for creation and utilization of facilities and refers to a related plan, the student assignment plan. *Board Policy FEC: Facilities Development Plans and Specifications* further delineates requirements related to facilities planning and, in particular, requires that the architect “translate the educational program for which the facilities are needed into building designs and specifications.” *Board Policy FEE: Site Acquisition* makes reference to the district’s long-range building program.

*Board Policy BLDB: Accountability* provides direction for development of the school improvement plan. The policy directs that schools follow the plan format provided by the superintendent, that the board must review the executive summary of the school plan, and that it may require the school to submit revisions to the plan if it fails to meet its targets. While the policy requires that goals included in the school plans be consisted with state goals, it does not require a specific link between the school plans and the district long-range plan, nor does it require inclusion of both formative and summative evaluation measures. There is no accompanying administrative regulation to clarify requirements related to the contents of the school plan, particularly linkages between site and district planning and multiple evaluation measures. Requirements for district oversight of



the school planning process are also not sufficiently developed in policy or administrative regulation to ensure quality control over school plans. No district policy or regulation describes an ongoing, centralized review process to assess the quality and appropriateness of each plan, as well as its connection to overall board goals and system-wide plans.

Two models labeled *Improvement Planning* were included in the SBDM policy manual. One of the models contains several specific statements regarding collaboration between district leadership and the school Instructional Leadership Committee. Auditors noted that the model policies stopped short of requiring congruence between the school plan and the district long-range plan. While both models do reference use of assessment data, they do not specifically require both formative and summative data.

Auditors concluded that policies regarding planning at the system level met the first two components under Criterion 1.5. However, they found insufficient guidance through board policy or model school-based policies to satisfy the requirements for congruence between system and school-based plans, and in particular oversight of the school-based planning process, and ongoing use of both formative and summative assessment.

#### **Criterion 1.6: Functional decision-making structure**

Policy direction for this criterion was given one point. *Board Policy CC: Administrative Organization Plan* requires “an analysis of the functions necessary to meet the needs of the school system. Modifications in the organization plan shall be submitted to the board of education for approval.” This policy does not require annual review of the organizational chart, and it places the responsibility for approval in the hands of the board rather than the superintendent.

*Board Policy GCA: Staff Position and Workload* states, “The board of education shall prescribe the duties for all employees by establishing job descriptions, organizational charts, and shall approve classifications of employees for compensation purposes,” but does not indicate that the organizational chart and job descriptions must be updated regularly nor that they must address span of control, logical grouping of functions, qualifications for each position, immediate links to the chain of command, duties and responsibilities, and relationship to the curriculum, where relevant. *Board Policy GBD: Board-staff Communications* requires that all employees be informed of and use “approved lines of communication in the performance of their duties,” but this is not the same as a chain of command in which each employee’s supervisor is clearly identified.

*Board Policy BCF: Advisory Committees* to the board satisfies bullet three under Criterion 1.6 for special committees. It lists six specific principles for the board to follow in creating advisory committees, including requirements for committee composition, processes, recommendations, and dissolution.

#### **Exhibit 1.2.2**

### **Summary of Auditors’ Analysis of Board of Education Policy and Administrative Regulations on Audit Standard Two to Determine Quality and Degree of Adequacy Jefferson County Public Schools October 2011**

| <b>Standard Two—Provides for Direction:<br/>Directs the superintendent or designee to oversee the development of board policy to ensure:</b> |   |                             |
|--|---|-----------------------------|
| <b>Audit Criteria</b>  | <b>Relevant Policies &amp; Regulations</b>  | <b>Auditors’<br/>Rating</b> |
| 2.1 Written curriculum with aligned, criterion-referenced formative assessments for all subject areas at all grade levels                    | IG, IFD, IL, SBDM: Alignment with Standards, Instructional Practices, Classroom Assessment  | 0                           |
| 2.2 Periodic review/update of the curriculum and aligned resources and assessments   | IM, SBDM: Alignment with Standards, Curriculum, Classroom Assessment, Program Appraisal     | 0                           |
| 2.3 Textbook/resource alignment to curriculum and assessment   | II, IIAA, IBE, IIAB, IIAC, IIAE, SBDM: Technology Use, Selection of Instructional Materials | 0                           |

| <b>Exhibit 1.2.2 (continued)</b><br><b>Summary of Auditors' Analysis of Board of Education Policy and Administrative Regulations on</b><br><b>Audit Standard Two to Determine Quality and Degree of Adequacy</b><br><b>Jefferson County Public Schools</b><br><b>October 2011</b>  |   |                         |
|--|---|-------------------------|
| <b>Standard Two—Provides for Direction:</b><br><b>Directs the superintendent or designee to oversee the development of board policy to ensure:</b>   |   |                         |
| <b>Audit Criteria</b>  | <b>Relevant Policies &amp; Regulations</b>  | <b>Auditors' Rating</b> |
| 2.4 Content area emphasis  | BLDB, SBDM: Curriculum, Program Appraisal, Professional Development                               | 0                       |
| 2.5 Program integration and alignment to the district's written curriculum   | IGADA, IGBA, IGBB, IGBD, IGBI, IGBH, IGC, IGCF, SBDM: Alignment with Standards, Program Appraisal | 1                       |
| <b>Standard Two Rating (number of points for the five criteria with a possibility of 15)</b>   |   | <b>1</b>                |
| <b>Percentage of Adequacy (points divided by the number of possible points—15)</b>   |   | <b>7%</b>               |
| Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.<br>Key: Board policies are referenced by their letter code. Draft board policies contain a number code. Administrative regulations are preceded by the letters AR. The letters SBDM and the name of the policy preface sample policies found in the School Based Decision Making Policy Manual. There may be several policies following one SBDM designation. |   |                         |

As the auditors' ratings indicate, policies and administrative regulations were rated at seven percent, well below the audit standard of 70 percent adequacy for direction of the curriculum. The following presents information about the auditors' ratings:

#### **Provides for DIRECTION:**

##### **Criterion 2.1: Written curriculum, with aligned, criterion-reference formative assessments for all subject areas at all grade levels**

Policy direction for all aspects of this criterion is considered inadequate. *Board Policy IG: Curriculum Design* states, "schools are responsible for local curriculum design" and requires the superintendent to provide models and frameworks. *Board Policy IFD: Curriculum Development and Implementation* states, "The frameworks shall translate state learning goals and academic expectations into a curriculum useful to teachers" but falls short of requiring that it be specific enough to describe how students will demonstrate mastery of the intended objective. None of the three samples of a curriculum policy included in the SBDM policy manual required sufficient specificity to describe how students will demonstrate mastery of each objective. The only reference to the concept of mastery was found in SBDM model policy *Classroom Assessment*, which stated, "Teachers shall collaboratively design and use assessments to demonstrate mastery of key concepts and skills." There was no requirement that the curriculum be designed with sufficient specificity for teachers to determine what mastery of each objective would look like.

Other than a brief reference to diagnostic tests included in *Board Policy IL: Testing Programs*, auditors found no guidance in board policy for formative assessments and no direction that suggestions be provided in the written curriculum for differentiation based on the results of formative assessments. *SBDM Sample Policy: Alignment with Standards* mentions use of "other formative assessment results" but fails to identify what these "other formative assessment results" consist of, who will develop formative assessments, and whether they will align to specific curricular objectives for all subjects at all grade levels. One version of the sample policy entitled *Instructional Practices* states that the principal and ILT will recommend "instructional design and implementation practices that...involve differentiated instruction." However, the policy fails to link differentiated instruction to diagnosis of an individual student's needs based on formative assessments. The other sample policy in this area is general and fails to mention either differentiation or formative assessments.

**Criterion 2.2: Provides periodic review/update of the curriculum and aligned resources and assessments**

Policy direction for all aspects of this criterion is considered inadequate. No JCPS board policy outlines procedures for either formative and summative review of the written curriculum or review of test banks and benchmark assessments for curriculum alignment to the district or state accountability system and in all three dimensions (content, context, cognition). *Board Policy IM: Evaluation of Instructional Programs* only contains general statements about annual evaluation of programs in relation to board goals. It makes no reference to curriculum evaluation.

Among the sample policies provided to sites, the SBDM model policies *Alignment with State Standards* and *Program Appraisal* make only general reference to analysis regarding whether each of the programs at the site is contributing to helping all students meet state standards. While two of the model policies entitled *Curriculum* reference alignment to state standards, and two reference using assessment data in development of the school plan, none of the models address procedures for formative and summative review of curriculum in all areas and grades or annual review of assessment instruments for alignment, nor is there any reference at the district or site level of looking at alignment in terms of content, context, and cognition.

There are three model policies entitled *Classroom Assessment* from which sites can choose. Two specifically state that the school will use assessments aligned to Kentucky standards, but neither requires annual review of the assessments for alignment. The third model is a list of assessments to be used. It requires review of the data from the assessments, but not a review or update of the alignment of the assessments to the standards.

**Criterion 2.3: Textbook/resource alignment to curriculum and assessment**

Auditors rated this criterion as zero. *Board Policy II: Instructional Resources* is a single sentence broad statement that “The annual school budget adopted by the board of education shall provide human and material resources required to support and implement a curriculum designed to meet the needs and interests of students.” It is silent on the issue of alignment of resources. *Board Policy IIAA: Textbook Selection and Adoption* requires that basal texts must be on the state textbook list but does not establish a regular review cycle for the district or direct district review of all materials for content, context, and cognitive alignment of resources with the written curriculum or identification of gaps where the district will supplement with aligned materials.

*Board Policy IIAB: Supplementary or Commercial or Special Interests Materials, Speakers, and Media Selection and Adoption* lists 10 criteria to be used in the review of such materials. None of these criteria deal with alignment of the supplementary materials to the written curriculum and assessments. *Board Policy IIAC: Library Materials Selection and Adoption* contains only a general reference to alignment by requiring that materials “support and reflect the curriculum.” *Board Policy IIAE: Reevaluation of Materials, Books, Media, and Speakers* does not require that reevaluation procedures include examination of curriculum alignment. *Board Policy IIBE: Use of Instructional Technology* contains a general statement regarding “use of technology which supports instructional goals and objectives” but does not mention alignment to curriculum and assessment.

SBDM sample policy *Selection of Instructional Materials* contains a list of 13 criteria to be used in the selection of instructional materials. There is only one reference to anything related to alignment, and that is too general to satisfy the components of audit Criterion 2.3. The SBDM policy manual also contains two sample policies entitled *Technology Use*, one for middle and one for high school, that include references to providing technology skills instruction. While these references are more specific in regard to alignment of resources to curriculum and assessment, they address only technology alignment and do not apply to students at all grade levels.

**Criterion 2.4: Content area emphasis**

Zero points were given for this criterion. No board policy requires yearly system-wide identification of subject areas to receive emphasis based on assessment results, although *Board Policy BLDB: Accountability* requires, “Biennially, the local board shall review a report that includes the district’s plans to reduce the achievement gap.” Auditors noted such a plan might or might not include a specific content area focus. This policy does require annual adoption of school plans, which shall include “student performance results, needs assessment information, proposed instructional strategies, and professional development activities.” However, once again,



no mention is made of identification of specific curriculum content areas for emphasis based on the biennial review.

Several of the sample policies included in the SBDM policy manual also require review of assessment results to evaluate the degree to which curriculum, programs, or instructional strategies meet the needs of students as part of the school-based planning process to establish priorities. One sample for states, “Priorities for the plan shall be supported by the results of various assessments” but this requirement was not mentioned in the other two sample curriculum policies. SBDM sample policy *Program Appraisal* requires ongoing analysis of assessment results but does not specify that such analysis should lead to identification of content areas for additional emphasis.

Based on these references, auditors determined that the school planning process (as directed by law and guided by district policy and the planning template) does address the use of assessment results. However, neither board policies nor school-based policy models are sufficiently specific to require yearly identification of subject areas requiring additional focus (policy emphasis is on instruction rather than curriculum), nor routine identification of specific objectives within a subject, including contexts and cognitive types, to receive support.

In addition, while there were references in board policy and sample SBDM policies to professional development, these were not focused and tightly linked to identified priorities in the content areas, and did not include coaching. Sample SBDM policy *Professional Development* comes closest to satisfying the third bullet under audit Criterion 2.4 insofar as it requires “that the professional growth and development needs of staff are included in the needs assessment portion of the planning process...[and]...the professional development map should be modified based on student data/performance, staff reflections, and myriad evaluative tools.” However, the sample policy stops short of requiring focused professional development and coaching. The only references found in board policy to staff development were extremely general and indicated no required focus on identified priorities within the content areas and no requirement for coaching. On the whole, auditors found policy guidance regarding focused professional development and coaching insufficient to satisfy audit criteria.

#### **Criterion 2.5: Program integration and alignment to the district’s written curriculum**

This criterion was rated as a one. While auditors found a number of board policies that referenced programs, most were too general to meet this criterion. Examples of general policy statements regarding program alignment include *Board Policy IGADA: Work Experience Opportunities*, viewed as “an expansion and enrichment of the instructional program.” References to programs for students with special needs included policies *IGBA: Programs for Students With Disabilities*, *IGBB: Programs and Services for Gifted and Talented Students*, *IGBD: Programs for Pregnant Students*, *IGBI: English as a Second Language*, and *IGC: Extended Instructional Programs*. Each policy made reference to appropriate education for the designated group of students but made no mention of program alignment to the district’s written and assessed curriculum. *Board Policy IGBH: Alternative School Programs* contained a general statement that “curriculum expectations shall not be less than the curriculum expectations in non-alternative programs” but did not require alignment to the written and assessed curriculum.

Because program implementation at school sites falls under the purview of school-based decision making, auditors also reviewed policy direction provided in the SBDM policy manual related to this criterion. Two sample policies, *Alignment with State Standards* and *Program Appraisal*, require ongoing analysis of whether each program at the site is contributing adequately to helping students meet state standards based on the results of formative and state summative assessments. Although the assumption in this policy is that state standards constitute the district’s written curriculum, an issue not uniformly borne out in SBDM sample policies or board policy, auditors concluded that this policy satisfied the intent of the first bullet under Criterion 2.5. No board policy required review of all programs for alignment to the district’s written curriculum, nor were there procedures outlined in policy for formative and summative evaluation prior to and after program implementation, or for the preparation of recommendations for revision, expansion, and/or termination of programs based on performance data.

### Exhibit 1.2.3

#### Summary of Auditors' Analysis of Board of Education Policy and Administrative Regulations on Audit Standard Three to Determine Quality and Degree of Adequacy Jefferson County Public Schools October 2011

| <b>Standard Three—Provides for Connectivity and Equity:<br/>Directs the superintendent or designee to oversee the development of board policy to ensure:</b>   |   |                         |
|--|---|-------------------------|
| <b>Audit Criteria</b>  | <b>Relevant Policies &amp; Regulations</b>  | <b>Auditors' Rating</b> |
| 3.1 Predictability of written curriculum from one grade and/or instructional level to another  | SBDM: Classroom Assessment  | 0                       |
| 3.2 Training for staff in the delivery of the curriculum   | AD, GCKB, GCBDE, GCLA, AR: Teacher Performance Evaluation, SBDM: Committee Structure, Professional Development  | 2                       |
| 3.3 Delivery of the adopted district curriculum  | IF, IFD, IB, CF, CM   | 0                       |
| 3.4 Monitoring the delivery of the district curriculum   | None  | 0                       |
| 3.5 Equitable student access to the curriculum, instructional resources, and learning environment  | AD, AE, IG, IIAB, ILC, FB, FEC, BLDB, JECD, SBDM: Equity and Diversity, School Space, School Schedule, Assignment of Students to Classes and Programs, Classroom Assessment | 1                       |
| <b>Standard Three Rating (number of points for the five criteria with a possibility of 15)</b>   |   | <b>3</b>                |
| <b>Percentage of Adequacy (points divided by the number of possible points—15)</b>   |   | <b>20%</b>              |
| Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.<br>Key: Board policies are referenced by their letter code. Draft board policies contain a number code. Administrative regulations are preceded by the letters AR. The letters SBDM and the name of the policy preface sample policies found in the School Based Decision Making Policy Manual. There may be several policies following one SBDM designation. |   |                         |

Auditors rated policies and administrative regulations for Standard Three regarding connectivity and equity at 20 percent, well below the audit standard of 70 percent adequacy. The following presents information about the auditors' ratings:

#### **Provides for CONNECTIVITY AND EQUITY:**

##### **Criterion 3.1: Predictability of written curriculum from one grade and/or instructional level to another**

Policy direction for all aspects of this criterion is considered inadequate. No board policy addresses articulation and coordination of the curriculum, whether at the school level, across subject areas, or from one grade level to the next. Although curriculum implementation is a school-based decision, auditors also found no direction through sample school policies for articulation and coordination of curriculum within or among courses, departments, or schools. Sample school policy *Classroom Assessment* requires that "assessments shall...have clearly defined learning progressions and learning targets for each instructional unit." Auditors noted that assessments built along these lines could be a reflection of vertical articulation within the curriculum, but that is not clear from the policy statement, nor does it address the issue of horizontal coordination. This sample policy also contains the only reference found in any policy to "mastery of key concepts and skills," but not identification of prerequisite skills. In fact, no policy at either the district or site level mentioned identification of prerequisite skills.

##### **Criterion 3.2: Training for staff in the delivery of the curriculum**

Two points were given for this criterion. Board policy provides minimal direction for professional development. *Board Policies AD: Educational Philosophy, CGKB: Staff Meetings and Development Opportunities, GCBDE: Staff Development Leave, and GCLA: Staff Visitations and Conferences* all contain general reference to "continuous opportunities for professional growth." No policy focuses on professional development related to curriculum delivery. Among the administrative regulations auditors found a reference in *Teacher Performance Evaluation* to the development of individual professional growth plans aligned with the school and district

improvement plans. However, this regulation does not specifically address the components of Criterion 3.2, particularly related to a district professional development plan, coaching, and evaluation of the impact of professional development.

As with curriculum, the responsibility for professional development falls largely on the sites. The SBDM policy manual contains a sample *Committee Structure* policy that indicates the Instructional Leadership Team is responsible for professional development. The sample policy, entitled *Professional Development*, states that professional development will be considered in the needs assessment portion of the school planning process, and the school's professional development map shall be modified based on student data/performance and other evaluation tools. Based on these statements, and in the context of SBDM in Kentucky, auditors concluded that congruency between the school's improvement plan and professional development and its evaluation is addressed through the sample policy, although it is noted that policy links between the school improvement plans and the district's long-range plan are weak (see discussion of Criterion 1.5 above), and board policy direction for district-sponsored professional development is insufficient. No policy at either the site or district level referenced coaching as part of professional development.

### **Criterion 3.3: Delivery of the adopted district curriculum**

Zero points were given to this criterion. As was noted under Criterion 1.3 above, there is provision for board adoption of the program of studies (*Board Policy IF: Curriculum Adoption*) and for approval of revisions (*Board Policy IFD: Curriculum Development and Implementation*.) However, neither board nor sample school policies require that teachers teach the curriculum provided or adopted by the district/school, although *Board Policy IB: Academic Freedom* comes closest insofar as it contains the general statement that teachers are responsible for "delivery of the established program of studies in assigned areas." However, the policy stops short of requiring all staff to deliver the curriculum approved by the board, and the title of the policy itself implies considerable freedom of choice around curriculum delivery. There were no accompanying administrative regulations to clarify what is meant by individual teacher choice, nor were there requirements for delivery of the adopted curriculum. Auditors noted that the Teacher Performance Evaluation instrument includes a section on "designs and plans instruction" but does not require that the teacher actually teach the district/school curriculum.

There was also inadequate policy direction for administrators regarding review of disaggregated data (including data disaggregated by specific curriculum objectives as well as student subgroups) to identify areas where curriculum delivery may be ineffective. *Board Policy CF: School Building Administrator Policy*, the only policy dealing with administrators, makes general statements regarding the principal's responsibility for supervision and direction of the staff. It says nothing about reviewing data related to curriculum delivery. There were no administrative regulations to provide direction related to this criterion.

While several sample school policies deal with a review of data by the Instructional Leadership team for the purposes of school planning, none specifically addressed a review of disaggregated data to identify areas where curriculum delivery may be ineffective. No policy addresses use of disaggregated data to provide an overall system-wide look at potential gaps in curriculum delivery as required under this criterion. *Board Policy CM: School District Annual Report* indicates that the Comprehensive Educational Plan shall serve as the annual report to the school board. However, the policy lacks sufficient specificity to ensure that this report will provide a clear view of the status of curriculum delivery across the district based on an analysis of disaggregated assessment results.

### **Criterion 3.4: Monitoring the delivery of the district curriculum**

Policy direction for all aspects of this criterion is considered inadequate. Auditors found no requirements for site leaders to develop and implement a plan for weekly monitoring of curriculum delivery; no policy requirement for central office assistance in such monitoring; and no policy requirement for data gathering, or reports and recommendations based on monitoring activities.

### **Criterion 3.5: Equitable student access to the curriculum, instructional resources, and learning environment**

One point was given to this criterion. Auditors found a number of statements reflecting an awareness of the diverse nature of the student body and a commitment to meeting the needs of all students in both district and school sample policies. Board policy references in this regard were very general, as they are in other areas, but they were sufficient to meet the first bullet under Criterion 3.5. *Board Policy AD: Educational Philosophy* includes the belief that “Each student deserves a fair and equitable opportunity to learn in a caring and safe environment, where diversity is respected and where high expectations exist for all.” *Board Policy AE: School District Goals and Objectives* contains references to “individual learning patterns and rates of growth,” “uniqueness of cultures,” and the “multi-ethnic nature of our community.” *Board Policy IG: Curriculum Design* includes the statement “to ensure that all students receive a challenging curriculum.” *Board Policy IAB: Supplementary or Commercial or Special Interests Materials, Speakers, and Media Selection and Adoption* requires attention to the “differences related to ethnicity, culture, gender, socioeconomic status, religion, or disability” and includes “multiple teaching strategies and technologies for all students, including those with special needs.” *Board Policy FB: Facilities Planning* makes reference to accessibility and safety issues, while *Board Policy FEC: Facilities Development Plans and Specifications* links facilities planning to the requirements dictated by the educational program.

The clearest statement of a commitment to equity and diversity is found in the SBDM sample school policy *Equity and Diversity*. This policy articulates the commitment to high achievement for each and every student, to ensuring that each student “receives a full, fair share of the opportunities our school has to offer,” along with respect for the culture and traditions of each student. The policy also requires analysis of disaggregated data in a number of areas as part of the school planning process. SBDM sample policy *School Space* includes “accessibility for students” as one of the factors determining the assignment of school space. SBDM sample policy *School Schedule* includes “equitable instructional time for all students” as one of the criteria for developing the middle school schedule. The elementary and high school models mention “equitable planning time” for teachers, but not equitable instructional time for students. One elementary level version of the SBDM sample policy *Assignment of Students to Classes and Programs Within the School* requires attention to “students’ programmatic needs and interests,” “flexibility to meet students needs,” and “scheduling that results in a class that generally reflects the diversity of the students in the school as a whole.” Creating classes that reflect the diversity of the school is also included in the model for middle and high school, but not in the second elementary model. *Board Policy JECD: Assignment of Students to Classes* makes no reference to equity issues.

Regarding the relationship between assessment and equity, one of the SBDM sample policies entitled *Classroom Assessment* includes the following statement: “Ongoing opportunities for students to choose among a variety of ways in which they can demonstrate learning, including options appropriate to preferred learning styles and intelligences.” However, the two other models for a classroom assessment policy do not contain similar statements, and thus clear direction is not established throughout the district.

Although auditors found some reference to analysis of disaggregated data in the sample school policies, auditors found no board policy that required system level analysis of equity data. *Board Policy ILC: Use and Dissemination of Test Results* makes a general reference to disaggregation of district achievement test results. It fails to address use of disaggregated results, particularly as they relate to providing information about equity issues. Auditors did find a statement in *Board Policy BLDB: Accountability* requiring “Biennially, the local board shall review a report that includes the district’s plans to reduce the achievement gaps.” Because this statement only addressed achievement gaps, and did not include a review of other equity data such as access, racial isolation, and rigor, auditors concluded it was not specific enough to satisfy the elements of the third bullet under Criterion 3.5. Finally, auditors found no policy at the district or site level for developing procedures to fast track students who may lack prerequisite skills for advanced courses, which is the second bullet under this criterion.



## Exhibit 1.2.4

### Summary of Auditors' Analysis of Board of Education Policy and Administrative Regulations on Audit Standard Four to Determine Quality and Degree of Adequacy Jefferson County Public Schools October 2011

| <b>Standard Four—Provide for Feedback:<br/>Directs the superintendent or designee to oversee the development of board policy to ensure:</b>  |  |                         |
|--|--|-------------------------|
| <b>Audit Criteria</b>  | <b>Relevant Policies &amp; Regulations</b>                                     | <b>Auditors' Rating</b> |
| 4.1 A student assessment process   | IL, SBDM: Alignment with Standards, Program Appraisal, Classroom Assessment    | 1                       |
| 4.2 A program assessment process   | IM, BF, CBA, CM, SBDM: Alignment with Standards, Program Appraisal, Curriculum | 1                       |
| 4.3 Use of data from assessment to determine program/curriculum effectiveness and efficiency   | ILC, CM, BLDB, SBDM: Classroom Assessment                                      | 0                       |
| 4.4 Reports to the board about program effectiveness   | BCD, CM, IM, SBDM: Program Appraisal   | 0                       |
| <b>Standard Four Rating (number of points for the four criteria with a possibility of 12)</b>  |  | <b>2</b>                |
| <b>Percentage of Adequacy (points divided by the number of possible points—12)</b>   |  | <b>17%</b>              |
| Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.<br>Key: Board policies are referenced by their letter code. Draft board policies contain a number code. Administrative regulations are preceded by the letters AR. The letters SBDM and the name of the policy preface sample policies found in the School Based Decision Making Policy Manual. There may be several policies following one SBDM designation. |  |                         |

Auditors rated policies and administrative regulations for Standard Four regarding feedback at 17 percent, well below the audit standard of 70 percent adequacy. The following presents information about the auditors' ratings:

#### **Provides for FEEDBACK:**

##### **Criterion 4.1: A student assessment process**

One point was given for this criterion. The most pertinent policy, *Board Policy IL: Testing Programs*, requires testing programs “to support and improve the program of instruction...[and] include, but not be limited to, achievement tests, diagnostic tests, and those tests required by state or federal regulations.” The policy stops short of requiring sufficient differentiation and rigor in the assessment program to satisfy bullets two and three under this criterion.

The SBDM policy manual contains some policies with reference to use of state assessments, including *Alignment with Standards* and *Program Appraisal*, but these fell short of requiring a comprehensive assessment system that would satisfy audit Criterion 4.1. The SBDM policy manual also contains several policy options for schools entitled *Classroom Assessment* and, while each mentioned some of the elements in this audit criterion, each was incomplete and there was inconsistency from one sample policy to the next. One sample policy includes the concept of differentiated assessment, two samples require multiple measures, and one mentions both formative and summative evaluation. Further, no policy at the site or district level required an assessment system that is more rigorous in content, context, and cognitive type than external assessments. Auditors concluded that there is insufficient direction regarding a student assessment process in board policy and inconsistent direction in sample school policies to ensure the development and implementation of a student assessment process across the district that would satisfy all of the components of Criterion 4.1

##### **Criterion 4.2: A program evaluation process**

One point was given for this criterion. *Board Policy IM: Evaluation of Instructional Programs* states, “The superintendent/designee shall develop procedures to evaluate instructional programs annually, as they relate to educational goals. The results of the evaluation shall be presented to the board of education.” The policy

does not specifically require that each proposed program must have a designated evaluation process in place (including both formative and summative measures) prior to adoption.

Several board policies link evaluation to planning. *Board Policy BF: Board Policy Development* indicates the board shall adopt policies “to aid in the evaluation of school services.” *Board Policy CBA: Qualifications and Duties of the Superintendent* lists “(2) Administers the planning, development, coordination and evaluation of the total operation of the district...[and] (8) Collates information to keep the Jefferson County Board of Education and the general public informed on the progress and activities of the educational program.” *Board Policy CM: School District Annual Report* requires the superintendent to include in the Comprehensive Educational Plan “evaluation information relative to the major accomplishments of the district and significant changes proposed for the coming year.”

Sample SBDM sample policies are insufficient to direct the development and implementation of a program evaluation process that is consistent throughout the district, although they come close to meeting the requirements of this audit criterion. The most pertinent sample policy is entitled *Program Appraisal*. The policy statement lists four elements that are to be included in the school’s planning and program evaluation process, but it does not direct a consistent process for program evaluation to be used across the district, nor does it require that a formative and summative evaluation process be developed prior to the adoption of each new program. One of the three sample *Curriculum* policies indicates the school Curriculum Committee is responsible for “reviewing the curriculum and new programs and recommending the adoption of such,” and sample policy *Alignment with State Standards* requires “ongoing monitoring and evaluation of the implementation and impact of the programs.” However, there is no process for such a review outlined in board policy or school sample policies.

#### **Criterion 4.3: Use of student assessment to determine program/curriculum effectiveness**

Zero points were given to this criterion. *Board Policy ILC: Use and Dissemination of Test Results* requires disaggregation of district assessment data by race, gender, and socioeconomic status but does not require disaggregation of data at the school, classroom, student subgroup, and student levels. *Board Policy CM: School District Annual Report* does not require disaggregation of data at any level to determine curriculum effectiveness. *Board Policy BLDB: Accountability* requires that schools set “biennial targets for eliminating identified achievement gaps” based in part on “student performance results,” and include in the school plan proposed instructional strategies and professional development to address the needs identified through analysis of student performance. While these policies all touch on elements included under Criterion 4.3, they fail to specifically require modifications to the curriculum or programs in response to disaggregated data.

Three sample policies entitled *Classroom Assessment* are provided in the SBDM policy manual, but none is sufficient to address all the elements of this criterion. The first sample references Classroom Assessment System and Community Access Dashboard for Education (CASCADE), which provides opportunities for ongoing data analysis. While the data system allows students to be grouped by name, grade, race, and performance level, the policy fails to require that data be disaggregated at the school, classroom, subgroup, and student level, that teachers actually use CASCADE to track mastery for each student in core areas, and that curriculum and program modifications be based on data analysis. The second sample, designed for elementary schools, is the only sample policy to mention using assessments to demonstrate mastery of key skills. However, it makes no mention of disaggregation of data, and statements regarding data analysis are too general to meet the audit criterion. The third sample, designed for middle schools, requires that staff “analyze the results (of Kentucky Core Content Scores), disaggregate the data by subgroups...and identify achievement gaps. The SBDM Council shall annually review data on its students’ performance, including both summative and formative assessments.” The policy also requires use of the Core Content assessments and states that “departments will analyze the data to assist in driving instruction.” The policy does not address tracking mastery of each student in the core areas. While these sample policies touched on some areas related to Criterion 4.3, there was not a consistent set of statements across the policies that would insure whichever model was followed by sites would adequately address the components of audit Criterion 4.3.

#### Criterion 4.4: Reports to the board of education about program effectiveness

Zero points were given to this criterion. *Board Policy BCD: Board-Superintendent Relationship* indicates “evaluating and reporting shall be major responsibilities of the superintendent.” As indicated in the discussion of Criterion 4.3 above, *Board Policy CM: School District Annual Report* also contains a non-specific reference to evaluation information to be presented to the board annually. While *Board Policy IM: Evaluation of Instructional Programs* does require the superintendent to “develop procedures to evaluate instructional programs annually as they relate to board of education goals” and to report the results of this evaluation to the board, the connection between programs and board goals is very broad and, in the absence of additional clarification in policy or administrative regulations, does not rise to the level of requiring sufficiently detailed analysis to satisfy Criterion 4.4.

Among the sample school-based policies found in the SBDM policy manual, *Program Appraisal* does require sustained analysis of whether each program is helping students meet state standards as well as monitoring and evaluating the impact of programs. However, there is no reference to reporting this information to the board or using it as part of the curriculum review cycle.

#### Exhibit 1.2.5

#### Summary of Auditors’ Analysis of Board of Education Policy and Administrative Regulations on Audit Standard Five to Determine Quality and Degree of Adequacy Jefferson County Public Schools October 2011

| <b>Standard Five—Provides for Productivity:<br/>Directs the superintendent or designee to oversee the development of board policy to ensure:</b>   |  |                             |
|--|--|-----------------------------|
| <b>Audit Criteria</b>  | <b>Relevant Policies &amp; Regulations</b> | <b>Auditors’<br/>Rating</b> |
| 5.1 Program-centered budgeting   | CAA, DB, DBA, DBG, DBH, 04.1               | 1                           |
| 5.2 Resource allocation tied to curriculum priorities  | CM, CAA, DB, DBA, 04.1, 04.61              | 2                           |
| 5.3 Environment to support curriculum delivery   | FB, FBB, FEC, FEE                          | 2                           |
| 5.4 Support systems focused on curriculum design and delivery  | None                                       | 0                           |
| 5.5 Data-driven decisions for the purpose of increasing student learning   | None                                       | 0                           |
| 5.6 Change processes for long-term institutionalization of district priority goals   | CBA  | 0                           |
| <b>Standard Five Rating (number of points for the six criteria with a possibility of 18)</b>   |  | <b>5</b>                    |
| <b>Percentage of Adequacy (points divided by the number of possible points—18)</b>   |  | <b>28%</b>                  |
| Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.<br>Key: Board policies are referenced by their letter code. Draft board policies contain a number code. Administrative regulations are preceded by the letters AR. The letters SBDM and the name of the policy preface sample policies found in the School Based Decision Making Policy Manual. There may be several policies following one SBDM designation. |  |                             |

Auditors rated policies and administrative regulations for Standard Five regarding productivity at 28 percent, well below the audit standard of 70 percent. The following presents information about the auditors’ ratings:

#### Provides for PRODUCTIVITY:

#### Criterion 5.1: Program-centered budgeting

One point was awarded for this criterion. *Board Policies CAA: District Administration Priority Objectives* and *DB: Annual Operating Budget* draw a direct link between district-wide, long-range educational goals and objectives and budget priorities. *Board Policy DBA: Budgeting System* further clarifies the process as follows: “The superintendent shall present an educational plan [that]...shall describe each program, give the estimated costs, the time line for implementation, and the methods that will be used for evaluation.” *Draft Board Policy*



*04.1: Budget Planning and Adoption* also ties the budget process to the superintendent's educational plan. *Board Policy DBG: Public Hearings and Reviews* indicates that the hearing of the proposed budget must include a staff presentation on the "Comprehensive Educational Plan, which shall include priorities, objectives, program plans, and annual budget" and *Board Policy DBH: Budget Adoption Procedures* describes the timeline for budget preparation and presentation. While these statements collectively satisfy the first bullet under Criterion 5.1, no policy directs development of incremental funding proposals in current or draft board policy.

#### **Criterion 5.2: Resource allocation tied to curriculum priorities**

This criterion was awarded a score of two. As indicated in the discussion above, the district budget process is tied closely to development of the district's annual Comprehensive Educational Plan, as described in *Board Policy CM: School District Annual Report*. This plan is based on district goals and objectives, identified needs, and evaluation of past progress. *Board Policy CAA: District Administration Priority Objectives* also states that budget priorities are derived from the administration's development of annual objectives that are, in turn, connected to the board's long-range educational goals and objectives. The policy further states, "The district-wide goals and objectives shall be based on a 3-5 year cycle, but shall be reviewed for revision every two years." However, this policy does not specifically state that the budget will be multi-year or designed to support district priorities over time. *Board Policy DB: Annual Operating Budget* reinforces the tie between budgeted funds and the board's goals and objectives, as does *Draft Board Policy 04.1: Budget Planning and Adoption*. *Board Policy DBA: Budgeting System* connects costs to specific programs and to evaluation as follows: "The (educational) plan shall describe each program, give the estimated cost, the time line for implementation, and the methods that will be used for evaluation." *Draft Board Policy 04.61: Gifts and Grants* allows acceptance of these funds so long as their purpose is "consistent with policies and programs approved by the board."

Auditors could not find clear policy direction for development of a district budget that provides resources to achieve system priorities over time. Further, requirements for evaluation included in several budget-related policies lacked sufficient specificity to demonstrate the link between student performance and expenditures, which is needed to satisfy the last bullet under this audit criterion: "demonstrates the need for resources based on measurable results."

#### **Criterion 5.3: Environment to support curriculum delivery**

Two points were awarded for this criterion. *Board Policy FB: Facilities Planning* states that "the board shall provide adequate school facilities to meet the instructional needs of the pupils and staff." The policy also requires consideration of potential future expansion as part of the facilities planning process. Along the same lines, *Board Policy FBB: Enrollment Projections* directs that demographic data projected over several years be part of facilities planning. *Board Policy FEC: Facilities Development Plans and Specifications* directs that the architect designing school facilities design the facility based on the specific educational program to be offered at that site. *Board Policy FEE: Site Acquisition* references the district's long-range building program. No policy was found that specifically requires facility planning to be linked to future curriculum and instructional trends.

#### **Criterion 5.4: Support systems focused on curriculum design, deployment, and delivery**

Policy direction for all aspects of this criterion is considered inadequate. No policy was found that focused on analysis of district support services related to curriculum design and delivery.

#### **Criterion 5.5: Data-driven decisions for the purpose of increasing student learning**

Policy direction for all aspects of this criterion is considered inadequate. While a number of policies contain requirements for evaluation as indicated in the analyses above, and even some of the sample school-based policies require disaggregation of data, no policies direct the development of specific requirements for data analysis that leads to improved student learning by all students in the core curriculum, electives, or all other offerings in the district. Linkage between student performance results and data-driven decision making is absent in board and sample school-based policies.

### **Criterion 5.6: Change processes for long-term institutionalization of district priority goals**

Policy direction for all aspects of this criterion is considered inadequate. *Board Policy CBA: Qualifications and Duties of the Superintendent* was the only policy to acknowledge directly the importance of attention to the change process itself by identifying the following qualifications for a superintendent: “a successful record of initiating and maintaining broadly supported organizational changes; just as important, the skill to determine when change is not required.” No policy identified specific strategies to be used in the implementation and institutionalization of change in the district. While some sample policies in the SBDM manual included one change strategy, professional development, as a component of new program implementation, and several made reference to monitoring, evaluating, and revising programs, no policy models directed development of school improvement plans that addressed the use of specific change strategies to promote successful long-term implementation. No policy statement directed all district, department, and program plans to incorporate change strategies and procedures for formative and summative evaluation of the implementation of change and its effectiveness.

Exhibit 1.2.6 shows the percentage of adequacy of board of education policies, administrative regulations, and SBDM sample policies for each of the five standards and an overall percentage of adequacy for all five standards.

#### **Exhibit 1.2.6**

##### **Summary Ratings of the Auditors’ Analysis of Board of Education Policy and Administrative Regulations to Determine Quality and Degree of Adequacy Jefferson County Public Schools October 2011**

| <b>Standard</b>                        | <b>Number of Criteria</b> | <b>Number of Possible Points</b> | <b>Points Given</b> | <b>Percentage of Points Relative to 70% Standard for Adequacy</b> |
|--|---------------------------|----------------------------------|---------------------|---|
| One                                    | 6                         | 18                               | 4                   | 22  |
| Two                                    | 5                         | 15                               | 1                   | 7   |
| Three                                  | 5                         | 15                               | 3                   | 20  |
| Four                                   | 4                         | 12                               | 2                   | 17  |
| Five                                   | 6                         | 18                               | 5                   | 28  |
| <b>Overall Rating For all Criteria</b> | <b>26</b>                 | <b>78</b>                        | <b>15</b>           | <b>19%</b>  |

As can be noted from Exhibit 1.2.6, district policies and administrative recommendations scored 15 out of a possible 78 points. Scores for each of the five categories are as follows: Control—4 of 18; Direction—1 of 15; Connectivity and Equity—3 of 15; Feedback—2 of 12; and Productivity—5 of 18. To be considered adequate an overall score of 55 points, or 70 percent, is required. With an overall score of 15 points (19 percent), auditors determined that the policies and administrative regulations of the Jefferson County Public Schools did not meet the audit standards for effective governance and curriculum management and are considered inadequate.

During interviews staff members made several comments regarding board of education policies and regulations that validated the auditors’ ratings. Most references to board policies indicated that they were not perceived to be very useful or were deemed to be not user-friendly. Examples of such comments include:

- “Most policies are dated and generally don’t have a significant impact on day-to-day operations of the district.” (District Administrator)
- “District policies? I don’t use them.” (School Administrator)
- “We know board policies are there and we look to them when we have a problem.” (Board Member)
- “The policy manual for principals is huge and thick. In a crisis, it’s not always easy to know what to do.” (School Administrator)
- “The problem with our policies is that a lot of things fall outside the policies. People look for ways to get around the rules.” (District Administrator)

- “Teachers don’t know much about district policies.” (Teacher)

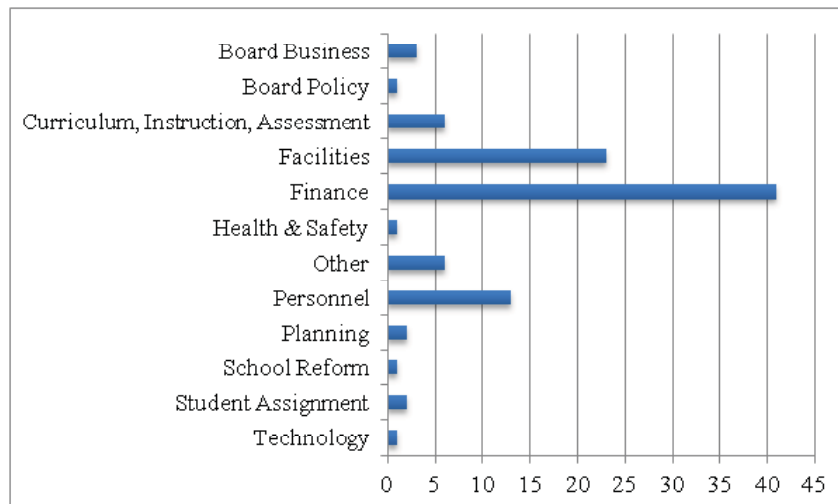
Most of the comments about policy heard in interviews were related to school-based policies. Those comments indicated a lack of clarity at all levels of the system about the relative authority of school policies compared to board policies, with some people appearing to believe that school councils are independent entities that can make policies and decisions that contradict board policy, or that district administration and the board have been conservative in exercising their policy authority, particularly in areas related to the curriculum.

- “Some powers were taken from the board and given to the SBDM. The SBDM is in charge of their curriculum. So, they can override the board’s decision. (Board Member)
- “SBDM policies are a refinement of district policies. They cannot subvert district policies.” (School Administrator)
- “We have to comply with the district’s policies, but we also write our own.” (School Administrator)
- “Programs and resources can be chosen by the local school council, but standards are national.” (Teacher)
- “The state adopting the common core supersedes the site councils.” (District Administration)
- “If we don’t abdicate our authority that’s in the law, we can function more effectively. We need to utilize the district’s authority (responsibility) to work within that framework.” (District Administrator)
- “Our school policies from the SBDM describe everything we do. We check the district policies to be sure of alignment and consistency.” (School Administrator)
- “SBDM policies are the assumptions. They provide guidance to the teachers.” (School Administrator)
- “I use district and state policies but not the site-based manual.” (School Administrator)

Auditors further reviewed board of education meeting minutes for the past two years to determine the use of board of education time with relation to its exercise of policy authority, attention to curriculum and instruction, and other governance-related functions. Auditors expect to find the board engaged in ongoing review and development of board policy to establish clear and current direction for all system endeavors. In addition, because curriculum and instruction are the core of the district’s business, auditors expect a considerable proportion of meeting time will be devoted to these issues. Auditors found approximately 1,520 items contained in the minutes of those meetings, which they grouped into 12 areas as depicted in [Exhibit 1.2.7](#).

#### **Exhibit 1.2.7**

#### **Analysis of the Topics Addressed in the Jefferson County Public Schools Board of Education Meetings August 2009–August 2011**



To compile this exhibit, auditors tallied each topic discussed in one of the 12 categories depicted. In some cases an item may have included elements pertaining to more than one category. In such cases, auditors selected the predominant element for purposes of categorization. “Board business” included routine items such as organization of the board, planning for future meetings, legislative positions, and other items related to function of the board. Under “school reform” auditors captured discussions and actions related to reorganization of underperforming schools in accordance with state and federal legislation, a topic that appeared with increasing frequency during the past year. The category “student assignment” included decisions related to how and where students would be assigned, as well as enrollment and transportation issues. The category “other” encompassed field trip approvals, recognitions, and school calendars.

The following is a discussion of what is shown in [Exhibit 1.2.7](#) as well several related observations based on auditors’ review of the minutes over the period depicted.

- Discussion and approval of board policy was infrequent (one percent) during the period depicted.
- Curriculum, instruction, and assessment appeared in six percent of the items overall. Most consisted of reports of student achievement on a variety of assessments. Some related to recently implemented programs such as *Every I Reads* or *One Community, One Nation*. There was little discussion specifically focused on instructional strategies or professional development.
- Issues related to finance appeared in 41 percent of the items. Every board meeting included approval of numerous grants and professional services contracts. Periodic district financial reports and budget planning were also captured in this category.
- The next highest category was facilities, at 23 percent. Numerous bids and change orders were found in this category, and their approval frequently involved board discussion.
- Personnel issues were found in 13 percent of the items. Many of these included board discussions of job descriptions and proposed changes to related tables of organization (see [Finding 1.5](#)).
- Only two percent of the items discussed in board meetings related to planning. These included approval of the district’s Comprehensive Improvement Plan (see [Finding 1.3](#)).

The board’s policy-making role was one of the least evident functions in the period reviewed. The core function, curriculum and instruction, was noted only six percent of the time, and attention to planning also infrequent. Auditors noted that during the past year some of the lengthiest board discussions centered on two key issues: student assignment and school reform. These included status reviews of the first phase of implementing a new student assignment system at the elementary level along with discussions of when and how to extend it to the middle and high school levels. Identification of persistently low achieving schools under *Kentucky House Bill 168* was followed by a number of board meetings focused on the requirements of the legislation and the district’s response to it. Thus, while these two issues together accounted for only 3 percent of the total items captured in the period depicted, their impact in terms of the length and gravity of related discussions was much greater.

Auditors also noted that during the past two years the board has held several special sessions during which representatives from school sites have held informal discussions with board members regarding implementation of SBDM and the focus of school improvement efforts at their site. The board has invited seven schools at a time to present at these special meetings, one from each district within JCPS (see [Finding 1.3](#)). According to district staff, the focus of these discussions has been on implementation of school plans, rather than the intersections between district and school policies and implementation of the district curriculum.

## Summary

The auditors reviewed governing policy, administrative regulations, and sample school-based policies to meet audit criteria for quality in the areas of control, direction, connectivity and equity, feedback, and productivity. It was determined that there was insufficient policy guidance to provide direction and local control over curriculum management by leaders of the Jefferson County Public Schools. Policy is silent on many of the critical issues related to curriculum design, delivery, monitoring, and accountability. Board of education policies are not up

to date for the most part, lack the depth and specificity needed to provide clear direction, and do not adequately address issues related to district oversight of key functions related to curriculum management to provide quality control throughout the system. Sample school-based policies developed by district staff provided insufficient and/or inconsistent direction to meet audit criteria in areas where Kentucky law gives policy authority to individual schools. An analysis of board minutes reflects relatively little attention to policy development and curriculum and instruction over the past two years.

**Finding 1.3: Evidence of planning and plans were found in the Jefferson County Public Schools, but planning processes, plans, strategies, and action steps to promote desired change are inadequate at both the system and site levels.**

The needs of society and students are continually evolving. A characteristic of an effective school system is the ability to consistently engage in long- and short-range planning focused on the attainment of agreed-upon goals and priorities. The planning function in a school system serves to chart the course for progress. Structured planning establishes the vision and mission for all district efforts and affords the district an opportunity to assess and re-assess its beliefs, values, commitments, and resources in terms of its vision and mission.

Planning is a process by which district officers envision the district's future and develop the necessary procedures and operations to achieve that future. It is a way of describing a vision of the future state of the district. Embedded in this planning is the ability to modify and adjust direction based upon student needs, new legislation, or changes in the community as the district officers identify, prioritize, and respond to the continually evolving needs of those it serves. The planning process assists a district to anticipate emerging needs, develop a framework for systemic action toward the attainment of organizational goals, and strategically focus activities that create the future. Such planning provides clear direction and serves to sustain focus over time while also guiding growth and improvement in the atmosphere of change.

In order to understand how the Jefferson County Public Schools carry out the planning process, a number of documents were reviewed, including the documents presented in Exhibit 1.3.1:

**Exhibit 1.3.1**

**Planning-Related Documents Reviewed by Auditors  
Jefferson County Public Schools  
October 2011**

| <b>Document</b>  | <b>Date</b>         |
|--|---------------------|
| Accomplishments 2007-2011 Jefferson County Public Schools  | 6/14/2011           |
| Board Minutes  | Aug./2009-Aug./2011 |
| Board Policies   | Various             |
| Comprehensive District Corrective Action Plan  | 2010-11             |
| Comprehensive School Improvement Plan Alignment with Standards and Indicators for School Improvement | ND                  |
| Comprehensive School Improvement Plan Web Application Training Manual                                | 5/27/2011           |
| CSIP—Frequently Asked Questions  | 3/20/2006           |
| Developing Disciplined Purpose   | 6/22/11             |
| District Improvement Planning Roles and Responsibilities (KDE)                                       | 2006                |
| Elementary Unit 3-Year and 5-Year Plans  | ND                  |
| Elementary Unit Project Development (30-60-90 Plan)  | 9/15-12/17/no year  |
| Greater Louisville Education Project Report (McRel report)   | Jan. 2009           |
| JCPS Comprehensive District Improvement Plans  | 2006-07–2010-11     |
| JCPS CSIP Website: Planning and Program Evaluation Section   | 2011                |
| JCPS Fall Planning Calendar  | 6/1/2011            |
| JCPS Gheens Academy Short Range Proposal   | 6/30/2011           |
| JCPS Review Rubric: 2011-12 Comprehensive School Improvement Plan                                    | 6/10/2011           |
| JCPS Self Study Report   | April 2010          |



| <b>Exhibit 1.3.1 (continued)</b><br><b>Planning-Related Documents Reviewed by Auditors</b><br><b>Jefferson County Public Schools</b><br><b>October 2011</b> |                   |
|---|-------------------|
| <b>Document</b>   | <b>Date</b>       |
| JCPS Technology Plan 2011-14  | 6/20/11           |
| Jefferson County Public Schools Annual Progress Report  | 2011              |
| Jefferson County Public Schools District Leadership Assessment Report   | 4/11/10-4/16/10   |
| Job Descriptions  | Various           |
| Kentucky Continuous Monitoring Process (KCMP)   | 2010-11           |
| Leadership Competencies and Core Practices  | 3/1/11            |
| Leveraging Instruction for Total Success (LIFTS)  | October 2011      |
| Middle School Foci  | 2011-12           |
| NCLB Requirements and Sample CSIP Strategies  | ND                |
| Progress Report on 2010-11 CDIP   | June 2011         |
| Project Proficiency Guide   | 2011-12           |
| SBDM Agendas  | Various           |
| SBDM Minutes  | Various           |
| School Improvement Plans  | 2009-10 & 2010-11 |
| School Leadership Assessment Reports  | Various           |
| School-Based Decision Making Policy Manual  | 2011              |
| Senate Bill 168 Requirements and Sample CSIP Strategies   | ND                |
| Staff Goals 2011-12: Resource Development, Business Partnerships, Volunteer Talent Center, Public Education Foundation                                      | Draft             |
| Superintendent's 90-Day Plan  | 8/8/2011          |
| The School Improvement Planning Process: Guidance for Schools   | 11/8/2005         |

In addition to document review, auditors visited all school campuses, and interviewed central office staff, building level administrators, support personnel, some teachers, parents, board members, and patrons.

Auditors found some direction in policy for the planning function. Board policy establishes an expectation for at least an annual district-wide plan and mentions a long-range strategic plan. No board policy was found requiring a comprehensive planning process that includes intentional review and coordination of planning efforts at all levels of the system. No administrative regulations were presented that dealt with planning.

Below are key excerpts from district policies that reference some aspects of the planning process.

- *Board Policy CA: Administration Goals* states, “The goals of the district administration are to plan, organize, schedule, coordinate, and administer the service and school centers in the Jefferson County Public School system.”
- *Board Policy CAA: District Administration Priority Objectives* requires, “The board of education shall establish long-range, district-wide educational goals and objectives to guide the administration’s development of annual objectives and budget priorities.”
- *Board Policy CBA: Qualifications and Duties of the Superintendent* includes references to a strategic planning process.
- *Board Policy CM: School District Annual Report* directs the superintendent to develop annually the district Comprehensive Educational Plan and states, “The district Comprehensive Educational Plan shall be the superintendent’s annual report to the school board.”
- *Board Policy DB: Annual Operating Budget* explains, “The annual operating budget of the Jefferson County Public Schools is a plan which defines allocation of resources to support costs of the program of public education approved by the board.”

- *Board Policy FB: Facilities Planning* lists a set of factors to consider in facilities planning and *Board Policy FBB: Enrollment Projections* indicates that demographic data projections will be used in multi-year planning for growth.
- *Board Policy BLDB: Accountability* outlines the expectations for school planning in accordance with Kentucky law. Sites are required to set biennial targets and develop annual school plans that include measurable goals, objectives, and the method for evaluating achievement of the plan. This policy also states, “Biennially, the local board shall review a report that includes the district’s plan to reduce the achievement gaps.”
- The School-Based Decision Making (SBDM) Policy Manual prepared by district staff to guide sites in their implementation of SBDM regulations contains a model policy entitled *Improvement Planning*. This policy is similar to *BLDB* above, but indicates specific responsibilities for school site councils in developing, administering, and evaluating the school plan.

Auditors noted that JCPS board policy does not follow some of the recommendations for policies related to district planning included in the KDE guide for districts entitled *District Planning Roles and Responsibilities*. In particular, the guidelines recommend policy regarding formation of “A district planning committee, representative of the community and the school district,...appointed by the Superintendent and approved by the Board to develop, monitor, evaluate, and annually update both a Strategic Plan (long term) and a district improvement plan (short term).” No such policy was found in the JCPS policy manual.

Since the inception of *No Child Left Behind* in 2002, schools receiving Title I funding have been required to develop school improvement plans. JCPS has many Title I schools that have been required to comply with this legislation. In addition, *KRS 160.346* and *HB176* provide direction to districts and schools that fall under the category of “persistently low achieving” regarding additional improvement planning and restructuring requirements. JCPS currently has 24 schools identified as persistently low achieving that fall under the requirements of this law.

In job descriptions at varying position levels of the system there were references to the planning function and related activities. The following is a sample of planning-related references in job descriptions related to system, site, and initiative-specific roles:

- Superintendent: “Provides long-range planning, sound financial management and staffing plans.” Also “Administers the planning, development, coordination and evaluation of the total operation of the system.”
- Assistant Superintendent for District Wide Instructional Services (one each for elementary, middle, and high school): “Provides leadership for planning and developing the district’s instructional program...”
- Assistant Superintendent Diversity, Equity and Poverty Programs: “Plans, promotes and coordinates all phases of the district’s racial and ethnic diversity, equity, and poverty efforts, including affirmative action, minority affairs, and poverty-related programs.”
- Director (Levels I, II, III): “Plans, organizes and implements activities which routinely affect the organizational unit or program” (Level I)...“typically affect an entire department or major activity” (Level II)...“may affect more than one department or major activity (Level III).”
- Director Facility Planning: “Directs the planning and construction of capital improvements for the district and supervises the facility planning staff and inspectors.”
- Executive Director, Accountability, Research and Planning: “Plans, directs, implements and reports district’s research, testing and evaluation.”
- Director Financial Planning and Management: “Plans and develops the total financial plan for the school district which would include long-range facilities, Special Voted Building Fund, General Fund, and finance reports/assignments as needed.”



- Assistant Director Systems Development: “Plans, coordinates and supervises all activities related to the design, development, and implementation of organizational information systems and software applications.”
- Principal: “Assumes responsibility for planning, implementing, supervising, and maintaining the educational program and is directly or indirectly responsible for attainment of the district’s educational goals.”
- Assistant Principal: “Performs responsibilities in continuous planning, program budget and evaluation of school program to include curriculum development and instruction.”
- Associate Principal: “Plans curriculum and ensures appropriate scheduling and planning for individualized educational programs and plans and supervises co-curricular and extra-curricular activities.”
- Teacher: “Plans, organizes and delivers the program of instruction based on approved curriculum...”

It was clear from the review of job descriptions that planning-related functions are an important element of job descriptions at many levels of the system and run the gamut from engaging in long-range, system-wide planning to developing and executing operational plans. No job description mentioned a strategic plan, and only one board policy, *CBA: Qualifications and Duties of the Superintendent*, contained a reference to strategic planning.

### **Audit Approach to Analyzing Planning and Plans**

Three levels of analysis were used in this finding. The first level of analysis dealt with the district planning process as a whole. This analysis looked at the planning function within Jefferson County Public Schools and how it was carried out at various levels within the system. The second level of analysis looked at what JCPS considers its key strategic planning document. In this case, it was the 2010-11 Comprehensive District Improvement Plan. The third level focused on an analysis of the school improvement planning process and used a sample of available school plans.

Auditors found that while planning exists at all levels of the district, current efforts are insufficient to achieve the vision of planning. Direction for the planning function of the district is evident in board policies, but it fails to require ongoing involvement of key stakeholders in planning processes and promote direct linkages between district plans and plans at all other levels of the system. Current planning efforts show limited connections between system-level and site plans and these are not well articulated consistently across the district. Most plans, including system-level plans, are insufficiently developed or specific enough to ensure attainment of objectives. Progress is inadequately monitored, documented, and evaluated across the system. The sheer volume of initiatives and directives emerging from the central office, coupled with an ineffective system for identifying, communicating, and maintaining focus on key priorities, compromises the ability of leaders at all levels of the system to move from the visioning and initial goal-setting stages of planning to development and successful implementation of plans.

To determine the quality of planning in the district the auditors asked four essential questions:

1. Is there planning?
2. What is the quality of the planning?
3. Is there any action as a result of the planning?
4. Is the action getting results?

The following details the auditors’ findings on the three levels of analysis.

### **Quality of district-wide planning design, deployment, and delivery is inadequate to achieve the vision of planning.**

The auditors found documented evidence of planning over time in Jefferson County Public Schools. District leaders have prepared and implemented annual Comprehensive District Improvement Plans (CDIP) and developed plans in a variety of other divisions and departments including facilities, technology, and various

curriculum and support divisions. At the system level, planning processes, strategies for implementation, monitoring, and evaluation have been inconsistent from one administration to the next over the past five years. Many staff and community members perceive system direction as unclear or continually changing. Linkages between district and school plans are not explicit. During interviews key stakeholders frequently spoke of a “silo effect” in which the planning, plans, and actions of one part of the organization functioned in isolation from other parts.

To determine the quality of the planning function within Jefferson County Public Schools, the auditors used eight characteristics of quality planning for design, deployment, and delivery. This level of analysis approached the planning functions across the district, at the central office level, across content or department areas, and at school sites. In order for the auditors to rate the quality of the planning processes as adequate, at least six of the characteristics must receive an adequate rating. Exhibit 1.3.2 lists the audit characteristics for examining a school district’s planning effort and the auditors’ rating of the Jefferson County Public Schools planning processes. An “X” in the “adequate” column indicates that the characteristic was met and a score of one point was assigned. “Partial” indicates that not all parts of a characteristic were present. An “X” in the “inadequate” column indicates that the characteristics were not met and no points were assigned. A discussion of the auditors’ ratings follows the exhibit.

**Exhibit 1.3.2**  
**Auditors’ Rating of Characteristics of Quality Planning**  
**Design, Deployment, and Delivery**  
**Jefferson County Public Schools**  
**October 2011**

| There is evidence that...  | Auditors’ Rating |            |
|--|------------------|------------|
|  | Adequate         | Inadequate |
| <b>1. Policy Expectations:</b> The governing board has placed into policy the expectation that the superintendent and staff collectively discuss the future and that this thinking should take some tangible form without prescribing a particular template, allowing for flexibility as needed. | Partial          |            |
| <b>2. Vision/Direction:</b> Leadership has implicit or explicit vision of the general direction in which the organization is going for improvement purposes. That vision emerges from having considered future changes in the organizational context.  |                  | X          |
| <b>3. Data-driven:</b> Data influence the planning and system directions/initiatives.  | Partial          |            |
| <b>4. Budget Timing:</b> Budget planning for change is done in concert with other planning, with goals and actions from those plans driving the budget planning.   |                  | X          |
| <b>5. Day-to-day Decisions:</b> Leadership makes day-to-day decisions regarding the implicit or explicit direction of the system and facilitates movement toward the planned direction.  | Partial          |            |
| <b>6. Emergent/Fluid Planning:</b> Leadership is able to adjust discrepancies between current status and desired status, facilitates movement toward the desired status, and is fluid in planning efforts (emergent in nature).  |                  | X          |
| <b>7. Deliberate Articulated Actions:</b> Staff are involved in a purposeful way through such efforts as school/unit improvement planning, professional development councils, and district task forces that are congruent with the articulated direction of the system or system initiatives.    |                  | X          |
| <b>8. Aligned Professional Development:</b> Professional development endeavors are aligned to system planning goals and initiatives.   | Partial          |            |
| <b>Total</b>   | <b>0</b>         | <b>8</b>   |
| <b>Percentage of Adequacy</b>  | <b>0%</b>        |            |

As can be noted from Exhibit 1.3.2 above:

- District planning processes failed to meet the 70 percent adequacy standard. Four of the characteristics were rated as inadequate. The other four were rated partially adequate.
- Inadequate ratings were assigned to Characteristic 2, vision/direction; Characteristic 4, budget timing; Characteristic 6, emergent, fluid planning; and Characteristic 7, deliberate, articulated action.
- Auditors found evidence that district planning processes satisfied some, but not all, elements of the four remaining characteristics.

The following discussion provides more information on what the auditors found with respect to each of the characteristics above.

### **Characteristic 1: Policy Expectations**

This characteristic was partially met. *Board Policy CM: School District Annual Report* requires the superintendent to develop an annual Comprehensive Educational Plan. Several policies also contain references to system-wide planning functions, including *Board Policy CA: Administration Goals*, *Board Policy CAA: District Administration Priority Objectives*, and *Board Policy CBA: Qualifications and Duties of the Superintendent*. *Board Policy BLDB: Accountability* outlines the requirements for school planning and states an expectation for a biennial district plan to close achievement gaps. While most policy references were to an annual or biennial planning cycle, there was reference to a strategic planning process in *Board Policy CBA*. However, auditors found insufficient policy direction to satisfy audit requirements for congruence between system and school-based plans (in particular oversight of the school-based planning process), and ongoing use of both formative and summative assessment (see Findings 1.2, 4.1, and 4.3). They also noted that board policies failed to include creation of a district planning committee comprised of key stakeholders to develop, monitor, evaluate, and annually update both the strategic and district improvement plans in accordance with the recommendations of the Kentucky Department of Education for roles and responsibilities related to district planning.

### **Characteristic 2: Vision/Direction**

This characteristic was not met. *Board Policy AD: Educational Philosophy* contains the district's mission and belief statements, and *Board Policy AE: School District Goals and Objectives* contains additional broad statements of district goals. The mission and belief statements are posted on the district website and appear in the introduction to the district's Comprehensive District Improvement Plan (CDIP) for 2010-11, which is the only district plan currently in existence. Collectively, these policies provide a vision of the general direction in which the organization is going for improvement purposes.

However, auditors found that it's the translation and implementation of policy vision and direction by administrative leadership that has been inconsistent and at times confusing. The changes in the superintendency since 2007 (there have been three superintendents in that period, including the most recent appointee as of August 2011) have introduced instability regarding the vision and direction of the district. The superintendent up through 2007 used the board goals as direction for the district planning process and annually involved key stakeholders in developing the CDIP. The plans themselves, the annual updates, and interviews with a variety of stakeholders who worked in the district under his tenure indicate that there was a clear focus on student achievement and use of data during that period. The subsequent superintendent moved away from that focus to emphasize character education and conflict resolution. During this time, the planning process became less inclusive, recording of impact and data showing results of action steps in the plans was less consistent than before, and, while school and district personnel were still being held accountable for gains in student achievement by the state, leadership direction toward that end was less explicit.

The introduction to the CDIP for each of the past several years described the process district leaders used to develop that plan. This process included administrative review of previous plans and their results, along with detailed study of the recommendations contained in four major external reviews conducted in the district in the past few years. The focus on student achievement and the use of data as a feedback loop to direct district planning goals was greatly confused by the development of a second set of (strategic administrative) goals

and a new District Theory of Action in 2008. Although the inclusion of these new elements in the CDIP was accompanied by considerable narrative in the document explaining the relationship between board goals, strategic goals, and the new theory of action, the new elements were greeted with considerable confusion by board members and staff, who questioned which goals and vision were really guiding the work of district personnel. The vision of student achievement that was once the district focus (up to 2007) was trumped by a vision that placed emphasis on the social well-being of students at the expense of attending to academic success. Despite the fact that this second set of goals (the strategic administrative goals) had been used for several years by the time they were discussed again in relation to the current CDIP at the July 12, 2010, board meeting, a number of board members continued to question why there were two sets of goals, how they related to each other, and even suggested that the original board goals should be revisited.

The newly appointed superintendent issued a 90-day plan when she took office in August 2011. Her first goal, “A focus on student achievement through learning and teaching,” set student achievement as a key strategic priority for her administration. Her second priority, to “Develop a unified governance team that results in constancy of purpose, stability and teamwork,” includes strategies to “review, revise, and/or affirm mission, vision, core beliefs, goals and objectives” and to create a strategic plan. Both of these strategic priorities reflect the new superintendent’s recognition of the need for clarification of the district’s vision and direction and her commitment to provide coherence and focus in her leadership role.

Auditors heard numerous comments about lack of a clear vision/direction and its impact on the organization as a whole. Typical of those comments were the following:

- “We need to have some clear direction of where we’re going.” (District Administrator)
- “There has to be a consensus of everyone about the direction we’re going. It can’t be just the superintendent.” (School Administrator)
- “One of our problems is managing the information flow. We have not been focused around a unified vision. [We have] issues of priorities and focus [of resources on those priorities]. We have been so concerned about state and federal requirements. Frankly, I could not tell you what our local goals are. We have not said what we want our schools to do.” (Board Member)
- “We need to refocus. We need to look at everything we have. Do we have everything going in the right direction? Are the mission and goals clear and are we working together? We lost that. It’s very lonely and people are off on their own.” (District Administrator)
- “Foundations and business partners are becoming increasingly frustrated with the lack of strategic focus. The district is always seeking additional funds and they are, for the most part, available, but there is a growing reluctance to ‘throw money’ at vague hopes it will make a difference.” (Patron)

### **Characteristic 3: Data-driven**

This characteristic was rated as partially adequate at this time, although auditors noted the district is moving closer each year to becoming data-driven in its planning processes. District administrators indicated reports to the schools regarding student achievement on state and other tests are analyzed annually and used to make modifications to school and district plans. The disaggregation of data by student subgroup incorporated in most planning processes is not specific enough to identify standards or objectives within content areas to set targets for improvements in curriculum and instruction. However, auditors found some examples that indicated district leaders are moving in the direction of developing and using more specific data to identify students’ needs and plan appropriate interventions. Project Proficiency, a high school effort, focuses on using diagnostic and formative assessment results organized by key standards to target specific areas of weakness in literacy and math for each student and provide appropriate reteaching and remediation to address the identified deficiencies. During site visits, auditors saw numerous examples of site staff using formative and benchmark assessment data to monitor progress of individual students and make adjustments related to grouping and intervention. Auditors did not find evidence that this focused data collection and analysis was being used in a systematic way to identify weaknesses in curriculum, instruction, and resources that could be used to inform planning decisions related to curriculum and professional development (see [Finding 4.3](#)). Auditors also found that data (particularly as they

relate to documented need and evidence of impact, especially on student achievement) are inconsistently used throughout the system to make decisions and were notably absent from planning decisions related to budgeting and program adoption, modification, and possible abandonment (see [Findings 4.5](#), [5.1](#), and [5.4](#)).

In addition to many concerns auditors heard about data availability and usefulness (see [Finding 4.5](#)), a number of staff questioned the extent to which district leaders were committed to becoming more data-driven in planning processes. Remarks of this nature included:

- “In the past years there’s been no emphasis on data. Before that, there was data but no curricular coherence.” (District Administrator)
- “The former superintendent said, ‘Test scores don’t matter, kids matter.’ Now it’s back to test scores.” (Teacher)

#### **Characteristic 4: Budget Timing**

This characteristic was not met. Budget considerations are not routinely embedded in most planning processes and the templates for most plans fail to incorporate this information. Auditors noted the last system-wide improvement plan to include budget information was developed for the 2007-08 school year. Both the cost and the funding source for each strategy or activity were listed, so the connection between goals, strategies/actions, and budget allocations was explicit. Budget information was also included in the District Corrective Action Plan 2010-11, developed to meet the requirements of NCLB for underperforming districts, but inclusion of budget information was a state requirement, not a customary district practice at this time. Division plans submitted to auditors, such as those developed by the assistant superintendents and some directors, did not reflect budget needs or allocations. The template for school plans includes columns for budget allocations and funding source; auditors noted these were completed in the sample of school plans reviewed.

A January 2011 memorandum from the budget office to division and department heads included the statement “The Superintendent reviews the history of the department’s expenses vs. the budget to verify each department’s utilization of the budget as a planning tool.” While the intent may be to link budgeting to planning, no process was found at time of the audit to ensure alignment of the budget to the CDIP. Auditors learned that budget development is traditional and primarily driven by formulaic allocations rather than program-based budgeting processes. In the absence of such an approach to system-wide allocations of funds, it is difficult to make the connection between planning and spending to determine the extent to which resources are being used effectively to achieve district goals (see [Finding 5.1](#)). The following comments heard in interviews were typical of those auditors heard regarding the relationship between planning and budgeting:

- “I have not seen a budget that divides dollars to support goal achievement.” (Board Member)
- “How do we know the return on investment?” (District Administrator)

#### **Characteristic 5: Day-to-day Decisions**

This characteristic was only partially satisfied. Most school administrators indicated they used their school plans to guide day-to-day operations, although a few indicated their school plan was completed primarily for compliance and their real, daily work was not captured in the plan. In discussing their daily decision making, most principals did not mention the district plan or its goals. At the central office level, there was some indication through documents and interviews that district leaders do make decisions aligned with the direction in the district plan. However, the linkage between that plan and leaders’ actions was often not explicit. Further, the connection between decisions made in one department or division and another was often unclear. Site staff reported the inconsistent decisions and actions at the central office level led them to question the overall direction of the system as a whole.

#### **Characteristic 6: Emergent/Fluid Planning**

This characteristic was inadequate. While school and district personnel stated they engaged in a review of planning efforts with the intent of making adjustments to better respond to evolving realities, there was little



documentation of such adjustments recorded in school or district plans. There was also a lack of foresight evident in decisions made centrally that were widely viewed as impediments to fluid planning.

At the school level, the SBDM process requires frequent review and reporting of progress toward the goals of the plan to the school council, with the expectation that such a review involved reconsideration of current practice and the flexibility to adjust direction to meet emerging needs. Auditors found little evidence in the sample set of school plans reviewed of documented revisions in response to emerging needs. While some adjustments were recorded in school council minutes, they were seldom entered into the plan itself, so that the record of plan development, implementation, and modification is difficult to ascertain from one planning cycle to the next, and the process for making adjustments in response to emerging situations is not clearly established in district systems or guidelines (see Level III discussion in this finding for further detail).

At the district level, the last CDIP to show results of modifications made mid-year was the 2007-08 plan. Since then, CDIP plans have not included interim reports or a record of adjustments made in response to new situations. Only one of the division plans submitted to auditors for review provided an example of plan modifications. The district plan narratives indicate the superintendent and his cabinet engaged in conversations and data review related to the plan at least on an annual basis. What auditors were unable to find were clear processes for developing, implementing, monitoring, and evaluating new programs or initiatives (see [Findings 4.3](#) and [4.5](#)) and guidelines for implementing and communicating change that would provide needed stability, direction, and coordination as district leaders responded to emerging situations. In the absence of such processes and guidelines for the system as a whole, emergent/fluid planning often results in reactive planning as leaders struggle to cope with issues and changes that have been insufficiently anticipated.

Auditors frequently heard concerns about decisions and directives that occurred suddenly and often appeared to be arbitrary, provided contradictory information or direction, or failed to take account of the impact of a myriad of other initiatives undertaken at the same time. School staff in particular discussed the negative impact of a central administration functioning in apparent silos, frequently altering direction as they attempted to cope with new regulations, legal decisions, or changing realities that impacted the school system. Implementation of 18 magnet schools simultaneously in 2008 in response to a legal decision regarding student assignment was frequently cited by staff as a prime example of insufficient prior attention to emerging challenges that should have engendered anticipatory, rather than reactive, planning.

#### **Characteristic 7: Deliberate Articulated Actions**

Auditors determined that the degree of articulation between various planning efforts and actions in different district departments and divisions, and between the district plan and school plans, was inadequate. While staffs at all levels were aware of board goals, awareness and connection to the strategic goals and the theory of action were not consistently evident in all divisions and at all levels. Most school administrators reported that while they aligned their plans to board goals for improved achievement, particularly in literacy and math, they had little direct connection to the district plan. Plans and planning efforts conducted by the three assistant superintendents showed little articulation across the K-12 system. Site staff reported receiving frequent, confusing, and sometimes contradictory messages and directives from various division leaders and support staff at the district office. Both site and central office staff frequently described their perception of “silos” that existed in the various departments and divisions at the district office, impeding the implementation of deliberate, articulated actions (see [Finding 1.1](#)).

#### **Characteristic 8: Aligned Professional Development**

This characteristic was partially met. Both district and school plans showed a strong emphasis on professional development to support change efforts. Most staff development offerings were consistent with the strategies and action steps of the various plans. However, auditors found a fragmented approach to professional development, with no district-wide coordination and meaningful evaluation. In addition, few examples of professional development included sufficient depth and ongoing coaching to support implementation and institutionalization (see [Finding 3.2](#)).



During interviews, auditors heard a number of comments related to planning processes in the district. This issue emerged as one of the central concerns expressed by staff members at all levels and community members as well. While comments were generally supportive of the board's mission and goals, many reflected frustration with the volume of initiatives and directives and the concomitant confusion created by insufficient policy structure and clear guidelines. In particular, they voiced concern over the dramatic shifts in focus and planning between the two previous superintendents and the lack of a systemic planning process with sufficient rigor to bring coherence to planning throughout the district. Representative comments have been grouped by theme.

Inadequate planning processes:

- “Over the past four years, CDIP has been developed by senior leadership and hasn't had broad-based buy-in—only back end feedback on what was developed.” (District Administrator)
- “We need to have a cohesive, consistent improvement process built in the district.” (School Administrator)
- “It starts with ‘Don't abdicate the role.’ The needs assessment is the most important part of planning and we don't do it well.” (District Administrator)
- “How planning should be executed should be in administrative procedures.” (District Administrator)  
Note: Auditors found no such procedures in place.

Multiple initiatives with insufficient prioritization and connectivity:

- “There are lots of wheels spinning but no gears connecting.” (Teacher)
- “We feel like it's always, ‘And here's something else.’” (School Administrator)
- “At the district level one hand doesn't know what the other hand is doing.” (School Administrator)
- “Every year, the district office has multiple initiatives from different departments. They all come down to the single classroom and teachers are overwhelmed and cannot cope with so many disconnected initiatives.” (Teacher)
- “We have always thought divisionally, not as a PreK-12 district. We've had divisional kingdoms. The district can never move forward in silos.” (District Administrator)

**Summary of district-wide planning**

There is evidence of planning and plans at many levels of the system. Policies provide some support for planning but do not require sufficient coordination of planning efforts. Some data-based decision making is occurring, but it is inconsistently and ineffectively used to make planning decisions. Budget planning remains formula-driven and is not closely linked to the goals and actions of the Comprehensive District Improvement Plan. The appointment of three superintendents in the last four years has resulted in inconsistent vision/direction at the system level, impacted the articulation of decisions and actions across the system, and compromised day-to-day operations.

**The quality of the district-wide plan design, deployment, and delivery is inadequate**

If the auditors find planning in the system, they then proceed to determine if there are plans, and if so, examine these plan documents for certain change characteristics. Evidence of planning was found at various levels in the district. The 2010-11 Comprehensive District Improvement Plan was used as the primary document for analysis of the district-wide plan.

Exhibit 1.3.3 lists the characteristics of a quality system-level planning document and the auditor's assessment of adequacy of the 2010-11 Comprehensive District Improvement Plan. An “X” in the “adequate” column indicates that the characteristic was met and a score of one point was assigned. “Partial” indicates that not all parts of a characteristic were present. An “X” in the “inadequate” column indicates that the characteristics were not met and no points were assigned. If the plan meets five of the seven characteristics, the audit criteria have been met. A discussion of the auditors' ratings follows the exhibit.

### Exhibit 1.3.3

**Characteristics of System-level Plan Quality (Design, Deployment, and Delivery)  
And Auditors' Rating of the Comprehensive District Improvement Plan 2010-11  
Jefferson County Public Schools  
October 2011**

| Characteristics  | Auditors' Rating |            |
|--|------------------|------------|
|  | Adequate         | Inadequate |
| <b>1. Reasonable and Clear:</b> The plan is reasonable; it has a feasible number of goals and objectives for the resources (financial, time, people) available. Moreover, the goals and objectives are clear and measurable.   |                  | X          |
| <b>2. Emergent/Fluid:</b> The plan allows for emergent thinking, trends, and changes that impact the system both internally and externally.  |                  | X          |
| <b>3. Change Strategies:</b> The plan incorporates and focuses on those action strategies/ interventions that are built around effective change strategies (e.g., capacity building of appropriate staff).   | X                |            |
| <b>4. Deployment Strategies:</b> The plan clearly delineates strategies to be used to support deploying the steps and tasks outlined in the plan (e.g., orientation to the change, staff development on the proficiencies needed to bring about the change, communication regarding planned change).   |                  | X          |
| <b>5. Integration of Goals and Actions:</b> All goals and actions in the plan are interrelated and congruent with one another.   | Partial          |            |
| <b>6. Evaluation Plan and Implementation:</b> There is a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether or not the activities have taken place). Evaluation components of plans are actions to be implemented; plans are evaluated for their effects or results, and they are then modified as needed. There is both frequent formative evaluation and annual summative evaluation, so that plans are revised as needed. |                  | X          |
| <b>7. Monitoring:</b> Systems are in place and are being implemented for assessing the status of activities, analyzing the results, and reporting the outcomes that take place as the plan is designed and implemented.  |                  | X          |
| <b>Total</b>   | <b>1</b>         | <b>6</b>   |
| <b>Percentage of Adequacy</b>  | <b>14%</b>       |            |

As can be seen from [Exhibit 1.3.3](#):

- The Comprehensive District Improvement Plan fully satisfied only one of the seven audit characteristics for system-wide plans. Auditors found it adequate in terms of Criterion 3, change strategies.
- The plan is partially adequate in terms of Criterion 5, integration of goals and actions.
- The plan failed to meet Criterion 1 (reasonable and clear goals), Criterion 2 (emergent/fluid), Criterion 4 (deployment strategies), Criterion 6 (evaluation plan and implementation), and Criterion 7 (monitoring).
- The 2011-11 CDIP failed to meet the audit standard of 70 percent for district plan quality. Its overall adequacy rating was 14 percent.

The following provides details regarding the ratings in [Exhibit 1.3.3](#).

#### **Characteristic 1: Reasonable and Clear**

This characteristic was not met. Clarity of direction was confused and complicated by two sets of goals—one set established by the board, the other by the district leadership team—and an additional layer called a Theory of Action. Auditors first looked at the 2010-11 CDIP in terms of goal clarity. The plan lists four goals established by the board several years ago and a second set of goals established by district leaders in 2008. The relationship between these two sets of goals is described in the preface to the plan as follows:

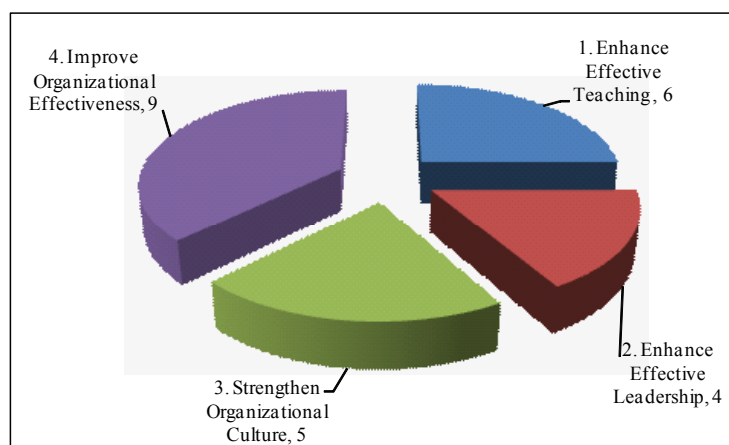
“Strategic (or Administrative) Goals spring from short-term (three to five years) priorities of the district leadership team. They form the basis of each years’ Strategic Action Plan and are subject to modification as specific objectives are achieved....The Board Goals establish the philosophical tone of the district, while the Strategic Goals are pragmatic in nature.”

These four strategic goals were found in both the 2009-10 and 2010-11 Comprehensive District Improvement Plans. In addition, district leaders translated the four strategic goals into what they called a “Theory of Action” (see [Appendix 4 Exhibit 1.3.1](#) for the goals and theory of action). While the narrative in the preface to the plan indicates connections between the board goals, the strategic goals, and the Theory of Action, the plan itself is laid out according to district leadership’s strategic goals, not the board goals. What lends additional complexity to this layered approach to goals is that the analysis of overall accomplishments for the 2009-10 school year contained in the preface to the 2010-11 plan is organized according to the four areas in the Theory of Action, with cross references to strategic goals, board goals, and a variety of audits and reviews undertaken from 2008 through 2009. Interviews with staff, and board and community members indicated considerable concern about lack of clarity of plan goals and direction given the combination of two sets of goals and a Theory of Action, a plan designed according to one set of goals, and reports on plan accomplishments linked to the Theory of Action.

Auditors next looked at the 2010-11 CDIP from the standpoint of reasonableness of its scope. [Exhibits 1.3.4](#) and [1.3.5](#) depict a summary of the strategic goals and action and professional development steps in the plan. [Appendix 5, Exhibit 1.3.2](#) provides a narrative view of the plan summary.

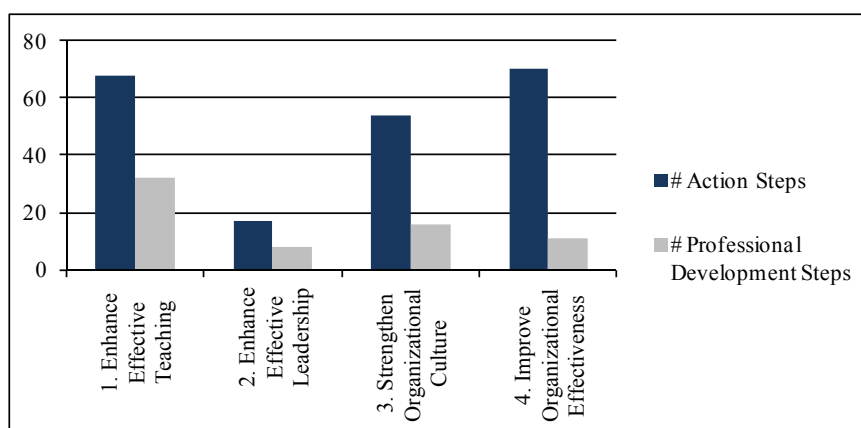
#### **Exhibit 1.3.4**

#### **2010-11 Comprehensive District Improvement Plan Strategic Goals Jefferson County Public Schools October 2011**



### Exhibit 1.3.5

#### 2010-11 Comprehensive District Improvement Plan Number of Action and Professional Development Steps Jefferson County Public Schools October 2011



The following summarizes key points in [Exhibit 1.3.4](#) and [1.3.5](#):

- The majority of strategies addressed Strategic Goal #4, Improve Organizational Effectiveness. Nine strategies were listed (38 percent of the total).
- Strategic Goal #1, Enhance Effective Teaching, had six strategies, or 25 percent of the total.
- Thirty-three (38) percent (68) of the action steps in the CDIP were devoted to enhancing effective teaching. Slightly more than 33 percent (70) of the action steps dealt with improving organizational effectiveness.
- Strategy #2, Enhance Effective Leadership, contained the fewest action steps at eight percent of the total.
- Thirty-two (32) percent (67) of the action steps involved professional development. The majority of these (48 percent) related to improving teaching and learning.

In their more detailed examination of the action steps themselves, auditors noted that almost all were expected to be completed by the end of the school year to which this plan applied (June 2011); some were even scheduled for completion during that year. Auditors questioned the reasonableness of this timeline for some of the action steps that involved considerable resources of time and people, and, in some cases, in-depth expertise to guide the work and provide quality support. Examples included:

- “Develop an Inquiry Continuum that reflects recognized best practices and establishes common K-12 instructional practices for math and science.” Such a project would require in- depth work by curriculum experts familiar with the scope and sequence of the K-12 math and science curricula as well as knowledgeable about developmentally appropriate best practices to promote inquiry in these two disciplines.
- “Provide PD (professional development) to teacher leaders and principals focused on analyzing student work, diagnostic and proficiency assessments, effective teaching practices, and the Common Core Standards/KCCT alignment.” Each of the areas listed in this action step could reasonably be a single focus for professional development for an entire year. The action step does not indicate any way of prioritizing or differentiating this staff development based on prior knowledge or particular needs of the participants, nor is there a description of how the professional development would be structured to provide sufficient depth or quality to promote implementation. While implementers were listed as specialists, resource teachers, and school-based staff developers, auditors could not find action steps in the plan for sufficient training for the implementers to assure that they would be able to provide

appropriate professional development in all enumerated areas (see [Finding 3.2](#) for additional information on professional development).

The audit characteristic of reasonableness and clarity also requires that the goals and objectives be clear and measurable. It is this area where the plan is most inadequate. Both sets of goal statements are broad and not expressed in measurable terms. The strategies and action steps are also, for the most part, not stated in measurable terms. Examples include:

- “Implement and support GOAL, a Tier III high school intervention program, for our lowest readers in three high schools.” There is no indication of what “implement and support” would involve in terms of allocation of district resources (time, people, money). How the effectiveness of this intervention program would be measured (particularly its impact on student achievement) is not stated. Auditors found numerous examples of program interventions throughout the district that were similarly not systematically selected, monitored, and evaluated for long-term effectiveness (see [Findings 4.5](#) and [5.4](#)).
- “Collaborate with district departments to ensure a coherent support system.” There is no indication of what collaboration or coherence would look like and how it would be measured. Departments to be included in this action step are not specified. Auditors noted a significant lack of connectivity in district support systems, and this action step fails to provide sufficient detail to overcome the fragmentation and disconnected actions that currently exist in the central office.
- “Mobilize employees through ‘I am JCPS customer-service program.’” The term “mobilize” is vague. Employees to be involved are not identified. There is no way to measure impact.
- “Provide Institute for Cultural Competence district wide.” The focus is on offering this professional development. No follow-up or means to measure its impact on the organization and/or student achievement is indicated. It is also unclear whether this is a voluntary or mandatory professional development, a factor directly impacting its feasibility, as that would determine scope of the training, which could be vast if the entire district staff were involved simultaneously.
- “Ensure the effective selection of research-based interventions and the appropriate use of progress-monitoring tools for goal setting.” “Ensure effective selection” is unclear. Does this step involve developing a process/protocol for selecting interventions? The step also includes a different action: “progress monitoring tools for goal setting.” Is this another process or protocol? The relationship between the two actions is unclear. How to measure the impact of either or both is not stated. The connection between this action step and several others related to interventions, such as the GOAL program cited above, is not clear.

Many of the strategies in the CDIP included the following action step: “Design and implement an evaluation of the action steps to determine fidelity of implementation and next steps for improvement.” Auditors viewed the inclusion of this step as recognition by district staff that the action steps in the plan were not measurable as stated. No documentation was presented to auditors indicating that this particular step had been implemented.

District staff indicated that the 2010-11 CDIP included a new element designed to address the issue of non-measurable goals and actions, a problem that was cited in the 2010 KDE District Leadership Assessment Report, and one that district staff acknowledged as one of the factors contributing to low achievement in their introduction to the 2010-11 Comprehensive District Corrective Action Improvement Plan. This element was the addition of “Performance Metrics,” described as “a listing of the tools we will employ to measure the degree to which we achieved the objectives embedded within each strategy. In most cases the Performance Metrics consist of Quality Indicators [such as results on state tests] but other tools such as surveys and data collections are also included.” (CDIP Preface, p. xi). While the plan includes a variety of these measurement tools, it simply lists them at the beginning of each strategy and does not indicate how they will be used to measure the impact of any of the action steps or what criteria indicate achievement of the objectives measured.

Auditors also examined the 2010-11 District Corrective Action Improvement Plan developed because the district failed to meet NCLB targets. District staff indicated this plan contained goals that were measurable, in contrast



to those in the 2010-11 CDIP. The plan template requires districts to state SMART goals that “directly correlate to a need based on the data analysis and causes and contributing factors.” In this section of the plan district staff listed four goals, one each for reading and math, one for graduation rates, and one for progress of Tier I-III (persistently underachieving) schools. All of these goals were stated in measurable terms, most relying on scores on the KCCT. However, it was in the strategies and action steps where auditors found statements that were not clearly measurable or were only loosely tied to the goal. Many of the same action steps that appeared in the 2010-11 CDIP also were included in this plan with vague statements placed in the Impact/Measurement/Outcome, such as:

- “Increase the percentage of students scoring proficient or distinguished in [reading or math].” No indication is given of target percent of increase, or a statement specifying how good is good enough.
- “Increase reading expertise among district support staff.” Again, no indication of target increase is provided. Also, measurement tools listed (District Reading Proficiency, Proficiency Assessment Results, Exit Slips, School Surveys) may not be accurate measures of whether the targeted professional development developed capacity in literacy support staff that was actually implemented in the schools and made a positive impact on student achievement.
- Strategy/activity: “Support high school instructional initiatives, redesign structures that guide students from high school to postsecondary education to professional careers, and connect schools to post secondary and business partners.” Measurement: “Effectiveness will be measured by: increased graduation rate, college career readiness index and college enrollment.” Measures are specific but targets for improvement are not. Further, the activity involves multiple efforts but it is not clear how the impact and effectiveness of each of the efforts will be evaluated. This was a common problem where multiple efforts were used to address the same issue.

Translating goals, strategies, and action steps into clear, specific, measurable objectives is inadequate in all district plans presented to auditors. A similar problem was identified in school plans, as discussed in the Level III analysis below.

### **Characteristic 2: Emergent/Fluid**

This characteristic was not met. As indicated in the discussion of Characteristic 6 in the Level I analysis above, no CDIP since 2007-08 recorded any adjustments made mid-year in response to changing circumstances. Although the preface to the 2010-11 CDIP indicated district leaders would evaluate the plan on an ongoing basis throughout the year and make needed adjustments (see CDIP Preface, p. xii), no record of such activity was found. Although theoretically there is sufficient flexibility in the plan to respond to emergent trends and changes, auditors found no systematic way of doing so incorporated in plan design or execution.

### **Characteristic 3: Change Strategies**

The use of staff development as a primary change strategy was evident in many sections of the plan, as can be seen in Exhibit 1.3.5 above. In strategy areas related to effective teaching and effective leadership, nearly half of the action steps contained explicit reference to professional development. Examples of these steps included:

- “Implement the Comprehensive Literacy Model (CLM) in seven elementary schools to include year-long professional development for the in-house literacy coach, one classroom teacher from each grade level, and interventionist staff...”
- “Provide professional development to teacher leaders and principals focused on analyzing student work, diagnostic and proficiency assessments, effective teaching practices, and the Common Core Standards/KCCT alignment.” (Math strategy)
- “Identify up to 19 additional elementary schools and new teachers to participate in Year One of CARE for Kids professional development and implementation in 2010-11.



Auditors also found a number of additional steps not coded as examples of explicit professional development that were linked to or supported professional development efforts. These included statements such as: “Shape all professional development for school leaders using the *Leadership Competencies and Core Practices for a Great School* and JCPS Theory of Action.” There were also a number of action steps that included generalized statements like “support schools in...” which could involve professional development but did not directly indicate that.

In looking at the plan as a whole from the standpoint of use of professional development as a change strategy, auditors observed that most district efforts were focused on working with cadres of teacher leaders, district support staff, and site administrators around a few key issues. In many cases, new reform efforts or curricular areas of focus were targeted to a few pilot schools. Auditors did not find articulated in the plan a clear strategy for moving the change efforts beyond these relatively small groups, but they did note that district leaders acknowledged the need to do so. In the discussion of what was learned from the four external audits, review of the quality indicators, and the Comprehensive School Survey that is included in the preface to the 2010-11 CDIP, district leaders state what is needed is a “systemic approach” to change. In particular, they indicate that the following approach to change shaped the development of this plan:

“Rather than dispersing innovations across a large number of sites, we should aim for whole-school adoption at fewer schools in order to measure impact and create demonstration sites to support future expansion [and] when we see that a strategy is making a difference, we need to communicate that change to others so we can replicate it elsewhere” (CDIP Preface, p. x).



*Southern High school strategy of using banners to line the hallways in an effort to focus student attention on the goal of earning a college education.*

#### **Characteristic 4: Deployment Strategies**

This characteristic was not met. An important aspect of the successful deployment of a plan is orienting people to the change. This involves providing from the outset clear, consistent, focused messages to staff about what the key changes are, what issues they are intended to address, how (and by whom and when) they should be addressed, what support and monitoring will be provided, and how they will be evaluated. It also involves keeping the plan front and center of all efforts throughout the district. Nowhere in the CDIP could auditors find clear strategies for orienting staff to these changes and keeping them focused on key priorities as the plan is implemented. Through interviews, particularly with site staff, auditors heard repeatedly that communication and direction from district staff is often confusing, not prioritized or clearly focused, and simply too great in volume to process. Few site staff indicated familiarity with any aspect of the plan beyond board goals. The template for school plans does not require specific linkages to district plans, and many site administrators indicated the district plan had limited connection to the work embodied in their school plans.

### **Characteristic 5: Integration of Goals and Actions**

The 2010-11 CDIP contained examples of integrated and congruent goals and actions in some sections of the plan and not in others, and this was considered partially adequate in this criterion. Some examples of congruency included strategies and action steps related to analyzing student work and using diagnostic and proficiency assessments to guide teaching. These were found in both the reading and math sections of the plan. Use of the *Leadership Competencies and Core Practices for a Great School* were included in a number of action steps related to professional development as well as selection of new administrators. Connections between one major strategy area and another were not consistent throughout the plan.

The strategies and actions related to the improvement of reading serve as an example of questionable integration and congruence. The plan listed implementation of a number of different models for literacy (reading and writing) and related professional development. These included the Comprehensive Literacy Model at seven elementary schools, the Reading and Writing Workshop approach at seven additional elementary schools, Making Meaning and Being a Writer at 20 elementary schools, Thinking Reader and Making Meaning at one middle school, DELI (using technology to improve writing) at two middle schools and one high school, professional development on higher order thinking skills at two middle schools, and lesson study approaches to improve literacy instruction at the high school. There was no indication of how district staff would develop connections between and among the multiple approaches to literacy instruction to foster delivery of an integrated K-12 literacy program across the district. Instead, this strategy and related action steps reflect the silo effect of the district organizational structure (see [Findings 1.1](#) and [1.4](#)) and a lack of sufficient guidance to schools in areas related to curriculum design and implementation (see [Findings 1.2](#) and [2.1](#)).

### **Characteristic 6: Evaluation Plan and Implementation**

This area was ranked as inadequate and is a major weakness identified by district staff and cited in a number of reports, including the 2010 KDE District Leadership Assessment Report, in which reviewers assigned a rating of “2” (limited development or partial implementation) to district comprehensive planning efforts, citing a failure to “periodically evaluate the activities in the district improvement plan on student achievement and continuous school improvement” (KDE report, 9.6.d). Curriculum management auditors found changes in the CDIP template between 2008 and 2010 did not support an evaluation plan. Even when changes were made in the template in the 2010-11 CDIP to include evaluative tools and procedures, these were not followed.

The 2006-07 CDIP included measurable goals for each major strategy, an implementation column to record the status of implementation efforts, and an impact column for each strategy/activity, similar to what is in the school plan template (see Level III analysis below). This column was completed in June 2007. The CDIP template for the subsequent year was the same, but the impact column was only completed for the mid-year check. The 2008-09 and 2009-10 CDIP template did not include either the implementation or the impact columns. As indicated in the Level I analysis above, auditors could find no end-of-year evaluation reports filed for the CDIP from 2008 through 2010. Most evaluation reports available for this period are a general record of accomplishments related to major initiatives, rather than a record of impact of specific strategies or action steps of the plan. Examples of some of these statements included in the preface to the 2010-11 CDIP are as follows:

- “Expanded CARE for Kids to 55 elementary schools and all the sixth and seventh grades in the middle schools.” The statement does not indicate how many schools were added during the expansion, nor does it indicate the impact of the program.
- “Deepened implementation of inquiry-based math and science programs at the elementary and middle schools.” The meaning of “deepened implementation” is unclear, and impact on student achievement is not stated.
- “Provided extensive professional development in cultural competence to support diversity in the schools.” “Extensive” is not defined, the term “support diversity” is unclear, and the impact of this training is not specified. Auditors found the same statement in the plan for the prior year.

Auditors noted that the preface to the 2010-11 CDIP did include a couple of examples of the use of specific data to evaluate the impact of some of the strategies and actions in the prior year's plan. These included evaluating the performance of students in reading, math, social studies, and science at three redesign elementary schools compared to a matched set of district schools; looking at freshmen retention and absence data over a 3-year period at four high schools that implemented Freshmen Academies; and charting referrals for disruptive behavior over a two-year period at 12 schools that participated in Cultural Competence training. While these were clear examples of conducting evaluations of some of the strategies and action steps of the plan, they were exceptions not characteristic of district leaders' approach to development and implementation of an evaluation plan.

The template for the 2010-11 CDIP included columns labeled "status" and "impact." The use of these columns is explained in the preface to the 2010-11 CDIP as follows: "'Status' will constitute a report on the activities that actually occurred during the year (e.g., 255 teachers participated in the 12-hour training or the year-long curriculum was field tested in six third-grade classrooms). 'Impact' ... will answer the question 'What difference did it make?' It is here that we will report on the outcomes as measured by the Performance Metrics (e.g., given the implementation of this strategy, how did our suspension or attendance rates change this year?)" (CDIP Preface, p. xi).

Auditors examined a document entitled Progress Report on 2010-11 Comprehensive District Improvement Plan, June 2011, to determine whether the evaluation plan described above was followed. It was not. The 48-page report is a narrative describing work of district leaders in each of the strategic areas of the CDIP. The format of the document is completely different from the CDIP. In particular, there is no direct reference to the status or impact columns that were added to the CDIP specifically for the purpose of evaluation of each of the action steps. The Progress Report document consists of descriptions of activities completed, a rationale of approaches used, problems encountered, and goals for the future. The few impact statements found were generally vague and unsupported. Examples included:

- "The reactions to the programs and benchmarking results have been very supportive."
- "Immediate impact on the support provided to teachers and schools [in math] could be noted."
- "We continue to improve the process of using data in Professional Learning Communities (PLCs)." No evidence of improvement in the process is provided, and the rest of the paragraph is rationale for data use.

Many statements in the report recorded numbers of participants in events or training and numbers of schools or students affected. This type of information was described in remarks on plan evaluation included in the preface to the CDIP (p. xi) as "status information." In the June 2011 Progress Report such statements were not followed by impact information designed to answer the question posed in the CDIP as "What difference did it make?" Auditors concluded that district leaders have not implemented an evaluation plan for the CDIP that would meet the audit characteristics for plan evaluation and implementation. Similar weaknesses related to evaluation are discussed in [Findings 4.5](#) and [5.4](#) related to programs and interventions.

### **Characteristic 7: Monitoring**

This is another area of serious deficiency in the CDIP planning process and implementation and was also ranked as inadequate. As indicated above, prior to 2008-09 the CDIP plan included columns for implementation and impact checks. These were completed mid-year (to allow for adjustments) and end-of-year, with the exception of June 2008. The template design omitted these columns for the next two years, and auditors found no formal process for monitoring implementation of the district plan during that period. While status and impact columns were added to the CDIP template for 2010-11, it is unlikely these were intended for monitoring implementation during the school year as the narrative introduction indicated those sections would be completed late in the spring. The preface to the plan contains the following statement related to monitoring: "Progress on the effectiveness of this strategic action plan will be evaluated on a regular basis and will be shared with various stakeholder groups throughout the year. Any necessary adjustments to the action steps will be made based on the evaluations in order to maximize the likelihood of accomplishing the goals set forth in the strategic plan"

(CDIP Preface, p. xii). Auditors found no documented evidence that this monitoring process was actually implemented throughout the year.

The 2101 KDE District Leadership Assessment Report also identified lack of monitoring as an impediment to district and school improvement efforts. In particular, the report indicated that “district leadership has not established a systematic monitoring process that includes measurable goals and regular benchmarks to determine progress of...initiatives (7.1.g) [and] district leadership does not monitor to ensure that district efforts are sustained and adjusted (8.2.c).”

During interviews, staff at both the central office and sites voiced concerns about the CDIP, particularly in regard to the lack of sufficient attention to deployment, evaluation, and monitoring strategies. Representative of those comments were the following:

- “We don’t bring people along on the journey well.” (District Administrator)
- “There’s no way to monitor or evaluate any of our plans or programs.” (District Administrator)
- “We dropped the ball because we don’t have a continuous monitoring process to check on the field goal. There’s some department that has to be the accountability department.” (District Administrator)
- “We’ve never talked about the CDIP in our principals’ meetings. If it was discussed there, it’s not memorable.” (School Administrator)

### **Summary of the district plan**

Auditors found that the district’s system-level plan, the 2010-11 CDIP, failed to meet the majority of audit criteria for plan quality. There were dual sets of goal statements, strategies and actions were seldom clear and measurable, and there was no evidence to support a strategic response to emerging issues. Deployment strategies were not embedded in the plan. The plan and planning processes showed serious inadequacies in evaluation and monitoring plan implementation. The plan met audit criteria for effective change strategies insofar as it relied heavily on professional development in most strategy areas. It partially satisfied requirements for integration of goals and actions.

### **The quality of school improvement planning and plans fails to meet audit criteria for bringing about change.**

School improvement planning is a rational approach to dealing with problems that require attention over an extended period to prepare for anticipated events and limit the negative impact of an uncertain future. A sound school improvement plan, representing the best judgment of stakeholders, provides the necessary blueprint for applying school and district resources to programs designed to attain or maintain high student achievement. When such planning is not conducted, goals may not be attained and resources may be wasted on inappropriate and ineffective programs. Meanwhile, the staff must conduct day-to-day operations without adequate direction.

The same approach for auditing the district plan is used for examining individual school improvement plans.

Auditors analyzed a stratified random sample of two consecutive years of plans from 30 schools selected from 155 schools in the district. Plans selected for review represented all school types and levels. Auditors also interviewed principals, central office staff, some teachers, other representative staff, and stakeholders regarding school plans.

District documents and central office staff indicated that all Jefferson County Public Schools are expected to complete an annual comprehensive school improvement plan (CSIP). The plans are completed and approved by school-based committees. The district provides a number of electronic resources for campus committee members to utilize in the planning process, including sample strategies, data from various sources, and a goal calculator to help set goals to make progress toward *No Child Left Behind (NCLB)* requirements. District staff members provide training to administrators regarding the CSIP process, expectations, rubric for evaluation, and timeline. CSIPs are due to be completed in the fall of each school year for all elementary and middle schools, for those high schools in tier status (schools that are receiving Title I funds and are deemed “in need of improvement”), and in the spring for high schools that are not in tier status. As a part of the process, Kentucky

Department of Education requires a needs assessment to be conducted based on Interim Performance Reports that includes the Kentucky Core Content Test (KCCT) results for assessments in reading (grades 3-8 and 10), mathematics (grades 3-8 and 11), science (grades 4, 7, and 11), social studies (grades 5, 8, and 11), and writing on demand (grades 5, 8, and 12). This needs assessment informs the development or revision of goals and strategies for the CSIP. The CSIP is entered into the Jefferson County Public Schools CSIP web application, which automatically posts it on the district's website. School administrators may revise their posted CSIP at any time and changes are immediately reflected on the website. Twice during the school year campus administrators and their staff are expected to perform an "Impact and Implementation Check" and note the status on the electronic CSIP. A final "Impact and Implementation Check" is to be conducted in May.

The components of the CSIP form include:

- Cover page that notes the approval date and the members of the committee;
- Executive summary that includes the campus's mission, comments relating to needs assessment, goals, evaluation, and stakeholders; and
- Priority needs with corresponding goal, benchmark (including measure, subgroup, date, projected data, and actual data), correlation to NCLB or SB 168, strategies/activities, responsible person(s), start date, end date, cost/funding, implementation status (implemented, in progress, or not implemented), and impact.

Overall, auditors found school improvement plans were data-driven and included the input of stakeholders at a variety of levels. However, the plans lacked alignment to the district plan and had unclear connections between goals and some of the strategies/activities listed. The impact statements, when completed generally, reflect what was implemented but not how it impacted progress toward the goal, making it difficult to discern what was most beneficial for student achievement.

Auditors used the school planning criteria shown in [Exhibit 1.3.6](#) to evaluate the quality of school plans. An "X" in the "adequate" column indicates that the characteristic was met and a score of one point was assigned. "Partial" indicates that not all parts of a characteristic were present. An "X" in the "inadequate" column indicates that the characteristics were not met and no points were assigned. If the plan meets six of the eight characteristics, the audit criteria have been met. A discussion of the auditors' ratings follows the exhibit.

### Exhibit 1.3.6

#### Characteristics of School Level Plan Quality (Design, Deployment, and Delivery) And Auditors' Analysis of Jefferson County Public Schools School Plans for 2009-10 and 2010-11 Jefferson County Public Schools October 2011

| Characteristics   | Auditors' Rating |            |
|---|------------------|------------|
|   | Adequate         | Inadequate |
| <b>1. Congruence and Connectivity:</b> Goals and actions are derived from, explicitly linked to, and congruent with the district plan's goals, objectives, and priorities.  |                  | X          |
| <b>2. Reasonable and Clear:</b> The plan is reasonable; it has a feasible number of goals and objectives for the resources available (finances, time, people). The goals and objectives of the plan are clear and measurable. | Partial          |            |
| <b>3. Emergent/Fluid:</b> The plan allows for emergent thinking, trends, and changes that impact the system both internally and externally.   |                  | X          |
| <b>4. Change Strategies:</b> The plan incorporates and focuses on those action strategies/interventions that are built around effective change strategies (e.g., capacity building of appropriate staff).                     | X                |            |



| <b>Exhibit 1.3.6 (continued)</b><br><b>Characteristics of School Level Plan Quality (Design, Deployment, and Delivery)</b><br><b>And Auditors' Analysis of Jefferson County Public Schools</b><br><b>School Plans for 2009-10 and 2010-11</b><br><b>Jefferson County Public Schools</b><br><b>October 2011</b>   |                  |            |
|--|------------------|------------|
| Characteristics  | Auditors' Rating |            |
|  | Adequate         | Inadequate |
| <b>5. Deployment Strategies:</b> The plan clearly delineates strategies to be used to support deploying the steps and tasks outlined in the plan (e.g., orientation to the change, staff development on the proficiencies needed to bring about the change, communication regarding planned change).   |                  | X          |
| <b>6. Integration of Goals and Actions:</b> All goals and actions in the plan are interrelated and congruent with one another.   |                  | X          |
| <b>7. Evaluation Plan and Implementation:</b> There is a written plan to evaluate whether the objectives of the plan have been met (not to evaluate whether or not the activities have taken place). Evaluation components of plans are actions to be implemented; plans are evaluated for their effects or results and modified as needed. There is both frequent formative evaluation and summative evaluation, so that plans are revised as needed. | Partial          |            |
| <b>8. Monitoring:</b> Systems are in place and are being implemented for assessing the status of activities, analyzing the results, and reporting outcomes that take place as the plan is designed and implemented.  |                  | X          |
| <b>Total</b>   | <b>1</b>         | <b>7</b>   |
| <b>Percentage of Adequacy</b>  | <b>13%</b>       |            |

Using these criteria, auditors determined that school plans were adequate in terms of incorporating change strategies and partially adequate for being reasonable and clear, addressing plan evaluation, and assessing implementation. School plans failed to meet adequacy standards for congruence and connectivity, emergence and fluidity, incorporation of deployment strategies, integration of goals and actions, and plan monitoring. Overall, school planning processes and plans met 13 percent of the characteristics for quality plans. Therefore, they failed to meet the audit standard of 70 percent adequacy.

The following provides details regarding the ratings in [Exhibit 1.3.6](#):

#### **Characteristic 1: Congruence and Connectivity (Inadequate)**

The auditors found no direction given to campus administrators or committees requiring alignment of CSIP to the CDIP's goals, objectives, and priorities. The planning documents reviewed by auditors did not indicate an explicit connection from the campus level to the district level plans.

Through interviews, auditors heard the following comments regarding CSIP and CDIP alignment:

- "There isn't a real strong alignment between school plans and where the district is going." (District Administrator)
- "Our school plan does not have to align with the district plan." (School Administrator)
- "Our CSIP is developed following the district rubric. It goes to the assistant superintendent. From there I don't know how it is used. I am not sure it is connected to the district CDIP. Is it supposed to be?" (School Administrator)

#### **Characteristic 2: Reasonableness and Clarity (Partially Adequate)**

The plans as they are written using the district's web-based form generally included a reasonable number of goal statements (an average of six goals per plan in the sample) and most of these were accompanied by a specific, targeted percentage increase, often as measured by the Kentucky Core Content Standards Test. Some included targets for movement within the various classifications of proficiency as well as for overall improvement. The



district requires each CSIP to include a reading and a math goal. Other areas may be added if campus staff chooses to include them. Below are examples of measurable goal statements:

#### Example 1

Goal: "...School's math index for Spring 2009 will increase by a total of 5.83, for a total math index of 88.35, as measured on the Kentucky Core Content Test." This is a clear, measurable statement of overall increase in math.

#### Example 2

Goal: "By May 2011, the percentage of students scoring proficient or distinguished will increase by 6.25 for a total percentage of all students scoring proficient or distinguished in Science of 81.25 as measured on the Kentucky Core Content Standards test. By May 2011, the percentage of students scoring Novice in Science will decrease by -0.83 for a total percentage of all students scoring novice in Science of 7.50 as measured on the Kentucky Core Content Standards Test." This statement shows overall target increase in science as well as movement among the proficiency levels.

Although auditors found many reasonable goal statements in the plans, they rated school plans only partially adequate on this characteristic for several reasons. Most plans relied solely on KCCT data to set goals and develop strategies and objectives. Such data are not broken down into sufficient detail to enable teachers to know exactly which standards and objectives students failed to master so they can target instruction (see Finding 4.3), therefore compromising clarity and focus in the plan. Local data does provide information on student achievement by standard and could provide detail needed to focus CSIP learning targets, but these data were not used. School plans also exhibited many of the same weaknesses regarding lack of clarity, particularly of action steps and strategies, as were seen in the CDIP (see Characteristic 1 in the Level II analysis above). Auditors found numerous examples of unclear strategy/activity statements. Typical of such statements were the following:

- In an Arts and Humanities Magnet: "Students will experience the Arts by way of field trips and in-house artist workshops and performances, etc." The strategy is not well defined, there is no way to measure its implementation, and there is no direct connection to possible impact of achieving the stated goal of a 5.67 percent increase on students scoring proficient or distinguished in arts and humanities on the KCCT.
- In a high school, "Teacher supervision of student activity for vocational and technical programs" is a strategy/activity intended to support the goal, "By May 2011, the percentage of students scoring proficient or distinguished will increase by 16.37 for a total percentage of all students scoring proficient or distinguished in Social Studies of 50.90 as measured on the Kentucky Core Content Test." The strategy/activity itself is not clear and its connection to the goal is not reasonable.

When they interviewed school administrators, auditors heard numerous comments related to the principals' efforts to ensure plans were reasonable or, as they said, "something we could accomplish." Typical of such comments were the following:

- "CSIP needs to be not overwhelming." (School Administrator)
- "As far as setting measurable goals for the CSIP, looking at now to 2014 may not be attainable so we set realistic goals. We ask, 'What's a good goal for us?'" (School Administrator)

What auditors noted, however, was that in setting reasonable (i.e., achievable) goals and targets, school leaders typically had difficulty setting goals in response to student achievement results that failed to reach expectations. Some schools significantly revised their expectations downward, in some cases below prior years' performance, and did not develop sufficiently rigorous strategies to accelerate learning and regain lost ground. The following is an example of a school challenged by declining scores and struggling to set reasonable goals:

- In the 2008-09 CSIP the goal for math was 56.52. In May 2009 only one of five subgroups reached that goal. School staff set the subsequent target goal at 61.23 for all subgroups. None of the subgroups reached that target in May of 2010. For May 2011, school staff set the math target for all subgroups at 70.92. Auditors found nothing in the plan to indicate that staff recognized this new target constituted a

considerable “stretch” goal requiring dramatically different efforts to remediate and accelerate learning, particularly since no subgroup met the prior year’s goal. Auditors found that students not only failed to reach this new target, but actually lost considerable ground. According to benchmark data for 2010-11, the highest score for any subgroup in that school year was 48.48, with a range from 22 to 48. The principal of the school indicated during an interview that staff was considering setting a more “reasonable” goal for 2011-12 of approximately 62 percent, which auditors noted was close to the proficiency target they were unable to achieve in 2010. This struggle to set goals that are reasonable and at the same time continue to challenge staff to accelerate learning for students was typical of what auditors found in a number of underperforming schools.

- Others did not acknowledge evidence of below target performance on benchmarks, failing to address this discrepancy in their target or strategies. A typical example of questionable reasonableness of goals due to this situation was found in a school plan that included in the priority need section the statement: “In May 2010 the percentage of Free/Reduced Lunch students scoring proficient or distinguished in math was 66.14.” In response, staff set the improvement target at 80.61 percent by May 2012. Benchmark data for this group was reported at 52.5 percent (well below the original performance level) as of April 2011. The plan narrative and strategies did not adequately address the challenges involved in meeting the new target in the face of significantly below level student performance.

Auditors concluded that while school leaders were making conscious efforts to create plans that had a reasonable number of goals and included clear, measurable targets, failure to include student achievement data specific enough to focus on deficits within content areas, coupled with a lack of clarity about how to set reasonable goals that would continue to move students forward and accelerate learning where needed, resulted in most school plans only partially addressing the characteristic of reasonableness and clarity.

### **Characteristic 3: Emergent/Fluid (Inadequate)**

Auditors found that an expectation for school plans to be emergent and fluid exists, with impact and implementation checks scheduled twice per school year and the CSIP web application that “offers greater flexibility in adjusting the plan.” However, of the 60 plans reviewed, only 18 of the 60 plans (30 percent) included in the sample had complete impact and implementation sections. Less than one percent of the 2009-10 CSIP had complete impact and implementation sections. When only plans from the 2010-11 school year are considered, the revision rate improves to 53 percent. Elementary campuses in 2010-11 had the most successful completion rate at 77 percent, and the remaining 23 percent were partially complete. No high school plan in the sample reflected complete impact and implementation sections.

Most CSIPs reviewed described ongoing evaluation processes in the “Evaluation” section of the executive summary. For example, “[School] CSIP will be a working document that will be monitored and revised using the I & I process.” Another example indicates fluidity by noting, “Any changes and/or updates that need to be made to the plan will be at that time.” Ongoing or frequent evaluation is a process that has potential to help staff identify and address emergent needs. However, other than statements reflecting the intent to conduct such evaluations, auditors found inadequate documentation to show this process is routinely used at schools throughout the district to identify emergent needs and respond to them.

Auditors heard the following comments during interviews relating to ongoing review and revision of CSIP.

- “We constantly modify the plan based on what’s needed but we don’t document the changes.” (School Administrator)
- “I hate to say it, but it’s one of those things we just do and check it off as done.” (School Administrator)
- “Impact and implementation checks are completed three (3) times per year and documented on online CSIP.” (School Administrator)
- “Implementation and impact checks were falling through the cracks. Schools get busy. But we want it to be a living breathing document throughout the year.” (District Administrator)

#### **Characteristic 4: Change Strategies (Adequate)**

A component of effective change strategies is building the will to change. One way to do this is by involving staff in identifying the need for change, building the rationale, and explaining why the intervention or change matters. The Jefferson County Public Schools CSIPs include evidence that staff members are involved in determining the need for change. Through their needs assessment work, staffs as a whole or through representation on committees, such as the Instructional Leadership Team (ILT), have a voice in the focus areas for the CSIP. All plans reviewed indicate that staff members have a variety of opportunities to review data and provide input. Data included in the needs assessment typically include Interim Performance Report, Kentucky Core Content Test (KCCT), and surveys, and the needs assessment followed guidelines from the Kentucky Standards and Indicators for School Improvement.

#### **Characteristic 5: Deployment Strategies (Inadequate)**

In order to make progress toward the goals included in the CSIP, professional development is required. Most plans reviewed included many opportunities for professional development of various forms—some job-embedded, some online, some provided by the district in face-to-face fashion. However, in most cases, the plans were vague in some areas about what professional development would be needed, who would need the professional development, what connection it would have to the goal, and how its implementation would be monitored and evaluated. Often the impact of the professional development activities is immeasurable or undocumented. The following examples reflect professional development efforts that have been listed as strategies/activities but are not measurable:

- In an elementary campus CSIP, “Teachers will attend district-based professional development to improve reading instruction.” Without more detailed information about who will attend, what they will attend, and what they’re expected to do with their new learning, it is impossible to show a measurable impact of this strategy/activity.
- A high school CSIP includes, “Teacher participation in national, regional, state, and local professional conferences that address issues and best practices in writing instruction.” As in the previous example, more information is needed about who will attend, what they will attend, and what they are expected to do with the information learned. “Address issues” is not measurable and is not aligned to an improvement outcome.
- “Job embedded professional development will be provided once a week throughout the school year. It will be aligned to the School Improvement Plan,” reflects an immeasurable strategy/activity. Many of the plans reviewed included “job embedded” professional development without describing how that is defined. This strategy/activity is listed to support a math-related goal, but it does not include specific details about who will participate, what the topics will be, how they connect to the math achievement goal, and what the expectations are for implementation in the classroom.

Some strategies/activities lack details about what professional development might be required for successful implementation of a strategy. For example:

- “Institute RAMP-UP strategies in comprehensive and honors level classes to assist previous year RAMP-UP kids who weren’t able to enroll in RAMP-UP class their sophomore year” is a strategy that may require professional development for the comprehensive and honors level course teachers to successfully implement. No indication was provided in the plan that teachers had or would receive such training.
- “Teachers will routinely use graphic organizers, posted student objectives, and higher level questioning techniques” is a middle school strategy/activity that may require professional development for some or all teachers. The plan lacks information regarding what training will be necessary and provided to support the implementation of this strategy/activity.
- “Literature Circles will be established for fiction and non-fiction books. These literature circles will operate during the first semester for three grading periods. Books will be provided through library

media center” is another example of an area where teachers may need professional development to successfully implement the strategy/activity.

#### **Characteristic 6: Integration of Goals and Actions (Inadequate)**

For each goal included in the CSIP, a list of strategies/activities is included. Goals listed in the sample plans included three to 32 strategy/activity items per goal. While campuses are directed to include at minimum a reading and math goal, the auditors found no guidelines for how many strategies should be included. The guidance provided in the “CSIP Frequently Asked Questions” states, “for every goal set, schools need to set benchmarks and strategies.” Specific direction for alignment between goals and strategies, and ways to focus strategies on a few high leverage activities, was not found in the guidelines. In the following examples, the alignment of the strategies/activities to the goal is unclear:

##### Example 1

Goal: “By May 2010, the number of referrals will decrease by 50%.”

Strategy/Activity: “Each grade group will engage in a community service project as evidenced by completed projects and lesson plans.” The connection between community service and possible reduction in referrals is not clear. More details about specific strategies to teach students new ways of interacting and behaving specifically designed to reduce those behaviors that lead to referrals is required. Community service projects that deliberately embed practice of newly learned behavioral and interaction patterns might achieve the goal, but the strategy as stated emphasizes the project, not the learning of new behaviors.

##### Example 2

Goal: “By May 2010, our school’s Reading Index will increase by 6 for a total Reading Index of 88.0 as measured on the Kentucky Core Content Test. By May 2010, all NCLB subgroups will meet their annual yearly progress.”

Strategy/Activity: “Title 1 parent involvement money will be used to present programming to support families.” Additional information is needed to determine alignment. What kind of support will be provided? What kind of programming will be presented? The same strategy/activity is also listed for the campus’s math goal.

The following is a more clearly written example provided by the auditors of an appropriate strategy/activity for this goal: “Four literacy support programs for parents will be offered over the course of the school year. Each program will focus on an area of need as determined by benchmark data. The content of the programs will be planned by classroom teachers. Parents will receive resources to use at home with students. Childcare and snacks will be provided while parents attend. Each session will be offered once during the school day and once during the evening to accommodate parent schedules.”

Additionally, strategies/activities should be clearly targeted, limited in number, and integrated with each other for effective implementation. Too many strategies/activities make it difficult for staff to successfully implement them. For example, one school set a target increase of 36.30 percent for their free and reduced lunch students in reading. This goal had 32 strategy/activity steps. So many strategies/activities focused on one goal in one year present a challenge to implement effectively, make it difficult to determine what the impact of each one was and what had the greatest impact on achieving the goal.

When reviewing the rubric by which the CSIPs are evaluated, the auditors noticed that the focus is not on the quality of strategies/activities or the alignment of strategies/activities to goals, but rather that they are included. The amount and adequacy of feedback provided to principals about the quality of their CSIP is inconsistent. Concerns relating to inadequate, quality feedback on school plans were voiced in interviews. The following comments are representative of those concerns:

- “Maybe the rubric has been set up to make the CSIP a compliance document. Maybe the rubric should have a piece that addresses how this strategy is going to work for your goal.” (District Administrator)
- “Tighter review might come from priority managers about whether the strategies really address the goals, etc.” (District Administrator)

- “I have received some verbal feedback from my evaluators about the components of the CSIP.” (School Administrator)

### **Characteristic 7: Evaluation Plan and Implementation (Partially Adequate)**

This characteristic requires that school plans include specific actions to evaluate whether the objectives have been met (not whether the activities have taken place), and that evaluation, both formative and summative, leads to changes in the plan itself. Auditors determined that school plans partially met this characteristic because summative evaluation in the school plans is tied to specific student achievement targets and is used to make modifications to the plan on an annual basis. However, formative evaluation components of the plan, when completed, were often focused on documenting whether an activity had been completed rather than on its impact. The auditors deemed the following examples to be representative of impact statements found in the CSIP sample plans that did not address meeting the intended objective:

#### Example 1

Goal: “By May 2012, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Reading will increase to 86 as measured on the Kentucky Core Content Test.”

Strategy/Activity: “We will use...High School students and Everyone Reads volunteers as tutors to help struggling readers. We will encourage parent volunteers to help.” Connections between the goal and strategies are tenuous at best. Scope is ill defined as numbers of volunteers and students are not specified and vague terms such as “encourage” are used.

Impact: “Soccer team will provide support for students. Everyone Reads was implemented school wide for Tier II students.” The statements do not measure results on student performance. The first statement is a future activity. The second is merely a record of what was done.

A somewhat better example of gauging the impact of a strategy/activity is represented in the following example:

#### Example 2

Goal: “By May 2011, all NCLB subgroups will reach their NCLB math proficiency target of 70.92 as measured on the KCCT.”

Strategy/Activity: “All low performing students will receive Successmaker Math 4 times per week in grades 3-5. All students in grades 1 and 2 will receive Successmaker Math 4 times per week.” The first part of the strategy is focused on the target group (NCLB subgroups) and is specific. The second part applies the same strategy to all primary grade students with no explanation of why that was deemed to be an appropriate or necessary strategy. While the implementation of the strategy is measurable, the strategy itself is not connected to proficiency growth.

Impact: “All students who received Successmaker Math made between 3 months and 1 and ½ year cumulative gain.” Reporting of the gains for the targeted group is inconsistent with the goal as it was stated in terms of KCCT gains and the impact statement measures years of growth (actual measurement tool not indicated). The impact statement would have been more directly linked to the goal had results for the particular group of students served by this strategy been reported in terms of scores on the KCCT, which were the goal.

### **Characteristic 8: Monitoring (Inadequate)**

Monitoring functions are not well incorporated in the plans. There were references to collection and discussion of data throughout the year in some of the plans, but most failed to make sufficient connections between review of data and actual use to make adjustments to curriculum, instruction, and even action steps in the plan during the school year. Examples of monitoring built into the plan revealed problems with stating the evidence to be used during the monitoring process and specifying how monitoring would be used to make changes in instructional practice. The following is a typical example:



Goal: “By May 2011, the percentage of students scoring proficient or distinguished will increase by 6.25 for a total percentage of all students scoring proficient or distinguished in Math of 81.25 as measured on the Kentucky Core Content Test. By May 2011, the percentage of students scoring Novice in Math will decrease by -1 for a total of all students scoring novice in May of 8.00 as measured on the Kentucky Core Content test.”

Strategy/Activity: “Cover New Core Content (National Standards) math through full implementation of the Everyday Mathematics math program using supplementary materials as appropriate.” Coverage of content is not synonymous with growth, and this strategy is not specific enough to link action to the desired increase in proficiency rates.

Impact: “Students in Primary received exposure to the new standards in math. Data from 2012 assessment will help determine progress toward goal. Teachers have received district and school-based P.D. on KCAS and will receive further P.D. on gold days and in faculty meetings.” “Exposure,” like “coverage,” does not target specific learning outcomes. A better impact statement might include formative and summative data reflecting the growth of students after participating in instruction based on the Everyday Mathematics series and new core content standards. The impact statement also includes a general reference to professional development with no way to measure whether new teacher learning was implemented in the classroom and actually made a difference in student learning.

Auditors found monitoring the CSIP process at the district level is at a compliance level more than a quality level and is different for each grade span (elementary, middle, and high). The rubric used to assess CSIPs at the district level includes a checklist of what is included. Quality of the items included, the alignment between goals and strategies/activities, measures, use of funds, and other components are not a focus of the rubric or the district monitoring process. The following comments heard by auditors through interviews relate to CSIP monitoring at the district level:

- “I think some of the administrators view the planning process more as a compliance issue rather than a real tool to help kids.” (District Administrator)
- “[CSIP] strategies reviewers make sure the rubric is covered.” (District Administrator)
- “Assistant superintendents have discretion about how they monitor [CSIPs]...how they hold people’s feet to the fire.” (District Administrator)
- “The assistant superintendent’s office makes sure we follow the rubric for school planning.” (School Administrator)

### **Summary of school planning**

Auditors reviewed a stratified random sample of two consecutive years of comprehensive school improvement plans (CSIP) from 30 schools selected from 155 schools in the district. To the extent that this sample represents the entire group of CSIP plans for 2009-10 and 2010-11, auditors concluded that while the online CSIP website, planning tools, and process could be used to develop plans that meet audit standards for adequacy of plan design, current plans do not adequately address the characteristics of quality plans, particularly in terms of congruence and connectivity, emergence and fluidity, deployment strategies, integration of goals and actions, evaluation plan and integration, and monitoring.

### **Overall Planning Summary**

Auditors found that while planning exists at all levels of the district, current efforts are insufficient to achieve the vision of planning. Direction for the planning function of the district is evident in board policies but it fails to require ongoing involvement of key stakeholders in planning processes and promote direct linkages between district plans and plans at all other levels of the system. Current planning efforts show limited connections between system-level and site plans and these are not well articulated consistently across the district.

Auditors found that the district’s system-level plan, the 2010-11 CSIP failed to meet the majority of audit criteria for plan quality. There were dual sets of goal statements, strategies and actions were seldom clear and measurable, and there was no evidence to support a strategic response to emerging issues. Deployment strategies



were not embedded in the plan. The plan and planning processes showed serious inadequacies in evaluation and monitoring plan implementation. The plan met audit criteria for effective change strategies insofar as it relied heavily on professional development in most strategy areas. It partially satisfied requirements for integration of goals and actions. The sheer volume of initiatives and directives emerging from the central office, coupled with an ineffective system for identifying, communicating, and maintaining focus on key priorities, compromises the ability of leaders at all levels of the system to move from the visioning and initial goal-setting stages of planning to development and successful implementation of plans.

Overall, auditors found school improvement plans were data-driven and included the input of stakeholders at a variety of levels. Again, the plans lacked alignment to the district plan and had unclear connections between goals and some of the strategies/activities listed. The impact statements, when completed, generally reflect what was implemented but not how it impacted progress toward the goal, making it difficult to discern what was most beneficial for student achievement.

Budget planning remains formula-driven and is not closely linked to the goals and actions of the Comprehensive District Improvement Plan. The appointment of three superintendents in the last four years has resulted in inconsistent vision/direction at the system level, impacted articulation of decisions and actions across the system, and compromised day-to-day operations.

**Finding 1.4: Most job descriptions reviewed met audit quality standards for design. However, the generic nature of some job descriptions limited their usefulness as tools to inform employees of their specific duties.**

Job descriptions are the building blocks of an organization and, ideally, support the organization chart (ORGCHART) ([Finding 1.5](#)). They describe the tasks that must be completed in order for the organization to accomplish its mission and state the qualifications necessary to perform those tasks. They also document the relationship of one position to another and the responsibilities for design and delivery of curriculum or support for those core tasks. Properly written job descriptions provide each employee with clear direction as to his or her authority and responsibility. This direction is necessary for the organization to maintain constancy of purpose. Without good job descriptions, an organization's leaders cannot be sure that all mission-essential tasks are accounted for or that they have a sound basis for hiring or evaluating employees.

To assess the quality of the school system's job descriptions, auditors conducted interviews with employees and reviewed district policy, related documents, and job descriptions. Their purpose was to determine the extent to which job descriptions were consistent with the ORGCHART and specified responsibilities for the design and delivery of curriculum. Auditors found that policy is adequate with regard to job descriptions in that job descriptions are required for all employees. Job descriptions are generally aligned with the ORGCHART, and, in most instances, the contents meet minimum audit standards for quality. Overall, the design for job descriptions is adequate. However, the audit team also concluded that the district's overall organizational design and related functionality (as reflected in the combination of both job descriptions and the related organizational chart) is functionally inadequate. Auditors determined that the district lacks policy direction for the development, approval, maintenance, and review of the organizational chart. Consequently, the design for organizational chart (ORGCHART) does not conform to the principles of sound organizational management. (See [Finding 1.5](#) and [Recommendation 1](#) for a full discussion of the district's organizational structure.)

*Policy GCA: Staff Positions and Workload* states, "The board of education shall prescribe the duties for all employees by establishing job descriptions, organizational charts, and shall approve classifications of employees for compensation purposes. There shall be written job descriptions for all employees of the Jefferson County Public School District. Job descriptions shall include qualifications, performance responsibilities, salary schedule, and physical demands." Also, personnel procedures refer to job descriptions in several instances related to performance measures for employees. Therefore, auditors determined that policy guidance and administrative instructions related to job descriptions are adequate to guide staff actions.

Auditors requested copies of all job descriptions and were given access to the job descriptions database. Most job descriptions were prepared in January 2004; some dated back to July 1993. The audit team reviewed approximately 650 job descriptions and rated 264 that were most closely related to curriculum management

functions or were prominent on the ORGCHART. To assess the quality of those documents, auditors rated them using the following four criteria:

1. Qualifications;
2. Immediate links in the chain of command (a statement identifying the supervisor and a statement identifying all positions supervised by the incumbent, with no employee having more than one supervisor);
3. Functions, duties, and responsibilities; and
4. Relationship to curriculum (where relevant, e.g., expectations regarding design and delivery of curriculum).

There were five possible ratings on the four criteria. The ratings are shown in [Exhibit 1.4.1](#)

#### **Exhibit 1.4.1**

#### **Curriculum Management Audit Rating Indicators for Job Descriptions Jefferson County Public School October 2011**

| <b>Rating</b>        | <b>Explanation</b>  |
|----------------------|---|
| Missing              | No statement made.  |
| Inadequate           | Statement made, but it is incomplete and missing sufficient details.  |
| Adequate             | A more or less complete statement, usually missing curricular linkages or sufficient detail regarding curricular linkages/alignment.                  |
| Strong               | A clear and complete statement, including linkages to curriculum where appropriate or, if not appropriate, otherwise quite complete.                  |
| Exemplary            | A clear, complete statement with inclusive linkages to curriculum indicated in exemplary scope and depth.   |
| Not Applicable (N/A) | One of the above ratings was does not apply. An example is when the job being rated has no curriculum responsibilities (e.g., an attendance officer). |

For a job description to be considered adequate, each of the four criteria must be rated adequate or higher. The auditors' rating of the 264 selected job descriptions are shown in [Appendix 11](#). A summary of the ratings are shown in [Exhibit 1.4.2](#).

#### **Exhibit 1.4.2**

#### **Quality of Job Descriptions Jefferson County Public Schools October 2011**

| <b>Criteria</b>               | <b>Qualifications</b> | <b>Chain of Command</b> | <b>Responsibilities</b> | <b>Curricular Linkages</b> |
|-------------------------------|-----------------------|-------------------------|-------------------------|----------------------------|
| <b>Total Percent Adequate</b> | <b>100%</b>           | <b>86.8%</b>            | <b>86.4%</b>            | <b>89.8%</b>               |

The following observations pertain to the ratings of 264 job descriptions summarized in [Exhibit 1.4.2](#).

The following observations pertain to the 264 job descriptions rated in [Exhibit 1.4.2](#):

- All descriptions were rated “Adequate” for qualifications.
- Auditors rated 191 (72 percent) “Adequate” or better in all areas.
- Of the total, 73 (28 percent) were rated “Inadequate” in one or more areas.
- The distribution of “Inadequate” ratings is as follows:
  - Thirty-five (13.2 percent) for unclear supervisory relationships (chain of command),

- Thirty-six (13.6 percent) for incomplete statements of responsibilities, and
- Twenty-seven (10.2 percent) for inadequate statements of curricular linkages.

Although the contents of most job descriptions satisfied the minimum criterion for adequacy ([Exhibit 1.4.1](#)), descriptions for some jobs are generic to the point that it is impossible to distinguish one job from another in a progression of related positions with increasing pay grades. The following are examples:

- Directors. The pay grades for the positions of Director I, II, and III are, respectively, grades 10, 11, and 12. However, the job descriptions for those positions show that they have identical scopes of responsibility, duties, and physical demands. The qualifications for those positions are also identical except that the position of Director I lists a bachelor's degree as the minimum educational requirement, whereas the other two positions require a master's degree. Similarly, the pay grades for the positions of Director V and Director VI are, respectively, 14 and 15, while the contents of the job descriptions are substantially identical in every respect.
- Coordinators. Coordinators III, IV, V, and VI have identical scopes of responsibility, performance tasks, and physical demands, but they have different pay grades.
- Specialists. Specialist I, II, and III are identical, except for desirable qualifications, but have different pay grades.

These observations highlight the problem with generic job descriptions. Generics tend to defeat the purpose of job descriptions—that of distinguishing one job from another and providing the performance criteria by which the employee is evaluated. There is also the problem of different pay grades with apparently the same responsibilities.

In interviews with the audit team, staff members highlighted problems with current job descriptions in general and generic job descriptions in particular:

- “Job descriptions are not working. Employees cannot look at their job descriptions and determine their duties. The descriptions are too generic....Several years ago, the board required the staff to reduce the number of job descriptions and make them generic.” (District Administrator)
- “I have 13 years as a principal....Job descriptions are vaguely written. [They] could have more specificity. I don't know the last time they were updated.” (School Administrator)
- “There was work done on the job descriptions a few years ago...we don't know whatever happened to them.” (District Administrator)

## Summary

There is adequate policy direction for the preparation of job descriptions, and descriptions are available for almost all positions depicted on the organizational chart. Job descriptions follow a uniform design. Most job descriptions rated by auditors satisfied the minimum audit criteria for adequacy. A little over one-quarter of the job descriptions rated were determined to be inadequate, due to incomplete or missing supervisory relationships, or incomplete statements of responsibilities. Also, the generic nature of some job descriptions limited their usefulness as tools to inform employees of their specific responsibilities and made it impossible to determine the reason for increasing pay grades in certain related series of jobs.

**Finding 1.5: The design of the organizational chart is inconsistent with the principles of sound management. Positions are not logically grouped, spans of control are excessive, some supervisory relationships are unclear, essential positions are missing from the chart, and relative levels of responsibility are not accurately portrayed.**

Clear organizational relationships support sound management of an organization. It is a widely accepted practice to group positions in an organization according to generally recognized management principles that promote productive work relationships among members of the organization. The simplest expression of these relationships is an organizational chart (ORGCHART) that clearly depicts employee relationships. The ORGCHART should be supported by well-written job descriptions that are aligned with it (see [Finding 1.4](#)). When done properly, these documents—the ORGCHART and job descriptions—clarify the roles, responsibilities, and reporting relationships for employees and tend to support effective operations. If the generally accepted management principles are not followed in establishing the relationships in the ORGCHART, operations are more likely to be unduly complicated and ineffective.

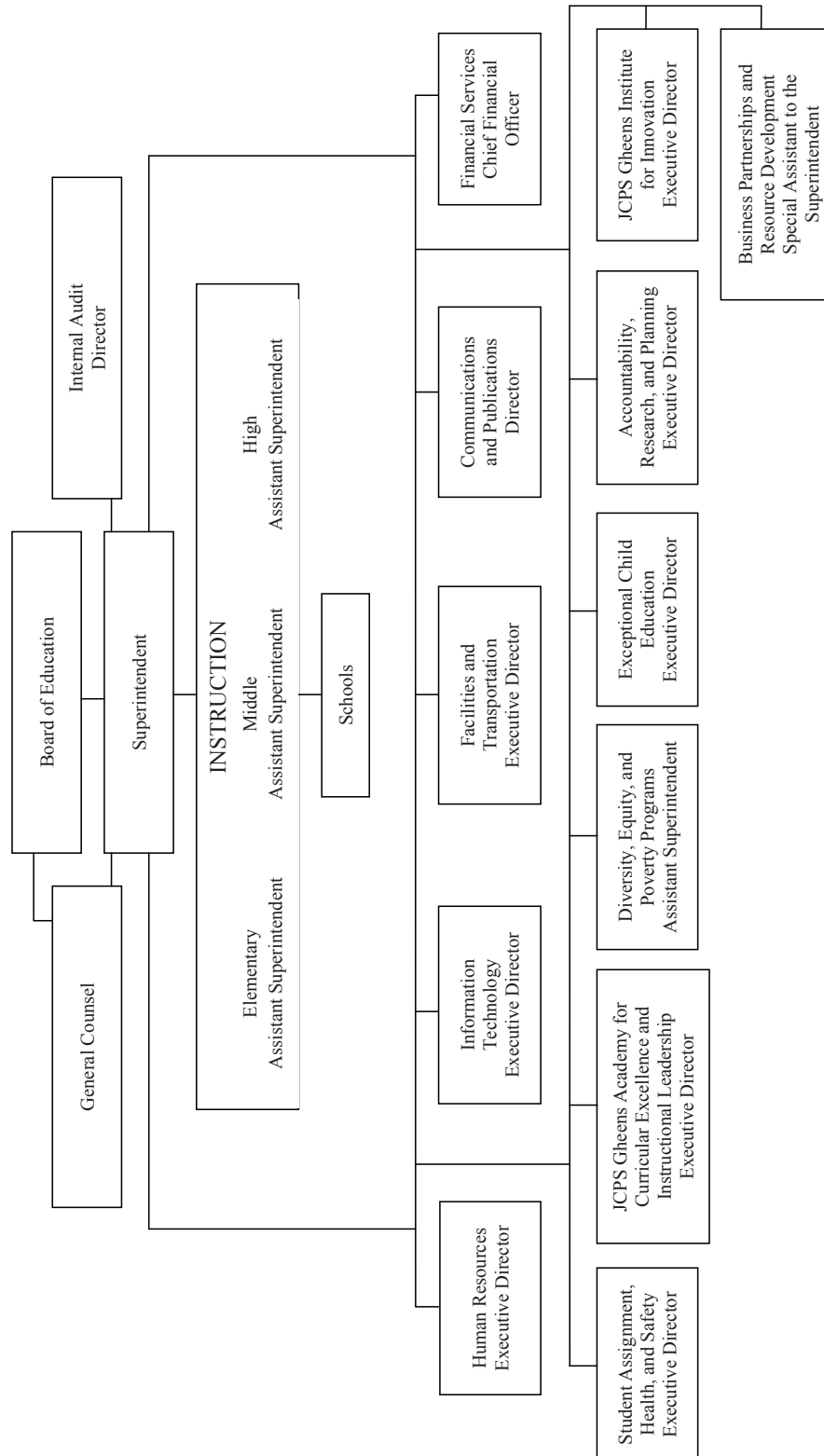
To determine if the ORGCHART for Jefferson County Public Schools conforms to principles of sound organization management, auditors sought policy guidance regarding the organization of the district, conducted a detailed analysis of the ORGCHART, and interviewed central office staff, principals, and other district stakeholders to determine: (1) if actual reporting relationships were consistent with the relationships depicted on the ORGCHART and (2) if those relationships were perceived as supporting effective operations. Auditors found that the design of the chart was not in accordance with generally accepted management principles for sound organizational relationships. The number of employees supervised by many officials was excessive and unmanageable. Reporting relationships (the chain of command) was unclear for some positions, organizational elements were not grouped logically according to their functions, scalar relationships were not accurately portrayed, and principals and teachers were omitted from the chart. Further, the perceptions of stakeholders were that the relationships depicted on the ORGCHART did not support effective operations.

Auditors began their analysis of the ORGCHART by attempting to identify any substantive policy guidance with regard to the organization of the district. *Policy GCA: Staff Positions and Workload* states, “The board of education shall prescribe the duties for all employees by establishing job descriptions, organizational charts, and shall approve classifications of employees for compensation purposes.” The job description of the superintendent does not mention organization of the district, beyond a responsibility for “staffing patterns.” The ORGCHART for the district exceeds 50 pages. The district staff provided a condensed view of the organization in the form of a chart of major functions, which the audit team modified by identifying the lead positions associated with those functions (see [Exhibit 1.5.1](#)).

Exhibit 1.5.1 is a summary of curriculum positions.

### Exhibit 1.5.1

## Summary of Key Curriculum Positions on the District's Organization Charts Jefferson County Public Schools October 2011



As stated, the preceding exhibit is provided only for an overview of major organizational elements. The details of the organizational relationships are depicted in the actual 50-plus-page ORGCHART and are the basis of the analysis that follows. Exhibit 1.5.2 shows the generally accepted management principles and the auditors' analysis of the extent to which the actual ORGCHART embodies those principles.

### Exhibit 1.5.2

#### Principles of Sound Organization Management And Auditors' Rating of the District's Organizational Chart Jefferson County Public Schools October 2011

| Principle          | Description of Organizing Principles/ORGCHART Analysis   |
|--------------------|--|
| 1. Span of Control | <p><b>Description:</b> The number of employees that can be effectively supervised by one person on a daily, face-to-face basis ranges from seven to a maximum of 12.</p> <p><b>ORGCHART Analysis:</b> In many instances, the span of control for supervisors exceeds the 12-person maximum and violates the principle of span of control. The superintendent must supervise or interact directly with seven board members and supervise more than 20 employees, including the general counsel, CFO, four assistant superintendents, nine directors or executive directors, and six clerical and special project employees.</p> <p>For Cost Center (CC) 414 the following supervisors have 16 or more direct reports each: Coordinator General Maintenance, Renovation/Preventive Maintenance Shop Foreman, and Special Projects Shop Foreman.</p> <p>Other examples follow (parentheses contain the number of employees directly supervised by the incumbent):</p> <ul style="list-style-type: none"> <li>• CC 237, Executive Director, Exceptional Child Education (14);</li> <li>• CC 237, Special PT/OT Services (45);</li> <li>• CC 237, two coordinators, Exceptional Child Education (more than 26 direct reports each);</li> <li>• CC 302, Director, Pupil Personnel (32);</li> <li>• CC 369, Lead Psychologist (67) and Coordinator, Exceptional Child Ed (23);</li> <li>• CC 420, Manager, Housekeeping Services (41);</li> <li>• CC 426, Director, Supply Services (18);</li> <li>• CC 502, Coordinator In-School Security (19);</li> <li>• CC 507, Director, Computer Education Support (31);</li> <li>• CC 512, Assistant Director, Systems Development (18);</li> <li>• CC 962, Director, Analytical &amp; Applied Sciences (98);</li> <li>• CC 968, Director, Literacy (39); and</li> <li>• CC 973, Coordinator Health Promotions (17).</li> </ul> |



**Exhibit 1.5.2 (continued)**  
**Principles of Sound Organization Management**  
**And Auditors' Rating of the District's Organizational Chart**  
**Jefferson County Public Schools**  
**October 2011**

| Principle                        | Description of Organizing Principles/ORGCHART Analysis   |
|----------------------------------|--|
| 2. Chain of Command              | <p><b>Description:</b> The principle that a person should have only one boss (superior) to avoid being placed in a compromised decision-making situation.</p> <p><b>ORGCHART Analysis:</b> Auditors observed the following conditions in the ORGCHART: (1) a few employees answer to more than one supervisor, (2) some employees have no supervisor, and (3) a few supervisory relationships depicted in the organizational chart are not logical. The following are examples:</p> <ul style="list-style-type: none"> <li>• CC 471, a secretary in the Transportation Directorate, answers to two operations managers and the Transportation Operations Specialist;</li> <li>• CC 226, the bottom right of the chart displayed 11 positions without an apparent supervisor. These include five Bilingual Associate Instructors, two Clerks, a Staff Developer, a Clerk/Bookkeeper, a Data Management/ Research Technician, and a Program Specialist; and</li> <li>• CC 369 depicted a Principal reporting to resource teachers.</li> </ul> <p>Several pages depicted unexplained dashed lined relationships among positions. Examples include the following:</p> <ul style="list-style-type: none"> <li>• CC 222, between the Family Services Facilitator and the Specialist I, Transition;</li> <li>• CC 237, between 20 resource teachers and the Executive Director, Exceptional Child Education;</li> <li>• CC 607 and CC 429, between the Internal Audit Director and the Chief Financial Officer;</li> <li>• CC 728 contains three dashed lined relations: Accounts Payable and Approval Clerks and Food Service Billing Clerks, the Clerk II and the Accounting Clerk, and between the Computer Lab Technicians and the Telecommunication Technicians; and</li> <li>• CC 973, between a Nurse (LPN) and Principal.</li> </ul> <p>Hence, the chain of command principle was violated, rendering this aspect of the chart inadequate.</p>  |
| 3. Logical Grouping of Functions | <p><b>Description:</b> The principle of clustering similar duties/tasks in order to keep supervisory needs to a minimum (ensuring economy of scale).</p> <p><b>ORGCHART Analysis:</b> Auditors observed several violations of this principle. Examples are described below.</p> <p>In a district the size of Jefferson County, the organization of schools by levels (elementary, middle, and high), each under an assistant superintendent, is not logical. Such an arrangement does not support seamless curriculum delivery, pre-school through grade 12. It also places a disproportionate workload on the assistant superintendent for elementary schools, who supervises 90 of the district's 155 schools and learning centers. Additionally, the organization by school level complicates communication with parents and other constituents, since all assistant superintendents have district-wide responsibilities.</p> <p>The "silo" organization of the district office, characterized by many department chiefs reporting directly to the superintendent, taxes the superintendent's oversight capabilities and mitigates against integration of staff efforts to support schools.</p> <p>The Assistant Superintendent for Diversity, Equity, and Poverty Programs has responsibilities that would be more logically placed with other employees:</p> <ul style="list-style-type: none"> <li>• Staff and faculty diversity is a more appropriate responsibility for the Executive Director of Human Resources;</li> <li>• Adult and Continuing Education, education of homeless students, and multicultural education are more appropriate duties for instructional supervisors, such as the assistant superintendent for high schools or a chief academic officer;</li> <li>• Data evaluation and reporting task-related issues of disproportionality, equity, and equal access are tasks that would be logically assigned to the Executive Director of Accountability, Research, and Planning.</li> <li>• At DeValle Education Center (CC 210), the Preventive Maintenance Assistant and Safety and Security Facilitators assigned to Coordinator III (Community Education/Community Relations) would be more logically assigned to the Director of Facilities and the Safety Director, respectively.</li> </ul> |

**Exhibit 1.5.2 (continued)**  
**Principles of Sound Organization Management**  
**And Auditors' Rating of the District's Organizational Chart**  
**Jefferson County Public Schools**  
**October 2011**

| <b>Principle</b>                          | <b>Description of Organizing Principles/ORGCHART Analysis</b>   |
|---|---|
| 4. Separation of Line and Staff Functions | <p><b>Description:</b> The principle that those administrators carrying out the primary mission of the district are not confused with those who are supporting it. Line administrators only report to other line administrators, never to staff administrators. This keeps the line of accountability for the primary mission of the district uncompromised.</p> <p><b>ORGCHART Analysis:</b> Auditors observed no substantive violations.</p>  |
| 5. Scalar Relationships                   | <p><b>Description:</b> The principle that roles of the same title and remuneration should be graphically on the same general horizontal plane.</p> <p><b>ORGCHART Analysis:</b> Scalar relationships are a major problem throughout the chart. For example, clerks and secretaries are frequently displayed above or on the same plane as more senior employees, such as directors. This violation can be observed in many documents, including those identifiable by the following cost centers: 221, 217, 417, 420, 426, 441, 502, 962, 966, and 968.</p> <p>Auditors also noted that in CC 195, the Executive Director of Student Relations and Safety reports to the Executive Director of Student Assignment, Health, and Safety.</p> <p>Given these examples, auditors determined that the placement of positions on the chart did not conform to the scalar relationships principle.</p> |
| 6. Full Inclusion                         | <p><b>Description:</b> The principle that all persons working within the district carrying out its essential line and staff functions should be depicted in the table of organization.</p> <p><b>ORGCHART Analysis:</b> The ORGCHART did not include principals and teachers.</p>   |

The analysis provided in Exhibit 1.5.2 shows that the ORGCHART violated five of the six principles of sound organizational design. In summary, the design of the ORGCHART is, therefore, inadequate.

The auditors noted a few supervisory inefficiencies in the ORGCHART. In CC 406, the Manager for Grants and Awards Accounting supervises one person. That person is the Coordinator, Grants and Awards Accounting, who supervises 11 employees. Also, in CC 502, the Director of Security and Investigations supervises two clerical personnel and the Coordinator of Internal Security. Spans of control under the Director of Security and Investigations are unnecessarily narrow.

The ORGCHART contains inappropriate elements such as organizations rather than positions (e.g., CC 647, Volunteer Talent Center; CC 237, Parent Resource Center; CC 796, Guidance Center; CC 215, schools are listed by name rather than principals; CC 222, Policy Council; and CC 976, a Guidance Center).

During interviews with audit team members, stakeholders related their perceptions and experiences with the relationships depicted in the ORGCHART. The following are typical of their comments:

Effectiveness of the management

- [We have] pockets of collaboration and teamwork, but system-wide we don't have an efficient and effective structure." (District Administrator)
- "Over...15 years, the district administration has [become] seriously bloated. We moved from regional superintendents to one over each school level...then we have added many layers of administrations. The district must become moderately lean to become effective." (Patron)
- "We need less people at central office and more people working directly with students." (Teacher)
- "Rather than deal with personnel problems, the district just transfers ineffective people to other administrative positions. Overtime, this practice has seriously eroded the district's capacity to serve students." (District Administrator)

#### Chain of command violations

- “[C]lerks often tell [principals] what we can and can’t do, which...creates...tension. Line officers and not staff officers should be setting the rules.” (School Administrator)
- “I don’t know who I answer to. I feel like principals answer to everyone. We’re bounced around and don’t feel like we have a voice.” (School Administrator)
- “My evaluation was written and delivered by an intern. I asked my immediate supervisor for clarification, but she couldn’t answer as she had neither written nor reviewed the performance report.” (Classified Employee)

#### Lack of coordinated effort by the three assistant superintendents of schools

- “Having assistant superintendents for each [school] level creates challenges for vertical alignment and vertical thinking.” (Teacher)
- “This district [is] so large, it would be beneficial to have a superintendent for just this cluster [to improve] communication. We don’t have enough contact with the [assistant] superintendent.” (School Administrator)
- “The three assistant superintendents don’t work together as they should.” (District Administrator)
- “[A] weaknesses...is the communication gap between [elementary, middle, and high schools]. Fifth grade teachers don’t know what sixth grade does, and middle school teachers don’t know what high school does. There needs to be more intentional planning together.” (School Administrator)
- “[There are] disconnects between elementary, middle, and high schools that need to be...corrected. We have competing structures [in] the district office.” (District Administrator)

#### Lack of coordinated effort at district office level

- “People don’t look at the district as a system. We have cultural silos which don’t work or play well together. Often the right hand doesn’t know what the left hand that is doing.” (Patron)
- “On the district level...the left hand doesn’t know what the right hand is doing. The work that comes to the classroom [because of this] is unbearable....” (Teacher)
- “We have always thought divisionally, not as a pre-school through [grade] 12 district. We have divisional kingdoms. We’ll never be able to move forward as silos.” (District Administrator)
- “Some [people] in the same boat are not rowing in the same direction and some are not even in a boat; they are flailing in the water.” (District Administrator)

#### **Summary**

Auditors determined that the design of the organizational chart (ORGCHART) does not conform to the principles of sound organizational management. Furthermore, many stakeholders interviewed were of the opinion that many of the relationships reflected in the ORGCHART are ineffective and do not support sound design and delivery of the curriculum.



## **STANDARD 2: The School District Has Established Clear and Valid Objectives for Students.**

A school system meeting this audit standard has established a clear, valid, and measurable set of pupil standards for learning and has set the objectives into a workable framework for their attainment.

Unless objectives are clear and measurable, there cannot be a cohesive effort to improve pupil achievement in the dimensions in which measurement occurs. The lack of clarity and focus denies to a school system's educators the ability to concentrate scarce resources on priority targets. Instead, resources may be spread too thin and be ineffective in any direction. Objectives are, therefore, essential to attaining local quality control via the school board.

### ***What the Auditors Expected to Find in the Jefferson County Public Schools:***

Common indicators the PDK-CMSi auditors expected to find are:

- A clearly established, board-adopted system-wide set of goals and objectives for all programs and courses;
- Demonstration that the system is contextual and responsive to national, state, and other expectations as evidenced in local initiatives;
- Operations set within a framework that carries out the system's goals and objectives;
- Evidence of comprehensive, detailed, short- and long-range curriculum management planning;
- Knowledge, local validation, and use of current best practices and emerging curriculum trends;
- Written curriculum that addresses both current and future needs of students;
- Major programmatic initiatives designed to be cohesive;
- Provision of explicit direction for the superintendent and professional staff; and
- A framework that exists for systemic curricular change.

### ***Overview of What the Auditors Found in the Jefferson County Public Schools:***

This section is an overview of the findings that follow in the area of Standard Two. Details follow within separate findings.

The auditors found some evidence of curriculum development planning, but a formalized curriculum management process in a single, comprehensive document or formalized processes were not available for the district staff to follow. While the district has worked since November 2010 to develop aligned curriculum documents, the district lacked the planning documents or formalized processes to provide the integrated, comprehensive guidance essential for sound curriculum management. In general, data sources did not contain elements necessary to meet audit criteria for planned curriculum management or to provide equity to all students within the district. State standards were used as the foundation of written curriculum documents for grades K-12. Overall, curriculum management planning was determined to be inadequate.

The auditors found that the written curriculum documents did not meet audit criteria for the scope of the written curriculum for the district. The scope at the elementary level for the four core content areas was 100 percent, which auditors found adequate; however, the scope at the middle and high school levels for the four content areas was inadequate. The scope of the elementary, middle, and high school levels for non-core areas (any area not math, language arts, social studies, or science) did not meet the standard. Considering all grade levels and subjects, the scope of the written curriculum was 34 percent in the core curricular areas of English, mathematics, social science, and science and 21 percent in the non-core areas for an overall scope of 25 percent. After reviewing all curriculum documents provided, the auditors found the scope of the written curriculum



inadequate to direct instruction across all subject areas and courses in the Jefferson County Public School District.

While online written curriculum guides do exist for the core content areas of reading literacy, mathematics, science, social studies, and writing, the quality of the district's curriculum documents used is inadequate to guide teaching. These problems include a lack of common format, content, congruent approach to assessment, inclusion of instructional strategies, inclusion of prerequisites, and the delineation of the type of resources used. The online curriculum guides had varying formats and were at different stages of development. The mathematics curriculum guides were still in draft format and were in the process of being completed. The social studies and science guides had the lowest ratings, while math, writing, and reading literacy had higher ratings. A further analysis was conducted in the areas of the four core areas of literacy, mathematics, science, and social studies to determine internal consistency and cognitive complexity. When the content, context, and cognition of assessments and instructional strategies were compared to the instructional and performance objectives, strong alignment of internal consistency was inadequate.

Overall, the auditors found that the student artifacts collected and analyzed did not reflect district expectations for curriculum. Auditors found that student work artifacts collected in classrooms across the Jefferson County Public Schools had a tendency to be below grade level. Sometimes this was due to the vague and repetitive nature of the curriculum, but sometimes artifacts simply corresponded with standards from lower grade levels. The calibration summary reveals that the most common condition is for student work artifacts to be behind grade level expectations. Fully 65percent of grade levels revealed a deficit. Auditors found that the curriculum maps do not provide enough specificity with regard to discrete grade level objectives to ensure that mastery of the standards is clearly understood. Additionally, auditors found that student work artifacts tended to cluster in the lower cognitive areas of knowledge, comprehension, and application. Only a few instances of higher order thinking skills were found. The rigor of the student work artifacts was not congruent with district expectations as outlined in board policy or with the cognitive demands of the Kentucky Core Academic Standards.

**Finding 2.1: The Jefferson County Public School District does not have a comprehensive plan or a documented process to coordinate and direct the design, delivery, evaluation, and revision of the curriculum, resulting in non aligned curriculum delivery.**

A school system with strong curriculum management has a comprehensive curriculum management plan with established guidelines and procedures for the design and delivery of the curriculum and a thorough system of quality control. The curriculum management plan expresses the procedural intent of the district leadership and provides direction for curriculum development, implementation, evaluation, and alignment. To be comprehensive, the plan should be based on a framework that includes state and national standards, incorporates monitoring and professional development to improve curriculum-related performance of the staff, and provides for equal access to the curriculum for all students. When a comprehensive curriculum management plan does not exist there is potential for the delivery of an inconsistent educational program. A comprehensive curriculum management plan is designed to function with other major plans—the textbook adoption cycle, the staff development plan, and the budgeting process—increasing the opportunity for effective delivery of a curriculum that is horizontally coordinated, vertically articulated, and deeply aligned to assessments.

To determine district expectations for curricular planning in the Jefferson County Public School District, the auditors examined board policies, job descriptions, memoranda from central office staff, and curriculum related documents. In addition, interviews were conducted with board members, central office staff, principals, teachers, parents, and community members regarding curriculum management.

Overall, auditors found that many curriculum management functions occur within the district. However, these functions are not guided by an overall plan or policy. While the district has worked to develop aligned curriculum documents, auditors found several school-based efforts being made at various campuses to also develop aligned curriculum documents. The district lacked the planning documents or formalized processes to provide the integrated, comprehensive guidance essential for sound curriculum management. In general, data sources did not contain elements necessary to meet audit criteria for planned curriculum management or to provide equity to all students within the district. Auditors found that board policy provided minimal guidance with regard to

the curriculum process within the Jefferson County Public School District. Job descriptions and function charts provided minimal delineation regarding roles and responsibilities within the district. The Gheens Academy for Curricular Excellence and Instructional Leadership has initiated several curriculum management functions such as curriculum maps, classroom learning checks, and diagnostic and proficiency assessments. Several school sites were in the process of developing their own curriculum assessments and alignment to materials. Thus, there was no overall plan outlining a comprehensive curriculum management process to effectively plan for curriculum development, modification, deletion, or assessment in the Jefferson County Public School District.

The auditors examined board policies to determine curriculum requirements and the direction provided for the Jefferson County Public School District. Exhibit 2.1.1 displays the 50 policies related to curriculum and programs in the Jefferson County Public Schools.

### **Exhibit 2.1.1**

#### **Board Policies Related to Curriculum and Instruction Jefferson County Public Schools October 2011**

| <b>Policy Number</b> | <b>Policy Name</b>                                     |
|----------------------|--|
| AD                   | Educational Philosophy                                 |
| AE                   | School District Goals and Objectives                   |
| BLDB                 | Accountability   |
| CAA                  | District Administration Priority Objectives            |
| CB                   | School Superintendent                                  |
| CBA                  | Qualifications and Duties of the Superintendent        |
| CF                   | School Building Administration                         |
| CM                   | School District Annual Report                          |
| GBB                  | Staff Involvement in Decision Making                   |
| GCF                  | Staff Orientation                                      |
| GCIA                 | Staff Assignments to Schools/Programs                  |
| GCKB                 | Staff Meetings and Development Opportunities           |
| GCN                  | Supervision and Evaluation                             |
| Board Exhibit IA     | Instructional Goals                                    |
| IB                   | Academic Freedom                                       |
| IE                   | Organization of Instruction                            |
| IF                   | Curriculum Adoption                                    |
| IFD                  | Curriculum Development and Implementation              |
| IG                   | Curriculum Design                                      |
| IGA                  | Basic Instructional Program                            |
| IGAC                 | Teaching about Religion                                |
| IGADA                | Work Experience Opportunities                          |
| IGAG                 | Teaching about Alcohol, Tobacco, and Other Drugs       |
| IGAI                 | Family Life Education                                  |
| IGAP                 | Comprehensive Arts Education                           |
| IGBA                 | Programs for Students with Disabilities                |
| IGBB                 | Programs and Services for Gifted and Talented Students |
| IGBD                 | Programs for Pregnant Students                         |
| IGBH                 | Alternative School Programs                            |
| IGBHA                | Optional/Magnet Programs and Magnet Schools            |
| IGBI                 | English as a Second Language                           |
| IGC                  | Extended Instructional Programs                        |
| IGCA                 | Summer Schools   |

| <b>Exhibit 2.1.1 (continued)</b><br><b>Board Policies Related to Curriculum and Instruction</b><br><b>Jefferson County Public Schools</b><br><b>October 2011</b> |   |
|--|---|
| <b>Policy Number</b>   | <b>Policy Name</b>  |
| IGCF   | Early Childhood Program   |
| II   | Instructional Resources   |
| IIAA   | Textbook Selection and Adoption   |
| IAB  | Supplementary or Commercial or Special Interest Materials, Speakers, and Media Selection and Adoption |
| AC   | Library Materials Selection and Adoption  |
| IIAE   | Reevaluation of Materials, Books, Media and Speakers  |
| IIBC   | Instructional Materials Centers and Professional Libraries  |
| IIBE   | Use of Instructional Technology   |
| IICA   | Field Trips   |
| IKA  | Uniform Student Progression, Promotion and Grading  |
| IKB  | Homework  |
| IL   | Testing Programs  |
| ILC  | Use and Dissemination of Test Results   |
| IM   | Evaluation of Instructional Programs  |
| JECD   | Assignment of Students to Classes   |
| JFB  | Student Involvement in Decision Making  |
| KC   | Parent Involvement  |

From the 50 policies cited in Exhibit 2.1.1, the following is a summary of sample policy guidance.

- *Board Policy AD: Educational Philosophy* includes a commitment toward student academic achievement as the primary purpose of schools. The policy further references that students must have a fair and equitable opportunity to learn in a caring and safe environment, where diversity is respected and high expectations exist for all. The policy describes parents as integral to children's academic success and necessary in cooperation with schools. Additionally, it emphasizes the spirit of community collaboration. Each employee is expected to actively participate in the education of students and be provided continuous opportunities for professional growth and development.
- *Board Policy AE: School District Goals and Objectives* states that it is the responsibility of the district schools to "provide education of the earliest appropriate age and to seek and identify the needs of each individual student on a continuing basis; to provide the necessary tools and incentives to assure each student the highest quality of education; to provide the necessary programs, training, and qualified and supportive personnel to motivate all students to achieve according to their individual learning patterns and rates of growth in order to realize their maximum potential intellectually, economically, socially, culturally, and physically; and to provide a climate wherein the uniqueness of the cultures that each individual brings to the classroom setting is positively received; to provide the structures, policies, and practices that reflect the multi-ethnic nature of our community through the composition of administrative staff, faculties and student bodies."
- *Board Policy BLDB: Accountability* states that by "April 1 of each year, each council shall adopt and submit a school improvement plan to the superintendent which includes an executive summary, student performance results, needs assessment information, proposed instructional strategies, professional development activities, school budget, communication plan, and an evaluation plan."
- *Board Policy CAA: District Administration Priority Objectives* directs, "The board of education shall establish long range, district-wide educational goals and objectives to guide the administration's development of annual objectives and budget priorities. The district-wide goals and objectives shall be based on a 3-5 year cycle, but shall be reviewed for revision every 2 years. The superintendent shall

develop and implement programs to support and achieve the goals and objectives of the school district for adoption by the board.”

- *Board Policy CB: School Superintendent* provides for the duties as set forth in *Kentucky Revised Statute 160.370*, which includes, “He/she shall have general supervision, subject to the control of the board of education, of the general conduct of the schools, the course of instruction, the discipline of pupils, and the management of business affairs.”
- *Board Policy CBA: Qualifications and Duties of Superintendent* directs that in addition to the requirements set forth by the statutes, the superintendent shall have
  - “recognized success in the areas of instructional leadership, staff development, labor relations, finance, voter initiatives, facilities planning, public relations, and community involvement;
  - the willingness to work closely with educational leaders and the desire to provide state-wide leadership in the implementation of programs and policies which accomplish the goals and objective of the Kentucky Education Reform Act;
  - a well-founded understanding of learning theory, curricula, instructional approaches, technology applications and enrichment/intervention strategies which meet the needs of a diverse student population;
  - a successful record of improving student test scores and critical thinking skills; a commitment to course content which can produce the cognitive and technical skills necessary in a globally competitive work force;
  - a successful record of initiating and maintaining broadly supported organizational changes; the skill to determine when change is not required;
  - A commitment to shared decision-making between the central office and schools throughout the district...”

This policy further directs that “the administration of the school system in all of its aspects shall be delegated to the superintendent, who shall carry out his/her administrative functions in accord with the policies adopted by the board of education...The superintendent:

- “Administers the planning, development, coordination, and evaluation of the total operation of the system;
- Delegates responsibility for various administrative units, but is responsible to the board for the results produced;
- Presents for adoption...policies and procedures designed to improve the educational programs.”
- *Board Policy CF: School Building Administration* directs that “the principal shall see that the policies, contracts, and agreements of the board of education, administrative procedures of the district, the policies of the school-based decision making council, and the guidelines for the instructional program are implemented.”
- *Board Policy CM: School District Annual Report* requires that “the superintendent shall develop annually a district Comprehensive Educational Plan which shall include, but not be restricted to, statements of the district’s goals and objectives, the annual school budget, current educational issues, and evaluation information relative to the major accomplishments of the district and significant changes proposed for the coming year.”
- *Board Policy GBB: Staff Involvement in Decision Making* directs, “to the extent practicable, district employees to be affected by a decision shall have the opportunity to participate or have input into decision-making. Appropriate areas for broad participation by Jefferson County Public School District employees shall include, but not be limited to, policy development, development of administrative rules, budget planning, curriculum development, and textbook and materials selection.”

- *Board Policy GCIA: Staff Assignments to Schools/Programs* directs that “the curriculum of the Jefferson County Public School District shall include regular programs, special education programs, and optional schools/programs. The special characteristics and requirements of these programs shall be used to develop criteria for assigning teachers to programs/options within schools and program/schools within the district.”
- *Board Policy GCKB: Staff Meetings and Development Opportunities* requires all employees to participate in meetings or activities that are designed to increase their skills and competencies, contribute to their professional growth, or provide information. Specifically it directs that “Jefferson County Public School District shall provide development opportunities for its employees to develop their skills and to receive training necessary for performance of duties as required. In-service shall be provided for the specific purpose of involving local school staffs, individual or in cooperation with other schools, in planning and executing professional growth activities.”
- *Board Exhibit IA: Instructional Goals* states the six Learning Goals and provides that they “form the basis for curriculum instruction and assessment of student learning:
  - Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.
  - Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.
  - Students shall develop their abilities to become self-sufficient individuals.
  - Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
  - Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.
  - Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.”
- *Board Policy IE: Organization of Instruction* specifies that “The Jefferson County Public Schools shall maintain a district pattern of primary and intermediate grades for elementary schools, grades 6-9 for middle schools, grades 9-12 for high school organization, and preschool programs required by state law. Special program and special school centers deviating from this pattern shall require approval by the board of education.”
- *Board Policy IF: Curriculum Adoption* directs that “The superintendent/designee shall develop a district program of studies that establishes course descriptions and requirements consistent with state regulations. This program of studies shall be the district curriculum and shall be submitted to the board of education for approval.”
- *Board Policy IFD: Curriculum Development and Implementation* requires, “The board of education shall have final authority to adopt or revise any component of the district curriculum. The superintendent shall develop curriculum frameworks and make them available to schools. The frameworks shall translate state learning goals and academic expectations into a curriculum useful to teachers and accessible to parents. The frameworks, program of studies, content guides, ancillary materials and textbooks shall support the curriculum to be used by schools as well as, school-based decision-making councils in the development of local school curriculum policy.”
- *Board Policy IG: Curriculum Design* directs that “Schools are responsible for local curriculum design.... The superintendent shall provide the schools with curriculum frameworks and model curriculum, and support through professional development, to ensure that all students receive a challenging curriculum in



language arts, mathematics, science, social studies, arts and humanities, practical living and vocational studies.”

- *Board Policy IGA: Basic Instructional Program* provides that “A basic instructional program shall be designed and implemented to meet the needs of students in P1-12 and preschool as required by law. This program shall include, but not be limited to, instruction in the foundation skills of language arts, mathematics, science, social studies, arts and humanities, practical living and vocational studies. Deviation from this basic instructional program shall have the approval of the superintendent/designee or school-based decision making council.”
- *Board Policy IGBA: Programs for Students with Disabilities* requires, “The Jefferson County Public Schools shall provide, as a part of the total educational program, specially designed instruction and necessary related services that will provide a free, appropriate public education in the least restrictive environment for all students with disabilities residing within the Jefferson County School District. Procedures that comply with federal and state laws and regulations shall be developed by the superintendent/designee.
- *Board Policy IGBB: Program and Services for Gifted and Talented Students* directs, “The board of education shall provide a program of instruction with multiple service options for academically gifted and talented students in grades P1-12 to meet the interests, needs, abilities and talents of students. Students shall be admitted to this program and receive services according to procedures developed by the superintendent/designee.”
- *Board Policy IGBI: English as a Second Language* directs that “A program in English as a Second Language shall be offered to all students in grades P1-12. The program shall be for those students who lack proficiency in the English language and whose primary language is a language other than English.”
- *Board Policy IGC: Extended Instructional Programs* requires that “The instructional programs shall be extended as needed to provide an appropriate education to all students, within the confines of state regulations.”
- *Board Policy IGCF: Early Childhood Program* states, “The board of education may provide an early childhood program for children ages zero through four years of age as funding is available. The board will make space available in district-owned facilities...The program shall have a developmentally appropriate curriculum that prepares children for successful entry into the primary school.”
- *Board Policy II: Instructional Resources* directs, “The annual school budget adopted by the board of education shall provide human and material resources required to support and implement a curriculum designed to meet the needs and interests of students enrolled in the Jefferson County Public Schools.”
- *Board Policy IIAA: Textbook Selection and Adoption* directs that “No textbook or program shall be used in the Jefferson County Public Schools as a basal title unless it has been recommended and listed on the state multiple list by the State Textbook Commission or unless the school has followed the process set out below. A school council, or if none exists, the principal, may notify, through the superintendent, the State Textbook Commission that it plans to adopt a basal textbook or program that is not on the recommended list, by submitting evidence that the title it has chosen meets the selection criteria of the State Textbook Commission, the subject specific criteria of the textbook reviewers, and complies with the required publishers specifications.”
- *Board Policy IIBAB: Supplementary or Commercial or Special Interests Materials, Speakers, and Media Selection and Adoption* requires that these materials shall be selected by using procedures developed by the superintendent/designee. The policy stipulates the selection criteria to include: “age appropriateness; literary value; important themes; accuracy of information; broad spectrum of knowledge; sensitivity to multiple perspectives, respectful of differences related to ethnicity, culture, gender, socioeconomic status, religion, or disabilities; interest to students; format; multiple teaching strategies and technologies

for all students, including those with special needs.” The policy also states, “Procedures for the review process of materials questions shall be developed by the superintendent/designee.”

- *Board Policy IIAC: Library Materials Selection and Adoption* directs that materials selected for this use shall reflect the needs of the individual school and shall support and reflect the curriculum.
- *Board Policy IIAE: Reevaluation of Materials, Books, Media and Speakers* stipulates, “The superintendent/designee shall establish procedures to reevaluate materials, books, media, speakers, and electronically-accessed resources questioned or criticized by the public. Reevaluation will occur when these procedures are followed by the person or group objecting.”
- *Board Policy IIBC: Instructional Materials Centers and Professional Libraries* requires, “The board of education shall provide the instructional materials centers as a means of enriching and supporting the curriculum. The board of education may approve the establishment of central and individual school professional libraries for use by members of the staff.”
- *Board Policy IIBE: Use of Instructional Technology* directs that “The use of appropriate instructional technology can have a positive impact on student learning. The board of education approves the use of technology which supports instructional goals and objectives of the Jefferson County Public Schools under plans and procedures approved by the superintendent.”
- *Board Policy IICA: Field Trips* provides that “The board of education recognizes field trips as being a legitimate part of the educational program. Field trips shall be relevant to the curriculum and shall be properly planned and conducted according to procedures approved by the superintendent.”
- *Board Policy IKA: Uniform Student Progression, Promotion and Grading* requires that “All schools shall implement the uniform student progression, promotion, and grading procedures for that level which has been developed by a broad-based committee and approved by the administrative staff and the board of education.”
- *Board Policy IKB: Homework* states, “The board of education shall approve the assignment of homework as an aid to the program of instruction when such assignments are clear and definite and originate in classroom activities. Homework assignments shall be evaluated by the teacher.”
- *Board Policy IL: Testing Programs* requires that “Testing programs shall be administered in order to support and improve the program of instruction and in accordance with state regulation. Testing programs shall include, but not be limited to, achievement tests, diagnostic tests, and those tests required by state or federal regulation.”
- *Board Policy ILC: Use and Dissemination of Test Results* directs that “Test results shall be used to determine progress and/or need and shall be disseminated in compliance with local, state, and federal regulations. District achievement tests results shall be disseminated in a timely manner. When possible these data shall be disaggregated on the basis of race, gender, and socio-economic status. Individual student test results shall be disseminated to parents in a timely manner.”
- *Board Policy IM: Evaluation of Instructional Programs* directs, “The superintendent/designee shall develop procedures to evaluate instructional programs annually, as they relate to the board of education goals. The results of the evaluation shall be presented to the board of education.”

In Kentucky, the schools have responsibility to set school policy consistent with district board policy, which will provide an environment to enhance the students’ achievement. The SBDM law specifically lists areas for policy adoption by the SBDM Council. Some of the areas include the following:

- Determination of curriculum includes needs assessment and curriculum development. The Comprehensive School Improvement Plan (CSIP) for the school addresses needs assessment and includes strategies/activities (including professional development) for achievement in the areas of curriculum on which the school is focusing for growth.
- Assignment of all instructional and non-instructional staff time.

- Assignment of students to classes and programs within the school.
- Determination of the schedule of the school day and week.
- Planning and resolution of issues regarding instructional practices.
- Selection and implementation of discipline and classroom management techniques.
- Selection of extracurricular programs and determination of policies relating to student participation.
- Procedures consistent with local school board policy for determining alignment with state standards, technology use, and program appraisal.
- Consultation with the principal for the hiring of personnel other than the principal.
- Determination of the local school budget.
- Hiring the school principal from the list of candidates recommended to the superintendent.
- Choosing whether or not to implement a committee structure.
- Selecting textbooks and instructional materials.

A review of a random sample of school council policies found the policies mostly copied the general sample policy provided. Specific information was lacking in terms of procedures in all except for items relating to teacher/parent conferences and teacher release time. None of the policies reviewed provided more specific information for school guidance in SBDM policies.

In order to fully understand the district's current curriculum management plan, auditors reviewed key documents presented by the district administration and displayed in Exhibit 2.1.2.

#### **Exhibit 2.1.2**

#### **Key Curriculum Planning Documents Reviewed by Auditors Jefferson County Public School District October 2011**

| <b>Document</b>   | <b>Date</b>   |
|---|---------------|
| Board Policies  | Various dates |
| Job Descriptions  | Various dates |
| 2010-11 Comprehensive District Improvement Plan   | 2010-11       |
| School Improvement Plans  | 2010-11       |
| School-Based Decision Making Policy Manual (sample as well as random schools)   | Various dates |
| Program Evaluations (random sample)   | Various dates |
| Greater Louisville Education Project  | November 2010 |
| External Reviews of District Programs and Services  | No date       |
| Internal Memos: Assistant Superintendent-Elementary   | 2010-11       |
| Internal Memos: Assistant Superintendent- Middle  | 2010-11       |
| Internal Memos: Assistant Superintendent High School  | 2010-11       |
| Function Chart  | 7/01/2011     |
| Curriculum Maps and Units located on <a href="http://www.jefferson.k12.ky.us/Departments/Gheens/CurrMaps.html">www.jefferson.k12.ky.us/Departments/Gheens/CurrMaps.html</a> | Various dates |
| JCPS Classroom Indicators of Best Practices in Elementary Mathematics (Gheens Web Portal)   | No date       |
| Sample Staff Handbook   | April 2006    |
| Staff Handbooks from 50 schools   | 2010          |
| Jefferson County Public Schools FACTS 2011  | 2011          |
| Cascade Assessment System   | July 2010     |
| Various Learning Walk forms   | No dates      |
| TELL Survey for JCPS  | 2010          |

| <b>Exhibit 2.1.2 (continued)</b><br><b>Key Curriculum Planning Documents Reviewed by Auditors</b><br><b>Jefferson County Public School District</b><br><b>October 2011</b> |                               |
|--|-------------------------------|
| <b>Document</b>  | <b>Date</b>                   |
| JCPS Comprehensive School Survey   | 2009-10                       |
| Sample Special Education Kentucky Core Content for FMD Students  | Oct 2011                      |
| Traditional Program Guidelines   | 1/26/1998                     |
| Choices: Guide to Elementary, Middle and High School Programs  | 2011-12                       |
| Assessment Calendars Elementary and Middle School  | 2011-12                       |
| PowerPoint : Kentucky Core Academic Standards, The National Common Core Standards and Jefferson County Public Schools  | 2011-12                       |
| PowerPoint: Senate Bill 1  | 4/25/2011                     |
| PowerPoint: Jefferson County Public Schools Next Steps   | No date                       |
| Accomplishments 2007-2011  | 2007-2011                     |
| PowerPoint SB1: Unbridled Learning   | No date                       |
| Document: Available Tools (1): JCPS Course Numbering System  | 7/1/2011                      |
| Resource Teacher Assignments   | 2011-12                       |
| JCPS Gheens Academy for Curricular Excellence and Instructional Leadership: Short Range Proposal   | 11/8/10<br>Updated<br>6/30/11 |

Auditors examined the documents in [Exhibit 2.1.2](#) against the 15 characteristics of a comprehensive curriculum management plan. These characteristics are presented in [Exhibit 2.1.3](#) along with the auditors' ratings for each characteristic.

**Exhibit 2.1.3**  
**Curriculum Management Plan Characteristics**  
**and Auditors' Assessment of District Approach**  
**Jefferson County Public School District**  
**October 2011**

| <b>Characteristics:</b>  | <b>Auditors' Rating</b> |                   |
|--|-------------------------|-------------------|
|  | <b>Adequate</b>         | <b>Inadequate</b> |
| 1. Describes the philosophical framework for the design of the curriculum, including such directives as standards-based, results-based, or competency-based; the alignment of the written, taught, and tested curriculum; and the approaches used in delivering the curriculum.  | X                       |                   |
| 2. Identifies the timing, scope, and procedures for a periodic cycle of review of curriculum in all subject areas and at all grade levels.   |                         | X                 |
| 3. Defines and directs the stages of curriculum development.   |                         | X                 |
| 4. Specifies the roles and responsibilities of the board, central office staff members, and school-based staff members in the design and delivery of curriculum.   | P                       |                   |
| 5. Presents the format and components of all curriculum, assessments, and instructional guide documents.   | P                       |                   |
| 6. Directs how state and national standards will be considered in the curriculum. This includes whether or not to use a backloaded approach, in which the curriculum is derived from high-stakes tested learnings (topological and/or deep alignment), and/or a frontloaded approach, which derives the curriculum from national, state, or local learnings. | P                       |                   |
| 7. Requires for every content area a focused set of precise student objectives/student expectations and standards that are reasonable in number so the student has adequate time to master the content.  |                         | X                 |

| Exhibit 2.1.3 (continued)   |                  |            |
|---|------------------|------------|
| Characteristics of a Comprehensive Curriculum Management Plan and<br>Auditors' Assessment of District Approach<br>Jefferson County Public School District<br>October 2011   |                  |            |
| Characteristics:  | Auditors' Rating |            |
|   | Adequate         | Inadequate |
| 8. Directs that curriculum documents not only specify the content of the student objectives/ student expectations, but also include multiple contexts and cognitive types.  |                  | X          |
| 9. Specifies the overall beliefs and procedures governing the assessment of curriculum effectiveness. This includes curriculum-based diagnostic assessments and rubrics (as needed). Such assessments direct instructional decisions regarding student progress in mastering prerequisite concepts, skills, knowledge, and long-term mastery of the learning.   |                  | X          |
| 10. Directs curriculum to be designed so that it supports teachers' differentiation of instructional approaches and selection of student objectives at the right level of difficulty. This ensures that those students who need prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace, and that students who have already mastered the objectives are also moved ahead at a challenging pace. |                  | X          |
| 11. Describes the procedures teachers and administrators will follow in using assessment data to strengthen written curriculum and instructional decision making.   | P                |            |
| 12. Outlines procedures for conducting formative and summative evaluations of programs and their corresponding curriculum content.  |                  | X          |
| 13. Requires the design of a comprehensive staff development program linked to curriculum design and its delivery.  |                  | X          |
| 14. Presents procedures for monitoring the delivery of curriculum.  | X                |            |
| 15. Establishes a communication plan for the process of curriculum design and delivery.   |                  | X          |
| Total   | 2                | 13         |
| Percentage of Adequacy  | 13%              |            |
| P = indicates the characteristic is partially met   |                  |            |

While auditors found some elements of curriculum planning to be partially met, as displayed in Exhibit 2.1.3, only two characteristics were rated as meeting the criteria. Auditors concluded that the planning processes in Jefferson County Public School District were not adequate for guiding curriculum development, implementation, monitoring, and evaluation. Curriculum documents lack direction for aligned curriculum guides, do not describe how assessment data will be used to strengthen the curriculum, and do not identify a plan to communicate curriculum design and delivery or celebrate progress and quality. The following provides more specific information regarding each of the plan characteristics and describes the auditors' rating for each characteristic.

### **Characteristic 1: Philosophical Framework**

The auditors did find an educational philosophy in written policy and documents in terms of being linked to the state standards implicating a standards-based approach. This characteristic was considered adequate.

### **Characteristic 2: Cycle of Curriculum Review**

This area was determined to be inadequate. Documents provided to the auditors included numerous PowerPoints presentations for rolling out the curriculum process in Jefferson County Public Schools. These presentations had been given to several groups in the district: teachers, parents, community, board members, and district staff. These PowerPoints reflected the curriculum cycle used by the state for the standards implementation. There was also information on textbook and resource review, but nothing related to a review of the curriculum. Thus, auditors concluded the district failed to provide for a cycle of review of the curriculum.

### **Characteristic 3: Stages of Curriculum Development**

This area was determined to be inadequate. No clear definitions of the stages of development were found in the Jefferson County Public School District. Again, documents including electronic slide presentations shared by the district had several cycles mentioned in a standards process, but failed to define the stages of curriculum



development specific to development, implementation, evaluation, and review. The short-range proposal developed November 8, 2010, by the Gheens Academy for Curricular Excellence and Instructional Leadership provided dates for some activities; however, the document was not disseminated across the district as providing curriculum development timelines.

#### **Characteristic 4: Roles and Responsibilities**

This characteristic is rated partially adequate. The board policies and job descriptions provide for many roles in the curriculum process in a general fashion. The Table of Organization and job descriptions fail to delineate the relationship and clear lines of authority for curriculum and instructional responsibilities. The following are examples of roles found in board policies:

- *Board Policy CB: School Superintendent* provides for the duties as set forth in *Kentucky Revised Statute 160.370*, which includes, “He/she shall have general supervision, subject to the control of the board of education, of the general conduct of the schools, the course of instruction, the discipline of pupils, and the management of business affairs.”
- *Board Policy CBA: Qualifications and Duties of Superintendent* directs that in addition to the requirements set forth by the statutes, the superintendent shall have
  - “recognized success in the areas of instructional leadership, staff development, labor relations, finance, voter initiatives, facilities planning, public relations, and community involvement;
  - the willingness to work closely with educational leaders and the desire to provide state-wide leadership in the implementation of programs and policies which accomplish the goals and objective of the Kentucky Education Reform Act;
  - a well-founded understanding of learning theory, curricula, instructional approaches, technology applications and enrichment/intervention strategies which meet the needs of a diverse student population;
  - a successful record of improving student test scores and critical thinking skills; a commitment to course content which can produce the cognitive and technical skills necessary in a globally competitive work force;
  - a successful record of initiating and maintaining broadly supported organizational changes; the skill to determine when change is not required;
  - a commitment to shared decision-making between the central office and schools throughout the district...”

This policy further directs that “the administration of the school system in all of its aspects shall be delegated to the superintendent, who shall carry out his/her administrative functions in accord with the policies adopted by the board of education...The superintendent:

- Administers the planning, development, coordination, and evaluation of the total operation of the system;
- Delegates responsibility for various administrative units, but is responsible to the board for the results produced;
- Presents for adoption...policies and procedures designed to improve the educational programs.”
- *Board Policy CF: School Building Administration* states that the principal shall be the chief administrator of the building acting with the approval of the superintendent. It further directs, “the principal shall see that the policies, contracts, and agreements of the board of education, administrative procedures of the district, the policies of the school-based decision making council, and the guidelines for the instructional program are implemented.”

- *Board Policy GBB: Staff Involvement in Decision Making* directs, “to the extent practicable, district employees to be affected by a decision shall have the opportunity to participate or have input into decision-making. Appropriate areas for broad participation by Jefferson County Public School District employees shall include, but not be limited to, policy development, development of administrative rules, budget planning, curriculum development, and textbook and materials selection.”
- *Board Policy GCN: Supervision and Evaluation of Staff* provides the direction for supervision within the district by directing the superintendent to “delegate the responsibility of supervision for improvement of instruction to those persons who have been identified for the task within the organizational structure. All staff shall be informed of the name of their immediate supervisor. The goal of supervision shall be to maximize employee capabilities in the pursuit of educational excellence.” The policy provides for the evaluation of teachers. Further, it states, “The purposes of the evaluation system shall be to: improvement [sic] instruction, provide a measure of performance accountability to citizens, provide encouragement and incentive for employees to improve performance, and support individual personnel decisions.”
- *Board Policy IF: Curriculum Adoption* directs that “The superintendent/designee shall develop a district program of studies that establishes course descriptions and requirements consistent with state regulations. This program of studies shall be the district curriculum and shall be submitted to the board of education for approval.”
- *Board Policy IFD: Curriculum Development and Implementation* requires, “The board of education shall have final authority to adopt or revise any component of the district curriculum. The superintendent shall develop curriculum frameworks and make them available to schools. The frameworks shall translate state learning goals and academic expectations into a curriculum useful to teachers and accessible to parents. The frameworks, program of studies, content guides, ancillary materials and textbooks shall support the curriculum to be used by schools as well as, school-based decision-making councils in the development of local school curriculum policy.”
- *Board Policy IG: Curriculum Design* directs that “Schools are responsible for local curriculum design. . . . The superintendent shall provide the schools with curriculum frameworks and model curriculum, and support through professional development, to ensure that all students receive a challenging curriculum in language arts, mathematics, science, social studies, arts and humanities, practical living and vocational studies.”
- *Board Policy IIAE: Reevaluation of Materials, Books, Media and Speakers* stipulates, “The superintendent/designee shall establish procedures to reevaluate materials, books, media, speakers, and electronically-accessed resources questioned or criticized by the public. Reevaluation will occur when these procedures are followed by the person or group objecting.”
- *Board Policy IIBC: Instructional Materials Centers and Professional Libraries* requires, “The board of education shall provide the instructional materials centers as a means of enriching and supporting the curriculum. The board of education may approve the establishment of central and individual school professional libraries for use by members of the staff.”
- *Board Policy IM: Evaluation of Instructional Programs* directs, “The superintendent/designee shall develop procedures to evaluate instructional programs annually, as they relate to the board of education goals. The results of the evaluation shall be presented to the board of education.”

Job descriptions were reviewed for a number of positions identified in the Table of Organization as management positions for curriculum. A listing of all the positions and specific job responsibilities is found in [Appendix 12](#). [Exhibit 2.1.4](#) displays a summary of the positions with some authority for curriculum development and management in the district.

#### Exhibit 2.1.4

### Job Descriptions Involving Curriculum Development or Management Jefferson County Public Schools October 2011

| Position Title            | Number with Title | Job Responsibilities—short summary  |
|---------------------------|-------------------|---|
| Assistant Principal       | 4                 | Curriculum development and instruction  |
| Assistant Superintendents | 4                 | Implementation of curriculum, assessment, staff development, program development, evaluation and redesign |
| Principal                 | 2                 | Coordinates the instructional program to include curriculum development and instruction                   |
| Executive Director        | 1                 | Provides direction and coordination of K-12 curriculum implementation                                     |
| Superintendent            | 1                 | Administers planning, development, coordination and evaluation of curriculum                              |
| Teacher                   | 9                 | Develops curriculum, goals and establishes objectives   |
| Coordinator               | 4                 | Provides leadership in organizing, developing, and implementing curriculum and programs                   |
| Leader                    | 1                 | Curriculum, assessment, and instruction are main responsibilities   |
| Specialist                | 4                 | Curriculum, assessment, and instruction are main responsibilities   |
| Director                  | 5                 | Directs development of curriculum and programs  |
| <b>TOTALS</b>             | <b>35</b>         |   |

The following can be noted from Exhibit 2.1.4:

- There are at least 35 positions in the district responsible for curriculum development and establishment of goals, objectives, and programs.
- The positions responsible for curriculum vary from teacher level positions to coordinators to Assistant Superintendents.
- There is no one position designated as the lead position to coordinate all district activities in curriculum development.

Auditors found that multiple persons within the district had roles and responsibilities related to curriculum management. A review of the function chart for the district produced further evidence of disjointed roles and responsibilities. The Curricular Excellence and Instructional Leadership Unit was not linked to schools on the chart. This unit has more than nine sub-units including directors for analytical and applied sciences, literacy, student development services, library media services, cultural studies, guidance, and Title I administration. More than 243 positions are depicted on the chart; many of these are resource teacher positions assigned to work with schools. During school visits, auditors found schools had added teacher positions to work with curriculum and staff development as the curriculum resource teachers were writing curriculum maps and assessments this fall and had not been to the schools. Connections and role responsibilities are not clear in terms of functions (see Finding 1.4). It should also be noted that clarity is lacking with regard to who the decision makers are, since multiple persons have overlapping responsibilities. There is no one position or group of positions designated in a management plan providing the development, monitoring, and implementation of curriculum.

#### Characteristic 5: Format and Components for Curriculum Guides

The auditors reviewed all documents provided and conducted interviews and determined that this characteristic was partially met. Some of the curriculum documents submitted to the auditors provided for a common format for the curriculum guides. The following board policy provided the minimal direction in terms of content:

- *Board Policy IFD: Curriculum Development and Implementation* requires, “The board of education shall have final authority to adopt or revise any component of the district curriculum. The superintendent shall

develop curriculum frameworks and make them available to schools. The frameworks shall translate state learning goals and academic expectations into a curriculum useful to teachers and accessible to parents. The frameworks, program of studies, content guides, ancillary materials and textbooks shall support the curriculum to be used by schools as well as, school-based decision-making councils in the development of local school curriculum policy.”

- *Board Policy IG: Curriculum Design* directs that “Schools are responsible for local curriculum design. . . . The superintendent shall provide the schools with curriculum frameworks and model curriculum, and support through professional development, to ensure that all students receive a challenging curriculum in language arts, mathematics, science, social studies, arts and humanities, practical living and vocational studies.”

The job descriptions of several positions responsible for curriculum include responsibility for determining the format of the curriculum (see [Exhibit 2.1.3](#)). The curriculum maps reviewed in the four core content areas were similar in the timeline, but even then some maps had different timelines, including six weeks, nine weeks, 12 weeks, or trimesters. The district has started the initial process for a common format in the literacy and math curriculum by having standards, learning targets, suggested alignment to resources, and general strategies; however, there is no written direction requiring specific components. Additionally, JCPS has a document for classroom indicators of best practice that can be incorporated into school lesson plans. This document was new and not widely known in the district. Thus, the auditors found no direction for common format, but a format is emerging through the curriculum map work of the district.

#### **Characteristic 6: Inclusion of State and National Standards in the Curriculum**

The auditors rated this characteristic as partially adequate. The district standards provided in the curriculum maps are the standards adopted by the state of Kentucky in April 2010. Additionally, these are the same standards generated by the Council for Chief State School Officers and distributed for all 50 states, which 46 states have currently adopted. However, the board policy and documents do not account for this inclusion. A few board policies refer to state and national standards.

- *Board Policy CBA: Qualifications and Duties of Superintendent* directs that in addition to the requirements set forth by the statutes, the superintendent shall have “the willingness to work closely with educational leaders and the desire to provide state-wide leadership in the implementation of programs and policies which accomplish the goals and objectives of the Kentucky Education Reform Act.”
- *Board Policy IGBA: Programs for Students with Disabilities* requires, “The Jefferson County Public Schools shall provide, as a part of the total educational program, specially designed instruction and necessary related services that will provide a free, appropriate public education in the least restrictive environment for all students with disabilities residing within the Jefferson County School district. Procedures that comply with federal and state laws and regulations shall be developed by the superintendent/designee.”

From [Exhibit 2.1.4](#), the job descriptions for the Directors of Literacy, Analytical and Applied Sciences, and Social Studies required alignment with state standards and inclusion of national and/or international standards. Through interviews auditors heard statements such as “Our curriculum is really our state standards.” The auditors reviewed the Kentucky Core Academic Standards (KCAS) and found the district standards listed did indeed match the KCAS. No mention of national and/or international standards was included in any documentation other than the job descriptions.

#### **Characteristic 7: Student Objectives/Expectations Reasonable in Number**

The auditors found a focused set of precise student objectives for the four content areas (mathematics, literacy, social studies, and science). Lists of state standards were provided in mathematics and literacy. However a review of science and social studies (cultural studies) found numerous objectives. At the elementary level, in a specific grade level, the teacher would be responsible for teaching over 80 objectives in all areas, including elective areas. This is not feasible and reasonable. Thus, this characteristic was rated as inadequate. Additionally, when the auditors reviewed the literacy standards, there were at least seven different areas of standards, which

lack specific focus on mastery of standards. The district provided “I Can” statements to make the standards more user-friendly. Auditors found the statements numerous in number and not feasible in mastery. This was also validated in interviews: “We do use curriculum maps, but the ones developed for English/LA is [sic] so overwhelming” (School Administrator). Additionally, the district has provided a code in terms of a “key” to guide teachers in focusing on key standards when teaching and developing lesson/unit plans.

#### **Characteristic 8: Curriculum Specifies Multiple Contexts and Cognitive Types**

The auditors found no evidence from documents or interviews for this criterion in the curriculum. This characteristic was rated as inadequate. The following board policies allude to cognition level but fall short of the requirements of this characteristic.

- *Board Policy AE: School District Goals and Objectives* states that it is the responsibility of the district schools to “provide education of the earliest appropriate age and to seek and identify the needs of each individual student on a continuing basis; to provide the necessary tools and incentives to assure each student the highest quality of education; to provide the necessary programs, training, and qualified and supportive personnel to motivate all students to achieve according to their individual learning patterns and rates of growth in order to realized their maximum potential intellectually, economically, socially, culturally, and physically; and to provide a climate wherein the uniqueness of the cultures that each individual brings to the classroom setting is positively received; to provide the structures, policies, and practices that reflect the multi-ethnic nature of our community through the composition of administrative staff, faculties and student bodies.”
- *Board Policy IGBB: Program and Services for Gifted and Talented Students* directs, “The board of education shall provide a program of instruction with multiple service options for academically gifted and talented students in grades P1-12 to meet the interests, needs, abilities and talents of students. Students shall be admitted to this program and receive services according to procedures developed by the superintendent/designee.”

Auditors reviewed the document *Shaping the Future*, a summary of external reviews on Jefferson County Public Schools. In several external reviews, the lack of rigor for all students was noted. One of the key recommendations in this report addressed the need to increase the challenge level of coursework for all students.

#### **Characteristic 9: Assessment Procedures for Determining Curriculum Effectiveness**

Board policies refer to assessment procedures, but details are lacking with the measurement of curriculum effectiveness. Specific policies that do mention assessment include the following:

- *Board Policy BLDB: Accountability* states that each school shall set and submit biennial targets for eliminating identified achievement gaps to the superintendent for consideration. This policy requires that by “April 1 of each year, each council shall adopt and submit a school improvement plan to the superintendent which includes an executive summary, student performance results, needs assessment information, proposed instructional strategies, professional development activities, school budget, communication plan, and an evaluation plan.”
- *Board Policy CBA: Qualifications and Duties of Superintendent* directs that in addition to the requirements set forth by the statutes, the superintendent shall have “a successful record of improving student test scores and critical thinking skills; a commitment to course content which can produce the cognitive and technical skills necessary in a globally competitive work force.”
- *Board Policy IL: Testing Programs* requires that “Testing programs shall be administered in order to support and improve the program of instruction and in accordance with state regulation. Testing programs shall include, but not be limited to, achievement tests, diagnostic tests, and those tests required by state or federal regulation.”
- *Board Policy ILC: Use and Dissemination of Test Results* directs that “Test results shall be used to determine progress and/or need and shall be disseminated in compliance with local, state, and federal regulations. District achievement tests results shall be disseminated in a timely manner. When possible



these data shall be disaggregated on the basis of race, gender, and socio-economic status. Individual student test results shall be disseminated to parents in a timely manner.”

- *Board Policy IM: Evaluation of Instructional Programs* directs, “The superintendent/designee shall develop procedures to evaluate instructional programs annually, as they relate to the board of education goals. The results of the evaluation shall be presented to the board of education.”

The district curriculum maps have specific diagnostic and proficiency assessments developed for key standards at each grading period. These were noted on the blueprint documents for unit planning on the Gheens Curriculum Maps website. There was no written document that addressed how the assessments and tests are to be utilized in the process. The board policies do not specify what specific assessments and procedures are to be used to measure student learning; therefore, the auditors rated this criterion inadequate. Multiple job descriptions (see [Exhibit 2.1.4](#)) included responsibility for evaluation and refinement of program and curriculum effectiveness, but no procedure for such was outlined. The model staff handbook had a section on grading that indicated documentation of formal and informal assessments must be included and teachers shall adhere to the JCPS Student Progression, Promotion and Grading Handbook. During interviews, auditors were informed that implementation of the diagnostic and proficiency tests by teachers is not mandatory and that at some schools numerous teachers did not implement the tests.

#### **Characteristic 10: Differentiation of Instructional Approaches and Selection of Student Objectives**

This characteristic is rated inadequate. Auditors found minimal guidance in policy to direct differentiation and nothing directing the selection of student objectives. *Board Policy AE: School District Goals and Objectives* directed the schools “to provide the necessary programs, training, and qualified and supportive personnel to motivate all students to achieve according to their individual learning patterns and rates of growth in order to realize their maximum potential intellectually, economically, socially, culturally, and physically.” No other document addressed differentiation or the process for selecting student objectives within the standards.

#### **Characteristic 11: Use of Tests and Assessment Data to Strengthen Curriculum and Instruction**

Auditors were not provided with a comprehensive district document that detailed procedures for use of tests and assessment data to strengthen curriculum and instruction. Some board policies indicated the desire, such as the following:

- *Board Policy BLDB: Accountability* states that each school shall set and submit biennial targets for eliminating identified achievement gaps to the superintendent for consideration. This policy requires that by “April 1 of each year, each council shall adopt and submit a school improvement plan to the superintendent which includes an executive summary, student performance results, needs assessment information, proposed instructional strategies, professional development activities, school budget, communication plan, and an evaluation plan.”
- *Board Policy IL: Testing Programs* requires that “Testing programs shall be administered in order to support and improve the program of instruction and in accordance with state regulation. Testing programs shall include, but not be limited to, achievement tests, diagnostic tests, and those tests required by state or federal regulation.”
- *Board Policy ILC: Use and Dissemination of Test Results* directs that “Test results shall be used to determine progress and/or need and shall be disseminated in compliance with local, state, and federal regulations. District achievement tests results shall be disseminated in a timely manner. When possible these data shall be disaggregated on the basis of race, gender, and socio-economic status. Individual student test results shall be disseminated to parents in a timely manner.”
- *Board Policy IM: Evaluation of Instructional Programs* directs “The superintendent/designee shall develop procedures to evaluate instructional programs annually, as they relate to the board of education goals. The results of the evaluation shall be presented to the board of education.”

It is noted that there is a desire for assessment data be used to strengthen curriculum and instruction; however, no comprehensive document provided the procedures for doing so. Multiple job descriptions (see [Exhibit 2.1.4](#))



identified persons responsible for evaluation and refinement of programs based on implementation, but no process for such was documented. The auditors noted that according to the model staff handbook provided by JCPS, teachers are to keep accurate and up-to-date grades in their grade book. Documentation of formal and informal assessments is to be included.

#### **Characteristic 12: Formative and Summative Evaluations of Programs**

This characteristic is rated inadequate. *Board Policy IM: Evaluation of Instructional Programs* directs the superintendent /designee to develop procedures to evaluate instructional programs annually, as they relate to the board of education goals. This policy also requires the results to be presented to the board of education. This policy is too vague to provide direction regarding delineation of formative or summative evaluation of programs. Further, it fails to define “programs.”

#### **Characteristic 13: Design of a Comprehensive Staff Development Program Linked to Curriculum**

This characteristic is rated inadequate. No requirement of a staff development program was observed in the documents, but there are statements in the strategic plan and school improvement plans regarding staff development. Likewise, numerous board policies indicate the need for in-service and professional growth for staff.

- *Board Policy GCF: Staff Orientation* requires the district to provide orientation for all new and/or selected personnel at the beginning of the school year with information and activities to enhance effective job performance.
- *Board Policy GCKB: Staff Meetings and Development Opportunities* requires all employees to participate in meetings or activities that are designed to increase their skills and competencies, to contribute to their professional growth, or provide information. Specifically, it provides that “Jefferson County Public School District shall provide development opportunities for its employees to develop their skills and to receive training necessary for performance of duties as required. In-service shall be provided for the specific purpose of involving local school staffs, individual or in cooperation with other schools, in planning and executing professional growth activities.”
- *Board Policy IG: Curriculum Design* directs that “Schools are responsible for local curriculum design. . . . The superintendent shall provide the schools with curriculum frameworks and model curriculum, and support through professional development, to ensure that all students receive a challenging curriculum in language arts, mathematics, science, social studies, arts and humanities, practical living and vocational studies.”

Multiple job descriptions (see [Exhibit 2.1.4](#)) included responsibilities for staff development, professional development, and in-service training; however, no process was documented for alignment of professional and staff development to the curriculum and instructional process. A comprehensive staff development program is lacking in the district at this time (see [Finding 3.2](#)).

#### **Characteristic 14: Procedures for Monitoring Curriculum Delivery**

This characteristic is rated as adequate. The auditors found evidence in the district of a recent process for the monitoring of curriculum delivery. All principals were being trained in the learning walk process. Interviews with principals and district administrators identified this as the monitoring process in the district. There were several forms shared with auditors from the various levels. Principals indicated that a required process for monitoring was not mandated, although they were to walk into classroom through learning walks.

Auditors reviewed multiple job descriptions (see [Exhibit 2.1.4](#)) that identified positions with monitoring responsibilities. Thus, even though the district has instituted this practice, when administrators were asked about how this was utilized in the district, no single identified process was forthcoming. The auditors reviewed internal district memoranda from supervisors of principals and found no written policy on monitoring, even though it was a frequently discussed topic on principal agendas. It is recognized the district has an emerging practice of monitoring curriculum delivery.

### **Characteristic 15: Communications Plan for the Process of Curriculum Design and Delivery**

District documents reviewed by the auditors do not address procedures for the establishment and maintenance of a communications plan for the process of curriculum design and delivery. *Board Policy 2130: Program Evaluation* directs the superintendent to “prepare an annual report which reflects the degree to which district goals and objectives related to the instructional program have been accomplished.” The same policy directs that each school undertake a self-study process to include a comprehensive assessment of the instructional program and learning resources. Program evaluation is to include the “implementation of a program for student learning in the essential learning areas of reading, writing, communication, math, science, social studies, health/fitness, the arts and all other course(s)/subject(s) taught in grades kindergarten through twelve in the common schools.” The auditors reviewed electronic slide presentations designed for informational meetings about the core standards and presented to various audiences including administrators, principals, teachers, and community members. One of the lowest rated items on the JCPS Comprehensive School Survey was “I am satisfied with the quality of communication in JCPS.” Likewise, on the TELL Survey 2010-11, only 77 percent agreed that parents/guardians know what is going on in the school. Overall, the auditors found no specific communication approach in the district regarding curriculum design and delivery. Parent interviews supported this as they were confused about student placement in curriculum programs and assessment processes.

Auditors conducted interviews with district and site level administrators, board members, teachers, and other staff to determine district expectations and practices regarding instruction. The following are typical responses gathered from interviews.

The following are comments related to the general curriculum direction at the district level:

- “Gheens has done a good job with curriculum maps.” (School Administrator)
- “Programs have been adopted here that have become the curriculum.” (District Administrator)
- “There is no formal document for a curriculum plan.” (District Administrator)
- “We lack coherence of instructional focus. There are lots of mixed messages about the curriculum.” (District Administrator)
- “With the new standards, there is an enormous focus on curriculum development.” (Teacher)
- “I don’t like to do the same thing every year. The maps are good for reference.” (Teacher)
- “There is no process required for course additions at schools.” (School Administrator)
- “Our curriculum is our materials.” (Teacher)
- “There is no vertical articulation between levels.” (School Administrator)
- “Teachers examine texts and vote on what we select as the best. Then we write the curriculum maps and assessments.” (District Teachers)
- “One weakness is coherence. We are working on coherence of instructional focus as everything is being used and taught with no clear direction.” (District Administrator)

Interviews with board members and district personnel revealed curriculum development, delivery, and formative assessment are most often managed independently at each school site.

- “There has been a lack of leadership in curriculum by the Gheens Academy.” (District Administrator)
- “Curriculum decisions made at the district level aren’t always good when implemented at the school level.” (School Administrator)
- “Our curriculum program is fragmented; we grasp at anything we think will work.” (District Administrator)
- “Curriculum people at the district don’t listen to us.” (School Administrator)
- “We are doing our own benchmark assessments and aligning them.” (School Administrator)

- “The district is not happy that I haven’t directed my teachers to use the math program. Programs don’t matter if kids aren’t thinking.” (School Administrator)
- “The new curriculum still has holes, so we are working on it ourselves.” (School Administrator)
- “The district message is ‘teach the program.’ If we simply teach the program we run the risk of students not receiving instruction in important skills that are missing from the program. We need to be sure that science modules are aligned and fill in the gaps with other materials and lessons.” (School Administrator)

## Summary

Overall, auditors found that many curriculum management functions occur within the district. However, these functions are not guided by an overall plan or policy. While district-wide and school-based efforts have been made to develop aligned curriculum documents, the district lacked the planning documents or formalized processes to provide the integrated, comprehensive guidance essential for sound curriculum management. In general, data sources did not contain the elements necessary to meet audit criteria for planned curriculum management or to provide equity to all students within the district. Auditors found that board policy and site council policies provided minimal guidance with regard to the curriculum process within the Jefferson County Public School District. Multiple job descriptions directed responsibility for curriculum development to various levels of persons in the district from teachers to assistant superintendents. The Function Chart failed to define the relationship between the schools and the curriculum department. Several curriculum management functions have been initiated in the district, such as classroom learning walks, common diagnostic and proficiency assessments, and the use of curriculum maps. Multiple resources and textbooks as well as programs had been disseminated to the schools for instructional program guidance. These resources and textbooks were not aligned with a district curriculum focus with the state standards. In the absence of quality district guidance, several school sites were in the process of developing and aligning their own curriculum resources. Thus, there was no overall plan outlining a comprehensive curriculum management process to effectively plan for curriculum development, modification, deletion, or assessment in the Jefferson County Public School District.

**Finding 2.2: The scope of the written curriculum in core academic areas is adequate at the elementary level and inadequate at the middle and high school levels. Overall the scope of the written curriculum in the Jefferson County Public Schools is inadequate to direct teaching and learning.**

A written curriculum with objectives for student learning establishes the direction for achievement within a district. A complete curriculum includes a set of student objectives for each grade level and each course offered in the district. This is known in the audit as the scope of the written curriculum. Such a scope identifies the essential student learnings and curriculum priorities to be taught. The absence of a written curriculum for any course or subject area decreases the educational consistency for students across grades, courses, and schools.

Curriculum documents are the written guidelines that provide direction for teachers in planning classroom instruction. These documents should include information about standards and objectives for students, prerequisite skills and knowledge, instructional resources, classroom strategies, estimated instructional time needed, and methods of assessments. The scope of the written curriculum is the amount of taught curriculum that is directed by documents referred to as curriculum guides. When there is no curriculum document for a subject or content area, teachers must rely on other resources for planning and delivering instruction. These resources may or may not be aligned with the system’s intended curriculum. In addition, they may not provide for consistency, focus, and equal student access across schools, grades, and courses for all students. When teachers lack clarity, students will be unclear about the expected learning, which contributes to poor achievement.

The auditors look for the presence of comprehensive curriculum guides for each content area and course at each grade level in the school district. Typically, these guides have been developed to provide clear direction for teacher use in implementing the intended curriculum and for the development of IEPs and differentiated instruction as well as specially designed instruction. The documents can be available in either a traditional hard copy or accessible through online technology support sources; some districts use a combination of these formats. In some instances, the guidance is a blend of state standards, benchmarks, and learning targets, such

as in the Jefferson County Public Schools. When used in combination, these documents are intended to provide teachers with curriculum guidance information that would typically be present in a single, comprehensive curriculum document for a given subject area or course. The scope of the written curriculum is important in that equal access for all students to the intended learning begins with teachers having a common curriculum with adequate guidance to support classroom instruction and modify strategies and activities for individual student needs.

The auditors expected to find written curriculum documents for all four core academic subjects offered at every grade level. For all other offerings, a minimum of 70 percent must be guided by written direction for the scope of coverage to be considered adequate to direct instruction and support quality control of the curriculum. This finding addresses only the scope of the written curriculum. The quality of the written curriculum reviewed by auditors is addressed in [Findings 2.3](#) and [2.4](#).

Auditors reviewed pertinent board policies to determine the district expectations for a written curriculum. Auditors reviewed curriculum documents provided by the district including course listings and curriculum maps located on the Gheens Academy Curriculum Maps website. Auditors were informed that due to the recent adoption of the Kentucky Core Academic Standards, district personnel were in the process of creating new curriculum maps for mathematics and literacy courses. Those maps were completed through week 12 of the school year; therefore, auditors counted them as curriculum present for the corresponding courses. Auditors were also informed that teachers of courses described as Honors or Advance in a content area were expected to use the same curriculum map provided for the on-level course, but to increase the pace. Because there were no pacing guides provided to direct teachers, these courses were considered to lack curriculum documents. Auditors conducted interviews in which questions about what the teachers use to guide their instruction were asked. Auditors found that the scope of the written curriculum is adequate to guide teaching and learning at the elementary level in the core content areas. The written curriculum is not adequate at the middle school and high school levels.

Auditors examined board policies to determine curriculum requirements in the Jefferson County Public Schools. The following board policies refer to the district's curriculum expectations:

- *Board Policy IF: Curriculum Adoption* directs that “The superintendent/designee shall develop a district program of studies that establishes course descriptions and requirements consistent with state regulations. This program of studies shall be the district curriculum and shall be submitted to the board of education for approval.”
- *Board Policy IFD: Curriculum Development and Implementation* requires, “The board of education shall have final authority to adopt or revise any component of the district curriculum. The superintendent shall develop curriculum frameworks and make them available to schools. The frameworks shall translate state learning goals and academic expectations into a curriculum useful to teachers and accessible to parents. The frameworks, program of studies, content guides, ancillary materials and textbooks shall support the curriculum to be used by schools as well as, school-based decision-making councils in the development of local school curriculum policy.”
- *Board Policy IG: Curriculum Design* directs that “Schools are responsible for local curriculum design.... The superintendent shall provide the schools with curriculum frameworks and model curriculum, and support through professional development, to ensure that all students receive a challenging curriculum in language arts, mathematics, science, social studies, arts and humanities, practical living and vocational studies.”

In order to be considered adequate, 100 percent of the core subjects (literacy, math, science, and social studies) for all grades and/or courses of must have a written curriculum. However, only 70 percent of the grades and/or courses of the non-core subjects need to have a written curriculum to be considered adequate. Exhibit 2.2.1 is a summary of the scope of written curriculum at the elementary level, including Early Childhood.

### Exhibit 2.2.1

#### Scope of Curriculum in Early Childhood–Grade 5 Jefferson County Public Schools October 2011

| Courses Offered   | Courses Offered by Grade Level |           |           |           |           |   |   | Grades/Courses<br>Requiring<br>Curriculum | Grades/<br>Courses with<br>Curriculum |
|---|--------------------------------|-----------|-----------|-----------|-----------|---|---|---|---------------------------------------|
|   | Early<br>Childhood             | K<br>(P1) | 1<br>(P2) | 2<br>(P3) | 3<br>(P4) | 4 | 5 |   |                                       |
| Core Courses  |                                |           |           |           |           |   |   |   |                                       |
| Literacy*   | S                              | X         | X         | X         | X         | X | X | 7   | 7                                     |
| Math*   | S                              | X         | X         | X         | X         | X | X | 7   | 7                                     |
| Math Advance  |                                |           |           |           |           | X | X | 2   | 2                                     |
| Science   |                                | X         | X         | X         | X         | X | X | 6   | 6                                     |
| Social Studies  |                                | X         | X         | X         | X         | X | X | 6   | 6                                     |
| Totals (Core Courses)   |                                |           |           |           |           |   |   | 28  | 28                                    |
| Total Scope of Core Curriculum  |                                |           |           |           |           |   |   |   | 100%                                  |
| Non-core Courses  |                                |           |           |           |           |   |   |   |                                       |
| Health  |                                | S         | S         | S         | S         | S | S | 6   | 0                                     |
| Physical Education  |                                | S         | S         | S         | S         | S | S | 6   | 6                                     |
| Consumerism and<br>Career Studies   |                                | S         | S         | S         | S         | S | S | 6   | 6                                     |
| Dance   |                                | S         | S         | S         | S         | S | S | 6   | 6                                     |
| Visual Arts   |                                | S         | S         | S         | S         | S | S | 6   | 6                                     |
| Music   |                                | S         | S         | S         | S         | S | S | 6   | 6                                     |
| Drama   |                                | S         | S         | S         | S         | S | S | 6   | 6                                     |
| Band  |                                |           |           |           |           |   | S | 1   | 1                                     |
| Orchestra   |                                |           |           |           |           |   | S | 1   | 1                                     |
| Chinese   |                                | S         | S         | S         | S         | S | S | 6   | 0                                     |
| French  |                                | S         | S         | S         | S         | S | S | 6   | 0                                     |
| Spanish   |                                | S         | S         | S         | S         | S | S | 6   | 0                                     |
| Library Media   |                                | X         | X         | X         | X         | X | X | 6   | 6                                     |
| Totals (Non-core Courses)   |                                |           |           |           |           |   |   | 68  | 44                                    |
| Percent of Non-core Curriculum  |                                |           |           |           |           |   |   |   | 65%                                   |
| Totals (All Elementary Courses)   |                                |           |           |           |           |   |   | 96  | 72                                    |
| Total Scope of Elementary Curriculum  |                                |           |           |           |           |   |   |   | 75%                                   |
| Data Sources: District Curriculum, Course listings  |                                |           |           |           |           |   |   |   |                                       |
| Notes: S = Course offered by choice of site; X = Course offered at most or all campuses, curriculum available;<br>O = Course offered at most or all campuses, no curriculum available; Blank = Course not offered at grade level<br>*Literacy and Math curriculum maps are currently under development. Auditors were presented with maps for weeks 1-12 and counted these as curriculum present. |                                |           |           |           |           |   |   |   |                                       |

As indicated in Exhibit 2.2.1:

- One hundred (100) percent of Early Childhood through grade 5 core curriculum areas have written curriculum. This meets the audit standard for adequacy.
- Sixty-five (65) percent of non-core courses have written curriculum.
- The total scope of the elementary curriculum is 75 percent.

The auditors determined that the scope for the core content curriculum areas is adequate while the scope for the non-core content areas is inadequate. Overall, the scope for all curriculum areas at the elementary level is considered adequate.



*St. Matthews Elementary teacher helps two students with a reading assignment.*

Exhibit 2.2.2 is a summary of the scope of written curriculum at the middle school level.

### **Exhibit 2.2.2**

#### **Scope of Curriculum in Grades 6-8 Jefferson County Public Schools October 2011**

| Course                         | Courses Offered by Grade Level |   |   | Grades/<br>Courses<br>Requiring<br>Curriculum | Grades/<br>Courses with<br>Curriculum |
|--------------------------------|--------------------------------|---|---|---|---------------------------------------|
|                                | 6                              | 7 | 8 |   |                                       |
| Core Content                   |                                |   |   |   |                                       |
| Algebra I                      |                                |   | S | 1   | 1                                     |
| Geometry                       |                                |   | S | 1   | 1                                     |
| Language Arts                  | X                              | X | X | 3   | 3                                     |
| Language Arts Advance*         | S                              | S | S | 3   | 0                                     |
| Mathematics                    | X                              | X | X | 3   | 3                                     |
| Mathematics Advance            | S                              | S |   | 2   | 2                                     |
| Reading                        | S                              | S | S | 3   | 0                                     |
| Science                        | X                              | X | X | 3   | 3                                     |
| Science Advance*               | S                              | S | S | 3   | 0                                     |
| Social Studies                 | X                              | X | X | 3   | 3                                     |
| Social Studies Advance*        | S                              | S | S | 3   | 0                                     |
| Totals (Core Courses)          |                                |   |   | 28  | 16                                    |
| Total Scope of Core Curriculum |                                |   |   |   | 57%                                   |
| Non-core Content Areas         |                                |   |   |   |                                       |
| Agriscience Exploration        | S                              | S | S | 3   | 0                                     |
| Arts & Humanities              | S                              | S | S | 3   | 3                                     |
| Band                           | S                              | S | S | 3   | 3                                     |
| Chorus                         | S                              | S | S | 3   | 3                                     |
| Computer Literacy              | S                              | S | S | 3   | 0                                     |
| Consumerism and Career Studies | S                              | S | S | 3   | 3                                     |
| Dance                          | S                              | S | S | 3   | 3                                     |



| Exhibit 2.2.2 (continued)   |                                |   |   |   |                                       |
|---|--------------------------------|---|---|---|---------------------------------------|
| Scope of Curriculum in Grades 6-8   |                                |   |   |   |                                       |
| Jefferson County Public Schools   |                                |   |   |   |                                       |
| October 2011  |                                |   |   |   |                                       |
| Course  | Courses Offered by Grade Level |   |   | Grades/<br>Courses<br>Requiring<br>Curriculum | Grades/<br>Courses with<br>Curriculum |
|   | 6                              | 7 | 8 |   |                                       |
| Non-core Content Areas (continued)  |                                |   |   |   |                                       |
| Drama   | S                              | S | S | 3   | 3                                     |
| ESL 6B  | S                              |   |   | 1   | 1                                     |
| ESL 6C  | S                              |   |   | 1   | 1                                     |
| ESL 6D  | S                              |   |   | 1   | 1                                     |
| ESL 8C  |                                |   | S | 1   | 1                                     |
| ESL 8D  |                                |   | S | 1   | 1                                     |
| ESL7C   |                                | S |   | 1   | 1                                     |
| ESL7D   |                                | S |   | 1   | 1                                     |
| French  | S                              | S | S | 3   | 0                                     |
| General Music   |                                | S | S | 2   | 0                                     |
| Guitar  | S                              | S | S | 3   | 3                                     |
| Health  | S                              | S | S | 3   | 0                                     |
| Japanese  | S                              | S | S | 3   | 0                                     |
| Keyboarding Apps  |                                | S | S | 2   | 0                                     |
| Latin   | S                              | S | S | 3   | 0                                     |
| Library Media   | X                              | X | X | 3   | 3                                     |
| Life Skills Introduction  | S                              | S | S | 3   | 0                                     |
| Orchestra   | S                              | S | S | 3   | 3                                     |
| Physical Education  | X                              | X | X | 3   | 3                                     |
| Piano   | S                              | S | S | 3   | 3                                     |
| Spanish   | S                              | S | S | 3   | 0                                     |
| Touch Keyboarding   | S                              |   |   | 1   | 0                                     |
| Visual Arts   | S                              | S | S | 3   | 3                                     |
| World Languages**   | S                              | S | S | 3   | 3                                     |
| Totals (Non-core Courses)   |                                |   |   | 75  | 46                                    |
| Total Scope of Non-core Curriculum  |                                |   |   |   | 61%                                   |
| Totals (all Middle School Courses)  |                                |   |   | 103   | 62                                    |
| Total Scope of Middle School Curriculum   |                                |   |   |   | 60%                                   |
| Sources: JCPS Curriculum maps, course lists, district administrator interviews  |                                |   |   |   |                                       |
| Notes:<br>S= Course offered by site choice<br>X = Course offered at most or all campuses, curriculum present<br>O = Course offered at most or all campuses, curriculum not present<br>Blank = Course not offered at grade level |                                |   |   |   |                                       |
| *Teachers use the same map for both Advance class and regular class, and are expected to accelerate the pace for Advance classes. There is no pacing guide provided at the district level except for math.                      |                                |   |   |   |                                       |
| **World Languages has one generic curriculum map for use in all languages; however, there are no curriculum documents specific to each language.  |                                |   |   |   |                                       |

As indicated in Exhibit 2.2.2:

- A total of 16 of the 28 core courses offered at middle school have written curriculum, for a total of 57 percent. This does not meet the audit standard of 100 percent for adequacy.

- A total of 46 of the 75 non-core courses offered at middle school have written curriculum, for a total of 61 percent. This does not meet the audit standard of 70 percent for adequacy.
- Teachers use the same map for advanced and regular classes and are expected to accelerate the pace for advanced classes. There is no pacing guide provided at the district level except for math. Auditors gave credit for curriculum for the content area, but not additional credit for the advanced classes in language arts, science, or social studies due to the lack of a pacing guide to direct teachers in the expected acceleration.
- World Languages has one generic curriculum for use in all languages; however, there are no curriculum documents specific to each language to direct instruction.

Exhibit 2.2.3 is a summary of the scope of written curriculum at the high school level. Appendix 13 contains the exact listings of all courses and written curriculum information.

### Exhibit 2.2.3

#### Summary of Scope of Curriculum in Grades 9-12 Jefferson County Public Schools October 2011

| Course                                      | Courses offered by Grade Level |    |    |    | Grades/Courses Requiring Curriculum | Grades/Courses with Curriculum |
|---|--------------------------------|----|----|----|-------------------------------------|--------------------------------|
|   | 9                              | 10 | 11 | 12 |                                     |                                |
| Core Content                                |                                |    |    |    |                                     |                                |
| Analytical and Applied Science              |                                |    |    |    |                                     |                                |
| Mathematics                                 |                                |    |    |    |                                     |                                |
| Totals Offered by Grade Level*              | 4                              | 8  | 11 | 15 |                                     |                                |
| Total Mathematics                           |                                |    |    |    | 31                                  | 3                              |
| Total Scope of Mathematics Curriculum       |                                |    |    |    |                                     | 10%                            |
| Science                                     |                                |    |    |    |                                     |                                |
| Totals Offered by Grade Level*              | 9                              | 15 | 14 | 12 |                                     |                                |
| Total Science                               |                                |    |    |    | 30                                  | 3                              |
| Total Scope of Science Curriculum           |                                |    |    |    |                                     | 10%                            |
| Literacy                                    |                                |    |    |    |                                     |                                |
| Totals Offered by Grade Level*              | 12                             | 12 | 16 | 17 |                                     |                                |
| Total Literacy                              |                                |    |    |    | 28                                  | 8                              |
| Total Scope of Literacy Curriculum          |                                |    |    |    |                                     | 29%                            |
| Social Studies                              |                                |    |    |    |                                     |                                |
| Totals offered by Grade Level*              | 7                              | 10 | 23 | 19 |                                     |                                |
| Total Social Studies                        |                                |    |    |    | 35                                  | 3                              |
| Total Scope of Social Studies Curriculum    |                                |    |    |    |                                     | 9%                             |
| Total Core Courses                          |                                |    |    |    | 124                                 | 17                             |
| Total Scope of Core Courses with Curriculum |                                |    |    |    |                                     | 14%                            |
| Non-Core Courses                            |                                |    |    |    |                                     |                                |
| Arts & Humanities                           |                                |    |    |    |                                     |                                |
| Total Offered by Grade Level*               | 3                              | 5  | 5  | 5  |                                     |                                |
| Total Arts & Humanities                     |                                |    |    |    | 5                                   | 0                              |
| Total Scope A & H                           |                                |    |    |    |                                     | 0%                             |
| Visual Arts                                 |                                |    |    |    |                                     |                                |
| Total Offered by Grade Level*               | 9                              | 13 | 21 | 21 |                                     |                                |
| Total Visual Arts                           |                                |    |    |    | 27                                  | 0                              |
| Total Scope Visual Arts                     |                                |    |    |    |                                     | 0%                             |

| <b>Exhibit 2.2.3 (continued)</b><br><b>Summary of Scope of Curriculum in Grades 9-12</b><br><b>Jefferson County Public Schools</b><br><b>October 2011</b> |                                |     |     |     |                                     |                                |
|---|--------------------------------|-----|-----|-----|-------------------------------------|--------------------------------|
| Course  | Courses offered by Grade Level |     |     |     | Grades/Courses Requiring Curriculum | Grades/Courses with Curriculum |
|   | 9                              | 10  | 11  | 12  |                                     |                                |
| <b>Dance</b>  |                                |     |     |     |                                     |                                |
| Total Offered by Grade Level*   | 4                              | 9   | 14  | 16  |                                     |                                |
| <b>Total Dance</b>  |                                |     |     |     | <b>22</b>                           | <b>0</b>                       |
| <b>Total Scope Dance</b>  |                                |     |     |     |                                     | <b>0%</b>                      |
| <b>Drama</b>  |                                |     |     |     |                                     |                                |
| Total Offered by Grade Level*   | 3                              | 6   | 11  | 15  |                                     |                                |
| <b>Total Drama</b>  |                                |     |     |     | <b>16</b>                           | <b>0</b>                       |
| <b>Total Scope Drama</b>  |                                |     |     |     |                                     | <b>0%</b>                      |
| <b>Music</b>  |                                |     |     |     |                                     |                                |
| Total Offered by Grade Level*   | 9                              | 9   | 9   | 10  |                                     |                                |
| <b>Total Music</b>  |                                |     |     |     | <b>25</b>                           | <b>0</b>                       |
| <b>Total Scope Music</b>  |                                |     |     |     |                                     | <b>0%</b>                      |
| <b>Total Arts and Humanities</b>  |                                |     |     |     | <b>95</b>                           | <b>0</b>                       |
| <b>Total Scope of Arts and Humanities</b>   |                                |     |     |     |                                     | <b>0%</b>                      |
| <b>Practical Living</b>   |                                |     |     |     |                                     |                                |
| Total Offered by Grade Level*   | 3                              | 4   | 4   | 4   |                                     |                                |
| <b>Total Practical Living</b>   |                                |     |     |     | <b>11</b>                           | <b>0</b>                       |
| <b>Total Scope Practical Living</b>   |                                |     |     |     |                                     | <b>0%</b>                      |
| <b>ROTC</b>   |                                |     |     |     |                                     |                                |
| Total Offered by Grade Level*   | 4                              | 4   | 4   | 4   |                                     |                                |
| <b>Total ROTC</b>   |                                |     |     |     | <b>4</b>                            | <b>0</b>                       |
| <b>Total Scope ROTC</b>   |                                |     |     |     |                                     | <b>0%</b>                      |
| <b>Career and Technology</b>  |                                |     |     |     |                                     |                                |
| Total Offered by Grade Level*   | 154                            | 154 | 154 | 154 |                                     |                                |
| <b>Total Career and Technology</b>  |                                |     |     |     | <b>154</b>                          | <b>0</b>                       |
| <b>Total Scope Career and Technology</b>  |                                |     |     |     |                                     | <b>0%</b>                      |
| <b>World Languages</b>  |                                |     |     |     |                                     |                                |
| Total Offered by Grade Level*   | 28                             | 38  | 45  | 45  |                                     |                                |
| <b>Total World Languages</b>  |                                |     |     |     | <b>34</b>                           | <b>1</b>                       |
| <b>Total Scope World Languages</b>  |                                |     |     |     |                                     | <b>3%</b>                      |
| <b>Total Non-Core Courses</b>   |                                |     |     |     | <b>298</b>                          | <b>1</b>                       |
| <b>Total Scope of Non-Core Courses with Curriculum</b>  |                                |     |     |     |                                     | <b>0%</b>                      |
| <b>TOTAL Scope of High School Curriculum</b>  |                                |     |     |     | <b>322</b>                          | <b>18</b>                      |
|   |                                |     |     |     |                                     | <b>6%</b>                      |
| *Indicates course may be offered at different levels for duplicative count  |                                |     |     |     |                                     |                                |
| Data Sources: District Curriculum, Course Listings  |                                |     |     |     |                                     |                                |

As noted in Exhibit 2.2.3:

- A total of 17 of the 124 courses in the four core content areas had written curriculum documents available, for a total of 14 percent. This does not meet the audit standard of 100 percent required for adequacy.

- There was only one curriculum document presented to auditors for the non-core areas, which was a generic World Languages curriculum document. This document somewhat guides instruction for World Languages, but is not specific enough to address instruction for each of the individual languages offered.
- A total of 1 of the 298 non-core courses had written curriculum available for a total of zero percent, which does not meet the audit standard of 70 percent.
- Overall scope for high school curriculum was six percent (18 of 322 courses).

Teachers use the same map for Honors, Advance, and regular classes and are expected to accelerate the pace for Honors and Advance classes. There is no pacing guide provided at the district level. Auditors gave credit for curriculum for the content area, but did not give credit for the Honors or Advance classes in the core areas due to the lack of a pacing guide to direct teachers in the expected acceleration.

Overall, the auditors determined the scope of the high school courses to be inadequate.

Exhibit 2.2.4 displays a summary of the scope of all curricula in Jefferson County Public Schools.

#### **Exhibit 2.2.4**

#### **Summary of Scope of the Curriculum in Early Childhood–Grade 12 Jefferson County Public Schools October 2011**

|  | <b>Grades/Courses<br/>Requiring<br/>Curriculum</b> | <b>Grades/<br/>Courses with<br/>Curriculum</b> |
|--|--|--|
| <b>Core Courses</b>                                    |  |  |
| Elementary (Early Childhood-grade 5)                   | 28   | 28   |
| Middle School (grades 6-8)                             | 28   | 16   |
| High School (grades 9-12)                              | 124  | 17   |
| <b>Totals (Core Courses)</b>                           | <b>180</b>   | <b>61</b>                                      |
| <b>Total Scope of Core Courses with Curriculum</b>     |  | <b>34%</b>                                     |
| <b>Non-core Courses</b>                                |  |  |
| Elementary (K-grade 5)                                 | 68   | 44   |
| Middle School (grades 6-8)                             | 73   | 46   |
| High School (grades 9-12)                              | 298  | 1  |
| <b>Totals (Non-core Courses)</b>                       | <b>439</b>   | <b>91</b>                                      |
| <b>Total Scope of Non-core Courses with Curriculum</b> |  | <b>21%</b>                                     |
| <b>Totals (All Courses)</b>                            | <b>619</b>   | <b>152</b>                                     |
| <b>Total Scope of All Curriculum</b>                   |  | <b>25%</b>                                     |

Exhibit 2.2.4 shows:

- Sixty-one (61) of 180 total core courses in Jefferson County Public Schools have written curriculum, for a total of 34 percent coverage, which does not meet the audit standard of 100 percent.
- Ninety-one (91) of 439 total non-core courses have written curriculum, for a total of 21 percent coverage, which does not meet the audit standard of 70 percent.
- Overall, the scope of the written curriculum in the Jefferson County Public Schools is 25 percent, which is inadequate to guide instruction effectively.



*Masks created by students as part of the Artists in Residence Program funded by the PTA at Bloom Elementary.*

Interviews with board members and district personnel revealed the lack of a district curriculum management plan failed to provide direction and focus for the district with school sites struggling to develop and implement curriculum. The following are sample comments:

- “Too often we don’t have the tools or the materials we need to do the job.” (Teacher)
- “We do a couple of years of a program and then we switch. An example is math when we switched from Everyday Math to Investigations.” (Teacher)
- “The new curriculum hasn’t changed what we will teach. We take the state’s lead of what to teach.” (School Administrator)
- “To meet the new standards I teach everything.” (Teacher)
- What do teachers use to plan their lessons? “Kentucky standards and the curriculum maps...the staff swap ideas at grade-level planning meetings.” (School Administrator)
- “Teachers need more time for instruction as the curriculum is very wide instead of being deep. We are teaching a huge number of standards in a short amount of time.” (Teacher)
- “Up until this year we were teaching programs, not standards.” (School Administrator)
- “Curriculum maps are frustrating because of the time it was rolled out to teachers. We’re getting them unit by unit or grading period by grading period and the district won’t share drafts.” (School Administrator)
- “We do not have a common definition of curriculum in this district. We could be referring to curriculum maps, materials, programs, or content areas.” (District Administrator)
- “Curriculum is anybody’s game here. It is all over the place.” (District Administrator)
- “It is great the way the district is developing curriculum maps.” (Teacher)
- “We have a start in building curriculum maps as a central place for people to go.” (District Administrator)
- “With the new standards there is an enormous focus on curriculum development. The resource teachers and specialists work with some teachers to create documents.” (District Resource Teacher)
- “Honors course is different as it is more comprehensive. It is more advanced. We do not do a separate curriculum map for them, however.” (District Administrator)
- “Following a program is often seen as equal to the curriculum.” (District Administrator)
- “Up to this year we were teaching programs not standards.” (School Administrator)

## Summary

In summary, the scope of the written curriculum is adequate to direct instruction in the core areas at the elementary level but is inadequate for the non-core areas. The scope is inadequate in both the core courses and non-core courses at the middle and high school levels. Overall, auditors found the scope of the written curriculum in Jefferson County Public Schools inadequate to guide classroom instruction.

### **Finding 2.3: The quality of curriculum guides is inadequate to direct delivery of the written, taught, and tested curriculum in the district.**

Effective instruction in a district is directed by well-designed curriculum guides or courses of study that align the written, taught, and tested curriculum. Quality guides identify the objectives to be taught, align the objectives with the tested curriculum, identify the means for evaluation of achievement, specify necessary prerequisite skills, list instructional resources, and suggest instructional strategies for teaching. They serve as a district's blueprint for instruction, establishing priorities, purpose, and direction in teaching and learning. When guides are incomplete or nonexistent, instruction is likely to be inconsistent and fragmented across grades, courses, classrooms, and schools as teachers make individual decisions about what to teach without guidance or consensus on priorities, strategies, materials, or evaluation. In such instances, students do not have equal access to a common curriculum.

To determine the quality of the written curriculum, the audit team reviewed curriculum documents presented online through the Gheens Academy for Curricular Excellence and Instructional Leadership portal of the Jefferson County Public School District (JCPS) website. The audit team visited all JCPS schools and most classrooms and interviewed district administrators, building level supervisors, curriculum personnel, several teachers, students, and parents about curriculum use and adequacy. Board policies and administrative regulations were reviewed to determine the direction provided for the content of curriculum guides. The audit team found that the current written curriculum documents in use in the Jefferson County Public School District (JCPS) were inadequate to guide instruction.

Several board policies refer to expectations for curriculum development, but a single policy specifying the format and components of curriculum documents is not yet available. Several board policies reference expectations of curriculum quality:

- *Board Policy IFD: Curriculum Development and Implementation* directs the superintendent to “develop curriculum frameworks and make them available to schools. The frameworks shall translate state learning goals and academic expectations into a curriculum useful to teachers and accessible to parents.”
- *Board Policy IG: Curriculum Design* establishes that “Schools are responsible for local curriculum design” and also directs the superintendent to “provide the schools with curriculum frameworks and model curriculum...to ensure that all students receive a challenging curriculum in language arts, mathematics, science, social studies, arts and humanities, practical living and vocational studies.”
- *Board Policy IF: Curriculum Adoption* states that “The superintendent/designee shall develop a district program of studies that establishes course descriptions and requirements consistent with state regulations. This program of studies shall be the district curriculum and shall be submitted to the board of education for approval.”

The Jefferson County Public School district is currently in the process of revising its curriculum guides to align with the newly-adopted Kentucky Core Academic Standards (KCAS) in the areas of literacy and mathematics. In science and social studies the curriculum documents are aligned with and often cite Kentucky State Education standards in Core Content 4.1. District curriculum varies in format and names within content areas and between subjects. The curriculum is hosted on the JCPS website, and most documents are accessed through The Gheens Academy for Curricular Excellence and Instructional Leadership portal.

To determine the quality of curriculum documents, the auditors reviewed all curriculum maps, curriculum unit maps, pacing guides, assessment maps, programs of studies, and core content 4.1 available online through the Gheens Academy portal.



Overall, the audit team found the quality of the written curriculum to be inadequate to provide teachers with sufficient information to direct and plan their instruction. Most of the guides did not specify prerequisite skills or a scope and sequence chart to indicate topics or learning students would need to have previously mastered to be successful in the course. While several guides made mention of some approach to assessment or included a link for a diagnostic or proficiency assessment map, none keyed each objective to a district or state assessment.

Exhibit 2.3.1 presents the criteria and rubric used to evaluate each curriculum document. The audit team used the four-point rubric to rate each guide on a scale of 0 to 3 on each criterion, with a score of 3 representing the highest rating. A total score was determined for each guide by adding the ratings for each criterion.

### **Exhibit 2.3.1**

#### **Curriculum Management Improvement Model Frame One Analysis: Minimal Basic Components for Curriculum Document Quality and Specificity**

| <b>Point Value</b>   | <b>Criteria</b>   |
|--|---|
| <b>Criterion One: Clarity and Specificity of Objectives</b>  |   |
| 0  | No goals/objectives present   |
| 1  | Vague delineation of goals/learner outcomes   |
| 2  | States tasks to be performed or skills to be learned  |
| 3  | States for each objective the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning                                |
| <b>Criterion Two: Congruity of the Curriculum to the Assessment Process</b>                        |   |
| 0  | No assessment approach  |
| 1  | Some approach of assessment stated  |
| 2  | States skills, knowledge, and concepts that will be assessed  |
| 3  | Keys each objective to district and/or state performance assessments  |
| <b>Criterion Three: Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes</b> |   |
| 0  | No mention of required skill  |
| 1  | States prior general experience needed  |
| 2  | States prior general experience needed in specified grade level   |
| 3  | States specific documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across grades/courses if PreK-12) |
| <b>Criterion Four: Delineation of the Major Instructional Tools</b>                                |   |
| 0  | No mention of textbook or instructional tools/resources   |
| 1  | Names the basic text/instructional resource(s)  |
| 2  | Names the basic text/instructional resource(s) and supplementary materials to be used   |
| 3  | States for each objective the “match” between the basic text/instructional resource(s) and the curriculum objective   |
| <b>Criterion Five: Clear Approaches for Classroom Use</b>  |   |
| 0  | No approaches cited for classroom use   |
| 1  | Overall, vague statement on approaching the subject   |
| 2  | Provides general suggestions on approaches  |
| 3  | Provides specific examples of how to approach key concepts/skills in the classroom  |

A maximum rating of 15 points is possible for a curriculum guide. A guide rated 12 or more points is considered adequate to direct instruction and strong in terms of basic components and specificity. The mean ratings for each criterion and the mean for the total guide ratings were then calculated.

The ratings represent composite reviews of the curriculum available online. Curriculum guides consist of multiple documents, the Kentucky Core Academic Standards (KCAS) for English Language Arts and Math, Core Content 4.1 Science and Math, and various diagnostic and proficiency assessment maps that were linked and made available by subject area to curriculum maps and curriculum unit maps.

Exhibit 2.3.2 shows the auditors' ratings of core curriculum documents for grades K-5.

### Exhibit 2.3.2

#### Auditors' Rating of Elementary Curriculum Guides on the Basic Minimum Guide Components and Specificity Criteria Jefferson County Public Schools October 2011

| Curriculum Guide  | Grade Level | Date Written | 1        | 2          | 3          | 4        | 5          | Total Rating |
|---|-------------|--------------|----------|------------|------------|----------|------------|--------------|
|   |             |              | Obj      | Asmt.      | Prereq.    | Res.     | Strat.     |              |
| Literacy/ELA Weeks 1-12   | K           | 6/2011       | 2        | 2          | 2          | 2        | 2          | 10           |
| Literacy/ELA Weeks 1-12   | 1           | 6/2011       | 2        | 2          | 2          | 2        | 2          | 10           |
| Literacy/ELA Weeks 1-12   | 2           | 6/2011       | 2        | 2          | 2          | 2        | 2          | 10           |
| Literacy/ELA Weeks 1-12   | 3           | 6/2011       | 2        | 2          | 2          | 2        | 2          | 10           |
| Literacy/ELA  | 4           | 6/2011       | 2        | 2          | 2          | 2        | 2          | 10           |
| Literacy/ELA  | 5           | 6/2011       | 2        | 2          | 2          | 2        | 2          | 10           |
| <b>Mean Rating for K-5 Language Arts</b>  |             |              | <b>2</b> | <b>2</b>   | <b>2</b>   | <b>2</b> | <b>2</b>   | <b>10</b>    |
| Mathematics Weeks 1-12  | K           | 6/2011       | 2        | 2          | 0          | 2        | 2          | 8            |
| Mathematics Weeks 1-12  | 1           | 6/2011       | 2        | 2          | 2          | 2        | 2          | 10           |
| Mathematics Weeks 1-12  | 2           | 6/2011       | 2        | 2          | 2          | 2        | 2          | 10           |
| Mathematics Weeks 1-12  | 3           | 6/2011       | 2        | 2          | 2          | 2        | 2          | 10           |
| Mathematics Weeks 1-12  | 4           | 6/2011       | 2        | 2          | 2          | 2        | 2          | 10           |
| Mathematics Weeks 1-6 Advance Prog.   | 4Adv        | Not dated    | 2        | 2          | 2          | 2        | 2          | 10           |
| Mathematics Weeks 1-12  | 5           | Not dated    | 2        | 2          | 2          | 2        | 2          | 10           |
| Mathematics Weeks 1-6 Advance Prog.   | 5Adv        | Not dated    | 2        | 0          | 2          | 2        | 2          | 8            |
| <b>Mean Rating for Each Criterion in K-5 Mathematics</b>  |             |              | <b>2</b> | <b>1.8</b> | <b>1.8</b> | <b>2</b> | <b>2</b>   | <b>9.5</b>   |
| Science   | K           | 8/2011       | 2        | 1          | 0          | 2        | 1          | 6            |
| Science   | 1           | 8/2011       | 2        | 2          | 0          | 2        | 1          | 7            |
| Science   | 2           | 8/2011       | 2        | 2          | 0          | 2        | 1          | 7            |
| Science   | 3           | 8/2011       | 2        | 2          | 0          | 2        | 1          | 7            |
| Science   | 4           | 10/2011      | 2        | 2          | 0*         | 2        | 2          | 8            |
| Science   | 5           | 7/2011       | 2        | 2          | 0          | 2        | 1          | 7            |
| <b>Mean Rating for Each Criterion in K-5 Science</b>  |             |              | <b>2</b> | <b>1.8</b> | <b>0</b>   | <b>2</b> | <b>1.2</b> | <b>7.0</b>   |
| Social Studies  | K           | 2011-12      | 2        | 1          | 0          | 2        | 2          | 7            |
| Social Studies  | 1           | 2011-12      | 2        | 1          | 1          | 2        | 2          | 8            |
| Social Studies  | 2           | 2011-12      | 2        | 1          | 1          | 2        | 2          | 8            |
| Social Studies  | 3           | 2011-12      | 2        | 2          | 1          | 2        | 2          | 9            |
| Social Studies  | 4           | 2011-12      | 2        | 1          | 1          | 2        | 2          | 8            |
| Social Studies  | 5           | 2011-12      | 2        | 1          | 1          | 2        | 2          | 8            |
| <b>Mean Rating for Each Criterion in K-5 Social Studies</b>   |             |              | <b>2</b> | <b>1.2</b> | <b>0.8</b> | <b>2</b> | <b>2</b>   | <b>8</b>     |
| <b>Mean Rating for Each Criterion for all K-5 Core Courses</b>  |             |              | <b>2</b> | <b>1.6</b> | <b>1.2</b> | <b>2</b> | <b>1.8</b> | <b>8.6</b>   |
| *Note that this curriculum document departs from the format of the other science guides. In the Teacher Notes prior knowledge is mentioned by topic, although the topics are too general to receive a rating. |             |              |          |            |            |          |            |              |

Exhibit 2.3.2 indicates the following:

- Twenty-six (26) K-5 level guides were examined.
- The dated guides are newly created. None are dated earlier than June 2011.
- The K-5 documents vary in completion; Literacy/ELA and mathematics guides contain curriculum for 12 weeks while science and social studies, which link to the core content 4.1 standards, provide a timeline for a full school year.
- The guides range in quality from 6 to 10 points.

- The average rating for the K-5 core curriculum guides was 8.6.
- No content area received the minimum adequacy score of 12 in all grade levels.
- The K-5 mathematics and literacy documents received the highest ratings. The average rating for these documents was 10 out of a possible 15 points.
- The K-5 science curriculum guides received the lowest rating of the core content areas. The average rating for these documents was 7.
- The fourth grade science curriculum map departs in structure from the other grades. In a Teacher Notes section topics are listed as prior knowledge. The topics are too general to receive a rating as prerequisites, although including this feature indicates an awareness of the need for this information in the curriculum guide.
- Objectives and resources received the strongest ratings across the K-5 documents.
- Prerequisite skills received the lowest rating at 1.2 points.

Overall, the K-5 curriculum guides do not contain enough information to provide teachers with comprehensive work plans to guide their teaching.

The auditors' ratings of middle school core curriculum documents are presented in [Exhibit 2.3.3](#).

### Exhibit 2.3.3

#### Auditors' Rating of Core Curriculum Guides Grades 6-8 On the Basic Minimum Guide Components and Specificity Criteria Jefferson County Public School District October 2011

| Curriculum Guide   | Grade Level | Date Written | 1<br>Obj | 2<br>Asmt. | 3<br>Prereq. | 4<br>Res. | 5<br>Strat. | Total Rating |
|--|-------------|--------------|----------|------------|--------------|-----------|-------------|--------------|
| Literacy/ELA Weeks 1-12  | 6           | 6/26/11      | 2        | 2          | 2            | 2         | 2           | 10           |
| Literacy/ELA Weeks 1-12  | 7           | 6/26/11      | 2        | 2          | 2            | 2         | 2           | 10           |
| Literacy/ELA Weeks 1-12  | 8           | 6/26/11      | 2        | 2          | 2            | 2         | 2           | 10           |
| <b>Mean Rating for Each Criterion in Secondary Language Arts</b>     |             |              | <b>2</b> | <b>2</b>   | <b>2</b>     | <b>2</b>  | <b>2</b>    | <b>10</b>    |
| Mathematics Weeks 1-20   | 6           | 8/27/11      | 2        | 2          | 2            | 2         | 2           | 10           |
| Mathematics Weeks 1-12 Advance Program                               | 6 AP        | 8/31/11      | 2        | 1          | 2            | 2         | 2           | 9            |
| Mathematics Weeks 1-14   | 7           | 6/2011       | 2        | 1          | 2            | 2         | 2           | 9            |
| Mathematics Weeks 1-10 Advance Program                               | 7AP         | 8/31/11      | 2        | 1          | 2            | 2         | 2           | 9            |
| Mathematics Weeks 1-19   | 8           | 8/31/11      | 2        | 1          | 2            | 2         | 2           | 9            |
| Mathematics Weeks 1-8 Advance Program                                | 8AP         | 8/31/11      | 2        | 0          | 2            | 2         | 2           | 8            |
| <b>Mean Rating for Each Criterion in Secondary Mathematics</b>       |             |              | <b>2</b> | <b>1</b>   | <b>2</b>     | <b>2</b>  | <b>2</b>    | <b>9</b>     |
| Science  | 6           | 8/2011       | 2        | 1          | 0            | 2         | 1           | 6            |
| Science  | 7           | 8/2011       | 2        | 1          | 0            | 2         | 1           | 6            |
| Science  | 8           | 8/2011       | 2        | 1          | 0            | 2         | 1           | 6            |
| <b>Mean Rating for Each Criterion in Secondary Science</b>           |             |              | <b>2</b> | <b>1</b>   | <b>0</b>     | <b>2</b>  | <b>1</b>    | <b>6</b>     |
| Social Studies   | 6           | 2011-12      | 2        | 1          | 1            | 2         | 1           | 7            |
| Social Studies   | 7           | 2011-12      | 2        | 1          | 1            | 2         | 1           | 7            |
| Social Studies   | 8           | 2011-12      | 2        | 1          | 1            | 2         | 1           | 7            |
| <b>Mean Rating for Each Criterion in Secondary Social Studies</b>    |             |              | <b>2</b> | <b>1</b>   | <b>1</b>     | <b>2</b>  | <b>1</b>    | <b>7</b>     |
| <b>Total Mean Rating for Each Criterion in all Core Subjects 6-8</b> |             |              | <b>2</b> | <b>1.2</b> | <b>1.2</b>   | <b>2</b>  | <b>1.5</b>  | <b>8</b>     |

From Exhibit 2.3.3 the following can be noted:

- Fifteen (15) grade 6-8 level documents were examined.
- As with the elementary curriculum guides, many are incomplete and are under development. Current documents vary in coverage and range from three units of study to between 12-36 weeks.
- The guides range in quality from 6 to 10 points.
- The average rating for the core middle school curriculum guides was 8 out of a possible 15 points.
- Literacy documents received the highest total ratings (10 points).
- The highest rated criteria were objectives, resources, and strategies.
- The lowest rated criteria were assessment and prerequisites..

None of the grade 6-8 curriculum documents received a rating of 12 points or higher; thus, the auditors concluded that the curriculum guides for middle schools do not contain enough information to provide teachers with comprehensive work plans to effectively guide teaching and learning.

The auditors' ratings for the core curriculum guides for grades 9-12 are presented in Exhibit 2.3.4.

#### **Exhibit 2.3.4**

#### **Auditors' Rating of Core Curriculum Guides Grades 9-12 On the Basic Minimum Guide Components and Specificity Criteria Jefferson County Public Schools October 2011**

| Curriculum Guide  | Grade Level | Date Written | 1        | 2          | 3          | 4          | 5          | Total Rating |
|---|-------------|--------------|----------|------------|------------|------------|------------|--------------|
|   |             |              | Obj      | Asmt.      | Prereq.    | Res.       | Strat.     |              |
| Literacy/ELA Units 1-3  | 9           | 10/13/11     | 2        | 2          | 2          | 2          | 2          | 10           |
| Literacy/ELA Units 1-3  | 10          | 10/18/11     | 2        | 2          | 2          | 2          | 2          | 10           |
| Literacy/ELA Units 1-3  | 11          | 10/8/11      | 2        | 1          | 2          | 2          | 2          | 9            |
| Literacy/ELA Units 1-3  | 12          | 9/7/2011     | 2        | 1          | 2          | 2          | 2          | 9            |
| <b>Mean Rating for Each Criterion in Secondary Language Arts</b>  |             |              | <b>2</b> | <b>1.5</b> | <b>2</b>   | <b>2</b>   | <b>2</b>   | <b>9.5</b>   |
| Algebra I Weeks 1-36*   | HS          | 8/16/11      | 2        | 2          | 2          | 2          | 2          | 10           |
| Geometry I Weeks 1-36   | HS          | 8/16/11      | 2        | 2          | 2          | 2          | 2          | 10           |
| <b>Mean Rating for Each Criterion in Secondary Mathematics</b>  |             |              | <b>2</b> | <b>2</b>   | <b>2</b>   | <b>2</b>   | <b>2</b>   | <b>10</b>    |
| Biology   | HS          | 8/2011       | 2        | 2          | 0          | 2          | 2          | 8            |
| Integrated Science 1A**   | HS          | 8/2011       | 2        | 2          | 0          | 2          | 2          | 8            |
| Integrated Science 1B***  | HS          | 8/2011       | 2        | 2          | 0          | 2          | 2          | 8            |
| <b>Mean Rating for Each Criterion in Secondary Science</b>  |             |              | <b>2</b> | <b>2</b>   | <b>0</b>   | <b>2</b>   | <b>2</b>   | <b>8</b>     |
| Exploring Civics  | 9           | 2011-12      | 2        | 2          | 1          | 1          | 1          | 7            |
| World Civilizations   | 10          | 2011-12      | 2        | 2          | 1          | 1          | 1          | 7            |
| U.S. History  | 11          | Not dated    | 2        | 2          | 0          | 2          | 2          | 8            |
| <b>Mean Rating for Each Criterion in Secondary Social Studies</b>   |             |              | <b>2</b> | <b>2</b>   | <b>0.7</b> | <b>1.3</b> | <b>1.3</b> | <b>7.3</b>   |
| <b>Total Mean Rating for Each Criterion in all Core Subjects 9-12</b>   |             |              | <b>2</b> | <b>1.8</b> | <b>1.2</b> | <b>1.8</b> | <b>1.8</b> | <b>8.7</b>   |
| *The Algebra I curriculum is used for Algebra I Honors and Weeks 1-12 of this curriculum is the content of the Algebra LAB course referenced in <u>Finding 2.1</u> .<br>** Science 1A is the curriculum used in the course Conceptual Physics.<br>*** Science 1B is the curriculum used for Chemistry Integrated. |             |              |          |            |            |            |            |              |

From Exhibit 2.3.4, the following can be noted:

- Twelve (12) grade 9-12 documents were examined.
- The guides range in quality from 7 to 10 points.
- Many of the guides are incomplete and under development. Current documents vary in coverage and range from three units of study to a full year's course.
- The average rating for the core secondary curriculum guides was 8.7 out of a possible 15 points.
- Mathematics documents received the highest total rating. The average rating for these documents was 10 out of a possible 15 points.
- Social Studies received the lowest rating of 7.3.
- The criterion rated the strongest in the 9-12 documents was objectives, which were listed in the form of KCAS standards or Learning Targets.
- The lowest rated criterion was prerequisites. Most of the 9-12 curriculum guides did not specify the skills, knowledge, or attitudes necessary for student success in the course of study.

Overall, none of the guides for core curriculum documents in grades 9-12 received a rating of 12 points or higher; thus, the curriculum guides for high schools fail to provide teachers with sufficiently comprehensive work plans to guide teaching and learning.

Exhibit 2.3.5 provides the audit team ratings of elementary and secondary non-core curriculum documents by grade level and criterion.

**Exhibit 2.3.5**  
**Auditors' Rating of K-12 Non-core Curriculum Guides**  
**On the Basic Minimum Guide Components and Specificity Criteria**  
**Jefferson County Public School District**  
**October 2011**

| Curriculum Guide | Grade Level | Date Written | 1   | 2     | 3       | 4    | 5      | Total Rating |
|------------------|-------------|--------------|-----|-------|---------|------|--------|--------------|
|                  |             |              | Obj | Asmt. | Prereq. | Res. | Strat. |              |
| Visual Art rev.2 | K           | 2011-12      | 2   | 1     | 0       | 2    | 1      | 6            |
| Visual Art rev.2 | 1           | 2011-12      | 2   | 1     | 0       | 2    | 1      | 6            |
| Visual Art rev.2 | 2           | 2011-12      | 2   | 1     | 0       | 2    | 1      | 6            |
| Visual Art rev.2 | 3           | 2011-12      | 2   | 1     | 0       | 2    | 1      | 6            |
| Visual Art rev.2 | 4           | 2011-12      | 2   | 1     | 0       | 2    | 1      | 6            |
| Visual Art rev.2 | 5           | 2011-12      | 2   | 1     | 0       | 2    | 1      | 6            |
| Dance ver.2      | K           | 2011-12      | 2   | 1     | 0       | 2    | 1      | 6            |
| Dance ver.2      | 1           | 2011-12      | 2   | 1     | 0       | 2    | 1      | 6            |
| Dance ver.2      | 2           | 2011-12      | 2   | 1     | 0       | 2    | 1      | 6            |
| Dance ver.1      | 3           | 2011-12      | 2   | 1     | 0       | 2    | 1      | 6            |
| Dance rev.2      | 4           | 2011-12      | 2   | 1     | 0       | 2    | 1      | 6            |
| Dance rev.2      | 5           | 2011-12      | 2   | 1     | 0       | 2    | 1      | 6            |
| Drama ver. 1     | K           | 2011-12      | 2   | 1     | 0       | 2    | 1      | 6            |
| Drama ver. 1     | 1           | 2011-12      | 2   | 1     | 0       | 2    | 1      | 6            |
| Drama ver. 1     | 2           | 2011-12      | 2   | 1     | 0       | 2    | 1      | 6            |
| Drama ver. 1     | 3           | 2011-12      | 2   | 1     | 0       | 2    | 1      | 6            |
| Drama ver. 1     | 4           | 2011-12      | 2   | 1     | 0       | 2    | 1      | 6            |
| Drama ver. 1     | 5           | 2011-12      | 2   | 1     | 0       | 2    | 1      | 6            |
| Music            | 1-5         | 2011-12      | 2   | 0     | 3       | 0    | 0      | 5            |
| Band             | 5           | 7/2011       | 2   | 0     | 0       | 0    | 1      | 3            |

**Exhibit 2.3.5 (continued)**  
**Auditors' Rating of K-12 Non-core Curriculum Guides**  
**On the Basic Minimum Guide Components and Specificity Criteria**  
**Jefferson County Public School District**  
**October 2011**

| Curriculum Guide                                      | Grade Level | Date Written | 1        | 2          | 3          | 4          | 5          | Total Rating |
|---|-------------|--------------|----------|------------|------------|------------|------------|--------------|
|   |             |              | Obj      | Asmt.      | Prereq.    | Res.       | Strat.     |              |
| Orchestra   | 5           | 7/2011       | 2        | 0          | 0          | 1          | 0          | 3            |
| Physical Education                                    | K           | Not dated    | 2        | 1          | 0          | 1          | 2          | 6            |
| Physical Education                                    | 1           | Not dated    | 2        | 1          | 0          | 1          | 2          | 6            |
| Physical Education                                    | 2           | Not dated    | 2        | 1          | 0          | 1          | 2          | 6            |
| Physical Education                                    | 3           | Not dated    | 2        | 1          | 0          | 1          | 2          | 6            |
| Physical Education                                    | 4           | Not dated    | 2        | 1          | 0          | 1          | 2          | 6            |
| Physical Education                                    | 5           | Not dated    | 2        | 1          | 0          | 1          | 2          | 6            |
| Consumerism and Career Studies                        | K           | 2011-12      | 2        | 0          | 0          | 2          | 2          | 6            |
| Consumerism and Career Studies                        | 1           | 2011-12      | 2        | 0          | 0          | 2          | 2          | 6            |
| Consumerism and Career Studies                        | 2           | 2011-12      | 2        | 0          | 0          | 2          | 2          | 6            |
| Consumerism and Career Studies                        | 3           | 2011-12      | 2        | 0          | 0          | 2          | 2          | 6            |
| Consumerism and Career Studies                        | 4           | 2011-12      | 2        | 0          | 0          | 2          | 2          | 6            |
| Consumerism and Career Studies                        | 5           | 2011-12      | 2        | 0          | 0          | 2          | 2          | 6            |
| Early Childhood                                       | PK          | 10/11/2011   | 2        | 1          | 0          | 2          | 2          | 7            |
| <b>Mean Rating for Elementary Non-core Curriculum</b> |             |              | <b>2</b> | <b>0.7</b> | <b>0.1</b> | <b>1.7</b> | <b>1.0</b> | <b>5.8</b>   |
| Arts & Humanities Pacing Guide Draft                  | 6           | 2011-12      | 2        | 0          | 0          | 1          | 1          | 4            |
| Arts & Humanities Pacing Guide Draft                  | 7           | 2011-12      | 2        | 0          | 2          | 1          | 1          | 6            |
| Arts & Humanities Pacing Guide Draft                  | 8           | 2011-12      | 2        | 0          | 2          | 1          | 1          | 6            |
| Visual Art ver.1                                      | 6           | 2011-12      | 2        | 1          | 0          | 2          | 1          | 6            |
| Visual Art ver.1                                      | 7           | 2011-12      | 2        | 1          | 0          | 2          | 1          | 6            |
| Visual Art ver.1                                      | 8           | 2011-12      | 2        | 1          | 0          | 2          | 1          | 6            |
| Consumerism and Career Studies                        | 6-8         | 2011-12      | 2        | 0          | 0          | 2          | 2          | 6            |
| Dance   | 6           | 8/2011       | 2        | 1          | 0          | 2          | 1          | 6            |
| Dance   | 7           | 8/2011       | 2        | 1          | 0          | 2          | 1          | 6            |
| Dance   | 8           | 8/2011       | 2        | 1          | 0          | 2          | 1          | 6            |
| Drama   | 6           | 8/2011       | 2        | 1          | 0          | 2          | 1          | 6            |
| Drama   | 7           | 8/2011       | 2        | 1          | 0          | 2          | 1          | 6            |
| Drama   | 8           | 8/2011       | 2        | 1          | 0          | 2          | 1          | 6            |
| Band  | 6-8         | 8/2011       | 2        | 0          | 1          | 0          | 0          | 3            |
| Chorus  | 6-8         | 8/2011       | 2        | 0          | 1          | 0          | 0          | 3            |
| Orchestra   | 6-8         | 8/2011       | 2        | 0          | 1          | 0          | 0          | 3            |
| Piano   | 6-8         | 8/2011       | 2        | 0          | 0          | 0          | 0          | 2            |
| Guitar  | 6-8         | 8/2011       | 2        | 0          | 0          | 0          | 0          | 2            |
| Physical Education                                    | 6           | Not dated    | 2        | 0          | 0          | 1          | 2          | 5            |
| Physical Education                                    | 7           | Not dated    | 2        | 0          | 0          | 1          | 2          | 5            |
| Physical Education                                    | 8           | Not dated    | 2        | 0          | 0          | 1          | 2          | 5            |
| <b>Mean Rating for Grades 6-8 Non-core Curriculum</b> |             |              | <b>2</b> | <b>.4</b>  | <b>.3</b>  | <b>1.2</b> | <b>1.0</b> | <b>4.8</b>   |
| HAVPA Trimester A                                     | HS          | 8/2011       | 1        | 3          | 0          | 0          | 1          | 5            |
| HAVPA Semester  | HS          | 8/2011       | 1        | 3          | 2          | 0          | 0          | 6            |
| Band  | 9-12        | 8/2011       | 2        | 0          | 1          | 0          | 0          | 3            |
| Choir   | 9-12        | 8/2011       | 2        | 0          | 0          | 0          | 0          | 2            |
| Orchestra   | 9-12        | 8/2011       | 2        | 0          | 0          | 0          | 0          | 2            |
| Piano   | 9-12        | 8/2011       | 2        | 0          | 0          | 0          | 0          | 2            |
| Guitar  | 9-12        | 8/2011       | 2        | 0          | 0          | 0          | 0          | 2            |



**Exhibit 2.3.5 (continued)**  
**Auditors' Rating of K-12 Non-core Curriculum Guides**  
**On the Basic Minimum Guide Components and Specificity Criteria**  
**Jefferson County Public School District**  
**October 2011**

| Curriculum Guide   | Grade Level | Date Written | 1          | 2          | 3          | 4          | 5          | Total Rating |
|--|-------------|--------------|------------|------------|------------|------------|------------|--------------|
|  |             |              | Obj        | Asmt.      | Prereq.    | Res.       | Strat.     |              |
| Beginning Language Level 1A                                      | HS          | 8/2011       | 2          | 2          | 0          | 0          | 2          | 6            |
| Beginning Language Level 1B                                      | HS          | 8/2011       | 2          | 2          | 0          | 0          | 2          | 6            |
| Developing Language Level 2A                                     | HS          | 8/2011       | 2          | 2          | 0          | 0          | 2          | 6            |
| Developing Language Level 2B                                     | HS          | 8/2011       | 2          | 2          | 0          | 0          | 2          | 6            |
| Expanding Language Level 3A                                      | HS          | 8/2011       | 2          | 2          | 0          | 0          | 2          | 6            |
| Health   | 9-12        | 8/2011       | 2          | 0          | 0          | 0          | 2          | 4            |
| Consumerism and Career Studies                                   | 9-12        | 2011-12      | 2          | 0          | 0          | 2          | 2          | 6            |
| Physical Education   | 9           | Not dated    | 2          | 0          | 0          | 1          | 2          | 5            |
| Physical Education   | 10          | Not dated    | 2          | 0          | 0          | 1          | 2          | 5            |
| Physical Education   | 11          | Not dated    | 2          | 0          | 0          | 1          | 2          | 5            |
| Physical Education   | 12          | Not dated    | 2          | 0          | 0          | 1          | 2          | 5            |
| <b>Mean Rating for Grades 9-12 Non-core Curriculum</b>           |             |              | <b>1.9</b> | <b>.9</b>  | <b>.2</b>  | <b>.3</b>  | <b>1.3</b> | <b>4.6</b>   |
| <b>Total Mean Rating for Each Criterion K-12 Non-core Guides</b> |             |              | <b>2</b>   | <b>0.7</b> | <b>0.2</b> | <b>1.1</b> | <b>1.1</b> | <b>5.1</b>   |

As noted in [Exhibit 2.35](#):

- Non-core curriculum guides range in rating from 2 to 7.
- Piano 6-8, 9-12; Guitar 6-8, 9-12; Choir 9-12; and Orchestra 9-12 received the lowest overall ratings of 2.
- Sixty-seven (67) percent of the guides (49 of 73) received a rating of 6.
- Objectives were the highest rated criterion in the non-core curriculum documents.
- Prerequisites received the lowest rating in the non-core curriculum guides.

Overall, none of the non-core curriculum guide documents received a rating of 12 or greater; thus, these guides failed to provide adequate direction for teaching and learning.

[Exhibit 2.3.6](#) provides a summary of the auditors' ratings of the curriculum guide quality in the Jefferson County Public Schools.

**Exhibit 2.3.6**  
**Summary of Auditors' Rating of Curriculum Guide Quality**  
**Jefferson County Public School District**  
**October 2011**

| School Level   | Objectives | Assessment | Prerequisites | Resources  | Strategies | Total      |
|----------------|------------|------------|---------------|------------|------------|------------|
| Elementary     | 2          | 1.3        | 0.7           | 1.9        | 1.4        | 7.2        |
| Middle School  | 2          | 0.8        | 0.8           | 1.6        | 1.3        | 6.4        |
| High School    | 2          | 1.3        | 0.7           | 1.5        | 1.5        | 6.9        |
| <b>Average</b> | <b>2</b>   | <b>1.1</b> | <b>0.7</b>    | <b>1.3</b> | <b>1.4</b> | <b>6.8</b> |

As noted in [Exhibit 2.3.6](#):

- The total average rating of all curriculum guides is 6.8 points. A score of 12 is considered strong and adequate in quality to direct instruction and learning.

- Criterion 1 (objectives) is the strongest across curriculum documents in all school levels with an average rating of 2.
- Criterion 3 (delineation of the prerequisite skills, knowledge, and attitudes needed for learning) received the weakest rating (0.7).

The following provides further information about the ratings for each criterion shown in [Exhibit 2.3.6](#):

### **Criterion 1: Clarity and Specificity of Objectives**

Mean rating:      Elementary: 2.0      Middle School: 2.0      High School: 2.0

This was the strongest criterion in all curriculum documents. One hundred twenty-four (124) of the 126 curriculum guides received a rating of 2, indicating that the tasks to be performed or the concepts to be learned were stated. Most of the objectives were in the form of KCAS standards and learning targets written as “I can” statements. These documents did not receive a rating of 3 as, in most cases, they did not state when and how the actual standards are to be performed, nor did they indicate the amount of time to be spent learning each objective.

### **Criterion 2: Congruity of the Curriculum to the Assessment Process**

Mean rating:      Elementary: 1.3      Middle School: 0.8      High School: 1.3

Many of the guides made some mention of the formative or summative assessment needed. Several stated the specific skills, knowledge, or concepts to be assessed. At the middle school level, outside of the literacy guides which were rated 2, the other documents made limited reference to what was to be taught and tested. Only two of the reviewed documents (HAVPA Trimester A and Semester) received a rating of three on this criterion which requires objectives to be matched to a district or state proficiency assessment.

### **Criterion 3: Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes**

Mean rating:      Elementary: 0.7      Middle School: 0.8      High School: 0.7

This criterion received the lowest rating across the curriculum guides at all three school level. A few guides cited the prerequisite skills or previous subject content necessary for successful learning in the course of study. Some of the curriculum unit maps include objectives that have been previously taught and are coded as such. In several instances, the explanation for the coding system to identify these objectives or KCAS standards for several grades is found in an accompanying document online. None of the documents listed specific prerequisites or descriptions of discrete skills or concepts required to receive a 3 rating on this criterion. Auditors noted that 70 of 73 non-core curriculum documents received ratings of 0 in this category. One guide (Band: Grades 1-5) was rated 3 on this criterion because the curriculum map was presented as a scope and sequence of objectives for each of the grades, 1 through 5.

### **Criterion 4: Delineation of the Major Instructional Tools**

Mean rating:      Elementary: 1.9      Middle School: 1.6      High School: 1.5

In nearly all core curriculum documents across the three school levels this criterion was rated 2. The non-core curriculum guides made limited reference to the instructional resources and materials to be used for teaching. Guides receiving a rating of 1 or 2 most often cited a textbook source and online sites for additional resources. These resources were provided in lists rather than being linked specifically to a learning target.

### **Criterion 5: Clear Approaches for Classroom Use**

Mean rating:      Elementary: 1.4      Middle School: 1.3      High School: 1.5

This criterion received the highest rating in the high school guides for physical education, consumer and career studies, and math, except for Algebra I. These curriculum documents were rated 2 as specific examples were provided on how to teach key concepts and skills; however, they failed to key strategies to specific standards or targets. Elementary and middle school mathematics also received a 2 rating as multiple strategies were listed. Strategies were rated lowest in elementary and middle school science and middle school social studies.

A summary of ratings for the core and non-core content areas across all school levels is presented in [Exhibit 2.3.7](#):

**Exhibit 2.3.7**  
**Summary of Total Guide Ratings**  
**Jefferson County Public School District**  
**October 2011**

| Grade Level          | Language Arts | Mathematics | Science  | Social Studies | Non-core   | Total      |
|----------------------|---------------|-------------|----------|----------------|------------|------------|
| K-5                  | 10            | 9.5         | 7        | 8              | 5.8        | 8.1        |
| 6-8                  | 10            | 9.0         | 6        | 7.3            | 4.8        | 7.4        |
| 9-12                 | 9.5           | 10.0        | 8        | 7.3            | 4.6        | 7.9        |
| <b>Totals (K-12)</b> | <b>9.8</b>    | <b>9.5</b>  | <b>7</b> | <b>7.5</b>     | <b>5.1</b> | <b>7.8</b> |

The auditors found the following in total guide ratings as noted in [Exhibit 2.3.7](#):

- The grades 9-12 mathematics guides and the grades K-5 and 6-8 literacy guides were the strongest documents reviewed.
- The grades 6-8 science documents were the lowest rated documents of the core areas.
- The non-core curriculum guides received the lowest ratings of all documents reviewed.
- The average rating for all documents reviewed for grades K-12 was 7.8 points out of 15 possible points.

**Standard Redundancy and Lack of Specificity**

In many districts, the standards and benchmarks under which the district operates must be adapted from documents provided by the state. In such cases, it becomes important for districts to assess the adopted material for redundancy, adequate specificity, logical sequencing of skills, and gaps so that they may insure appropriate spiraling of learnings through the grade levels and maximize student achievement. Adopting state standards without vetting them first can perpetuate inadequacies in the curriculum and leave the door open to multiple interpretations of the curriculum as teachers try to decide what mastery of any given standard might look like.

[Exhibits 2.3.8](#) and [2.3.9](#) are intended to provide examples both of appropriate spiraling of the curriculum and redundancy of the standards within the Kentucky Core Academic Standards for Language Arts.

**Exhibit 2.3.8**  
**Appropriate Spiraling of Learning**  
**Kentucky Core Academic Standards—Language Arts**  
**Jefferson County Public Schools**  
**October 2011**

| Grade Level | Standard | Description  |
|-------------|----------|--|
| K           | RL.K.3   | With prompting and support, identify characters, settings, and major events in a story.  |
| 1           | RL.1.3   | Describe characters, settings, and major events in a story, using key details.   |
| 2           | RL.2.3   | Describe how characters in a story respond to major events and challenges.   |
| 3           | RL.3.3   | Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |

From [Exhibit 2.3.8](#), the following should be noted:

- The learning here is clearly spiraled from one grade to the next. The kindergarten standard employs the injunction to “identify characters, settings, and major events,” which marks it explicitly as an introductory standard, as does the qualifying statement that they do these things “with prompting and support.”

- First, second, and third grade all build upon the introduction in kindergarten: students must describe what they've learned to identify, then they must extend that to describe how those elements interact with each other. Finally, they must describe how the characters and their actions drive the story.
- Standards written with this level of specificity make it easy for teachers to decide what and how to teach the standard and how to determine what mastery of the standard looks like.

### **Exhibit 2.3.9**

#### **Standard Redundancy and Lack of Specificity Kentucky Core Academic Standards—Language Arts Jefferson County Public Schools October 2011**

| <b>Grade Level</b> | <b>Standard</b> | <b>Description</b>  |
|--------------------|-----------------|---|
| 3                  | W.3.3           | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>c. Use temporal words and phrases to signal event order.<br>e. Provide a sense of closure.   |
| 4                  | W.4.3           | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>c. Use a variety of transitional words and phrases to manage the sequence of events.<br>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.<br>e. Provide a conclusion that follows from the narrated experiences or events.   |
| 5                  | W.4.3           | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.<br>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.<br>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.<br>e. Provide a conclusion that follows from the narrated experiences or events.  |
| 6                  | W.6.3           | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured events sequences.<br>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.<br>b. Use narrative techniques such as dialogue, pacing, and description to develop experiences, events and/or characters.<br>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.<br>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.<br>e. Provide a conclusion that follows from the narrated experiences or events. |

From Exhibit 2.5.11, the following may be noted:

- The basic objective of the standard is identical from grade level to grade level. The only difference between grades 3, 4, 5, and 6 is the small change in the wording from “clear event sequences” to “well-structured event sequences.” From a teaching standpoint, this distinction would be hard to quantify or to assess. Without clear examples, a teacher would have to navigate this standard by “feel,” leaving the door open for multiple interpretations, some of which may not conform to district expectations.
- Sub-point a does not differ materially from grade level to grade level. From a functional standpoint, there is no difference between “establish a situation” and “orient the reader by establishing a situation.” The intent and outcome of both are identical. Sixth grade requires the student to “engage” the reader, which could represent an extension or refinement of skill, but it is not specific enough to clarify how the student is to accomplish this engagement, nor how it will be assessed to determine mastery.
- Sub-point b is virtually identical from grade level to grade level. The only difference in the upper grades is the addition of the word “pacing,” but how pacing is to manifest itself in the writing is not specifically addressed. In the absence of specific guidelines, a teacher may guess wrongly, or teachers across schools may interpret differently what mastery of this might look like.
- Sub-point c shows some specificity from grade 3 to grade 4, where students move from “temporal words and phrases” to “a variety of transitional words,” but after that, the learning is functionally identical from grade level to grade level. Transitions are one of the most complex writing skills for students to master, so additional specificity here would be highly desirable. When are transitions used? What should they accomplish? How should the mandate of the writing assignment change so that greater complexity that would require the use of transitions is evident? What, in the end, will mastery of this look like?
- Sub-point d (not included in grade 3) is also functionally the same from grade level to grade level. In every case it requires sensory detail and concrete words to convey events. Only in grade 6 does the student also have to make sure s/he uses “relevant descriptive detail;” however, sensory details and concrete words are also forms of descriptive detail, so the material distinction here is lost.
- All grade levels require the student to provide a conclusion. In grade 3, students must merely “provide a sense of closure,” while in grades 4, 5, and 6 they must “provide a conclusion that follows from the narrated experiences or events.” The standard is identical in grades 4 through 6. Conclusion, like transitions, is a more complex writing skill that often takes years to learn well, so greater specificity here to indicate the increasing complexity of this demand as students move up the grades would be of great assistance to teachers. Otherwise, they will have to guess what mastery of this part of the standard looks like.

This sort of redundancy, in which a standard is repeated from grade level to grade level without enough detail to distinguish between grades, makes it challenging for teachers to determine what specific skills they need to teach, how students need to demonstrate those specific skills to ensure their success on current and future tests, and how the learning is going to be mastered. It also creates a problem when calibrating student work artifacts. Because of the repetitive nature of the standard, a work artifact from grade 6 could easily calibrate to grade 4 or lower.

Auditors interviewed district personnel and received the following comments related to curriculum documents for the Jefferson County Public School District:

- “I can statements are too simplified and that is what teachers follow to plan lessons instead of looking at the specificity of the standards.” (School Administrator)
- “What do teachers use to plan their lessons? Kentucky standards and the district curriculum maps.” (School Administrator)

- “Curriculum maps indicate that a teacher is to cover six to seven standards in a period of time. The high schools decided to focus on the objectives in three standards and teach to competency.” (District Administrator).
- “We are trying to align the standards with our materials here.” (School Administrator)
- “The curriculum map standards are not consistent—literacy is different from the math and the social studies and science. This is especially important when we have so many children switching around from school to school.” (Teacher)

## Summary

In summary, the curriculum documents were rated by the auditors as inadequate to provide Jefferson County Public School District with clear direction for effective planning, teaching or learning. Most of the guides did not specify prerequisite skills or a scope and sequence. The literacy and mathematics documents were rated higher than all core and non-core curriculum documents, although none of the guides received a rating of 12 or higher, indicating an overall inadequacy to direct delivery of the written, taught, and tested curriculum in the district. Auditors found that the curriculum maps and documents do not provide enough specificity with regard to discrete grade level objectives to ensure that mastery of the standards is clearly understood.

### **Finding 2.4: Curriculum resource documents are inadequate to support effective instruction and students’ success on high stakes tests; they lack specificity, feasibility, and congruent alignment (the matching of content, context, and cognition).**

A comprehensive curriculum designed to meet national and state standards should provide internal consistency from the learning objectives through the selected instructional materials and strategies to the formative and final assessments used to diagnose progress and measure student mastery of the objectives. Effective curriculum also employs a range of thinking skills, drawing upon many cognitive types and employing increasingly higher cognitive demand to provide a rigorous curriculum for all students. Such curriculum design offers confidence that the work to be accomplished by teachers and students will address the intended learning standards and objectives and provide a spectrum of activities to build upon each level of learning undertaken by students.

Many guides state the skills, knowledge, or concepts that will be assessed, providing a degree of topological alignment. However, such surface matching of the tests and curriculum provides few clues for teachers to create parallel structures in their classrooms. Deep alignment occurs when curriculum documents include specific examples of how the test in use will approach, define, and assess knowledge, followed by teacher instruction and student mastery of these identified skills and strategies.

One of the analyses that the auditors choose to conduct was to examine the vertical articulation of the curriculum—the spiraling complexity of learnings. The audit expectation is that a concept will be taught across the curriculum for some span of grades/courses with the concept increasing in its complexity as the students move from grade to grade. This allows students to grow in their knowledge over time regarding specific learnings. Seldom would auditors expect to find in a well-designed curriculum duplication across grades unless the learnings are progress skills. For any grade level or course, the number of standards or objectives must be feasible for the time allotted for instruction if teachers are to be able to teach to mastery rather than coverage.

The auditors also conducted an analysis of the congruence of the components within the guide. There is an audit expectation that all components of a guide will be aligned (congruence). Such a design makes it easier for teachers to then teach the learnings desired and use and/or select aligned resources and strategies to the district content specifications. One analysis was to look for the congruence of the guide assessment items to the objectives and content specifications. . For students to score well on high stakes tests, it is important that district student expectation include the cognition expectation of such high stakes learnings which are tested.

Classroom artifacts are samples of student work collected in the classroom. The auditors examine each document to determine its connection to the district’s written curriculum. The purpose underlying the examination for internal consistency of the artifacts is to consider the design of the instructional activities.



In order to determine the relationship between the cognition requirements of the tests and their incorporation into district student expectations, the auditors obtained released assessment items for analysis of selected grades/courses. The auditors first conducted what is known as a topological alignment which is a one-to-one match of the content, context, and cognition of these test and analyze for the same in the district's student expectations (target outcomes). Topological alignment is the first requirement of eventually designing a curriculum deeply. One aspect of topological alignment would be to look for the same cognition of the tested learning to be in the student expectation. For deep alignment to take place, the auditors would then look to see if the design specifications of the curriculum identify various types of cognition to be taught (also see [Exhibit 2.5.12](#)).

In order to determine the depth of alignment of curriculum in the Jefferson County Public Schools, the auditors reviewed board policies to identify expectations. They reviewed all curriculum documents presented to them as curriculum guides. The audit team also interviewed board members, administrative staff, and teachers regarding curriculum quality and alignment.

No reference to curriculum alignment was found in policy; however, the following policies set forth some expectation for the district:

- *Board Policy AD: Educational Philosophy* includes a commitment to student academic achievement as the primary purpose of schools, with a fair and equitable opportunity to learn in a caring and safe environment.
- *Board Policy CBA: Qualifications and Duties of Superintendent* says that the superintendent will have “a well-founded understanding of learning theory, curricula, instructional approaches, technology applications and enrichment/intervention strategies which meet the needs of a diverse student population.”
- *Board Policy IFD: Curriculum Development and Implementation* requires, “The board of education shall have final authority to adopt or revise any component of the district curriculum. The superintendent shall develop curriculum frameworks and make them available to schools. The frameworks shall translate state learning goals and academic expectations into a curriculum useful to teachers and accessible to parents. The frameworks, program of studies, content guides, ancillary materials and textbooks shall support the curriculum to be used by schools as well as, school-based decision-making councils in the development of local school curriculum policy.”
- *Board Policy II: Instructional Resources* directs, “The annual school budget adopted by the board of education shall provide human and material resources required to support and implement a curriculum designed to meet the needs and interests of students enrolled in the Jefferson County Public Schools.”

The audit team conducted in-depth analysis of the curriculum to determine the depth of alignment that exists. The auditors found some areas of deficiency that represent weaknesses in deep alignment of the district standards, assessments, and resources.

### **Analysis of Curriculum Resources and Assessments for Further Alignment**

In addition to identifying the scope of available written curriculum ([Finding 2.2](#)) and the basic quality of the written curriculum documents ([Finding 2.3](#)), auditors also reviewed textbooks and materials, district proficiency assessments, and other resources for deeper curriculum alignment by analyzing feasibility, vertical flow, and internal consistency. To conduct this further analysis of the JCPS curriculum documents provided by district staff, the auditors reviewed specific characteristics of the documents for the four core academic areas (literacy, mathematics, science, and social studies). Not all analyses were conducted on all subject areas due to the differences in curriculum maps and resources provided for review and due to the various degrees of development of the district curriculum maps at the time of the review.

In analyzing for feasibility and vertical flow, auditors focused on:

- A review of the number of core standards and learning targets in each subject area as noted in the curriculum maps for feasibility of teaching and learning within the specified time of each grade level/course offering, and

- A review of the vertical flow and articulation of standards across grades and courses for possible redundancy or repetition of learning objectives without extension through subsequent grade levels in three subject areas.

In reviewing for internal consistency, auditors focused on:

- A review of congruence of the high school math curriculum map and pacing maps with the proficiency test scheduling;
- An analysis of congruence of learning targets to standards for literacy and mathematics in regard to their content (topological alignment), context (deep alignment), and cognition levels (Bloom's);
- An analysis of congruence of assessment items to standards for literacy, mathematics, science, and social studies in regard to their content, context, and cognition levels;
- A review of materials utilized across the district for each content area; and
- An analysis of congruence between the learning standards and instructional resources/textbooks in use for literacy and mathematics.

To accomplish these analyses, the auditors reviewed selected samplings of Core Academic Standards, learning targets from the curriculum maps, instructional materials and resources, and assessment items from various grades and subjects. For the targeted samples of resources, they chose the materials presented as a primary instructional resource as noted in the curriculum maps.

Overall, when evaluated against audit criteria, auditors found some areas of deficiency that represent weaknesses in feasibility and vertical flow, and in deep alignment for internal consistency.

Within this finding, the auditors have summarized their examination of curriculum and support resources through various lenses of data review. To focus on each type of analysis for the content areas, the following narrative is organized into two sections:

A. Feasibility and Vertical Flow

- I. Feasibility of standards and learning targets within a grade level or course offering
- II. Vertical flow and articulation of standards

B. Internal Consistency

- I. Congruence of high school mathematics curriculum and pacing maps with proficiency assessment scheduling
- II. Congruence of learning targets to standards
- III. Congruence of assessment items to standards
- IV. Material/resource list for each content area
- V. Congruence of learning standards and instructional resources/textbooks

Following each analysis, summary comments are provided related to the aspect of deep alignment analyzed. The auditors also included interview comments obtained during the site visits relevant to this review.

**Feasibility and Vertical Flow**

For any grade level or course, the number of standards and/or objectives (called learning targets or “I can” statements in JCPS curriculum maps) must be feasible for the time allotted for instruction if teachers are to be able to teach to mastery rather than for coverage. Students must have adequate time to process and internalize or master the standards for which they are held accountable. Auditors reviewed the number of standards and learning targets per grade level and course offering.

Vertical articulation or flow across a span of grades/courses with the concept increasing in complexity is an expectation of the audit. When this occurs in a curriculum, students grow in their knowledge over time regarding

specific learning. Since auditors were not presented with a vertically articulated scope-and-sequence document for the core subject areas, they reviewed the curriculum maps to determine whether there is adequate coverage of key learning with increasing complexity from grade level to grade level.

The following sections summarize the feasibility of standards and the vertical articulation of standards for literacy, mathematics, science, and social studies.

## **I. Feasibility of Standards and Learning Targets**

The auditors found that the number of standards and learning targets differ greatly from subject to subject and from grade to grade within the Jefferson County Public School District. The specific findings for literacy, mathematics, science, and social studies are described below.

### Literacy

Literacy is made up of three components (Reading Foundation Skills, Reading Literature, and Reading Informational) with standards and learning targets for each. The numbers of learning standards for literacy are feasible for teaching and learning within a designated time period. While the number of learning targets when combined for reading foundation, reading literature, and reading informational are greater in number than the standards, the auditors found that they are feasible due to the similarity of targets across the components.

Exhibit 2.4.1 shows the total number of standards and learning targets included in each grade and course for literacy.

**Exhibit 2.4.1**  
**Analysis of Feasibility of the**  
**Core Academic Standards for Literacy**  
**Jefferson County Public Schools**  
**October 2011**

| Grade/Course   | Reading Foundation Skills |                            | Reading Literature  |                            | Reading Informational |                            |
|----------------|---------------------------|----------------------------|---------------------|----------------------------|-----------------------|----------------------------|
|                | Number of Standards       | Number of Learning Targets | Number of Standards | Number of Learning Targets | Number of Standards   | Number of Learning Targets |
| Kindergarten   | 17                        | 23                         | 9                   | 17                         | 10                    | 17                         |
| First Grade    | 19                        | 17                         | 10                  | 15                         | 10                    | 19                         |
| Second Grade   | 10                        | 12                         | 9                   | 27                         | 10                    | 6                          |
| Third Grade    | 9                         | 10                         | 9                   | 12                         | 10                    | 12                         |
| Fourth Grade   | 6                         | 10                         | 9                   | 17                         | 10                    | 15                         |
| Fifth Grade    | 6                         | 6                          | 10                  | 25                         | 10                    | 11                         |
| Sixth Grade    | 0                         | -                          | 6                   | -                          | 6                     | -                          |
| Seventh Grade  | 0                         | -                          | 6                   | -                          | 6                     | -                          |
| Eighth Grade   | 0                         | -                          | 6                   | -                          | 6                     | -                          |
| Ninth Grade    | 0                         | -                          | 7                   | -                          | 6                     | -                          |
| Tenth Grade    | 0                         | -                          | 5                   | -                          | 4                     | -                          |
| Eleventh Grade | 0                         | -                          | 6                   | -                          | 4                     | -                          |
| Twelfth Grade  | 0                         | -                          | 4                   | -                          | 4                     | -                          |

*Data Source: JCPS Curriculum Maps for Grades K-12*

The following is noted in Exhibit 2.4.1:

- Grades K-5 curriculum maps have standards and learning targets for reading foundation skills, reading literature, and reading informational.

- Grades 6-12 have standards in the areas of reading literature and reading informational; however, no learning targets are present in the curriculum maps.
- Grade 1 has the greatest number of standards across the three components at 39.
- Kindergarten has the greatest number of learning targets across the three components at 57.

### Mathematics

Mathematics includes standards for regular core content, advanced program content at grades 4-8, and Algebra I, Geometry, and Algebra II. The numbers of standards for all courses through grade 8 are feasible for teaching and learning within a specified period of time. The numbers of standards for Algebra I, Geometry, and Algebra II are not feasible. Additionally, the auditors found that the number of learning targets for grades 6, 7, 8, and 8 AP are not feasible for student mastery during the allotted learning time.

Exhibit 2.4.2 shows the total number of standards and learning targets included in each grade and course for mathematics.

**Exhibit 2.4.2**  
**Analysis of Feasibility of the**  
**Core Academic Standards for Mathematics**  
**Jefferson County Public Schools**  
**October 2011**

| Grade/Course   | Number of Standards | Number of Learning Targets | Grade/Course     | Number of Standards | Number of Learning Targets |
|--|---------------------|----------------------------|------------------|---------------------|----------------------------|
| Kindergarten   | 13                  | 14                         | Sixth Grade      | 33                  | 74                         |
| First Grade  | 18                  | 18                         | Sixth Grade AP   | 22                  | 39                         |
| Second Grade   | 14                  | 17                         | Seventh Grade    | 27                  | 52                         |
| Third Grade  | 7                   | 14                         | Seventh Grade AP | 11                  | 28                         |
| Fourth Grade   | 10                  | 23                         | Eighth Grade     | 20                  | 69                         |
| Fourth Grade AP  | 15                  | -                          | Eighth Grade AP  | 15                  | 60                         |
| Fifth Grade  | 19                  | 25                         | Algebra 1        | 56                  | -                          |
| Fifth Grade AP   | 18                  | -                          | Geometry         | 60                  | -                          |
|  |                     |                            | Algebra 2        | 70                  | -                          |
| <i>Data Source: K-8 Curriculum Maps; Algebra 1, Geometry, Algebra 2 Curriculum and Pacing Maps</i> |                     |                            |                  |                     |                            |

The following is noted in Exhibit 2.4.2:

- The organization of the core curriculum at most grades into standards and learning targets is in alignment with state organization.
- Fourth and fifth grade Advanced Programs and the high school mathematics courses do not follow the same organizational pattern (learning targets are not included).
- Some mathematics standards are revisited in later weeks within the same grade (e.g., in Algebra I, nine standards were repeated 1-3 times in later weeks of the course). In that case, the standard was counted just once for this analysis.
- Algebra II has the most standards (70).
- In kindergarten through grade 5 the number of standards ranges from a low of 7 (grade 3) to a high of 19 (grade 5).
- In some grades the number of learning targets is more than double the number of standards.



*Klondike Elementary grade 5 students using knowledge of fractional parts to prove there are 2/16 in 1/8.*

### Science

Science standards are divided into Early Primary (including kindergarten through grade 3), grades 4 through 8, Physical Science, Earth/Space Science, Biology, and Unifying Concepts. Learning targets, however, are differentiated by grade level from kindergarten through grade 8. Physical Science, Earth/Space Science, Biology, and Unifying Concepts curriculum maps do not include learning targets. Auditors found that the number of standards for teaching and learning is feasible in all science grades and courses, with the exception of Physical Science. The numbers of learning targets for kindergarten through grade 8 are also feasible for the allotted learning time.

Exhibit 2.4.3 shows the total number of standards and learning targets included in each grade and course for science.

**Exhibit 2.4.3**  
**Analysis of Feasibility of the**  
**Core Academic Standards for Science**  
**Jefferson County Public Schools**  
**October 2011**

| Grade/Course   | Number of Standards | Number of Learning Targets |
|--|---------------------|----------------------------|
| Kindergarten   | 22                  | 10                         |
| First Grade  |                     | 16                         |
| Second Grade   |                     | 15                         |
| Third Grade  |                     | 24                         |
| Fourth Grade   | 21                  | 31                         |
| Fifth Grade  | 20                  | 31                         |
| Sixth Grade  | 14                  | 39                         |
| Seventh Grade  | 14                  | 36                         |
| Eighth Grade   | 22                  | 34                         |
| Physical Science   | 51                  | -                          |
| Earth/Space Science  | 8                   | -                          |
| Biology  | 10                  | -                          |
| Unifying Concepts  | 17                  | -                          |
| <i>Data source: JCPS Curriculum Maps for Grades K-8, Physical Science, Earth/Space Science, Biology, and Unifying Concepts</i> |                     |                            |

The following is noted in Exhibit 2.4.3:

- Standards for grades K-3 are considered Early Primary, are not differentiated by individual grade level, and total 22 for all four grade levels; learning targets included in the curriculum maps, however, are specific to each grade level.
- Physical Science has the greatest number of standards with a total of 51.
- Earth/Space Science has the least number of standards with a total of eight.
- Grades 4 through 8 all have 30 or more learning targets.



*Eighth grade Highland Middle School students observing and recording changes in student-made “ponds” in a hands-on science lesson.*

### Social Studies

Social Studies standards are divided into Early Primary (including kindergarten through grade 3), grades 4 through 8, and high school (including Exploring Civics, World Civilizations, and U.S. History). Learning targets, however, are differentiated by grade level from kindergarten through grade 8, World Civilizations, and U.S. History. Exploring Civics curriculum maps do not include learning targets. Auditors found that the number of standards for teaching and learning is feasible in all social studies grades and courses. However, they determined that the numbers of learning targets for grade levels and courses are not feasible for teaching and learning within the specified time period.

Exhibit 2.4.4 shows the total number of standards and learning targets included in each grade and course for social studies.

**Exhibit 2.4.4**  
**Analysis of Feasibility of the**  
**Core Academic Standards for Social Studies**  
**Jefferson County Public Schools**  
**October 2011**

| Grade/Course | Number of Standards | Number of Learning Targets |
|--------------|---------------------|----------------------------|
| Kindergarten | 29                  | 68                         |
| First Grade  |                     | 64                         |
| Second Grade |                     | 101                        |
| Third Grade  |                     | 167                        |
| Fourth Grade | 29                  | 174                        |
| Fifth Grade  | 31                  | 108                        |



| Exhibit 2.4.4 (continued)<br>Analysis of Feasibility of the<br>Core Academic Standards for Social Studies<br>Jefferson County Public Schools<br>October 2011 |                     |                            |
|--|---------------------|----------------------------|
| Grade/Course   | Number of Standards | Number of Learning Targets |
| Sixth Grade  | 25                  | 198                        |
| Seventh Grade  | 25                  | 466                        |
| Eighth Grade   | 37                  | 240                        |
| Exploring Civics   | 51                  | -                          |
| World Civilizations  |                     | 175                        |
| U.S. History   |                     | 281                        |
| Data source: K-8 Curriculum Maps; Exploring Civics, World Civilizations, U.S. History Curriculum Maps  |                     |                            |

The following is noted in [Exhibit 2.4.4](#):

- The organization of the core curriculum at most grades into standards and learning targets is in alignment with state organization.
- Standards for grades K-3 are considered Early Primary, are not differentiated by individual grade level, and total 29 for all four grade levels; learning targets included in the curriculum maps, however, are specific to each grade level.
- Standards for Exploring Civics, World Civilizations, and U.S. History are all considered high school standards and number 51; only the Exploring Civics curriculum map does not identify learning targets.
- Sixth and seventh grade social studies have the fewest standards with 25 each.
- Eighth grade social studies has the greatest number of standards at 37.
- Seventh grade has the most learning targets with 466. If mastery is to be achieved, students in grade 7 would need to master two to three learning targets each class period, regardless of how complex or demanding the content might be.
- Learning targets far outnumber the standards at all grade levels.

Auditors also interviewed teachers, administrators, and other staff members regarding the curriculum standards and learning targets for Jefferson County Public Schools. The following comments were noted:

- “The district is providing ‘I can...’ statements that don’t align with the standards. They’re simplifying it too much.” (School Administrator)
- “We have concerns about students not mastering content before moving along on the pacing charts during grading periods.” (Teacher)
- “Curriculum maps are very hard to follow. Pacing is too fast for many students.” (School Administrator)

In summary, auditors determined that with the exception of Algebra I, Geometry, and Algebra II the number of standards at each level and in each course for literacy, mathematics, science, and social studies are feasible for teaching and learning. However, the number of learning targets in the district curriculum maps in math, grades 6-8, and social studies, grades K-8, Exploring Civics, World Civilizations, and U.S. History, are too numerous for mastery learning during the allotted time.

## II. Vertical Flow and Articulation of Standards

Auditors reviewed standards and learning targets from the curriculum maps to determine whether the sequencing of standards through the various grade levels was continuous and developmental or repetitive. Auditors did an analysis of redundancy for kindergarten through grade 8 for literacy, mathematics, and social studies, looking to see when a standard commenced or was introduced, and whether it was duplicated or extended at subsequent grade levels.

Exhibit 2.4.5 is a summary of the analysis for literacy, mathematics, and social studies. A detailed analysis of each of the three subject areas may be found in Appendix 6 of the audit report.

### Exhibit 2.4.5

#### A Summary of the Analysis of the Core Academic Standards for Literacy, Mathematics, and Social Studies for Redundancy Kindergarten through Grade 8 Jefferson County Public Schools October 2011

| Articulation Factor   | # K Stand. | # Grade 1 Stand. | # Grade 2 Stand. | # Grade 3 Stand. | # Grade 4 Stand. | # Grade 5 Stand. | # Grade 6 Stand. | # Grade 7 Stand. | # Grade 8 Stand. |
|---|------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| <b>Literacy</b>   |            |                  |                  |                  |                  |                  |                  |                  |                  |
| <b>Reading Foundation Skills</b>  |            |                  |                  |                  |                  |                  |                  |                  |                  |
| Commenced   | 17         | 9                | 1                | 2                | -                | -                |                  |                  |                  |
| Duplicated  | -          | 3                | 6                | 5                | 5                | 6                |                  |                  |                  |
| Extended  | -          | 7                | 3                | 2                | 1                | -                |                  |                  |                  |
| <b>Reading Informational</b>  |            |                  |                  |                  |                  |                  |                  |                  |                  |
| Commenced   | 10         | -                | -                | -                | -                | -                | -                | -                | -                |
| Duplicated  | -          | -                | 5                | 5                | 2                | 4                | 3                | 2                | 3                |
| Extended  | -          | 10               | 5                | 5                | 6                | 5                | 3                | 4                | 3                |
| <b>Reading Literature</b>   |            |                  |                  |                  |                  |                  |                  |                  |                  |
| Commenced   | 9          | 1                | -                | -                | -                | -                | -                | -                | -                |
| Duplicated  | -          | -                | 2                | 1                | 3                | 4                | 2                | 2                | 2                |
| Extended  | -          | 9                | 7                | 8                | 6                | 6                | 4                | 4                | 4                |
| <b>Mathematics</b>  |            |                  |                  |                  |                  |                  |                  |                  |                  |
| Commenced   | 13         | 15               | 11               | 7                | 10               | 15               | 28               | 18               | 20               |
| Duplicated  | -          | 4                | 3                | -                | -                | 3                | -                | 4                | 1                |
| Extended  | -          |                  | -                | -                | -                | -                | -                | -                | -                |
| <b>Social Studies</b>   |            |                  |                  |                  |                  |                  |                  |                  |                  |
| Commenced   | 7          | 9                | 13               | 0                | 1                | 3                | 3                | 6                | 3                |
| Duplicated  | -          | 1                | -                | 1                | -                | -                | -                | -                | 1                |
| Extended  | -          | 6                | 15               | 28               | 15               | 25               | 19               | 18               | 29               |
| <i>Data Sources: JCPS Curriculum Maps for Literacy, Mathematics, and Social Studies</i> |            |                  |                  |                  |                  |                  |                  |                  |                  |

The following is noted in Exhibit 2.4.5:

#### Literacy

- Seventeen (17) Reading Foundation skills are introduced in kindergarten.
- Six Reading Foundation skills extend through grade 5.
- After grade 3, 11 Reading Foundation skills are no longer taught.
- No Reading Foundation skills are taught after grade 5.
- In Reading Literature grade 3, nine of 10 standards are taught, of which one is duplicated and eight are extended.
- In Reading Literature grade 8, only six standards are taught; two are duplicated and four are extended.
- There are a total of 10 Core Standards that address Reading Informational.
- In Reading Informational, in grades 6 through 8, standards six through nine are not taught. These standards are closely associated with reading skills. A gap exists between grade 5 and grade 8.

#### Mathematics

- No K-8 Core Academic Standards for Mathematics are extended in later grade levels. Students are expected to master most mathematics standards in the grade that the standard is commenced/introduced.
- Ninety (90) percent of the K-8 Core Academic Standards are not duplicated or extended in later grade levels.
- Ten (10) percent of the standards are duplicated in later grade levels.
- Fourteen (14), or 10 percent, of the K-8 Core Academic Standards for Mathematics are commenced/introduced for the first time in the next grade above.

#### Social Studies

- All core standards for kindergarten through grade 3 are considered Early Primary standards with learning targets in the curriculum maps that duplicate or extend the learning.
- Twenty-nine (29) standards are commenced/introduced in kindergarten through grade 2; no standards are commenced/introduced in grade 3; and only 16 additional standards are commenced/introduced in grades 4 through 8.
- Standards are duplicated only three times in all the grade levels analyzed above.
- Of the 29 standards commenced/introduced in kindergarten through grade 2, one is duplicated in grade 3 and 28 are extended.
- In grade 4, there is no duplication of standards, and 15 (52 percent) of the 29 standards previously introduced are extended.
- In grade 8, 29 (69 percent) of the 42 standards commenced/introduced in kindergarten through grade 7 are extended.

Auditors also interviewed teachers, administrators, and other staff members regarding the vertical articulation of the curriculum for Jefferson County Public Schools. The following comments were noted:

- “There is no vertical articulation between levels.” (School Administrator)
- “The district doesn’t expect vertical alignment work.” (School Administrator)
- “The new curriculum still has holes.” (School Administrator)

- “Good ideas start at the elementary school, but there is no follow-through at the middle and high school.” (Patron)
- “Because it is a large district meeting with feeder schools to discuss curriculum and courses has been difficult. It is hard to focus on alignment because schools may do something different.” (Teacher)
- “We are finding that every child at the end of 5<sup>th</sup> grade is not meeting the same skills.” (District Administrator)
- “We need someone to coordinate among elementary, middle school, and high school.” (Teacher)
- “To make vertical alignment with the new state standards, we need structures in place and that is not happening and it needs to be.” (School Administrator)

In summary, vertical articulation or flow across a span of grades/courses with the concept increasing in complexity is an expectation of the audit. The auditors found that vertical articulation is absent in mathematics. Each grade level introduces core standards with no extension in subsequent years. As a result, students who fail to master concepts at one grade level are offered no further opportunities for mastery.

### **Internal Consistency**

Internal consistency in curriculum creates linkage among student learning objectives, instructional strategies, instructional resources, and assessments that measure attainment of the objectives. Internal consistency is measured in part by examining the match between the written, taught, and tested curriculum and the congruency between the content, context, and cognition of objectives in the design and delivery of the curriculum.

The following sections summarize the internal consistency review in the curriculum areas of literacy, mathematics, science, and social studies. Not all reviews were conducted in all subject areas due to the various stages of development of the curriculum maps made available to the auditors.

#### **I. Congruence of High School Mathematics Curriculum and Pacing Maps with Proficiency Assessment Scheduling**

Pacing maps or scope-and-sequence charts tell teachers when to teach subject matter related to specific standards and when that content will be tested. Auditors compared the JCPS Curriculum and Pacing Maps with the Project Proficiency Assessment Maps for Algebra I, Geometry, and Algebra II to determine when standards were assessed and if the content had been taught prior to testing. District instructional staff indicated that decisions are made by the district concerning when and if a given Core Academic Standard is to be tested on the district proficiency. Key Concepts are considered in this decision.

Exhibit 2.4.6 shows in which grading period the Core Academic Standards are to be taught, if they are assessed within the same grading period, and if they are assessed during another grading period.

# Exhibit 2.4.6

## Congruency of High School Mathematics Curriculum and Pacing Maps with Proficiency Test Schedule Algebra 1, Geometry, Algebra 2 Jefferson County Public Schools October 2011

| 1st Grading Period     |                    |                     | 2nd Grading Period     |                    |                     | 3rd Grading Period     |                    |                     | 4th Grading Period     |                    |                     | 5th Grading Period     |                    |                     | 6th Grading Period     |                    |                     |
|------------------------|--------------------|---------------------|------------------------|--------------------|---------------------|------------------------|--------------------|---------------------|------------------------|--------------------|---------------------|------------------------|--------------------|---------------------|------------------------|--------------------|---------------------|
| Core Academic Standard | Tested This Period | Other Period Tested | Core Academic Standard | Tested This Period | Other Period Tested | Core Academic Standard | Tested This Period | Other Period Tested | Core Academic Standard | Tested This Period | Other Period Tested | Core Academic Standard | Tested This Period | Other Period Tested | Core Academic Standard | Tested This Period | Other Period Tested |
| <b>Algebra 1</b>       |                    |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     |
| A.CED.1                | X                  |                     | A.APR.1                | X                  |                     | A.CED.2                |                    | 1st                 | A.SSE.1a               |                    | 1st                 | A.REI.4a               | X                  |                     | F.IF.3                 | X                  |                     |
| A.REI.1                | X                  |                     | A.SSE.1a               |                    | 1st                 | F.BF.1a                | X                  |                     | A.SSE.3a               | X                  |                     | A.REI.4b               |                    |                     | F.BF.2                 | X                  |                     |
| A.REI.10               | X                  |                     | A.CED.4                | X                  |                     | S.ID.6a                | X                  |                     | F.IF.7a                | X                  |                     | A.SSE.3b               | X                  |                     | F.LE.2                 | X                  |                     |
| A.SSE.1b               | X                  |                     | A.REI.3                |                    | 1st                 | S.ID.6c                | X                  |                     | A.CED.1                | X                  |                     | N.RN.1                 | X                  |                     | F.LE.1                 |                    |                     |
| A.CED.2                | X                  |                     | N.Q.3                  | X                  |                     | N.Q.1                  |                    | 2nd                 | F.IF.8a                |                    |                     | N.RN.2                 | X                  |                     | F.LE.3                 |                    |                     |
| A.SSE.1a               | X                  |                     | N.Q.2                  | X                  |                     | F.IF.7a                |                    | 4th                 | A.REI.4b               | X                  |                     | A.SSE.3c               |                    |                     | F.IF.8b                | X                  |                     |
| F.IF.7A                |                    | 4th                 | N.Q.1                  | X                  |                     | F.IF.6                 | X                  |                     | N.RN.3                 | X                  |                     | F.IF.1                 | X                  |                     | F.LE.5                 | X                  |                     |
| F.IF.9                 |                    | 2nd                 | A.CED.1                |                    | 1st                 | N.Q.3                  |                    | 2nd                 | A.REI.3                |                    |                     | F.IF.2                 |                    | 1st                 | S.ID.3                 | X                  |                     |
| A.REI.6                |                    | 3rd                 | A.REI.6                |                    | 3rd                 | S.ID.6b                |                    |                     | A.REI.12               | X                  |                     | F.IF.4                 | X                  |                     | S.ID.1                 |                    |                     |
| A.REI.11               |                    | 3rd                 | A.REI.5                | X                  |                     | S.ID.7                 | X                  |                     | F.IF.7b                |                    |                     | F.IF.5                 | X                  |                     | S.ID.2                 | X                  |                     |
| A.REI.3                | X                  |                     |                        |                    |                     | S.ID.8                 |                    |                     | A.CED.3                | X                  |                     | F.BF.3                 |                    | 6th                 | S.ID.5                 |                    |                     |
|                        |                    |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     | A.SSE.1b               |                    | 1st                 | S.ID.9                 |                    |                     |
|                        |                    |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     | F.IF.7b                |                    |                     | S.ID.6b                |                    |                     |
|                        |                    |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     | F.BF.1b                |                    |                     |                        |                    |                     |
|                        |                    |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     | F.BF.4a                |                    |                     |                        |                    |                     |
|                        |                    |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     | A.REI.7                |                    |                     |                        |                    |                     |
|                        |                    |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     | A.SSE.2                |                    | 6th                 |                        |                    |                     |
|                        |                    |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     | A.CED.1                |                    | 1st/4th             |                        |                    |                     |
| <b>Geometry</b>        |                    |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     |
| G.MG.1                 | X                  |                     | G.SRT.2                | X                  |                     | G.CO.7                 | X                  |                     | G.CO.9                 |                    | 1st/3rd             | G.C.2                  | X                  |                     | G.GMD.4                |                    | 5th                 |
| G.CO.2                 | X                  |                     | G.SRT.5                |                    | 3rd                 | G.SRT.5                | X                  |                     | G.MG.3                 | X                  |                     | G.MG.1                 |                    | 1st                 | G.GPE.2                | X                  |                     |
| G.CO.4                 | X                  |                     | G.SRT.6                | X                  |                     | G.MG.1                 |                    | 1st                 | G.GMD.1                | X                  |                     | G.C.3                  | X                  |                     | G.GPE.3                |                    |                     |
| G.CO.5                 | X                  |                     | G.SRT.8                | X                  |                     | S.MD.7                 | X                  |                     | G.C.5                  | X                  |                     | G.GPE.1                | X                  |                     | S.MD.6                 |                    |                     |
| G.GMD.4                |                    | 4th                 | G.SRT.7                | X                  |                     | G.CO.8                 |                    | 4th                 | G.GMD.4                | X                  | 5th                 | G.C.1                  | X                  |                     | S.CP.7                 | X                  |                     |
| G.CO.3                 | X                  |                     | G.SRT.10               |                    | 3rd                 | G.MG.3                 |                    | 4th                 | G.GMD.3                |                    | 5th                 | G.GMD.4                | X                  |                     | S.CP.1                 | X                  |                     |
| G.CO.6                 |                    |                     | G.SRT.11               |                    | 3rd                 | G.CO.11                |                    |                     | G.MG.2                 |                    | 5th                 | G.GMD.1                |                    | 4th                 | S.CP.3                 | X                  |                     |
| G.CO.1                 | X                  |                     | G.SRT.9                | X                  |                     | G.CO.10                | X                  |                     | G.CO.12                |                    | 5th                 | G.GMD.3                | X                  |                     | S.CP.6                 | X                  |                     |

**Exhibit 2.4.6 (continued)**  
**Congruency of High School Mathematics Curriculum and Pacing Maps**  
**with Proficiency Test Schedule**  
**Algebra 1, Geometry, Algebra 2**  
**Jefferson County Public Schools**  
**October 2011**

| 1st Grading Period     |                    |                     | 2nd Grading Period     |                    |                     | 3rd Grading Period     |                    |                     | 4th Grading Period     |                    |                     | 5th Grading Period     |                    |                     | 6th Grading Period     |                    |                     |
|------------------------|--------------------|---------------------|------------------------|--------------------|---------------------|------------------------|--------------------|---------------------|------------------------|--------------------|---------------------|------------------------|--------------------|---------------------|------------------------|--------------------|---------------------|
| Core Academic Standard | Tested This Period | Other Period Tested | Core Academic Standard | Tested This Period | Other Period Tested | Core Academic Standard | Tested This Period | Other Period Tested | Core Academic Standard | Tested This Period | Other Period Tested | Core Academic Standard | Tested This Period | Other Period Tested | Core Academic Standard | Tested This Period | Other Period Tested |
| G.CO.9                 | X                  |                     | A.REI.3                | X                  |                     | G.CO.9                 | X                  |                     | G.CO.13                |                    |                     | A.REI.4b               | X                  |                     | S.CP.4                 | X                  |                     |
| G.CO.10                |                    | 3rd                 | F.LE.5                 | X                  |                     | G.SRT.4                |                    | 1st                 | G.C.4                  |                    |                     |                        |                    |                     | S.CP.5                 | X                  |                     |
| G.SRT.1a               | X                  |                     |                        |                    |                     | G.SRT.5                | X                  | 4th                 | F.IF.7a                | X                  |                     |                        |                    |                     | S.CP.8                 |                    |                     |
| G.SRT.1b               |                    | 2nd                 |                        |                    |                     | G.GPE.4                | X                  | 4TH                 |                        |                    |                     |                        |                    |                     | S.CP.2                 | X                  |                     |
| G.SRT.5                |                    | 3rd                 |                        |                    |                     | G.GPE.7                |                    | 4th                 |                        |                    |                     |                        |                    |                     | S.CP.9                 | X                  |                     |
| N.Q.3                  |                    |                     |                        |                    |                     | G.GPE.5                |                    |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     |
| G.SRT.2                |                    | 2nd                 |                        |                    |                     | G.GPE.6                |                    | 4th                 |                        |                    |                     |                        |                    |                     |                        |                    |                     |
| G.SRT.3                |                    | 2nd                 |                        |                    |                     | A.REI.6                | X                  |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     |
| <b>Algebra 2</b>       |                    |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     |
| F.IF.1                 |                    |                     | F.BF.2                 | X                  |                     | F.BF.3                 | X                  |                     | F.BF.4a                |                    |                     | A.APR.3                |                    |                     | G.GPE.1                | X                  | 5th                 |
| F.IF.2                 | X                  |                     | F.LE.2                 |                    |                     | A.CED.1                | X                  |                     | F.BF.1c                |                    |                     | F.IF.4                 |                    |                     | G.GPE.2                | X                  |                     |
| F.IF.4                 |                    |                     | A.SSE.1b               |                    |                     | F.IF.8a                |                    | 1st                 | G.SRT.11               | X                  |                     | F.IF.7c                |                    |                     | G.GPE.3                | X                  |                     |
| F.IF.5                 | X                  |                     | A.CED.1                |                    | 3rd                 | F.IF.4                 |                    |                     | A.APR.7                |                    |                     | N.CN.1                 |                    |                     | A.SSE.4                | X                  |                     |
| A.REI.4b               | X                  | 3rd                 | F.IF.5                 |                    | 1ST                 | F.IF.7b                |                    |                     | F.BF.5                 |                    |                     | N.CN.7                 | X                  |                     | F.LE.2                 |                    |                     |
| A.CED.4                |                    |                     | F.IF.8b                |                    |                     | F.IF.7e                |                    | 4th/5th             | F.IF.7e                | X                  | 5th                 | N.CN.2                 | X                  |                     | A.APR.5                |                    |                     |
| F.IF.8a                | X                  |                     | F.LE.5                 |                    |                     | A.REI.4a               |                    |                     | F.LE.4                 | X                  |                     | A.APR.6                | X                  |                     | F.LE.4                 |                    | 4th                 |
| F.IF.9                 |                    |                     | A.APR.7                |                    |                     | A.REI.4b               | X                  | 1st                 | F.IF.8a                |                    |                     | A.APR.2                |                    | 6th                 | S.ID.4                 |                    |                     |
| A.REI.3                |                    |                     | F.IF.9                 |                    |                     | A.CED.2                |                    |                     | F.BF.1b                | X                  |                     | F.IF.5                 |                    | 1st                 | S.IC.1                 |                    |                     |
| F.IF.7a                | X                  |                     | A.SSE.2                |                    |                     | A.REI.2                | X                  | 1st/2nd             | F.LE.5                 |                    |                     | N.CN.8                 |                    |                     | S.IC.6                 |                    |                     |
| F.IF.7d                |                    |                     | A.APR.4                |                    |                     | A.REI.11               |                    | 2nd                 | F.TF.5                 |                    | 5th                 | N.CN.9                 |                    |                     | S.IC.3                 |                    |                     |
| F.LE.1b                |                    |                     | A.APR.1                |                    |                     | A.CED.4                |                    |                     | F.TF.1                 |                    | 5th                 | S.MD.6                 |                    |                     | S.IC.4                 |                    |                     |
| A.APR.7                |                    |                     | A.REI.2                | X                  | 1st/3rd             | A.APR.7                |                    |                     | F.TF.2                 |                    |                     | S.CP.6                 |                    | 6th                 | S.IC.2                 |                    |                     |
| A.REI.2                | X                  | 2nd/3rd             | F.IF.7e                |                    | 4th/5th             | A.CED.3                |                    |                     | F.IF.9                 |                    |                     | S.CP.7                 |                    | 6th                 | S.IC.5                 |                    |                     |
| A.REI.11               |                    | 2nd                 | A.REI.11               | X                  |                     | A.REI.12               |                    | 4th                 | F.TF.8                 |                    |                     | F.IF.7b                |                    |                     | F.IF.6                 |                    |                     |
| N.RN.1                 |                    |                     | *F.IF.3                | X                  |                     |                        |                    |                     |                        |                    |                     | S.CP.9                 |                    | 6th                 |                        |                    |                     |
| N.RN.2                 |                    |                     |                        |                    |                     |                        |                    |                     |                        |                    |                     | *N.CN.3                |                    |                     |                        |                    |                     |

Key: Shaded = Not tested for the course

\* = Tested Core Academic Standard is not listed anywhere in the Algebra 2 Curriculum and Pacing Map

Data Source: Algebra 1, Geometry, Algebra 2 Mathematics Curriculum and Pacing Maps and Project Proficiency Assessment Maps



As noted in Exhibit 2.4.6:

- Core Academic Standards listed for each grading period are as indicated in the Curriculum and Pacing map for the course. Some standards are listed in more than one grading period.
- Fourteen (14) Algebra I standards are not tested in any grading period for the course. Ten (10) Geometry standards are not tested in any grading period for the course. Fifty-one (51) Algebra II standards are not tested in any grading period for the course.
- Standard A.REI.6 is listed in both Algebra I and Geometry. It is tested two times in Algebra I and one time in Geometry.
- Standard A.APR.7 is listed in four grading periods, and Standard F.IF.4 is listed in three grading periods in Algebra II. Neither of these standards is tested for Algebra II. Standard F.IF.4 is also listed in Algebra I and tested in the fifth grading period for that course.
- In some cases a standard listed for Algebra II and not tested for the course is listed for Algebra I and tested there.

Auditors interviewed teachers, administrators, and other staff members regarding the curriculum for Jefferson County Public Schools. The following comments were noted:

- “We don’t exactly follow the district curriculum maps, but are doing more so this year since CASCADE assessments are required.” (School Administrator)
- “When using the curriculum maps and the district assessments, pacing is a problem.” (Teacher)
- “We do very little in second grade to orient the students to the challenge of high stakes in third grade.” (Teacher)
- “We have an organized curriculum, but the assessment time frame may not be when students are ready.” (Teacher)
- “We need better professional development about the common core standards. We are getting tests on them and we don’t even really understand them.” (Teacher)

## II. Congruence of Learning Targets to Standards

In developing the curriculum maps to guide instruction for the Jefferson County Public School District, the content standards are broken down into learning targets for further clarity for teachers and students alike. The learning targets begin with “I can...” in the district curriculum maps and are considered to be student-friendly statements.



*Example of learning targets posted in classrooms for every core subject in Stonestreet Elementary School.*

The auditors analyzed the learning targets and the content standards in literacy and mathematics to determine if the learning targets are congruent in content, context, and cognition to the core standards.

### Literacy

Exhibit 2.4.7 shows a sample of literacy standards and learning targets for kindergarten through grade 5.

#### **Exhibit 2.4.7**

#### **Internal Consistency Comparison of Learning Target Samples to The Core Academic Standards for Literacy, Grades K-5 Jefferson County Public Schools October 2011**

| Grade Level,<br>Selected Standards   | Standard Specification   | Learning Target  | Congruence  |         |           |
|--|--|--|---|---------|-----------|
|  |  |  | Content   | Context | Cognition |
| Grade K ELA:<br>RF.K.1d Demonstrate understanding of the organization and basic features of print.     | d. Recognize and name all upper and lower-case letters of the alphabet.  | I can find and name uppercase letters. I can find and name lower case letters.   | Y   | Y       | Y         |
| Grade K ELA:<br>RL.K.7   | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.) | I can tell how the words and the pictures work together.   | P<br>The "I Can" statement should reflect the teacher's help. | Y       | Y         |
| Grade K ELA:<br>RI.K.5   | Identify the front cover, back cover, and title page of a book.  | I know the parts of a book.  | Y   | Y       | Y         |
| Grade 1 ELA:<br>RF.1.4a Read with sufficient accuracy and fluency to support comprehension.            | a. Read on-level text with purpose and understanding.  | a. I can understand what I read.   | Y   | Y       | Y         |
| Grade 1 ELA: RL.1.3  | Describe characters, settings, and major events in a story, using key details.   | I can describe characters in a story using details. I can describe the setting in a story using details. I can describe the important events in a story using details. | Y   | Y       | Y         |
| Grade 1 ELA: RL.1.2  | Identify the main topic and retell key details of a text.  | I can identify the main topic of a text. I can use important details to show I understand the meaning of the story.  | Y   | Y       | Y         |
| Grade 2 ELA:<br>RF.2.3f Know and apply grade level phonics and word analysis skills in decoding words. | f. Recognize and read grade-appropriate irregularly spelled words.   | f. I can read words with irregular spelling patterns in texts.   | Y   | Y       | Y         |

**Exhibit 2.4.7 (continued)**  
**Internal Consistency Comparison of Learning Target Samples to**  
**The Core Academic Standards for Literacy, Grades K-5**  
**Jefferson County Public Schools**  
**October 2011**

| Grade Level,<br>Selected Standards   | Standard Specification  | Learning Target  | Congruence  |         |           |
|--|---|--|---|---------|-----------|
|  |   |  | Content   | Context | Cognition |
| Grade 2 ELA: RL.2.5  | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.   | I can tell how the beginning of a story introduces the plot. I can describe how the ending shows how the problem is solved (the solution.) I can sequence the events in a story.   | Y   | Y       | Y         |
| Grade 2 ELA: RI.2.1  | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  | I can find key details in an informational text. I can answer who, what, where, when, why, and how questions to show I understand what I have read. I can ask questions to show I understand what I have read.   | Y   | Y       | Y         |
| Grade 3 ELA:<br>RF.3.4b Read with sufficient accuracy and fluency to support comprehension.            | b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  | I can read aloud with expression. I can read aloud with accuracy. I can read aloud with a good rate.   | N<br>The "I Can" statements do not mention poetry or prose. | —       | —         |
| Grade 3 ELA: RL.3.7  | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting.)                                   | I can explain how parts of illustrations work together with the text to tell the story.  | Y   | Y       | Y         |
| Grade 3 ELA: RI.3.2  | Determine the main idea of a text, recount the key details, and explain how they support the main idea.   | I can decide the main idea of a text and explain which details support it.   | Y   | Y       | Y         |
| Grade 4 ELA:<br>RF.4.3a Know and apply grade-level phonics and word analysis skills in decoding words. | a. Use combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | I can use affixes to read unfamiliar words in context. I can use affixes to read unfamiliar words out of context. I can use syllabication patterns to read unfamiliar words. I can use roots to read unfamiliar words in context. I can use roots to read unfamiliar words out of context. | Y   | Y       | Y         |

**Exhibit 2.4.7 (continued)**  
**Internal Consistency Comparison of Learning Target Samples to**  
**The Core Academic Standards for Literacy, Grades K-5**  
**Jefferson County Public Schools**  
**October 2011**

| Grade Level,<br>Selected Standards  | Standard Specification   | Learning Target   | Congruence |         |           |
|---|--|---|------------|---------|-----------|
|   |  |   | Content    | Context | Cognition |
| Grade 4 ELA: RL.4.4   | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean.) | I can figure out what words and phrases mean in a text. I can use my background knowledge about mythology to determine meanings of words and phrases (e.g., the Midas touch, Herculean effort.)   | Y          | Y       | Y         |
| Grade 4 ELA: RI.4.1   | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.                                   | I can use details when explaining what the informational text says. I can use details to make inferences about informational text. I can use examples from the text to make inferences about informational text. I can use evidence from the text to support my thinking. | Y          | Y       | Y         |
| Grade 5 ELA:<br>RF.5.4c Read with sufficient accuracy and fluency to support comprehension. | c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  | I can reread when something does not make sense. I can use the meaning of the text to confirm or self-correct when reading.   | Y          | Y       | Y         |
| Grade 5 ELA: RL.5.6   | Describe how a narrator's or speaker's point of view influences how events are described.  | I can describe how the narrator or speaker's point of view influences the events in a story. I can identify the narrator or speaker of the story. I can identify the narrator or speaker's point of view.   | Y          | Y       | Y         |
| Grade 5 ELA: RI.5.1   | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  | I can quote accurately when explaining what the informational text says. I can quote accurately when explaining inferences from the informational text.   | Y          | Y       | Y         |

Key: Y = Yes; N = No; P = Partial, less than half of elements matching

Sources: KCAS Supporting Unit Documents Grades K-5

As noted in Exhibit 2.4.7:

- Three sample learning targets were analyzed at each grade level, kindergarten through grade 5.
- Of the 18 samples of standards and learning targets, 16 were found to be fully congruent in content, context, and cognition.
- One sample for kindergarten was found to be partially congruent in content.
- One sample from grade 3 was not congruent in content and, therefore, could not be analyzed for context and cognition.

### Mathematics

Exhibit 2.4.8 shows a sample of mathematics standards and learning targets for grades 3, 5, 6, and 8.

#### **Exhibit 2.4.8**

#### **Internal Consistency Comparison of Learning Target Samples to The Core Academic Standards for Mathematics, Grades 3, 5, 6, 8 Jefferson County Public Schools October 2011**

| Core Academic Standards  | Learning Targets  | Congruence |         |           | Areas of Incongruence   |
|--|---|------------|---------|-----------|---|
|  |   | Content    | Context | Cognition |   |
| Grade 3  |   |            |         |           |   |
| 3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. | I can solve story problems for addition and subtraction. I can use strategies to check if the answer is correct and makes sense.  | *N         | —       | —         | Learning Targets do not expect student to solve problems using all four operations and to represent the problems using equations. |
| 3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.   | I can round a whole number to the nearest ten.  | P          | Y       | Y         | Learning Target does not expect student to round to the nearest 100.  |
| 3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.                                    | I can draw a bar graph to represent data using a scale. I can draw a picture graph to represent data using a scale. I can analyze a bar graph to solve one and two-step problems asking “how many more/less?” | Y          | Y       | Y         |   |
| 3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationships between addition and subtraction.   | I can fluently add within 500 using my strategies.  | P          | Y       | Y         | Learning Target does not expect student to fluently subtract within 1000.   |

**Exhibit 2.4.8 (continued)**  
**Internal Consistency Comparison of Learning Target Samples to**  
**The Core Academic Standards for Mathematics, Grades 3, 5, 6, 8**  
**Jefferson County Public Schools**  
**October 2011**

| Core Academic Standards  | Learning Targets  | Congruence |         |           | Areas of Incongruence  |
|--|---|------------|---------|-----------|--|
|  |   | Content    | Context | Cognition |  |
| Grade 5  |   |            |         |           |  |
| 5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and /or area models. | I can divide a 4 digit by a 2 digit number using my strategies and interpret the remainder.   | Y          | P       | Y         | Learning Target does not explicitly state that student should interpret the calculation by illustrating and explaining |
| 5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.  | I can explain the patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. I can represent powers of 10 using whole number exponents. | Y          | Y       | Y         |  |
| 5.MD.5c Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.   | I can solve real world problems by decomposing a solid figure into two right rectangular prisms and adding their volumes together.  | P          | Y       | Y         | Learning Target does not explicitly state that the figures be composed of “non-overlapping” right rectangular prisms   |
| 5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units.  | I can measure volume in cubic in, cubic cm, and cubic ft. by counting cubes.  | Y          | P       | Y         | Learning Target does not expect student to measure with improvised units.  |
| Grade 6  |   |            |         |           |  |
| 6.SP.5 Summarize numerical data sets in relation to their context, such as by:6.SP.5b Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.  | I can describe the data being collected, including how it was measured, and its unit of measure.  | Y          | Y       | Y         |  |
| 6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.   | I can divide multi-digit numbers using the standard algorithm with speed and accuracy.  | Y          | Y       | Y         |  |



**Exhibit 2.4.8 (continued)**  
**Internal Consistency Comparison of Learning Target Samples to**  
**The Core Academic Standards for Mathematics, Grades 3, 5, 6, 8**  
**Jefferson County Public Schools**  
**October 2011**

| Core Academic Standards   | Learning Targets  | Congruence |         |           | Areas of Incongruence |
|---|---|------------|---------|-----------|-----------------------|
|   |   | Content    | Context | Cognition |                       |
| 6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.<br>6.NS.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$ , and that 0 is its own opposite. | I can sketch a number and its opposite on a number line.  | Y          | Y       | Y         |                       |
| 6.NS.7 Understand ordering and absolute value of rational numbers.<br>6.NS.7b Understand ordering and absolute value of rational numbers. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that $-3^{\circ}\text{C}$ is warmer than $-7^{\circ}\text{C}$ .   | I can write, interpret, and explain a statement of order for rational numbers in a real-world context.  | Y          | Y       | Y         |                       |
| <b>Grade 8</b>  |   |            |         |           |                       |
| 8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.   | I can analyze a graph and describe the functional relationship between two quantities. I can sketch a graph given a verbal description of its qualitative features. I can interpret the relationship between x and y values by analyzing a graph. | Y          | Y       | Y         |                       |
| 8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.  | I can fit a straight line within the plotted data. I can assess the closeness of the data to the straight line.   | Y          | Y       | Y         |                       |

| <b>Exhibit 2.4.8 (continued)</b><br><b>Internal Consistency Comparison of Learning Target Samples to</b><br><b>The Core Academic Standards for Mathematics, Grades 3, 5, 6, 8</b><br><b>Jefferson County Public Schools</b><br><b>October 2011</b> |   |            |         |           |  |
|--|---|------------|---------|-----------|--|
| Core Academic Standards  | Learning Targets  | Congruence |         |           | Areas of Incongruence  |
|  |   | Content    | Context | Cognition |  |
| 8.EE.8a Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.                                 | I can identify the solution(s) to a system of two linear equations in two variables as the point(s) of intersection of their graphs. I can describe the point(s) of intersection between two lines as points which satisfy both equations simultaneously. | Y          | P       | Y         | Learning Targets expect the student to describe the point(s) of intersection. The standard does not have this expectation. |
| 8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.   | I can define a function as a rule that assigns to each input exactly one output. I can compare a graph of a function to a set of ordered pairs consisting of an input and the corresponding output.   | Y          | Y       | Y         |  |
| *Note: The Learning Targets associated with Core Academic Standard 3.OA.8, taken together, are not congruent with the standard for content; therefore these Learning Targets are not analyzed for context and cognition.                           |   |            |         |           |  |
| Key: Y = Congruent P = Partially Congruent N = Not Congruent   |   |            |         |           |  |
| Data Sources: JCPS Mathematics Curriculum Maps and accompanying Learning Targets for grades 3, 5, 6, 8   |   |            |         |           |  |

As noted in Exhibit 2.4.8:

- Nine (56 percent) of the learning targets were congruent in content, context, and cognition with the Core Academic Standards.
- One grade 3 sample was not congruent in content, and therefore, could not be analyzed for context and cognition.
- Three samples were found to be partially congruent in content, indicating that the learning target does not address all content addressed in the standard.

Auditors observed during classroom visits that many teachers in kindergarten through grade 8 display the learning targets or “I can” statements for the standard being addressed. It was further observed in some classrooms that students utilize a teacher-developed “I can” summary sheet for each day of the week. Students are to reflect on the learning and make note of what they can do as a result of the learning. However, neither of these was standard practice across the schools in the Jefferson County Public School District.

### III. Congruence of Assessment Items to Standards

The auditors looked at the alignment of core academic standards with assessment items taken from the proficiency assessments provided by district personnel to determine internal consistency between standards and assessments. Such alignment is necessary in order to provide rational transfer of learning from instruction to assessments that hold students accountable for mastery.

The audit team reviewed multiple assessment items from grade levels where assessments were available. Assessment items were taken from the first proficiency assessment in literacy, mathematics, science, and social studies.

### Literacy

Auditors evaluated the congruency between literacy Core Academic Standards and proficiency assessment items developed by district staff by selecting a sampling from grades 3, 5, 6, 8, and 10. For this analysis, auditors examined the congruence of the standards and assessments by analyzing them in terms of content, context, and cognition. Four samples were selected from each grade level to demonstrate the representative alignments. When an assessment item is not aligned for content, further analysis cannot be done. Exhibit 2.4.9 summarizes the auditors' analyses of the samples for literacy.

### **Exhibit 2.4.9**

#### **Internal Consistency Comparison of Sample Proficiency Assessment Items to The Core Academic Standards for Literacy Grades 3, 5, 6, 8, 10 Jefferson County Public Schools October 2011**

| KCAS  | Proficiency Assessment Item  | Congruence |         |           | Areas of Incongruency  |
|---|--|------------|---------|-----------|--|
|   |  | Content    | Context | Cognition |  |
| Grade 3   |  |            |         |           |  |
| RL.3.7: Explain how specific aspects of a text’s pictures contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting.)          | Take another look at the picture on the first page and answer the question below.<br>1. Who is working?<br>a. Just the boys are working.<br>b. Just the girls are working.<br>c. Only the little old woman is working.<br>d. The old woman and the boys and girls are working.   | P          | N       | N         | Answer choices are given to students. They are asked to identify rather than explain, which requires a written response. |
| RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.   | 5. Read the sentence from the story: <i>“There were so many children that the little old woman did not know what to do with them all.”</i> What does the author mean by “the little old woman did not know what to do with them all”?<br>a. She didn’t really want them all.<br>b. There wasn’t room for all of them in the shoe.<br>c. The children behaved badly all of the time.<br>d. She had a difficult time taking good care of them all. | Y          | Y       | Y         |  |
| RI.3.7: Use information gained from pictures (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur.) | Now answer the questions below:<br>7. Which statement is true about the menu?<br>a. A brownie costs more than a sundae.<br>b. Meal #6 costs the most money.<br>c. French fries only come with one meal.<br>d. For \$.25 more, you can have a large drink.  | Y          | Y       | Y         |  |

**Exhibit 2.4.9 (continued)**  
**Internal Consistency Comparison of Sample Proficiency Assessment Items to**  
**The Core Academic Standards for Literacy Grades 3, 5, 6, 8, 10**  
**Jefferson County Public Schools**  
**October 2011**

| KCAS  | Proficiency Assessment Item   | Congruence |         |           | Areas of Incongruency   |
|---|---|------------|---------|-----------|---|
|   |   | Content    | Context | Cognition |   |
| RI.3.1: Ask and answer questions to demonstrate an understanding of a text; referring explicitly to the text as the basis for answers.      | 11. Which meals have the most items?<br>a. Meals # 1, #4, and #5<br>b. Meals #2, #3, and #6<br>c. Meals #3, #5, and #6<br>d. Meals #1, #2, and #3   | P          | N       | N         | Questions are not being asked by the students. They are responding to questions being asked.                  |
| <b>Grade 5</b>  |   |            |         |           |   |
| RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.               | 1. Which statement from the passage helps the reader to infer the main reason Mrs. Dunn thinks Maria is having trouble dancing?<br>a. "Don't be afraid to fall down or make a mistake."<br>b. "Try one dance again and pretend you're Pearl Primus."<br>c. "After class, I'll work with you on the timing."<br>d. "Don't forget to turn and spin at center stage" | N          | —       | —         | Responses are given to students. The standard require a that students complete a performance task.            |
| RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | 3. Read the sentence from the passage. "Now, go ahead and fly!" What idea does the word " <i>fly</i> " stand for in this sentence?<br>a. Looking like a bird high in the air<br>b. Rising above all the other dancers<br>c. Moving very quickly across the floor<br>d. Dancing freely to express how one feels  | P          | P       | Y         | The question addresses only metaphors. Students are not asked to differentiate between metaphors and similes. |
| RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.               | 9. What reason is given for why Major Taylor was treated unfairly?<br>a. He was from the North competing in Southern races.<br>b. He did not ride a beautiful bicycle or have racing outfits.<br>c. Some people did not want African Americans to succeed.<br>d. He did not have an entertaining personality.   | N          | —       | —         | The answers are not quotations from the text.   |

**Exhibit 2.4.9 (continued)**  
**Internal Consistency Comparison of Sample Proficiency Assessment Items to**  
**The Core Academic Standards for Literacy Grades 3, 5, 6, 8, 10**  
**Jefferson County Public Schools**  
**October 2011**

| KCAS  | Proficiency Assessment Item   | Congruence |         |           | Areas of Incongruency   |
|---|---|------------|---------|-----------|---|
|   |   | Content    | Context | Cognition |   |
| RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   | 11. Which key detail from the text explains how Major Taylor displayed good sportsmanship?<br>a. He sprinted to the front and won his first race.<br>b. The Velodrome in Indianapolis is named after Major Taylor.<br>c. Despite being treated unfairly, he was always a gentleman.<br>d. He held seven world speed records in cycling.                               | N          | —       | —         | The question is concerned with only one main idea. The question also requires no summary of text.               |
| <b>Grade 6</b>  |   |            |         |           |   |
| RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  | 5. How does Mr. Sloan contribute to the plot in this passage?<br>a. He writes his stories down for Rose to use for her assignment.<br>b. He admires both Lenia Johnstone and Rose's grandmother.<br>c. He gives Lenia Johnstone tours of the town when she visits.<br>d. He provides the information Rose needs for her assignments.                                  | N          | —       | —         | The question does not address the unfolding of the plot in a series of episodes. The student is not describing. |
| RL.6.2: Determine a theme a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | 6. Which statement reflects the theme of this story?<br>a. Value the time you have with your family<br>b. Keep a journal of what you see and hear.<br>c. To be successful, you have to search below the surface.<br>d. Writing assignments must be started on time.   | P          | P       | N         | Summarization is not included in the assessment item. Summarization requires analysis.                          |
| RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | 11. What is the <b>LAST</b> step in the panning process?<br>a. With a shovel, dig up the rocks in a stream where there could be gold.<br>b. Take a tweezer; pick up the gold flakes, and drop them into a container.<br>c. Use a swishing motion to spread out the sand in a feather pattern<br>d. Take a stick and scrape out the top inch of the gravel in the pan. | N          | —       | —         | The answer choices are given to the student rather than the student having to produce the answer.               |

**Exhibit 2.4.9 (continued)**  
**Internal Consistency Comparison of Sample Proficiency Assessment Items to**  
**The Core Academic Standards for Literacy Grades 3, 5, 6, 8, 10**  
**Jefferson County Public Schools**  
**October 2011**

| KCAS  | Proficiency Assessment Item   | Congruence |         |           | Areas of Incongruency  |
|---|---|------------|---------|-----------|--|
|   |   | Content    | Context | Cognition |  |
| RI.6.2: Determine a theme a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.   | Open response: <b>IDENTIFY</b> the central idea of the passage. Explain how the central idea is conveyed by the author using details in the passage.  | P          | P       | P         | The assessment has no provision for summarization.   |
| <b>Grade 8</b>  |   |            |         |           |  |
| RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | 2. Read the sentence from the passage: “For the <b>usually turbocharged Caleb</b> , doing nothing was going to be hard work.” What does <b>usually turbocharged Caleb</b> refer to?<br>a. Caleb’s athletic skill<br>b. Caleb’s energy level<br>c. Caleb’s thought process<br>d. Caleb’s mechanical knowledge                                      | P          | P       | N         | The student is given the answer choices. There is no vehicle provided for analysis of impact of specific word choices on meaning and tone. |
| RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, settings and plot; provide an objective summary of the text.                         | 4. Which of the following is the <b>BEST</b> summary of the passage?<br>a. Caleb was able to complete his writing assignment<br>b. Caleb could not play baseball due to an injury<br>c. Caleb’s family and friends found a way to encourage him by sending light bulbs<br>d. Caleb’s family and friends were worried about his school assignment. | P          | P       | N         | The assessment question does not ask for the theme. There is no analysis of the development of the theme over the course of the text.      |
| RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | 8. Which of these can readers <b>MOST LIKELY</b> assume about the author of this passage?<br>a. The author has observed many sea turtles<br>b. The author has studied Dr. Klimley’s work<br>c. The author was a student of marine animals<br>d. The author lived somewhere near Mexico.   | N          | —       | —         | The answer choices are given to the student rather than the student having to produce the answer.  |



**Exhibit 2.4.9 (continued)**  
**Internal Consistency Comparison of Sample Proficiency Assessment Items to**  
**The Core Academic Standards for Literacy Grades 3, 5, 6, 8, 10**  
**Jefferson County Public Schools**  
**October 2011**

| KCAS   | Proficiency Assessment Item   | Congruence |         |           | Areas of Incongruency   |
|--|---|------------|---------|-----------|---|
|  |   | Content    | Context | Cognition |   |
| RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories.)   | 12. In what way does the passage compare Kemp Ridley sea turtles to birds of prey?<br>A. by saying their navigational skills are amazing.<br>B. by describing their use of the Sun to navigate long distances.<br>C. by telling how they wander the Gulf of Mexico.<br>D. by recounting how they lay eggs in the same place they were born. | N          | —       | —         | Answer choices are given to students. Students are asked to identify rather than to analyze.                                  |
| <b>Grade 10</b>  |   |            |         |           |   |
| 10.A3a: Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, biographical essays, myths, speeches) from various cultures and of nonliterary forms (e.g., work place and technical documents.) | 2. This passage most prominently features which elements of fiction?<br>A. Moral lesson, action, description<br>B. Description, dialogue, antagonist<br>C. Action, description, dialogue<br>D. Dialogue, action, moral lesson   | P          | P       | N         | Answer choices are given to students. Students are asked to identify literary forms only. There is no analysis or evaluation. |
| 10.A5e: Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts.            | 4. The term <i>long arm</i> provides an example of which literary device?<br>A. Simile<br>B. Metaphor<br>C. Foreshadowing<br>D. Sarcasm   | P          | P       | N         | The consists only of literary devices. Answer choices are given to students, and students are only asked to identify.         |

**Exhibit 2.4.9 (continued)**  
**Internal Consistency Comparison of Sample Proficiency Assessment Items to**  
**The Core Academic Standards for Literacy Grades 3, 5, 6, 8, 10**  
**Jefferson County Public Schools**  
**October 2011**

| KCAS  | Proficiency Assessment Item   | Congruence |         |           | Areas of Incongruency  |
|---|---|------------|---------|-----------|--|
|   |   | Content    | Context | Cognition |  |
| 10.B4c: Use parallel structure to present items in a series and items juxtaposed for emphasis.  | 10. Which question demonstrates effective parallelism?<br>A. Are you planning to ride the roller coaster, swim in the lagoon, or play a game of ring toss before you leave the amusement park?<br>B. Are you planning to ride the roller coaster, swimming in the lagoon, or play a game of ring toss before you leave the amusement park?<br>C. Are you planning to ride the roller coaster, swim in the lagoon, or playing a game of ring toss before you leave the amusement park?<br>D. Are you planning to riding the roller coaster, swim in the lagoon, or play a game of ring toss before you leave the amusement park? | P          | P       | Y         | Answer choices are given to students.  |
| 10.A5c: Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts.       | From a scene in <u>The Great Gatsby</u> :<br>Choose two of the six literary elements provided and write a response in which you explain how the author's use of these elements helps convey the atmosphere of the party. Be sure to use evidence from the text to support your ideas:<br>Diction      Mood<br>Tone      Figurative Language<br>Imagery      Varied Sentence<br>Structure  | P          | Y       | P         | The students are asked to use only two literary elements instead of the six in the standard. They are not asked to evaluate. |
| Key: Y = Yes; N = No; P = Partial, less than half the elements missing.   |   |            |         |           |  |
| Data Sources: JCPS Proficiency Assessments. Grades 3, 5, 6, and 8 assessment items are based on the KCAS reading standards. The 10th grade assessment items come from ACT Quality Core Standards. |   |            |         |           |  |

As noted in Exhibit 2.4.9:

- Two (10 percent) of the proficiency test item samples are congruent with the associated Core Content Standard for content, context, and cognition.
- At grades 5, 6, 8, and 10, no assessment items are fully congruent.
- At grade 5, one question is partially congruent; the remainder of the assessment items are not congruent.
- At grade 6, two items are partially congruent; two items are not congruent.
- At grade 8, two items are partially congruent.
- At grade 10, all four assessment items are partially congruent.

## Mathematics

Auditors evaluated congruency between mathematics core academic standards and proficiency assessment items developed by district staff by selecting a sampling from grades 3, 5, and 6, and Algebra I, and Algebra II. Again auditors examined the congruence of the standards and assessments by analyzing them in terms of content, context, and cognition, with four samples selected from each grade level to demonstrate the representative alignments. The district selected for auditors' analysis the proficiency items in grades 3 and 5 and Algebra II that students had the most difficulty with. Auditors randomly selected Algebra I proficiency items for analysis. Exhibit 2.4.10 summarizes the auditors' analyses of the mathematics samples.

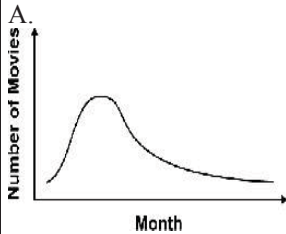
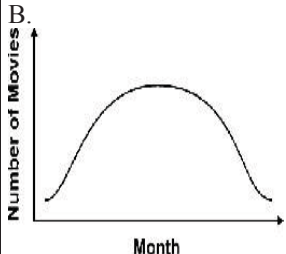
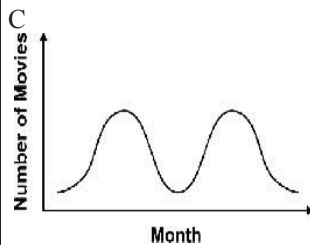
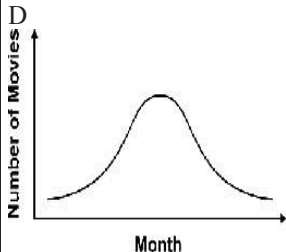
### **Exhibit 2.4.10**

#### **Internal Consistency Comparison of Sample Proficiency Assessment Items to The Core Academic Standards for Mathematics, Grades 3, 5, and 6, and Algebra 1 and Algebra 2 Jefferson County Public Schools October 2011**

| Core Academic Standard   | Proficiency Assessment Item  | Congruence |         |           | Areas of Incongruence  |
|--|--|------------|---------|-----------|--|
|  |  | Content    | Context | Cognition |  |
| Grade 3  |  |            |         |           |  |
| 3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. | 6. Max baked 3 batches of muffins. Each batch had 12 muffins. Which expression shows how many muffins Max baked?<br>A. $12 + 3$<br>B. $12 - 3$<br>C. $12 + 12 + 12$<br>D. $12 \div 3$  | P          | Y       | Y         | Item does not expect student to solve a two-step story problem.  |
|  | 7. On Monday, Lana walked from her house 6 blocks to school, 5 blocks to the library, 2 blocks to the post office, and then took the same path home. How many blocks did Lana walk altogether?<br>A. 11<br>B. 13<br>C. 22<br>D. 26 | Y          | P       | Y         | Item does not expect student to represent the problem using equations with a letter standing for the unknown quantity. |
|  | 8. Ryan took 28 pictures on his class field trip. Scott took more pictures than Ryan. Which number could be the total number of pictures taken by Ryan and Scott?<br>A. 32<br>B. 48<br>C. 56<br>D. 64                              | Y          | P       | Y         | Item does not expect student to represent the problem using equations with a letter standing for the unknown quantity. |
|  | 9. What is another way to describe the number 28?<br>A. $2 + 8$<br>B. $32 - 4$<br>C. $28 + 10$<br>D. $30 - 12$   | P          | P       | Y         | Item does not expect student to solve two-step word problems.  |

| Exhibit 2.4.10 (continued)  |   |            |         |           |  |
|---|---|------------|---------|-----------|--|
| Internal Consistency Comparison of Sample Proficiency Assessment Items to   |   |            |         |           |  |
| The Core Academic Standards for Mathematics, Grades 3, 5, and 6, and Algebra 1 and Algebra 2  |   |            |         |           |  |
| Jefferson County Public Schools   |   |            |         |           |  |
| October 2011  |   |            |         |           |  |
| Core Academic Standard  | Proficiency Assessment Item   | Congruence |         |           | Areas of Incongruence  |
|   |   | Content    | Context | Cognition |  |
| Grade 4   |   |            |         |           |  |
| 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.                     | 6. If a number is composite, which of these statements must be true about the number?<br>A. It is an odd number.<br>B. It is an even number.<br>C. It has only two factors.<br>D. It has more than two factors.   | P          | Y       | Y         | Item does not expect student to find all factor pairs for a whole number or to identify prime numbers given whole numbers in the range of 1-100. |
|   | 7. Which number is a prime number between 20 and 30?<br>A. 17<br>B. 24<br>C. 25<br>D. 29  | P          | Y       | Y         | Item does not expect student to find all factor pairs for a whole number.  |
|   | 8. Which number has 2 as the only prime factor?<br>A. 20<br>B. 16<br>C. 12<br>D. 6  | P          | Y       | Y         | Item does not expect student to find all factor pairs for a whole number.  |
| Grade 5   |   |            |         |           |  |
| 5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | 12. Ray’s turtle walked a total of 3684 inches during 6 days. If the turtle walked the same distance each day, which expression would show how many inches the turtle walked each day?<br>A. $3684 + 3684 + 3684 + 3684 + 3684 + 3684$<br>B. $3684 \div 6$<br>C. $3684 \times 6$<br>D. $3684 - 6$ | Y          | N       | Y         | Item does not expect the student to illustrate and explain the calculation.  |
| Grade 6   |   |            |         |           |  |
| 6.SP.5 Summarize numerical data sets in relation to their context, such as by:6SP.5d Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.   | 3. Josh’s test scores were 95, 89, 87, 95, 86 and 88. Which measure of center will give Josh the highest final grade?<br>A. mean<br>B. median<br>C. mode<br>D. all three are the same   | Y          | Y       | Y         |  |

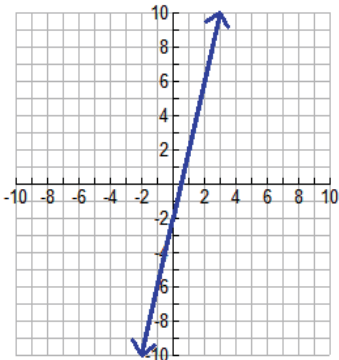
**Exhibit 2.4.10 (continued)**  
**Internal Consistency Comparison of Sample Proficiency Assessment Items to**  
**The Core Academic Standards for Mathematics, Grades 3, 5, and 6, and Algebra 1 and Algebra 2**  
**Jefferson County Public Schools**  
**October 2011**

| Core Academic Standard  | Proficiency Assessment Item  | Congruence |         |           | Areas of Incongruence |        |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
|---|--|------------|---------|-----------|-----------------------|--------|--------|------|---|------|---|------|---|------|---|-----|---|------|---|------|---|------|---|------|---|------|---|------|---|------|---|
|   |  | Content    | Context | Cognition |                       |        |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
| 6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. | 4. The table displays the number of movies a family watched per month over a one-year period.  | Y          | Y       | Y         |                       |        |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
|   | <table><tr><th>Month</th><th>Number</th></tr><tr><td>Jan.</td><td>1</td></tr><tr><td>Feb.</td><td>2</td></tr><tr><td>Mar.</td><td>2</td></tr><tr><td>Apr.</td><td>3</td></tr><tr><td>May</td><td>4</td></tr><tr><td>Jun.</td><td>6</td></tr><tr><td>Jul.</td><td>7</td></tr><tr><td>Aug.</td><td>4</td></tr><tr><td>Sep.</td><td>3</td></tr><tr><td>Oct.</td><td>2</td></tr><tr><td>Nov.</td><td>2</td></tr><tr><td>Dec.</td><td>1</td></tr></table> |            |         |           |                       | Month  | Number | Jan. | 1 | Feb. | 2 | Mar. | 2 | Apr. | 3 | May | 4 | Jun. | 6 | Jul. | 7 | Aug. | 4 | Sep. | 3 | Oct. | 2 | Nov. | 2 | Dec. | 1 |
|   | Month  |            |         |           |                       | Number |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
|   | Jan.   |            |         |           |                       | 1      |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
|   | Feb.   |            |         |           |                       | 2      |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
|   | Mar.   |            |         |           |                       | 2      |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
|   | Apr.   |            |         |           |                       | 3      |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
|   | May  |            |         |           |                       | 4      |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
|   | Jun.   |            |         |           |                       | 6      |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
|   | Jul.   |            |         |           |                       | 7      |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
| Aug.  | 4  |            |         |           |                       |        |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
| Sep.  | 3  |            |         |           |                       |        |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
| Oct.  | 2  |            |         |           |                       |        |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
| Nov.  | 2  |            |         |           |                       |        |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
| Dec.  | 1  |            |         |           |                       |        |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
| Which curve MOST resembles the distribution of this data?   |  |            |         |           |                       |        |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
| A.<br>  |  |            |         |           |                       |        |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
| B.<br>   |  |            |         |           |                       |        |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
| C.<br>   |  |            |         |           |                       |        |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
| D.<br>   |  |            |         |           |                       |        |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
|   |  |            |         |           |                       |        |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
|   |  |            |         |           |                       |        |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |
|   |  |            |         |           |                       |        |        |      |   |      |   |      |   |      |   |     |   |      |   |      |   |      |   |      |   |      |   |      |   |      |   |

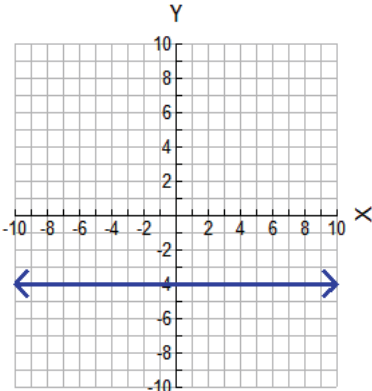
| Exhibit 2.4.10 (continued)   |   |               |              |           |   |       |  |      |     |     |     |      |     |      |     |   |   |   |   |
|--|---|---------------|--------------|-----------|---|-------|--|------|-----|-----|-----|------|-----|------|-----|---|---|---|---|
| Internal Consistency Comparison of Sample Proficiency Assessment Items to<br>The Core Academic Standards for Mathematics, Grades 3, 5, and 6, and Algebra 1 and Algebra 2<br>Jefferson County Public Schools<br>October 2011   |   |               |              |           |   |       |  |      |     |     |     |      |     |      |     |   |   |   |   |
| Core Academic<br>Standard  | Proficiency Assessment Item   | Congruence    |              |           | Areas of<br>Incongruence  |       |  |      |     |     |     |      |     |      |     |   |   |   |   |
|  |   | Content       | Context      | Cognition |   |       |  |      |     |     |     |      |     |      |     |   |   |   |   |
| 6.SP.5 Summarize numerical data sets in relation to their context, such as by:6.SP.5c Giving quantitative measures of center (median and/ or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. | 6. Stan Craftsman runs a lawn mower repair service. During a 10-day period Stan repaired the following number of lawn mowers:<br><div>4, 1, 2, 4, 6, 5, 4, 3, 4, 12</div><br>Which measures of central tendency are the same for the data shown?<br>A. mode and range<br>B. mean and mode<br>C. median and mode<br>D. mean and median   | P             | P            | Y         | Item does not expect student to give measures of variability and describe overall patterns. |       |  |      |     |     |     |      |     |      |     |   |   |   |   |
| 6.SP.5 Summarize numerical data sets in relation to their context, such as by:6.SP.5c Giving quantitative measures of center (median and/ or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. | 12.<br><b>Card Game</b><br><table><tr><th><u>Player</u></th><th><u>Score</u></th></tr><tr><td>Randy</td><td>121</td></tr><tr><td>Erica</td><td></td></tr><tr><td>John</td><td>119</td></tr><tr><td>Sam</td><td>107</td></tr><tr><td>Dawn</td><td>123</td></tr><tr><td>Maya</td><td>112</td></tr></table><br>The person with the highest score wins. If Erica won the game and the range of the scores was 17, what was Erica’s score?<br>A. 104<br>B. 106<br>C. 140<br>D. 124 | <u>Player</u> | <u>Score</u> | Randy     | 121   | Erica |  | John | 119 | Sam | 107 | Dawn | 123 | Maya | 112 | P | P | Y | Item does not expect student to give measures of variability and describe overall patterns. |
| <u>Player</u>  | <u>Score</u>  |               |              |           |   |       |  |      |     |     |     |      |     |      |     |   |   |   |   |
| Randy  | 121   |               |              |           |   |       |  |      |     |     |     |      |     |      |     |   |   |   |   |
| Erica  |   |               |              |           |   |       |  |      |     |     |     |      |     |      |     |   |   |   |   |
| John   | 119   |               |              |           |   |       |  |      |     |     |     |      |     |      |     |   |   |   |   |
| Sam  | 107   |               |              |           |   |       |  |      |     |     |     |      |     |      |     |   |   |   |   |
| Dawn   | 123   |               |              |           |   |       |  |      |     |     |     |      |     |      |     |   |   |   |   |
| Maya   | 112   |               |              |           |   |       |  |      |     |     |     |      |     |      |     |   |   |   |   |



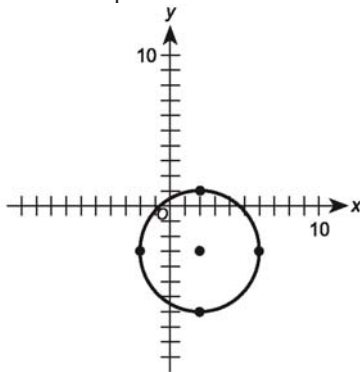
**Exhibit 2.4.10 (continued)**  
**Internal Consistency Comparison of Sample Proficiency Assessment Items to**  
**The Core Academic Standards for Mathematics, Grades 3, 5, and 6, and Algebra 1 and Algebra 2**  
**Jefferson County Public Schools**  
**October 2011**

| Core Academic Standard  | Proficiency Assessment Item   | Congruence |         |           | Areas of Incongruence  |
|---|---|------------|---------|-----------|--|
|   |   | Content    | Context | Cognition |  |
| Algebra 1   |   |            |         |           |  |
| A.REI.10 Represent and solve equations and inequalities graphically. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).<br>(Linear)  | 3. Which of the following points is a solution for the equation graphed below?<br>A. (-2,0)<br>B. (0,0)<br>C. (1,2)<br>D. (2,1)<br>  | Y          | Y       | Y         |  |
| A.REI.1 Understand solving equations as a process of reasoning and explain the reasoning. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.<br>(Linear) | 7. Martina is solving the equation $4x - 11 = 2x + 391$ . Here are the first steps of her solution.<br>$4x - 11 = 2x + 391$<br>$4x = 2x + 402$<br>$2x = 402$<br>What did Martina do to get $2x = 402$ ?<br>A. divided both sides by 2<br>B. divided the left side by $2x$<br>C. subtracted $2x$ from both sides<br>D. subtracted $2x$ from the left side and added $2x$ to the right side | *N         | —       | —         | Item states the steps, rather than expecting the student to explain each step in solving a simple equation. It does not ask the student to construct a viable argument to justify a solution method. |

**Exhibit 2.4.10 (continued)**  
**Internal Consistency Comparison of Sample Proficiency Assessment Items to**  
**The Core Academic Standards for Mathematics, Grades 3, 5, and 6, and Algebra 1 and Algebra 2**  
**Jefferson County Public Schools**  
**October 2011**

| Core Academic Standard  | Proficiency Assessment Item  | Congruence |         |           | Areas of Incongruence |
|---|--|------------|---------|-----------|-----------------------|
|   |  | Content    | Context | Cognition |                       |
| ASSE.1b Interpret the structure of expressions<br>Interpret expressions that represent a quantity in terms of its context.<br>b. Interpret complicated expressions by viewing one or more of their parts as a single entity.<br>For example, interpret $P(1+r)^n$ as the product of $P$ and a factor not depending on $P$ . | 12. After a summer of growing, a plant that began $h$ inches tall is now $4h - 10$ inches tall. Which phrase describes the growth of the tree over the summer?<br>A. The plant grew 40 inches above its original height.<br>B. The plant quadrupled its original height.<br>C. The plant was 10 inches short of quadrupling its original height.<br>D. The plant was 10 inches taller than four times its original height.   | Y          | Y       | Y         |                       |
| ACED.2 Create equations that describe numbers or relationships<br>Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ( <i>Linear</i> )   | 13. Fun Flicks, a movie rental company, charges a \$15 monthly fee plus \$2 per movie rented.<br>A. Write an equation that represents the cost of renting movies for a month from Fun Flicks. Let $x$ represent the number of movies rented and $y$ represent the total cost.<br>B. Graph the equation from part A on the grid below. Label both axes appropriately and mark the scale for both axes.<br><br> | Y          | Y       | Y         |                       |

**Exhibit 2.4.10 (continued)**  
**Internal Consistency Comparison of Sample Proficiency Assessment Items to**  
**The Core Academic Standards for Mathematics, Grades 3, 5, and 6, and Algebra 1 and Algebra 2**  
**Jefferson County Public Schools**  
**October 2011**

| Core Academic Standard   | Proficiency Assessment Item  | Congruence |         |           | Areas of Incongruence  |
|--|--|------------|---------|-----------|--|
|  |  | Content    | Context | Cognition |  |
| Algebra 2  |  |            |         |           |  |
| A.REI.4b Solve quadratic equations and inequalities in one variable.<br>b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, the quadratic formula and factoring, as appropriate to the initial form of the equation.  | 3. Monte has a small rectangular herb garden that has a length 3 yd longer than twice its width. If the area of the garden is 50 yd <sup>2</sup> , what is the length of the garden, to the nearest tenth of a yard?<br>A. 4.3<br>B. 7.3<br>C. 11.6<br>D. 37.4   | Y          | Y       | Y         |  |
| A.REI.2 Understand solving equations as a process of reasoning and explain the reasoning. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.   | 9. Scientists use the Beaufort wind scale to approximate wind. The formula is $B = 1.69\sqrt{s + 4.45} - 3.49$ where $B$ is the Beaufort number and $s$ is the wind speed in miles per hour. To the nearest mile per hour, what is the approximate wind speed if the Beaufort number is 6?<br>A. 2<br>B. 12<br>C. 27<br>D. 253 | Y          | N       | Y         | Item does not expect student to explain the reasoning or give examples showing how extraneous solutions may arise. |
| F.IF.7a Analyze functions using different representations. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.<br>a. Graph linear and quadratic functions and show intercepts, maxima, and minima. | 11. Find the equation of this circle.<br><br>A. $(x - 2)^2 + (y + 3)^2 = 4$<br>B. $(x - 2)^2 - (y + 3)^2 = 4$<br>C. $(x - 2)^2 + (y + 3)^2 = 16$<br>D. $(x - 2)^2 - (y + 3)^2 = 16$   | Y          | N       | Y         | Item does not expect student to graph functions and show key features by hand and/or using technology.             |

| <b>Exhibit 2.4.10 (continued)</b><br><b>Internal Consistency Comparison of Sample Proficiency Assessment Items to</b><br><b>The Core Academic Standards for Mathematics, Grades 3, 5, and 6, and Algebra 1 and Algebra 2</b><br><b>Jefferson County Public Schools</b><br><b>October 2011</b>   |  |            |         |           |  |
|---|--|------------|---------|-----------|--|
| Core Academic Standard  | Proficiency Assessment Item  | Congruence |         |           | Areas of Incongruence  |
|   |  | Content    | Context | Cognition |  |
| F.IF.8aAnalyze functions using different representations. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.<br>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. | 12. This is the equation of a parabola:<br>$y = -2x^2 + 4x + 2$<br>Determine the $x$ -value for the vertex and whether this value is a maximum or a minimum.<br>A. Maximum at $x = 1$<br>B. Maximum at $x = 2$<br>C. Minimum at $x = 1$<br>D. Minimum at $x = 2$ | N          | –       | –         | Item does not expect student to write a function defined by an expression or use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. |
| *Note: When an assessment item is not congruent with the associated Core Academic Standard for content, the item is not analyzed for context and cognition.   |  |            |         |           |  |
| Key: Y = Congruent P = Partially Congruent N = Not Congruent  |  |            |         |           |  |

As noted in Exhibit 2.4.10:

- Standard 4.OA.4 is designated as a fourth grade standard by KDE; fifth grade JCPS students as a group scored poorly on items for this standard. The items for this standard are partially congruent in content.
- Six (30 percent) of the proficiency test item samples are congruent with the associated Core Content Standard for content, context, and cognition.
- All of the test items analyzed for cognition are congruent to the standard.
- Eleven (11), or 55 percent, of the test item samples are congruent for content.
- Ten (10), or 50 percent, of the test item samples are congruent for context.

## Science

Auditors evaluated congruency between science core academic standards and proficiency assessment items developed by district staff by selecting a sampling from grades 4, 7, and 8. Again auditors examined the congruence of the standards and assessments by analyzing them in terms of content, context, and cognition. For the analysis in science, three samples were selected from each grade level to demonstrate the representative alignments. Exhibit 2.4.11 summarizes the auditors' analyses of the science samples.

### Exhibit 2.4.11

#### Internal Consistency of Core Content Standards to Proficiency Assessments Selected Science Standards for Analysis, Grades 4, 7, 8 Jefferson County Public Schools October 2011

| Core Academic Standard   | Assessment Item Number   | Assessment Question   | Content | Context | Cognition | Notes   |
|--|--------------------------|---|---------|---------|-----------|---|
| <b>Earth/Space Science—Grade 4</b>   |                          |   |         |         |           |   |
| 2.3.1 Classify earth materials by the ways that they are used; explain how their properties make them useful for different purposes.   | 4. (Land and Water)      | Which of the following groups includes only natural resources? (D: Trees, soil, natural gas)  | Y       | Y       | N         | Question does not require students to “explain.”  |
| 2.3.2 Describe and explain consequences of changes to the surface of the Earth, including some common fast changes (e.g., landslides, volcanic eruptions, earthquakes), and some common slow changes (e.g., erosion, weathering) | 11. ORQ (Land and Water) | The crust of the Earth is always changing. Some of the movements of the crust are slow and some are fast. (a) Name ONE slow change to the Earth's crust and ONE fast change. (b) Explain how the changes you named in part “a” are changing the surface of the Earth. | Y       | Y       | Y         |   |
| 3.5.1 Use representations of fossils to: draw conclusions about the nature of the organisms and the basic environments that existed at the time; make inferences about the relationships to organisms that are alive today.      | 5. (Land and Water)      | While you were walking on a rocky path at Jefferson County Memorial Forest you found a fossil of a fish. What can you infer the environment was like long ago? (C: It was covered by water.)  | Y       | Y       | Y         |   |
| <b>Physical Science—Grade 7</b>  |                          |   |         |         |           |   |
| 1.1.1 Classify substances according to their chemical/ reactive properties; infer real life applications for substances based on chemical/reactive properties.   | 18 (Energy)              | Which of the following statements is true? (C: Helium is a noble gas and nickel is a metal.)  | Y       | N       | N         | Question requires students to recall classifications; it does not require students to “infer.” “Real life applications” are not included in the question. |

**Exhibit 2.4.11 (continued)**  
**Internal Consistency of Core Content Standards to Proficiency Assessments**  
**Selected Science Standards for Analysis, Grades 4, 7, 8**  
**Jefferson County Public Schools**  
**October 2011**

| Core Academic Standard  | Assessment Item Number    | Assessment Question   | Content | Context | Cognition | Notes  |
|---|---------------------------|---|---------|---------|-----------|--|
| 1.2.1 Explain the cause and effect relationships between simple observable motion and unbalanced forces.  | ORQ (Force and Motion 4)  | David wants to buy a new, faster remote control car. He is looking at two different models, the Speedy 2000 and the Lightning Strike. He collected data on the two models to help him decide which is faster. For each car, David collected data by measuring the distance traveled at the time intervals listed below. The cars were tested on the same surface to ensure that no other variables interfered with his results. (Charts provided.) A. Graph the data in a single graph. B. Identify which car is the fastest. C. Explain the process that you used to determine which car is the fastest. | Y       | Y       | Y         |  |
| <b>Unifying Concepts—Grade 7</b>  |                           |   |         |         |           |  |
| 4.6.2 Describe the transfer and/or transformations of energy which occur in examples that involve several different forms of energy (e.g., heat, electrical, light, motion of objects and chemical); explain, qualitatively or quantitatively, that heat lost by hot object equals the heat gained by cold objects. | 6 (Energy)                | Which of the following best represents a source of chemical energy? (A: A carton of milk)   | Y       | N       | N         | The question does not require students to “describe” or “explain.” The question does not address transfer or transformations that involve several different forms of energy. |
| <b>Biological Science—Grade 8</b>   |                           |   |         |         |           |  |
| 3.4.4 Describe and explain patterns found within groups of organisms in order to make biological classifications of those organisms.  | 16 (Biology Assessment 2) | Which of the following statements accurately describes organisms found in the Monera Kingdom? (C. Sexual reproduction (in animals) involves meiosis; asexual involves mitosis.  | Y       | Y       | Y         |  |



**Exhibit 2.4.11 (continued)**  
**Internal Consistency of Core Content Standards to Proficiency Assessments**  
**Selected Science Standards for Analysis, Grades 4, 7, 8**  
**Jefferson County Public Schools**  
**October 2011**

| Core Academic Standard   | Assessment Item Number | Assessment Question   | Content | Context | Cognition | Notes  |
|--|------------------------|---|---------|---------|-----------|--|
| <b>Unifying Concepts-Grade 8</b>   |                        |   |         |         |           |  |
| 4.6.2 Describe or explain energy transfer and energy conservation; evaluate alternative solutions to energy problems.              | 4 (Light Lessons 4)    | What is the correct order of energy transfers in a flashlight?( A: chemical - electrical - light + heat)          | Y       | N       | N         | The question does not address energy conservation. The question does not require students to “evaluate solutions to energy problems.”  |
| 4.6.4 Analyze information/ data about waves and energy transfer; describe the transfer of energy via waves in real life phenomena. | 12 (Light Lesson 4)    | Which of the following relationships is TRUE of electromagnetic waves? (A: shorter wavelength = higher frequency) | Y       | N       | N         | The question does not require students to “describe” or “analyze.” Real life phenomena (application) is not addressed in the question. |

As noted in Exhibit 2.4.11:

- Four of the nine assessment items, or 44 percent, were fully congruent in science for content, context, and cognition.
- Five of the nine assessment items, or 55 percent, were congruent for context.
- Four of the nine assessment items, or 44 percent, were congruent for cognition.

**Social Studies**

Auditors evaluated the congruency between social studies core content standards and proficiency assessment items developed by district staff by selecting a sampling from grades 3, 5, 6, 8, and U.S. History. Auditors examined the congruence of the standards and assessments by analyzing them in terms of content, context, and cognition, with four samples selected from each grade level to demonstrate the representative alignments. Exhibit 2.4.12 summarizes the auditors’ analyses of the social studies samples.

**Exhibit 2.4.12**

**Internal Consistency Comparison of Sample Proficiency Assessment Items to  
The Core Content for Social Studies, Grades 3, 5, 6, 8, and U.S. History  
Jefferson County Public Schools  
October 2011**

| Core Content Standards for Social Studies   | Proficiency Assessment #1—Question   | Congruence |         |           | Notes  |
|---|--|------------|---------|-----------|--|
|   |  | Content    | Context | Cognition |  |
| Grade 3   |  |            |         |           |  |
| SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home and at school.  | 6. Mario and his sister work together to build a tent in their backyard. This is an example of<br>A. competition<br>B. cooperation<br>C. conflict<br>D. compromise   | Y          | N       | Y         | Context—multiple choice does not allow for description   |
| SS-EP-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.  | 8. When you act in a way that <i>promotes the common good</i> , you act in a way that<br>A. meets the needs of the most people in the community<br>B. shows that what you want is the most important thing<br>C. makes common sense for a few people in the community<br>D. promotes what is best for you and your friends | N          | -       | -         | Content— <i>promotes the common good</i> is not mentioned in standard, implied perhaps   |
| SS-EP-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources—natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs. | 2. People have wants and needs. An example of a want is<br>A. shelter<br>B. computer<br>C. food<br>D. clothing   | P          | N       | P         | Content—limited to wants & needs, item doesn’t address opportunity costs; Context—multiple choice does not allow for explanation; Cognition—explanation required in standard relating to opportunity costs |
| SS-Ep-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws.  | Open Response—Rules and laws help to meet individual needs and promote the common good.<br>A. Identify TWO rules you have in your classroom<br>B. Describe how these TWO rules promote the common good in your class.  | P          | Y       | P         | Content—Does not include comparison of rules with laws; Cognition—no comparison  |

**Exhibit 2.4.12 (continued)**  
**Internal Consistency Comparison of Sample Proficiency Assessment Items to**  
**The Core Content for Social Studies, Grades 3, 5, 6, 8, and U.S. History**  
**Jefferson County Public Schools**  
**October 2011**

| Core Content Standards for Social Studies  | Proficiency Assessment #1—Question   | Congruence |         |           | Notes  |
|--|--|------------|---------|-----------|--|
|  |  | Content    | Context | Cognition |  |
| Grade 5  |  |            |         |           |  |
| SS-05-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.   | 7. Primary sources help us understand history because they:<br>A. are usually easy to read and understand<br>B. give you a firsthand view of what people in the past were thinking<br>C. have always been kept in safe places by the government<br>D. represent the opinions of modern people                                  | Y          | N       | N         | Context—multiple choice does not allow for description or interpretation; Cognition—only requires knowledge of definition of primary & secondary sources |
| SS-05-4.4.2 Students will describe how the physical environment (e.g., mountains as barriers for protection, rivers as barriers of transportation) both promoted and restricted human activities during the early settlement of the U.S. (Colonization, Expansion).                              | 12. Some landforms limit human activities. An example of landforms in the mountains that limit human activity is:<br>A. rich minerals may be found there<br>B. they have very little timber<br>C. beautiful wild flowers grow there<br>D. they are often hard to cross   | P          | N       | P         | Content—addresses restricting human activities but not promoting; Context—multiple choice does not offer opportunity to describe                         |
| SS-05-3.1.1 Students will describe scarcity and explain how scarcity required people in different periods in the U.S. Colonization, Expansion, Twentieth Century to Present) to make economic choices (e.g., use of productive resources—natural, human, capital) and incur opportunity costs.   | 11. Not having enough time or money to satisfy all our needs and wants is a result of what?<br>A. Production<br>B. Scarcity<br>C. Profit<br>D. Market  | Y          | N       | P         | Context—multiple choice does not allow for description or interpretation; Cognition—only requires knowledge of definition of scarcity                    |
| SS-05-5.2.2 Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare with why immigrants come to America today. | Open Response—Native Americans and explorers searched and settled in America for many different reasons and faced many challenges.<br>A. Explain TWO different reasons why Native Americans and/or explorers searched and settled in America<br>B. Describe TWO hardships or problems faced by Native Americans and explorers. | P          | Y       | P         | Content—does not include present day; Cognitive—does not require comparison  |

**Exhibit 2.4.12 (continued)**  
**Internal Consistency Comparison of Sample Proficiency Assessment Items to**  
**The Core Content for Social Studies, Grades 3, 5, 6, 8, and U.S. History**  
**Jefferson County Public Schools**  
**October 2011**

| Core Content Standards for Social Studies   | Proficiency Assessment #1—Question   | Congruence |         |           | Notes   |
|---|--|------------|---------|-----------|---|
|   |  | Content    | Context | Cognition |   |
| Grade 6   |  |            |         |           |   |
| SS-06-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.  | 8. Which type of government owns all property and dominates all aspects of life in a country?<br>A. democracy<br>B. monarchy<br>C. communism<br>D. republic  | N          | -       | -         | Content—Standard uses dictatorship; Assessment Item uses communism  |
| SS-06-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives. | Open Response—Culture is a system of beliefs, knowledge, institutions, traditions and skills shared by a group.<br>A. Identify TWO elements of culture.<br>B. Explain how each element of culture identified in Part A affects and shapes culture.   | Y          | Y       | Y         |   |
| SS-06-3.2.1 Students will compare present day economic systems (traditional, command, market, mixed).   | Which economic system is based on free trade and competition?<br>A. command economy<br>B. communism<br>C. traditional economy<br>D. market economy   | Y          | Y       | Y         |   |
| SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth’s surface in the present day.                 | 3. The Earth is divided into four hemispheres—Northern, Southern, Western and Eastern. In which two hemispheres is North America found?<br>A. Southern and Western<br>B. Southern and Eastern<br>C. Northern and Western<br>D. Northern and Eastern  | Y          | N       | N         | Context—multiple choice only, no use of geographic tools, no map on assessment; Cognition—recall of location of North America for assessment; standard calls for use and interpretation |
| Grade 8   |  |            |         |           |   |
| SS-08-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth’s surface in United States history prior to Reconstruction.     | 10. French claims on the “New World” differed from those of other Europeans in that they ____.<br>A. wanted the natural resources of the continent<br>B. claimed vast territories<br>C. initially made little effort to establish permanent settlements<br>D. interacted with Native American groups | N          | -       | -         | Content—standard asks for interpretation of patterns and locations on Earth’s surface; assessment asks for information regarding French claims  |

**Exhibit 2.4.12 (continued)**  
**Internal Consistency Comparison of Sample Proficiency Assessment Items to**  
**The Core Content for Social Studies, Grades 3, 5, 6, 8, and U.S. History**  
**Jefferson County Public Schools**  
**October 2011**

| Core Content Standards for Social Studies  | Proficiency Assessment #1—Question  | Congruence |         |           | Notes   |
|--|---|------------|---------|-----------|---|
|  |   | Content    | Context | Cognition |   |
| SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction. | 5. Which of the following is an example of a primary source?<br>A. a chapter in a history book<br>B. a TV program about Magellan’s voyages<br>C. a page from Christopher Columbus’s diary<br>D. a biography about Montezuma   | P          | N       | N         | Content—asks only for identification of primary source, nothing about secondary source; Context—multiple choice does not allow for use of tools; Cognition—standard requires description, explanation, and analysis |
| SS-08-5.2.1 Students will explain events and conditions that led to the “Great Convergence” of European, African and Native American people beginning in the late 15th century, and analyze how America’s diverse society developed as a result of these events.   | 2. In the late 15th century, cultures from Africa, Europe, and North America interacted in a unique way that resulted in America’s diverse society. This interaction was know as the ____.<br>A. Great Convergence<br>B. Cultural Exchange<br>C. Great Migration<br>D. Cultural Crusades  | Y          | N       | N         | Context—multiple choice does not allow for analysis; Cognition—standard requires explanation and analysis   |
| SS-08-5.2.1 Students will explain events and conditions that led to the “Great Convergence” of European, African and Native American people beginning in the late 15th century, and analyze how America’s diverse society developed as a result of these events.   | Open Response—During the Age of Exploration, once-isolated cultures came into contact because of the movement of people between the eastern and western hemispheres. This movement resulted in what historians call the Columbian Exchange.<br>A. Describe the Columbian Exchange<br>B. Explain one positive effect of the Columbian Exchange<br>C. Explain one negative effect of the Columbian Exchange | Y          | Y       | P         | Cognition—standard requires analysis  |

**Exhibit 2.4.12 (continued)**  
**Internal Consistency Comparison of Sample Proficiency Assessment Items to**  
**The Core Content for Social Studies, Grades 3, 5, 6, 8, and U.S. History**  
**Jefferson County Public Schools**  
**October 2011**

| Core Content Standards for Social Studies  | Proficiency Assessment #1—Question   | Congruence |         |           | Notes   |
|--|--|------------|---------|-----------|---|
|  |  | Content    | Context | Cognition |   |
| U.S. History   |  |            |         |           |   |
| SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships tying past to present. | 3. On which matter did the Wade-Davis Bill contrast most significantly with President Lincoln’s reconstruction plan?<br>A. The conditions of readmission to statehood<br>B. The punishment of former Confederate soldiers<br>C. The military occupation of southern states<br>D. The expropriation of lands that comprised plantations | P          | P       | Y         | Content—does not tie past to present  |
| SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships tying past to present. | 12. Although ratified nearly a century and a half ago, what aspects of the Fourteenth Amendment have enduring significance?<br>A. Due process and equal protection clauses<br>B. Affirmative action and witness protection clauses<br>C. Voting rights and ballots clauses<br>D. Nondiscrimination and elastic clauses                 | Y          | Y       | Y         |   |
| SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships tying past to present. | 1. What was President Lincoln’s main objective throughout the Civil War?<br>A. To punish the Confederacy<br>B. To free the slaves<br>C. To restore the Union<br>D. To acquire new territory  | N          | -       | -         | Content—standard asks for an analysis of cause and effect tying past to present; assessment ask only for basic recall information |



**Exhibit 2.4.12 (continued)**  
**Internal Consistency Comparison of Sample Proficiency Assessment Items to**  
**The Core Content for Social Studies, Grades 3, 5, 6, 8, and U.S. History**  
**Jefferson County Public Schools**  
**October 2011**

| Core Content Standards for<br>Social Studies   | Proficiency Assessment<br>#1—Question   | Congruence |         |           | Notes |
|--|---|------------|---------|-----------|-------|
|  |   | Content    | Context | Cognition |       |
| SS-HS-5.2.1 Students will compare and contrast the ways in which various Reconstruction plans were approached and evaluate the outcomes of Reconstruction. | Constructed Response—<br>Using your knowledge of Reconstruction, write an essay in which you explain the circumstances that freedmen found themselves in after the Civil War and assess whether or not freedmen were provided with the “protection to which they [were] entitled both by right and by law.” In your essay, support your analysis by explaining the specific legal protections or assistance granted by TWO of the following:<br>-The Civil Rights Amendments (the Thirteenth, Fourteenth, and Fifteenth Amendments)<br>-The Civil Rights Act of 1866<br>-The Freedmen’s Bureau<br>You may use additional subjects and/or examples to support your analysis. | Y          | Y       | Y         |       |
| Key: Y=Congruent; P=Partially Congruent; N=Not Congruent   |   |            |         |           |       |
| Data Sources: JCPS Social Studies Curriculum Maps  |   |            |         |           |       |

As noted in Exhibit 2.4.12:

- Four of 20 (20 percent) assessment items were fully congruent for content, context, and cognition.
- Four of 20 (20 percent) assessment items were not congruent for content and therefore could not be analyzed for context or cognition.
- Seven, or 40 percent, of the assessment items were congruent for context.
- Six, or 30 percent, of the assessment items were congruent for cognition.

In summary, auditors found that of 69 sample assessment items from literacy, mathematics, science, and social studies, only 16 items (23 percent) were congruent in content, context, and cognition. Issues of incongruence occurred in part due to the format of the proficiency assessment. Standards that require students to “prove, explain, or describe” are not easily assessable on a multiple choice assessment.

#### **IV. Material/Resource List for Each Content Area**

An expectation of the audit is that there is a clear delineation of major instructional tools for teachers to access outlined in whatever curriculum documents the district may have. The ideal is that a curriculum document would state “for each objective the ‘match’ between the basic text/instructional resource(s) and the curriculum objective.” Auditors examined JCPS curriculum maps and other resources to determine the textbooks and materials included for teacher direction in delivering the curriculum. The auditors found that across the district there is a variety of textbooks, supplemental resources, and other instructional tools being utilized to deliver the curriculum. Curriculum maps from the various subject areas have different formats; thus, all resources are not

listed or addressed in the same way. Mathematics curriculum maps utilize a primary resource for delivery of the curriculum; some science curriculum maps refer to modules; literacy curriculum maps list stories, poetry, and other content for at least two textbook publishers; and social studies includes a variety of books, videos, and online lessons. There is a lack of consistency from subject to subject and in some cases from grade level to grade level.

From interviews with district personnel, the auditors heard that programs and materials have in the past been the curriculum for the district. They also heard that different resources are utilized on different campuses and that a campus chooses which resources to use. Comments from interviews included the following:

- “There are so many programs that teachers don’t even know what to do.” (School Administrator)
- “We used our textbook money to buy online licenses for teachers.” (School Administrator)
- “The district only provides one curriculum map. They can use different texts they have at the school they are in or they can use the map. It is a school decision.” (District Administrator)
- “Although there are many resources, there are too many choices sometimes.” (Teacher)
- “With all the initiatives and resources, it is too much to keep up with and I cannot merge all the programs to meet the kids’ needs.” (Teacher)

The auditors chose to include a list of the variety of resources from each subject area that teachers may choose from when determining what textbook and materials to use for instruction. The list was provided by district personnel gathered from each campus. Not all teachers or campuses across the district have access to the same resources for the purposes of teaching and learning.

Exhibit 2.4.13 is a summary the textbooks and other resources being used by core-content teachers in JCPS. The full listing these textbooks and related resources is found in Appendix 14.

#### **Exhibit 2.4.13**

##### **Summary of Textbooks and other Resources being used by Core-content by K-12 Teachers in JCPS Jefferson County Public Schools October 2011**

| <b>Core-content</b>  | <b>Number of Textbooks and Resources in Use</b> |
|--|---|
| Literacy   | 150   |
| Mathematics  | 53  |
| Science  | 8   |
| Social Studies   | 195   |
| <i>Data Sources: Individual school surveys and district curriculum personnel</i> |   |

Exhibit 2.4.13 shows that the number of textbooks and related instructional resources used by teachers in core-content classes ranges from 8 in science to 195 in social studies.

#### **V. Congruence of Learning Standards and Instructional Resources/Textbooks**

In this analysis, auditors were attempting to determine the extent to which district-adopted textbooks were congruent with (support the teaching of) literacy and mathematics core academic standards in terms of content, context, and cognition. Auditors chose to examine one of the primary resources for each subject area listed in the curriculum maps for this particular analysis. A summary of each follows.

##### Literacy

Auditors selected Rigby Literacy: Skills, Synopsis, KCAS Alignment for kindergarten and grade 1. Five samples from each grade level were examined for congruence for content, context, and cognition. A summary of the analysis is found in Exhibit 2.4.14.

**Exhibit 2.4.14**

**Internal Consistency of Representative Instructional Resources and  
KCAS Language Arts Standards  
Jefferson County Public Schools  
October 2011**

| KCAS Standard  | Content Sample  | Congruency |         |           | Areas of Incongruency                                      |
|--|---|------------|---------|-----------|--|
|  |   | Content    | Context | Cognition |  |
| Kindergarten   |   |            |         |           |  |
| RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.) | Help children to understand that they can learn more about the animals in the book by looking carefully at the photos. Invite children to revisit the photos and tell one thing they learned about each animal. | P          | P       | P         | The photos and the text should be integrated at all times. |
| RK.K.3c: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does.)   | Before reading the text on their own, have children identify and locate the high-frequency word <i>I, have, a, and and</i> . Help them realize that by recognizing these words, they can read much of the text. | Y          | Y       | Y         |  |
| RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.  | Walk children through the book, helping them to remember the baby animals they read about.  | Y          | Y       | Y         |  |
| RL.K.3: With prompting and support, identify characters, settings, and major events in the story.  | Identify story elements: sequence of events.  | Y          | Y       | Y         |  |
| L.K.1: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes.)   | Demonstrate an understanding of noun plurals.   | Y          | Y       | Y         |  |
| Grade 1  |   |            |         |           |  |
| RI.1.2: Identify the main topic and retell key details from the text.  | Main ideas or themes: Explain that sometimes authors give a message or teach a lesson in their stories.   | Y          | Y       | Y         |  |
| RF.1.4b: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.   | Practice fluency by encouraging children to read the sentences just as if the characters were talking.  | Y          | Y       | Y         |  |

**Exhibit 2.4.14 (continued)**  
**Internal Consistency of Representative Instructional Resources and**  
**KCAS Language Arts Standards**  
**Jefferson County Public Schools**  
**October 2011**

| KCAS Standard  | Content Sample   | Congruency |         |           | Areas of Incongruency |
|--|--|------------|---------|-----------|-----------------------|
|  |  | Content    | Context | Cognition |                       |
| RF.1.3.b: Decode regularly-spelled one-syllable words.   | Read one-syllable and high frequency words such as <i>have</i> , <i>we</i> , and <i>also</i> .   | Y          | Y       | Y         |                       |
| RF.1.3.e: Decode two-syllable words following basic patterns by breaking the words into syllables.   | Identify and segment syllables in spoken words.  | Y          | Y       | Y         |                       |
| RL.1.6: Distinguish between information provided by pictures or other illustrations and information provided by words in the text.   | If children have difficulty reading the animal names, remind them to look at the pictures for cues. Children should also be encouraged to reread to confirm what they have read. | Y          | Y       | Y         |                       |
| Key: Y = Yes; N - No; P = Partial, less than half of elements matching   |  |            |         |           |                       |
| Sources: <i>Kentucky Core Academic Standards Map for English language Arts, Grades K and 1</i> ; <i>Rigby Literacy: Skills, Synopsis, KCAS Alignment, Grades K and 1</i> . |  |            |         |           |                       |

As noted in [Exhibit 2.4.14](#):

- Of 10 samples of standards and content samples from related textbooks, nine are fully congruent in content, context, and cognition.
- The tenth sample was found to be partially congruent in content, context, and cognition.
- Overall, the samples provided a congruent match for the selected literacy standards in 27 out of a possible 30 points for congruency. This represents a total congruency within the sampling of 90 percent.

## Mathematics

Auditors selected Pearson Investigations in Number, Data, and Space for grades 3 and 5 and Pearson College Preparatory Mathematic Algebra II. Four samples from each grade level were examined for congruence in content, context, and cognition. A summary of the analysis is found in Exhibit 2.4.15.

### **Exhibit 2.4.15**

#### **Internal Consistency Comparison of Textbook Content and Suggested Activities Samples to The Core Academic Standards for Mathematics Grades 3, 5, Algebra 2 Jefferson County Public Schools October 2011**

| Core Academic Standards  | Textbooks/Suggested Activities  | Congruence |         |           | Areas of Incongruence  |
|--|---|------------|---------|-----------|--|
|  |   | Content    | Context | Cognition |  |
| <b>Grade 3</b>   | <b><i>Pearson Investigations in Number, Data, and Space</i></b>   |            |         |           |  |
| 3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. | Students are instructed to read a word problem involving addition problems with 2-digit numbers and use strategies that involve breaking numbers apart by place or adding one number in parts. The teacher writes $63 + 26 = \underline{\quad}$ on the board and asks a student who broke numbers apart by place to share his or her strategy.  | P          | P       | Y         | Suggested activity does not expect students to solve a two-step word problem.                                  |
| 3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.   | Directions: A stack of cards (digits 0-9) is placed face down on the board. Each player takes two cards from the card deck and places them on the board in the order drawn. Players round their numbers to the nearest ten (or 100). Each player describes his/her number using the sentence frame provided. The player with the largest number when rounded takes all four cards. Play continues until all cards in the deck have been used. The player with the most cards wins the game. | Y          | Y       | Y         |  |
| 3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.                                    | Students organize and describe a set of categorical data about “Places Where We Like To...” They are instructed to draw a representation of their data—a picture, table, or graph.  | P          | Y       | Y         | Suggested activity does not expect students to solve problems using information presented in scaled bar graphs |
| 3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units- whole numbers, halves, or quarters.                | Students measure how far they can jump and show the data by making a line plot to the nearest inch.   | Y          | Y       | Y         |  |

**Exhibit 2.4.15 (continued)**  
**Internal Consistency Comparison of Textbook Content and Suggested Activities Samples to**  
**The Core Academic Standards for Mathematics**  
**Grades 3, 5, Algebra 2**  
**Jefferson County Public Schools**  
**October 2011**

| Core Academic Standards   | Textbooks/Suggested Activities  | Congruence |         |           | Areas of Incongruence  |
|---|---|------------|---------|-----------|--|
|   |   | Content    | Context | Cognition |  |
| <b>Grade 5</b>  | <b>Pearson <i>Investigations in Number, Data, and Space</i>/ Suggested Activities given in Curriculum Maps</b>  |            |         |           |  |
| 5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | Students are instructed to solve division problems efficiently. An example is: $1,700 \div 42 =$ and at least two ways.   | Y          | P       | Y         | Suggested activity does not expect student to explain the calculation. |
| 5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. Learning Target: I can use volume as one characteristic to describe a solid figure. I can explain different ways volume can be measured.  | Students are directed to find the volume (the number of cubes that fit) of a pattern or picture illustration and then build a box out of the pattern.   | Y          | P       | Y         | Suggested activity expects student to build a box out of the pattern.  |
| 5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.  | Suggested activity in Curriculum Map for the standard—Students play the game “Target Number Dash.” Students are directed to place 5 number cards face up, then turn up a sixth card that will serve as the “Target Card.” The student uses the numbers on the five cards to make the Target Card number using addition, subtraction, multiplication, division, and/or any combination of each. Parentheses may be used to group calculations and to indicate the order in which calculations are to be performed. Players must write out their solutions. | Y          | Y       | Y         |  |
| 5.G.4 Classify two-dimensional figures in a hierarchy based on properties.  | Suggested activity in Curriculum Map for the standard—Use variation of “Guess My Rule” activity that uses a collection of objects such as Power Polygons to create the classification rule.   | Y          | Y       | Y         |  |



**Exhibit 2.4.15 (continued)**  
**Internal Consistency Comparison of Textbook Content and Suggested Activities Samples to**  
**The Core Academic Standards for Mathematics**  
**Grades 3, 5, Algebra 2**  
**Jefferson County Public Schools**  
**October 2011**

| Core Academic Standards   | Textbooks/Suggested Activities  | Congruence |         |           | Areas of Incongruence  |
|---|---|------------|---------|-----------|--|
|   |   | Content    | Context | Cognition |  |
| <b>Algebra 2</b>  | <b>Pearson College Preparatory Mathematics</b>  |            |         |           |  |
| A.CED.4 Create equations that describe numbers or relationships.<br>Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance $R$ .   | Use the Zero Product Property and factoring, when necessary, to solve for $x$ .<br>a. $(x + 13)(x - 7) = 0$<br>b. $(2x + 3)(3x - 7) = 0$  | P          | P       | N         | Suggested activity does not expect student to create equations to describe numbers or relationships. |
| F.I.F.4 Interpret functions that arise in applications in terms of the context.<br>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. | <b>Reverse</b> your thinking to create a graph with a given domain and range.<br>a. Sketch a relation that has a domain of all numbers between and including $-3$ and $10$ (written $-3 \leq x \leq 10$ ) and a range of all numbers between and including $-4$ and $6$ (written $-4 \leq y \leq 6$ ). Verify your endpoints with your team. Be creative.<br>b. Sketch a relation with a domain of all real numbers (written $-\infty < x < \infty$ ) and a range of all numbers greater than or equal to $-2$ (written $y \geq -2$ )                                   | Y          | P       | Y         | Suggested activity expects student to use a graphing calculator.                                     |
| F.I.F.1 Understand the concept of a function and use function notation. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If $f$ is a function and $x$ is an element of its domain, then $f(x)$ denotes the output of $f$ corresponding to the input $x$ . The graph of $f$ is the graph of the equation $y = f(x)$ .   | The teacher provides a set of four function machines. Students are instructed to get a specific output by putting the machines in a particular order. The four functions are reprinted below.<br>$f(x) = \sqrt{x}$<br>$g(x) = -(x-2)^2$<br>$h(x) = 2^x - 7$<br>$k(x) = -x/2 - 1$<br>a. In what order should you stack the machines so that when <b>6</b> is dropped into the first machine, and all four machines have had their effect, the last machine's output is <b>11</b> ?<br>b. What order will result in a final output of 131,065 when the first input is 64? | Y          | Y       | Y         |  |

| <b>Exhibit 2.4.15 (continued)</b><br><b>Internal Consistency Comparison of Textbook Content and Suggested Activities Samples to</b><br><b>The Core Academic Standards for Mathematics</b><br><b>Grades 3, 5, Algebra 2</b><br><b>Jefferson County Public Schools</b><br><b>October 2011</b> |  |            |         |           |                       |
|---|--|------------|---------|-----------|-----------------------|
| Core Academic Standards   | Textbooks/Suggested Activities   | Congruence |         |           | Areas of Incongruence |
|   |  | Content    | Context | Cognition |                       |
| A.REI.3 Solve equations in one variable.<br>Solve linear equations in one variable, including equations with coefficients represented by letters.   | Solve each of the following quadratic equations.<br>a. $x^2 - 8x + 15 = 0$<br>b. $2x^2 - 5x - 6 = 0$ | Y          | Y       | Y         |                       |
| Key: Y = Congruent P = Partially Congruent N = Not Congruent  |  |            |         |           |                       |
| Data Sources: JCPS Mathematics Curriculum Maps (3 standards for each of grades 3, 5, Algebra 2) Pearson Investigations in Number, Data, and Space grades 3 and 5 Pearson College Preparatory Mathematics Algebra 2  |  |            |         |           |                       |

As noted in [Exhibit 2.4.15](#):

- Six (50 percent) of the textbook content and suggested activities samples are congruent for content, context, and cognition with the associated Core Content Standard.
- With the exception of Algebra II A.CED.4, all of the samples analyzed for cognition are congruent to the standard.
- Nine (75 percent) of the samples are congruent for content.
- Seven (58 percent) of the samples are congruent for context.

In summary, auditors found that the textbook reviewed for literacy was congruent 90 percent of the time on selected samples for content, context, and cognition. However, the textbook reviewed for mathematics was congruent for content, context, and cognition only 50 percent of the time on the selected samples.

Teachers must examine textbooks/resources closely to determine whether alignment exists and, if so, to what degree. Additionally, since campuses may select from a variety of textbooks and other resources to deliver the curriculum, students across the district are taught utilizing materials that are aligned to varying degrees, thus creating an inequity of learning opportunity.

### Summary

In order to provide additional information to the Jefferson County Public School District regarding curriculum focus and alignment, auditors reviewed textbooks and materials, district proficiency assessments, and other resources for evidence of deeper curriculum alignment. The auditors accomplished this by analyzing for feasibility, vertical flow, and internal consistency. To conduct this further analysis, the auditors reviewed specific characteristics of the documents for the four academic areas including literacy, mathematics, science, and social studies through the alignment of curriculum maps, assessments, and resources. They found some areas of deficiency in feasibility and vertical flow when analyzed against audit criteria. They also found some discrepancies in math between when standards are taught and when they are assessed. Additionally, sample proficiency assessment items were not always congruent in content, context, or cognition with the Core Academic Standards for literacy, mathematics, science, or social studies. While the textbook examined for alignment in literacy was found to be congruent 90 percent of the time, the mathematics textbook was found to be congruent only 50 percent of the time. Finally, the wide variety of available resources and the inconsistent use of textbooks/resources across the district create an inequity of opportunity for students as teachers on individual campuses make independent decisions about what to use to deliver the curriculum.

**Finding 2.5: The taught curriculum does not consistently align with the written curriculum in either content or cognitive type.**

Classrooms represent a critical juncture for school districts: it is in the classroom that the written curriculum is executed, and it is the work of the classroom that is ultimately assessed to determine student achievement. What goes on in the classroom has repercussions for the entire system. If a district has high expectations for student learning but the classroom artifacts do not reflect these expectations, it is unlikely that the district will achieve its goals. It is therefore of great importance that the content of student work artifacts be aligned to the written curriculum, and also that the rigor of the artifacts embody the high expectations of the district.

In order to determine the degree to which classroom resources and materials were aligned to the written curriculum, auditors visited classrooms in all schools of the Jefferson County Public Schools. As they visited classrooms, auditors gathered more than 700 samples of student work artifacts used for instruction and student learning. Auditors then selected a random sample of these artifacts at each grade level in the four core content areas: language arts, math, science, and social studies. These artifacts were then calibrated against the district's curriculum to determine the actual grade level of the work represented by the artifact and the cognitive type of each artifact. Calibration is a process that is used to evaluate the observed objective for student learning determined from the artifact against the proposed student learning for that intended grade level. The auditors calibrate artifacts' content objectives against district or state standards to determine whether students are working at, above, or below their grade level. Due to individual learner needs, auditors are not suggesting that all student work should be at or above grade level all the time, but the analysis does allow district leaders to see if there might be an inordinate percentage of student work that is below grade level or of low cognitive demand.

As this was a random sample, auditors are not suggesting that these artifacts fully represent the level and cognitive type of all the work used over the course of a year in district classrooms. However, the analysis does provide insight into possible areas of weakness with regard to content and cognitive type alignment.

Overall, the auditors found that the student artifacts collected and analyzed did not reflect district expectations for curriculum. Jefferson County Public Schools are in transition from their old curricular model to the new Kentucky Core Academic Standards, which are modeled on the Common Core Standards. Because of this shift, auditors found a number of artifacts that were tied to former learning targets rather than to the new curricular standards. Evidence of this occurred at nearly every grade level. Student artifacts evaluated were not consistently on grade level; for example, in language arts, the majority of artifacts were consistently below grade level. Calibrating the student work was made more difficult because of the lack of clarity and specificity in the Kentucky Core Academic Standards. Because of gaps in certain areas of these standards, and because some standards are either vague or repetitive or both, some artifacts that addressed important concepts and skills actually resulted in a much lower grade level calibration, since the standard was introduced at a lower grade level and then merely repeated in subsequent grade levels. In some cases, the content did not match the standards at all. And while the Kentucky Core Academic Standards made many references to engaging students with cognitively challenging work, such as analysis, much of the work required of students in the artifacts was found to be at the knowledge/comprehension level.

**Objective Content Calibration**

Objective content refers to the knowledge, skills, processes, and attitudes to be taught as expressed by a student learning objective. For this type of analysis, auditors calibrated the instructional level of the student artifact by comparing the content skill area or concept to be mastered to the Kentucky Core Academic Standards (for language arts and math) or to the old curriculum (science and social studies). From this comparison, an actual grade level/course content specification can be determined for each artifact by curricular area. The actual grade level of each artifact is then tallied for each grade level to derive a percentage. For example, if grade 4 had six artifacts and three were determined to be at grade level, we would say that 50 percent were at grade level; the remaining three artifacts were determined to be at one grade level below, so 50 percent were at the third grade level.

These data are then placed in a table showing the distribution of the actual grade level of the artifacts, as determined by the analysis. Then the calibrated grade levels are multiplied by the number of artifacts to

determine the average level of difficulty for all artifacts in that grade level. For example, if grade 4 has six artifacts total and three are on grade level and three are at third grade level, we multiply three by three for a score of nine and three by four for a score of 12. These numbers are added together for a score of 21 and then divided by the total number of artifacts for fourth grade (21 divided by 6) for an average grade level score of 3.5. It is important to note that this is not a grade equivalent score; it merely reflects the average grade level that the artifacts represent. Additionally, it should be noted that it is the *activity* of the artifact that is evaluated, *not* a student's actual work. The student's actual work may represent an even lower, or higher, grade level than what the artifact itself expects.

Exhibits 2.5.1 and 2.5.2 summarize the results of this analysis against the Kentucky Core Academic Standards for language arts, grades K-12. The designation *CM* indicates a content mismatch as the artifact did not correspond specifically to the Kentucky Core Academic Standards.

### **Exhibit 2.5.1**

#### **Curriculum Calibration of Student Artifacts K-5 With Grade Level Language Arts Kentucky Core Academic Standards Jefferson County Public Schools October 2011**

| <b>Grade Level<br/>from which<br/>Artifact was<br/>Collected</b> | <b>Percent of Student Artifacts Compared with Grade Level<br/>Standards Distributed by Grade</b> |          |          |          |          |          |           | <b>Average<br/>Grade Level<br/>of Student<br/>Work</b> |
|--|--|----------|----------|----------|----------|----------|-----------|--|
|  | <b>K</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>CM</b> |  |
| <b>K</b>   | 100  |          |          |          |          |          |           | 0  |
| <b>1</b>   | 40   | 60       |          |          |          |          |           | 0.6  |
| <b>2</b>   |  | 60       | 40       |          |          |          |           | 1.4  |
| <b>3</b>   |  |          |          | 60       |          |          | 40        | 1.8  |
| <b>4</b>   |  |          |          | 60       | 40       |          |           | 3.4  |
| <b>5</b>   |  |          |          | 20       | 60       |          | 20        | 3  |

Exhibit 2.5.1 shows the following:

- Kindergarten was the only grade level at which all the artifacts were determined to be at grade level. Since Kindergarten is the first level, it is always given a value of 0 to calculate grade level.
- In first grade, 40 percent of the artifacts were determined to be below grade level.
- In second grade, 60 percent of the artifacts were determined to be below grade level.
- In third grade, 60 percent of the artifacts were on grade level, but 40 percent of the artifacts were determined to be a content mismatch: they did not correspond to the Kentucky Core Academic Standards.
- In fourth grade, 60 percent of the artifacts were below grade level.
- In fifth grade, none of the artifacts was determined to be on grade level. Sixty (60) percent were determined to be one grade level below, while 20 percent were determined to be two grades levels below. The remaining 20 percent were a content mismatch.

Thus, at the elementary level, at all grades beyond kindergarten, artifacts were below grade level.

### **Exhibit 2.5.2**

#### **Curriculum Calibration of Student Artifacts 6-12 With Grade Level Language Arts Kentucky Core Academic Standards Jefferson County Public Schools October 2011**

| <b>Grade Level<br/>from which<br/>Artifact was<br/>Collected</b> | <b>Percent of Student Artifacts Compared with<br/>Grade Level Standards Distributed by Grade</b> |          |          |          |          |          |          |           |           |           |           | <b>Average<br/>Grade Level<br/>of Student<br/>Work</b> |
|--|--|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|--|
|  | <b>3</b>   | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> | <b>CM</b> |  |
| <b>6</b>   |  | 80       |          |          |          |          |          |           |           |           | 20        | 3.2  |
| <b>7</b>   |  |          | 40       | 20       | 20       |          |          |           |           |           | 20        | 4.6  |
| <b>8</b>   |  | 20       | 40       | 40       |          |          |          |           |           |           |           | 5.2  |
| <b>9</b>   | 25   | 50       |          |          | 25       |          |          |           |           |           |           | 4.5  |
| <b>10</b>  |  |          |          |          | 40       | 20       | 20       |           |           |           | 20        | 6.2  |
| <b>11</b>  |  |          |          |          |          |          |          | 50        | 50        |           |           | 10.5   |
| <b>12</b>  |  |          |          | 20       |          |          |          |           | 40        | 40        |           | 10.4   |

Exhibit 2.5.2 shows the following:

- In grade 6, 80 percent of the artifacts were determined to be at the fourth grade level and 20 percent were determined to be a content mismatch. However, it should be noted that the content mismatch dealt with metacognitive strategies, which are beneficial to student learning but are not addressed in the Kentucky Core Academic Standards.
- The other grade 6 artifacts dealt with objectives that appear at multiple grade levels in the Kentucky Core Academic Standards but are sufficiently vague in that nothing marks them as particular to any one grade level. When the standard is the same from grade level to grade level, auditors must select the first instance of that standard's appearance, in this case, grade 4.
- In grade 7, only 20 percent of the artifacts were determined to be on grade level. These artifacts actually came from an Advanced seventh grade language arts class. The other artifacts were determined to be at a fifth grade (40 percent) and sixth grade (20 percent) level.
- None of the artifacts in grade 8 were determined to be at grade level. Instead, 40 percent of artifacts were at grade 6, 40 percent at grade 5, and 20 percent at grade 4.
- In grade 9, none of the artifacts were on grade level. Fifty (50) percent were at a fourth grade level, 25 percent were at a seventh grade level, and 25 percent were at a third grade level.
- In grade 10, none of the artifacts were determined to be on grade level. Of the artifacts reviewed, 20 percent were found to be at the ninth grade level, 20 percent were at the eighth grade level, and 40 percent were at the seventh grade level. The remaining 20 percent were a content mismatch, but the content was metacognitive and reflective in nature—a learning area not addressed by the Kentucky Core Academic Standards.
- In grade 11, 50 percent of the artifacts were determined to be on grade level, and 50 percent were determined to be one grade level below.
- In grade 12, 40 percent of artifacts were on grade level, 40 percent were one grade below, and 20 percent were determined to be at a sixth grade level.

In summary, auditors found many of the artifacts collected in grades 6 through 12 to be below grade level.

Exhibits 2.5.3 and 2.5.4 summarize the calibration analysis for mathematics grades K-12. The designation *CM* indicates a content mismatch: the artifact did not correspond specifically to the Kentucky Core Academic Standards. Auditors were not presented with curriculum documents for the courses represented as twelfth grade math options: Advanced Mathematics and College Algebra. Therefore, auditors were not able to calibrate these artifacts. Their absence is noted with an *NP* (Not Present) designation in the exhibit.

### Exhibit 2.5.3

#### Curriculum Calibration of Student Artifacts K-5 With Grade Level Math Kentucky Core Academic Standards Jefferson County Public Schools October 2011

| Grade Level from which Artifact was Collected | Percent of Student Artifacts Compared with Grade Level Standards Distributed by Grade |     |     |    |    |    |    | Average Grade Level of Student Work |
|---|---|-----|-----|----|----|----|----|-------------------------------------|
|   | K   | 1   | 2   | 3  | 4  | 5  | CM |                                     |
| K   | 75  | 25  |     |    |    |    |    | 0.25                                |
| 1   |   | 100 |     |    |    |    |    | 1                                   |
| 2   |   |     | 100 |    |    |    |    | 2                                   |
| 3   |   |     |     | 33 |    |    | 67 | 1                                   |
| 4   |   |     |     | 67 | 33 |    |    | 3.3                                 |
| 5   |   |     |     |    | 33 | 33 | 34 | 3                                   |

Exhibit 2.5.3 shows the following:

- In kindergarten, 75 percent of the artifacts were on grade level. Twenty-five (25) percent were one grade level above.
- In first and second grades, 100 percent of the reviewed artifacts were on grade level. However, it should be noted that some standards were not logically sequenced. One artifact asked students to identify the number of faces, edges, and vertices of several geometric solids, but the standard only specified that students be able to do this with one geometric solid—the cube; familiarity with other geometric solids was not specified, yet in later standards such familiarity was assumed.
- In third grade, 33 percent of the artifacts were on grade level, while 67 percent were determined to be a content mismatch—they did not correspond to the Kentucky Core Academic Standards.
- Of the fourth grade artifacts, 67 percent were determined to be at a third grade level, while 33 percent were determined to be at grade level.
- In grade 5, 33 percent of artifacts reviewed were on grade level, 33 percent were one grade level below, and 33 percent were a content mismatch—they did not correspond to the Kentucky Core Academic Standards. However, it should be noted that of the artifacts that constituted a content mismatch, the skills and concepts covered were foundational skills that auditors would expect to see in a comprehensive math curriculum, although perhaps not at grade 5.

Thus, at the elementary level, auditors found the artifacts were on grade level through second grade. Third, fourth, and fifth grade artifacts were 33 percent on grade level, with the rest either below grade level or with a content mismatch.



**Exhibit 2.5.4**  
**Curriculum Calibration of Student Artifacts 6-12**  
**With Grade Level Math Kentucky Core Academic Standards**  
**Jefferson County Public Schools**  
**October 2011**

| Grade Level<br>from which<br>Artifact was<br>Collected | Percent of Student Artifacts Compared with<br>Grade Level Standards Distributed by Grade |    |    |    |    |     |    |    |    | Average<br>Grade Level<br>of Student<br>Work |
|--|--|----|----|----|----|-----|----|----|----|--|
|  | 5  | 6  | 7  | 8  | 9  | 10  | 11 | 12 | CM |  |
| 6  | 67   | 33 |    |    |    |     |    |    |    | 5.3  |
| 7  |  | 67 | 33 |    |    |     |    |    |    | 6.3  |
| 8  |  | 33 |    | 67 |    |     |    |    |    | 7.3  |
| 9 (Algebra I)  |  |    |    |    | 67 |     |    |    | 33 | 6  |
| 10 (Algebra II)  |  |    |    |    |    | 100 |    |    |    | 10   |
| 11 (Geometry)  |  |    |    |    |    | 33  | 67 |    |    | 10.7   |
| 12   |  |    |    |    |    |     |    | NP |    | NP   |

Exhibit 2.5.4 shows the following:

- In sixth grade, 33 percent of the artifacts were on grade level. The remaining 67 percent were at the fifth grade level. The sixth grade curriculum specifies certain fifth grade standards that are to be reviewed/repeated in the opening weeks of sixth grade. These artifacts fell within those review standards.
- In seventh grade, 67 percent of the artifacts were found to be at the sixth grade level, and the remaining 33 percent were on grade level. The seventh grade curriculum specifies a certain number of sixth grade standards that are to be reviewed in the opening weeks of grade seven. These artifacts fell within the repeated standards.
- In grade 8, 67 percent of the artifacts were on grade level. The remaining 33 percent were two grade levels below.
- In grade 9 (Algebra I), 67 percent of artifacts were on grade level. The remaining 33 percent represented a content mismatch. However, the content mismatch was in the area of metacognition, which is of recognized benefit to student learning. Metacognitive strategies are not addressed by the Kentucky Core Academic Standards.
- For grade 10 (Algebra II), 100 percent of the artifacts were determined to be on grade level.
- For grade 11 (Geometry) 67 percent of artifacts reviewed were determined to be on grade level. The remaining 33 percent were determined to be at tenth grade level.

In summary, auditors determined that artifacts in grades 6 and 7 were below grade level, while starting at grade 8, the artifacts were more aligned with grade level standards. Auditors were not presented with documents representing twelfth grade, and thus did not calculate a rating for that level. Of note was the fact that in the upper level math courses, objectives tended to be keyed to ACT Core standards, possibly because of their greater specificity and clearer elucidation of the learning to be demonstrated.

Science and social studies were calibrated against existing district curriculum since Kentucky Core Academic Standards have not yet been developed for these content areas. The results of the science calibration analysis are shown in Exhibits 2.5.5 and 2.5.6. A designation of *CM* means there was no content match for the artifact in the curriculum documents.

**Exhibit 2.5.5**  
**Curriculum Calibration of Student Artifacts K-5**  
**With Grade Level Science Standards**  
**Jefferson County Public Schools**  
**October 2011**

| Grade Level from which Artifact was Collected | Percent of Student Artifacts Compared with Grade Level Standards Distributed by Grade |     |     |    |    |    |    | Average Grade Level of Student Work |
|---|---|-----|-----|----|----|----|----|-------------------------------------|
|   | K   | 1   | 2   | 3  | 4  | 5  | CM |                                     |
| K   | 67  | 33  |     |    |    |    |    | 0.3                                 |
| 1   |   | 100 |     |    |    |    |    | 1                                   |
| 2   |   |     | 100 |    |    |    |    | 2                                   |
| 3   |   | 33  |     | 67 |    |    |    | 2.3                                 |
| 4   |   |     |     |    | 67 | 33 |    | 4.3                                 |
| 5   |   | 50  |     |    | 50 |    |    | 2.5                                 |

Exhibit 2.5.5 shows the following:

- In kindergarten, 67 percent of artifacts were found to be on grade level. The remaining 33 percent were one grade level above.
- In grades 1 and 2, 100 percent of the artifacts were on grade level.
- In grade 3, only 67 percent of artifacts were on grade level; the remaining 33 percent were at a first grade level.
- In grade 4, 67 percent of artifacts were on grade level, and 33 percent were found to be one grade level above.
- In grade 5, none of the artifacts examined were on grade level. Instead, 50 percent of artifacts were at the fourth grade level and 50 percent were found to be at a first grade level.

In summary, at the elementary level in science, in grades kindergarten, first, second, third, and fourth, artifacts were 67 percent or higher on grade level. In grade 3, one-third of the artifacts were two grade levels below. In grade 5, none of the artifacts were on grade level. Exhibit 2.5.6 presents the calibration of artifacts for grades 6 through 12.

**Exhibit 2.5.6**  
**Curriculum Calibration of Student Artifacts 6-12**  
**With Grade Level Science Standards**  
**Jefferson County Public Schools**  
**October 2011**

| Grade Level from which Artifact was Collected | Percent of Student Artifacts Compared with Grade Level Standards Distributed by Grade |    |    |    |    |     |    |    |    | Average Grade Level of Student Work |
|---|---|----|----|----|----|-----|----|----|----|-------------------------------------|
|   | 5   | 6  | 7  | 8  | 9  | 10  | 11 | 12 | CM |                                     |
| 6   |   | 67 | 33 |    |    |     |    |    |    | 6.3                                 |
| 7   | 33  |    | 33 |    |    |     |    |    | 34 | 4                                   |
| 8   |   |    |    | 67 |    |     |    |    | 33 | 5.3                                 |
| 9 (Integrated Science)                        |   |    |    |    | 67 |     |    |    | 33 | 6                                   |
| 10 (Biology)                                  |   |    |    |    |    | 100 |    |    |    | 10                                  |
| 11  |   |    |    |    |    |     | NP |    |    | NP                                  |
| 12  |   |    |    |    |    |     |    | NP |    | NP                                  |

Exhibit 2.5.6 shows the following:

- In sixth grade, 67 percent of the artifacts examined were on grade level. The remaining 33 percent were calibrated at one grade level above.
- In seventh grade, 33 percent of artifacts were on grade level, 33 percent were at the fifth grade level, and 34 percent constituted a content mismatch: they did not correspond with the objectives and standards in the curriculum documents.
- In eighth grade, 67 percent of artifacts were on grade level and 33 percent were a content mismatch.
- In grade 9, Integrated Science, 67 percent of artifacts were on grade level and 33 percent were a content mismatch.
- In grade 10, 100 percent of the artifacts examined were on grade level.
- A calibration analysis was not possible for eleventh and twelfth grade science. Several courses appear to be options for eleventh and twelfth grade science, including Biology II, Physics, and Advanced Physics, but no curriculum was presented to auditors for these courses. These grade levels were designated *NP* (not present).



*Secondary science worksheet—typical of the artifacts reviewed by auditors.*

In summary, auditors found that in sixth, eighth, and ninth grades 67 percent of artifacts were on grade level. At grade 10, all artifacts examined were on grade level. No calibration was possible for grades 11 and 12 as curriculum was not presented to auditors for these courses.

Exhibits 2.5.7 and 2.5.8 show the results of the calibration analysis for social studies. A designation of *CM* means there was a content mismatch: the artifacts did not correspond to the curriculum. Social studies artifacts were not presented for kindergarten; thus, the grade is omitted from the analysis.

### **Exhibit 2.5.7**

#### **Curriculum Calibration of Student Artifacts 1-5 With Grade Level Social Studies Standards Jefferson County Public Schools October 2011**

| <b>Grade Level<br/>from which<br/>Artifact was<br/>Collected</b> | <b>Percent of Student Artifacts Compared with Grade<br/>Level Standards Distributed by Grade</b> |          |          |          |          |           | <b>Average<br/>Grade Level<br/>of Student<br/>Work</b> |
|--|--|----------|----------|----------|----------|-----------|--|
|  | <b>1</b>   | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>CM</b> |  |
| <b>1</b>   |  | 50       |          |          |          | 50        | 1  |
| <b>2</b>   |  | 100      |          |          |          |           | 2  |
| <b>3</b>   |  | 33       | 67       |          |          |           | 2.7  |
| <b>4</b>   |  |          | 33       | 34       |          | 33        | 2  |
| <b>5</b>   |  |          | 50       |          | 50       |           | 4  |

Exhibit 2.5.7 shows the following:

- In grade 1, none of the artifacts examined were on grade level. Fifty (50) percent were second grade level, and 50 percent were a content mismatch.
- Of the grade 2 artifacts examined, 100 percent were on grade level.
- In grade 3, 67 percent of artifacts were on grade level and 33 percent were one grade level below.
- In grade 4, 34 percent of examined artifacts were on grade level, 33 percent were one grade level below, and 33percent were a content mismatch. This is at least partly because the standards for social studies are both vague and repetitive. Since they are often used for multiple grade levels with little differentiation, auditors must choose the earliest incidence of the standard, in this case third grade. It should be noted that the learning targets are differentiated by grade, but the actual standards are not. This lack of specificity makes it difficult for teachers to determine what mastery of the intended learning looks like at each discrete grade level.
- In grade 5, 50 percent of artifacts were on grade level and 50 percent were found to be two grade levels below. This is at least partly because the standards for social studies are both vague and repetitive. Since they are often used for multiple grade levels with little differentiation, auditors must choose the earliest incidence of the standard, in this case third grade. It should be noted that the learning targets are differentiated by grade, but the actual standards are not. This lack of specificity makes it difficult for teachers to determine what mastery of the intended learning looks like at each discrete grade level.

In summary, artifacts in social studies at the elementary level are highly representative of second grade level standards with first grade artifacts being above level, and fifth grade being half on grade level and half at lower levels. Exhibit 2.5.8 presents the calibration of student artifacts for grades 6 through 11.

**Exhibit 2.5.8**

**Curriculum Calibration of Student Artifacts 6-11  
With Grade Level Social Studies Standards  
Jefferson County Public Schools  
October 2011**

| Grade Level from which<br>Artifact was Collected | Percent of Student Artifacts Compared with Grade Level<br>Standards Distributed by Grade |    |    |    |    |    |    | Average<br>Grade Level<br>of Student<br>Work |
|--|--|----|----|----|----|----|----|--|
|  | 6  | 7  | 8  | 9  | 10 | 11 | CM |  |
| 6  | 100  |    |    |    |    |    |    | 6  |
| 7  |  | 67 |    |    |    |    | 33 | 4.67   |
| 8  |  | 33 | 67 |    |    |    |    | 7.67   |
| 9 (Civics)                                       |  |    |    | 50 |    |    | 50 | 4.5  |
| 10 (U.S. History)                                |  |    |    |    | 33 |    | 67 | 3.3  |
| 11 (World Civilizations)                         |  |    |    |    |    | 50 | 50 | 5.5  |

Exhibit 2.5.8 shows the following:

- In sixth grade, 100 percent of the artifacts examined were on grade level.
- In grade 7, 67 percent of artifacts were on grade level. The remaining 33percent were determined to be a content mismatch. Of these, one was a worksheet asking students to name all 50 states using a map of the U.S. with the states outlined and numbered. Auditors were unable to find any standard or learning target that specifically required students to know the names of all 50 states in any grade level.
- In eighth grade, 67 percent of artifacts were on grade level and 33 percent were one grade below.
- In grade 9, 50 percent of the artifacts were on grade level; the remaining artifacts were determined to be a content mismatch.
- In tenth grade, U.S. History, 33 percent of the artifacts examined were on grade level, with 67 percent being a content mismatch. This is partly because the standards are vague and fail to specify what mastery of the student learning should look like for this course.
- In eleventh grade, World Civilizations, 50 percent of artifacts were on grade level and 50 percent were a content mismatch.

In summary, at the secondary level, more artifacts were on grade level with the exception of U.S. History. Only at the sixth grade level were all artifacts calibrated as being 100 percent on grade level. The other grades had a range of 50 to 67 percent on grade level.

Exhibit 2.5.9 shows a summary of the calibration data for all content areas. By comparing the actual level of difficulty with the expected grade level, auditors arrived at a calculation of the number of months/year behind or above grade level for each content area, at each grade level. A score of zero (0) means the artifacts are at grade level.

**Exhibit 2.5.9**  
**Calibration Summary of All Content Areas**  
**Months/Years Behind or Above Grade Level**  
**Jefferson County Public Schools**  
**October 2011**

| <b>Grade Level</b> | <b>Language Arts</b> | <b>Math</b> | <b>Science</b> | <b>Social Studies</b> |
|--------------------|----------------------|-------------|----------------|-----------------------|
| <b>K</b>           | 0                    | +.25        | +.3            | NA                    |
| <b>1</b>           | -.4                  | 0           | 0              | 0                     |
| <b>2</b>           | -.6                  | 0           | 0              | 0                     |
| <b>3</b>           | -1.2                 | -2          | -.7            | -.3                   |
| <b>4</b>           | -.6                  | -.7         | +.3            | -2                    |
| <b>5</b>           | -2                   | -2          | -2.5           | -1                    |
| <b>6</b>           | -2.8                 | -.7         | +.3            | 0                     |
| <b>7</b>           | -2.4                 | -.7         | -3             | -2.3                  |
| <b>8</b>           | -2.8                 | -.7         | -2.7           | -.3                   |
| <b>9</b>           | -4.5                 | -3          | -3             | -4.5                  |
| <b>10</b>          | -3.8                 | 0           | 0              | -6.7                  |
| <b>11</b>          | -.5                  | -.3         | NP             | -5.5                  |
| <b>12</b>          | -1.6                 | NP          | NP             | NA                    |

Exhibit 2.5.9 reveals the following:

- In language arts, only kindergarten was found to have no deficit. Every other grade levels' artifacts were found to be behind grade level expectations.
- In math, kindergarten, first grade, second grade, and tenth grade are either ahead of grade level expectations or on grade level. All other grades were deficient.
- In science, kindergarten, fourth grade, and sixth grade were above grade level expectations. First grade, second grade, and tenth grade were on grade level. Below grade level were third grade, fifth grade, seventh grade, eighth grade, and ninth grade.
- In social studies, first, second, and sixth grades were on grade level. All other grade levels were deficient.

Overall, auditors found that student work artifacts collected in classrooms across the Jefferson County Public schools had a tendency to be below grade level. Sometimes this was due to the vague and repetitive nature of the curriculum, but sometimes artifacts simply corresponded with standards from lower grade levels. The calibration summary reveals that the most common condition is for student work artifacts to be behind grade level expectations. Fully 65percent of grade levels revealed a deficit.

### **Cognitive Type Analysis**

Cognitive type is an indicator of the sort of thinking required to carry out a given task. Auditors expect the cognitive types of the written, taught, and tested curriculum to be congruent so that students are not surprised by any of the cognitive demands placed on them in high stakes testing situations. The various assignments and activities collected in classrooms across the district should reveal a range of cognitive demands, so that students have ample opportunity to practice the cognitive skills they will need to be successful on national, state, and local assessments.



To perform an analysis of cognitive type, auditors used the framework based on the original Bloom's taxonomy of cognitive domains, as presented in [Exhibit 2.5.10](#).

#### Exhibit 2.5.10

##### Description of Cognitive Types in Bloom's Taxonomy

| Cognitive Domain     | Definition of Type   | Additional Clarification Comments   |
|----------------------|--|---|
| <b>Knowledge</b>     | Includes those behaviors and test situations that emphasize remembering, either by recognition or recall, of ideas, material, or phenomena.  | Ranges from the specific and relatively concrete to the more complex and abstract, including interrelations and patterns in which information can be organized and structured. Remembering is the dominant psychological process. |
| <b>Comprehension</b> | When confronted with written or oral communications, the student is expected to know what is being communicated and how to make some use of the materials or ideas contained in it.              | Three types: translation, interpretation, extrapolation. Emphasis is on grasping the meaning and intent of the material.  |
| <b>Application</b>   | Student must be able to apply comprehension without prompting in a situation new to the student. Requires transfer of knowledge and comprehension to a real situation.                           | Emphasis is on remembering and bringing to bear upon a new situation.   |
| <b>Analysis</b>      | Student must break down into component parts, make explicit relationships between elements, and recognize organizational principles of the structure that hold the elements together as a whole. | Emphasizes breaking wholes into pieces and the ability to detect structure, relationships, and organization.  |
| <b>Synthesis</b>     | Putting together elements and parts to form a whole, to a created pattern or structure not clearly there before.   | Emphasis is on the creative ability of students within a given framework. Must draw on elements from many sources. Should yield a product.  |
| <b>Evaluation</b>    | Making judgments about values for some purpose: ideas, works, solutions, methods, materials, etc.  | Involves the use of criteria as standards for appraising the degree to which something is effective, accurate, or satisfying. May be quantitative or qualitative. Not merely opinions; must have salient criteria as its basis.   |

The expectations that the district has with regard to cognitive demands are evident in district policy. As referenced in [Finding 2.1](#), board policies delineate high expectations for student learning. *Board Exhibit 1A: Instructional Goals* lists the following skills that students are to develop (cognitive types for the expectations have been added in parentheses):

- “Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives. (Application)
- Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives. (Application)
- Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life. (Application/Analysis/Evaluation)
- Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.” (Application/Analysis/Synthesis)

Additionally, *Board Policy IG: Curriculum Design* requires “that all students receive a challenging curriculum in language arts, mathematics, science, social studies, arts and humanities, practical living and vocational studies.”

In order to analyze the cognitive types of the various artifacts collected, a procedure similar to that used for the Objective Contexts analysis was utilized to construct a simple percentage chart. The auditors recorded the cognitive type of each artifact and used those totals, divided by the total number of artifacts, to determine the percentage of each. Data were organized by content area and then analyzed by grade levels kindergarten through 5, 6 through 8, and 9 through 12.

Exhibits 2.5.11 and 2.5.12 show the results of this analysis from representative random samples of the more than 700 artifacts collected by auditors during the site visits.

#### **Exhibit 2.5.11**

##### **Student Artifacts by Cognitive Type Language Arts/Social Studies Jefferson County Public Schools October 2011**

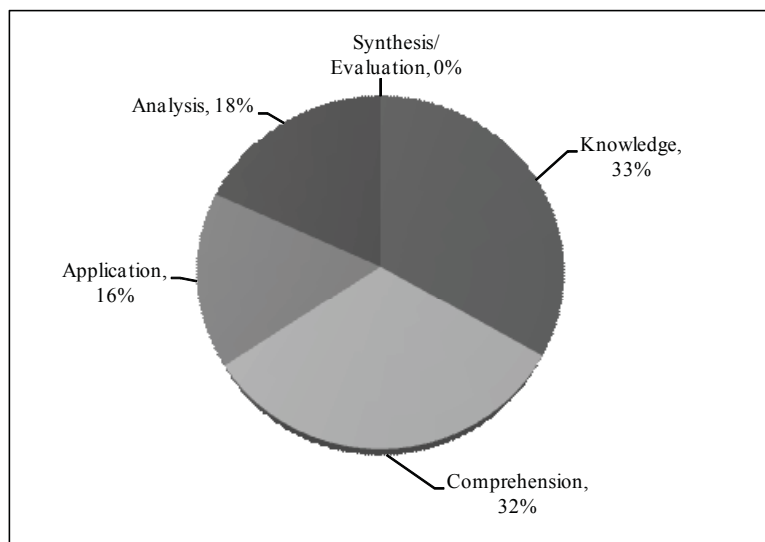


Exhibit 2.5.11 shows the following:

- In language arts and social studies, the largest percentage of artifacts (33 percent) required students to recall a fact, a procedure, or a piece of information (Knowledge).
- Thirty-two (32) percent of artifacts required students to use information or conceptual knowledge, or to discern intent (Comprehension).
- None of the reviewed artifacts fell within the synthesis/evaluation band, and only 18 percent could be considered analysis—the highest, or most demanding, cognitive levels.

**Exhibit 2.5.12**  
**Student Artifacts by Cognitive Type**  
**Math/Science**  
**Jefferson County Public Schools**  
**October 2011**

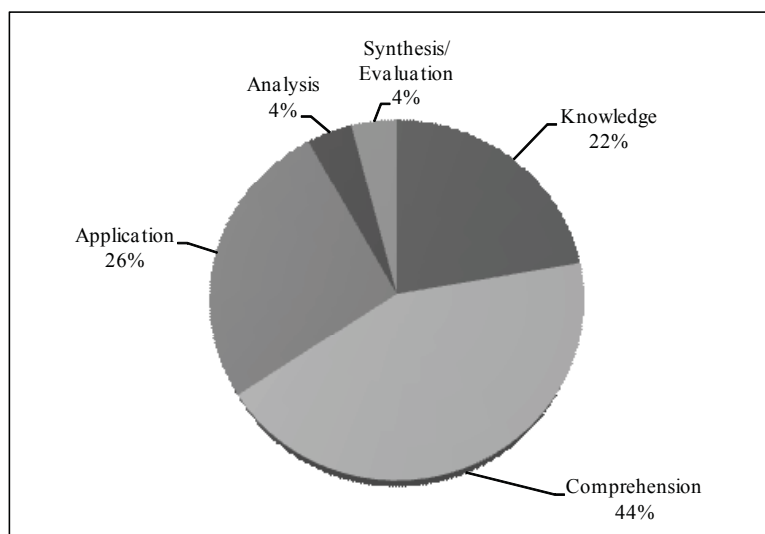


Exhibit 2.5.12 shows the following:

- In mathematics and science, knowledge and comprehension were by far the most common types of cognition required by student work artifacts; a total of 66 percent of artifacts fell within these two categories.
- Analysis and synthesis/evaluation were the least common types of cognition required by student artifacts; eight percent of artifacts fell within these two categories.
- Of the artifacts that required evaluation, all were metacognitive in nature; that is, they were asking the students to evaluate their own learning and progress, not to use mathematical or scientific processes for evaluation or synthesis.

In summary, auditors found that student work artifacts tended to cluster in the lower cognitive areas of knowledge, comprehension, and application. Only a few instances of higher order thinking skills were found. The rigor of the student work artifacts was not congruent with district expectations as outlined in board policy, or with the cognitive demands of the Kentucky Core Academic Standards.

### **Summary**

During classroom visits, auditors collected the instruction artifacts (paper documents used by students). The auditors then calibrate artifacts' content objectives against district or state standards to determine whether students are working at, above, or below their grade level. Using Bloom's Taxonomy of cognition (knowledge, comprehension, application, analysis, synthesis, and evaluation), auditors also analyzed the cognitive level of the artifacts.

Overall, auditors found that student work artifacts collected in classrooms across the Jefferson County Public schools had a greater tendency to be below grade level. Fully, 65 percent of the artifacts revealed grade levels deficits. Sometimes this was due to the vague and repetitive nature of the curriculum, but many artifacts simply corresponded with standards from lower grade levels.

Auditors also found that student work artifacts tended to cluster in the lower cognitive areas of knowledge, comprehension and application. Only a few instances of higher order thinking skills were found. The rigor of the student work artifacts was not congruent with district expectations as outlined in board policy, or with the cognitive demands of the Kentucky Core Academic Standards.

### **STANDARD 3: The School District Demonstrates Internal Consistency and Rational Equity in Its Program Development and Implementation.**

A school system meeting this Curriculum Management Audit™ standard is able to show how its program has been created as the result of a systematic identification of deficiencies in the achievement and growth of its students compared to measurable standards of pupil learning.

In addition, a school system meeting this standard is able to demonstrate that it possesses a focused and coherent approach toward defining curriculum and that, as a whole, it is more effective than the sum of its parts, i.e., any arbitrary combinations of programs or schools do not equate to the larger school system entity.

The purpose of having a school system is to obtain the educational and economic benefits of a coordinated and focused program for students, both to enhance learning, which is complex and multi-year in its dimensions, and to employ economies of scale where applicable.

#### ***What the Auditors Expected to Find in the Jefferson County Public Schools:***

The PDK-CMSi auditors expected to find a highly-developed, articulated, and coordinated curriculum in the school system that was effectively monitored by the administrative and supervisory staffs at the central and site levels. Common indicators are:

- Documents/sources that reveal internal connections at different levels in the system;
- Predictable consistency through a coherent rationale for content delineation within the curriculum;
- Equity of curriculum/course access and opportunity;
- Allocation of resource flow to areas of greatest need;
- A curriculum that is clearly explained to members of the teaching staff and building-level administrators and other supervisory personnel;
- Specific professional development programs to enhance curricular design and delivery;
- A curriculum that is monitored by central office and site supervisory personnel; and
- Teacher and administrator responsiveness to school board policies, currently and over time.

#### ***Overview of What the Auditors Found in the Jefferson County Public Schools:***

This section is an overview of the findings that follow in the area of Standard Three. Details follow within separate findings.

The Jefferson County Public Schools are confronted by the rewards and challenges that face a large and ethnically and socioeconomically diverse school district. Board policies and district planning documents indicate a commitment to student success in the educational program. Numerous programs and initiatives have been implemented to support this commitment, but these efforts have not yet had a positive impact on student success. A longstanding achievement gap persists for minority and economically disadvantaged students. A large number of students leave the school system between the ninth and twelfth grades.

Inequalities and inequities were noted in several areas. Staff demographics do not reflect the ethnic and gender representation of the student body. Less experienced teachers teach in schools with the most economically disadvantaged students. Inequalities exist in student access to some district programs and services. District leadership has not been able to establish a balance between school choice and school-based decision making with the provision of a consistent and equitable educational program.

JCPS offers a wide variety of professional development opportunities, but it lacks a systemic, coordinated approach that will improve teaching and learning and build the capacity of district employees. Staff development functions operate independently and do not provide district-wide coordination and focus on district goals.

Expectations for instructional practice are not specific; instead, general direction is communicated in board policy, job descriptions, the teacher appraisal instrument, or curriculum guides. Teaching strategies observed were incongruent with district expectations for the use of differentiated instruction, for incorporation of challenge and engagement, and for the use of technology to support instruction. During brief classroom visits, the auditors observed a preponderance of teachers engaged in direct instruction, such as lecturing or presenting to students, or in assisting or monitoring students as they worked.

Board policies, job descriptions, and appraisal instruments lack clear and common direction to principals and others for monitoring the delivery of the curriculum. Principals visit classrooms and various types of monitoring take place, but principals indicated wide differences in the types of monitoring tasks performed.

The procedures for the teacher and administrator appraisal instruments in use are well-established and allow for growth-producing feedback. The auditors examined a sample of tenured and non-tenured summative teacher, assistant principal, counselor, and school principal evaluations. They found that specific written feedback that encourages reflection and builds capacity was inconsistently provided for the teaching staff and assistant principals. However, while the majority of the principal evaluation documents included constructive feedback for professional growth, they did not provide specific directives for improving student achievement. As a consequence, principals are often left on their own to do the best they can. The default of consequence of this practice is that student achievement is often the result of poverty and its attending social ills rather than that of deliberate educational interventions provided by strong, capable instructional leaders.

**Finding 3.1: Inequalities exist in access to comparable programs, services, and learning opportunities. Resource allocation practices have contributed to some inequities.**

In a well-managed school system, all students are placed in programs and activities with equal access to the curriculum and to services available in the district. Access should not be determined by gender, ethnicity, attendance area, or socioeconomic status. The auditors expect to find similar proportions of students by gender, socioeconomic status, and ethnic origin in specific programs as reflected in the general student population. No one student group should be disproportionately represented in retention and suspension rates, graduation rates, and enrollment in various special programs and services.

While the term “equal” means “exactly the same,” the audit refers to “equity” as the principle of treating students in accordance with differentiated needs. Rather than distributing resources based on a per pupil allocation, equity requires that additional resources be directed to students with greater needs. Without equal access to programs and services, differential educational responses, and equitable distribution of resources, school systems perpetuate the disparities among students that a public school education was designed to ameliorate.

The auditors reviewed documents including board policies, district plans, magnet school information, test data, budget documents, and enrollment and participation reports compiled by school district and state personnel. They interviewed board members, community members, administrators, teachers, parents, and students. Auditors also visited classrooms in all the schools and collected observational data on most of the instructional spaces in the district.

The auditors found that the Jefferson County Public Schools board policies, administrative regulations, and district and school improvement plans indicate the intent to provide students with equal access to programs and opportunities and to implement interventions and distribute resources based on student needs (see [Findings 1.2, 2.4, 5.1, and 5.3](#)). However, the auditors noted inequalities in a number of areas, including staff demographics and student participation in special programs and magnet school settings. Student performance data, student suspensions, and graduation rates indicate disparities among student groups (see [Finding 4.4](#)). A large number of ninth graders drop out of school before they reach the twelfth grade. Poverty and ethnicity continue to be predictors of low student achievement.

The following board policies address equal access to educational opportunities (see [Finding 1.2](#)):

- *Board Policy AD: Educational Philosophy* states, “Each student deserves a fair and equitable opportunity to learn in a caring and safe environment, where diversity is respected and where high expectations exist for all.”

- *Board Policy AE: School District Goals and Objectives* lists the following among the district goals:
  - “To seek and identify the needs of each individual student on a continuing basis;
  - To provide a climate wherein the uniqueness of the cultures that each individual brings to the classroom setting is positively received;
  - To provide the structures, policies, and practices that reflect the multi-ethnic nature of our community through the composition of administrative staff, faculties, and student bodies.”
- *Board Policy DBAA: Budget Allocation* provides for “an allocation to support the cost of instructional activities of students classified as at-risk.” Schools classified as “special needs schools” are to be funded based on a plan submitted to them by the superintendent and board.
- *Board Policy IGC: Extended Instructional Programs* states that instructional programs shall be extended as needed to provide an appropriate education for all students.
- *Board Policy IIAB: Supplementary or Commercial or Special Interest Materials, Speakers, Media Selection, and Adoption* expects consideration of differences relative to “ethnicity, culture, gender, socioeconomic status, religion, or disability.”
- *Board Policy JB: Equal Educational Opportunities* requires that no student be denied equal educational opportunity because of “age, color, disability, marital or parental status, national origin, race, sex, sexual orientation, political opinion or affiliation or religion.”
- *SBDM Sample Policy: Equity and Diversity* requires that each student will receive “a full fair share” of the opportunities the school offers as well as respect for his/her culture and traditions.

As indicated above, board policies include expectations that students will be provided equal access to the educational program and that resources will be allocated to provide for student needs.

A number of district plans and reports reference equality and equity issues and describe various efforts implemented to address student needs.

- The Comprehensive District Improvement Plan (2010-11) is based on the district’s Theory of Action, which has provided the philosophical basis for improvement efforts (see [Finding 1.3](#)). The Theory of Action includes long-range goals for JCPS students such as developing the skills and talents needed to be successful in post-secondary education or employment and to be thoughtful, contributing members of the community. The processes needed to enable students to achieve those goals are listed as follows:
  - “Create caring and culturally responsive classroom communities;
  - Provide high quality, personalized instruction that challenges and engages students in authentic work;
  - Ensure equitable access for all students to a consistent, world-class, inquiry based curriculum; and
  - Prepare leaders to engage in collaborative strategies to move this shared vision forward.

Four strategic goals were developed to attain the long-range goals. They included:

1. Enhance effective teaching;
2. Enhance effective leadership;
3. Strengthen organizational culture; and
4. Improve organizational effectiveness.

Corresponding strategies and action steps included the following:

1. Enhance cultural competency;
2. Address disparity in student outcomes; and



### 3. Promote student diversity across the district.

- The JCPS Annual Progress Report (2010) describes improvement efforts undertaken to promote student success. Freshman Academies, Elementary Redesign, magnet programs, CARE for Kids, and re-staffing of identified low performing schools were among the initiatives implemented.
- The JCPS Self-Study Report (2010) describes the district support to be provided to persistently low achieving schools. Resources in the form of additional programs, personnel, and funding are identified.
- The JCPS Accountability, Research, and Planning Department Evaluation Results Report (2010) describes the initial results from the implementation of Theory of Action initiatives.
- The Kentucky Department of Education District Leadership Assessment (2010) cites deficiencies in the educational practices of low-performing schools, some of which are pertinent to equity and equality issues. For example, the report states the following concerns:
  - Principals and school councils don't provide guidance in recognizing and addressing cultural and socioeconomic differences in the schools' diverse populations.
  - A variety of instructional strategies are not used to meet the diverse needs of students (see [Finding 3.3](#)). Culturally responsive teaching is not generally reflected in practices.
  - Monitoring of the many initiatives is informal, inconsistent, and not sufficient to support successful implementation.
  - School councils have not developed clear procedures for allocating discretionary funds. Student achievement data are not used as the basis for resource allocations.
  - A formal process is lacking to monitor and evaluate the impact of requested resources on student achievement."
- The Greater Louisville Education Project Report conducted by McREL (2007) found the Kentucky Education Reform Act (KERA) of 1990 School-based Decision-making Council System to be "in conflict with effective leadership models that call for consistency and coherence in high performing districts." The report stated that JCPS school councils are not held accountable for school effectiveness, "which creates an incoherent district of separate initiatives." The plans and reports cited above reflect JCPS' challenges and efforts to provide a high quality educational program for its 100,229 students.

#### Student and Staff Characteristics

The auditors expect to find the diversity of the staff reflective of the diversity of the student population. Proportionate representation in the ethnic and gender composition of the staff and students in a school system provides students with role models and contributes to their sense of belonging.



*Blue Lick Elementary's use of a "The color of us" bulletin board celebrating the school's diversity.*

The following board policies and district initiatives address staff diversity:

- As noted above, *Board Policy AE* expects the composition of the administrative and teaching staff to reflect the diversity of the student body.
- *Board Policy GBA: Equal Opportunity/Affirmative Action Employment* states that the district will promote equal opportunities through a vigorous affirmative action program “in the employment, development, advancement, and treatment of employees in the JCPS.”
- The Comprehensive District Improvement Plan (2010-11) states the intention “to strengthen the multiplicity of programs that support a diverse workforce throughout the district.”
- The job description of the Assistant Superintendent of Diversity, Equity, and Poverty Programs assigns the following responsibility: “Provides leadership to ensure diverse faculties and administrative staffs at all levels of the school system.”
- The Alternative Certification for Elementary and Secondary program (ACES) includes the recruitment of post-baccalaureate candidates from underrepresented populations to become certified teachers.
- The Multicultural Teacher Recruitment Project (MTRP) has a full-time Human Resources specialist that works in conjunction with the Future Educators of America (FEA) to target middle and high school students identified as potentially desirable teacher candidates. High school experiences, such as the Education Career Magnet Academy, and college partnerships are available to assist in teacher career development.
- The JCPS Tuition Assistance Program for Classified Employees reimburses classified employees for undergraduate studies if the employee is either a member of an under-represented population or the employee is majoring in a critical need area.

These policies and initiatives indicate the desire to develop a diverse teaching staff, but these efforts have not yet been successful. [Exhibit 3.1.1](#) compares the ethnicity of district teachers and administrators with student ethnicity over the past five years. The only minority data available for district teachers and administrators were for African American personnel.

### **Exhibit 3.1.1**

#### **Ethnicity of District Staff and Students in Percentages Jefferson County Public Schools 2006-2011**

| <b>Year</b> | <b>% African<br/>American Staff</b> | <b>% African<br/>American Students</b> |
|-------------|-------------------------------------|--|
| 2006-07     | 15.4                                | 36.0                                   |
| 2007-08     | 15.8                                | 36.1                                   |
| 2008-09     | 14.9                                | 35.9                                   |
| 2009-10     | 15.0                                | 35.7                                   |
| 2010-11     | 15.1                                | 37.2                                   |

*Source: JCPS Accountability, Research, & Planning documents*

[Exhibit 3.1.1](#) indicates that the percentage of African American teachers and administrators is not representative of the percentage of African American students.

- The number of African American students has slightly increased, comprising from 35.7 percent to 37.2 percent of the district student body over the past five years.
- The number of African American staff members has slightly decreased, going from 15.8 percent in 2007-08 to 15.1 percent in 2010-11.

Progress has not been made over time in recruiting additional African American staff members.

Exhibit 3.1.2 presents a comparison of the gender of district staff members with the gender of JCPS students.

### **Exhibit 3.1.2**

#### **Gender of District Staff and Students in Percentages Jefferson County Public Schools 2006-2011**

| Year    | Staff Members |        | Students |        |
|---------|---------------|--------|----------|--------|
|         | Male          | Female | Male     | Female |
| 2006-07 | 21.5          | 78.5   | 50.9     | 49.1   |
| 2007-08 | 21.9          | 78.1   | 50.8     | 49.2   |
| 2008-09 | 21.5          | 78.5   | 50.9     | 49.1   |
| 2009-10 | 22.1          | 77.9   | 51.1     | 48.9   |
| 2010-11 | 22.8          | 77.2   | 51.1     | 48.9   |

*Source: JCPS Accountability, Research, & Planning documents*

Exhibit 3.1.2 shows the following:

- The population of male students exceeded that of females by 2.2 percent during the 2010-11 school year.
- The percentage of male teachers and administrators has increased by 1.3 percentage points over the past five years.
- There continues to be over a 28 percent difference between the male staff and male student populations.

Exhibits 3.1.1 and 3.1.2 indicate that JCPS students receive the majority of their instruction from White females. Several comments were made during interviews about this issue. Sample comments included:

- “We (staff members) don’t mirror the (student) demographics.” (District Administrator)
- “We work hard to have a diverse staff so that children see people who look like themselves across the board. That gets to be a challenge.” (Board Member)
- “Having White, female teachers is OK provided they have training on how to deal with diverse populations.” (District Administrator)
- “District leadership is not diverse; they do not reflect the student population.” (School Administrator)

The Kentucky Department of Education District Leadership Assessment Executive Summary (2010) cited the following deficiencies relative to district staffing patterns:

1. District staffing patterns have not ensured that proficient and highly competent teachers and administrators are placed and retained in persistently low achieving schools.
2. High teacher turnover rates in persistently low achieving schools significantly reduce the ability to build school-wide instructional capacity.

The Greater Louisville Education Project Report (2007) stated that reform efforts are hampered by teacher transfer and seniority rules in the teachers’ contract. Data showed that “the least experienced teachers were teaching in the most high risk schools” and “two-thirds of teacher transfers were out of low wealth schools.”

Exhibit 3.1.3 compares the education, experience, attendance, and retention of teachers in the 10 elementary schools with the highest poverty rates and district averages.

### Exhibit 3.1.3

#### Teacher Characteristics in High Poverty Elementary Schools\* Jefferson County Public Schools October 2011

| School  | % Free/<br>Reduced | % Masters<br>Degree or<br>Higher | % Nat'l.<br>Board<br>Certif. | Ave. Yrs.<br>Teacher<br>Exper.** | Teacher<br>Attend*** | Teacher<br>Retent.# |
|---|--------------------|----------------------------------|------------------------------|----------------------------------|----------------------|---------------------|
| Roosevelt/Perry   | 94.4               | 78.6                             | 7.0                          | 9.3                              | 94.9                 | 85.7                |
| Semple  | 94.4               | 65.8                             | 2.0                          | 7.9                              | 90.8                 | 89.5                |
| Rutherford  | 93.7               | 79.4                             | 0                            | 7.8                              | 94.8                 | 84.8                |
| Jacob   | 93.6               | 85.3                             | 0                            | 10.7                             | 94.7                 | 88.2                |
| Crums Lane  | 93.0               | 80.0                             | 0                            | 12.1                             | 95.6                 | 60.0                |
| Cane Run  | 92.7               | 74.2                             | 0                            | 10.4                             | 93.1                 | 83.9                |
| Minors Lane   | 92.4               | 66.7                             | 0                            | 7.0                              | 95.3                 | 87.5                |
| Gilmore Lane  | 92.3               | 66.7                             | 0                            | 12.0                             | 93.8                 | 95.2                |
| Portland  | 92.3               | 72.7                             | 0                            | 8.0                              | 95.2                 | 90.9                |
| Young   | 92                 | 87.1                             | 0                            | 9.4                              | 96.5                 | 100                 |
| <b>High Poverty<br/>Elementary Mean</b>   | <b>93.1</b>        | <b>75.7</b>                      | <b>1.0</b>                   | <b>9.5</b>                       | <b>94.5</b>          | <b>77.8</b>         |
| <b>District Elementary<br/>Mean</b>   | <b>66.6</b>        | <b>82.5</b>                      | <b>not<br/>available</b>     | <b>11.2</b>                      | <b>93.7</b>          | <b>90.4</b>         |
| * Free/Reduced eligibility reported for 2010-11<br>** Average years of teacher experience reported for 2009-10; district mean is for K-12<br>*** Teacher attendance and Master's Degrees reported for 2009-10<br>**** Teacher retention reported for 2010-11<br># Teacher retention refers to the percentage of teachers employed at a school for the 2010-11 school year that were employed at the same school during the previous year.<br># # Indicates a turnaround school with re-staffing |                    |                                  |                              |                                  |                      |                     |
| Sources: JCPS Accountability, Research, & Planning documents, School Profiles, School Report Cards  |                    |                                  |                              |                                  |                      |                     |

Exhibit 3.1.3 shows:

- The percentages of teachers with Master's degrees or higher in high poverty elementary schools ranged from 65.8 to 87.1 with an average of 75.7 percent. This is almost seven percentage points below the elementary district average.
- Two of the 10 high poverty schools had some teachers with National Board Certification. Eight high poverty schools did not have any teachers with National Board Certification.
- The average years of teacher experience per high poverty school ranged from 7 to 12.1 years, with an average of 9.5 years, compared with the district elementary mean of 11.2 years.
- The average daily attendance of teachers at high poverty elementary schools ranged from 90.8 to 96.5 percent with a mean of 94.5 percent. This is slightly higher than the district average elementary teacher attendance rate of 93.7 percent.
- Teacher retention at high poverty elementary schools ranged from 60 to 100 percent with an average of 77.8 percent. The district elementary school teacher retention rate was 90.4 percent. Crums Lane was designated a turnaround school and experienced a staffing change requirement.

Exhibit 3.1.4 presents a comparison between the education, experience, attendance, and retention of teachers in the 10 lowest poverty elementary schools with district averages.

#### Exhibit 3.1.4

#### Teacher Characteristics in Low Poverty Elementary Schools\* Jefferson County Public Schools October 2011

| School  | % Free/<br>Reduced | % Masters<br>Degree or<br>Higher | % Nat'l.<br>Board<br>Certif. | Ave. Yrs.<br>Teacher<br>Exper.** | Teacher<br>Attend.*** | Teacher<br>Retent. # |
|---|--------------------|----------------------------------|------------------------------|----------------------------------|-----------------------|----------------------|
| Stopher   | 16.6               | 92.1                             | 15.8                         | 11.9                             | 95.7                  | 100.0                |
| Dunn  | 19.8               | 93.9                             | 3.0                          | 13.1                             | 94.1                  | 100.0                |
| Norton  | 22.0               | 87.2                             | 0.0                          | 14.0                             | 94.5                  | 94.9                 |
| St. Matthews  | 30.7               | 100.0                            | 0.0                          | 16.6                             | 95.4                  | 100.0                |
| Bloom   | 31.5               | 100.0                            | 0.0                          | 17.3                             | 90.0                  | 86.2                 |
| Farmer  | 31.8               | 96.9                             | 9.4                          | 11.5                             | 94.4                  | 100.0                |
| Lowe  | 32.4               | 91.2                             | 0.0                          | 17.2                             | 93.3                  | 90.3                 |
| Wilder  | 34.8               | 100.0                            | 3.3                          | 16.3                             | 95.0                  | 96.7                 |
| Bowen   | 36.5               | 92.7                             | 2.4                          | 17.7                             | 92.7                  | 92.7                 |
| Hite  | 36.7               | 100.0                            | 0.0                          | 16.0                             | 92.9                  | 93.1                 |
| <b>Low Poverty Elementary Mean</b>  | <b>29.3</b>        | <b>95.4</b>                      | <b>3.4</b>                   | <b>15.2</b>                      | <b>93.8</b>           | <b>95.4</b>          |
| <b>District Elementary Mean</b>   | <b>66.6</b>        | <b>82.5</b>                      | <b>NA</b>                    | <b>11.2</b>                      | <b>93.7</b>           | <b>90.4</b>          |
| * Free/Reduced eligibility reported for 2010-11<br>** Average years of teacher experience reported for 2009-10; district mean is for K-12<br>*** Teacher attendance and Master's Degrees reported for 2009-10<br>**** Teacher retention reported for 2010-11<br># Teacher retention refers to the percentage of teachers employed at a school for the 2010-11 school year that were employed at the same school during the previous year. |                    |                                  |                              |                                  |                       |                      |
| Sources: JCPS Accountability, Research, & Planning documents, School Profiles, School Report Cards  |                    |                                  |                              |                                  |                       |                      |

Exhibit 3.1.4 shows the following:

- The percentages of teachers with Master's degrees or higher in low poverty elementary schools ranged from 87.2 to 100.0 with an average of 95.4 percent. This is almost 13 percentage points higher than the district elementary average.
- Nine of the low poverty schools had over 90 percent of the teaching staff with Master's degrees, and four schools had 100 percent.
- Five of the 10 low poverty elementary schools had some teachers with National Board Certification, and five schools of the low poverty schools did not have any.
- The average years of teacher experience per low poverty school ranged from 11.5 to 17.7 years, with an average of 15.2 years, compared with the district elementary mean of 11.2 years.
- The average daily attendance of teachers at low poverty elementary schools ranged from 90.0 to 95.7 percent with a mean of 93.8 percent. This is close to the district average elementary teacher attendance rate of 93.7 percent.
- Teacher retention at low poverty elementary schools ranged from 86.2 to 100 percent with an average of 95.4 percent. The district elementary school teacher retention rate was 90.4 percent.

Exhibits 3.1.3 and 3.1.4 above indicated the following:

- Low poverty elementary schools had almost 20 percent more teachers with Master's degrees than high poverty schools and seven percent more years of teaching experience.
- Teacher attendance was slightly higher at the high poverty schools.
- Teachers at low poverty schools were almost 18 percent more likely to have taught at the same school during the previous year.

Exhibit 3.1.5 compares teacher characteristics in the 10 highest poverty secondary schools with district averages.

### Exhibit 3.1.5

#### Teacher Characteristics in High Poverty Secondary Schools\* Jefferson County Public Schools October 2011

| School  | % Free/<br>Reduced | % Masters<br>Degree or<br>Higher | % Nat'l.<br>Board<br>Certif. | Ave. Yrs.<br>Teacher<br>Exper.** | Teacher<br>Attend.*** | Teacher<br>Retent.## |
|---|--------------------|----------------------------------|------------------------------|----------------------------------|-----------------------|----------------------|
| Western Middle School   | 95.0               | 72.2                             | 0                            | 6.3                              | 94.7                  | 35.9##               |
| Olmsted Academy North   | 91.0               | 71.9                             | 0                            | 5.6                              | 95.4                  | 82.8                 |
| Olmsted Academy South   | 89.4               | 62.1                             | 0                            | 5.4                              | 93.2                  | 94.4                 |
| The Academy at Shawnee  | 85.9               | 76.9                             | 0                            | 8.7                              | 93.2                  | 43.6 ##              |
| Frost Middle School   | 85.1               | 76.7                             | 0                            | 4.1                              | 93.7                  | 30.0 ##              |
| Iroquois High School  | 84.5               | 87.5                             | 0                            | 8.8                              | 92.5                  | 82.4                 |
| Lassiter Middle School  | 83.8               | 80.0                             | 2.2                          | 10.2                             | 94.0                  | 95.0                 |
| Thomas Jefferson Middle School  | 82.3               | 81.7                             | 0                            | 10.7                             | 95.0                  | 81.7                 |
| Western High School   | 80.9               | 72.2                             | 1.1                          | 6.4                              | 94.4                  | 77.7                 |
| Knight Middle School  | 80.0               | 71.9                             | 0                            | 7.0                              | 92.6                  | 64.5 ##              |
| <b>High Poverty Secondary Mean</b>  | <b>85.8</b>        | <b>75.3</b>                      | <b>0.03</b>                  | <b>7.3</b>                       | <b>93.9</b>           | <b>68.8</b>          |
| <b>District Middle School Mean</b>  | <b>66.0</b>        | <b>80.1</b>                      | <b>NA</b>                    | <b>11.2</b>                      | <b>94.5</b>           | <b>86.2</b>          |
| <b>District High School Mean</b>  | <b>52.2</b>        | <b>83.3</b>                      | <b>NA</b>                    | <b>11.2</b>                      | <b>94.6</b>           | <b>86.1</b>          |
| * Free/Reduced eligibility reported for 2010-11<br>** Average years of teacher experience reported for 2009-10; District mean is for K-12<br>*** Teacher attendance and Master's Degrees reported for 2009-10<br>**** Teacher retention reported for 2010-11<br># Teacher retention refers to the percentage of teachers employed at a school for the 2010-11 school year that were employed at the same school during the previous year.<br># # Indicates a turnaround school with re-staffing |                    |                                  |                              |                                  |                       |                      |
| Sources: JCPS Accountability, Research, & Planning documents, School Profiles, School Report Cards  |                    |                                  |                              |                                  |                       |                      |

Exhibit 3.1.5 indicates the following:

- The percentages of teachers with Master's degrees or higher in high poverty secondary schools ranged from 62.1 to 87.5, with an average of 75.3 percent. This is over six percentage points lower than the district secondary mean.
- None of the high poverty secondary schools had 90 percent or more of its teachers with Master's degrees.
- Two of the 10 high poverty secondary schools had several teachers with National Board certification.
- Eight secondary schools did not have any teachers with National Board certification.
- Four of the 10 secondary schools were re-staffed with different teachers, thus impacting the secondary teacher retention rate.



Exhibit 3.1.6 presents a comparison between the characteristics of teachers in the 10 lowest poverty secondary schools with district averages.

**Exhibit 3.1.6**  
**Teacher Characteristics in Low Poverty Secondary Schools\***  
**Jefferson County Public Schools**  
**October 2011**

| School  | % Free/<br>Reduced | % Masters<br>Degree or<br>Higher | % Nat'l.<br>Board<br>Certif. | Ave. Yrs.<br>Teacher<br>Exper.** | Teacher<br>Attend.*** | Teacher<br>Retent.# |
|---|--------------------|----------------------------------|------------------------------|----------------------------------|-----------------------|---------------------|
| DuPont Manual High School   | 16.9               | 94.3                             | 9.2                          | 14.1                             | 95.5                  | 95.4                |
| Barret Traditional Middle School  | 24.0               | 96.7                             | 0.0                          | 16.6                             | 95.9                  | 100.0               |
| Louisville Male Traditional High School   | 24.3               | 90.7                             | 7.0                          | 11.9                             | 95.2                  | 88.4                |
| Eastern High School   | 25.2               | 79.8                             | 1.9                          | 9.2                              | 95.9                  | 93.3                |
| Ballard High School   | 30.4               | 88.4                             | 5.3                          | 12.7                             | 94.9                  | 90.5                |
| Crosby Middle School  | 30.4               | 96.7                             | 3.2                          | 13.8                             | 95.6                  | 95.1                |
| Brown School***   | 30.8               | 95.5                             | 0.0                          | 13.5                             | 95.4                  | 90.7                |
| Jefferson County Traditional Middle School  | 33.1               | 93.2                             | 0.0                          | 16.8                             | 96.2                  | 93.2                |
| Kammerer Middle School  | 40.0               | 85.7                             | 2.0                          | 12.1                             | 95.4                  | 93.9                |
| Butler Traditional High School  | 41.8               | 95.1                             | 0.0                          | 13.6                             | 94.7                  | 96.3                |
| <b>Low Poverty Secondary Mean</b>   | <b>29.7</b>        | <b>91.6</b>                      | <b>2.9</b>                   | <b>13.4</b>                      | <b>95.5</b>           | <b>93.7</b>         |
| <b>District Middle School Mean</b>  | <b>66.0</b>        | <b>80.1</b>                      | <b>NA</b>                    | <b>11.2</b>                      | <b>94.5</b>           | <b>86.2</b>         |
| <b>District High School Mean</b>  | <b>52.2</b>        | <b>83.3</b>                      | <b>NA</b>                    | <b>11.2</b>                      | <b>94.6</b>           | <b>86.1</b>         |
| * Free/Reduced eligibility reported for 2010-11<br>** Average years of teacher experience reported for 2009-10; District mean is for K-12<br>*** Teacher attendance and Master's Degrees reported for 2009-10<br>**** Teacher retention reported for 2010-11<br># Teacher retention refers to the percentage of teachers employed at a school for the 2010-11 school year that were employed at the same school during the previous year. |                    |                                  |                              |                                  |                       |                     |
| Sources: JCPS Accountability, Research, & Planning documents, School Profiles, School Report Cards  |                    |                                  |                              |                                  |                       |                     |

Exhibit 3.1.6 demonstrates:

- The percentages of teachers with Master's degrees or higher in low poverty secondary schools ranged from 79.8 to 96.7, with an average of 91.6 percent. This is almost 10 percentage points higher than the secondary district average.
- Seven of the 10 low poverty secondary schools had over 90 percent of the teaching staff with Master's degrees.
- Six of the 10 low poverty secondary schools had several teachers with National Board certification.
- Four secondary schools did not have any teachers with National Board certification.
- Teacher retention at the low poverty secondary schools was over seven percentage points higher than the district secondary mean. None of the low poverty secondary schools were re-staffed.

Exhibits 3.1.5 and 3.1.6 above indicate:

- Low poverty secondary schools had over 16 percent more teachers with Master's degrees than high poverty schools and six percent more years of teaching experience.
- Six low poverty secondary schools had some National Board certified teachers, while only two high poverty schools had some.

- Teacher attendance was 1.6 percentage points higher at the low poverty secondary schools.
- Teachers at low poverty schools were almost 25 percentage points more likely to have taught at the same school during the previous year.

Exhibits 3.1.3 through 3.1.6 demonstrated that high poverty JCPS schools continue to have less experienced and less educated teachers than low poverty schools. Teachers are less likely to continue teaching at schools with high poverty.

Comments were made during interviews relative to the teacher characteristics of high poverty schools. Sample comments about this issue included the following:

- “In some of our most challenging schools, we have the least experienced teachers. What we see now is ‘teacher flight,’ which tends to be propped up by the teachers’ union.” (Patron)
- “We need to make it more attractive (for teachers) to come to tougher schools.” (School Administrator)

### Participation in Advanced Courses and Special Programs

Students may have different learning opportunities depending upon the school they attend. In Exhibit 3.1.7 the auditors examined the number of Advanced Placement (AP) offerings throughout JCPS high schools and compared them with the percentage of socioeconomically disadvantaged students at each school.

#### Exhibit 3.1.7

#### Number of Advanced Placement Courses Offered by High Schools Jefferson County Public Schools 2010–11

| High School   | Number of AP Courses Offered | % Free/Reduced 2010-11 |
|---|------------------------------|------------------------|
| DuPont Manual   | 27                           | 16.9                   |
| Eastern   | 23                           | 25.2                   |
| Ballard   | 20                           | 30.4                   |
| Louisville Male Traditional   | 16                           | 24.3                   |
| Jeffersontown   | 12                           | 57.4                   |
| Pleasure Ridge Park Magnet  | 12                           | 54.0                   |
| Seneca Magnet   | 12                           | 62.7                   |
| Brown   | 9                            | 30.8                   |
| Fairdale Magnet   | 9                            | 70.4                   |
| Fern Creek Traditional  | 9                            | 54.0                   |
| Southern Magnet   | 9                            | 67.5                   |
| Atherton  | 8                            | 46.6                   |
| Butler Traditional  | 7                            | 41.8                   |
| Doss Magnet   | 6                            | 74.4                   |
| Waggener Traditional  | 6                            | 71.8                   |
| Central   | 5                            | 82.0                   |
| Valley Traditional  | 5                            | 75.5                   |
| Western   | 3                            | 80.9                   |
| Moore Traditional   | 1                            | 67.9                   |
| South Park TAPP   | 1                            | NA                     |
| Iroquois  | 0                            | 84.5                   |
| The Academy at Shawnee  | 0                            | 85.9                   |
| <b>District High School Mean</b>  | <b>9.1</b>                   | <b>52.2</b>            |
| <i>Source: District Accountability, Research, &amp; Planning Report</i> |                              |                        |

Exhibit 3.1.7 indicates the following:

- The number of Advanced Placement courses offered per high school ranges from zero at Iroquois and The Academy at Shawnee to 27 courses at DuPont Manual High School.
- The four high schools offering the largest number of AP courses have the lowest percentages of economically disadvantaged students.

Students attending high schools that offer limited AP course opportunities do not have equal access to higher level courses and less chance for advanced placement in colleges and universities.

The auditors expect to find participation in special programs and advanced courses proportional to the ethnicity and gender of the district's total student enrollment. The auditors reviewed participation data for programs and courses serving special populations to determine if student enrollments were representative of the total district population. Exhibit 3.1.8 shows the percentages of student enrollment in special programs and courses by ethnicity.

### **Exhibit 3.1.8**

#### **Enrollment in Special Programs and Courses by Ethnicity in Percentages Jefferson County Public Schools 2010–11**

| <b>Program</b>  | <b>White</b> | <b>African American</b> | <b>Asian/P. Islander</b> | <b>Hispanic</b> | <b>Amer. Indian</b> | <b>Other</b> |
|---|--------------|-------------------------|--------------------------|-----------------|---------------------|--------------|
| Exceptional Child Education*  | 49.5         | 43.7                    | 1.3                      | 3.7             | 1.7                 | 0.1          |
| Gifted & Talented   | 71.8         | 17.6                    | 6.8                      | 2.5             | 0.1                 | 1.2          |
| AP Courses**  | 74.3         | 15.0                    | 6.5                      | 3.6             | .09                 | 0.6          |
| Adv. Math or Science Courses**  | 70.2         | 18.2                    | 6.7                      | 3.6             | 0.1                 | 1.1          |
| <b>District Total</b>   | <b>51.7</b>  | <b>37.2</b>             | <b>3.1</b>               | <b>6.1</b>      | <b>0.2</b>          | <b>1.7</b>   |
| *includes resource & self-contained programs                          |              |                         |                          |                 |                     |              |
| **students may be enrolled in more than one AP or advanced course     |              |                         |                          |                 |                     |              |
| <i>Source: JCPS Accountability, Research, &amp; Planning document</i> |              |                         |                          |                 |                     |              |

Exhibit 3.1.8 demonstrates the following:

- White students are slightly underrepresented in Exceptional Child Education programs. They are overrepresented in gifted programs, AP courses, and advanced mathematics and science courses by approximately 20 percent.
- African American students are overrepresented in Exceptional Child Education programs by 6.5 percent. They are underrepresented in gifted programs and advanced courses by nearly 20 percent and in AP courses by over 22 percent.
- Asian and Pacific Islander students are slightly underrepresented in Exceptional Child Education and overrepresented in gifted programs and advanced and AP courses by over three percent.
- Hispanic students comprise 6.1 percent of the district student population but account for less than four percent in Exceptional Child Education, advanced courses, and AP programs and less than three percent in gifted programs.

Exhibit 3.1.9 summarizes the data for student participation in special programs and courses by gender.

### **Exhibit 3.1.9**

#### **Enrollment in Special Programs by Gender in Percentages Jefferson County Public Schools 2010–11**

| <b>Program</b>  | <b>Total District Enrollment in Program</b> | <b>% Male</b> | <b>% Female</b> |
|---|---|---------------|-----------------|
| Exceptional Child Education*                                      | 13.2  | 69.9          | 30.1            |
| Gifted & Talented   | 7.9   | 47.4          | 52.6            |
| AP Courses**  | 4.9   | 42.6          | 57.4            |
| Adv. Math or Science Courses**                                    | 17.3  | 48.2          | 51.8            |
| <b>District Total</b>   |   | <b>51.1</b>   | <b>48.9</b>     |
| *includes resource & self-contained programs                      |   |               |                 |
| **students may be enrolled in more than one AP or advanced course |   |               |                 |
| Source: JCPS Accountability, Research, & Planning document        |   |               |                 |

Exhibit 3.1.9 shows:

- Males are overrepresented in Exceptional Child Education by almost 19 percent.
- Females are slightly overrepresented in advanced math and sciences courses, overrepresented by 3.7 percent in gifted programs, and overrepresented in AP courses by 8.5 percent.

Several comments were made during interviews about student participation in special programs or courses. A representative sample includes the following:

- “Our AP classes are predominantly White and our low level classes are predominantly Black.” (Patron)
- “We had no African American students in Algebra 2. We are slowly changing that.” (School Administrator)
- “The lack of low SES students in AP classes that was noted in previous reviews is being addressed.” (School Administrator)

### **Suspensions**

*Board Policy JFC: Student Conduct* states that the code of acceptable behavior and discipline adopted by the board of education shall govern the enforcement of district administered disciplinary action. These guidelines are to include the procedures to be used by administrators in their responsibilities related to discipline. The code is to be made available to all students, parents/guardians, and school employees.

JCPS has a policy that no student will be expelled. Students with multiple suspensions and high risk factors and referrals from the department of juvenile justice attend Breckinridge Metropolitan, an alternative high school for students. Students with a history of violence are sent to Buechel Metropolitan High School to improve their behavior and academics. Kennedy Metropolitan Middle School serves students who have had behavior issues at their home school.

The auditors expect to find the percentage of students suspended by group to be proportional to their composition in the total student body. Exhibit 3.1.10 shows the percentages of students suspended by subgroup.

**Exhibit 3.1.10**

**Student Suspensions by Ethnicity and Gender  
Jefferson County Public Schools  
2009-10**

| <b>Student Group</b>  | <b>% Suspended*</b> | <b>% of District Enrollment</b> |
|---|---------------------|---------------------------------|
| White   | 31.8                | 51.7                            |
| African American  | 61.9                | 37.2                            |
| Other   | 6.3                 | 11.1                            |
| Male  | 66.3                | 50.8                            |
| Female  | 33.7                | 49.2                            |
| *A student may have been suspended more than once                                 |                     |                                 |
| <i>Source: JCPS Accountability, Research, &amp; Planning Document—Suspensions</i> |                     |                                 |

Exhibit 3.1.10 indicates:

- White students are underrepresented by almost 20 percent in suspension incidents.
- African American students are overrepresented in suspensions by almost 25 percent.
- Other minority students are underrepresented by almost 5 percent.
- Males are overrepresented in suspension incidents by 15.5 percent.

Interviews with school principals and district administrators and a review of district and school improvement plans indicated that a continuing focus has been on decreasing the suspension rates for targeted student groups. Suspension data are closely monitored, and interventions are implemented when appropriate. However, concerns with discipline continue, as evidenced by these representative comments:

- “I wish the district would firm up the Code of Conduct and stand behind it.” (Teacher)
- “I am concerned about the disparate discipline of minorities. (The district) needs to spend more time training teachers in how to deal with problem students.” (Parent)
- “If you compare the suspension of African American students to Whites, you will see that African Americans have a higher suspension rate.” (Parent)
- “We need to relook at discipline because we keep re-polishing the same stone and wondering why we aren’t making an impact.” (Patron)

**Student Attendance**

Students need to attend school on a regular basis in order to be successful in the educational program. A goal listed in the Comprehensive District Improvement Plan (2010-11) was to have each school implement a plan to improve the attendance rates of students in identified risk categories. At some schools a home-school coordinator provides services to students with low attendance, high suspension rates, and a potential for dropping out of school.

Exhibit 3.1.11 compares JCPS attendance rate with state averages.

**Exhibit 3.1.11**

**Comparison of District and State Student Attendance Rates in Percentages  
Jefferson County Public Schools  
2005-2010**

| <b>Year</b> | <b>JCPS Attendance Rate</b> | <b>State Attendance Rate</b> |
|-------------|-----------------------------|------------------------------|
| 2006-07     | 93.8                        | 94.3                         |
| 2007-08     | 93.9                        | 94.6                         |
| 2008-09     | 93.7                        | 94.2                         |
| 2009-10     | 93.6                        | 94.2                         |
| 2010-11     | 94.0                        | 94.0                         |

*Source: District Report Cards*

Exhibit 3.1.11 shows the following:

- District attendance remained relatively stable over the five-year period and slightly increased during the last year.
- The district attendance rate fell slightly below state averages until it matched the state mean in 2010-11.

**Student Dropouts**

A number of individuals interviewed mentioned concerns about the large number of student dropouts. However, the auditors found that numerous programs and interventions have been implemented for the purpose of dropout prevention (see Findings 2.4 and 5.4). Examples of such initiatives include the following:

- Freshman Academies were developed to reduce the large numbers of student retentions and dropouts that occur during the ninth grade. The program provides support to students as they transition from middle school to high school through efforts such as personalizing the high school environment.
- Elementary Redesign is to result in smaller class sizes, add school nurses, implement differentiated instruction, and use instructional coaches at high needs schools.
- CARE for Kids (Creating a Respectful Environment for Kids) is designed to promote social, ethical, and intellectual development in elementary and middle school students in an inclusive, supportive, and culturally responsive learning community.
- The Student Recovery Program provides additional funding to schools with the greatest number of students at risk of dropping out.
- Project PACES (Prevention Assessment and Counseling for Elementary Students) provides a continuum of counseling and prevention services for elementary students.
- Teachers and Learners Collaborating for Success assists elementary teachers in working with students with behavior issues in an effort to reduce discipline referrals and suspensions and to increase attendance.
- The Family Resource and Youth Services Centers (FRYSC) coordinate federal, state, and local programs to provide health and social services to families needing support to improve student learning.

In addition to the alternative schools focused on improving student behavior and academies mentioned above, the following alternative schools also work toward dropout prevention:

- Frederick Law Olmstead Academies—The South campus is a single sex middle school for girls, and the North location is a single sex middle school for boys. The south campus implemented a program



entitled Promoting Readiness in Science and Math (PRISM) designed to improve math and science proficiency through the use of technology.

- South Park and Westport Teenage Parent Programs (TAPP) provide teen parents the opportunity to gain the academic skills and course credits needed to graduate. A Science, Math, and the Right Technology (SMART) grant has provided advanced technology for this program.
- Jefferson County High School provides students the opportunity to earn a diploma by attending classes on a flexible schedule through an individualized curriculum, independent study through correspondence, or JCPS *eSchool*, which is an internet-based curriculum.
- The Phoenix School of Discovery primarily uses technology to prepare students in grades 6-12 to reach state proficiency standards.
- Liberty High School is for students that are at least 16 years old and provides credit recovery, a flexible schedule, and a work-based component.

A variety of instructional support programs have been implemented, such as Every 1 Reads, Ramp Up, and the Connected Math Program (see [Findings 2.4](#) and [5.4](#)).

Cultural Competence professional development has been provided to assist schools in developing and implementing culturally responsive practices.

Despite the wide range of programs and initiatives focused on dropout prevention, JCPS continues to lose a large number of students between the ninth and twelfth grades. [Exhibit 3.1.12](#) compares the numbers of students in the ninth and twelfth grades for the past seven years.

#### **Exhibit 3.1.12**

##### **Ninth Grade to Twelfth Grade Enrollment Comparison Jefferson County Public Schools 2001-2010**

| <b>Year</b> | <b>Grade 9</b> | <b>Year</b> | <b>Grade 12</b> | <b>Difference<br/>Since Grade 9</b> | <b>Percent<br/>Change</b> |
|-------------|----------------|-------------|-----------------|-------------------------------------|---------------------------|
| 2001        | 7,775          | 2004        | 5,133           | -2,642                              | -34.0                     |
| 2002        | 7,450          | 2005        | 4,920           | -2,530                              | -34.0                     |
| 2003        | 7,950          | 2006        | 5,259           | -2,691                              | -33.8                     |
| 2004        | 8,267          | 2007        | 5,321           | -2,946                              | -35.6                     |
| 2005        | 8,547          | 2008        | 5,417           | -3,130                              | -36.6                     |
| 2006        | 8,356          | 2009        | 5,555           | -2,801                              | -33.5                     |
| 2007        | 8,166          | 2010        | 5,524           | -2,642                              | -32.4                     |

*Source: JCPS Accountability, Research, & Planning document—First Month Enrollment*

[Exhibit 3.1.12](#) demonstrates:

- For the past seven years, grade 12 classes have had from 2,191 to 3,130 fewer students than were enrolled in grade 9 classes four years earlier, approximately one-third fewer students over the four years.
- Since 2001, the district saw a decrease of 1.6 percentage points of ninth graders reaching the twelfth grade.
- The smallest difference was with the 2010 twelfth grade class.
- The ninth grade class of 7,775 students in 2001-02 dwindled to 5,133 students by the time they reached twelfth grade in 2004-05.

- The ninth grade class of 7,450 students in 2002-03 decreased to 4,920 students by the time they reached twelfth grade in 2005-06.
- The ninth grade class of 7,950 students in 2003-04 decreased to 5,259 students by the time they reached twelfth grade in 2006-07.
- The ninth grade class of 8,267 students in 2004-05 dwindled to 5,321 students by the time they reached twelfth grade in 2007-08.
- The ninth grade class of 8,547 students in 2005-06 dwindled to 5,417 students by the time they reached twelfth grade in 2008-09.
- The ninth grade class of 8,356 students in 2006-07 decreased to 5,555 students by the time they reached twelfth grade in 2009-10.
- The ninth grade class of 8,166 students in 2007-08 totaled 5,524 students by the time they reached twelfth grade in 2010-11.



*“Unengaged high school students are filling out prisons.” (Elected Public Official)*

The School Leadership Assessment Summary Report (2010) stated the following: “Monitoring of the many initiatives is informal, inconsistent, and not sufficient to support successful implementation.” During interviews, school-based and centrally-based staff members commented that the dropout efforts have not achieved the desired results because there are too many programs, they are not coordinated across the district, and they are not implemented consistently. The following are representative comments:

- “Our problem is overload. Everyone wants to help, but too many things are going on.” (District Administrator)
- “We have a bad habit of investing in and believing in new programs and then we scratch them and start over.” (School Administrator)
- “Whomever offers us (the district) money, they take it and we have a new program.” (Teacher)
- “With all the initiatives and resources, it is too much to keep up with and I cannot merge all the programs to meet student needs.” (Teacher)
- “There is always a new program. You can’t get good at teaching a program if they keep changing it.” (Teacher)

## Graduation Rate

The Comprehensive District Corrective Action Improvement Plan (2010-11), the Comprehensive District Improvement Plan (2010-11), and high school improvement plans listed goals for increasing the graduation rate. Exhibit 3.1.13 presents a comparison of JCPS and state graduation rates for the past five years. The graduation rate used in this exhibit is the Averaged Graduation Rate used for NCLB accountability.

### Exhibit 3.1.13

#### Comparison of District and State Student Graduation Rates in Percentages Jefferson County Public Schools 2006-2010

| Year                                      | JCPS Graduation Rate | State Graduation Rate |
|---|----------------------|-----------------------|
| 2006                                      | 74.0                 | 83.2                  |
| 2007                                      | 72.6                 | 83.8                  |
| 2008                                      | 74.9                 | 84.5                  |
| 2009                                      | 71.3                 | 83.0                  |
| 2010                                      | 70.7                 | 82.7                  |
| <i>Source: JCPS District Report Cards</i> |                      |                       |

Exhibit 3.1.13 shows the following:

- District graduation rates have lagged from 9.2 to 12 percent behind the state rates during the five-year period.
- District rates have decreased by 3.3 percentage points since 2006.

Exhibit 3.1.14 shows the graduation rate for 2010 by student ethnicity.

### Exhibit 3.1.14

#### High School Graduation Rate by Ethnicity and Gender Jefferson County Public Schools June 2010

| Student Group   | Graduation Rate | % of District Enrollment |
|---|-----------------|--------------------------|
| White   | 57.9            | 51.7                     |
| African American  | 35.6            | 37.2                     |
| Hispanic  | 3.8             | 6.1                      |
| Asian/Pacific Islander  | 2.6             | 3.1                      |
| American Indian   | 0.1             | 0.2                      |
| Other   | .05             | 1.7                      |
| Male  | 47.8            | 50.8                     |
| Female  | 52.2            | 49.2                     |
| <i>Source: JCPS Accountability, Research, &amp; Planning Document—Graduates</i> |                 |                          |

Exhibit 3.1.14 indicates:

- White students comprise 57.9 percent of the 2010 graduating class although they represent 51.7 percent of the total student body.
- African American students make up 35.6 percent of the graduates, but represent 37.2 percent of the student enrollment, an underrepresentation of 1.6 percent.
- Hispanic students make up 3.8 percent of the graduating class although they comprise 6.1 percent of the student body, an underrepresentation of 2.3 percent.

- Males make up 47.8 percent of the graduates but represent 50.8 percent of the student enrollment, an underrepresentation of 3 percent.
- Female students comprise 52.2 percent of the graduates, but represent 49.2 of the total student enrollment.

Exhibit 3.1.15 compares the JCPS high schools by graduation rate and socioeconomic status.

**Exhibit 3.1.15**

**Comparison of High Schools by Graduation Rate  
and Socioeconomic Status in Percentages\*  
Jefferson County Public Schools  
2009-10**

| <b>School</b>  | <b>% Free &amp; Reduced</b> | <b>Graduation Rate</b> |
|--|-----------------------------|------------------------|
| The Academy @ Shawnee                                      | 85.6                        | 57.2                   |
| Iroquois   | 83.7                        | 56.9                   |
| Central  | 82.7                        | 92.1                   |
| Western  | 82.1                        | 64.9                   |
| Valley Traditional   | 76.6                        | 55.8                   |
| Fairdale   | 70.2                        | 78.8                   |
| Doss   | 69.8                        | 77.2                   |
| Southern   | 67.9                        | 70.8                   |
| Waggener Traditional                                       | 66.7                        | 71.1                   |
| Moore Traditional  | 65.5                        | 61.7                   |
| Seneca   | 58.8                        | 80.8                   |
| Jeffersontown  | 58.5                        | 71.3                   |
| Pleasure Ridge Park  | 52.5                        | 84.5                   |
| Fern Creek   | 52.2                        | 75.8                   |
| Atherton   | 48.2                        | 86.2                   |
| Butler Traditional   | 38.1                        | 95.1                   |
| The Brown School   | 29.3                        | 98.0                   |
| Ballard  | 28.0                        | 89.8                   |
| Eastern  | 25.2                        | 85.0                   |
| Male Traditional   | 23.1                        | 98.5                   |
| DuPont Manual  | 14.4                        | 99.8                   |
| <b>District Mean</b>                                       | <b>52.5</b>                 | <b>70.7</b>            |
| *Some magnet schools have grade point average requirements |                             |                        |
| Source: JCPS Data Book                                     |                             |                        |

Exhibit 3.1.15 indicates that, in general, the lower the percentage of students eligible for free and reduced price meals, the higher the graduation rate. Exceptions may occur because of magnet school application grade point average requirements, the presence of gifted programs at some schools, or traditional schools having the option of sending struggling students back to their neighborhood schools (see Magnet Schools below).

- High school graduation rates range from 57.2 percent at The Academy @ Shawnee to 99.8 percent at DuPont Manual.
- The percentage of socioeconomically disadvantaged students ranged from 85.6 percent at The Academy @ Shawnee to 14.4 percent at DuPont Manual.

## Student Achievement

Ethnicity and socioeconomic status are predictors of student test performance when the written, taught, and assessed curricula are not aligned. Achievement gaps on the Kentucky Core Content Tests (KCCT) and ACT Tests persist for JCPS socioeconomically disadvantaged and minority students (see [Finding 4.4](#)). Schools with the highest percentages of low income students generally had the lowest test scores. The achievement gap for students eligible for free and reduced price meals increased the higher the grade level. African American students had the lowest test scores among ethnic subgroups. Although improvement has been shown in some areas, consistent progress has not been made. As a district administrator commented, “We are failing to break the cycle of poverty.”

## SUPPORT PROGRAMS

### English as a Second Language (ESL)

Louisville is a port city for new arrivals to this country, and the Louisville Refugee Center places many English Language Learners in the district attendance area. Currently, JCPS serve over 3,500 students in the English as a Second Language program, a total of 3.5 percent of the student body. Over 100 different languages are spoken by district students.

*Board Policy IGBI: English as a Second Language* states that a program in English as a Second Language shall be offered to all students in grades P1-12 who lack proficiency in English and whose primary language is other than English. The policy does not specifically require access to the curriculum through sheltered instruction and/or primary language support. The auditors were not provided with an English Language Learners master plan or written procedures for providing translated documents or the identification and assignment of translators.

ESL programs are located in 38 elementary schools, seven middle schools, and two high schools. A number of schools with ESL programs have trained their classroom teachers in Sheltered Instruction Observation Protocol (SIOP) strategies. The amount and type of ESL support is determined by each student’s assessed English language proficiency. Most ESL students attend regular classes for a majority of the day. English support may be provided by a bilingual associate instructor. Pullout instruction is provided by an ESL teacher. Typical comments about the ESL programs included the following:

- “A fourth of the students at this school are ESL with 16 different languages spoken last year.” (School Administrator)
- “We have a much increased ESL population. It has changed our school in a good way.” (School Administrator)
- “When we have family nights, more ESL parents attend than other groups.” (School Administrator)

The ESL Newcomer Academy is attended by sixth to tenth grade students who are new to the country and to the English language. These students transition to a mainstream school that has an ESL program after from one to three semesters at the Newcomer Academy. The following are sample comments relative to the Newcomer Academy:

- “We only offer ESL classes (at the Newcomer Academy) through grade 10. I’d like to see a GED program. Sometimes it’s very hard to go to a school when your age isn’t consistent with your grade in school.” (District Administrator)
- “If ESL students are elementary (age), they are sent to the school with an ESL program in their cluster. After the first year at secondary (age), they are sent to a school regardless of their skills. We put struggling learners with language issues in struggling schools and then have the schools accountable for them. This creates problems for the schools and the learners.” (District Administrator)
- “I have no ESL staff and no one on my staff speaks Spanish, but eight percent of the family members of my students don’t speak English.” (School Administrator)

During interviews with teachers and school administrators several concerns were raised about ESL including teachers' access to curriculum documents and materials, a school's access to translators, and the level of funding for ESL staff members.

### **Exceptional Child Education (ECE)**

JCPS provides a continuum of services for students with disabilities within the Exceptional Services Program. Students are placed in the educational setting most conducive to the implementation of their Individual Educational Plan (IEP), which may include the following: collaborative services within a full-time comprehensive classroom; services in both a comprehensive classroom and in a special education resource room; services in a special education classroom with some inclusion in the comprehensive program; or services in a special school setting. A Parent Resource Center is available to assist parents with special education procedures, conduct workshops, and provide guidance on interactions with teachers and school staffs. District ECE enrollment in 2010 was 13.6 percent of the student body.

*Board Policy IGBA: Programs for Students with Disabilities* states that JCPS will provide, as part of the total educational program, specially designed instruction and necessary related services that will include a free, appropriate public education in the least restrictive environment for all district students with disabilities. Procedures that comply with federal and state laws and regulations are to be developed by the superintendent or designee.

ECE planning is conducted as part of the Kentucky Department of Education Continuous Monitoring Process (KCMP). The process includes self-assessment, data review and analysis, development of an annual improvement plan, and monitoring of progress toward plan goals three times per year.

Special schools, such as Binet School and Churchill Park, provide programs for students with multiple or functional disabilities. Buechel Metropolitan High School, Kennedy Metropolitan Middle School, and Waller-Williams Environmental School, offer a range of options for students with behavioral and emotional disabilities. Churchill Park also includes an Early Childhood Program.

The following are typical positive comments made about ECE during interviews:

- “Support from the district office Special Education department has been good. The kids are coming in with more severe problems and the district has been responsive.” (School Administrator)
- “The teachers at my son's middle school have been wonderful at working with us.” (Parent)
- “The district is good about keeping Special Education staff educated about changes.” (Teacher)

Other comments included concerns relative to ECE:

- “I'd like to see (comprehensive) schools embrace their special education kids more fully.” (District Administrator)
- “Sometimes self-contained learning disabled students aren't able to be mainstreamed because regular classrooms have a class size limit and if over the limit, those teachers are compensated or given an assistant.” (Teacher)
- “Unfortunately, collaboration (with regular classroom teachers) is determined by space available in the general population classrooms instead of students' needs.” (Teacher)
- “There are way too many poverty stricken families that don't know where to go for help (with special education).” (Parent)
- “We try to train principals on special education. We have more access to elementary principals...High school principals, we cannot get in.” (District Administrator)



### Response to Intervention (RTI)

The ECE department has established a Response to Intervention process to address the needs of students who are not making progress in reading and/or mathematics or have behavioral concerns. Three tiers of interventions have been developed to target student needs:

1. Universal strategies that are provided to all students, such as differentiated learning or the CARE for Kids program;
2. Targeted strategies for students who are “somewhat” behind, such as small group instruction in focus areas; and
3. Intensive strategies for students who are “significantly” behind, such as 1:1 assistance.

Schools that have fully implemented the RTI process reported that they have increased students’ proficiency levels and reduced the number of ECE referrals.

### **Early Childhood Education**

The JCPS Early Childhood Department offers a variety of programs for three- and four-year-old children to prepare them socially, emotionally, and educationally for elementary school. The programs support the district’s focus on reading, writing, and mathematics and emphasize parent involvement. Early Childhood programs serve approximately 5,400 district students.

*Board Policy IGCF: Early Childhood Program* states the following: “The board of education may provide an early childhood education program for children ages zero through four years of age as funding is available. The board will make space as available in district-owned facilities for the early childhood program. The program shall have a developmentally appropriate curriculum that prepares children for successful entry into the primary school.” Parent education and involvement are to be components of the program. Funding will be through tuition and/or grants and awards through private, local, state, or federal agencies.

A goal of the District Comprehensive Improvement Plan (2010-11) was to strengthen the Early Childhood Program. Strategies listed included tightly aligning the Early Childhood and primary curricula and enhancing instruction and assessment through coaching and professional development.

Head Start was established to meet the needs of disadvantaged three- or four-year old-children. Full-day programs are offered five days a week. They provide assistance to families with parent education, child education and development, health services, mental health services, social services, and transition to kindergarten.

Early Head Start provides services to children from birth to 36 months and eligible pregnant women. Parents must be working or enrolled in school or a training program to qualify for the program.

Home-based Head Start includes weekly teacher visits to a child’s home to share curriculum activities with parents. Parents and children meet twice a month with others in a classroom setting for socialization experiences.

The Kentucky Education Reform Act (KERA) funds a Pre-kindergarten program for eligible four-year-olds and with limited space available for three-year-olds. Half-day and full-day programs are offered four days per week for students with disabilities.

A tuition-based Preschool is available for three- and four-year-old children. Parents pay tuition and provide their own transportation. The YMCA provides before and after school child care for an additional cost.

The auditors learned during interviews that all Early Childhood Programs currently have a waiting list with the exception of the tuition-based program. A new Early Childhood center is under construction that will include all center-based Early Childhood programs.

## **Gifted and Talented Education**

Students identified as gifted and talented perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative, or divergent thinking, psychosocial or leadership skills, or in the visual or performing arts (704 KAR 3:285). JCPS provides gifted education services to approximately 9.8 percent of the student body in grades 4-12.

*Board Policy IGBB: Program and Services for Gifted and Talented Students* states that the board of education shall provide a program of instruction with multiple service options for academically gifted and talented students in grades P1-12. Students will be admitted to the program and receive services according to procedures developed by the superintendent or designee.

Talent Pools provide services for informally selected students in grades kindergarten through 3 who display characteristics of high potential learners. Students are formally identified through testing for the Advance Program in grades 4-12.

Advance Programs are offered at 36 elementary schools. In addition, elementary Gifted and Talented Magnet Programs are located at King and Byck Elementary Schools for identified students in grades 1-5. Price Elementary offers an Advanced Preparatory Program, Young Elementary has an International Baccalaureate Program, and Lincoln Elementary offers a Performing Arts Program.

Advance Programs are available at 20 middle schools. Thirteen (13) middle schools have Honors Programs. In addition, Noe Middle School has a Gifted and Talented Magnet School.

Most high schools offer Advance Programs, Advanced Placement courses, and Honors Programs. High School Advance Program students need to maintain a 3.0 grade point average and earn at least 12 Advanced Program credits over the four years. Honors students must maintain a 2.5 grade point average and earn at least 12 credits in Advanced Program courses.

During interviews a number of individuals expressed concern about the lack of a gifted program in every school. The following are sample comments:

- “Gifted and talented programs need to be in every school.” (Parent)
- “As a parent, I think all children should have a chance to be advanced regardless of where they go to school.” (Parent)
- “The district does a good job helping kids who are not on grade level. We are not spending resources on helping kids above grade level. We used to have AP programs (at my school), but we cut them for remediation.” (Teacher)

Others commented about a lack of consistency in the gifted programs. Sample comments Included:

- “Different Advance Programs at different sites have different expectations.” (Parent)
- “Gifted and talented programs are not monitored by the district. There’s no follow-up.” (School Administrator)
- “In the GT programs teachers are supposed to use the curriculum and they are supposed to do it in different ways and with enrichment. Many probably do their own thing.” (Teacher)

Overall, the departments of ESL, ECE, Early Childhood, and Gifted Education work to meet the needs of diverse learners and to support and enrich the educational programs in JCPS.

## School Choice/Magnet Schools

For over 20 years the JCPS leadership has been challenged with offering school choice, providing equal access to educational opportunities, and transporting students within a large, ethnically and socioeconomically diverse school system. At the time of the audit, the current Student Assignment Plan was under review by the Kentucky judicial system.

The following district documents reference school choice:

- *Board Policy IGBHA: Optional/Magnet Programs and Magnet Schools* states that the board of education shall establish optional/magnet programs and magnet schools that reflect the goals and philosophy of the JCPS.
- The Comprehensive School Improvement Plan (2010-11) states that the JCPS “will ensure equitable access for all students to a consistent, world-class, inquiry-based curriculum.” Strategies included strengthening elementary magnet schools and high school career themes.
- The Comprehensive Annual Financial Report (2010) states, “A core philosophy within the Board is that parents should be allowed to choose the program and the school their child attends.”

JCPS offers many different types of schools and programs to provide options for students’ diverse needs, interests, and learning styles. School choices include the following:

1. Regular Program—These schools offer a regular curriculum in a typical school setting.
2. Magnet Programs—Magnet schools focus on a specific subject or provide a specialized learning environment. Magnet schools include:
  - Traditional schools teach at grade level in a structured classroom environment and require uniforms, daily homework, and parent involvement.
  - High school Professional Career Theme Programs offer courses organized around a career emphasis such as Medicine, Health, and the Environment.
  - Magnet Career Academies offer multiple career programs.
3. Optional Programs are small, specialized programs within a school, such as the elementary Dual Language Spanish Immersion Program. Optional programs also include:
  - Small Class Size Programs that offer elementary reduced class sizes and individualized attention.
  - Elementary Redesign Programs that provide smaller classes, school nurses, and differentiated instruction.

Some schools may offer a combination of various types of programs or magnets. For example, Central High School has 10 magnet programs, and Moore Traditional serves students in grades 6-12 and has an Environmental and Life Science Optional Program in addition to its traditional focus.

Exhibit 3.1.16 lists the elementary magnet and optional program schools for 2012-13 by emphasis.

### **Exhibit 3.1.16**

#### **Elementary Magnet and Optional Program Schools Jefferson County Public Schools 2012-13**

| <b>Magnet and/or Optional Program</b>   | <b>School</b>  |
|---|--|
| Academy for Excellence in Teaching and Learning   | Atkinson   |
| Advance Preparatory   | Price  |
| Communications  | Breckinridge-Franklin  |
| Dual Language Spanish Immersion   | Hawthorne  |
| Elementary Redesign   | Coral Ridge, Engelhard, Wheatley   |
| Environmental Studies   | Cane Run   |
| Gifted and Talented and Visual and Performing Arts  | Martin Luther King   |
| Health and Fitness for Accelerated Learning   | Rangeland, Wellington  |
| Institute for Creativity and Innovation   | Maupin   |
| International Cultural Studies and Language   | Fairdale, Goldsmith  |
| International Baccalaureate   | Young  |
| Leadership Academy  | Mill Creek   |
| Math, Science, and Technology   | Brandeis, Wheatley   |
| Micro-Society   | Indian Trail   |
| Montessori  | Coleridge-Taylor, Kennedy  |
| Performing Arts   | Lincoln  |
| Preparatory Academy   | McFerran, Price  |
| Self-Directed Learning  | Brown  |
| Small Class Size Program  | Cane Run, Crums Lane, Hazelwood, Frayser, Maupin, Slaughter, Breckinridge-Franklin, and Portland |
| Success for All Accelerated Reading   | Jacob  |
| Talent Development  | Byck   |
| Technology  | Roosevelt-Perry  |
| Traditional   | Audubon, Carter, Foster, Greathouse/Shryock, Schaffner, Shelby, Smyrna, and Wilkerson            |
| Visual Arts   | Price and Rutherford   |
| <i>Source: JCPS Choices—Guide to the Elementary, Middle School, and High School Program (2012-13)</i> |  |



*Martin Luther King Jr. Elementary serves as a magnet school for gifted and talented and the performing arts.*

Exhibit 3.1.17 lists the middle school magnet and optional program schools for 2012-13 by emphasis.

**Exhibit 3.1.17**

**Middle School Magnet and Optional Program Schools  
Jefferson County Public Schools  
2012-13**

| <b>Magnet and/or Optional Program</b>   | <b>School</b>                            |
|---|--|
| All boys school   | Olmstead Academy North                   |
| All girls school  | Olmstead Academy South                   |
| Communications  | Thomas Jefferson                         |
| Environmental and Life Science  | Moore Traditional                        |
| Environmental Education   | Lassiter                                 |
| Fine Arts   | Highland                                 |
| Gifted and Talented   | Noe                                      |
| Health Careers  | Stuart                                   |
| International Studies   | Highland                                 |
| Liberal Arts Academy  | Crosby                                   |
| Math, Science, and Technology   | Farnsley, Meyzeek                        |
| Montessori  | Westport                                 |
| Self-Directed Learning  | Brown                                    |
| Traditional   | Barret, Jefferson County, Johnson, Moore |
| Visual and Performing Arts  | Noe, Western                             |
| <i>Source: JCPS Choices—Guide to the Elementary, Middle School, and High School Program (2012-13)</i> |  |

Professional Career Theme Programs were initiated at most high schools during 2010-11. Local companies, community organizations, colleges, and universities partner with schools to support these college and career preparation programs. Each theme is offered in at least three high schools spread geographically across the district. Exhibit 3.1.18 lists the Professional Career Theme Programs and the high schools in which they are located.

**Exhibit 3.1.18**

**Professional Career Theme Programs  
Jefferson County Public Schools  
October 2011**

| <b>Theme</b>                            | <b>Career Emphasis</b>  | <b>High Schools</b>   |
|---|---|---|
| Creating Our Global Community           | Human Services, Education, and International Studies                  | Atherton, Fairdale, and Seneca                                  |
| Designing and Building the Future       | Engineering, Aerospace, Architecture, Manufacturing, and Construction | Iroquois, Jeffersontown, Academy @ Shawnee                      |
| Engaging and Enlightening Our Community | Communication, Media, and the Arts                                    | Pleasure Ridge Park, Fern Creek Traditional, and Ballard        |
| Sustaining Ourselves and the Planet     | Medicine, Health, and the Environment                                 | Valley Traditional, Moore Traditional, and Waggener Traditional |
| Cultivating Leadership and Innovation   | Business and Information Technology                                   | Doss, Southern, and Eastern                                     |
| <i>Source: JCPS Facts (2011)</i>        |   |   |

In addition to the Professional Career Theme Programs, a number of other magnet programs are offered in the JCPS high schools. Exhibit 3.1.19 lists additional high school magnet and optional program schools for 2012-13 by emphasis.

**Exhibit 3.1.19**  
**High School Magnet and Optional Program Schools**  
**Jefferson County Public Schools**  
**2012-13**

| <b>Magnet and/or Optional Program</b>   | <b>School</b>  |
|---|--|
| Career Academy: Business, Technology, Law, Health Care, and Veterinary Science                        | Central  |
| Communications, Visual Arts, College Prep, and Math, Science, and Technology                          | DuPont Manual  |
| Culinary Arts   | Western  |
| Early College   | Western  |
| Flight School and Aviation Maintenance  | Academy @ Shawnee  |
| International Studies/International Baccalaureate   | Atherton   |
| Self-Directed Learning  | Brown  |
| Traditional   | Valley, Fern Creek, Moore, Waggener, Butler, and Louisville Male |
| Youth Performing Arts   | DuPont Manual  |
| <i>Source: JCPS Choices—Guide to the Elementary, Middle School, and High School Program (2012-13)</i> |  |

Exhibits 3.1.16–3.1.19 indicate that a wide range of opportunities are offered through magnet schools and programs, optional programs, and Professional Career Theme Programs. At this time an articulated continuum of learning from the elementary through the high school level is not available for many of these programs.

During interviews many parents, students, and administrators expressed satisfaction with the opportunities provided by the magnet program. Representative comments included the following:

- “One of the strengths of JCPS is school choice.” (Parent)
- “The traditional schools get you more organized, more ready for college.” (Student)
- “Magnets define our school. Each magnet provides opportunities such as internships, dual college credit, speakers, and field trips.” (Student)

However, over the years the JCPS has been confronted with challenges related to the maintenance of diversity within schools, magnet school admission requirements, and transportation issues. JCPS currently provides bus transportation for students from anywhere within the district to many magnet schools. Other magnet schools have transportation from only specific areas of the district. The district does not offer transportation for students in an optional program unless they live in the school’s attendance area.

Many magnet schools or programs have various admission requirements such as teacher recommendations, a specific grade point average, and/or student interviews or auditions. Traditional magnet schools provide teaching at grade level, and students who fall behind “may be indicating that the program does not adequately meet their needs.” A number of individuals interviewed indicated confusion over the many school choices, the application process, and student selection criteria.

- “There is not enough help to direct you through the application process. My daughter has all As and Bs and she didn’t get into a magnet school. When we asked, they would not tell us why not, so we have nothing to go on to help her.” (Parent)
- “The have-nots don’t get their choice (of schools) and they have to travel the most. They don’t get to bring their lawyer to the meeting.” (Teacher)



- “Those who are politically savvy get their kids into the ‘right’ schools. If you don’t play into that, or you don’t know how to do that, you end up on the short end of the stick.” (Patron)
- “They use mystery criteria for selection at magnet schools.” (Board Member)

Traditional magnet schools were the subject of numerous comments made by both district staff members and parents. The auditors learned that traditional schools often don’t provide ESL and Exceptional Child Education services and may also counsel struggling students to find a different school. These restrictions positively impact traditional magnet school achievement scores, making other schools appear less effective and contributing to a community perception that traditional magnets are “the best schools.” The following are sample comments:

- “If a student is failing, I meet with their parents and tell them that their child can continue to fail here, which would not be in his best interest.” (Traditional School Administrator)
- “Magnets pull kids out of the neighborhood schools. There are 935 advanced program kids at one of our (magnet) high schools with few at the neighborhood schools.” (Board Member)
- “In traditional schools we expect students to be on grade level in reading and math.” (Traditional School Administrator)
- “About 50 freshman students (out of a class of 400) needed to return to their neighborhood schools (last year).” (Traditional School Administrator)
- “Isn’t it the teacher’s job to teach kids who need some extra help? This doesn’t happen at traditional (magnet) schools.” (Parent)
- “The best part of a traditional school is that they can get rid of the bad kids.” (Parent)
- “Certain magnet schools select their students while (non-magnet) schools work hard with any students that walk in the door. It’s not fair to be ranked that way.” (School Administrator)

## Summary

The auditors reviewed five support programs:

- English as a Second Language (ESL): Interviews reveal that current efforts do not adequately address the needs of all ESL students. Concerns focused on the inadequate supply of skilled personnel and related curriculum resources in schools where ESL students are enrolled.
- Exceptional Childhood Education (ECE): JCPS provides a continuum of services for student with disabilities within the Exceptional Services Program. Interviews identified that program limitations come from lack of adequate classroom space and enrollment caps. Other concerns related to some schools/administrators failure to fully embrace these students and parents who don’t always know how to access services.
- Early Childhood Education: A variety of early childhood programs serve approximately 5,400 students. With the exception of tuition-based programs, all other programs have waiting lists.
- Gifted and Talented Education: The district offers a number of advanced learner programs that serve approximately 9.85 of its populations. Current challenges related access (the need for programs to be available in all schools), program alignment and consistency, and the lack of district oversight. In addition, there is a disproportional student enrollment by ethnicity and gender in advanced courses.
- School Choice/Magnet Schools: Magnet schools have added the dimension of choice to JCPS students. Interviews indicate that such choice is sometimes confusing and has minimized diversity through selective entry policies.

## Allocation of Resources

The audit defines equity as the distribution of resources based on areas of need so that all students have the tools necessary to experience academic success. The auditors reviewed various documents, including board policies, planning documents, staffing patterns, and budget allocations (see [Finding 5.1](#)). The auditors interviewed board members, administrators, and teachers about the allocation of resources across the district.

The following board policies reference equity and allocation of resources:

- *Board Policy DBA: Budgeting System* requires the superintendent to develop an educational plan outlining the programs necessary to achieve the broad goals of the district, estimated costs, the timeline for implementation, and the methods to be used for evaluation. Based upon this plan, the superintendent shall have the annual budget prepared and presented to the board for review and adoption.
- *Board Policy DBAA: Budget Allocation* states that each school is to receive a basic allocation composed of an allocation for administrative costs, including professional development; a per pupil allocation to cover instructional salaries and supplies; an allocation to support the cost of activities to meet the needs of students classified as at-risk; and an allocation to cover instructional salaries and supplies needed to teach self-contained ECE students. School leadership may request additional general fund monies from the board. Schools classified as special needs schools are to be funded based upon a plan submitted to them by the superintendent and board.

Additional Student Recovery Program funds are allocated to schools with the greatest number of students at risk of dropping out.

Board policies and planning documents demonstrate that the JCPS are committed to meeting the educational needs of each student. Schools have some flexibility in targeting resources to meet the needs of their student populations.

Some examples of resources allocated according to student needs include the following:

- Increased allocations were provided to high priority high schools to fund the trimester schedule.
- Private donations and state grants are combined with district resources to fund the Every 1 Reads and Every 1 Reads More initiatives. Over 10,000 volunteers read with students 30 minutes per week.
- Schools are provided Extended School Day funds to allow for before, during, and after school instruction for materials and staff.
- Funds are provided to pay for certain school fees for students eligible for free and reduced price meals, such as for field trips.
- Persistently low performing schools receive extra funding for math and literacy lead teachers and materials.

However, the auditors found that budgetary decisions are not tightly linked to district goals and priorities (see [Finding 5.1](#)). Cost benefit analyses have not been conducted to promote high productivity. Additionally, a number of factors contribute to inequities in the distribution of resources among district schools. Examples include the following:

- Certain schools receive funding from grants for special programs and/or materials. The Kentucky Department of Education School Improvement Grant provides funds to high needs schools for items such as math and literacy coaches, staff development, and supplemental resources. Smaller grants fund artists-in-residencies at some schools.
- Persistently low performing schools are provided extra funding for math and literacy lead teachers and materials.
- Contributions from businesses or individuals vary among schools.

- PTA and booster club revenues vary among schools from no fundraising efforts to over \$200,000 raised each year. Among the various materials or activities purchased from these funds, the following were mentioned by parents, teachers, or principals during interviews: field trips, library books and media wares, technology, school activity days, playground equipment, carpeting, an outdoor classroom, and tennis courts. Sample comments about school fundraising included the following:
  - “We have a great PTA that bends over backwards to give us whatever they can. They have outfitted us with all kinds of technology and we have a church in the area that has become our benefactor as well.” (Teacher)
  - “Our PTA raised \$15,000 in one day.” (School Administrator)
  - “We have a strong Alumni Association that raises around \$200,000 per year.” (School Administrator)
  - “Our PTA funds activities such as school-wide performances and activities during Kentucky Kids’ Day.” (School Administrator)
  - “We do fundraisers several times a year....We have to do these to have flexible spending money at schools.” (School Administrator)

### **School-based Decision Making**

School-based decision making is based on the premise that those closest to the issue and those impacted by a decision are included in problem solving and decision making. When implemented effectively, school-based decision making is a form of planning that engages teachers, parents, community members, and, in some cases, students, in striving to achieve the district’s mission and goals while simultaneously meeting site needs.

Shared decision-making roles, responsibilities, and relationships need to be stated in board policy so that decisions at all levels are consistent with the intent of the board of education and its responsibility for providing a quality educational program for all students. When roles and responsibilities are not clearly defined in policy and monitored for compliance, there is an increased likelihood that district focus, connectivity, effectiveness, and efficiency will be hindered.

*Board Policy DBAA: Budget Allocation* states that the school administration (SBDM council or the principal with consultation from the participatory management committee) shall prepare a detailed budget using the basic allocation “to purchase the necessary certified and classified positions, supplies and instructional materials, and professional training to provide a sound program of instruction to all of the school’s students.”

However, the auditors found that the implementation of school-based decision making (SBDM) in the JCPS contributes to some inequalities and inequities in the educational program.

SBDM councils may submit a plan for additional funds for various initiatives such as eliminating achievement gaps or increasing student proficiency. The School Leadership Assessment Summary Report (2010) found that school councils have not adopted policies to guide the budget process. Clear procedures for allocating discretionary funds have not been developed, and student achievement data are not consistently used in resource allocations. The reported stated, “There is no formal process to monitor and evaluate the impact of requested resources on student achievement.”

Flexibility in converting positions within school allocations contributes to inequalities in access to educational opportunities. Examples of this are included in the following comments made by district personnel:

- “SBDM impacts school offerings like fourth grade band/orchestra and the number of library books and materials a school has.” (Teacher)
- “There’s no physical education at some elementary schools. The district staffing allocation is only enough to pay for library and tech staffing.” (School Administrator)
- “We run music and drama clubs after school because we don’t have a music teacher.” (School Administrator)

- “Specials (the arts, P.E., etc.) are not consistently available at all elementary campuses.” (School Administrator)

The Greater Louisville Education Project Report (2007) concluded that the Kentucky Educational Reform Act (KERA) SBDM regulations are “in conflict with effective leadership models that call for consistency and coherence in high performing districts....School councils are not held accountable for school effectiveness... and they have the power to choose principals and staff, curricula, and instructional policies which create an incoherent district of separate initiatives.”

The auditors found that the degree to which SBDM results in disparate outcomes is dependent upon the individual principal and site council.

## Summary

The auditors found that district leadership has made numerous efforts to address the challenges of meeting the diverse needs of students in a large urban district. Many programs, initiatives, and school choice options have been implemented to improve student success. Efforts are made to allocate resources according to district priorities and school needs. However, inequalities and inequities persist in a number of areas.

Economically disadvantaged and minority students are not achieving at the level of other students. A troubling number of students leave the school system between grades 9 and 12. The most socioeconomically disadvantaged schools have less experienced teachers, less access to AP courses, lower test scores, and lower graduation rates. Disproportional student enrollments by ethnicity and gender continue in advanced courses, AP classes, and special education. The district has not been able to honor diversity, provide a consistent and equitable educational program, and at the same time provide school choice and autonomous school-based decision-making authority.

### **Finding 3.2: Numerous professional development opportunities are offered, but a process is not in place to coordinate and align their implementation, and as a consequence, their effectiveness is unknown.**

A high-quality professional development program is essential to achieving a district’s mission and goals and to providing connectivity in curriculum design and delivery. Effective staff development programs support a district’s comprehensive plan. Such programs are based on identified professional learning needs, offer a variety of professional development delivery models, incorporate follow-up and support mechanisms, and are all-inclusive. Well-planned professional development programs also contain evaluation methods that are used to determine effectiveness and to plan future initiatives.

The auditors reviewed board policies, job descriptions, professional development planning documents, lists of professional development offerings, and other related documents to determine the quality of the professional development program in the Jefferson County Public Schools. They also made site visits to each school and conducted interviews with administrators, central office staff, and a number of teachers.

The auditors found that board policy does not provide clear, system-wide direction for staff development functions and activities. While professional development functions are outlined in the Comprehensive District Improvement Plan (2010-11), there is no comprehensive staff development plan. Professional development decisions are made primarily based on the employee’s personal choice, with some coordination at individual schools. All full-time teachers are required to earn 24 hours of professional development credit each year, but other than interdisciplinary training for new teachers, no specified professional development is required by the district. The auditors were not presented with information on a district system that coordinates district and building level professional development initiatives to support district priorities and to impact student learning.

Exhibit 3.2.1 presents the professional development-related documents reviewed by the auditors.

### Exhibit 3.2.1

#### Professional Development Documents Reviewed Jefferson County Public Schools October 2011

| Documents Reviewed  | Date                 |
|---|----------------------|
| 2010-11 Comprehensive District Plan   | 2010-11              |
| 2011 Core Beliefs, District Goals, and Strategies   | 2010                 |
| 2011 Kentucky TELL Survey   | 2011                 |
| Board Policies  | 1995                 |
| Employee Evaluation Forms and Instructions  | 2010-11              |
| External Reviews of District Programs and Services: Informing the Progress of the Jefferson County Public Schools | Undated              |
| Formats for Professional Development  | November 2010        |
| Gheens KCAS Cohort Agreement  | 2011-12              |
| Guskey Model: "Evaluating Professional Development"   | Undated              |
| JCBE - JCTA Agreement, Extension  | 2005-2010; 2010-2013 |
| JCPS Change Framework   | May 2011             |
| JCPS Classified Professional Development  | 2011-12              |
| JCPS Comprehensive School Survey  | 2010-11              |
| JCPS Exceptionally Yours  | May 2011             |
| JCPS Gheens Academy Short Range Proposal  | June 2011            |
| JCPS Professional Development Requirements for Teachers   | 2011-12              |
| JCPS School Improvement Plans   | 2010-11; 2011-12     |
| JCPS Self Study Report  | April 2010           |
| JCPS Standards for High Quality Professional Development  | December 2008        |
| JCPS Theory of Action   | 2010                 |
| Job Descriptions  | 2004-2010            |
| KDE Professional Development Coordinator's Handbook   | June 2011            |
| KDE Professional Development Standards  | 2005                 |
| KERA-PD Budget Allocation Worksheet   | FY11                 |
| Kirkpatrick Professional Development Model "Four Levels of Evaluation"  | 2011                 |
| KRS Effective Instructional Leadership Act Explanation  | 2006                 |
| NSDC Standards for Staff Development  | 2001                 |
| One Community, One Nation Evaluation Report   | June 2011            |
| pdCentral Admin Count Reports   | 6/3/10 - 6/3/11      |
| pdCentral Admin Sessions Details Reports  | 6/3/10 - 6/3/11      |
| Principal Job Performance Evaluation forms  | Undated              |
| Progress Report on 2010-11 Comprehensive District Improvement Plan  | June 2011            |
| School Audits   | 2010-11              |

The following board of education policies reference professional development:

- *Board Policy AD: Educational Philosophy* states that every JCPS employee shall be provided continuous opportunities for professional growth and development.
- *Board Policy BLDB: Accountability* requires that professional development activities be included in school improvement plans.



- *Board Policy DBAA: Budget Allocation* states, “The school administration (SBDM council or the principal with consultation from the participatory management committee) shall prepare a detailed budget using the basic allocation to purchase the necessary certified and classified positions, supplies and instructional materials, professional training, etc. to provide a sound program of instruction to all of the school’s students.”
- *Board Policy GCKB: Staff Meetings and Development Activities* states, “The Jefferson County Public School District expects all employees to participate in meetings or activities which are designed to increase their skills and competencies or to contribute to their professional growth or to provide information. The Jefferson County Public School District shall provide development opportunities for its employees to develop their skills and to receive training necessary for performance of duties as required. In-service shall be provided for the specific purpose of involving local school staffs, individually or in cooperation with other schools, in planning and executing professional growth activities. Development opportunities shall be provided for all staff members.”
- *Board Policy IG: Curriculum Design* states that schools are responsible for local curriculum design, but the superintendent shall provide curriculum frameworks and model curriculum and support through professional development to ensure that all students receive a challenging curriculum.

An extensive board policy that provides direction for comprehensive professional development has not been developed.

The following job descriptions list responsibilities relative to professional development:

- Academic Program Consultant I—“Prepares, delivers or assists with training opportunities as appropriate.”
- Director—“Directs the development, implementation, and evaluation of a district-wide, research-based professional development program that builds the capacity of teachers to transform learning experiences to reach student achievement and objectives, and extends the knowledge and skills of department staff through ongoing professional learning that includes the study of research and theory; collaboration with local, state, and national experts; affiliation with national networks; and participation in critical friends groups.”
- Early Childhood Support Services Specialist—“Coordinates and participates in parent involvement, staff development, and community agency development activities of the Early Childhood Program.”
- Elementary Team Leader—“Provides leadership with the staff development process, professional development plan and the transformation plan, and works cooperatively with other Team Leaders to diagnose instructional and management needs of the faculty and assists in the development of workshops and inservices designed to meet those needs.”
- Executive Director Information Technology—“Provides leadership in the planning and development of inservice training for school system personnel who utilize the various systems of the District.”
- Executive Director JCPS Gheens Academy for Curricular Excellence and Instructional Leadership—“Provides direction in the identification of best instructional practices and embeds these practices in district curriculum and professional development programs, provides direction for professional development programs that support the district curriculum and instruction programs and prepare teachers and principals for anticipating and addressing the learning needs of students, monitors effectiveness of curriculum, instruction, and professional development programs by using a variety of sources of performance data and makes adjustments to programs as needed, and establishes a leadership network of teachers, principals, and district staff to support and sustain curriculum, instruction, and professional development programs.”
- Resource Teacher—“Assists in the development and implementation of in-service for local school facilitators and other staff.”



- Special Schools Principal—“Provides effective leadership at the school center in the development of... staff development program.”
- Specialist—Magnet and Career Pathways— “Extends the knowledge and skills of staff through ongoing professional learning that includes the study of research and theory; collaboration with local, state, and national experts; affiliation with national networks; and participation in critical friends groups.”
- Specialist—Training and Staff Development—“Analyzes and determines specialized training and staff development needs, designs specialized training and staff development activities, develops specialized training materials and support system requirements including course content, visual charts, video tapes, etc, directs the implementation of training and staff development activities, conducts formative evaluation of training and staff development effectiveness which includes on-site visits, conducts specialized training for district support staff, and provides specialized assistance in training and staff development to other divisions as requested.”
- Specialist I, II, III—“Works cooperatively with the designated coordinator and staff development personnel to provide inservice training in area of assignment.”
- Staff Developer—“Responsible for the delivery of district-wide professional development programs in one of the content areas of literacy, environmental science, social studies, music, arts and humanities, world language, health promotion schools of excellence, and practical living and builds content knowledge and pedagogical skills in one or more key teachers at each school through mentoring, modeling, and coaching, and assists principals and other administrators to enhance their instructional leadership in a specific content area.
- Teacher—“Continues personal professional growth and upgrading of skills appropriate to teaching assignments.”

Job descriptions assign responsibilities for professional development to various positions, but responsibility for district-wide coordination of staff development is not evident. The auditors noted that the job descriptions for principals in elementary, middle, and secondary schools are silent relative to the provision of professional development to staff members.

Other district documents address the expectation for professional development:

- Core Belief statement: “We believe that leadership is the most effective catalyst for maximizing student performance through a positive school culture that strategically places staff members in positions, and provides them with powerful professional growth experiences.”
- *The JCBE-JCTA Agreement—Article 19: Inservice/Professional Development* specifies that “employees should use the resources available through the school system’s staff development efforts, the curriculum center, school and central office professional libraries, college and university sponsored training programs, seminars, workshops, and professional publications. Professional developments activities left to the discretion of the local schools shall be designed and planned after the employees of the schools have been provided with an opportunity to make suggestions and volunteer for participation in the planning.”
- *2011-12 Professional Development Requirements for Teachers* outlines the expectations for the amounts of professional development to be completed by teaching staff.
- *2010-11 District Goal 4: Improve Organizational Effectiveness—Strategy 7: Enhance Employee Expertise*—“We will provide a new-teacher induction program that offers professional development in all content areas and in such instructional processes as CARE for Kids, inquiry-based instruction, formative assessment, applying technology in the classroom, and teaching in collaborative school cultures. We will evaluate the impact of professional development for new and experienced teachers through fuller implementation of the Guskey Model of Professional Development Evaluation. We will enhance teacher effectiveness by expanding opportunities for teachers to add additional content areas to their certificates (such as English as a Second Language, technology endorsement, other dual

certifications). We will strengthen our efforts to support the district’s National Board Certified teachers and to increase their number. Additionally, we will incorporate major strategies from state-mandated turnaround training into our professional-development program for aspiring and current leaders in order to prepare principals to work effectively in urban settings and in schools not meeting all of their goals.”

District and individual school improvement plans contain elements of professional development planning, but they are not linked to each other.

Exhibit 3.2.2 lists the professional development offerings by instructional content area for 2010-11.

### **Exhibit 3.2.2**

#### **Professional Development Offerings by Instructional Content Jefferson County Public Schools 2010-11**

| <b>Professional Development Offered by Instructional Content</b> |                              |                             |
|--|------------------------------|-----------------------------|
| <b>Instructional Content</b>                                     | <b># of Sessions Offered</b> | <b>% of Total Offerings</b> |
| Arts and Humanities  | 149                          | 2.1                         |
| Assessment   | 395                          | 5.6                         |
| Climate/Culture  | 796                          | 11.4                        |
| Diversity  | 71                           | 1.0                         |
| Environmental Education  | 21                           | 0.3                         |
| ESL  | 69                           | 0.9                         |
| Interdisciplinary (New Teacher)                                  | 8                            | 0.1                         |
| Leadership   | 561                          | 8.0                         |
| Learners With Special Needs (ECE)                                | 452                          | 6.4                         |
| Mathematics  | 628                          | 9.0                         |
| None Specified   | 228                          | 3.3                         |
| Practical Living   | 101                          | 1.4                         |
| Reading  | 829                          | 11.8                        |
| SBDM   | 38                           | 0.5                         |
| School Safety  | 516                          | 7.4                         |
| Science  | 256                          | 3.7                         |
| Social Studies   | 222                          | 3.2                         |
| Technology   | 1,411                        | 20.1                        |
| Vocational/Career  | 84                           | 1.2                         |
| World Languages  | 28                           | 0.4                         |
| Writing  | 152                          | 2.2                         |
| <b>Total PD Sessions Offered in 2010-11</b>                      | <b>7,015</b>                 |                             |

In reviewing the professional development offerings in Exhibit 3.2.2, the auditors noted:

- A total of 7,015 professional development sessions were recorded in the *pdCentral* database.
- The largest number of offerings occurred in technology (20.1 percent), followed by 11.8 percent of sessions in reading, and 11.4 percent in climate/culture. Emphasis on professional development in these instructional areas is consistent with planning outlined in Strategy 7 in District Goal 4 (see above).

Jefferson County Public School offers four types of professional development delivery: conference, district-wide, institute, and school-based.

Exhibit 3.2.3 lists the number of professional development offerings and attendees by delivery type.

**Exhibit 3.2.3**

**Professional Development Offering by Delivery Type  
Jefferson County Public Schools  
2010-11**

| <b>Professional Development Sessions Offered by Delivery Type</b> |                   |                            |                    |                             |
|---|-------------------|----------------------------|--------------------|-----------------------------|
| <b>PD Delivery Type</b>   | <b># Sessions</b> | <b>% of Total Sessions</b> | <b># Attendees</b> | <b>% of Total Attendees</b> |
| Conference  | 236               | 3.4                        | 2,396              | 2.1                         |
| District-wide   | 3,527             | 50.3                       | 49,924             | 44.0                        |
| Institute   | 1,204             | 17.2                       | 20,349             | 19.0                        |
| School-based  | 2,048             | 29.2                       | 29,172             | 25.7                        |
| <b>Totals</b>   | <b>7,015</b>      |                            | <b>113,341</b>     |                             |

In reviewing the number of sessions and attendees by delivery type, the auditors noted:

- The largest numbers of sessions were offered through district-wide sessions, and the largest numbers of attendees occurred in that category. These sessions primarily supported district initiatives for which there was no attendance requirement.
- School-wide professional development offerings comprised 29.2 percent of staff development sessions. Teachers and school leaders reported that these sessions were designed based on formal and informal assessment of individual school needs, such as student test scores, teacher surveys, and walkthrough data. These sessions were described by teachers and school administrators as having the greatest impact on instruction.
- Some schools have active professional learning communities (PLCs) whose purpose is to accelerate and deepen student progress through joint lesson planning, review of student work, and problem solving. Building administrators describe PLCs as a powerful vehicle for embedded professional development; however, training for PLCs has been inconsistent, as has their implementation throughout the district.
- Administrative PLCs made up of principals, assistant principals, and counselors are organized into cohorts across the district.

Of the 7,015 professional development sessions offered in Jefferson County Public Schools during the 2010-11 school year, 2,666 (29.7 percent) focused on the four content areas: reading, math, science, and social studies.

Exhibit 3.2.4 lists the number of sessions offered in each of the four core subjects at the elementary, middle, and high school levels.

**Exhibit 3.2.4**  
**Professional Development Sessions by School Level and Content Area**  
**Jefferson County Public Schools**  
**2010-11**

| <b>Professional Development Sessions Offered<br/>by School Type/Content Areas</b> |                     |                                   |                                       |
|---|---------------------|-----------------------------------|---------------------------------------|
| <b>Grade Level</b>  | <b>Content Area</b> | <b>Total Sessions<br/>Offered</b> | <b>% of Core<br/>Sessions Offered</b> |
| Elementary<br>1039 sessions   | Reading             | 509                               | 24.4                                  |
|   | Math                | 339                               | 16.3                                  |
|   | Science             | 95                                | 4.6                                   |
|   | Social Studies      | 96                                | 4.6                                   |
| Middle School<br>460 sessions   | Reading             | 175                               | 8.4                                   |
|   | Math                | 120                               | 5.8                                   |
|   | Science             | 86                                | 4.1                                   |
|   | Social Studies      | 79                                | 3.8                                   |
| High School<br>587 sessions   | Reading             | 224                               | 10.7                                  |
|   | Math                | 190                               | 9.1                                   |
|   | Science             | 66                                | 3.2                                   |
|   | Social Studies      | 107                               | 5.1                                   |

In reviewing the number of professional development sessions offered by school level and content area, the auditors noted:

- The largest numbers of professional development sessions were concentrated in reading and math content areas at every school level.
- Professional development sessions provided in science and social studies at the elementary level were significantly lower than in reading and math.
- Science professional development sessions offered at the high school level were the lowest of any of the core areas at any school level.

The Jefferson County Public Schools tracks professional development offerings, attendance, and evaluation through an online system called *pdCentral*. Sessions are categorized based on a four-level system for assessing the stage of professional development training: Orientation/Awareness (O/A), Preparation/Application (P/A), Implementation/Management (I/M), and Refinement/Impact (R/I). At the Orientation/Awareness stage, practitioners develop knowledge and understanding of key concepts, while at the Preparation/Application stage, practitioners develop the skills and processes to begin program implementation. Practitioners learn to master the required tasks for implementation of their program in the workplace at the Implementation/Management stage. At the Refinement/Impact stage, practitioners vary the use of practices to achieve maximum impact on student achievement.

Exhibit 3.2.5 lists the number of JCPS professional development sessions offered by content area and stage.

### **Exhibit 3.2.5**

#### **Professional Development Sessions Offered by Content Area and Stage Jefferson County Public Schools 2010-11**

| <b>Percentage of Professional Development Sessions Offered<br/>by Content Area and Stage</b> |                     |            |            |            |            |
|--|---------------------|------------|------------|------------|------------|
| <b>Grade Level</b>   | <b>Content Area</b> | <b>O/A</b> | <b>P/A</b> | <b>I/M</b> | <b>R/I</b> |
| Elementary   | Reading             | 18.9       | 58.5       | 19.4       | 3.2        |
|  | Math                | 8.6        | 17.7       | 72.6       | 1.1        |
|  | Science             | 7.4        | 16.8       | 72.6       | 3.2        |
|  | Social Studies      | 90.6       | 6.3        | 2.1        | 1          |
| Middle   | Reading             | 24         | 40         | 31         | 5          |
|  | Math                | 15         | 48.3       | 35.8       | 0.9        |
|  | Science             | 8.1        | 14         | 72.1       | 5.8        |
|  | Social Studies      | 72.2       | 25.3       | 0          | 2.5        |
| High School  | Reading             | 8.9        | 46.9       | 37.9       | 6.3        |
|  | Math                | 39.5       | 18.9       | 40.5       | 1.1        |
|  | Science             | 36.4       | 33.4       | 24.2       | 6          |
|  | Social Studies      | 35.5       | 39.3       | 14         | 11.2       |

In reviewing the data presented in Exhibit 3.2.5, the auditors noted:

- The smallest percentages of session offerings in all four content areas at the elementary, middle school, and high school level occur at the Refinement/Impact stage.
- Elementary reading professional development sessions are concentrated at the Preparation/Application stage (58.5 percent).
- The highest percentage of elementary math and science sessions (72.6 percent) are offered at the Implementation/Management stage.
- Elementary social studies professional development is offered primarily at the Orientation/Awareness stage (90.6 percent).
- At the middle school level, a large percentage of professional development sessions occur at the Preparation/Application and Implementation/Management stages in the reading and math content areas.
- Middle school science offerings are concentrated in the Implementation/Management stage.
- In middle school social studies, 72.2 percent of the sessions occur at the earliest stage, Orientation/Awareness, with almost no sessions offered at the highest two levels.
- At this time, *pdCentral* is limited to documenting compliance with state and district requirements for professional development. Implementation and impact on student success are not tracked in any meaningful, systematic way.

Board policy states the expectation that professional development opportunities will be available to instructional staff to develop skills necessary for the performance of required duties or to contribute to personal growth. The responsibility for directing professional development is assigned to the Executive Director of JCPS Gheens Academy for Curricular Excellence and Instructional Leadership. No directive or policy calls for the development of a professional development plan. The district has offered numerous professional development opportunities in response to current initiatives.

The auditors use 18 criteria of a comprehensive professional development program to evaluate adequacy of staff development programs. Exhibit 3.2.6 presents the auditors' ratings of the Jefferson County Public Schools approach to professional development against these criteria.

### Exhibit 3.2.6

#### Quality Criteria for Professional Development and Auditors' Assessment of District Approach Jefferson County Public Schools October 2011

| Professional Development Characteristics   | Adequate     | Inadequate |
|--|--------------|------------|
| <b>Policy</b>  |              |            |
| 1. Has policy that directs staff development efforts.  |              | X          |
| 2. Fosters an expectation for professional growth.   | X            |            |
| 3. Is for all employees.   | X            |            |
| <b>Planning and Design</b>   |              |            |
| 4. Is based on a careful analysis of data and is data-driven.  |              | X          |
| 5. Provides for system-wide coordination and has a clearinghouse function in place.  |              | X          |
| 6. Provides the necessary funding to carry out professional development goals.   |              | X          |
| 7. Has a current plan that provides a framework for integrating innovations related to mission.  |              | X          |
| 8. Has a professional development mission in place.  |              | X          |
| 9. Is built using a long-range planning approach.  |              | X          |
| 10. Provides for organizational, unit, and individual development in a systemic manner.  |              | X          |
| 11. Focuses on organizational change—staff development efforts are aligned to district goals.  |              | X          |
| <b>Delivery</b>  |              |            |
| 12. Is based on proven research-based approaches that have been shown to increase productivity.  |              | X          |
| 13. Provides for three phases of the change process: initiation, implementation, and institutionalization.   |              | X          |
| 14. Is based on human learning and development and adult learning  |              | X          |
| 15. Uses a variety of professional development approaches.   | X            |            |
| 16. Provides for follow-up and on-the-job application necessary to ensure improvement.   |              | X          |
| 17. Expects each supervisor to be a staff developer of staff supervised.   |              | X          |
| <b>Evaluation</b>  |              |            |
| 18. Requires an evaluation of process that is ongoing, includes multiple sources of information, focuses on all levels of the organization, and is based on actual change in behavior. |              | X          |
| <b>Total</b>   | <b>3</b>     | <b>15</b>  |
| <b>Percentage</b>  | <b>16.7%</b> |            |

A district's professional development program is considered adequate if it receives a rating of adequate in at least 70 percent of the audit criteria. Exhibit 3.2.6 indicates that the Jefferson County Public School professional development program was rated adequate on three of the criteria (16.7 percent) and inadequate on 15 criteria (83.3 percent). Therefore, the district's approach to professional development is considered inadequate at this time.



The auditors noted the following about the district's approach to professional development:

#### Policy

- The district lacks a board policy that specifically calls for the development of a professional development plan. There is an absence of clarity on direction and coordination for system-wide professional development functions and activities.

#### Planning

- The auditors did not identify a professional development mission.
- While some school-based professional development decisions were driven by student assessment scores, the auditors were not provided evidence of the use of student achievement data to identify professional development needs at the district level.

#### Delivery

- The auditors were not presented with any documents that incorporate plans or procedures for implementation and long-term institutionalization of professional development efforts.
- The auditors did not identify procedures for consistent, effective follow-up for on-the-job application.
- As noted above, several administrative job descriptions list responsibilities for providing professional development for staff supervised, but this is not an expectation for all supervisors. Literacy and math coaches provide on-the-job professional development at some schools, but this type of training is not consistent across the district. Principal evaluation documents call for school leaders to "promote" professional development, but there is no requirement for them to function as developers of their staff members.

#### Evaluation

- District goals and strategies call for use of the five-level Guskey Model of Professional Development Evaluation; however, district evaluation practices fail to rise above the first level: participants' reactions. Higher levels of evaluation have not been activated in the *pdCentral* professional development application.

Auditors heard a variety of comments about professional development in the Jefferson County Public Schools during interviews with teachers, administrators, and central office staff. The following comments indicated a favorable perception of some staff development efforts:

- "School-based professional development has the most value." (School Administrator)
- "Common assessments affected professional development. Teachers saw a purpose to working together on maps, texts, assessments, and data." (District Administrator)
- "The online professional development evaluations allow for staff to give good feedback on the quality and satisfaction with professional development." (Teacher)
- "Summer institutes are very good, especially for new programs, and many for stipends after completion of 24 required hours. However, most is just for personal learning." (Teacher)

Other comments reflected professional development needs:

- "Data analysis is not connected to professional development. Most sites and/or teams do their own professional development." (District Administrator)
- "Instead of cookie cutter professional development, put it in the context of the school. Follow-up is always easier to do in-house." (School Administrator)
- "We plan for just what will get us through the next year. There is no long-range professional development plan. Our district professional development plan is a loose process. It can best be described as fragmented." (District Administrator)

- “Training comes out of multiple shops and multiple departments. It’s not coordinated.” (District Administrator)
- “*pdCentral* is a powerful tool that is not being used to its full potential.” (District Administrator)

## Summary

In summary, components of professional development planning exist in the Jefferson County Public Schools, but a coordinated, system-wide professional development program is not evident. The auditors found that professional development is not guided by a comprehensive plan that connects district and school-based staff development efforts and provides on-going support to impact teaching and learning. As a consequence, the effectiveness of overall professional development in the district is unknown.

### **Finding: 3.3: Expectations for curriculum delivery are not clearly defined and do not provide consistent direction for instructional practices.**

The effective delivery of curriculum is a key determinant of a district’s capacity to impact student achievement. Research-based teaching strategies that are stimulating and focused promote student learning in all segments of the student population regardless of gender, ethnicity, or socioeconomic status. In an effective school district, leadership will establish explicit expectations regarding the nature and quality of instruction, communicate those expectations to teachers, observe classroom activities to ensure that they meet expectations, analyze data generated during observations, and use those data to modify curriculum and instruction.

To determine district expectations for classroom instructional practices, auditors reviewed district documents including board policies, district and school plans, job descriptions, evaluation instruments, and other guiding documents. Auditors also visited all district schools and each classroom in which instruction was occurring during the time of the site visits. Finally, auditors interviewed board members, administrators, teachers, students, parents, and patrons regarding instructional practices.

District guidance for the instructional practices to deliver the written curriculum is fragmented. Board policies contain general instructional goal statements only. Various instructional practices were noted in the 2010-11 District Goals and Strategies. However, they were often subject specific and inconsistent with each other. Further, interview information indicated that the document was no longer in use. The teacher evaluation instrument’s criteria and indicators contain general expectations in the “Designs and Plans Instruction” and “Implements and Manages Instruction” categories. Interview information and monitoring documentation indicated that the Kentucky Department of Education’s Highly Effective Teaching and Learning Common Characteristics (CHETL) are used in some buildings. This document contains standards with teacher and student characteristics for each category.

The instructional expectations available to teachers were general in nature, usually delineated in broad categories. Auditors found instructional practices didn’t reflect those general expectations or the recommendations made to the district in previous correction and assessment reports. Teaching practices observed during the on-site visits revealed that the most common teacher/student activities were direct instruction and seat work. In the majority of classrooms observed teachers did not clearly define the lesson objective. Less than 25 percent of students were observed using classroom computers, and technology was observed in 41-56 percent of the visits dependent upon the grade level configuration. Cognition levels were primarily recall and comprehension levels.

The following board policies address expectations for instructional practices:

- *Board Policy IA: Instructional Goals* contains six learning goals adopted by the board of education. The goals related to instructional practices were applying core concepts and principles, developing self-sufficient individuals, solving problems in situations encountered in life, and integrating experiences and new knowledge.
- *Board Policy IIBE: Use of Instructional Technology* deals with expectations for use of technology within district classrooms. It states, “The use of appropriate instructional technology can have a positive impact on student learning.”

According to board policy, expectations for instructional practices in the Jefferson County Public Schools consist of general instructional goals with few specific expectations. They are inadequate in providing staff with guidance to support classroom instruction.

Several district plans and reports addressed instructional expectations in the district. Core Beliefs outlined several expectations for instructional delivery by stating that instruction was to be “personalized and differentiated.” Students were to “make connections to their learning experiences, demonstrate in-depth understanding through meaningful and relevant learning experiences, and promote teamwork, problem solving, collaboration, and a culture of inquiry.”

District plans made available to auditors also included the 2010-11 District Goals and Strategies, which had instructional expectations scattered throughout the document. Several examples contained in this plan follow:

- Literacy Development noted whole groups, small groups, peer groups, one-on-one conferences, and independent work;
- The Math and Science Instruction strategy category expected inquiry-based teaching;
- The Technology goal strategy included use of digital resources and integration of technology with inquiry-based instruction; and
- Other strategies included differentiation and being student-active, rigorous, engaging, and challenging.

Several plans and reports dealt with schools not making adequate yearly progress and thus being on assistance. The *Comprehensive District Corrective Action Improvement Plan 2010-2011* stated that schools not making adequate yearly progress would be supported in providing instruction that was rigorous and challenging and that increased “the use of research-based practices.”

The *Jefferson County Public Schools School Leadership Assessment Reports 2010* included multiple instructional strategy recommendations for schools not making adequate yearly progress. Examples included: “research-based, engagement, appropriate use of technology, rigorous and relevant to the objective, challenging, differentiated, hands-on, and student-centered.”

Finally, the *District Leadership Assessment Report Self Study April 2010* outlined several strategies district personnel were using to address instructional strategies in district classrooms. Content resource teachers were to promote “effective use of instructional strategies,” and education technology teachers were to assist with “effective use of instructional technology strategies.” The document did not outline the strategies, however.

District planning documents set general expectations for instructional practices. Interview information indicated that district Core Beliefs and 2010-11 District Goals and Strategies documents were not in use, however, and new district guiding documents were to be developed. Auditors noted that there was no single, comprehensive statement of classroom instructional expectations in the reviewed planning documents. Planning document guidance is inadequate to support instructional practices within the district.

Auditors reviewed the district’s teacher evaluation instruments as well to determine what instructional practices were included in these documents. The Jefferson County Public Schools Teacher Performance Criteria/Indicators contained the following instructional criteria:

- Focuses instruction on Kentucky’s learning goals;
- Requires students to apply knowledge, skills, and thinking processes;
- Integrates skills, thinking processes, and content across disciplines;
- Challenges, motivates, and actively involves the learner;
- Includes creative and appropriate use of technologies;
- Encourages students to be adaptable, flexible, resourceful, and creative;
- Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned;

- Uses and develops multiple teaching/learning strategies; and
- Stimulates students to reflect on their own ideas.

The evaluation instrument was the most detailed of the documents reviewed with regard to instructional expectations. However, most of the criteria were still general in nature and did not provide teachers with the specificity necessary to implement them without multiple interpretations. The document is inadequate in providing clear instructional direction for the delivery of the district curriculum.

To determine how the district's general intentions matched actual observed activities in classrooms, the auditors visited all schools in the system and all classrooms in which instruction was occurring at the time of the visit. During each school visit, auditors categorized instruction using a snapshot protocol instrument. This technique was used in eight elementary, eight middle schools, and 12 high school classrooms in each school. The classrooms were selected based on the grades in which state tests were administered. At the elementary level grades 3 and 5 were primarily observed but were supplemented as necessary to achieve eight classroom ratings at each school. The middle school ratings were completed in grades 6 and 8 supplemented by grade 7. English II, Algebra I, Biology I, and U.S. History were recorded at each high school with additional classes rated as time allowed. These "snapshot" observations were recorded in 1,213 classrooms during the on-site visits. The validity of the auditors' observations is dependent upon the assumption that what was observed in the sample minutes was representative of a "typical" day.

A uniform observation protocol was utilized by auditors as they visited district classrooms. Data such as predominant teacher and student activities, student orientation to work, defined objective, CHETL teaching characteristics, technology, and cognition level were observed and categorized. Findings are addressed sequentially in the following sections.

One area observed by auditors was the predominant teacher behaviors noted. [Exhibit 3.3.1](#) lists and defines the teacher behavior classifications used during classroom visitations.

### **Exhibit 3.3.1**

#### **Audit Criteria for Teacher Behavior Classification**

| <b>Activity</b>     | <b>Description</b>  |
|---------------------|---|
| At Desk             | Teacher is sitting in a chair at desk and is not engaged or assisting students.   |
| Small Group         | Teacher is working with a small group of students while the rest of the class is engaged in seat work, centers, or other activities.  |
| Assisting Students  | Teacher is providing help to students either individually or in pairs.  |
| Direct Instruction  | Teacher is presenting information, leading a discussion, or is going over an assignment with the entire class.  |
| Monitoring Students | Teacher is monitoring students while they complete an assignment independently (or while they take a test, watch a video, etc.) without providing additional instruction to the students.   |
| Other               | Teacher is engaged in an activity other than the classifications listed, e.g., distributing papers, grading assignments, watching an audio visual presentation with students, talking on the telephone, using email, preparing students for transition, or talking. |

Teacher behaviors observed by the audit team were categorized in accordance with the definitions above. It is important to note that the segments of classroom activities observed by auditors were quite brief in duration (normally, three to five minutes) and types of activities varied depending on the time of the day classrooms were visited. The brief observation has been documented as adequate to identify the type of teacher activity under way at the time of the school visitation. Teacher behavioral data were analyzed by district and by grade level. [Exhibit 3.3.2](#) shows the types of teacher activities observed in the 1,213 classrooms visited and their frequency.

**Exhibit 3.3.2**  
**Frequency of District Teacher Behavior Observed by Auditors**  
**Jefferson County Public Schools**  
**October 2011**

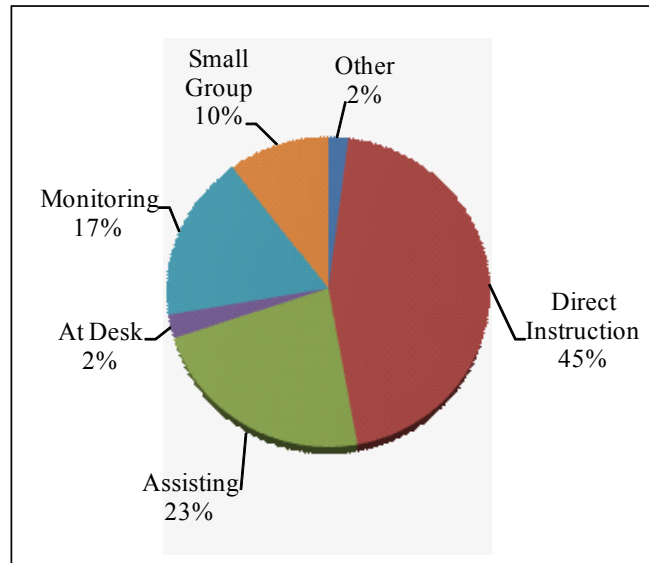


Exhibit 3.3.2 shows the following:

- The most frequent teacher behavior observed district-wide was direct instruction (45 percent).
- The second and third most observed district-wide teacher activities were assisting students (23 percent) and monitoring (17 percent).
- Small group activities was the next most frequent category with 10 percent of the teachers observed and recorded with the protocol instrument working in that mode.

Auditors also examined the predominant teacher behavior data by school levels. The data were summarized by elementary, middle, and high schools. Exhibit 3.3.3 shows by grade level the frequency of teacher behaviors observed in the 1,213 classrooms that were sampled by auditors.

**Exhibit 3.3.3**  
**Frequency of Observed Teacher Behaviors Sampled by Auditors by School Level**  
**Jefferson County Public Schools**  
**October 2011**

| Teacher Activity   | Elementary School<br>Percentage of Frequency | Middle School Percentage<br>of Frequency | High School<br>Percentage of<br>Frequency |
|--------------------|--|--|---|
| At Desk            | 1  | 3  | 3   |
| Small Group        | 14   | 1  | 1   |
| Assisting          | 18   | 18                                       | 21  |
| Direct Instruction | 56   | 60                                       | 50  |
| Monitoring         | 11   | 14                                       | 21  |
| Other              | 1  | 3  | 3   |

Exhibit 3.3.3 shows the following:

- The most common teacher behavior observed by auditors at all levels was direct instruction, with 56 percent of elementary teachers, 60 percent of middle school teachers, and 50 percent of high school teachers exhibiting this behavior.

- Assisting students was the second most common behavior observed in elementary schools (18 percent), middle schools (18 percent), and high schools (21 percent). The high school also rated monitoring students as the second most frequent teacher behavior with 21 percent.
- Small group instruction was the third most common behavior in elementary schools (14 percent). Middle schools' third most frequent teacher behavior was monitoring with 14 percent.
- The least observed teacher behavior was teacher at desk at the elementary level with one percent of the rated classrooms. The middle and high schools' least observed teacher behavior was small group work with one percent each.

As part of each classroom sampled, auditors recorded the predominant student activity observed. Data gathered were analyzed by district and school level. [Exhibit 3.3.4](#) identifies and defines student activity categories used by auditors during classroom visitations.

#### **Exhibit 3.3.4**

##### **Audit Criteria for Predominant Student Activity Classification**

| <b>Activity</b>    | <b>Description</b>   |
|--------------------|--|
| Transition         | Students are participating in sponge activities or some other type of transition tasks when moving from one subject to another.  |
| Testing            | Students are taking tests or quizzes.  |
| Seat Work          | Students are working on individual assignments or tasks without interaction with other students.   |
| Applied Practice   | Students are using information or skills taught prior to this activity and practicing the application of learning.   |
| Problem Solving    | Students individually or in groups are trying to solve problems by deciphering information, analyzing data, or determining additional information needed and how to obtain that information. |
| Direct Instruction | Students are being instructed by the teacher. Students may be involved in listening, discussing, or going over an assignment.  |

Student activities observed by the audit team were categorized in accordance with the definitions above. [Exhibit 3.3.5](#) shows the percentage of frequency of each category of student activities observed in the 1,213 classrooms sampled by auditors.

#### **Exhibit 3.3.5**

##### **Frequency of Student Activity Observed by Auditors Jefferson County Public Schools October 2011**

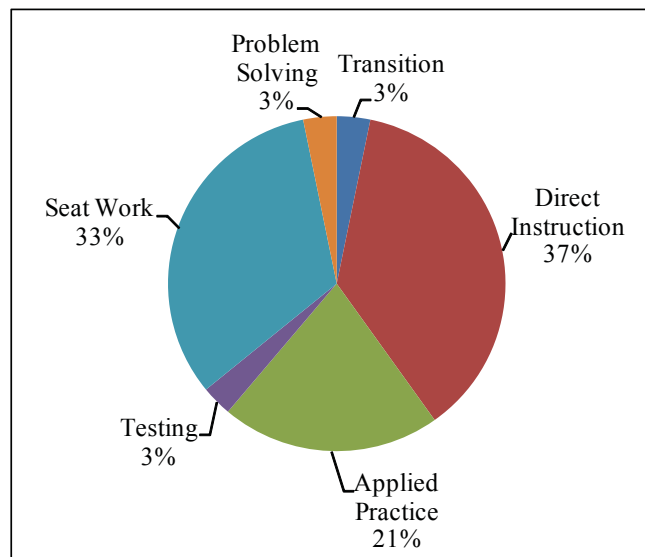




Exhibit 3.3.5 shows the following:

- The most frequent student activity observed was direct instruction (37 percent); the second most observed student activity was seat work (33 percent).
- Applied practice was noted in 21 percent of the classrooms recorded with the protocol instrument.
- Problem solving, transition, and testing were each observed in three percent of the classrooms during the snapshot visits.

Auditors also reviewed the student activity snapshot data by school level. Exhibit 3.3.6 shows the percent of frequency of student engagement in activities observed by the audit team summarized by elementary, middle, and high school grade levels.

**Exhibit 3.3.6**  
**Frequency of Student Activity by Grade Level Observed by Auditors**  
**Jefferson County Public Schools**  
**October 2011**

| Student Activity   | Elementary School<br>Percentage of<br>Frequency | Middle School<br>Percentage of<br>Frequency | High School<br>Percentage of<br>Frequency |
|--------------------|---|---|---|
| Transition Work    | 4   | 3   | 2   |
| Testing            | 2   | 2   | 5   |
| Seat Work          | 29  | 38  | 39  |
| Applied Practice   | 23  | 16  | 20  |
| Problem Solving    | 3   | 2   | 3   |
| Direct Instruction | 39  | 38  | 31  |

As can be seen in Exhibit 3.3.6:

- Direct instruction was the primary student activity in elementary schools (39 percent). At the middle schools, seat work and direct instruction were tied as the most observed student activities with 38 percent in each category. The high school's most commonly observed category was seat work with 39 percent.
- Students engaged in individual seat work was the second most predominant activity observed in the snapshot data at the elementary level with 29 percent. At the middle schools, applied practice was the second most observed activity with 16 percent. At the high school level, direct instruction was the second most commonly observed activity with 31 percent.
- At elementary, middle, and high schools all other possible student activities (transition work, testing, and problem solving) ranged from two to five percent in each category.

As auditors entered classrooms, they noted the number of students who appeared oriented to their work. Exhibit 3.3.7 displays the student orientation categories (most and less than half) by grade level.

**Exhibit 3.3.7**  
**Frequency of Students Oriented to Work During Classroom Visits**  
**Jefferson County Public Schools**  
**October 2011**

| Category               | Elementary School<br>Percentage of<br>Frequency | Middle School<br>Percentage of<br>Frequency | High School<br>Percentage of<br>Frequency |
|------------------------|---|---|---|
| Most (50-100% )        | 97  | 92  | 91  |
| Less than Half (0-49%) | 3   | 8   | 9   |

Exhibit 3.3.7 displays the following information:

- Most students across all school levels were oriented to their work during the school visits, ranging from a low of 91 percent in high schools to a high of 97 percent at the elementary schools.
- Middle and high school students noted to be off task (talking, sleeping, etc.) were very close in frequency with eight and nine percent respectively.

Auditors also made note as to whether the lesson objective could clearly be determined. Evidence of the objective could be collected from direct instruction, displayed references, or student work. Exhibit 3.3.8 shows the frequency that the objective was noted by auditors during the on-site visits.

**Exhibit 3.3.8**

**Frequency of Clearly Defined Objectives Observed by Auditors  
Jefferson County Public Schools  
October 2011**

| <b>Clearly Defined Objective</b> | <b>Elementary School Percentage of Frequency</b> | <b>Middle School Percentage of Frequency</b> | <b>High School Percentage of Frequency</b> |
|----------------------------------|--|--|--|
| Yes                              | 21   | 27   | 16   |
| No                               | 79   | 73   | 84   |

As can be noted Exhibit 3.3.8:

- In the majority of cases, across all grade levels, the objective could not be determined during the on-site visits. The range that this occurred was a high of 84 percent at the high school level to a low of 73 percent at the middle school level.
- The middle school level had the highest incidence of clearly defined objectives noted with 27 percent of the recorded classrooms with an identifiable objective.

The Kentucky Department of Education issued the Highly Effective Teaching and Learning Common Characteristics for Kentucky teachers (see Appendix 9). These characteristics (referred to by the acronym of CHETL) were mentioned in interviews and were found in some building walkthrough instruments (see Finding 3.4). In classrooms in which the CHETL characteristics were observed, auditors noted the categories. Exhibit 3.3.9 displays the percentages of each category by school levels.

**Exhibit 3.3.9**

**Frequency of CHETL Characteristics Observed by Auditors  
Jefferson County Public Schools  
October 2011**

| <b>CHETL</b>                               | <b>Elementary School Percentage of Frequency</b> | <b>Middle School Percentage of Frequency</b> | <b>High School Percentage of Frequency</b> |
|--|--|--|--|
| Learning Climate                           | 46   | 48   | 49   |
| Classroom Assessment and Reflection        | 4  | 5  | 8  |
| Instructional Rigor and Student Engagement | 15   | 10   | 11   |
| Instructional Relevance                    | 10   | 13   | 6  |
| Knowledge of Content                       | 25   | 24   | 26   |

As can be seen in Exhibit 3.3.9:

- Learning Climate characteristics (a safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted) were the most commonly observed across all school levels. Of the classrooms in which Learning Climate characteristics were observed, 46 percent were observed in the elementary classes, 48 percent at the middle school, and 49 percent at the high school level.

- The second most observed category was Knowledge of Content (a teacher’s understanding and application of the current theories, principles, concepts, and skills of a discipline). The high school was the highest frequency in this category with 26 percent, elementary second with 25 percent, and middle schools third with 24 percent.
- Instructional Rigor was the third most observed CHETL category in the elementary and high schools with 15 percent at the elementary schools and 11 percent at the high schools. This category is defined as “a teacher supports and encourages a student’s commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving.” At the middle schools, Instructional Relevance was the third most observed category with 13 percent. Instructional Relevance is defined as “a teacher’s ability to facilitate learning experiences that are meaningful to students to prepare them for their futures.”
- The least noted category was Classroom Assessment and Reflection (the teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction). The range of frequency for this category was a low of four percent at the elementary schools to a high of eight percent at the high schools.

Interview comments outlined concerns about the lack of instructional guidance. Representative comments follow:

- “CHETL is out there, but it doesn’t provide a clear picture of the strategies to use.” (District Administrator)
- “There’s not a clear picture of effective teaching and monitoring.” (District Administrator)
- “There’s nothing that says what effective teaching is.” (District Administrator)

Comments that spoke to instructional strategies and their relationship to student needs are found below:

- “Teachers take the level of engagement and degree of challenge out of lessons and they do that because of their concern and care for kids. The problem is the belief structure.” (Teacher)
- “Teachers underestimate the capacities of student capabilities.” (Teacher)

Because the use of instructional technology was an expectation in board policy, auditors collected data on computer use during their classroom visits. Specifically, the auditors observed and recorded the number of computers available for student use in classrooms and the number of computers being used by students at the time of the classroom visits. Computer use data collected by auditors is displayed in Exhibit 3.3.10.

### **Exhibit 3.3.10**

#### **Computer Use in the Classroom Observed by Auditors Jefferson County Public Schools October 2011**

| <b>Grade Level</b>    | <b>Number of<br/>Computers for<br/>Student Use</b> | <b>Number of<br/>Computers Being<br/>Used by Students</b> | <b>Percentage in Use</b> |
|-----------------------|--|---|--------------------------|
| Elementary School     | 2,150  | 251   | 12                       |
| Middle School         | 557  | 133   | 24                       |
| High School           | 412  | 94  | 23                       |
| <b>District Total</b> | <b>3,119</b>                                       | <b>478</b>  | <b>15%</b>               |

Exhibit 3.3.10 shows the following data regarding computer use during auditors’ classroom visits:

- The percentage of classroom computer use was greatest in middle schools at 24 percent of the available computers.

- The percentage of computer use was least in the elementary schools at 12 percent of the available computers in use at the time of the site visits.
- The percentage of computer use in high schools was 23 percent.
- Overall, only 15 percent of the computers observed were in use during the five days that auditors visited schools.



*Central Bowen fifth grade students conducting research using computers.*

Auditors also analyzed other types of technology in use during the classroom visits. Of the classrooms in which technology was in use during the auditors' visits, the following exhibit displays the frequency with which each type was observed. They are listed and reported by level in [Exhibit 3.3.11](#).

#### **Exhibit 3.3.11**

#### **Types and Frequency of Technology Observed in District Classrooms Jefferson County Public Schools October 2011**

| <b>Type of Technology in Use</b>                | <b>Elementary School<br/>Percentage of<br/>Frequency</b> | <b>Middle School<br/>Percentage of<br/>Frequency</b> | <b>High School<br/>Percentage of<br/>Frequency</b> |
|---|--|--|--|
| Document Projector<br>(Elmo)/Overhead Projector | 63   | 56   | 57   |
| Active (Smart) Board                            | 29   | 25   | 19   |
| Calculators                                     | 4  | 3  | 11   |
| PowerPoint                                      | 2  | 11   | 8  |
| Other   | 2  | 6  | 5  |
| No Technology Observed                          | 55   | 44   | 59   |

[Exhibit 3.3.11](#) reveals:

- Technology was not observed in use in the majority of classrooms during the site visits at the elementary and high schools. At the middle school level, technology was observed in 56 percent of the classrooms.
- Of those classrooms in which technology was in use, the primary equipment was the document projector or Elmo. Use of an overhead projector was also included in this category although very few were observed. At the elementary level, document projectors were in use in 63 percent of the classrooms using technology. At the middle and high schools, auditors noted 56 percent and 57 percent of teachers were using document projectors, respectively.

- The active boards or Smart Boards was the second most frequent category with 29 percent at the elementary schools, 25 percent at the middle schools, and 19 percent at the high school level of the classrooms using technology.
- Calculators was the third most observed category at the elementary and high school levels. Calculators were observed at the elementary schools with four percent and high schools with 11 percent. PowerPoint was the third most frequent category of technology in use at the middle schools in 11 percent of the observations.

Interviews provided additional information about the use of technology in district classrooms. See below:

- “We have great technology and practically unlimited resources on the website.” (Teacher)
- “We have access to a lot of technology.” (Teacher)

Several district documents mentioned rigor and challenge. Therefore, auditors recorded the highest level of cognition observed during the brief classroom visits. Bloom’s Taxonomy was utilized for the analysis. However, because of the difficulty in distinguishing precisely one level from another during the brief visit, they were organized into four categories: (a) Recall, (b) Comprehension, (c) Application, and (d) Extended Thinking. The results of this analysis are displayed in Exhibit 3.3.12.

### **Exhibit 3.3.12**

#### **Highest Level of Cognition Observed in District Classrooms Jefferson County Public Schools October 2011**

| <b>Level of Cognition</b> | <b>Elementary School<br/>Percentage of<br/>Frequency</b> | <b>Middle School<br/>Percentage of<br/>Frequency</b> | <b>High School<br/>Percentage of<br/>Frequency</b> |
|---------------------------|--|--|--|
| Level 1 Recall            | 33   | 36   | 24   |
| Level 2 Comprehension     | 44   | 44   | 48   |
| Level 3 Application       | 19   | 16   | 23   |
| Level 4 Extended Thinking | 4  | 4  | 4  |

Exhibit 3.3.12 indicates:

- The most frequently observed cognition level was Level 2 (Comprehension) at all levels of the school district with 44 percent at the elementary and the middle school levels and 48 percent at the high school level.
- Level 1 (Recall) was the second most observed cognition level at all three grade levels of the district, ranging from a low of 24 percent at the high schools to a high of 36 percent at the middle schools.
- Level 4 (Extended Thinking), which encompassed the Bloom’s Taxonomy categories of analysis, synthesis, and evaluation, occurred in only four percent of the classroom visits at all three grade levels.

### **Summary**

The instructional strategies available to guide staff members were found in various documents but were often subject matter specific, contained broad categories with little or no defining characteristics, located in documents no longer in use, and inconsistent across departments and schools. The observational data collected during site visits indicated that even with the current general, fragmented instructional guidance, classroom practices were not consistent with those expectations.

Objectives could be clearly distinguished in the minority of classrooms used for the protocol (1,213), ranging from 16 to 27 percent across school levels. The most predominant teacher and student activities were direct instruction across all levels of the system. Applied practice and problem solving occurred 24 percent in total in the snapshot data. The CHETLs (Highly Effective Teaching and Learning Common Characteristics) most often

observed were Learning Climate and Knowledge of Content. Rigor and Student Engagement occurred in 10 to 15 percent of the classes in which CHETLs were observed. Use of technology was included in board policy, but only 15 percent of the classroom computers were in use during the brief visits. Further, technological equipment such as Smart Boards or document projectors were not observed in use in over half of the elementary and high school classes recorded for the rating information. Rigor and challenge were included in several guiding documents. However, the majority of observations were at instructional cognition levels of recall and comprehension: elementary with 77 percent, middle school at 80 percent, and high school with 72 percent. Assuming that the classroom visits conducted by auditors were representative of normal classroom activities, district expectations for teaching and learning are not consistently being met.

**Finding 3.4: The instructional monitoring process is not formalized to provide for consistent feedback to guide curriculum delivery and improve student achievement.**

Effective delivery of the written curriculum provides the foundation for successful learning experiences for all students. Monitoring classroom instructional practices supports the connection between the written, taught, and tested curriculum. As instructional leader, the principal is in a unique position to assess instructional practices, provide constructive feedback to teachers, and model preferred instructional strategies. When monitoring curriculum delivery is inconsistent across a district, district goals may not be achieved.

Auditors reviewed board policies, district plans, job descriptions, and evaluation instruments to determine district roles and responsibilities for curriculum monitoring in the Jefferson County Public Schools. Interviews were also conducted with district and building administrators, board members, teachers, parents, students, and patrons regarding the monitoring of the delivery of the district curriculum.

Auditors found that instruction was being monitored in district schools with various instruments and using a variety of techniques. Multiple “walkthrough” instruments were made available to auditors as they visited district schools. Many of these instruments were school specific, but several contained references to content areas and the district framework. However, their content and terminology were not consistent. Board policy, job descriptions, and appraisal instruments identified supervision responsibilities rather than specific instructional monitoring expectations. The 2010-11 District Goals and Strategies document contained specific expectations for instructional monitoring and also included professional development as part of the monitoring process. Although the *District Leadership Assessment Report Self Study April 2010* indicated that multiple monitoring techniques were in place for schools on assistance, there was no documentation that all district schools were expected to follow these procedures. Further, the *School Leadership Assessment Reports 2010* made multiple recommendations to schools on assistance for systematic instructional monitoring procedures.

The following board policy referenced the supervision of instruction:

- *Board Policy GCN: Supervision and Evaluation of Staff* remarked that the superintendent was to “delegate the responsibility of supervision for improvement of instruction to those persons who have been identified for the task within the organizational structure.” The policy goes on to say, “The goal of supervision shall be to maximize employee capabilities in the pursuit of educational excellence.” Improvement of instruction is specifically mentioned as one of the purposes of the evaluation system.

Board policy was limited to the requirement and purpose of formal supervision. Monitoring instructional practices was not specifically included. Therefore, board policy is inadequate in providing direction for monitoring instructional practices in the school district.

Two guiding district documents that included instructional monitoring expectations were the Core Beliefs and the 2010-11 District Goals and Strategies. Core Beliefs sets the expectation for leadership to be a “catalyst” for maximizing student performance through expecting and promoting quality teaching. The 2010-11 District Goals and Strategies outlined monitoring expectations as supporting the staff with district evaluations that incorporate walkthrough data, engaging in learning walks, and monitoring the effectiveness of professional development with follow-up classroom visits and “next-step collaboration.” This document referred to professional development as part of the monitoring process.



The district also had a series of plans and reports that dealt with schools not making adequate yearly progress. The *District Leadership Assessment Report Self Study April 2010* outlined district efforts to support schools in assistance. A coaching/monitoring team was to visit schools and collect information about curriculum implementation and share that information with the assistant superintendents of instruction. The report further commented that personnel such as content area specialists and school administrators had created their own walkthrough instruments.

The *JCPS Corrective Action Plan 2010-11* required a systematic approach in order to better support schools in making adequate yearly progress, including formally monitoring instructional practices. The report revealed that at the time of the publication, “There is not a system in place to hold staff accountable for effectively monitoring and evaluating classroom instruction.”

Finally, the *School Leadership Assessment Reports 2010* made a series of recommendations to the schools involved in the study. They included:

- Develop a comprehensive and systematic process to monitor all programs (e.g., instructional strategies);
- Monitor to ensure that effective and varied instructional strategies are used daily in all classrooms to meet the diverse learning needs of all students; and
- Continuously monitor instructional practices and provide feedback and ongoing support to assure that differentiated, research-based instructional strategies are used to engage and challenge students at high levels.

School district plans included multiple references to monitoring instruction. The district plans also express that multiple walkthrough instruments could be created and used to monitor instruction. Lastly, the *District Leadership Assessment Report Self Study 2010* outlined district monitoring practices. However, the *School Leadership Assessment Reports 2010* recommendations indicated that those practices were not in place. Reviewed plans were adequate in providing expectations for monitoring instructional practices, however.

Auditors also reviewed job descriptions to determine whether instructional monitoring was an essential element in those documents. The superintendent’s job description referred to monitoring as being “supervision over the school system and over all personnel.” The job description for the Assistant Superintendent for District-wide Instructional Services (Elementary School) expressed monitoring expectations by outlining personnel to be supervised. For instance, the position “supervises and evaluates staff including elementary school principals.”

Auditors also reviewed building level job descriptions. The principal and assistant principals’ job descriptions limited monitoring to supervision duties. The job descriptions positions also mentioned that the personnel in those positions were to “provide leadership for the instructional program.” The elementary and middle school principals’ job descriptions were more detailed when referring to the instructional component. They stated that the principal “Serves as the instructional leader and guides, facilitates and supports the curriculum, instruction and assessment.” The principal was also to “Supervise and evaluate all personnel assigned to the school.”

Job descriptions outlined monitoring requirements in relationship to supervisory and formal evaluation responsibilities. Instruction was included only in terms of total program responsibility but did not specifically delineate instructional monitoring responsibilities. Job descriptions were inadequate in providing appropriate guidance for monitoring instruction.

Auditors also reviewed employee performance evaluation instruments to determine the roles and responsibilities included in these instruments to monitor the delivery of the written curriculum. The Principal Job Performance Evaluation includes monitoring expectations with the following statements:

- Employs a variety of supervisory and evaluation models;
- Observes classroom instruction on a regular basis;
- Provides regular feedback through conferencing;

- Provides suggestions and/or job targets for growth/improvement when identifying areas of concern; and
- Communicates to teachers expectations for high instructional performance.

The Performance Standards with Criteria and Indicators Effective for Assistant Principals discussed instructional monitoring with the following:

- Observes classroom instruction on a regular basis;
- Provide regular feedback through conferencing;
- Provide suggestions and/or job targets for growth/improvement when identifying areas of concern; and
- Communicates to teachers expectations for high instructional performance.

Evaluation instruments were inadequate to monitor the delivery of curriculum in the Jefferson County Public Schools. They were generalized statements of formal supervision techniques rather than specific, ongoing instructional monitoring expectations.

During school visits, auditors were presented with multiple monitoring forms to oversee instructional practices in district classrooms. Auditors collected a sample of those forms and analyzed the characteristics that were included in each. For ease in reporting multiple characteristics, they were organized into categories in some cases. If walkthrough instruments simply included the phrase “instructional strategies” without any delineation of the specific instructional strategies expected, they were not included in the analysis. [Exhibit 3.4.1](#) displays the elements of these walkthrough instruments.

**Exhibit 3.4.1**  
**Comparison of a Sample of Classroom Walkthrough Forms**  
**Jefferson County Public Schools**  
**October 2011**

| Walkthrough Instrument                                       | Challenge | CHETL Characteristics | Classroom Culture | Classroom Displays | Differentiation | Essential Question | Grouping Strategies | Inquiry | Lesson Design | Multiple Intelligences | Objective/Goal | Programs | Questioning Techniques | Student Engagement | Subject Matter Content | Technology |
|--|-----------|-----------------------|-------------------|--------------------|-----------------|--------------------|---------------------|---------|---------------|------------------------|----------------|----------|------------------------|--------------------|------------------------|------------|
| Breckinridge-Franklin Elementary Classroom Walk-Through Tool | X         |                       | X                 |                    |                 |                    |                     |         |               |                        | X              | X        | X                      | X                  | X                      |            |
| Byck Elementary Walk Through                                 |           | X                     |                   |                    |                 |                    | X                   |         | X             |                        | X              |          | X                      | X                  |                        | X          |
| Cane Run Elementary Walk-Through                             |           | X                     |                   |                    | X               |                    | X                   |         | X             |                        | X              |          | X                      | X                  |                        |            |
| Carrithers MS Walk-Through Form                              |           |                       | X                 |                    |                 |                    | X                   |         |               |                        | X              | X        | X                      | X                  | X                      |            |
| Challenge Level Guide  |           | X                     |                   |                    |                 |                    |                     |         |               |                        |                |          |                        |                    |                        |            |
| CHETL  |           | X                     |                   |                    |                 |                    |                     |         |               |                        |                |          |                        |                    | X                      |            |
| CHETL Learning Walk  |           | X                     |                   |                    |                 |                    |                     |         |               |                        |                |          |                        |                    |                        |            |
| CHETL Learning Walk—Thinking Thursday                        |           | X                     |                   |                    |                 |                    |                     |         |               |                        |                |          |                        |                    |                        |            |
| CIF Learning Walk  | X         |                       | X                 |                    |                 |                    |                     |         |               |                        |                |          |                        | X                  | X                      |            |
| CIF Learning Walk (Version 2)                                | X         |                       | X                 |                    |                 | X                  |                     | X       | X             |                        |                |          |                        | X                  | X                      |            |
| CIF Observation Tool   |           | X                     |                   |                    |                 |                    | X                   | X       | X             |                        | X              |          |                        |                    |                        | X          |
| CIF Observation Tool Revised                                 |           | X                     | X                 | X                  | X               |                    | X                   |         |               |                        | X              |          | X                      |                    | X                      | X          |
| Highland MS Walk-Through Form                                |           |                       |                   | X                  |                 |                    |                     |         |               | X                      | X              | X        |                        | X                  | X                      | X          |

**Exhibit 3.4.1 (continued)**  
**Comparison of a Sample of Classroom Walkthrough Forms**  
**Jefferson County Public Schools**  
**October 2011**

| Walkthrough Instrument                                | Challenge | CHETL Characteristics | Classroom Culture | Classroom Displays | Differentiation | Essential Question | Grouping Strategies | Inquiry | Lesson Design | Multiple Intelligences | Objective/Goal | Programs | Questioning Techniques | Student Engagement | Subject Matter Content | Technology |
|---|-----------|-----------------------|-------------------|--------------------|-----------------|--------------------|---------------------|---------|---------------|------------------------|----------------|----------|------------------------|--------------------|------------------------|------------|
| Layne Elementary Classroom Walk-Through Feedback Form |           |                       |                   | X                  |                 |                    | X                   |         | X             |                        |                |          |                        | X                  | X                      | X          |
| Learning Walk   | X         |                       | X                 |                    |                 | X                  |                     |         |               |                        | X              |          |                        | X                  |                        |            |
| Learning Walk Instrument                              |           |                       |                   |                    |                 |                    |                     |         |               |                        |                |          |                        | X                  |                        |            |
| Mathematics CIF                                       |           | X                     |                   |                    |                 | X                  |                     |         |               |                        | X              |          | X                      | X                  | X                      |            |
| Note from the Principal                               |           |                       |                   |                    |                 |                    |                     |         |               |                        |                |          |                        |                    |                        |            |
| Walk Through Document                                 |           | X                     |                   |                    |                 |                    |                     |         | X             |                        | X              | X        |                        |                    | X                      |            |
| Waller-Williams Classroom Walk-Through Checklist      |           | X                     |                   |                    |                 |                    | X                   |         |               |                        | X              |          | X                      | X                  |                        | X          |
| Western MS Walk Through                               | X         | X                     |                   |                    |                 |                    | X                   |         | X             |                        |                |          | X                      |                    | X                      |            |
| When I Walk Through....                               |           |                       | X                 | X                  |                 |                    |                     |         |               |                        | X              |          |                        |                    | X                      |            |
| WHS Walk Through Beginning of Day                     |           |                       | X                 |                    |                 |                    |                     |         |               |                        | X              |          |                        | X                  | X                      |            |
| WHS Walk Through Middle of Class                      | X         |                       | X                 |                    |                 |                    | X                   |         |               |                        | X              |          |                        | X                  | X                      |            |
| WHS Walk Through End of Class                         |           |                       | X                 |                    |                 |                    |                     |         | X             |                        | X              |          |                        | X                  | X                      |            |

Exhibit 3.4.1 displays the following information:

- None of the walkthrough instruments reviewed by auditors included all of the potential categories. The Classroom Instruction Framework (CIF) Observation Tool, Revised encompassed the largest number of the categories of the reviewed forms. It contained nine of the 16, or 56 percent, of the identified categories.
- The CHETL (Characteristics of Highly Effective Teaching and Learning) category was included in 12 of the 25 walkthrough forms analyzed. These were teacher and student characteristics provided by the state department in five general standards: Learning Climate, Classroom Assessment and Reflection, Instructional Rigor and Student Engagement, Instructional Relevance, and Knowledge of Content.
- The Learning Walk instrument included Student Engagement only. The Note from the Principal was a narrative instrument and, therefore, it was unclear as to which categories might be included, so no categories were shown in the analysis.
- Differentiation and Inquiry, both instructional strategies mentioned in district plans and interview information, were found in two of the walkthrough forms.
- The Objective/Goal and Subject Matter Content categories were included in walkthrough instruments the most frequently, with 15 of 25 instruments (60 percent) depicting those categories.

During interviews, auditors found school personnel to have several viewpoints on monitoring instruction in the school district. Comments concerning monitoring expectations are found below:

- “We do walkthroughs in the department we supervise. It is to spot-check curriculum delivery and student engagement.” (School Administrator)
- “I have seen no district evaluation expectations for monitoring.” (District Administrator)

- “I expect them [principals] to monitor and be in class.” (District Administrator)
- “The central office expects us to monitor delivery of the curriculum but has set no guidelines. My assistant superintendent hasn’t asked me what I’m doing related to monitoring.” (School Administrator)

Auditors also asked building principals how they monitored instruction in their schools. Comments reflective of those responses follow:

- “For monitoring, I walk around and ask kids what the objective is.” (School Administrator)
- “To monitor delivery of the curriculum, I ask teachers to turn in lesson plans. I also do a formal observation of each teacher, but I don’t always follow-up with a written evaluation.” (School Administrator)
- “When I go to the classrooms, I look for the goal and make sure they’re following their lesson plans.” (School Administrator)
- “I script for a couple of minutes.” (School Administrator)

Finally, school administrators shared comments concerning the actual instruments that were used to monitor classroom instruction. Examples of those interview comments can be seen below:

- “I use a walkthrough form not provided by the district. I got it from a friend.” (School Administrator)
- “There is something called CHETL. I would say it is out there. They are not using it.” (District Administrator)
- “Monitoring the curriculum is a real challenge. Walkthroughs are a hit and miss. We need to focus it more on grade levels and maps.” (School Administrator)
- “We just received a new walkthrough and monitoring document on email from another school district.” (School Administrator)

## Summary

Auditors found there were expectations for monitoring instruction in Jefferson County Public Schools through district plans and interview information. However, one of the strongest planning documents in terms of monitoring expectations for all schools was no longer in use at the time of the audit, the 2010-11 District Goals and Strategies. Further, board policy, job descriptions, and evaluation instruments described monitoring in terms of formal supervision and did not delineate instructional monitoring responsibilities.

The *District Leadership Assessment Report Self Study (April 2010)* indicated that multiple walkthrough instruments were encouraged for development by district personnel. At the time of the audit multiple instruments were in use across district departments and schools. They did not consistently include the same “look-fors,” as can be seen in [Exhibit 3.4.1](#). The instructional practices considered important enough to include in the walkthroughs differed from one instrument to the other depending upon the author. There was no district approval system for walkthrough instruments. Although monitoring of instruction was a district expectation, there were no formalized documented procedures or instruments to provide for a consistent, district-wide instructional monitoring to support and improve student achievement.

**Finding 3.5: Teacher and building administrator evaluation procedures are defined and allow for constructive feedback. However, the implementation of the evaluation process is inconsistent in providing specific recommendations for professional growth. Quality control of school leadership and personnel management decisions is compromised by ineffective implementation of the principal evaluation process.**

Students’ academic achievement is directly related to the implementation of the written curriculum and the quality of instruction. Effective, focused teacher and administrator evaluation systems are critical in developing personnel capacity to positively impact student achievement. The instruments should provide specific, written feedback that encourages reflection, supports continued professional growth, and aids in an open dialogue between the educator and supervisor.

To determine the status of the teacher and administrator evaluation processes in JCPS, the auditors reviewed the district board policies and examined the requirements, procedures, and forms related to their performance evaluations. The auditors also reviewed several district documents including: the *JCPS Self Study Report (April 2010)*, the *District Leadership Assessment Report (4/11/2010-4/16/2010)*, the *Comprehensive District Corrective Action Plan (2010-2011)*, and the *Comprehensive District Improvement Plan for 2010-11*. In addition to the document review, the auditors examined a random sample of the summative evaluations for tenured and non-tenured teachers and for principals and assistant principals. Finally, auditors visited classrooms and conducted interviews with principals, teachers, students, and parents.

The auditors identified three performance evaluation processes. These included summative narratives for the teachers, the principals, and the other administrators (assistant principals and counselors). The auditors found inconsistency in the specificity of growth producing comments on the teacher summative observation form (Form D). However, a review of the principal performance evaluations revealed that the majority of those documents contained a two-page narrative with specific professional growth recommendations. Finally, the auditors examined the evaluations of the assistant principals and the counselors and found the recommendations to be inadequate in terms of specific professional growth recommendations.

The following board policies address expectations for personnel evaluations:

- *Board Policy CF: School Building Administration* states that “The principal is responsible for the supervision and direction of the staff.”
- *Board Policy GCN: Supervision and Evaluation of Staff* states that “The goal of supervision shall be to maximize employee capabilities in the pursuit of education excellence....Evaluations shall recognize the individual contributions of employees and shall address the need for accountability within the district....The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, provide encouragement and incentive for employees to improve performance, and support individual personnel decisions.”

Board policy is not specific in the expectation that supervisors provide specific, written directions and recommendations for professional growth.

The following state and district plans also address expectations for the employee evaluation system:

- *Jefferson County Public Schools Self Study Report*, conducted in April 2010, states, “The school/district provides a clearly defined evaluation process...administrators will review and continue to strengthen the employee evaluation process by fostering more effective growth plans, practicing more quality observations, engaging in more in-depth post-observation conferences, and crafting more meaningful, written recommendations and challenges for continuous growth...the school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency... Assistant superintendents meet with principals to review documentation and evaluation of growth plans at all levels.”
- *District Leadership Assessment Report (4/11/2010-4/16/2010)* identified a deficiency in the evaluation system in JCPS: “The superintendent has not ensured that principals in persistently low achieving schools are held accountable for effectively monitoring and evaluating classroom instruction.” The identified next steps included ensuring that the principals “effectively use the certified personnel evaluation system to improve the proficiency of their staffs and to increase accountability for student achievement.”
- *The Comprehensive District Corrective Action Improvement Plan (2010-11)* references a deficiency in the employee evaluation process: “Guide administrators to review and continue to strengthen the employee evaluation process by fostering more effective growth plans, practicing more quality observations, engaging in more in-depth post-observation conferences, and crafting more meaningful, written recommendations and challenges for growth.”



- *The Comprehensive District Improvement Plan (2010-11)* addresses the need for improvement in the “processes for recruitment, hiring, induction, and evaluation.” Strategy 1 recommends the support of leaders “in implementing and strengthening the administrator and teacher evaluation process, and in expanding staff leadership opportunities.”

District planning documents and corrective action plans establish the expectations for meaningful, well-written statements for professional growth. Auditors noted that all documents had dedicated space for specific written recommendations. However, the auditors found inconsistency in the crafting of specific recommendations for professional growth.

### **Teacher Evaluations**

Exhibit 3.5.1 shows the percentage of tenured and non-tenured teacher evaluations for 2010-11 containing specific comments directed at professional growth. The random sample consisted of 360 evaluations completed for the 2010-11 school year.

**Exhibit 3.5.1**  
**Percentage of 2010-11 Teacher Evaluations**  
**With a Professional Growth Comment**  
**Jefferson County Public Schools**  
**October 2011**

| School Year                                       | Professional Growth Comments | No Professional Growth Comments |
|---|------------------------------|---------------------------------|
| 2010-11   | 50%                          | 50%                             |
| <i>Source: Sample of JCPS teacher evaluations</i> |                              |                                 |

As can be noted from Exhibit 3.5.1:

- Half of the teacher evaluations contained specific professional growth comments aimed at improving instruction.
- Half of the teacher evaluation growth area sections were either left blank, contained comments that were nonconstructive, or were vague and provided no specific direction for professional growth.

Auditors reviewed the comments on a random sample of 360 teacher evaluations for both tenured and non-tenured teachers and found them to be brief in scope and quality. The following comments are typical of those that lacked specificity and provided little direction for continued professional growth:

- “Standard 4—Create and maintain learning climate”
- “Assessment of students”
- “Learn new software program”
- “Increase rigor”

These comments are not specific in nature and provide teachers with minimal direction.

Typical examples of comments that provided some written direction for professional growth include the following:

- “Clearly communicate expectations and criteria for assessment to the students. Make sure the students understand their progress.”
- “Provide students with a rubric to help develop their ability to formulate scientific explanations.”
- “Use varied instructional strategies to connect the content to the students’ life and real world experiences.”
- “Attend professional development sessions to incorporate the use of technology into the classroom.”



These comments provided a basis for a discussion between the evaluator/supervisor and the teacher and have the potential to help improve instruction.

In addition to assessing the merits of the professional growth comments, the auditors also examined the rating the teachers received in each of the 10 competency standards. Exhibit 3.5.2 shows the results of that examination.

**Exhibit 3.5.2**  
**Comprehensive 2010-11 Teacher Performance Evaluation**  
**Jefferson County Public Schools**  
**October 2011**

| Teacher Standards                                     | Consistently Meets (%) | Adequately Meets (%) | Inconsistently Meets (%) | Does Not Meet (%) |
|---|------------------------|----------------------|--------------------------|-------------------|
| 1. Demonstrates Professional Leadership               | 74.72                  | 24.72                | 0.28                     | 0.28              |
| 2. Demonstrates Knowledge of Content                  | 81.67                  | 17.77                | 0.28                     | 0.28              |
| 3. Designs/Plans Instruction                          | 73.33                  | 25.28                | 1.11                     | 0.08              |
| 4. Creates/Maintains Learning Climate                 | 73.33                  | 24.72                | 1.67                     | 0.08              |
| 5. Implements/Manages Instruction                     | 68.06                  | 28.06                | 1.67                     | 0.21              |
| 6. Assesses and Communicates                          | 69.17                  | 29.44                | 1.39                     | -                 |
| 7. Reflects/Evaluates Teaching/Learning               | 80.28                  | 18.78                | 0.79                     | 0.15              |
| 8. Collaborates with Colleagues/Parents/Others        | 83.33                  | 16.11                | 0.23                     | 0.23              |
| 9. Engages In Professional Development                | 87.50                  | 11.94                | 0.23                     | 0.23              |
| 10. Performs Professional Responsibilities and Duties | 83.61                  | 15.28                | 1.11                     | -                 |
| <b>Average of 10 teacher standards*</b>               | <b>77.50%</b>          | <b>21.20%</b>        | <b>.88%</b>              | <b>.15%</b>       |
| *Does not equal 100% due to rounding                  |                        |                      |                          |                   |
| Source: Sample of JCPS teacher evaluations            |                        |                      |                          |                   |

As can be noted from Exhibit 3.5.2:

- The majority of the teachers (77.5 percent) were rated as “consistently meets” in all 10 categories. Consistently meets is defined as the “employee’s performance meets or exceeds the performance criteria.”
- Another 21.2 percent of the teachers were rated as “adequately meets” in all 10 categories.
- Teachers rated as “inconsistently meets” performance criteria equaled .88 percent. Implements/Manages Instruction and Creates/Maintains Learning Climate are the two areas where two percent of the teachers received a rating of “inconsistently meets.”
- On average only .15 percent of the teachers were rated as “does not meet” the performance criteria.

The data in Exhibit 3.5.2 show a significant number of teachers (98.7 percent) were rated as adequate or better on the district’s 10 performance standards. These data are inconsistent with principal interviews, during which a sampling of building administrators reported to auditors a range of two to five teachers in their respective buildings who were significantly underperforming. Auditors noted that none of the 10 performance criteria addressed student growth. Further inquiries led to Article 8, Section A of the 2005-2010 JCBE-JCTA Agreement, which specifically prohibits using student’s test scores to evaluate teacher performance unless the employee agrees to do so voluntarily.

The auditors interviewed the principals at all school sites during the campus visits. When asked about the usefulness of the Comprehensive Teacher Performance Evaluation (Summative Evaluation Form D) in improving instruction and providing the teachers with specific professional growth comments, the school administrators provided the following comments:

- “Evaluations forms don’t lend themselves to instructional improvement.”
- “No teachers are on performance improvement plans.”

- “The teacher evaluation is completed per contract language. The district may be changing to CHETL.”
- “My assistant principals conduct teacher evaluations. They frequently walk in and walk out of classrooms. They will often call the teacher in to talk with them about what they need to improve.”
- “The teacher evaluation needs updating because it’s too generic. There aren’t enough options for evaluating.”
- “Many alternative certification teachers are really struggling; they simply are not prepared to assume classroom duties.”

Parents were also concerned with teacher accountability, as noted in these comments:

- “There is no teacher accountability; as a result, there is no recourse for parents who need help with their children.”
- “We need to be absolutely honest with our citizens about the data—dropout rates, graduation rates, and the effectiveness of our teachers.”
- “The solution to underperforming schools is a well prepared teacher who teaches high quality curriculum effectively.”

Students also commented on both effective and less effective teachers:

- “It makes a difference when teachers care.”
- “The curriculum needs more rigor; testing is the only measure of what we learn; some students are just skating by.”
- “Most of what we do is worksheets; it would be nice to have more hands-on experiences.”
- “I don’t feel some of my teachers have prepared me very well for the ACT.”

Teacher interviews showed awareness of the need to ensure students are growing:

- “Teacher evaluation does not include the growth variable. Students need to be assessed when they come to us and when they leave—so we can be evaluated on individual student growth.”
- “Teachers need a greater voice in their work; this will require more involvement and more accountability.”

In summary, the auditors found that the procedures for the performance evaluation of teachers are well established. However, the implementation of the process is inconsistent with district expectations. The teacher performance evaluations in Jefferson County Public Schools do not provide specific, well-crafted recommendations for professional growth, nor are they linked to student achievement.

### **Principal/Assistant Principal Evaluations**

The principal evaluation process is a tool that allows the superintendent to exercise quality control of curriculum delivery by establishing responsibility and accountability for student achievement. Accurate evaluations also support sound personnel management decisions. When operating properly, the evaluation process: (1) sets appropriate goals for principals, (2) identifies the support principals need to achieve those goals, (3) holds principals accountable by documenting their success—or the lack thereof—in achieving goals, and (4) provides a sound basis for personnel management decisions. When the evaluation process for principals does not perform these functions properly, the superintendent is unable to exercise quality control of school leadership and related personnel decisions.

The audit team routinely reviews the principal evaluation process to determine if it is an effective accountability instrument that supports quality control of personnel management and academic decisions. To make this determination for the Jefferson County Public Schools, auditors reviewed board policy and administrative instructions pertaining to evaluation and examined samples of written principal evaluations. The audit

team determined that policy guidance is adequate regarding the use of the evaluation system to establish the accountability of principals for achieving academic goals. However, the implementation of policy is inconsistent. Written evaluations do not document the success or failure of principals in achieving the goals by which the community and the State of Kentucky measure school performance. In fact, in the performance evaluations reviewed by the audit team, all principals received ratings of adequate or better on every performance criterion, regardless of how their students and schools performed. This phenomenon rendered the evaluation reports unusable as accountability instruments and as quality control tools to support sound personnel actions.

The following are key policies related to the evaluation of principals:

- *Board Policy CF: School Building Administration* identifies “The principal [as] responsible for the supervision and direction of the staff.”
- *Board Policy GCN: Supervision and Evaluation of Staff* states that “The goal of supervision shall be to maximize employee capabilities in pursuit of educational excellence. Evaluations shall recognize the individual contribution of employees and shall address the need for accountability within the district...The purpose of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, provide encouragement and incentive for employees to improve performance, and support individual personnel decisions.”

Board policy adequately states the expectations for the evaluation of principals and other staff members. However, the district has a history of problems with the implementation of the evaluation system, dating back to 2006. The following are excerpts from the Kentucky Department of Education’s *District Audit Summary Report, Jefferson County School District* (12/15/2006). It contained the following comments regarding the evaluation of principals:

- “[E]valuation documents reviewed are predominantly focused on implementation of school and district programs...rather than the development of the skills necessary to effectively lead.” Collection of “data on student achievement...do not always result in identification of the specific leadership skills lacking so that appropriate training and coaching needed to correct...deficiencies can be developed and provided” (pp. 66-67).
- “District leadership provides insufficient oversight and support to some school administrators in the development of individual growth plans.... This restricts the district’s ability to maximize use of the evaluation process as a potential, powerful vehicle for school and district improvement” (p. 56).

The district staff reported in the JCPS April 2010 Self Study that the evaluation process for principals was working well. The study stated, “District assistant superintendents and the superintendent hold all principals accountable for student achievement through the district evaluation process” (p. 117). However, curriculum auditors did not find evidence to support this statement when they reviewed recent principal evaluations.

The auditors reviewed a random sample of Principal Job Performance Evaluations to determine if they contain specific professional growth comments. Exhibit 3.5.3 shows the breakdown of principals’ evaluations that contained specific professional growth comments.

### **Exhibit 3.5.3**

#### **Percentage of Principal/Assistant Principal 2010-11 Evaluations With a Professional Growth Comment Jefferson County Public Schools October 2011**

| <b>Classification</b>  | <b>Professional Growth Comments</b> | <b>No Professional Growth Comments</b> |
|--|-------------------------------------|--|
| Principals   | 76.47%                              | 23.53%                                 |
| Assistant Principals   | 34.48%                              | 65.52%                                 |
| <b>Average</b>   | <b>55.48%</b>                       | <b>46.52%</b>                          |
| <i>Source: Sample of JCPS principal/assistant principal evaluations.</i> |                                     |  |

As can be noted from Exhibit 3.5.3, principals received more professional growth comments (76.47 percent) than did assistant principals (34.48 percent). The average of the two groups was 55.48 percent, which is slightly higher than teachers (50 percent), as noted in Exhibit 3.5.2.

The majority of comments described process goals and achievements such as groups organized, training attended or provided, methods and processes put into place, and community relations. However, these achievements were not specifically tied to student achievement data. The majority of building administrators' evaluation reports were unusable as accountability instruments that described the impact of the principal performance on students' academic learning or achievement.

The audit team further reviewed a sample of 17 principal evaluation reports completed during school year 2010-11 and selected by the staff. Additionally, auditors reviewed the evaluations of seven principals recently and involuntarily relieved from their duties when their schools were identified as persistently low-performing by the Kentucky Department of Education. Given the state's reliance on quantitative data to measure school performance, auditors expected that principals' evaluations would reflect some of these quantitative measures in the form of accomplishments or goals to be achieved. However, few reports contained quantitative or qualitative data regarding student achievement. The following are summaries of performance data entries in the 17 principal evaluations completed during school year 2010-11:

- Student suspensions—seven reports
- Student attendance—six reports; of those, four cited an attendance goal either in retrospect or as a target for the principal's next performance period;
- Number of seniors accepted into post-secondary education—one report; no goal was provided against which to measure the achievement
- How students ranked their school in relation to other schools—four reports
- Six reports cited improvements in literature or mathematics proficiency rates on the Kentucky Core Content Test, but no goals were provided against which to measure the improvements, and no prospective goals were cited.

Auditors reviewed a second sample of seven evaluations of principals recently removed from their duties because their schools were designated as low-performing. In all instances, auditors reviewed at least the four evaluations immediately prior to the principals' removal. Again, auditors expected that these reports would contain quantitative student performance goals and goal achievement data related to state performance measures of schools. Each principal had been evaluated at least once against the full range of ISLLC criteria since 2009 or later. Four of the seven principals had two such evaluations since in 2007. Even though all of these principals had been relieved of their duties because their schools were low-performing, not one had received an unsatisfactory performance evaluation during the past four years, to include the year that they were relieved. In fact, during the years when they were evaluated against the full range of ISLLC criteria, no principal received a rating of less than adequate on any criterion. Given these results, it is clear that the performance evaluation system is not being used to hold principals accountable for the lack of performance by their students.

Evaluation reports for these relieved principals rarely mentioned quantitative data of the kind the state used to identify their schools as low-performing. The following are typical of the items used to describe the principals' performance:

- Conducted staff training and meeting,
- Scheduled activities,
- Provided technology, and
- Developed Professional Learning Communities.

Overall, of the total of 24 reports in both samples, only six mentioned student performance on achievement tests, and none included goals against which improvements cited could be measured. Most comments addressed management processes, not critical student performance issues.

The following are comments by board and staff members regarding the ineffectiveness of building administrators' evaluations:

- “The three years my test scores were in the pits, my evaluations were still outstanding. No one says, ‘You must turn this around. What are you doing?’” (School Administrator)
- “The current system doesn’t hold teachers and principals directly accountable [for] student achievement.” (District Administrator)
- “I don’t know if the central office knows how to evaluate principals and principals know how to evaluate teachers.” (Board Member)

A problem ensues when principals are removed from low-performing schools or from any schools without having their unsatisfactory performance documented in evaluation reports. That principal cannot be subjected to adverse personnel actions, such as demotion or termination for cause. In the Jefferson County Public Schools, failure to document principals' unsatisfactory performance resulted in no dismissals of the principals removed from persistently low-performing schools, and in one instance a principal displaced from a low-performing school is now supervising and evaluating principals.

In summary, auditors concluded that the recent principal evaluation reports they reviewed do not provide clear performance expectations to which principals can adequately respond. As a consequence, principals are often left on their own to do the best they can. The default consequence of this practice is that student achievement is often the result of poverty and its attending social ills rather than that of deliberate educational interventions provided by strong, capable instructional leaders.

### **Summary**

The auditors found that procedures for the performance evaluation of teachers are well established. However, the implementation of the process is inconsistent with district expectations in that evaluations do not provide specific, well-crafted recommendations for professional growth. Auditors also noted that based upon the current negotiated agreement, teacher evaluations cannot be linked to student achievement without the permission of the individual teacher. Principal evaluation reports do not provide clear performance expectations to which principals can adequately respond. The consequence of the current system is that there is little linkage between professional employees' evaluations and student achievement.

## **STANDARD 4: THE SCHOOL DISTRICT USES THE RESULTS FROM SYSTEM-DESIGNED AND/OR -ADOPTED ASSESSMENTS TO ADJUST, IMPROVE, OR TERMINATE INEFFECTIVE PRACTICES OR PROGRAMS.**

A school system meeting this audit standard has designed a comprehensive system of assessment/testing and uses valid measurement tools that indicate how well its students are achieving designated priority learning goals and objectives. Common indicators are:

- A formative and summative assessment system linked to a clear rationale in board policy;
- Knowledge, local validation, and use of current curricular and program assessment best practices;
- Use of a student and program assessment plan that provides for diverse assessment strategies for varied purposes at all levels—district, school, and classroom;
- A way to provide feedback to the teaching and administrative staffs regarding how classroom instruction may be evaluated and subsequently improved;
- A timely and relevant data base upon which to analyze important trends in student achievement;
- A vehicle to examine how well specific programs are actually producing desired learner outcomes or results;
- A data base to compare the strengths and weaknesses of various programs and program alternatives, as well as to engage in equity analysis;
- A data base to modify or terminate ineffective educational programs;
- A method/means to relate to a programmatic budget and enable the school system to engage in cost-benefit analysis; and
- Organizational data gathered and used to continually improve system functions.

A school district meeting this audit standard has a full range of formal and informal assessment tools that provide program information relevant to decision making at classroom, building (principals and school-site councils), system, and board levels.

A school system meeting this audit standard has taken steps to ensure that the full range of its programs is systematically and regularly examined. Assessment data have been matched to program objectives and are used in decision making.

### ***What the Auditors Expected to Find in the Jefferson County Public Schools:***

The auditors expected to find a comprehensive assessment program for all aspects of the curriculum, pre-K through grade 12, which:

- Was keyed to a valid, officially adopted, and comprehensive set of goals/objectives of the school district;
- Was used extensively at the site level to engage in program review, analysis, evaluation, and improvement;
- Was used by the policy-making groups in the system and the community to engage in specific policy review for validity and accuracy;
- Was the foci and basis of formulating short- and long-range plans for continual improvement;
- Was used to establish costs and select needed curriculum alternatives; and
- Was publicly reported on a regular basis in terms that were understood by key stakeholders in the community.



### ***Overview of What the Auditors Found in the Jefferson County Public Schools:***

This section is an overview of the findings that follow in the area of Standard Four. Details follow within separate findings.

The auditors found that the Jefferson County Public School District lacked a formal planned approach to comprehensive student assessment and program planning and evaluation. Board policies were inadequate to provide guidance for student assessment and program evaluation (see Findings 1.2, 1.3, and 4.1). Job descriptions were inadequate to provide clear direction to district leaders about responsibilities for student assessment and program evaluation planning (see Findings 1.4 and 4.1). At the time of the audit, some elements of a planned approach were evident in processes for formative assessment in some core subjects; however, this system was still evolving and was limited to formative student assessment, and no planned effort was in place to evaluate programmatic efforts at all levels of the system—student, program, and organization.

The scope of formal assessment of the Jefferson County Public School District K-12 curriculum was inadequate to guide decision making about the written and taught curriculum. The overall scope of assessment for the district's academic content did not meet audit criteria for assessing 100 percent of the core curriculum and 70 percent of all other courses. Overall, 61 percent of the core curriculum and 10 percent of non-core curriculum had an assessment available. Assessments were in place for 21 percent of all courses offered in the district.

District personnel had access to instructional and non-instructional data, but data use was not focused through cohesive processes that targeted agreed outcomes for the system as a whole, departments, programs, sites, and students. Data use in the district was informal, with no established expectation that summative and formative data be used to close achievement gaps. Most data available for instructional purposes were formative; the only summative data were those provided by state assessment results, and these lacked adequate detail for practical use. Procedures for using data to evaluate programs and services and to direct resource allocation were not in place.

Data trends for JCPS student performance on the Kentucky Core Content Test (KCCT) have been mostly negative over the past five years in grades 3 through 8, close to state proficiency levels at the high school, and showing persistent gaps in performance among subgroups. Proficiency rates at elementary and middle school levels fell below those statewide, as did high school proficiency rates on science assessments. High school student proficiency rates on writing, mathematics, and social studies assessments were at or slightly above those statewide. Cohort analyses showed that proficiency rates on KCCT reading and mathematics assessments declined over a five-year period. Inverse relationships existed between the percent of low socioeconomic (free or reduced price lunch) students and performance rates on state and national assessments (higher school rates of poverty showed lower rates in performance). Analyses of subgroup performance showed significant achievement gaps that are unlikely to close without additional, appropriate intervention. Performance on 2010-11 district reading, science, and social studies proficiency assessments declined from one grade to the next. Performance on district mathematics proficiency assessments varied from grade to grade, but with a slight trend upward from grades 1 through 12.

The district had no established process in place for program evaluation to guide adoption, implementation efforts, and assessment of effectiveness and cost-benefit, or to determine if programs and services contribute to meeting district-wide needs. Existing program evaluations were summative in nature and lacked components necessary to inform program implementation, modification, or termination. These evaluation reports were not used by central and site personnel, and no other practice was in place to aid practitioners in assessing needs and making decisions to select resources, vet their quality, and monitor their effectiveness. Just five percent of all district and site programs were evaluated over the past five years.

**Finding 4.1: The district has an evolving system of formative and summative assessments but lacks a comprehensive planning approach to student assessment and program evaluation to provide direction for producing expected learning results.**

Summative assessment is used retrospectively when evaluating programs or student outcomes. This form of assessment is used to determine how well the program, group, or individual achieved predetermined goals. Formative assessment, on the other hand, is used at various points during implementation of a program or instruction, in time to make changes that will affect outcomes. In other words, assessments are summative if the results are used to judge performance or effectiveness; assessments are formative if the results are used to modify programs or instruction in time to affect student learning and program outcomes. When properly used, both summative and formative assessments add value to systemic decision making.

In addition to curriculum management planning (see [Finding 2.1](#)), there is also an audit expectation that school systems have in place a comprehensive, coherent planning process for student achievement assessment and program evaluation to provide a foundation for making decisions about the effectiveness of curriculum design, delivery, and related instructional programs. When the desired level of student achievement is not attained, district leadership and building principals often pursue the addition of new programs without knowing what is working and what is not. The result is an assortment of programs that are not coherently planned, implemented, monitored, or evaluated, often with no firm connection to student achievement.

A well-designed system for assessment and program evaluation provides teachers, building administrators, and the school district's leadership with the means for determining how well programs and practices are producing desired learning results. A comprehensive plan for student achievement assessment creates a reliable, consistent method for measuring and reporting student progress. This, in turn, enables school leaders to evaluate the instructional program and related efforts and to make decisions to continue programs, modify them, or discontinue those that are not effective.

To assess the presence and quality of a planned approach to assessment and program evaluation, the auditors looked at a variety of documents that showed evidence of planning for assessment, including board policies and core beliefs, memoranda and committee reports, assessment calendars, the Comprehensive District Improvement Plan, documents related to the Classroom Assessment System and Community Access Dashboard for Education (CASCADE) system, and curriculum maps. Auditors also interviewed board members, administrative personnel, and teachers.

The auditors found no single document that fulfilled the audit characteristics of a comprehensive planned approach to assessment and program evaluation. Elements of student assessment and program planning were found across several documents. However, these elements collectively were found to be inadequate to provide systemic direction for producing desired learning outcomes.

The auditors examined board policies and related documents for references providing guidance related to assessment planning and program evaluation. Auditors found no single board policy that addressed all components of assessment planning and program evaluation, but several policies contained elements related to one or the other:

- *Board Policy IL: Testing Programs* stated that the testing program “shall include achievement tests, diagnostic tests, and those tests required by state or federal regulation.”
- *Board Policy ILC: Use and Dissemination of Test Results* required that district results be made available to the public by placing them in campus libraries.
- *Board Policy IM: Evaluation of Instructional Programs* required the annual evaluation of programs as they relate to board goals and the reporting of those evaluation results to the board.
- *Board Policy BLBD: Accountability* required each school to set biennial targets, strategies, activities, and a time schedule calculated to eliminate any achievement gaps. It also required an annual school improvement plan that included student performance results, proposed instructional strategies, and the method for evaluating whether the campus improvement plan goals were met.

In addition to policy, the district Statement of Core Beliefs included a philosophical stance regarding assessment:

- Core Belief: We believe that students learn best when they reflect on the results of their assessments and make conscious choices to improve their learning
- Core Belief: We believe that student success depends upon high performance learning environments that use formative, diagnostic learning assessments to motivate students and to tailor instruction
- Core Belief: We believe that leadership is the most effective catalyst for maximizing student performance through a positive school culture that expects staff to collaboratively design, plan, implement, and review effective programs and practices

An expectation for formative and summative assessment was expressed in the draft document entitled *Balanced Assessment/Learning Progression Committee: A Vision for Assessment in JCPS* (July 28, 2010). This report outlined a three-tiered, balanced assessment system with classroom assessments for learning, common formative assessments at the end of each grading period, and use of the state assessments for summative purposes. While this report presented a general vision for student assessment, it did not contain sufficient detail to constitute a comprehensive, planned approach to the assessment of student achievement and the use of such to evaluate the instructional program and related resources in use.

Overall, the references to assessment planning and program evaluation in board policy, core beliefs, and the district's report on balanced assessment were inadequate to provide specific direction for student assessment to provide a foundation for making decisions related to curriculum and program effectiveness or require the development and implementation of a comprehensive district plan for these activities.

The auditors examined job descriptions for administrative positions to identify responsibilities for student assessment and program evaluation. The superintendent's job description was silent regarding student assessment and program evaluation; it stated only that the superintendent "administers the planning, development, coordination, and evaluation of the total operation of the system" and "delegates responsibility for various administrative units." Pursuant to this delegation, several other job descriptions provide responsibility for assessment of student learning:

The Executive Director Accountability, Research, and Planning "Provides leadership for the district testing program by serving as the district's Assessment Coordinator and communicates the results to staff and others as appropriate" and "provides leadership for the planning and development of the district's evaluation program to obtain information on achievement of system wide and individual school goals and objectives." A further duty—"provides leadership in developing data bases that will be used to research and evaluate district goals and programs"—was also listed.

The job descriptions for Assistant Superintendent District-wide Instructional Services provided for data use in lateral collaboration at the elementary and secondary levels: "collaborates with other Assistant Superintendents in matters relating to instructional program development and the use of assessment data for the improvement of instruction."

Responsibility at the building level is passed to the principal, who "guides, facilitates, and supports the curriculum, instruction, and assessment," and then to teachers, who are directed to "assess the accomplishments of students on a regular basis."

Auditors determined that job descriptions for key leaders contain references to student performance assessment and provide evidence that the district has identified some responsibility for the function of planning for student assessment, but the duties described fall short of requiring responsibility for designing a comprehensive planned approach that would include student assessment in all areas of the curriculum and the use of formative and summative results to evaluate programs and organizational services.

Next, the auditors examined documents presented by the district related to direction provided to district and site personnel regarding student assessment and program evaluation. Because Jefferson County Public Schools did not have a single document as a system-wide assessment and program evaluation plan, the auditors looked for

evidence of various components of comprehensive student assessment and program evaluation planning within the documents submitted for review. [Exhibit 4.1.1](#) lists the documents auditors found to contain elements of planning for student assessment and program evaluation.

#### **Exhibit 4.1.1**

#### **District Documents Found to Contain Elements of Planning for Student Assessment and Program Planning Jefferson County Public Schools October 2011**

| <b>Date of Last Revision</b>  | <b>Title</b>  |
|-------------------------------|---|
| November 13, 1995             | Board Policy IL: Testing Programs   |
| August 23, 1999               | Board Policy ILC: Use and Dissemination of Test Results                                     |
| November 13, 1995             | Board Policy IM: Evaluation of Instructional Programs                                       |
| November 25, 2002             | Board Policy BLDB: Accountability   |
| Undated                       | Statement of Core Beliefs   |
| July 28, 2010                 | Balanced Assessment/Learning Progression Committee: A Vision for Assessment in JCPS (draft) |
| Varied                        | Job Descriptions  |
| July 2011                     | SBDM Policy Manual: A Publication for School Based Decision Making Councils                 |
| 2008-09<br>2009-10<br>2010-11 | Comprehensive District Improvement Plans  |
| 2011                          | Diagnostic and Proficiency Assessment Plans for Reading and Math                            |
| Undated                       | 2011-12 Middle School Assessment Calendar   |
| August 22, 2011               | High School Trimester Mapping 2011-12 School Year   |
| Undated                       | Systemwide Assessment Calendar  |
| Fall 2011                     | Building Assessment Coordinator Training Presentations                                      |
| Summer 2011                   | The CIPP Model as a Framework for Evaluations in JCPS                                       |
| Undated                       | Curriculum Maps   |
| March 11, 2011                | Administrative, Principal, and Teacher Job Performance Criteria                             |
| July 2010                     | CASCADE Assessment System Analysis and Usage Report   |
| Undated                       | Project Proficiency Guide 2011-12   |

Since auditors found no single, comprehensive student assessment and program evaluation plan, they looked for evidence of the audit's 15 planning characteristics among the various district documents presented in [Exhibit 4.1.1](#), site visit observations, and interview data. Evidence found was compared to the 15 curriculum audit expectations for a student assessment and program evaluation plan. [Exhibit 4.1.2](#) shows the 15 audit characteristics and the auditors' rating for each. An "X" in the "adequate" column indicates that the characteristic was met and a score of one point was assigned. "Partial" indicates that not all parts of a characteristic were present. An "X" in the "inadequate" column indicates that the characteristic was not met and no points were assigned. A discussion of the auditors' ratings follows the exhibit. A score of adequate on at least 11 of the 15 characteristics is needed to meet audit criteria.

### Exhibit 4.1.2

## Characteristics of a Comprehensive Student Assessment and Program Evaluation Plan Jefferson County Public Schools October 2011

| Characteristic (The plan...)   | Auditors' Rating |            |
|--|------------------|------------|
|  | Adequate         | Inadequate |
| 1. Describes the philosophical framework for the design of the student assessment plan and directs both formative and summative assessment of the curriculum by course and grade in congruence with board policy. Expects ongoing formative and summative program evaluation; directs use of data to analyze group, school, program, and system student trends.                                |                  | X          |
| 2. Includes an explicit set of formative and summative assessment procedures to carry out the expectations outlined in the plan and in board policy. Provides for regular formative and summative assessment at all levels of the system (organization, program, student).   | Partial          |            |
| 3. Requires that formative, diagnostic assessment instruments that align to the district curriculum be administered to students frequently to give teachers information for instructional decision making. This includes information regarding which students need which learner objectives to be at the appropriate level of difficulty (e.g., provides data for differentiated instruction). | Partial          |            |
| 4. Provides a list of student assessment and program evaluation tools, purposes, subjects, type of student tested, timelines, etc.   | X                |            |
| 5. Identifies and provides direction on the use of diverse assessment strategies for multiple purposes at all levels—district, program, school, and classroom—that are both formative and summative.   | Partial          |            |
| 6. Specifies the roles and responsibilities of the central office staff and school-based staff for assessing all students using designated assessment measures, and for analyzing test data.   | Partial          |            |
| 7. Specifies the connection(s) among district, state, and national assessments.  | X                |            |
| 8. Specifies the overall assessment and analysis procedures used to determine curriculum effectiveness.  |                  | X          |
| 9. Requires aligned student assessment examples and tools to be placed in curriculum and assessment documents.   |                  | X          |
| 10. Specifies how equity issues will be identified and addressed using data sources; controls for possible bias.   | X                |            |
| 11. Identifies the components of the student assessment system that will be included in program evaluation efforts and specifies how these data will be used to determine continuation, modification, or termination of a given program.   |                  | X          |
| 12. Provides for appropriate trainings for various audiences on assessment and the instructional use of assessment results.  | X                |            |
| 13. Delineates responsibilities and procedures for <u>monitoring</u> the administration of the comprehensive student assessment and program evaluation plan and/or procedures.   |                  | X          |
| 14. Establishes a process for communicating and training staff in the interpretation of results, changes in state and local student achievement tests, and new trends in the student assessment field.   | X                |            |
| 15. Specifies creation of an assessment data system that allows for the attribution of costs by program, permitting program evaluations to support program-based cost-benefit analyses.  |                  | X          |
| <b>Total</b>   | <b>5</b>         | <b>10</b>  |
| <b>Percent Fully Adequate = (5/15)</b>   | <b>33%</b>       |            |

To meet audit standards, auditors must rate at least 11 characteristics (70 percent) as fully adequate. As can be seen in Exhibit 4.1.2, district documents met five (33 percent) of the 15 characteristics of a comprehensive



student assessment and program evaluation plan, although some parts of additional characteristics were present. The following discussion provides more information on evidence found by the auditors during this analysis.

### **Characteristic 1: Philosophical Framework (Inadequate)**

No board policy or document presented to the auditors described the philosophical framework for the design of the student assessment plan or directed both formative and summative assessment of the curriculum by course and grade. The formative and summative evaluation of programs was not addressed, and direction for the use of data did not establish an expectation to use data to analyze group, school, program, and system student trends. While some elements were present in policy and other documents, and in current practice as determined by auditors during interviews, there was no articulated framework in place in the district to direct a comprehensive approach for assessment and the evaluation of programs.

### **Characteristic 2: Formative and Summative Assessment Procedures at All Levels of the Organization (Partially Adequate)**

While some direction for formative assessment of student achievement was present in the Comprehensive District Improvement Plan (CDIP) and in assessment calendars, no document established an explicit set of assessment procedures, addressed summative assessment, or required the use of assessment to regularly evaluate all levels of the system (organization, program, student).

The Comprehensive District Improvement Plans (CDIP) for years 2008-09, 2009-20, and 2010-11 contained references to the development and use of formative assessments in connection with some core courses. Specifically:

- The 2008-09 plan calls for the creation of a user's guide to assessment containing the process for developing and revising assessments and reports, and the implementation of common formative (diagnostic) assessments for math in selected elementary grades.
- The 2009-10 plan reiterates the action step of creating a user's guide to assessment and adds the exploration of development of common formative assessments in high school science and math.
- The 2010-11 plan refers to using data from the "Diagnostic and Proficiency Assessment Plan for Reading and Math" to monitor progress, identify schools not meeting achievement goals, and inform support and services to schools. It also calls for the construction of a district-wide balanced assessment system and the revision of the district assessment landscape with a subsequent revision of the CASCADE system including a formative assessment component.

The proposed action steps in the CDIPs in and of themselves do not meet the audit criteria in that they do not describe an explicit set of formative assessment procedures and do not address summative assessment.

District Diagnostic and Proficiency Assessments were being conducted in some core courses through the CASCADE system (see [Finding 4.2](#)), and the Kentucky state assessments served as summative assessment for core courses in some grades. Several core and most non-core courses were not included in the district formative assessment system, and no summative assessment was used beyond those tests administered by the state. No document or procedure provided for the use of formative or summative assessments at the program or organizational level.

### **Characteristic 3: Frequent Formative Diagnostic Assessment Procedures for Ongoing Instructional Decisions (Partially Adequate)**

Formative, diagnostic assessment instruments were available for many core courses through the CASCADE system and were designed to be given frequently throughout the year. These assessments provide data by state standard for each student, allowing teachers to intervene and differentiate instruction. District administrators, principals, and teachers indicated that formative assessment data were frequently reviewed and used to plan interventions and to differentiate instruction. However, the system did not yet include all courses at all grades and is therefore only partially adequate to support the implementation and evaluation of the total curriculum in the district.



#### **Characteristic 4: List of Assessment and Program Evaluation Tools (Adequate)**

Auditors were provided with calendars for state and local assessment for the current academic year, 2011-12. This document included the testing date or window, name or type of assessment, and grades to be tested for Diagnostic and Proficiency Tests, ACT and SAT, and a variety of state-mandated assessments. The CIPP (context, input, process, and product) Model for program evaluation was presented as the evaluation tool for programs within the district.

#### **Characteristic 5: Use of Diverse Assessment Strategies (Partially Adequate)**

This characteristic requires that districts have multiple types of assessments used for multiple purposes at all levels of the organization. Simply stated, an adequate comprehensive assessment plan provides for teachers informally assessing student progress toward learning targets, and common formal assessments for formative and summative purposes. At all levels, the assessments should provide feedback that is used to differentiate instruction and evaluate curriculum and associated programs.

Curriculum documents, together with district formative assessment tools and the state-mandated end-of-course testing and annual statewide assessments, provided some direction on the use of diverse assessment strategies for both formative and summative purposes. Evidence of planning for the use of diverse assessment strategies in the documents presented included the following:

- The English/language arts curriculum unit maps provide sample performance tasks as informal assessments.
- The math unit plan templates provide a space for teachers to note how they assessed each standard and whether the assessment was formative or summative.
- The high school math curriculum maps contained assessment maps delineating which standards are assessed every three weeks and providing space for teachers to write results.
- Middle school and high school social studies documents included a proficiency template listing the standards included on each proficiency assessment, the testing window, and the blueprint for types of questions on each.
- Visual arts maps included suggested formative and summative assessment strategies that were both formal and informal.

Interviews with district administrators, principals, and teachers confirmed that all types of assessment results were used to adjust instruction in classrooms via the response to intervention (RTI) process. There was limited evidence of district use of summative data to address gaps in subgroup performance (see [Finding 4.4](#)) or to inform curriculum design (see [Finding 2.3](#)). The use of formative and summative assessment data for program evaluation was not part of the district culture (see [Finding 4.3](#)). This characteristic was rated partially adequate.

#### **Characteristic 6: Roles and Responsibilities of Staff (Partially Adequate)**

Overall, job descriptions lacked the specificity to provide adequate guidance for assessing all students and analyzing data. Job descriptions for central office administrators contained references to responsibilities for student assessment and program evaluation. Principal and teacher job description also contained references to student assessment, but little related to data analysis. Each building in Jefferson County Public Schools has a Building Assessment Coordinator (BAC), usually the counselor. No separate job description was submitted for Assessment Coordinators. Teacher Performance Criteria Indicators were the most specific. Standard Six requires that the teacher:

- Makes appropriate provision for assessment processes that address social, cultural, and physical diversity.
- Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.

- Provides opportunities for students to assess and improve their performance based on prior assessment results.
- Collects and analyzes assessment data and maintains up-to-date records of student programs, using technologies as appropriate.
- Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

Direction for the use of designated measures to generate data was not addressed in any job description or assigned to roles centrally or at the site.

#### **Characteristic 7: Connections Among Assessments (Adequate)**

Diagnostic and Proficiency Assessments in the CASCADE system are designed to be in alignment with Kentucky and/or national common core standards. The CASCADE System Usage and Analysis Report included information on the predictive nature of district assessments to performance on state assessments. Some of the curriculum and assessment maps provided to auditors included explicit linkages between standards, diagnostic and proficiency tests, and Kentucky state assessments.

#### **Characteristic 8: Assessment and Analysis Procedures (Inadequate)**

No documents were found that specified assessment and analysis procedures for determining curriculum effectiveness, although the following documents contained related references:

- *Board Policy IM: Evaluation of Instructional Programs* requires the annual evaluation of programs as they relate to board goals and the reporting of those evaluation results to the board, but does not specify procedures or a connection to curriculum effectiveness.
- The draft document *Balanced Assessment/Learning Progression Committee: A Vision for Assessment in JCPS* states that the grading period assessment (now referred to as proficiency assessment) “is where students, teachers, principals, and resource teachers will use the common assessment to evaluate program effectiveness with the goal of identifying particular standards that students are not mastering so that improvement in teaching can happen.” Procedures for how data on such an analysis would be used to determine curriculum effectiveness was not specified.
- The CIPP (context, input, process, and product) Model for program evaluation used by the district central office was not linked to analysis procedures to determine curriculum effectiveness. No linkage between program evaluation and curriculum design or delivery was addressed in the model.

#### **Characteristic 9: Aligned Assessment Examples in Guides (Inadequate)**

Auditors found no written direction or requirement for aligned assessment examples to be placed in all curriculum and assessment documents or guides.

#### **Characteristic 10: Equity Issues (Adequate)**

The Comprehensive District Improvement Plan (CDIP) for 2010-11 provided evidence of planning for use of data to identify equity issues. Action steps were delineated under both the “cultural competency” and “address disparities in student outcomes” sections. Action steps under both specified the use of assessment data to determine gaps in achievement that might be attributable to equity issues, and provided some direction for central office assistance to sites with equity issues. Control for possible bias related to equity was implied but not overtly addressed in any document.

#### **Characteristic 11: Use of Data for Decision Making (Inadequate)**

Auditors found no written directive for use of data to determine continuation, modification, or termination of programs (see [Finding 4.5](#)). Several documents contain elements of data use for evaluation purposes, but they were vague and inadequate to direct district or site decision making related to evaluation of a given program or of curriculum design and delivery.

### **Characteristic 12: Appropriate Assessment Training (Adequate)**

Professional development plans for Jefferson County Public Schools are embedded within the Comprehensive District Improvement Plan (CDIP). Accordingly, auditors reviewed CDIPs for the last three years for evidence of a planned approach for training related to assessment and the instructional use of assessment results. Auditors found an increasing emphasis on professional development related to assessment and the instructional use of assessment results.

The Comprehensive District Improvement Plan 2008-09 provided for:

- Professional development for teachers involved in literacy on using formative and summative assessments to direct and adapt daily instruction in order to support the needs of all learners.
- Job-embedded professional development for the lesson study approach using benchmark data from the CASCADE system and classroom student work.
- Professional development to support new curriculum initiatives focusing on content and assessment.

The Comprehensive District Improvement Plan 2009-10 provided for:

- Continued professional development for teachers involved in literacy on using formative and summative assessments to direct and adapt daily instruction in order to support the needs of all learners and move all student groups to proficiency.
- Professional development for selected math teachers on deepening assessment practices.
- “Assessment for Student Learning” professional development for all certified employees and teacher assistants.
- Continued development and implementation of the lesson study approach for job-embedded professional development using benchmark data from the CASCADE system and classroom student work.

The Comprehensive District Improvement Plan for 2010-11 provided for:

- Professional development for math and science teachers on the use of assessments, particularly formative assessments.
- Facilitation of cross-school learning communities that at the middle school level would have a focus on formative assessment and differentiation/accommodations.
- Professional development for math and science teacher leaders and principals on analyzing student work and diagnostic and proficiency assessments.
- Professional development for resource teachers, staff developers, and school-based math coaches that included balanced assessment and data analysis/intervention strategies.
- Training for school cohorts in balanced assessment concepts and methods.
- Professional development for early childhood staff in the diagnostic use of the CASCADE system and the formative assessment data from student work sampling, screening tools, anecdotal notes, and classroom observations.

Interviews with district administrators, principals, and teachers provided auditors with information that ongoing training related to instructional use of assessment results is included in embedded professional development sessions at school sites.

### **Characteristic 13: Monitoring Responsibilities (Inadequate)**

Monitoring the administration of a comprehensive student assessment and program evaluation plan and processes was not specified in board policy, job descriptions, or other district documents. While job descriptions assigned responsibility for managing the assessment program and establishing data bases for evaluation, no job description, board policy, or other document delineated monitoring responsibilities.

#### **Characteristic 14: Communication and Training on Data Use (Adequate)**

The Comprehensive District Improvement Plan (CDIP) for 2010-11 provided for some training in interpreting data (see Characteristic 12). Additional evidence was found that training related to changes in state and local student achievement tests is being conducted. The Gheens Center provided presentations designed for various stakeholder groups (district administrators, parents, local businesses) that explain changes in the standards to be assessed. The Testing Unit provided presentations for building assessment coordinators (BACs) explaining changes in the state testing system. Interviews with district administrators, principals, and teachers referenced embedded professional development on changes in state standards to be assessed and interpretation of assessment results.

#### **Characteristic 15: Assessment Data System (Inadequate)**

Although district administrators, principals, and teachers had access to online student assessment data, there was no evidence provided that the system allowed for tracking costs and evaluations by program to support cost-benefit analysis (see [Finding 4.5](#)).

Overall, board policies, job descriptions, documents provided for review, interviews, and site visits did not provide adequate evidence of a comprehensive student assessment and program evaluation planning process. The auditors found 5 of 15 (33 percent) characteristics of the district's Comprehensive Student Assessment and Program Evaluation Planning to be fully adequate. However, to have a functioning plan, at least 11 of the 15 (70 percent) characteristics need to be fully adequate.

In addition to reviewing documents and conducting observations on site, auditors interviewed district administrators, principals, teachers, and parents. Comments collected from these interviews reveal that student assessment is recognized as a priority but that there is a lack of consistency in the design and delivery of the existing system. Comments related to design included:

- “One of the weaknesses of our system is trying to improve test scores. We have not been able to come up with the proper system and put it in place to deal with that.” (District Administrator)
- “The people in our building create their own assessments to cover gaps in district assessments.” (School Administrator)
- “Our internal (district's) written assessments haven't always been at the level of quality we need. That affects teacher buy-in. These assessments are written just in time. We don't take time for a thorough review before we implement.” (School Administrator)
- “There is no process in place in this district to evaluate programs. We have programs up the wazoo and no one really knows which ones do any good. It is all perception.” (District Administrator)

Comments related to delivery included:

- “Sometimes they get CASCADE assessments to teachers the day before the testing windows and then we get a corrected version.” (School Administrator)
- “We look more at student work, collaborative grading. We usually look at data every six weeks.” (School Administrator)
- “Our teachers are holding each other accountable in data meetings, when their work doesn't cut it.” (School Administrator)
- “We love CASCADE. It is very easy to use; you get instant feedback.” (Teacher)

## Summary

In summary, Jefferson County Public Schools have an evolving system of formative and summative assessments but lack a comprehensive approach to student assessment and program evaluation. Board policies and job descriptions are inadequate to provide clear direction. Some formative and summative assessments are in use, but the available assessments do not extend to every grade and course. Planning processes for data collection and use are inadequate to provide cohesive direction to district and site personnel for the evaluation of results at all levels of the organization—student, program, and system-wide. Planning processes for program evaluation do not link feedback from formative and summative data to program effectiveness, so as to inform decision making for program continuation, modification, or termination.

**Finding 4.2: The scope of assessment is inadequate for core and non-core K-12 courses to guide curriculum and instructional decision making. Summative assessment is adequate for core courses measured by state assessments but is inadequate for all other courses. Formative assessment is adequate for basic core courses in reading/English K-12, mathematics grades K-12, science grades 1-11, and social studies grades 3-11, but inadequate for all other core and non-core courses.**

A comprehensive summative assessment program based upon the district’s written curriculum allows the district to measure the effectiveness of the taught curriculum in attaining the desired levels of student achievement. It completes the connection between the written and the taught curriculum. Without summative assessment, the district has no factual way of knowing if its curriculum is appropriate for students or if it is being properly implemented in the classroom as designed. Formative data allow district administrators to monitor the effectiveness of classroom instruction in delivering the written curriculum and teachers to monitor individual student progress towards mastery of the curriculum on a regular basis. Frequent formative assessments provide data to make adjustments as needed prior to summative assessments. An effective assessment program requires that student achievement be evaluated in every course in every grade level.

The auditors examined various documents provided by district administrators or available on the district website and interviewed district administrators, principals, teachers, and parents to gather information about the scope of assessment in the district. To determine the scope of assessment in the district, the auditors focused on the tests that were administered in each academic content area for a grade level/course and calculated the percentage of offerings that were assessed. Due to school-based control of curriculum, district personnel reported that centralized data on all courses was incomplete. Auditors included those courses and assessments listed in documents provided but recognize that this list may not reflect all courses actually taught in the district.

The auditors found that the overall scope of assessment for the district’s academic content did not meet audit criteria for assessing 100 percent of the core curriculum and 70 percent of all other courses. Overall, 61 percent of the core curriculum and 10 percent of non-core curriculum had an assessment available. Assessments were in place for 21 percent of all courses offered in the district. At the elementary level, 85 percent of the core courses were assessed, at the middle school 100 percent, and at the high school 42 percent of basic core courses had an assessment available. For non-core courses, the analysis revealed that 10 percent of all non-core courses were assessed. The elementary had 34 percent, middle school had 28 percent, and high school had five percent of non-core courses assessed.

The auditors examined various board policies to determine if direction was provided relative to the scope of district assessment:

- *Board Policy IL: Testing Program* (revised November 1995) indicated that the testing program would include “achievement tests, diagnostic tests, and those required by state and federal regulation.”
- *Board Policy IM: Evaluation of Instructional Programs* (revised November 1995) stated, “The superintendent/designee shall develop procedures to evaluate instructional programs annually, as they relate to board education goals.”



Few board policies addressed the scope of assessment, and all those presented to the auditors were more than 15 years old and no longer current with existing state and federal requirements or reflective of current district practice. Policy did not address summative assessment to evaluate curriculum design and appropriateness, or formative assessment to inform the effectiveness of delivery and guide teacher monitoring of student progress. No policy statement specified assessment of all content areas in each grade level to make decisions about student progress throughout the system. Auditors determined that policies were inadequate to provide district administrators with guidance for planning a comprehensive scope of assessment of the entire district curriculum.

The auditors examined various job descriptions to identify responsibilities for the scope of the district assessment and found one with such a reference. The job description for the Executive Director Accountability, Research and Planning (1994) detailed one responsibility as “Supervises the development and refinement of norm reference, criterion reference and proficiency testing program.” Neither this nor any other job description addressed responsibility for the scope of formative and summative assessment. Auditors concluded that current job descriptions were inadequate to provide direction to central and site administrators for their responsibilities related to assessment of the district curriculum and educational programs at all grade levels and in all core and non-core courses.

Overall, board policies and job descriptions were inadequate to provide guidance on the scope of district formative and summative assessment that would include all courses and content areas in all grade levels.

The auditors next examined other documents provided by district administrators to create exhibits of the assessments used in the district at the time of the audit. In particular, the following documents provided the primary data sources for the exhibits and narrative in this finding:

- The Kentucky Department of Education website;
- Jefferson County Public Schools Testing Calendar 2011-12;
- Grade level lists of district assessments;
- Programs of Study—Course Listings and Descriptions used in exhibits in [Finding 2.2](#); and
- Interview data from district administrators, principals, and teachers.

Auditors examined district documents to determine the scope and type of assessments administered. An assessment was considered a formal assessment if it was described by district officials as a test administered across the system for a particular course or grade level. An alphabetical list of tests administered in 2011-12, along with test descriptions, is available in the [Appendix 7](#). The auditors created a matrix of these formal assessments by grade level and content areas in [Exhibit 4.2.1](#). A blank space indicates a specific test is not given in a particular grade level. The state required end-of-course assessments for Algebra II, Biology I, English II, and U.S. History are shown for the first grade level in which the course is offered. State required assessments are indicated with “S,” district required assessments are indicated with “D,” and optional assessments or assessments given to selected students are indicated with “O.”

#### **Exhibit 4.2.1**

#### **Formal Assessments of Student Performance Jefferson County Public Schools October 2011**

| <b>Assessment Titles</b>  | <b>K</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| Advanced Placement Tests  |          |          |          |          |          |          |          |          |          |          |           | D         | D         |
| Advanced Program Screening [Cognitive Ability Test, Riverside Publishing] |          |          |          | S        | S        | S        | S        | S        | S        | S        | S         | S         | S         |
| American College Test (ACT) [reading, English, mathematics, science]      |          |          |          |          |          |          |          |          | S        |          | S         | S         |           |
| ACCESS (ELL)  | S        | S        | S        | S        | S        | S        | S        | S        | S        | S        | S         | S         | S         |



| <b>Exhibit 4.2.1 (continued)</b><br><b>Formal Assessments of Student Performance</b><br><b>Jefferson County Public Schools</b><br><b>October 2011</b>                       |   |   |   |   |   |   |   |   |   |                                   |    |    |    |
|---|---|---|---|---|---|---|---|---|---|-----------------------------------|----|----|----|
| Assessment Titles   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9                                 | 10 | 11 | 12 |
| End-of-course Assessments   |   |   |   |   |   |   |   |   |   |                                   |    |    |    |
| ENGLISH 11  |   |   |   |   |   |   |   |   |   |                                   | S  |    |    |
| ALGEBRA 11  |   |   |   |   |   |   |   |   |   |                                   | S  |    |    |
| BIOLOGY   |   |   |   |   |   |   |   |   |   | S                                 |    |    |    |
| US HISTORY  |   |   |   |   |   |   |   |   |   |                                   | S  |    |    |
| Jefferson County Public Schools Common Diagnostic Assessments   |   |   |   |   |   |   |   |   |   |                                   |    |    |    |
| MATH  | D | D | D | D | D | D | D | D | D | D                                 | D  | D  |    |
| ENGLISH   | D | D | D | D | D | D | D | D | D | D                                 | D  | D  |    |
| SCIENCE   |   |   |   |   |   |   |   |   |   | Biology, Integrated Science A & B |    |    |    |
| SOCIAL STUDIES  |   |   |   |   |   |   |   |   |   | US History                        |    |    |    |
| Jefferson County Public Schools Common Proficiency Assessments  |   |   |   |   |   |   |   |   |   |                                   |    |    |    |
| MATH  |   | D | D | D | D | D | D | D | D | D                                 | D  | D  |    |
| ENGLISH   |   |   | D | D | D | D | D | D | D | D                                 | D  | D  |    |
| SCIENCE   |   | D | D | D | D | D | D | D | D | Biology, Integrated Science A & B |    |    |    |
| SOCIAL STUDIES  |   |   |   | D | D | D | D | D | D | US History                        |    |    |    |
| Kentucky Alternate Assessment Program (KAAP)  |   |   |   | S | S | S | S | S | S | S                                 | S  | S  |    |
| Kentucky Core Content Test (KCCT)   |   |   |   |   |   |   |   |   |   |                                   |    |    |    |
| ENGLISH/READING   |   |   |   | S | S | S | S | S | S |                                   |    |    |    |
| MATHEMATICS   |   |   |   | S | S | S | S | S | S |                                   |    |    |    |
| SCIENCE   |   |   |   |   | S |   |   | S |   |                                   |    |    |    |
| SOCIAL STUDIES  |   |   |   |   |   | S |   |   | S |                                   |    |    |    |
| WRITING   |   |   |   |   |   | S |   |   |   |                                   |    | S  |    |
| Kentucky Department of Education Program Review   |   |   |   |   |   |   |   |   |   |                                   |    |    |    |
| PRACTICAL LIVING/CAREER STUDIES   | S | S | S | S | S | S | S | S | S | S                                 | S  | S  | S  |
| WRITING   | S | S | S | S | S | S | S | S | S | S                                 | S  | S  | S  |
| ARTS AND HUMANITIES   | S | S | S | S | S | S | S | S | S | S                                 | S  | S  | S  |
| Preliminary Scholastic Aptitude Test (PSAT)   |   |   |   |   |   |   |   |   |   |                                   | O  |    |    |
| Primary Diagnostic for Mathematics  | S | S | S |   |   |   |   |   |   |                                   |    |    |    |
| Primary Diagnostic for Reading  | S | S | S |   |   |   |   |   |   |                                   |    |    |    |
| 21st Century Skills Assessment  |   |   |   |   |   | S |   |   | S |                                   |    |    |    |
| Key: S=Required state assessment; D=Required district assessment; O=Given to select students or optional; a blank space indicates that no formal test is given.             |   |   |   |   |   |   |   |   |   |                                   |    |    |    |
| Data Source: Kentucky Department of Education website, Jefferson County Public Schools' Testing Calendar 2011-12, and district documents related to testing administration. |   |   |   |   |   |   |   |   |   |                                   |    |    |    |

The following observations may be made about Exhibit 4.2.1:

- The majority of the assessments administered in the district are required by the state, are criterion-referenced, and are considered summative.
- Summative assessments are administered by the state in:
  - Reading/English in grades 3 through 8, English II, and ACT in grades 8, 10, and 11;

- Writing in grades 5, 8, and 11;
- Mathematics in grades 3 through 8, Algebra II, and ACT in grades 8, 10, and 11;
- Science in grades 4 and 7, biology, and ACT in grades 8, 10, and 11;
- Social studies in grades 5, 8, and US History;
- English for English language learners K-12 (ACCESS test); and
- Reading, mathematics, writing, science, and social studies for students with significant cognitive disabilities (alternative assessment for courses assessed by KCCT).
- State formative assessments are administered in mathematics in grades K-3, reading K-3, 21<sup>st</sup> Century skills in grades 5 and 8, and practical living, writing, and arts and humanities via a program review K-12.
- Formative assessments are administered by the district in:
  - Reading/English in grades kindergarten through 12;
  - Writing in grades 5, 8, and 11;
  - Mathematics in grades kindergarten through 12;
  - Science in grades 1 through 11; and
  - Social studies in grades 3 through 11.
- The *PSAT* is an optional test at the high school level for college bound students.

Overall, most state assessment was in the four core subjects at grades 3-12 for reading/English, mathematics, science, social studies, and writing. District assessment mirrored state assessment subjects/grade levels and expanded the scope to include science in grade 1 and integrated science A and B, and social studies in grades 3, 4, 6, and 7. All district assessments were formative; no summative assessments were available other than state assessments in selected courses/grades. This scope limits the quality of data available for decision making in that evaluation mechanisms did not provide for summative assessment of curriculum delivery to ascertain if curriculum is appropriate to meet student needs or if the written curriculum is adequately delivered.

The auditors next examined the scope of assessment used to measure student attainment of the district's curriculum by grade level/course. District personnel provided documentation of local formal assessments used for diagnostic and proficiency purposes to measure pre-post learning. These assessments were described as formative. Auditors expected to find 100 percent of the core curriculum and 70 percent of the remaining curriculum being formally assessed by the state and/or the district. If a state or district proficiency assessment was given in a subject area and grade level, credit was given for the grade and content area being assessed.

Auditors prepared exhibits delineating the scope of the district's formal assessments. Detailed exhibits for elementary, middle, and high schools are provided in [Appendices 8–8.3](#); a summary of core and non-core courses with data relative to the presence/absence of assessment are presented below in [Exhibit 4.2.2](#) and [Exhibit 4.2.3](#). Only assessments that were required by the district or state were included in the analyses of the scope of the district assessment program for core and non-core courses in grades K-12.

**Exhibit 4.2.2**

**Scope of Formal Assessments Administered in Core Courses, Grades K-12  
Jefferson County Public Schools  
October 2011**

|  | <b>Grades/Courses<br/>Requiring<br/>Assessment</b> | <b>Grades/ Courses<br/>Assessed</b> | <b>Percent Assessed</b> |
|--|--|-------------------------------------|-------------------------|
| <b>Elementary (K-Gr. 5)</b>  |  |                                     |                         |
| Literacy   | 6  | 6                                   | 100                     |
| Mathematics  | 8  | 8                                   | 100                     |
| Science  | 6  | 5                                   | 83                      |
| Social Studies   | 6  | 3                                   | 50                      |
| <b>Totals (Elementary)</b>   | <b>26</b>  | <b>22</b>                           |                         |
| <b>Total Scope of Elementary Core Courses Formally Assessed</b>  |  |                                     | <b>85%</b>              |
| <b>Middle School (Gr. 6-8)</b>   |  |                                     |                         |
| Literacy   | 9  | 9                                   | 100                     |
| Mathematics  | 8  | 8                                   | 100                     |
| Science  | 6  | 6                                   | 100                     |
| Social Studies   | 6  | 6                                   | 100                     |
| <b>Totals (Middle School)</b>  | <b>29</b>  | <b>29</b>                           |                         |
| <b>Total Scope of Middle School Core Courses Formally Assessed</b>   |  |                                     | <b>100%</b>             |
| <b>High School</b>   |  |                                     |                         |
| Literacy   | 28   | 12                                  | 43                      |
| Mathematics  | 20   | 11                                  | 55                      |
| Science  | 20   | 11                                  | 55                      |
| Social Studies   | 21   | 6                                   | 29                      |
| <b>Totals (High School)</b>  | <b>89</b>  | <b>40</b>                           |                         |
| <b>Total Scope of High School Core Courses Formally Assessed</b>   |  |                                     | <b>45%</b>              |
| <b>Totals (K-12)</b>   | <b>144</b>   | <b>91</b>                           |                         |
| <b>Total Scope of All Core Courses Assessed (K-12)</b>   |  |                                     | <b>63%</b>              |
| <i>Data Source: District Curriculum Guides, District Assessment Calendar 2011-12, Course Lists, Master Schedules, Interviews</i> |  |                                     |                         |

The following observations may be made about Exhibit 4.2.2:

- There were 144 core courses offered in grades kindergarten through 12, and 91 (63 percent) were assessed by a state and/or local assessment.
- Subjects and grade levels meeting audit criteria of having a test for 100 percent of core courses offered include: literacy and mathematics in elementary and literacy, mathematics, science, and social studies in middle school.
- The middle school level was the only level meeting audit criteria of having 100 percent of core content measured by a formal assessment.
- Elementary and high school had 85 percent and 42 percent, respectively, of core courses assessed and were, therefore, considered by auditors to have an inadequate scope of formal assessments.

Exhibit 4.2.3 presents the data on the scope of assessment available for non-core courses K-12.

### Exhibit 4.2.3

#### Scope of Formal Assessments Administered in Non-core Courses, Grades K-12 Jefferson County Public Schools October 2011

|  | Grades/Courses<br>Requiring<br>Assessment | Grades/<br>Courses<br>Assessed | Percent<br>Assessed |
|--|---|--------------------------------|---------------------|
| <b>Elementary (K-Gr. 5)</b>  |   |                                |                     |
| Arts & Humanities  | 20  | 18                             | 90                  |
| Career & Technical Education   | 6   | 1                              | 17                  |
| Library/Media  | 6   | 0                              | 0                   |
| Practical Living   | 6   | 0                              | 0                   |
| World Languages  | 18  | 0                              | 0                   |
| <b>Totals (Elementary)</b>   | <b>56</b>                                 | <b>19</b>                      |                     |
| <b>Total Scope of Elementary Non-core Courses Formally Assessed</b>  |   |                                | <b>34%</b>          |
| <b>Middle School (Gr. 6-8)</b>   |   |                                |                     |
| Arts & Humanities  | 22  | 3                              | 14                  |
| Career & Technical Education   | 14  | 1                              | 7                   |
| Practical Living   | 1   | 0                              | 0                   |
| World Languages  | 9   | 9                              | 100                 |
| <b>Totals (Middle School)</b>  | <b>46</b>                                 | <b>13</b>                      |                     |
| <b>Total Scope of Middle School Non-core Courses Formally Assessed</b>   |   |                                | <b>28%</b>          |
| <b>High School</b>   |   |                                |                     |
| Arts & Humanities  | 99  | 1                              | 1                   |
| Career & Technical Education   | 252                                       | 0                              | 0                   |
| Practical Living   | 11  | 0                              | 0                   |
| World Languages  | 51  | 19                             | 37                  |
| <b>Totals (High School)</b>  | <b>413</b>                                | <b>20</b>                      |                     |
| <b>Total Scope of High School Non-core Courses Formally Assessed</b>   |   |                                | <b>5%</b>           |
| <b>Totals (K-12)</b>   | <b>515</b>                                | <b>52</b>                      |                     |
| <b>Total Scope of All Non-core Courses Assessed (K-12)</b>   |   |                                | <b>10%</b>          |
| <i>Data Source: District Curriculum Guides, District Assessment Calendar 2011-12, Course Lists, Master Schedules, Interviews</i> |   |                                |                     |

The following observations may be made about Exhibit 4.2.3:

- There were 515 non-core courses offered in grades kindergarten through 12, and 52 (10 percent) were assessed by a state and/or local assessment.
- World Languages at the middle school were assessed 100 percent.
- Overall, 34 percent of non-core courses at the elementary, 28 percent at the middle school, and five percent at the high school had assessments available to measure student attainment of course content.

Data on the scope of assessment of all core and non-core content are summarized in Exhibit 4.2.4.

#### **Exhibit 4.2.4**

### **Summary of Scope of Formal Assessments Administered in Grades K-12 Jefferson County Public Schools October 2011**

|  | <b>Grades/Courses<br/>Requiring<br/>Assessment</b> | <b>Grades/<br/>Courses<br/>Assessed</b> | <b>Percent<br/>Assessed</b> |
|--|--|---|-----------------------------|
| <b>Core Courses</b>  |  |   |                             |
| Elementary (K-gr. 5)   | 26   | 22                                      | 85                          |
| Middle School (gr. 6-8)  | 29   | 29                                      | 100                         |
| High School (gr. 9-12)   | 89   | 37                                      | 42                          |
| <b>Totals (Core Courses)</b>   | <b>144</b>   | <b>88</b>                               |                             |
| <b>Total Scope of Core Courses Formally Assessed</b>   |  |   | <b>61%</b>                  |
| <b>Non-core Courses</b>  |  |   |                             |
| Elementary (K-gr. 5)   | 56   | 19                                      | 34                          |
| Middle School (gr. 6-8)  | 46   | 13                                      | 28                          |
| High School (gr. 9-12)   | 413  | 20                                      | 5                           |
| <b>Totals (Non-core Courses)</b>   | <b>515</b>   | <b>52</b>                               |                             |
| <b>Total Scope of Non-core Courses Formally Assessed</b>   |  |   | <b>10%</b>                  |
| <b>Total Scope of Core and Non-core Courses Formally Assessed</b>  |  |   | <b>21%</b>                  |
| <i>Data Source: District Curriculum Guides, District Assessment Calendar 2011-12, Course Lists, Master Schedules, Interviews</i> |  |   |                             |

The following observations may be made about Exhibit 4.2.4:

- The scope of the district's curriculum for core and non-core courses K-12 measured by a formal assessment was 21 percent.
- The scope of core content measured by a formal assessment was 61 percent K-12.
- The scope of non-core content measured by a formal assessment was 10 percent K-12.

The auditors interviewed board members, administrators, teachers, parents, and other community members about assessment in the district, and the following comments were typical responses:

- "We have state assessments, of course, and we have our own formative assessments that more and more schools are opting to use. Our assessments are voluntary except for schools named as underperforming." (District Administrator)
- "The diagnostic tests are supposed to help teachers know where students have the greatest need for instruction and the proficiency tests let them know who has mastered the KCCT [Kentucky Core Content test] content." (District Administrator)
- "The diagnostic tests help us target our instruction and the proficiency tests tell us who met the target. We are on the right track." (Teacher)

Auditors determined that the scope of formal assessments for all courses offered in the district was inadequate to guide decision making about curriculum and instruction. Overall, 21 percent of the entire district curriculum had required assessments. Only 61 percent of the required K-12 core content area courses were formally assessed by the district or the state, which did not meet audit criteria for 100 percent of the core curriculum having a formal assessment. Just 10 percent of non-core K-12 content area courses had required assessments. This did not meet the audit criteria of 70 percent.

The auditors also conducted analyses of the formative assessment program in the district to determine if the design was adequate for making curricular decisions to increase student achievement over time.

The auditors examined local assessments housed in the district CASCADE system. These assessments included diagnostic and proficiency assessments for most grade levels and core subjects measured by state assessments (see [Exhibit 4.2.1](#)). Both of these assessments were described as formative assessments, though some documents indicated that the proficiency test was summative. The published proficiency tests included a direct statement that these tests are formative.

The auditors compared all available assessment resources to minimal audit criteria for a comprehensive formative assessment program. [Exhibit 4.2.5](#) displays the results of the auditors' analysis. The auditors' ratings are indicated by an "X" in the column where the presence of an element met the criterion point value. A minimum score of 12 points is needed for a formative assessment program to be considered adequate.

#### **Exhibit 4.2.5**

##### **Formative Assessment Analysis Frame 1: Minimal Components**

| <b>Point Value</b>  | <b>Criteria</b>   | <b>Auditors' Rating</b> |
|---|---|-------------------------|
| 1. Formal formative student assessments for all curriculum standards/objectives are available for teacher use in determining students' <u>initial acquisition of learning</u>   |   |                         |
| 0   | No district formative student assessments to determine initial acquisition of learning are in place for any of the curriculum standards.  |                         |
| 1   | Formative assessments to determine students' initial acquisition of learning are in place for some of the curriculum, including at least two or three academic core areas at a minimum of six grade levels.           | X                       |
| 2   | Formative student assessments to determine initial acquisition of learning are in place for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.              |                         |
| 3   | Formative assessments are in place to determine students' initial acquisition of learning for all required and elective subject areas and all grades/courses.   |                         |
| 2. Informal formative assessments are available for all appropriate course/grade standards/objectives for teachers to use prior to teaching a standard to determine if students possess necessary <u>prerequisites (the concepts, knowledge, and skills that are required before students can successfully master the intended standard or objective)</u> |   |                         |
| 0   | No district formative student assessments to determine whether prerequisite knowledge of learning is in place for any of the curriculum standards.  | X                       |
| 1   | Formative student assessments to determine student prerequisite knowledge of learning are in place for some of the curriculum, including at least two or three academic core areas, at a minimum of six grade levels. |                         |
| 2   | Formative student assessments to determine if student prerequisite knowledge of learning is in place for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12. |                         |
| 3   | Formative student assessments to determine if student prerequisite knowledge of learning is in place for all required and elective subject areas and all grades/courses.  |                         |



| <b>Exhibit 4.2.5 (continued)</b><br><b>Formative Assessment Analysis Frame 1: Minimal Components</b>   |  |                         |
|--|--|-------------------------|
| <b>Point Value</b>   | <b>Criteria</b>  | <b>Auditors' Rating</b> |
| 3. Informal formative assessments for all standards/objectives are in place for teachers to use prior to teaching a standard to determine <u>prior student mastery</u>   |  |                         |
| 0  | No district formative student assessments to determine students' prior mastery of learning are in place for any of the curriculum standards.   | X                       |
| 1  | Formative student assessments to determine prior mastery of learning are in place for some of the curriculum, including at least two or three academic core areas at a minimum of six grade levels.  |                         |
| 2  | Formative student assessments to determine students' prior mastery of learning are in place for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.   |                         |
| 3  | Formative student assessments to determine students' prior mastery of learning are in place for all required and elective subject areas and all grades/courses.  |                         |
| 4. Pools of informal student assessment items for all curriculum standards/objectives are available for teachers to use during their ongoing instruction to diagnose students' current status of learning—both initial acquisition and sustained mastery |  |                         |
| 0  | No district item pools for informal district formative student assessments are available for teachers' use as part of their ongoing instruction around the standards.  |                         |
| 1  | Item pools for informal formative student assessments are available to determine student learning for some of the curriculum, including at least two or three academic core areas at a minimum of six grade levels.  | X                       |
| 2  | Item pools for informal formative student assessments are available to determine student learning for all required core academic courses (mathematics, language arts, science, and social studies) in grades 2-12.   |                         |
| 3  | A variety of informal formative student assessments are available to determine student learning for all required and elective subject areas and all grades/courses.  |                         |
| 5. Formative student assessments are treated as diagnostic tools rather than summative tools   |  |                         |
| 0  | Formative student assessments are generally seen as summative in nature or the distinction between the two is not reflected in their use.  |                         |
| 1  | Some formative student assessments are used appropriately, but most are seen and/or used as summative instruments. Grades are often assigned for scores.   |                         |
| 2  | Many formative student assessments are being used appropriately, but there is some use of the assessments in a summative way. In some cases, grades are assigned for scores.   | X                       |
| 3  | Formative student assessments are generally used appropriately as diagnostic tools. No grades are given on the assessments; rather, teachers use the information from these assessments to guide their instructional decisions regarding each student's needs. |                         |
| <b>Total Points</b>  |  | <b>4</b>                |

As can be seen in [Exhibit 4.2.5](#), the cumulative score of four points for the formative assessment system examined did not meet the audit criteria of a minimum of 12 out of the 15 possible points for the minimal components for formative assessment. A summary of the rating for each of the five audit criteria follows.

### 1. Initial Acquisition of Learning (One Point)

Formative proficiency tests were available after initial instruction in specific standards for most courses in reading/English, mathematics, and science, but were not present for the majority of courses in social studies or for elective courses.

## **2. Prerequisite Skills Needed to Access Target Grade Level Standard (Zero Points)**

District designed assessments were not presented to diagnose a student's prior learning of the prerequisite skills needed to access a specific standard prior to instruction. District personnel indicated that existing diagnostic assessments "are given to students in the middle of a grading period" and used to determine the status of the initial grasp of content so teachers can intervene before students take the proficiency test on a given set of standards at the end of a six-week block. Used in this manner, these assessments did not serve to diagnose prerequisite knowledge prior to instruction of a standard.

## **3. Student Prior Mastery of Target Standard (Zero Points)**

No formal assessment was presented to measure the degree of students' prior mastery of the learning that is forthcoming in the target objective of a lesson/unit. Diagnostic assessments were not used to measure prior mastery of a standard's content/skill so as to differentiate instruction before teaching a given standard. Without this data, teachers may waste students' time on content already mastered.

## **4. Pools of Informal Assessment Items (One Point)**

An item bank was available to teachers, but items were not present for all required courses in core subjects in grades 2-12. Teachers of science reported a lack of assessment items for their subject. An adequate item bank was not available for all core courses in mathematics and social studies.

## **5. Diagnostic Tools Versus Summative tools (Two Points)**

District administrators indicated that diagnostic assessments were not graded and were used midway through a grading period to diagnose student need for intervention on given standards so as to move all students to competency (80 percent or greater) of target standards for a given six-week block. Proficiency tests administered after six weeks of instruction were used to ascertain the degree of competency after initial instruction. While data from the proficiency assessments were used diagnostically, some teachers used the scores for grades.

Overall, the district formative assessment program with a rating of four did not meet basic audit criteria (12 points out of 15 possible points) for a comprehensive approach to monitoring student learning in all required course content for core and non-core courses. District-designed assessments and an item bank provided access to formative evaluation for most courses in reading/English, mathematics, and science, but were inadequate to measure student prior mastery of target standards, prerequisite skills, initial acquisition of learning in all other core and non-core courses, or to provide teachers with an adequate pool of assessment items to use diagnostically during instruction.

Next the auditors examined the scope of items used to measure each standard on the proficiency test, the tests used to measure student attainment of target standards after initial instruction. For a test to provide data on which to base key decisions, more than one item must be used to render an accurate judgment about a student's grasp of knowledge of the standard measured. If there is just one item, a student response may not indicate a grasp or lack of grasp of the content and skill measured due to many factors, including item quality, student error, or good guessing. If there are two items, and a student gets one right and one wrong, there is a 50-50 chance he knows the content, but this cannot be determined from the data. A minimum of three items provides better, albeit minimally adequate, data indicating a student's grasp of what is measured. Some experts recommend that more than three items are desirable.

In the sample of tests examined, auditors selected proficiency tests in mathematics and reading. The auditors examined the number of items on the test, the number of standards measured, and the number of items used to measure each standard. This analysis is presented in [Exhibit 4.2.6](#) and [Exhibit 4.2.7](#). In the item column, the number of items highlighted indicates instances where fewer than three items were present on a test to measure student knowledge of a standard.

Exhibit 4.2.6 presents the analysis of items by standard on proficiency tests in mathematics for a sample of tests from grades 4, 6, 7, and Algebra 1.

### Exhibit 4.2.6

#### Analysis of the Structure of Sample Proficiency Assessments for Mathematics Grade 4, 6, 7, and Algebra 1 Jefferson County Public Schools October 2011

| Math  | MPA #1 Standards | # Items per MPA | MPA #2 Standards                 | # Items per MPA                       |
|---|------------------|-----------------|----------------------------------|---------------------------------------|
| Grade 4   | MA-04-1.5.1      | 7               | MA-04-1.3.1                      | 4                                     |
|   | MA-04-1.1.1      | 2               | MA-04-1.5.1                      | 4                                     |
|   |                  |                 | MA-04-1.1.1                      | 4                                     |
| Grade 6   | MPA #4 Standards | # Items per MPA | MPA #5-7 (three tests) Standards | # Items per MPA                       |
|   | MA-06-1.1.3      | 6               | MA-06-1.1.3                      | 1 on each                             |
|   | MA-06-1.3.1      | 1               | MA-06-1.3.1                      | 1 on each                             |
|   | MA-06-2.1.1      | 1               | MA-06-2.1.1                      | 1 on each                             |
|   | MA-06-3.1.2      | 1               | MA-06-3.1.2                      | 1 on each                             |
|   | MA-06-4.2.1      |                 | MA-06-4.2.1                      | MPA#6=6 MPA#7=1                       |
|   | MA-06-4.4.2      |                 | MA-06-4.4.2                      | MPA#6 and #7: 1 on each               |
|   | MA-06-5.3.1      |                 | MA-06-5.3.1                      | MPA#7=6                               |
| Grade 7   | MPA #4 Standards | # Items per MPA | MPA #5-7 (three tests) Standards | # Items per MPA                       |
|   | MA-07-1.3.1      | 4               | MA-07-1.3.1                      | 1 on each                             |
|   | MA-07-1.4.1      | 1               | MA-07-1.4.1                      | 1 on each                             |
|   | MA-07-2.1.1      |                 | MA-07-2.1.1                      | MPA#6=6; MPA#7 and #8=1 on each       |
|   | MA-07-3.1.4      | 1               | MA-07-3.1.4                      | 1 on each                             |
|   | MA-07-4.1.1      |                 | MA-07-4.1.1                      | MPA#6=6, MPA#7 and #8=1 on each       |
|   | MA-07-5.1.1      | 1               | MA-07-5.1.1                      | 1 on each                             |
|   | MA-07-5.1.2      |                 | MA-07-5.1.2                      | MPA#8=6                               |
| Algebra 1   | MPA #1 Standards | # Items per MPA | MPA #2-6 Standards               | # Items per MPA                       |
|   | A-SSE.1          | 3               | A-SSE.1                          | 1 on each                             |
|   | A-APR.1          | 3               | A-APR.1                          | 1 on each                             |
|   | N-Q.1            | 1               | N-Q.1                            | 1 on each                             |
|   | A-CED.1          |                 | A-CED.1                          | MPA#2=3, MPA#3 through #6= 1 on each  |
|   | A-REI.1          |                 | A-REI.1                          | MPA#2=3, MPA #3 through #6= 1 on each |
|   | A-REI.3          |                 | A-REI.3                          | 1 on each                             |
|   | A-REI.3          |                 | A-REI.3                          | 1 on each                             |
| Key: MPA = Math Proficiency Test                                    |                  |                 |                                  |                                       |
| Data Source: JCPS Proficient Assessments provided by district staff |                  |                 |                                  |                                       |

As can be noted from Exhibit 4.2.6:

- Of the 23 standards measured in this sample, 13 (57 percent) of them were measured by at least three items over the span of assessments examined.
- Of the standards in the sample, the analysis by grade level shows the following for standards measured by three items:

- Grade 4 had 75 percent of standards measured by three or more items.
- Grade 6 had 43 percent of standards measured by three or more items.
- Grade 7 had 57 percent of standards measured by three or more items.
- Algebra 1 had 50 percent of standards measured by three or more items.
- Of the standards measured by each grade, the number of standards in the sample not measured by three or more items on any test include:
  - Grade 6: four of seven standards (57 percent) were never measured by a minimum of three items.
  - Grade 7: three of seven standards (43 percent) were never measured by a minimum of three items.
  - Algebra 1: two of six standards (33 percent) were never measured by a minimum of three items.

Overall, the sample of proficiency tests in mathematics indicated that just 57 percent of standards were measured adequately by a minimum of three items per standard per test. Even though some standards were assessed on more than one test, and on some tests a given standard had an adequate number of items, on other tests these same standards had one item. The data from tests where any standard was measured by a single item were inadequate to provide useful information relative to a student's competency of the standard since correctness/incorrectness could indicate good guessing, a grasp of the content, or a deficiency of learning.

The analysis of the structure of items on a sample of proficiency tests for reading/English in grades 4, 5, 7, and 9 are presented in [Exhibit 4.2.7](#).

#### **Exhibit 4.2.7**

##### **Analysis of the Structure of Sample Proficiency Assessments for Reading/English Grade 4, 5, 7, and 9 Jefferson County Public Schools October 2011**

| <b>Grade 4</b>   | <b>RPA #2 Standards</b> | <b># Items per RPA</b> | <b>RPA #3 Standards</b> | <b># Items per RPA</b> |
|--|-------------------------|------------------------|-------------------------|------------------------|
|  | RD-04.5.03              | 6                      | RD-04-2.0.7             | 3                      |
|  | RD-04.5.04              | 3                      | RD -04-3.0.3            | 3                      |
|  | RD-04.5.04              | 3                      | RD-04-5.0.3             | 3                      |
| <b>Grade 5</b>   | <b>RPA #2 Standards</b> | <b># Items per RPA</b> | <b>RPA #3 Standards</b> | <b># Items per RPA</b> |
|  | RD-05-1.0.1             | 3                      | RD-05-1.0.1             | 3                      |
|  | RD-05-2.0.7             | 3                      | RD-05-2.0.2             | 3                      |
|  | RD-05-3.0.9             | 3                      | RD-05-5.0.2             | 3                      |
| <b>Grade 7</b>   | <b>RPA Standards</b>    | <b># Items per RPA</b> |                         |                        |
|  | RD-07-3.0.1             | 3                      |                         |                        |
|  | RD-07-2.0.7             | 3                      |                         |                        |
|  | RD-07-3.0.8             | 3                      |                         |                        |
|  | RD-07-3.0.9             | 3                      |                         |                        |
| <b>Grade 9</b>   | <b>RPA Standards</b>    | <b># Items per RPA</b> |                         |                        |
|  | RL-09-10.2              | 3                      |                         |                        |
|  | L-09-10.2b              | 3                      |                         |                        |
|  | RI-09-10.1              | 2                      |                         |                        |
|  | RI-09-10.2              | 1                      |                         |                        |
|  | RI-09-10.3              | 3                      |                         |                        |
| Key: RPA = Reading Proficiency Test                                  |                         |                        |                         |                        |
| Data Source: JCPS Proficiency Assessments provided by district staff |                         |                        |                         |                        |

As can be noted from Exhibit 4.2.7:

- Of the 18 standards included in the sample, 16 (89 percent) were measured by at least three items over the span of assessments examined.
- In grade 9, two of the five standards included in the sample were measured by fewer than three items.

The sample of proficiency tests examined for reading/English reveal that the assessments in grades 4, 5, and 7 had adequate items used to provide useful formative data on student learning. The grade 9 sample shows two standards with inadequate measurement.

Overall, the scope of items to measure standards in the selected sample of proficiency tests was adequate for 57 percent of standards in mathematics and 89 percent of standards in reading/English. That means that 43 percent of standards in mathematics and 11 percent of standards in reading/English were not adequately measured to provide data on which to base key decisions about student attainment of standard content. If this sample is representative of the proficiency assessments as a whole, this inadequacy results in teachers having insufficient data on student achievement for all standards taught.

The auditors interviewed administrators, teachers, and parents about formative assessment in the district. The following are typical of the comments gathered:

- “Teachers are just beginning to use formative assessment.” (District Administrator)
- “There are very few examples of good formative assessment provided by the district. If they are not embedded in the textbook, they often don’t exist.” ( School Administrator)
- “Cascade is the local formative assessment program. High School students are being tracked by competency. This is not uniformly happening at the elementary and middle schools.” (District Administrator)
- “Teachers don’t think assessment items are very good. 75-80 percent of this school’s teachers administer the proficiencies.” (School Administrator)

Overall, the formative assessment system in JCPS did not meet minimal audit criteria for a comprehensive formative assessment program. It lacked basic components necessary to support teacher planning matched to identified student needs (prior mastery of target objective, prerequisite skills necessary to access target learning), monitoring of student progress using data necessary for making adjustments to further learning, and formative tools for the evaluation of all core and non-core content. The structure of a sample of proficiency tests indicated that these formative assessments did not always provide useful data on student progress toward competency in all targeted standards due an inadequate number of items used to support the data.

## **Summary**

In summary, the scope of summative and formative assessment was inadequate to guide decision making about the written and taught curriculum in the Jefferson County Public Schools. Summative assessment was limited to those subjects and grade levels tested by state required assessments. Jefferson County Public Schools did not have summative assessments available to measure student mastery after extended opportunities over time (recurring practice/application over several weeks/months) to practice and apply initially acquired learning. This lack of summative data means that administrators have no objective way of knowing if the district’s curriculum is appropriate for students or if it is being properly implemented in the classroom as designed.

Locally designed formative assessments focused on diagnosing acquisition of learning midway through a learning block and competency (80 percent correct) of learning after initial acquisition at the end of six weeks of instruction. Formative assessments in the form of diagnostic and proficiency tests were presented for most courses in reading/English, mathematics, and science, and for many courses in social studies. This scope of district formative assessment was inadequate to evaluate student attainment of key objectives in all core and non-core courses K-12. As a result, district administrators did not have formative data to monitor the effectiveness of classroom instruction in delivering the written curriculum and teachers lacked data necessary to monitor individual student progress towards mastery of the curriculum on a regular basis in all courses taught.

The overall formative assessment program in the district did not meet audit criteria for minimum basic components. It lacked resources to support teacher monitoring of student learning at each stage of the learning process—prior mastery, prerequisite skills, initial acquisition, during learning diagnosis—and it did not include assessment of the entire district curriculum.

The structure of formative proficiency assessments was inadequate to measure all standards in the auditors' selected sample for both mathematics and reading/English. Several standards in the sample were measured by one item on a test (see [Exhibit 4.2.6](#)).

Overall, 21 percent of the total district curriculum was formally assessed by the state or district. Just 61 percent of core content was assessed and 10 percent of non-core content. This scope of assessment was inadequate to measure the appropriateness of curriculum design or the effectiveness of the taught curriculum in leading to expected results for student achievement in the Jefferson County Public Schools.

**Finding 4.3: While some formative and summative data are available, the district lacks a system of data use for key functions such as planning, curriculum management, professional development, program evaluation, budgeting, and facility management.**

Use of student assessment data from a variety of sources is essential for sound curriculum management and responsible decision making for various district functions, as well as for classroom instruction. Direction for linking feedback to the improvement of learning should originate from board policy. Effective assessment measures include student achievement data, survey and follow-up studies, program evaluation, audits, and reviews. The resulting data serve as bases for comprehensive planning, program evaluation, professional development, and budget prioritization.

In effective districts, the assessment process is ongoing, programmatic, and systemic. Administrators and teachers demonstrate a clear understanding of how students are assessed on required testing instruments. In those school systems, all administrators and teachers know how to analyze important trends in the instructional program, as well as areas of strength and weakness by classroom, groups of students, and individual students. School leaders and teachers make frequent use of assessment data to design classroom instruction aimed at improving student achievement. Various forms of data are used to identify needs that can inform decision making at the school and district levels.

Effective use of data includes disaggregating data consistently and in meaningful ways for the district leaders to determine that all sub-populations are attaining the instructional goals and objectives district-wide and within each school. Each school leader and teacher makes frequent use of data to design programs and classroom instruction that is targeted to improve student achievement.

To determine the status of data use in Jefferson County Public School District, the auditors reviewed board policy, job descriptions, the JCPS Balanced Assessment/Learning Progression Committee: A Vision for Assessment in JCPS, the JCPS Comprehensive District Improvement Plan, the district School-based Decision Making manual, a sampling of school improvement plans, and data related documents provided by district staff and individual school principals. Auditors also conducted interviews with administrators, teachers, and parents to better understand how data were used in the district.

Auditors found that no formal direction has been established by board policy or district staff for the use of data at any level of the organization. Informal use of data was evident in school-based activities, particularly at the high school level. A district system has been designed to provide formative data on assessments linked to state standards, and this system organized data by standard, student, class, and site. Summative data were limited to results on state mandated tests, and these data were presented by subject, grade level, site, district-wide, and subgroup. These data were not available at the objective/standard level, were not disaggregated, and were not sorted for site use by current academic year roster. There was evidence that state summative data were used to set targets for district and school improvement plans, but no formative data were used to specify performance gaps at the standard/objective level so as to design processes to close such gaps (see [Findings 1.3, 4.1](#)). While some documents described a link between assessment data and the examination of curriculum and programs, these references were vague, and no document or practice provided evidence that procedures were in



place to use data consistently to direct planning, curriculum management, professional development, program evaluation, budgeting, and facility management.

Auditors examined board policies to ascertain direction regarding the use of data for decision making. Among policy references to data use were the following:

- *Board Policy IL: Testing Programs* states, “Testing programs shall be administered in order to support and improve the program of instruction and in accordance with state regulations.”
- *Board Policy ILC: Use and Dissemination of Test Results* directs, “Test results shall be used to determine progress and/or need and shall be disseminated in compliance with local, state, and federal regulations.” This policy also required that “When possible, data shall be disaggregated on the basis of race, gender and socio-economic status.”
- *Board Policy BLDB: Accountability* directs school councils or principals to annually submit a school improvement plan based on data to eliminate identified achievement gaps: “the plan shall include measurable goals, objectives and the method for evaluating the achievement of the plan.”
- *Board Policy CM: School District Annual Report* requires the superintendent to develop an annual district Comprehensive Educational Plan “which shall include...evaluation information relative to the major accomplishments of the district.”
- *Board Policy FBB: Enrollment Projections* addresses demographic data use related to budgeting purposes. It required the collection of data to project enrollments to determine funding priorities for capital improvements.

While board policy called for the use of data for program improvement, no policy established expectations linking data to the improvement of learning for all students through evaluation of key district functions such as the appropriateness of curriculum design, the effectiveness of delivery, the impact of programs in use, comprehensive planning of organizational intent for student outcomes, professional development, and deployment of district resources through budgeting and facility use (see [Findings 1.2, 4.1](#)).

Auditors also examined *The School Based Decision Making Policy Manual* (SBDM) to determine if board direction to site councils provided direction for data use. The SBDM manual included sample policies that provided some direction for instructional leadership teams regarding the use of data for evaluating programs, curriculum, instruction, technology use, and professional development.

- *SBDM Sample Policy: Program Appraisal* required the use of formative assessment results to ensure that “continual improvement and revisions are made to program strategies based on the regular monitoring and evaluation of their effectiveness.”
- *SBDM Sample Policy: Classroom Assessment* required the establishment of a school assessment system that used both formative and summative student assessments that will “continuously inform teaching and improve student learning for every student.” In addition, “Students shall be routinely engaged in monitoring their own progress and using descriptive feedback to adjust their own learning.”
- *SBDM Sample Policy: Curriculum* required the establishment of a school-based curriculum committee to use various assessments to monitor the extent to which school curriculum meets state and local school board goals through “reviewing new assessment data and recommending revisions to the CSIP.”
- *SBDM Sample Policy: Technology Use* directed the CSIP process to include “an analysis of our JCPS technology assessment data, digital technology portfolio review, and other school data...to discover the extent to which our students are meeting state standards.”
- *SBDM Sample Policy: Professional Development* required that the school-based professional development map be “modified based on student data/performance, staff reflections, and myriad evaluative tools.”

- *SBDM Sample Policy: Improvement Planning* directed the school-based Curriculum, Instruction, and Assessment committee to take responsibility for “Reviewing assessment data when they become available and recommending changes when needed.”

Sample SBDM policies provided some direction for use of data, summative and formative, to improve site instructional programs, evaluate individual student learning, check the site curriculum match to state and district goals, meet technology standards, and design site professional development and school improvement plans. Overall, auditors determined that the sample school-based policies provided greater specificity and scope of direction for data use than did board policies. The model SBDM policies, however, were suggestive only, and no evidence was presented to auditors indicating that site policies complied with the model. In all, auditors determined that existing direction through board policy was inadequate to establish clarity of direction for formative and summative data use to evaluate curriculum and instructional programs and to link the allocation of resources to the district intent for student success.

Auditors reviewed district job descriptions and noted the following examples that provided direction for data use:

- Assistant Superintendent for District-wide Instructional Services (Elementary School, Middle School, and High School): Among the specific duties for each of the three Assistant Superintendents is the following: “Collaborates with other Assistant Superintendents in matters relating to instructional program development and the use of assessment data for the improvement of instruction” for their respective grade clusters.
- Executive Director Accountability, Research and Planning: “Directs and supervises the gathering of student membership data by school, grade, and race and makes recommendations on assignment of students to schools and the establishment of attendance boundaries and sub-zones according to board goals.” This position also “Provides leadership in developing data bases that will be used to research and evaluate district goals and programs.”
- Executive Director Exceptional Child Education: This position assumes responsibility for “overall coordination of ECE programs and services which focus on compliance, as well as consistency and quality of programs for students.” This person also “Maintains and compiles data to be used in research to assess effectiveness of the program.”
- Executive Director JCPS Gheens Academy for Curriculum Excellence and Instructional Leadership: “Monitors effectiveness of curriculum, instruction, and professional development programs by using a variety of sources of performance data and makes adjustments to programs as needed.”
- Priority School Manager: A specific task for this position is to analyze “teachers’ use of assessment results and student work to change instruction.”
- Director Literacy: Use of data is implicit in the task described as “Provides direction in the identification and interpretation of needs and the establishment of priorities related to the literacy program.”
- Director Social Studies: “Analyzes student performance data in social studies in order to inform and guide district social studies programs.”
- Title I Component Coordinator: “Analyzes, evaluates and summarizes data regarding component implementation and pupil progress and monitors component management system.”
- Principal (Elementary, Middle School, and High School): Principals at all three levels are expected to “Assess needs of the student population and available resources and uses (sic) this information to align mission of the school with student needs.”
- Staff Developer: Duties include analyzing “a variety of student performance data to make decisions about district professional development needs.”

- Academic Program Consultant I, II, III, and IV: Each of the four levels of Academic Program Consultant “Makes recommendations regarding implementation of project, program or activity and evaluates effectiveness as assigned.”
- Elementary Team Leader: “Works cooperatively with other Team Leaders to diagnose instructional and management needs of the faculty and assists in the development of workshops and inservices designed to meet those needs.”
- Educational Recovery Leader: “Assists leadership in providing meaningful feedback to staff to ensure rigorous and authentic assessments inform and improve instruction to meet the needs of all students.”
- Teacher job descriptions (regular and special education) include the expectation that each teacher “monitors, evaluates, and communicates student progress” and “Assesses the accomplishments of students on a regular basis and provides progress reports and counseling to parents as required concerning academic and behavioral progress of all assigned students.”
- Budget and Management Operations Specialist: An essential function of this position is to analyze “budgeting and accounting reports for the purpose of maintaining expenditure controls.”
- Director Resource Development: One of the expectations is that this director “Works cooperatively with system wide service staff, local school staff, and Jefferson County Public Education Foundation to identify district needs and to match those needs with potential funding sources.”
- Demographics Analyst: “Helps assign students to schools using school census, race, grade, facilities, and programs data.”
- District Auditor: “Performs audits relating to budgets to determine whether budgets and forecasts accurately reflect revenues, expenditures, capital expenditures, and cash flow.”

Auditors found that across several job descriptions some direction was provided for data use to improve programs and services for students, and to shape school-based professional development. Job descriptions for personnel related to budget, student assignment, and facility use did not link decisions to student performance data so as to allocate resources based on identified needs. Job descriptions related to curriculum design lacked specificity regarding data use for “adjustments.” Overall, while direction for data use was present in many job descriptions, all lacked a feedback loop to accountability for using data collected to further student attainment of targeted outcomes and for intervening when data warrant action. No job description assigned responsibility for oversight of data use to monitor sound curriculum management across all levels of the system and decision making for various district functions.

Next, auditors examined documents referencing current procedures related to data use in the district to determine what practices were in place and how they were used. The auditors reviewed the following documents and referenced them in rating existing practice using audit criteria for formative and summative use of data. The documents used are presented in Exhibit 4.3.1.

### Exhibit 4.3.1

**Documents Presented to Auditors for Review  
Referencing Current Procedures for Data Use  
Jefferson County Public Schools  
October 2011**

| Document   | Date |
|--|------|
| Balance Assessment/Learning Progression Committee: A Vision for Assessment in JCPS | 2010 |
| District Diagnostic Proficiency Plan   | 2011 |
| District Comprehensive District Improvement Plan                                   | 2010 |
| Sample District School Improvement Plans   | 2011 |
| Cascade Assessment System Analysis and Usage Report                                | 2010 |
| District 2011-12 Diagnostic and Proficiency Plan                                   | 2011 |
| District Progress Report on the 2010-11 District Improvement Plan                  | 2011 |

The audit team examined the district's existing instructional approach to formative data through a review of district documents in [Exhibit 4.3.1](#) and analyses of observation and interview data. They evaluated evidence found against the five audit characteristics of a quality instructional approach to formative student assessment data use. In order for formative instruments, data, and data use to be considered adequate, at least four of the five characteristics must be rated as adequate. [Exhibit 4.3.2](#) presents the characteristics along with the auditors' ratings. An "X" in the "adequate" column indicates that the characteristic was met and a score of one point was assigned. "Partial" indicates that not all parts of a characteristic were present. An "X" in the "inadequate" column indicates that the characteristic was not met and no points were assigned. A discussion of the auditors' ratings follows the exhibit.

### Exhibit 4.3.2

**Formative Student Assessment Instruments, Data, and Use  
Characteristics of an Adequate Instructional Approach  
Jefferson County Public Schools  
October 2011**

| Characteristic   | Auditors' Rating |            |
|--|------------------|------------|
|  | Adequate         | Inadequate |
| 1. Provides teachers with formative achievement data for the students in their class(es). Data from the prior year(s) assessments are available by student, so every teacher has data for their new students at the beginning of the year or course.   |                  | X          |
| 2. Identifies for the teacher the individual student's formative data for every discrete objective, his or her respective level of achievement for that objective, and where he or she is within that level for each administration of the formative assessments. Data include group or subgroup levels of achievement for a given concept/standard. | Partial          |            |
| 3. Presents for every objective the individual formative student achievement level within the context of the district's schedule or sequence of objectives or pacing chart.  | X                |            |
| 4. Presents teachers with longitudinal data for each student, organized by class roster, and specifies the gain required to close any identified achievement gaps. This information is intended to assist teachers in moving all students to grade-level performance over the course of their education within the district.                         |                  | X          |
| 5. Identifies formative student assessment instruments that teachers may use prior to teaching targeted concepts, knowledge, or skills to diagnose individual student mastery of those targeted objectives. These formative instruments allow teachers to determine whether students are making desired progress over time.                          |                  | X          |
| <b>Total</b>   | <b>1</b>         | <b>4</b>   |
| <b>Percentage of Adequacy</b>  | <b>20%</b>       |            |

Exhibit 4.3.2 indicates that 1 out of 5 (20 percent) of the district's characteristics for an adequate instructional approach to formative assessment were rated as adequate. A minimum of 4 of the 5 characteristics (80 percent) must be in place in the existing process for it to be considered adequate to provide a framework for an effective approach to data use for formative student assessment. An explanation of the auditors' ratings follows:

#### **Characteristic 1 (Inadequate)**

Auditors found no organized system in place for teachers to access formative data from students' prior years' assessments to use at the beginning of an academic year or course. JCPS has implemented a district-wide computerized system called Classroom Assessment System and Community Access Dashboard for Education (CASCADE), an "online application to assist teachers in tracking student performance on diagnostic assessments, classroom formative assessment, and six week proficiency assessments." The CASCADE system is currently used in district schools as a tool to access and examine data from the current year's district designed formative assessments. These data were not available for previous years by class roster. Auditors were informed that such a capacity exists in the CASCADE system but it was not current practice.

#### **Characteristic 2 (Partially Adequate)**

The CASCADE system was designed to provide formative test data on each individual student's level of achievement for each standard within the district's sequence of objectives for each test administration. The system provided the capacity to organize data by subgroup levels for given standards. At the time of the audit, the CASCADE system was not providing data by student, by standard, across multiple administrations of proficiency tests. Auditors found that while proficiency tests were designed to measure competency (80 percent correct) on a given set of standards per six-week block, some tests did include standards from previous administrations that would allow for tracking of a student's level of achievement on specific standards over time. However, auditors also found that when standards were repeated on successive tests, some of these tests did not include an adequate sample of items to make the data useful for such tracking (see Finding 4.2).

During interviews, auditors found evidence of teacher use of individual and group data on discrete objectives:

- "The CASCADE item analysis shows what needs to be retaught when a standard has a high failure rate." (Teacher)
- "We use our CASCADE data to analyze by standard, examine questions, and plan to reteach or go on." (School Administrator)
- "We use CASCADE data during embedded planning PD time to find what standards to reteach." (Teacher)



*Seneca High School teachers involved in collaboration.*



### **Characteristic 3 (Adequate)**

The district's CASCADE system provided detailed data on individual formative student achievement levels within the context of the district's schedule of standards to be assessed every six weeks. Assessment calendars outlined the standards paced to be assessed every six weeks. Data available through CASCADE included an individual student's answer pattern to be used to track where a student was making error and how such error patterns informed teacher planning for reteaching.

Evidence of teacher use of formative data on each diagnostic and proficiency test was noted by the auditors during classroom visits and in interviews. Many schools had evidence of Professional Learning Community (PLC) meetings in which teachers engaged in analyzing data per standard and sharing strategies to close the achievement gaps identified. At the high school level, Project Proficiency was initiated to use data from diagnostic assessments to move all students to competency (80 percent correct) on the proficiency assessments for a set of standards paced by six-week blocks. Interview data also showed that in schools implementing these models, there was evidence of staff engagement in analyzing achievement data for instructional decision making:

- "Project Proficiency at the high school has meant accountability." (District Administrator)
- "Since Project Proficiency, teachers analyze diagnostic data to intervene before students take the proficiency test so students are competent before the test." (District Administrator)
- "I hated Project Proficiency in the beginning. It made me work so hard. But it's good. You have to learn stuff and then remember it." (Student)
- "Since Project Proficiency things are staying with me now. Teachers in our school are more efficient and more focused." (Student)
- "We analyze the data so we know what to teach to get all students to competency." (Site Administrator)



*Blake Elementary personnel reviewing student data wall.*

### **Characteristic 4 (Inadequate)**

Longitudinal formative data were not presented in CASCADE. District formative data were available by student and by standard, but no longitudinal analyses were presented. Calculations of gains needed to close achievement gaps were not done.

### **Characteristic 5 (Inadequate)**

The district did not have formative assessments available to determine if students had already mastered content prior to instruction, nor were data from previous years' student assessments available for teachers to make determinations of students' prior knowledge and skills before instruction begins.



Overall, the district’s approach to formative data use was inadequate to provide useful information to teachers in delivering the district’s curriculum. Data from formative assessments were presented by each administration but did not track individual student or subgroup performance by standard across several tests to allow for decision making about whether students are making desired progress over time. Informal use of data was evident in several schools.

Next the auditors analyzed the district system of summative assessment instruments, data, and data use through examination of district documents, observations, and interviews. Auditors found that the district did not have summative assessment tools other than state tests required for select grades/courses. The following analysis relates to summative data use for those state tests administered. The characteristics of an adequate instructional approach to summative student assessment data use and the auditors’ rating are presented in Exhibit 4.3.3. An “X” in the “adequate” column indicates that the characteristic was met and a score of one point was assigned. An “X” in the “inadequate” column indicates that the characteristic was not met and no points were assigned. A discussion of the auditors’ ratings follows the exhibit.

### **Exhibit 4.3.3**

#### **Characteristics of Summative Student Assessment Data Use for an Adequate Instructional Approach Auditors’ Ratings of District Approach Jefferson County Public Schools October 2011**

| Characteristic   | Auditors’ Rating |            |
|--|------------------|------------|
|  | Adequate         | Inadequate |
| 1. Provides teachers with student achievement data for each student in their class(es). Data from prior years’ assessments are available by student, so every teacher has data for their new students at the beginning of the year or course.  |                  | X          |
| 2. Identifies for the teacher the individual student’s summative data for every objective, his or her respective level of achievement for that objective, and where he or she is within that level. Data include group or subgroup levels of achievement for a given concept/standard.   |                  | X          |
| 3. Presents the student’s summative achievement data for every objective within the context of the district’s sequence of objectives or pacing chart.  |                  | X          |
| 4. Presents teachers with longitudinal data for each student, organized by class roster, and specifies the gain required to close any identified achievement gaps. This information is intended to assist teachers in moving each student to grade-level performance over the course of their education within the district.                                     |                  | X          |
| 5. Identifies formative student assessment instruments that teachers may use prior to teaching targeted concepts, knowledge, or skills to diagnose individual student mastery of those targeted objectives based on summative achievement data from one or more years. This allows teachers to determine whether students are making desired progress over time. |                  | X          |
| <b>Total</b>   | <b>0</b>         | <b>5</b>   |
| <b>Percentage of Adequacy</b>  | <b>0%</b>        |            |

Exhibit 4.3.3 indicates that zero percent of the characteristics of an adequate instructional approach to summative data use were met. A minimum of four of the five characteristics (80 percent) must be in place in the existing process for it to be considered adequate to provide a framework for an effective approach to summative student assessment data use. An explanation of the auditors’ ratings follows:

#### **Characteristic 1 (Inadequate)**

The CASCADE system did not provide teachers with summative student achievement data. The only summative data available were from state assessments, and these data were not housed in the CASCADE system or retrievable in any other form by teachers needing access to data for individual students on their current year’s class roster. Data from previous years were only available by alphabetical listing of students by grade level. This

lack of ready access to summative data per student in a teacher's class every year was a barrier to summative data use.

#### **Characteristic 2 (Inadequate)**

Summative data from the state mandated Kentucky Core Content Test (KCCT) were presented by subject, student, and subgroup but not by standard/objective. Data sent to sites were not sorted by the current year class roster. Teachers reported having to look up student performance from an alphabetical list per grade level.

#### **Characteristic 3 (Inadequate)**

The KCCT data were presented by subject and not by individual objective or standard. Summative tools (assessment of student mastery of initially acquired learning after adequate opportunity to apply over several weeks/months) to provide data per student on standards within district sequencing/pacing were not presented.

#### **Characteristic 4 (Inadequate)**

Longitudinal data per student, per class roster, and per standard were not available to teachers. Disaggregation of summative data beyond what the state presented was not done to support teacher access to data on gains needed to close gaps in achievement. Analyses of achievement gaps based on summative data were not presented to auditors, and no summative tools were used to acquire data by standard so as to determine achievement gaps within a subject. The state summative data lacked adequate specificity to assist district teachers in moving each student to grade level performance. No formal efforts or tools were in place to address achievement gaps to make each student successful in meeting grade/course outcomes.

#### **Characteristic 5 (Inadequate)**

Neither formative assessment instruments nor summative achievement data from prior years were available for use prior to teaching targeted concepts, knowledge, or skills to determine prior mastery.

Overall, JCPS did not have an adequate instructional approach to the use of summative student assessment data. Summative data were limited to state assessment results for grades/courses tested and were available only by subject and not by standard/objective. Data were not sorted by class roster to provide teacher access to student results, and no longitudinal analyses were presented. Data were not adequately disaggregated to provide teacher access to data on gains needed to close achievement gaps. Achievement gaps were not analyzed, and no summative tools were available to identify by standard where students needed support to meet grade/course learning outcomes.

In the above analyses of formative and summative data use, auditors focused on the teacher level. Auditors also examined how data were used across district functions such as planning, curriculum management, professional development, program evaluation, budgeting, and facility management. Evidence found includes the following:

- In planning, auditors found limited use of data, other than state assessment data, to inform the design of plan objectives and processes to attain outcomes. The district and site improvement plans based goals on state test results (as required by law), but these data lack adequate specificity to guide curriculum planning to close achievement gaps since the data were limited to student achievement by subject and not by specific standard. Data from local proficiency assessments that provide standard by standard data results were not used to identify growth targets (see [Finding 1.3](#)).
- Auditors were not presented with evidence that student achievement results were used to provide feedback on how well the written curriculum is providing guidance to teachers as they deliver the curriculum to all students. Significant gaps were evident in proficiency rates on the KCCT among subgroups (see [Finding 4.4](#)), but no documentation or interview data provided evidence that such data were used to modify curriculum design or delivery to support teachers in closing these gaps.
- While documents referenced use of student achievement data to inform site professional development, site plans indicated a lack of congruency between data results and actions taken for improvement. Embedded professional development was reported to focus on student data from each assessment and

provide strategies to ameliorate deficiencies. No evidence was presented indicating that disparities among student subgroups (African American, English Language learners, students with disabilities) had been addressed in the planning and delivery of professional development (see [Finding 4.4](#)).

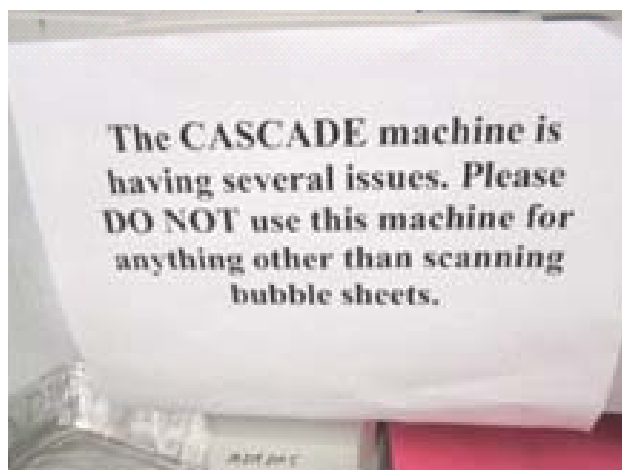
- Auditors found little evidence that student performance data were used to evaluate program effectiveness (see [Finding 4.5](#)). While district level program evaluation reports included instructional data, these reports did not present an evaluation of program effectiveness in terms of whether the program was meeting the need for which the program was initiated or whether the program should continue as is, be modified, or be terminated.
- Auditors found no linkage between student performance results and planning for budget allocations or the evaluation of facility use (see [Finding 5.1](#)). No processes were in place to differentiate fund allocation to meet achievement needs identified in assessment data. Facility use in terms of student load, the availability of space for specialized services such as interventions, technology resources, and utilities available were not linked to student performance needs.
- Linkages between data on student achievement and the responsibility for the improvement of learning were not evident in the performance evaluations of central and site administrators (see [Finding 1.6](#)).

Auditors became aware of other data use across the district. Annually, district surveys collected perception data on customer satisfaction at the parent, student, teacher, and administrative levels. These data were presented for public access on the district website. District documents indicated that these data “could” be used for planning purposes, but auditors found no evidence that these data were used for any purpose other than presenting a report.

The district website included a section titled “Databooks.” This section of the website presents data accessible to the public according to four designations: demographic (student, teacher); academic (state assessment data); non-academic (including such areas as attendance rates, suspensions, etc.); and climate (survey perception data). Staff and parents reported accessing these data to answer questions arising during the school year.

During the course of examining documents and interviewing district personnel, auditors were made aware of several problems that get in the way of data use; most of these revolved around the reliability of technology. Signs indicating that CASCADE was not working properly were found on computers in some schools during auditors’ site visits (see picture below). The following are representative comments provided to auditors during interviews regarding problems with the CASCADE system:

- “There’s always a glitch with CASCADE.” (School Administrator)
- “CASCADE is seriously in disrepair. There are many scanner issues; this shouldn’t happen.” (School Administrator)
- “CASCADE is like the *Nightmare on Elm Street*. It is often down and not reliable. CASCADE needs to be tightened up.” (School Administrator)
- “CASCADE must work out the glitches. The time we spend and the accuracy of the data are real problems.” (School Administrator)



*Broken CASCADE machine*

Auditors found that the lack of direction for formal use of data to close achievement gaps and provide feedback on program effectiveness was a concern for several district and school-based leaders and teachers. Representative comments provided to auditors during interviews reflected these concerns:

- “Gaps in student achievement are not analyzed centrally, and there is no direction provided to sites related to closing achievement gaps. There is a widening gap between African American males and White males. Has anyone figured out why?” (Teacher)
- “There are so many students who need help. We are still looking whole school. We need to disaggregate the data.” (School Administrator)
- “Some folks work with data more than others. It needs to be more intentional.” (School Administrator)
- “We have so many programs here it’s hard to decide what is making a difference.” (School Administrator)
- “We don’t know if Investigations [elementary math program] works, but we are supposed to teach it.” (Teacher)
- “We have never done a comprehensive program evaluation (or any program evaluation) except for grants.” (School Administrator)

When all evidence of data use were considered in relationship to carrying out district functions supporting teachers and students, auditors determined that data linking student achievement results to the core business of district services was not part of JCPS culture. District leaders did not demonstrate a ready use of achievement data, survey and follow-up studies, program evaluation, audits, and reviews as bases for comprehensive planning, program evaluation, professional development, and budget prioritization.

### **Summary**

The Jefferson County Public Schools lack direction to focus staff at all levels of the organization on the use of student performance data to guide the business of educating the youth of Jefferson County. The district lacks a systematic approach to using data to carry out district functions related to closing achievement gaps and moving all students to grade level performance—district and site planning, curriculum design and delivery, professional development, program evaluation, budgeting, and facility management. Auditors found that access to summative data was limited to results of state tests and these data were not presented in a usable manner to district or site staff. Data were not disaggregated beyond what the state provided and were not sorted to reflect current year rosters. These data were not analyzed longitudinally and used to address achievement gaps. Formative data were not provided from previous years to inform teacher planning at the beginning of the school

year, and longitudinal data were not available to track student performance on a given standard across several tests or to track progress from year to year.

District and site leaders lacked a coherent approach to data use for responsible decision making related to various district functions such as planning, curriculum management, program evaluation, and deployment of resources. District and site improvement planning lacked adequate use of formative and summative data linking feedback to the improvement of learning to achieve desired results. Linkages between the improvement of curriculum design and delivery were not articulated in documents or interviews. Resource allocations were formula-driven versus managed to further the district's desired outcomes for students.

Impediments to data use not only included a lack of organizational direction, a lack of coherent approach across levels of the system, and a lack of quality data management (disaggregated, useful presentation, longitudinal analyses), but also technical reliability. Many comments revealed problems with ease of use of data available.

**Finding 4.4: Student performance on state assessments has remained lower than the state average at the elementary and middle school levels but near the state average at the high school level; substantial achievement gaps exist among subgroup populations, and trend analyses indicate gaps are likely to persist barring intervention.**

Assessment data provide information for use by district personnel to determine the effectiveness of board-adopted curriculum and instructional expectations in relationship to actual student performance. Assessment data complete the feedback loop from the written curriculum to the taught curriculum. Analyses of assessment data reveal any performance gaps in individual student learning, grade level deficiencies, and building level progress toward attainment of the district's curriculum goals and objectives, as well as state standards.

Comparison of student achievement data to a set of standards or to other students at local, state, and national levels helps administrators, teachers, and board members determine the effectiveness of instructional programs. Analyses of achievement trends provide information on how assessment results change over time. Data analyses beyond that of the group as a whole help determine if all student sub-populations are achieving at the same level and, if not, which groups may need additional resources and programs to be successful. In a system with effective quality control, performance for all students should improve over time, and performance gaps among student subgroup populations should reduce in size.

The auditors examined data provided by district staff and found on the JCPS and Kentucky Department of Education websites. Auditors reviewed documents including displays of disaggregated data and various reports generated by district personnel for communication with board members, staff, students, parents, and community members (patrons). Among other data, auditors were provided one or more years of assessment results for local curriculum-based assessments, state assessments Kentucky Core Content Test (KCCT), and national assessments (e.g., ACT, SAT, Advanced Placement).

Overall, auditors found that student performance on KCCT fell below statewide performance at the elementary and middle grades, and near the state level at the high school. Five-year trend analyses showed a negative trend in performance rates in grades 3 through 8 and a slightly positive trend in grade 10. Auditors found inverse relationships between the percent of students eligible for free or reduced price lunch (used as a proxy for socioeconomic status) and performance on state and national assessments. Auditors also found persistent achievement gaps among various subgroups at all levels, and trend analyses indicated that such gaps were not likely to close without significant intervention. The assessment of college readiness, ACT test, indicated that in a third of the high schools, fewer than 40 percent of JCPS students were college ready in English and reading and fewer than 20 percent were college ready in math and science.

Auditors examined board policies to determine the board's expectations for student academic performance in JCPS. They found the following references to the collection, analysis, and dissemination of student performance data:

- *Board Policy AD: Educational Philosophy* (revised 1995) expressed a commitment to students and a "focus upon student success" and a belief that "students' academic achievement is the primary purpose of schools." The policy made no direct reference to assessment or achievement.



- *Board Policy AE: School District Goals and Objectives* (revised 1995) included, as one goal, motivation of “all students to achieve according to their individual learning patterns and rates of growth.” The policy made no further reference to expectations for students.
- *Board Policy JA: Instructional Goals* (revised 1995) listed six overarching “Learning Goals,” which would “form the basis for curriculum, instruction, and assessment of student learning.”
- *Board Policy ILC: Use and Dissemination of Test Results* (revised 1999) stated that results of student assessment would be used “to determine progress and/or need.” It directed that data were to be “disaggregated on the basis of race, gender and socio-economic status.” The policy made no reference to the use of such data.
- *Board Policy CBA: Qualifications and Duties of the Superintendent* (revised 1995) stated, as a qualification, that the superintendent should have a “successful record of improving student test scores.” In general terms, it referred to responsibility for student assessment, stating that the superintendent “administers the...evaluation of the total operation of the system.”

In sum, board policies provided broad direction for assessment and limited references to data use. No policy established an expectation for student assessment results to provide feedback on the effectiveness of the district curriculum in achieving improved student performance or to respond to achievement gaps.

Auditors examined job descriptions to determine if direction was provided for key district functions related to use of assessment and achievement data.

- The superintendent’s job description (1993) was vague in terms of student assessment, specifically, indicating only that the superintendent would provide “leadership that will result in quality education for students” and that he/she would evaluate “strengths and weaknesses of the organization and its product.”
- Job descriptions for the positions of Assistant Superintendent for District-wide Instructional Services (2004) for elementary, middle, and high school levels referred to leadership for “planning and developing the district’s instructional program” at their respective levels. Duties referred to “use of assessment data for the improvement of instruction.” These district administrators were also to ensure implementation of the various provisions of the Kentucky Educational Reform Act, which included assessment components.
- The Executive Director for Accountability, Research & Planning (1994) was assigned responsibility for oversight of planning, implementing, and reporting on student assessment.
- The Coordinator SIG Assessment (2010) was to focus on Tier I, II, and III schools, including complying with all requirements of the School Improvement Grants for those schools.
- Principals (elementary, middle, and high school) (2004) were to “guide, facilitate, and support the curriculum, instruction, and assessment”; “achieve academic expectations”; and “align (the) mission of the school with student needs.”
- Teachers (2004) were expected to “evaluate and communicate...student progress.”

Overall, job descriptions were vague about responsibility to use assessments to evaluate the impact of the written curriculum on student performance and to respond to gaps in achievement at the individual, school, and district levels. References to the use of assessment data were presented in generic terms in all job descriptions.

Auditors also examined numerous documents relative to student assessment in JCPS. Among these were several key internally- and externally-produced documents, including the JCPS Self-Study Report (2010), External Reviews of District Programs and Services (unknown), and Balanced Assessment/Learning Progression Committee: A Vision for Assessment in JCPS (2010). Auditors also reviewed the JCPS System-wide Assessment Calendar (2011-12), and a wide variety of assessment data, including those produced by the district and by the Kentucky Department of Education.



JCPS conducted state-mandated assessments using a variety of tools at various grade levels as shown in [Finding 4.2](#). Auditors were given district-developed assessments for some courses and at some grade levels (see [Findings 2.3](#) and [4.2](#)). The district had a considerable quantity of data available, and various personnel provided auditors with data analyses for review. These included the following:

#### **Exhibit 4.4.1**

### **Examples of Recent District Data Analyses Provided to Auditors Jefferson County Public Schools October 2011**

| <b>Document Title or Description</b>  | <b>Type of Assessment</b> | <b>Grade Assessed</b> | <b>Key Assessment Data Presented</b>   |
|---|---------------------------|-----------------------|--|
| KDE Interim Performance Reports   | S                         | 3-8, 10, 11           | <ul style="list-style-type: none"> <li>• KCCT school and district scores (reading, on-demand writing, mathematics, science, social studies)</li> <li>• Trend data</li> </ul>   |
| CASCADE data (MDA, MPA, Project Proficiency)  | F                         | most                  | <ul style="list-style-type: none"> <li>• Student and group level performance on formative district assessments</li> </ul>  |
| SAT Subject and Combined Scores; PSAT   | S                         | 11, 12<br>10          | <ul style="list-style-type: none"> <li>• Subject test scores broken out by content area</li> </ul>   |
| ACT Summary Reports (2011)  | S                         | 11, 12<br>(optional)  | <ul style="list-style-type: none"> <li>• Five-year trend data for district and state (gr. 11 and gr. 12 mean scores and percentage meeting ACT benchmarks in four content areas, as well as composite scores)</li> <li>• Trend data by race/ethnicity</li> <li>• Four-year trends by school</li> </ul> |
| AP Summary Reports (2011)   | S                         | 9-12                  | <ul style="list-style-type: none"> <li>• Total scores by subject test</li> <li>• School results by gender and race/ethnicity</li> </ul>  |
| NCLB Adequate Yearly Progress Reports   | S                         | all                   | <ul style="list-style-type: none"> <li>• Ten-year trend data at the district and school level</li> </ul>   |
| Advanced Placement Results  | S                         | 9-12                  | <ul style="list-style-type: none"> <li>• District and school results by score for national assessments for AP courses</li> </ul>   |
| Key: S=Summative assessment, F=Formative assessment, KDE=Kentucky Department of Education, KCCT=Kentucky Core Content Test, CASCADE=Classroom Assessment System and Community Access Dashboard for Education, MDA=Math Diagnostic Assessment, MPA=Math Proficiency Assessment, SAT=Scholastic Aptitude Test, ACT=American College Testing, AP=Advanced Placement, NCLB=No Child Left Behind |                           |                       |  |

As shown in [Exhibit 4.4.1](#), JCPS had a span of assessment data available for use. Based on review of documents and interviews with district personnel, auditors elected to focus on several analyses, with the intent of adding value to data presentations already available. These analyses will be addressed in separate sections of this finding as follows:

- Five-year comparisons of district and statewide performance on KCCT (Kentucky Core Content Test);
- Comparisons of variations in 2011 KCCT performance across a sample of elementary, middle, and high schools representing the full range of the free or reduced lunch population;
- Five-year cohort analyses of KCCT reading and mathematics scores;
- Discussion of achievement gaps among various student subgroups within the district;
- Estimates of length of time required for various subgroups to achieve parity with comparison groups on KCCT assessments;
- Comparisons of ACT college readiness (Benchmark) data by school and percent of free or reduced price lunch students; and
- Analyses of student performance on district proficiency assessments by grade level.

## Comparison of District and Statewide Performance on KCCT

As noted previously, in an effective system, one would expect to see student performance improving over time. Auditors used district-provided data to analyze KCCT reading, mathematics, and science achievement trends over a five-year period. In 2007 and 2008, the KCCT writing assessment, the Writing Portfolio, was given in grades 4, 7, and 12. This changed in 2009, when it was renamed Writing on Demand and was administered to students in grades 5, 8, and 12. Auditors analyzed data for the three years, 2009-2011.

The following exhibits compare JCPS and statewide results on KCCT reading, mathematics, on-demand writing, science, and social studies assessments in grades 3 through 8, grade 10 (reading), grade 11 (mathematics, science, and social studies), and grade 12 (on-demand writing) for 2007 to 2011, where data were available. Yearly differences (“Diff”) between JCPS and statewide proficiency rates are shown as positive or negative numbers. A negative difference indicates that a lower percentage of JCPS students than students statewide performed at “Proficient” or better. A positive difference shows the reverse—a larger percentage of JCPS students than those statewide demonstrated proficiency. Five-year changes for JCPS students and students statewide are shown as positive or negative percents. A positive change indicates five-year gains in the percentage of students demonstrating proficiency, while a negative change indicates a reduction in the percentage of students demonstrating proficiency.

Exhibit 4.4.2 compares district and state results on KCCT reading assessments for 2007-2011.

### Exhibit 4.4.2

#### Comparison of District and State KCCT: Percentage of Students Scoring “Proficient” or “Distinguished” in Reading, Grades 3 through 8 and 10 Jefferson County Public Schools 2007-2011

| Year   | JCPS            | KY        | Diff | JCPS           | KY        | Diff | JCPS           | KY        | Diff |
|--|-----------------|-----------|------|----------------|-----------|------|----------------|-----------|------|
|  | <b>Grade 3</b>  |           |      | <b>Grade 4</b> |           |      | <b>Grade 5</b> |           |      |
| <b>2007</b>  | 68              | 76        | -8   | 66             | 72        | -6   | 64             | 71        | -7   |
| <b>2008</b>  | 67              | 75        | -8   | 62             | 71        | -9   | 66             | 72        | -6   |
| <b>2009</b>  | 67              | 76        | -9   | 64             | 74        | -10  | 64             | 70        | -6   |
| <b>2010</b>  | 65              | 77        | -12  | 68             | 79        | -11  | 65             | 74        | -9   |
| <b>2011</b>  | 69              | 81        | -12  | 63             | 73        | -10  | 64             | 74        | -10  |
| <b>Five-year Change</b>  | <b>+1</b>       | <b>+5</b> |      | <b>-3</b>      | <b>+1</b> |      | <b>0</b>       | <b>+3</b> |      |
|  | <b>Grade 6</b>  |           |      | <b>Grade 7</b> |           |      | <b>Grade 8</b> |           |      |
| <b>2007</b>  | 61              | 69        | -8   | 62             | 66        | -4   | 59             | 65        | -6   |
| <b>2008</b>  | 60              | 68        | -8   | 56             | 65        | -9   | 60             | 67        | -7   |
| <b>2009</b>  | 58              | 68        | -10  | 55             | 65        | -10  | 59             | 68        | -9   |
| <b>2010</b>  | 59              | 70        | -11  | 57             | 69        | -12  | 62             | 71        | -9   |
| <b>2011</b>  | 58              | 72        | -14  | 57             | 67        | -10  | 62             | 71        | -9   |
| <b>Five-year Change</b>  | <b>-3</b>       | <b>+3</b> |      | <b>-5</b>      | <b>+1</b> |      | <b>+3</b>      | <b>+6</b> |      |
|  | <b>Grade 10</b> |           |      |                |           |      |                |           |      |
| <b>2007</b>  | 62              | 60        | +2   |                |           |      |                |           |      |
| <b>2008</b>  | 61              | 60        | +1   |                |           |      |                |           |      |
| <b>2009</b>  | 61              | 62        | +1   |                |           |      |                |           |      |
| <b>2010</b>  | 60              | 61        | +1   |                |           |      |                |           |      |
| <b>2011</b>  | 67              | 66        | +1   |                |           |      |                |           |      |
| <b>Five-year Change</b>  | <b>+5</b>       | <b>+6</b> |      |                |           |      |                |           |      |
| Note: Numbers ≤ .49 were rounded down and numbers ≥ .50 were rounded up to the nearest whole number to be consistent with 2007 and 2008. |                 |           |      |                |           |      |                |           |      |
| Source: KDE Interim Performance Reports  |                 |           |      |                |           |      |                |           |      |

The following observations may be made about Exhibit 4.4.2:

- In 2011, JCPS proficiency rates ranged from 14 percentage points below to two percentage points above those of students statewide.
- Each year from 2007 to 2011, a lower percentage of JCPS students than those statewide demonstrated proficiency on KCCT reading assessments in grades 3 through 8. In 2011, the percentage of JCPS students in grades 3 through 8 scoring “Proficient” or better ranged from nine percent below students statewide (grade 8) to 14 percent below the students statewide (grade 6).
- Each year from 2007 to 2011, nearly the same percentage of JCPS students and students statewide demonstrated proficiency on KCCT reading assessments in grade 10.
- The five-year trend analysis showed that the JCPS percent of change among students scoring at least “Proficient” on KCCT reading assessments was lower than the state increase between 2007 and 2011.
- The percentage of JCPS students in grades 4, 6, and 7 demonstrating proficiency on KCCT reading assessments decreased from 2007 to 2011.
- Grade 10 students showed the greatest five-year proficiency gains in reading among all JCPS students in the tested grades.

Exhibit 4.4.3 compares the percentage of JCPS students and those statewide demonstrating proficiency on KCCT On-Demand Writing from 2009 through 2011. Only three years have been shown, because the writing assessment changed in 2009.

#### **Exhibit 4.4.3**

##### **Comparison of District and State KCCT: Percentage of Students Scoring “Proficient” or “Distinguished” in On-Demand Writing, Grades 5, 8, and 12 Jefferson County Public Schools 2009-2011**

| <b>Year</b>  | <b>JCPS</b>    | <b>KY</b> | <b>Diff</b> | <b>JCPS</b>    | <b>KY</b> | <b>Diff</b> | <b>JCPS</b>     | <b>KY</b> | <b>Diff</b> |
|--|----------------|-----------|-------------|----------------|-----------|-------------|-----------------|-----------|-------------|
|  | <b>Grade 5</b> |           |             | <b>Grade 8</b> |           |             | <b>Grade 12</b> |           |             |
| <b>2009</b>  | 50             | 55        | -5          | 34             | 42        | -8          | 43              | 35        | +8          |
| <b>2010</b>  | 50             | 59        | -9          | 34             | 42        | -8          | 44              | 35        | +9          |
| <b>2011</b>  | 48             | 60        | -12         | 36             | 45        | -9          | 46              | 40        | +6          |
| <b>Three-year Change</b>   | <b>-2</b>      | <b>+5</b> |             | <b>+2</b>      | <b>+3</b> |             | <b>+3</b>       | <b>+5</b> |             |
| Note: Numbers $\leq .49$ were rounded down and numbers $\geq .50$ were rounded up to the nearest whole number. |                |           |             |                |           |             |                 |           |             |
| Source: KDE Interim Performance Reports  |                |           |             |                |           |             |                 |           |             |

Based on the preceding, one may note:

- In 2011, JCPS grade 5 students performed 12 percentage points below their peers statewide, and JCPS grade 8 students performed nine percentage points below students statewide.
- In 2011, six percent more JCPS grade 12 students than students statewide scored “Proficient” or better on KCCT writing assessments.
- Between 2009 and 2011, a lower percentage of JCPS students than students statewide demonstrated proficiency on KCCT writing assessments in grades 5 and 8.
- From 2009 to 2011, the percentage of grades 8 and 12 students demonstrating proficiency increased by two and three percent, respectively. However, the percentage of grade 5 students demonstrating proficiency dropped by two percent.

Exhibit 4.4.4 compares the percentage of JCPS students and those statewide demonstrating proficiency on KCCT mathematics assessments from 2007 to 2011.

#### Exhibit 4.4.4

### Comparison of District and State KCCT Percentage of Students Scoring “Proficient” or “Distinguished” in Mathematics, Grades 3 through 8 and 11 Jefferson County Public Schools 2007-2011

| Year   | JCPS            | KY         | Diff | JCPS           | KY         | Diff | JCPS           | KY         | Diff |
|--|-----------------|------------|------|----------------|------------|------|----------------|------------|------|
|  | <b>Grade 3</b>  |            |      | <b>Grade 4</b> |            |      | <b>Grade 5</b> |            |      |
| <b>2007</b>  | 61              | 66         | -5   | 57             | 60         | -3   | 58             | 59         | -1   |
| <b>2008</b>  | 67              | 74         | -7   | 64             | 71         | -7   | 58             | 64         | -6   |
| <b>2009</b>  | 65              | 74         | -9   | 63             | 71         | -8   | 57             | 65         | -8   |
| <b>2010</b>  | 63              | 76         | -13  | 61             | 75         | -14  | 55             | 68         | -13  |
| <b>2011</b>  | 68              | 78         | -10  | 65             | 75         | -10  | 55             | 66         | -11  |
| <b>Five-year Change</b>  | <b>+7</b>       | <b>+12</b> |      | <b>+8</b>      | <b>+15</b> |      | <b>-3</b>      | <b>+7</b>  |      |
|  | <b>Grade 6</b>  |            |      | <b>Grade 7</b> |            |      | <b>Grade 8</b> |            |      |
| <b>2007</b>  | 52              | 55         | -3   | 47             | 51         | -4   | 42             | 49         | -7   |
| <b>2008</b>  | 54              | 63         | -9   | 48             | 57         | -9   | 42             | 51         | -9   |
| <b>2009</b>  | 54              | 65         | -11  | 52             | 63         | -11  | 42             | 55         | -13  |
| <b>2010</b>  | 51              | 68         | -17  | 50             | 64         | -14  | 44             | 56         | -12  |
| <b>2011</b>  | 54              | 70         | -16  | 51             | 66         | -15  | 49             | 60         | -11  |
| <b>Five-year Change</b>  | <b>+2</b>       | <b>+15</b> |      | <b>+4</b>      | <b>+15</b> |      | <b>+7</b>      | <b>+11</b> |      |
|  | <b>Grade 11</b> |            |      |                |            |      |                |            |      |
| <b>2007</b>  | 42              | 39         | +3   |                |            |      |                |            |      |
| <b>2008</b>  | 39              | 38         | +1   |                |            |      |                |            |      |
| <b>2009</b>  | 41              | 41         | 0    |                |            |      |                |            |      |
| <b>2010</b>  | 38              | 40         | -2   |                |            |      |                |            |      |
| <b>2011</b>  | 52              | 46         | +6   |                |            |      |                |            |      |
| <b>Five-year Change</b>  | <b>+10</b>      | <b>+7</b>  |      |                |            |      |                |            |      |
| Note: Numbers $\leq .49$ were rounded down and numbers $\geq .50$ were rounded up to the nearest whole number to be consistent with 2007 and 2008. |                 |            |      |                |            |      |                |            |      |
| Source: KDE Interim Performance Reports  |                 |            |      |                |            |      |                |            |      |

Based on the preceding, one may note:

- In 2011, the percentage of JCPS students in grades 3 through 8 scoring at least “Proficient” ranged from 16 percentage points below the state average (grade 6) to 10 percentage points below the percentage statewide (grade 3).
- In 2011, the percentage of grade 10 students demonstrating proficiency was six percentage points above their peers statewide.
- In all years from 2007 to 2011, a lower percentage of JCPS students than those statewide demonstrated proficiency on KCCT mathematics assessments in grades 3 through 8.
- The percentage of JCPS students demonstrating proficiency on grade 10 KCCT mathematics assessments varied from six percentage points above to two percentage points below their peers statewide during the five-year period from 2007 to 2011.
- Over the five-year period, the gain in percentage of JCPS students demonstrating proficiency on KCCT mathematics assessments was less than the rate of increase statewide in grades 3 through 8.
- Over the five-year period, the gain in percentage of JCPS students demonstrating proficiency on KCCT mathematics assessments was three percent more than the rate of increase statewide in grade 10.

- From 2007 to 2011, the percentage of JCPS students scoring at least “Proficient” on KCCT mathematics increased slightly in all grades except grade 5.

Exhibit 4.4.5 compares the percentage of district students in grades 4, 7, and 11 scoring “Proficient” or “Distinguished” on KCCT science assessments to the percentage of students statewide scoring at the same level.

#### **Exhibit 4.4.5**

### **Comparison of District and State KCCT Percentage of Students Scoring “Proficient” or “Distinguished” in Science, Grades 4, 7, and 11 Jefferson County Public Schools 2007-2011**

| <b>Year</b>  | <b>JCPS</b>    | <b>KY</b> | <b>Diff</b> | <b>JCPS</b>    | <b>KY</b> | <b>Diff</b> | <b>JCPS</b>     | <b>KY</b> | <b>Diff</b> |
|--|----------------|-----------|-------------|----------------|-----------|-------------|-----------------|-----------|-------------|
|  | <b>Grade 4</b> |           |             | <b>Grade 7</b> |           |             | <b>Grade 11</b> |           |             |
| <b>2007</b>  | 54             | 66        | -12         | 42             | 56        | -14         | 41              | 41        | 0           |
| <b>2008</b>  | 58             | 69        | -11         | 44             | 60        | -16         | 38              | 41        | -3          |
| <b>2009</b>  | 53             | 70        | -17         | 47             | 63        | -16         | 37              | 41        | -4          |
| <b>2010</b>  | 53             | 70        | -17         | 39             | 57        | -18         | 38              | 41        | -3          |
| <b>2011</b>  | 54             | 71        | -17         | 47             | 64        | -17         | 39              | 41        | -2          |
| <b>Five-year Change</b>  | <b>0</b>       | <b>+5</b> |             | <b>+5</b>      | <b>+8</b> |             | <b>-2</b>       | <b>0</b>  |             |
| Note: Numbers $\leq .49$ were rounded down and numbers $\geq .50$ were rounded up to the nearest whole number to be consistent with 2007 and 2008. |                |           |             |                |           |             |                 |           |             |
| Source: KDE Interim Performance Reports  |                |           |             |                |           |             |                 |           |             |

Based on the preceding, one may note:

- In 2011, the percentage of JCPS students demonstrating proficiency on KCCT science assessments ranged from 17 percentage points below their peers statewide (grades 4 and 7) to two percentage points below their peers statewide (grade 11).
- Each year from 2007 to 2011, in grades 4, 7, and 11, a lower percentage of JCPS students than those statewide demonstrated proficiency on KCCT science assessments—with one exception (grade 11 in 2007, which was at the state average). District and statewide differences were the least at grade 11.
- From 2007 to 2011, gains in the percentage of JCPS students demonstrating proficiency on KCCT science assessments fell below statewide gains in grades 4 and 7.
- The percentage of JCPS students demonstrating proficiency on grade 11 KCCT science assessments declined by two percentage points from 2007 to 2011, while the statewide percentage remained unchanged.



*Students studying fossils at Cane Elementary, an Environmental Magnet School.*

Exhibit 4.4.6 compares the percentage of JCPS students and those statewide in grades 5, 8, and 11 scoring at least “Proficient” on KCCT social studies assessments.

#### Exhibit 4.4.6

### Comparison of District and State KCCT Percentage of Students Scoring “Proficient” or “Distinguished” in Social Studies, Grades 5, 8, and 11 Jefferson County Public Schools 2007-2011

| Year   | JCPS           | KY        | Diff | JCPS           | KY        | Diff | JCPS            | KY        | Diff |
|--|----------------|-----------|------|----------------|-----------|------|-----------------|-----------|------|
|  | <b>Grade 5</b> |           |      | <b>Grade 8</b> |           |      | <b>Grade 11</b> |           |      |
| <b>2007</b>  | 58             | 61        | -3   | 44             | 52        | -8   | 44              | 43        | +1   |
| <b>2008</b>  | 51             | 59        | -8   | 45             | 58        | -13  | 39              | 39        | 0    |
| <b>2009</b>  | 52             | 61        | -9   | 44             | 56        | -12  | 41              | 41        | 0    |
| <b>2010</b>  | 41             | 56        | -15  | 42             | 56        | -14  | 39              | 40        | -1   |
| <b>2011</b>  | 46             | 60        | -14  | 46             | 60        | -14  | 43              | 41        | +2   |
| <b>Five-year Change</b>  | <b>-12</b>     | <b>-1</b> |      | <b>+2</b>      | <b>+8</b> |      | <b>-1</b>       | <b>-2</b> |      |
| Note: Numbers $\leq .49$ were rounded down and numbers $\geq .50$ were rounded up to the nearest whole number to be consistent with 2007 and 2008. |                |           |      |                |           |      |                 |           |      |
| Source: KDE Interim Performance Reports  |                |           |      |                |           |      |                 |           |      |

Based on the preceding, one may note:

- In 2011, 14 percent fewer JCPS grade 5 and 8 students than those statewide demonstrated proficiency on KCCT social studies assessments; however, two percent more grade 11 JCPS students than those statewide did so.
- From 2007 to 2011 in grades 5 and 8, 11 percent and six percent fewer JCPS students than those statewide demonstrated proficiency on their respective KCCT social studies assessments.
- In 2008 and 2009, the same percentage of JCPS students in grade 11 and those statewide demonstrated proficiency on KCCT social studies assessments; in 2010, a lower percentage of JCPS students demonstrated proficiency; and in 2007 and 2011, a slightly higher percentage of JCPS students demonstrated proficiency.
- The 12 percent five-year decline in proficiency rates among JCPS grade 5 students was 11 percentage points worse than the decline among students statewide. The one percent five-year decline among JCPS grade 11 students was one percentage point better than that statewide.
- The two point, five-year gain in the percentage of JCPS grade 8 students attaining proficiency still fell below that of students statewide by six percentage points.

In summary, JCPS elementary and middle school student proficiency rates fell below those of their peers statewide in KCCT reading, writing, mathematics, science, and social studies assessments during the five-year period from 2007 to 2011. JCPS high school students’ proficiency rates were at or slightly above those of their statewide peers on KCCT reading, writing, mathematics, and social studies assessments in most years from 2007 to 2011; however, they fell below their statewide peers on KCCT science assessments from 2008 to 2011.

In all five content areas over the five years (or three-year period, in the case of writing), results show a mostly negative trend between the proficiency rates in JCPS and the state in grades 3 through 8. The greatest gains came in grade 11 mathematics; the greatest decreases occurred in grade 5 social studies.



## Variations in Performance Among Sample JCPS Schools

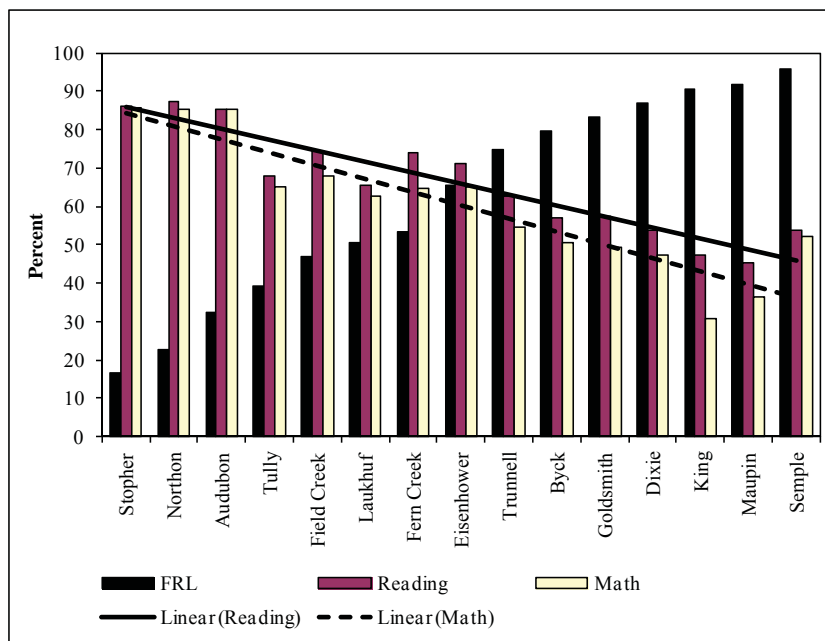
Given the achievement gaps shown in district-wide data presented to them (e.g., KDE Interim Performance Reports), auditors sought to determine relationships, if any, between the percentage of students eligible for free or reduced price lunch and KCCT proficiency rates. To do so, auditors selected a sample of 15 schools at the elementary level, eight at the middle level, and 10 at the high school level, attempting to obtain a representative sample both geographically and by percentage of students receiving free or reduced price lunches.

Auditors sequenced the sample schools from low to high in terms of percentage of students eligible for free or reduced price lunches. Rates of free or reduced price lunch were based on 2010 data, so for the sake of these comparisons, auditors used 2010 KCCT data in the following graphs of proficiency rates in reading and mathematics.

The first of the three graphs shows KCCT reading and mathematics proficiency rates in the sample elementary schools. Trendlines (statistical analyses of patterns of students' performance) have been included to show changes in KCCT reading and mathematics performance through the grades.

### Exhibit 4.4.7

**Percentage of Students Scoring at Least “Proficient” on 2010 KCCT  
Reading and Mathematics  
Compared to 2010 Percentage Free or Reduced Price Lunch  
in Sample Elementary Schools  
Jefferson County Public Schools  
October 2011**



Based on the preceding exhibit, one may observe the following:

- An inverse relationship existed between the percentage of free or reduced price lunch and the percentage of students earning scores of at least “Proficient” on 2010 KCCT reading and mathematics assessments in this sample of elementary schools.
- Sample schools with the lowest percentage of students eligible for free or reduced price lunch also had the highest percentage of students scoring at least “Proficient” in reading and mathematics on the 2010 KCCT.

- Sample schools with the highest percentage of students eligible for free or reduced price lunch tended to have the lowest percentage of students scoring at least “Proficient” in reading and mathematics on the 2010 KCCT.
- One exception to this was Semple, which had the highest free or reduced price lunch rate among the sample but was not the lowest in performance results among the sample elementary schools.

The following exhibit makes the same comparisons among the sample of eight middle schools.

**Exhibit 4.4.8**  
**Percentage of Students Scoring at Least “Proficient”**  
**on 2010 KCCT Reading and Mathematics**  
**Compared to 2010 Percentage Free or Reduced Price Lunch**  
**in Sample Middle Schools**  
**Jefferson County Public Schools**  
**October 2011**

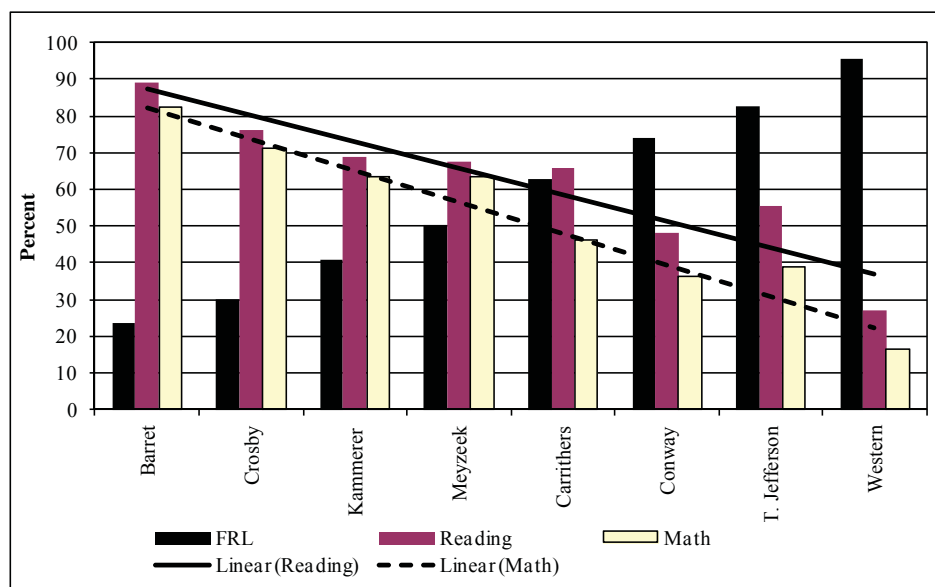


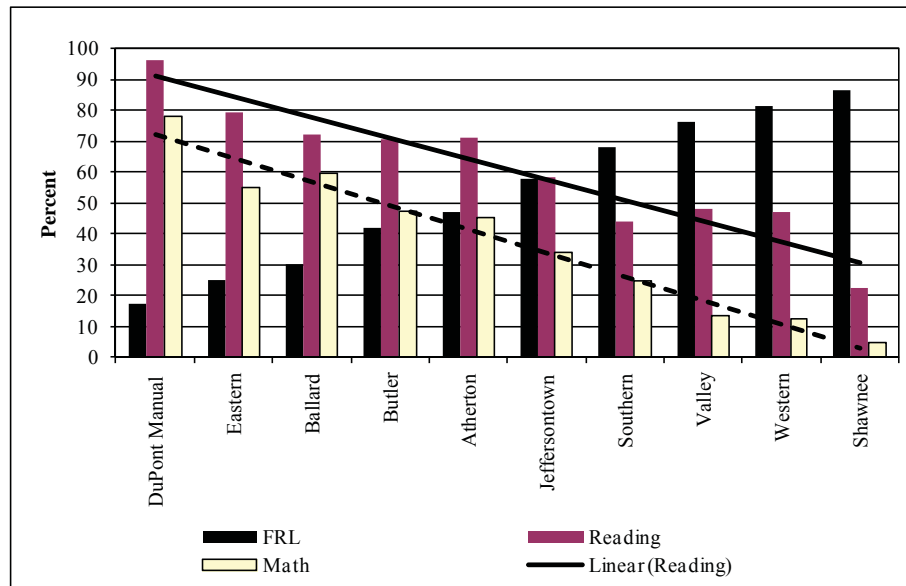
Exhibit 4.4.8 yields the following information, which showed a pattern similar to that found at the elementary level:

- An inverse relationship existed between the percentage of free or reduced price lunch and the percentage of students demonstrating proficiency on 2010 KCCT reading and mathematics assessments in the sample of eight middle schools.
- Sample middle schools with the lowest percentage of students receiving free or reduced price lunch also had the highest percentage of students scoring at least “Proficient” in both reading and mathematics on the 2010 KCCT.
- Sample middle schools with the highest percentage of students receiving free or reduced price lunch tended to have the lowest percentage of students scoring at least “Proficient” in reading and mathematics on the 2010 KCCT.

Exhibit 4.4.9 provides these comparisons among the sample set of 10 JCPS high schools.

#### Exhibit 4.4.9

**Percentage of Students Scoring at Least “Proficient”  
on 2010 KCCT Reading and Mathematics  
Compared to 2010 Percentage Free or Reduced Price Lunch  
in Sample High Schools  
Jefferson County Public Schools  
October 2011**



As found in Exhibits 4.4.7 and 4.4.8, JCPS high schools showed the same inverse relationship between the percentage of free or reduced price lunch and KCCT performance. Specifically, one may note the following:

- An inverse relationship existed between the percentage of free or reduced price lunch and the percentage of students demonstrating proficiency on 2010 KCCT reading and math assessments in the sample of 10 high schools.
- As at elementary and middle school levels, sample high schools with the lowest percentage of students eligible for free or reduced price lunch also had the highest percentage of students scoring at least “Proficient” in reading and mathematics on the 2010 KCCT.
- Also as at the elementary and middle school levels, sample high schools with the highest percentage of students eligible for free or reduced price lunch tended to have the lowest percentage of students scoring at least “Proficient” in reading and mathematics on the 2010 KCCT.
- By far the highest performing school in the sample, DuPont Manual had 10 percent fewer free or reduced price lunch eligible students than did the next highest performing high school (Eastern). However, student proficiency rates, especially in reading, were substantially higher at Manual than those of the school with the second fewest free or reduced price lunch eligible students (Eastern).

In summary, auditors examined KCCT performance of students in a geographically diverse sample of elementary, middle, and high schools representing the full range of percentage of students eligible for free or reduced price lunch. Auditors found clear inverse relationships between the percentage of free or reduced price lunch students and the percentage of students scoring at least “Proficient” on 2010 KCCT reading and mathematics assessments.

## Cohort Group Comparisons of KCCT Performance

The auditors next examined KCCT reading and mathematics proficiency rates for four cohorts (a grade level group moving through successive grades) of students, from 2007 through 2011. In the following exhibit, the “Five-year Change” figure represents the difference in the percentage of students demonstrating proficiency from grade 3 to grade 7 for one cohort of students, from grade 4 to grade 8 for another cohort, from grade 6 to 10 for a third, and from grade 7 to grade 11 for a fourth. Negative numbers represent decreases in proficiency rates for that particular cohort.

Exhibit 4.4.10 displays five-year trends for four different cohorts of JCPS students on KCCT reading and mathematics assessments. As of the 2011 KCCT administration, these students were in grades 7, 8, 10, and 11.

### Exhibit 4.4.10

#### Sample Cohort Group Comparisons for Percentage of Students Scoring “Proficient” or “Distinguished” on KCCT Reading and Mathematics Jefferson County Public Schools 2007-2011

| Cohort Group  | Reading | Mathematics |
|---|---------|-------------|
| Grade 3 in 2007   | 68      | 61          |
| Grade 4 in 2008   | 62      | 64          |
| Grade 5 in 2009   | 64      | 57          |
| Grade 6 in 2010   | 59      | 51          |
| Grade 7 in 2011   | 57      | 51          |
| Five-year Change  | -9      | -10         |
| Grade 4 in 2007   | 66      | 57          |
| Grade 5 in 2008   | 66      | 58          |
| Grade 6 in 2009   | 58      | 54          |
| Grade 7 in 2010   | 57      | 50          |
| Grade 8 in 2011   | 62      | 49          |
| Five-year Change  | -4      | -8          |
| Grade 6 in 2007   | 61      | 52          |
| Grade 7 in 2008   | 56      | 48          |
| Grade 8 in 2009   | 59      | 42          |
| Grade 9 in 2010   | NA      | NA          |
| Grade 10 in 2011  | 67      | NA          |
| Five-year Change  | +6      | -10         |
| Grade 7 in 2007   | 62      | 47          |
| Grade 8 in 2008   | 60      | 42          |
| Grade 9 in 2009   | NA      | NA          |
| Grade 10 in 2010  | 60      | NA          |
| Grade 11 in 2011  | NA      | 52          |
| Five-year Change  | -2      | +5          |
| Notes: Numbers $\leq .49$ were rounded down and numbers $\geq .50$ were rounded up to the nearest whole number to be consistent with 2007 and 2008. |         |             |
| Source: KDE Interim Performance Reports   |         |             |

The preceding exhibit shows:

- The percentage of JCPS 2007 grade 3 students demonstrating proficiency on KCCT reading and mathematics assessments decreased by 9 and 10 percentage points, respectively, by the time students were in grade 7 in 2011.
- The percentage of JCPS 2007 grade 4 students demonstrating proficiency on KCCT reading and mathematics assessments decreased by four and eight percentage points, respectively, by the time they were in grade 8 in 2011.
- The percentage of JCPS 2007 grade 6 students demonstrating proficiency increased by six percentage points in KCCT reading by the time they were in grade 10 in 2011 and decreased by 10 percentage points in KCCT mathematics by the time they were in grade 8 in 2009.
- The percentage of JCPS 2007 grade 7 students demonstrating proficiency decreased by two percentage points in reading by the time they were took the grade 10 KCCT reading in 2010 and increased by five percentage points in KCCT mathematics by the time they were in grade 11 in 2011.

In summary, the percentage of students demonstrating proficiency on KCCT reading and mathematics assessments decreased over the five-year period ending in 2011 for three of the four cohorts in reading/and or math; exceptions were reading performance of the grade 6 to 10 cohort and the mathematics performance of the grade 7 to 11 cohort.

### **Achievement Gaps Among Student Subgroup Populations Within the District**

Conventional wisdom states that group differences in achievement are the result of disparate, inadequate, or ineffective educational experiences, rather than ethnic or demographic characteristics. There is an expectation in curriculum management auditing that poverty, race, gender, or other ethnic or demographic differences should not predict differences in achievement levels. Further, all such subgroups in the student population are expected to achieve at comparable levels—demonstrating parity (or equivalency in achievement), if not at the time of measurement, then at some reasonable future point in time, as a result of educational intervention.

The auditors sought to determine the existence and degree of achievement gaps among student subgroups in JCPS. The following exhibits compare percentages of students in the following subgroups attaining “Proficient” or better on KCCT reading and mathematics assessments: 1) students eligible for free or reduced price lunches (a proxy for socioeconomic status) and all students; 2) ethnicity, including White, African American, Hispanic, Asian, and other; 3) males and females; 4) English language learners and all students; and 5) students with disabilities and all students.

For three of these (free or reduced price lunch students, students with disabilities, and English language learners), data provided to auditors compared the subgroup to the population as a whole (“All Students”). Because the category “All Students” actually included students in the subgroup, this comparison was misleading. Such comparisons yield artificially narrow achievement gaps between students in subgroups and those in a non-subgroup because the factor for comparison (“All Students”) is flattened by the inclusion of scores from the subgroup. To obtain a more accurate picture, one must compare, for example, passing rates of students receiving free or reduced price lunch and those not receiving free or reduced price lunch, passing rates of students with disabilities and those of students without disabilities, and so forth.

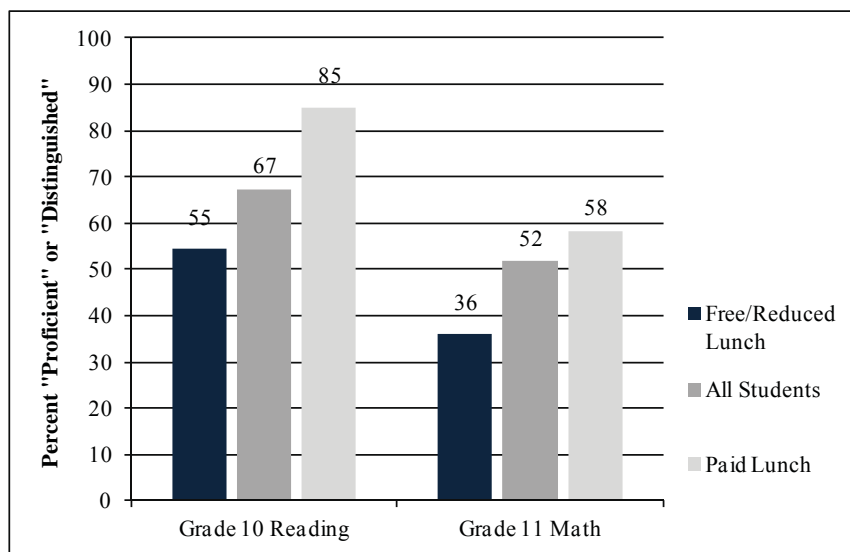
To illustrate the problem of comparing a given subgroup with “All Students,” auditors obtained a district-derived set of KCCT data separating students eligible for free or reduced price lunch from those who paid (identifying information removed) for grade 10 reading and grade 11 mathematics. The auditors calculated the percentage of the subgroup “Paid Lunch” demonstrating proficiency and compared their performance to the proficiency level of “Free or Reduced Lunch (FRL)” students (see [Exhibit 4.4.11](#) in the following section).

## Income

As an example of distortions caused by comparing a subgroup with a group that includes students of the subgroup (“All Students”), [Exhibit 4.4.11](#) compared reading proficiency rates of grade 10 students eligible for free or reduced price lunch, proficiency rates of all students, and proficiency rates of students not eligible for free or reduced price lunches. The graph also provides the same information for grade 11 mathematics.

### Exhibit 4.4.11

**Effect of Comparing Performance of “All Students”  
Rather than “Paid Lunch” Students to that of “Free or Reduced Price Lunch” Students  
Scoring “Proficient” or “Distinguished” on 2011 KCCT  
High School Reading and Mathematics  
Jefferson County Public Schools  
October 2011**



Data permitting direct comparison of students eligible for free or reduced price lunch against those ineligible for free or reduced price lunch gave a more accurate picture of the achievement gaps that existed between low income students and non-socioeconomically disadvantaged students. [Exhibit 4.4.11](#) shows the following:

- In grade 10 reading, 55 percent of free or reduced price lunch students earned KCCT scores of “Proficient” or “Distinguished.” Data reported by the state (and being used by the district) compared this subgroup to the passing rate of “all students” in JCPS (67 percent)—a population that included students in the low income subgroup. Using these figures, the gap between passing rates of free or reduced price lunch students and “all students” was 12 percentage points.
- However, data disaggregated to identify a more appropriate comparison group—grade 10 students who paid for their lunches—showed 85 percent of these students earned scores of at least “Proficient” on the 2011 KCCT reading assessment. Consequently, the achievement gap between free or reduced price lunch students and their non-free or reduced price lunch peers (“Paid Lunch” students) on the 2011 KCCT reading assessment was 30 percentage points, instead of the 12 percentage points reported—an 18 percentage point difference.
- In grade 11 KCCT mathematics, 36 percent of free or reduced price lunch students demonstrated proficiency. Data reported by the state compared this subgroup to the passing rate of “all students” in JCPS (52 percent). Using these figures, the achievement gap between free or reduced price lunch students and “all students” was 16 percentage points.
- Data disaggregated to identify a more appropriate comparison group—grade 11 students who paid for their lunches—showed 58 percent of paid lunch students demonstrated proficiency on 2011 KCCT



mathematics assessments. Consequently, the achievement gap between free or reduced price lunch and paid lunch grade 11 students was 22 percentage points, instead of the 16 percent reported—a six percentage point difference.

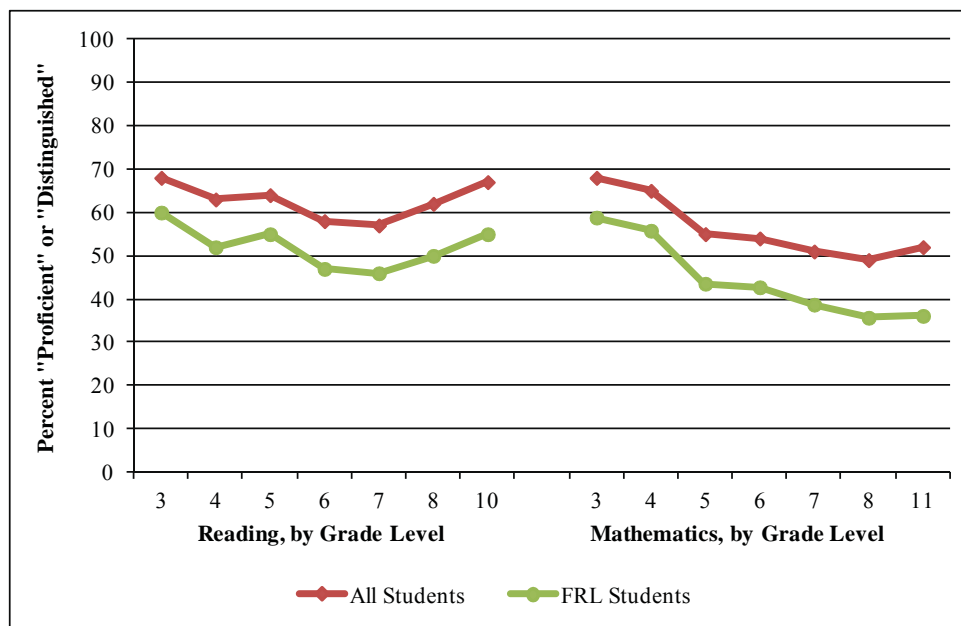
In summary, auditors have provided this comparison to demonstrate how data provided by the Kentucky Department of Education and being used by JCPS in making comparisons between certain subgroup populations and “all students” presented inaccurate and distorted pictures of achievement gaps for such populations. This comparison is presented here to aid interpretation of the data presented in the following exhibits. Gaps shown would be greater if students eligible for free or reduced price lunch were compared with students who are ineligible (paid for lunch).

When making subgroup comparisons for three subgroups, free or reduced price lunch students, students with disabilities, and English language learners, auditors used “all students” as the comparison group, since this was the information provided and used by the district and the Kentucky Department of Education.

The first comparison shows passing rates of free or reduced price lunch and all JCPS students on the 2011 KCCT reading and mathematics assessments in grades 3 through 8 and grades 10 (reading) and 11 (mathematics).

#### **Exhibit 4.4.12**

### **Comparison of Percentage of Students Eligible for Free or Reduced Price Lunch and All Students Scoring “Proficient” or “Distinguished” on 2011 KCCT Reading and Mathematics Jefferson County Public Schools October 2011**



Based on the preceding exhibit, one may observe:

- In 2011, from 12 to 16 percent fewer free or reduced price lunch students than all students achieved proficiency in KCCT reading or mathematics, respectively.
- From eight to 12 percent fewer free or reduced price lunch students than all students earned scores of at least “Proficient” on the 2011 KCCT reading assessments. Achievement gaps were widest at the higher grades.
- From nine to 16 percent fewer free or reduced price lunch students than “all” students earned scores of at least “Proficient” on the 2011 KCCT mathematics assessments. Achievement gaps were widest at the higher grades.

Overall, in terms of the percentage of students reaching proficiency on the reading and mathematics portions of the KCCT, the district's low income students performed below "all students" district-wide, and the achievement gap grew wider at higher grade levels.

### Ethnicity

The following pair of graphs displays percentage of students scoring at least "Proficient" on 2011 KCCT reading and mathematics assessments, broken down by ethnicity.

The first, Exhibit 4.4.13, shows KCCT reading performance by ethnicity.

**Exhibit 4.4.13**  
**Comparison of Percentage of Students by Ethnicity**  
**Scoring "Proficient" or "Distinguished" on the 2011 KCCT Reading**  
**Jefferson County Public Schools**  
**October 2011**

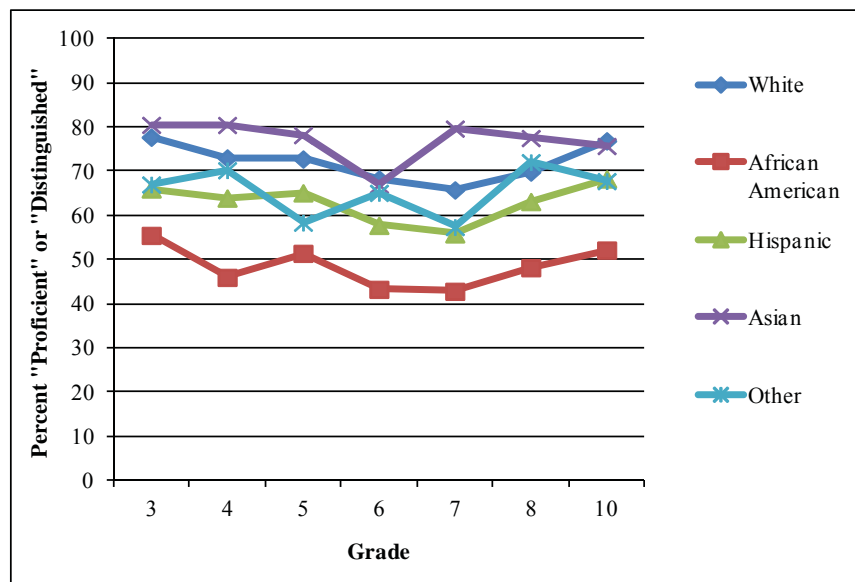


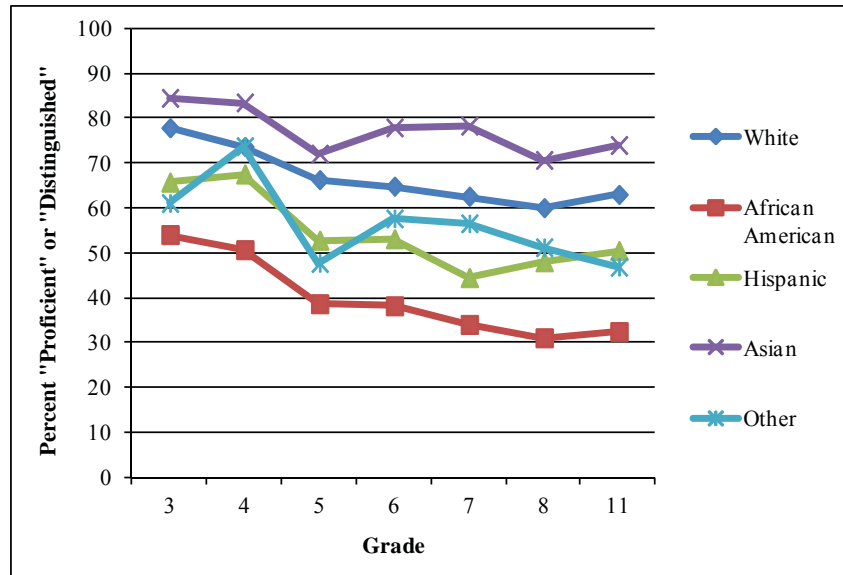
Exhibit 4.4.13 shows the following information about the percentage of various ethnic groups scoring at least "Proficient" on 2011 KCCT reading assessments:

- Asian students were the highest performing subgroup on 2011 KCCT reading assessment in grades 3 through 5, grades 7 and 8, and grade 10. In grade 6, nearly the same percentage of Asian and White students scored at least "Proficient."
- White students were the second highest performing subgroup on 2011 KCCT reading assessments in grades 3 through 8 and grade 10.
- Hispanic students performed below Asian and White students on 2011 KCCT reading assessments in grades 3 through 8 and grade 10.
- African American students performed well below all other ethnic subgroups on 2011 KCCT reading assessments in grades 3 through 8 and grade 10. By grade 10, nearly 20 percent fewer African American students than any other reported ethnic subgroup demonstrated proficiency.
- The performance of JCPS students in the "Other" ethnic category fluctuated between that of the Asian and African American subgroups on 2011 KCCT reading assessments.

The following exhibit displays student passing rates by ethnicity on 2011 KCCT mathematics assessments.

**Exhibit 4.4.14**

**Comparison of Percentage of Students by Ethnicity  
Scoring “Proficient” or “Distinguished” on 2011 KCCT Mathematics  
Jefferson County Public Schools  
October 2011**



The following observations may be made about students achieving at least “Proficient” on 2011 KCCT mathematics assessments, as shown in [Exhibit 4.4.14](#):

- Asian students were the highest performing subgroup on 2011 KCCT mathematics assessments in grades 3 through 8 and grade 11.
- White students were the second highest performing subgroup on 2011 KCCT mathematics assessments in grades 3 through 8 and grade 11.
- Hispanic students performed below Asian and White students on 2011 KCCT mathematics assessments in grades 3 through 8 and grade 11.
- African American students performed below all other ethnic subgroups on 2011 KCCT mathematics assessments in grades 3 through 8 and grade 11. Approximately 15 percent fewer African American students than those of other reported ethnicities earned scores of at least “Proficient” in grade 11.
- The performance of students in the “Other” ethnic category fluctuated between the Asian and African American subgroups on 2011 KCCT mathematics assessments.

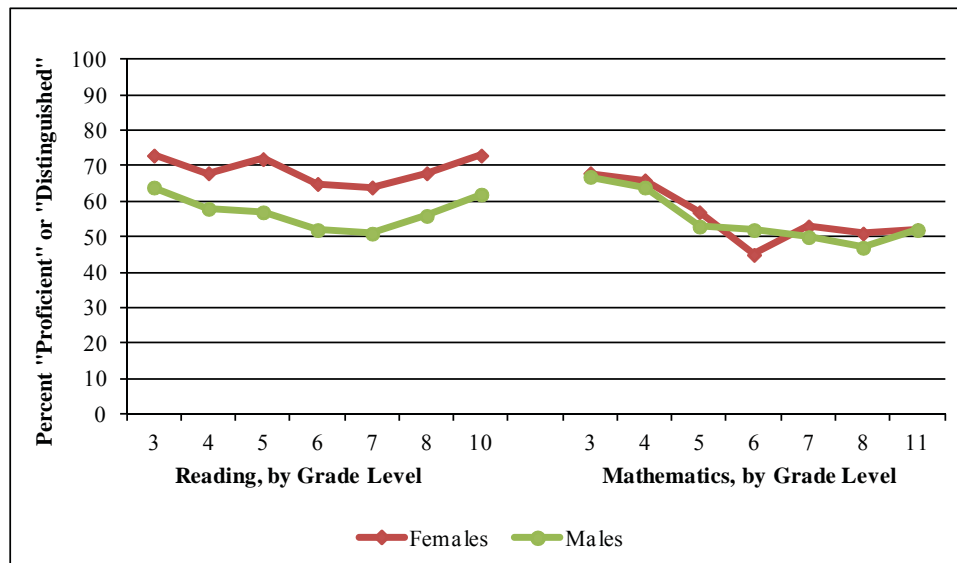
Overall, in both reading and mathematics, Asian students tended to have the highest passing rates among reported ethnic groups, with Whites slightly behind. Hispanic students and “other” ethnicities were next. African American students’ passing rates in both reading and mathematics were well below those of other ethnic groups.

## Gender

The following exhibit compares the performance of males and females on the 2011 KCCT reading and mathematics assessments.

### **Exhibit 4.4.15**

#### **Comparison of Percentage of Male and Female Students Scoring “Proficient” or “Distinguished” on 2011 KCCT Reading and Mathematics Jefferson County Public Schools October 2011**



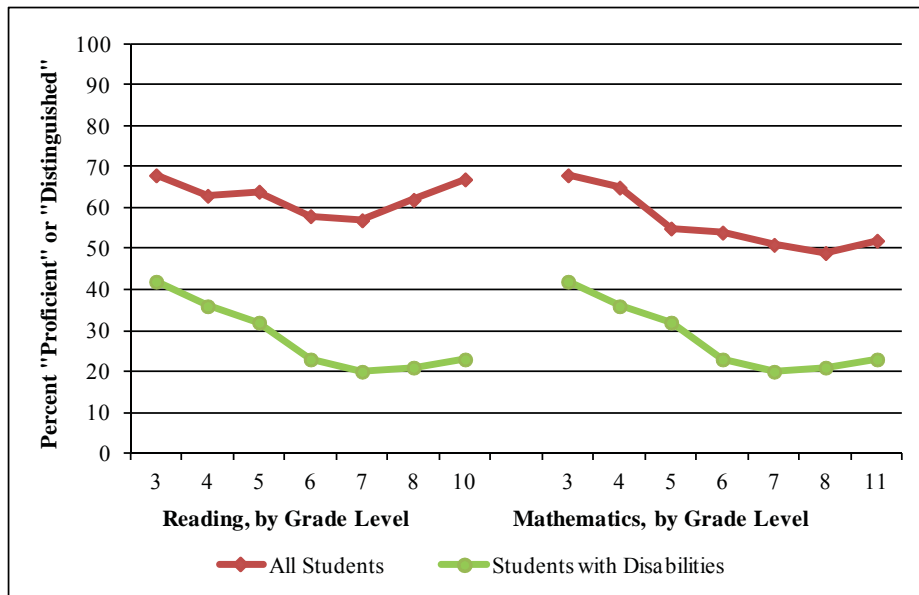
As shown in [Exhibit 4.4.15](#), a higher percentage of JCPS female students than male students scored at least “Proficient” on 2011 KCCT reading assessments in grades 3 through 8 and in grade 10. Nearly the same percentage of males and females earned scores of “Proficient” or better in mathematics.

## Students with Disabilities

Exhibit 4.4.16 provides comparisons of KCCT proficiency rates among students with disabilities and all JCPS students. Again, because the comparison group of “all students” includes students with disabilities, gaps between students with disabilities and general education students would be wider than those shown in Exhibit 4.4.16.

### **Exhibit 4.4.16**

#### **Comparison of Percentage of Students with Disabilities and All Students Scoring “Proficient” or “Distinguished” on 2011 KCCT Reading and Mathematics Jefferson County Public Schools October 2011**



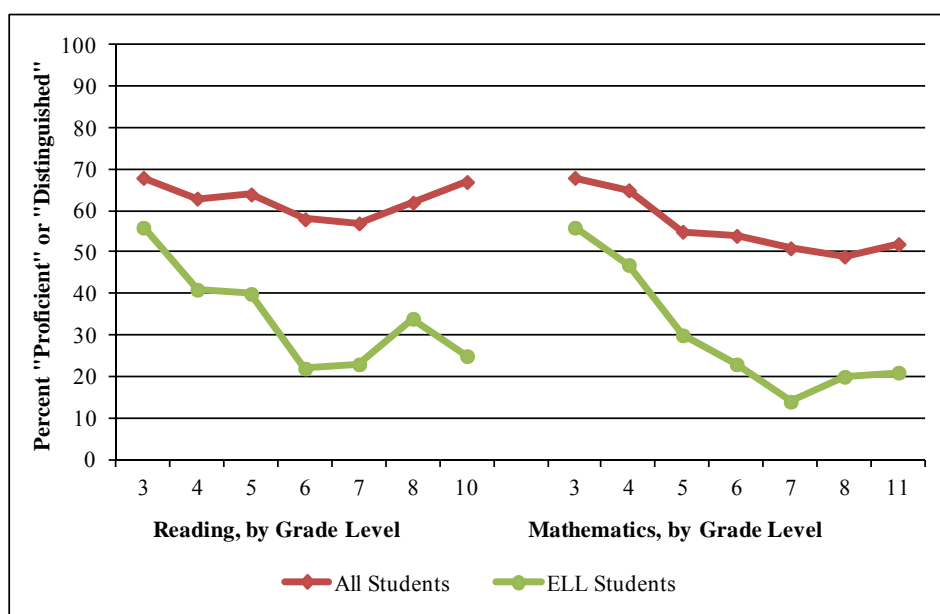
A much lower percentage of JCPS students with disabilities than all students earned scores of at least “Proficient” on 2011 KCCT reading and mathematics assessments in grades 3 through 8, grade 10 (reading), and grade 11 (mathematics). The gap in percentage scoring at least “Proficient” among all students and students with disabilities grew wider between grade 3 and grade 10 (reading) or 11 (mathematics).

## English Language Learners

The following exhibit addresses passing rates of students identified as English language learners and “all students.” Gaps between English language learners (ELL) and non-ELL students would be wider than those shown in the following exhibit.

### Exhibit 4.4.17

#### Comparison of Percentage of English Language Learners and All Students Scoring “Proficient” or “Distinguished” on 2011 KCCT Reading and Mathematics Jefferson County Public Schools October 2011



In JCPS, the percentage of English language learners scoring at least “Proficient” in reading and mathematics assessments was well below those of the comparison group (“All Students”). The achievement gap between English language learners and all students increased with each grade level between grades 3 and 10 (reading) or 11 (mathematics). Gaps between English language learners and non-ELL students would be wider than those shown in [Exhibit 4.4.17](#).

In summary, with regard to the percentage of students demonstrating proficiency on 2011 KCCT reading and mathematics assessments, free or reduced lunch-eligible students scored lower than “all” students. In both reading and mathematics, African American students did the worst of all ethnic groups—Asian students, White students, Hispanic students, and “other.” A lower percentage of males than females earned scores of at least “Proficient” in reading, but approximately the same percentage earned such scores in mathematics. A lower percentage of students with disabilities and English language learners than “all students” achieved scores of at least “Proficient” on reading and mathematics assessments. Overall, achievement gaps for low income students, African American students, students with disabilities, and English language learners are substantial when compared to proficiency rates of the total population.

#### Estimated Years for Subgroups to Achieve Parity with Comparison Groups

In the previous section, auditors provided performance comparisons of several subgroups. In this section, auditors provide estimates of the length of time required for a low performing subgroup to achieve at the same level as a comparison group (“Years to Parity”). To arrive at estimated Years to Parity, auditors calculated the difference in the percentage of students in the subgroup and comparison group demonstrating proficiency for each year (“Difference”). Next, they calculated the positive or negative change in that difference from one year to the next (“Change in Difference”). This figure was divided by the number of intervals (total number of years minus one) to yield “Gain by Year.” A positive number meant the achievement gap was closing, and the final



year difference between the subgroup population and the comparison group was divided by the Gain by Year to arrive at an estimate of Years to Parity. A negative “Gain by Year” meant the achievement gap was widening, and one could assume achievement of the subgroup would never reach parity with that of the comparison group, barring intervention.

Auditors performed gap analyses for one grade at each level—elementary, middle, and high school. In estimating Years to Parity, auditors compared the following pairs of subgroups: 1) students eligible for free or reduced price lunch and all students, 2) African American and White students, 3) students with disabilities and all students, and 4) limited English proficient and all students. The analysis for the first pair of subgroups—students eligible for free or reduced price lunch and all students—is presented in [Exhibit 4.4.18](#); a summary of calculation results for all pairs is presented in [Exhibit 4.4.19](#). Again, one should note comparisons made with “all students” resulted in an artificially narrower gap than if comparisons were made with students not in the subgroup.

[Exhibit 4.4.18](#) displays a sample of years to parity calculations for KCCT reading proficiency among free or reduced lunch students (FRL) and all students in grades 4, 7, and 10. It has been included here to provide an example of how auditors arrive at their estimates of years to parity and some of the information that may be gleaned from such calculations.

#### Exhibit 4.4.18

##### Estimated Years to Achieve Parity Among Students Eligible for Free or Reduced Price Lunch and All Students on KCCT Reading in Grades 4, 7, and 10 Jefferson County Public Schools October 2011

| Subgroup                                | Grade/Subject                                 | Percent Proficient and Above |      |      |      |       |
|---|---|------------------------------|------|------|------|-------|
|   |   | 2007                         | 2008 | 2009 | 2010 | 2011  |
| All Students                            | Grade 4 Reading                               | 66                           | 62   | 64   | 68   | 63    |
| FRL Students                            | Grade 4 Reading                               | 56                           | 52   | 53   | 60   | 52    |
| Difference                              |   | 10                           | 10   | 11   | 8    | 11    |
| Change in Difference                    | (First year difference-Final year difference) |                              |      |      |      | -1    |
| Gain by Year                            | (Change in difference)/(number of years-1)    |                              |      |      |      | -0.25 |
| Years to Parity                         | (Final Year gap/gain by year)                 |                              |      |      |      | Never |
|   |   | Percent Proficient and Above |      |      |      |       |
| Subgroup                                | Grade/Subject                                 | 2007                         | 2008 | 2009 | 2010 | 2011  |
| All Students                            | Grade 7 Reading                               | 62                           | 56   | 55   | 57   | 57    |
| FRL Students                            | Grade 7 Reading                               | 49                           | 44   | 43   | 45   | 46    |
| Difference                              |   | 13                           | 12   | 12   | 12   | 11    |
| Change in Difference                    | (First year difference-Final year difference) |                              |      |      |      | 2     |
| Gain by Year                            | (Change in difference)/(number of years-1)    |                              |      |      |      | 0.5   |
| Years to Parity                         | (Final Year gap/gain by year)                 |                              |      |      |      | 22    |
|   |   | Percent Proficient and Above |      |      |      |       |
| Subgroup                                | Grade/Subject                                 | 2007                         | 2008 | 2009 | 2010 | 2011  |
| All Students                            | Grade 10 Reading                              | 62                           | 61   | 61   | 60   | 67    |
| FRL Students                            | Grade 10 Reading                              | 46                           | 46   | 48   | 46   | 55    |
| Difference                              |   | 16                           | 15   | 13   | 14   | 12    |
| Change in Difference                    | (First year difference-Final year difference) |                              |      |      |      | 4     |
| Gain by Year                            | (Change in difference)/(number of years-1)    |                              |      |      |      | 1     |
| Years to Parity                         | (Final Year gap/gain by year)                 |                              |      |      |      | 12    |
| Source: KDE Interim Performance Reports |   |                              |      |      |      |       |

The following observations may be made with regard to [Exhibit 4.4.18](#):

- In 2007, from 10 to 16 percent fewer grades 4, 7, and 10 students eligible for free or reduce price lunch than all students achieved scores of at least “Proficient” on KCCT reading assessments
- In 2011, from 11 to 12 percent fewer grades 4, 7, and 10 students eligible for free or reduced lunch than all students reached proficiency on KCCT reading assessments.
- The achievement gap between JCPS grade 4 students eligible for free or reduced price lunch and all students on KCCT reading assessments widened by one percent from 2007 to 2011. A negative gain by year implies the subgroup will never reach parity with the comparison group at the current rate of change and barring other interventions.
- The achievement gap between JCPS grade 7 students eligible for free or reduced price lunch and all students on KCCT reading assessments closed by two percent from 2007 to 2011, resulting in an estimate of 22 years to achieve parity between the two subgroups at the current rate of change and barring other interventions.
- Grade 10 students had the fastest rate of gap closure (Change in Difference) among the three sample grades.
- The achievement gap between JCPS grade 10 students eligible for free or reduced price lunch and all students on KCCT reading assessments closed by four percent from 2007 to 2011, yielding an estimate of 12 years to achieve parity between the two subgroups at the current rate of change, absent other interventions.

[Exhibit 4.4.19](#) provides a summary of years to parity calculations for KCCT reading and mathematics assessments for the four subgroups: free or reduced price lunch students and all students, African American and White students, students with disabilities and all students, and English language learners and all students. A complete set of data tables for these calculations may be found in the [Appendix 8.4](#).

#### **Exhibit 4.4.19**

##### **Summary of Estimated Years to Parity Among Various Subgroups On 2007-2011 KCCT Reading and Mathematics Jefferson County Public Schools October 2011**

|   | <b>2011<br/>Difference</b> | <b>Five-year Change<br/>in Difference</b> | <b>Estimated Years<br/>to Parity</b> |
|---|----------------------------|---|--------------------------------------|
| <b>Free or Reduced Lunch/All Students</b> |                            |   |                                      |
| <b>Reading</b>                            |                            |   |                                      |
| Grade 4                                   | 11                         | -1  | <b>Never</b>                         |
| Grade 7                                   | 11                         | 2   | <b>22</b>                            |
| Grade 10                                  | 12                         | 4   | <b>12</b>                            |
| <b>Mathematics</b>                        |                            |   |                                      |
| Grade 5                                   | 11                         | 1   | <b>44</b>                            |
| Grade 8                                   | 13                         | 1   | <b>52</b>                            |
| Grade 11                                  | 16                         | 1   | <b>64</b>                            |
| <b>African American/White Students</b>    |                            |   |                                      |
| <b>Reading</b>                            |                            |   |                                      |
| Grade 4                                   | 27                         | -6  | <b>Never</b>                         |
| Grade 7                                   | 23                         | -2  | <b>Never</b>                         |
| Grade 10                                  | 25                         | 0   | <b>Never</b>                         |

| <b>Exhibit 4.4.19 (continued)</b><br><b>Summary of Estimated Years to Parity Among Various Subgroups</b><br><b>On 2007-2011 KCCT Reading and Mathematics</b><br><b>Jefferson County Public Schools</b><br><b>October 2011</b> |                            |   |                                      |
|---|----------------------------|---|--------------------------------------|
|   | <b>2011<br/>Difference</b> | <b>Five-year Change<br/>in Difference</b> | <b>Estimated Years<br/>to Parity</b> |
| <b>African American/White Students (continued)</b>  |                            |   |                                      |
| <b>Mathematics</b>  |                            |   |                                      |
| Grade 5   | 27                         | -3  | <b>Never</b>                         |
| Grade 8   | 29                         | -5  | <b>Never</b>                         |
| Grade 11  | 31                         | -2  | <b>Never</b>                         |
| <b>Students with Disabilities/All Students</b>  |                            |   |                                      |
| <b>Reading</b>  |                            |   |                                      |
| Grade 4   | 27                         | -1  | <b>Never</b>                         |
| Grade 7   | 37                         | -1  | <b>Never</b>                         |
| Grade 10  | 44                         | 1   | <b>176</b>                           |
| <b>Mathematics</b>  |                            |   |                                      |
| Grade 5   | 29                         | -2  | <b>Never</b>                         |
| Grade 8   | 36                         | -4  | <b>Never</b>                         |
| Grade 11  | 40                         | -8  | <b>Never</b>                         |
| <b>English Language Learners/All Students</b>   |                            |   |                                      |
| <b>Reading</b>  |                            |   |                                      |
| Grade 4   | 22                         | -16                                       | <b>Never</b>                         |
| Grade 7   | 34                         | -11                                       | <b>Never</b>                         |
| Grade 10  | 32                         | 0   | <b>Never</b>                         |
| <b>Mathematics</b>  |                            |   |                                      |
| Grade 5   | 25                         | -14                                       | <b>Never</b>                         |
| Grade 8   | 29                         | -16                                       | <b>Never</b>                         |
| Grade 11  | 31                         | -13                                       | <b>Never</b>                         |
| <i>Source: KDE Interim Performance Reports</i>  |                            |   |                                      |

Based on Exhibit 4.4.19, one may make the following observation:

- The years to parity calculations for all subgroups indicated a prolonged and untenable period of time (12 to 176 years) or never to close the achievement gaps between subgroups and the population as a whole.

In summary, estimates of years to parity showed achievement gaps among free or reduced price lunch students and all students, African American and White students, students with disabilities and all students, and English language learners and all students in JCPS have been widening in the selected sample grade levels in reading and mathematics, as measured by scores of “Proficient” or better on the KCCT. Given that achievement gaps show a widening trend, these subgroups are not on track to reach parity with the total population unless current conditions change to intervene and rectify the existing trajectory.

## Comparison of ACT Scores by School and Socioeconomic Status

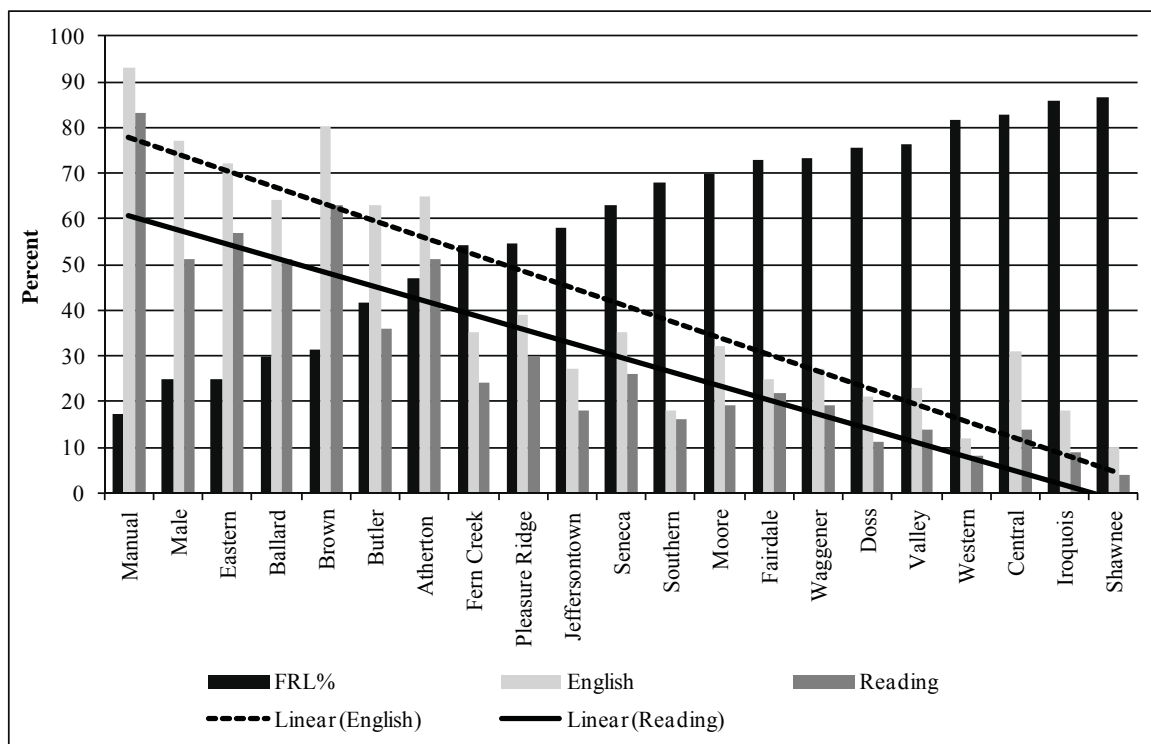
The Kentucky Department of Education requires that grade 11 students take the ACT, which, according to the ACT website, “assesses high school students’ general educational development and their ability to complete college-level work.”<sup>1</sup> The state then provides data on the percentage of students by school and for the district that meet “benchmarks” for college readiness. As defined by the ACT description, benchmarks are “scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50 percent chance of obtaining a B or higher or about a 75percent chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.”<sup>2</sup>

Because auditors found an inverse relationship in KCCT proficiency and socioeconomic status among the sample schools shown in [Exhibit 4.4.9](#), they chose to compare average ACT benchmark scores provided in the 2010-11 JCPS High School Data Book for 21 high school campuses and the percent of students eligible for free or reduced lunch at those campuses.

[Exhibit 4.4.20](#) compares 2011 ACT English and reading benchmark performance and free or reduced lunch percentages for these high schools. Auditors added fitted lines (trendlines) to show overall patterns of performance among schools.

### Exhibit 4.4.20

**Comparison of Percentage of Students Meeting 2011 ACT Benchmarks  
in English and Reading  
and Percentage Free or Reduced Price Lunch  
in All District High Schools  
Jefferson County Public Schools  
October 2011**



Observations that may be made based on [Exhibit 4.4.20](#) include the following:

- Auditors found inverse relationships between the percentage of students meeting ACT English and reading benchmarks and eligibility for free or reduced price lunch.

<sup>1</sup> ACT website <http://www.act.org/aap> [accessed October 26, 2011]

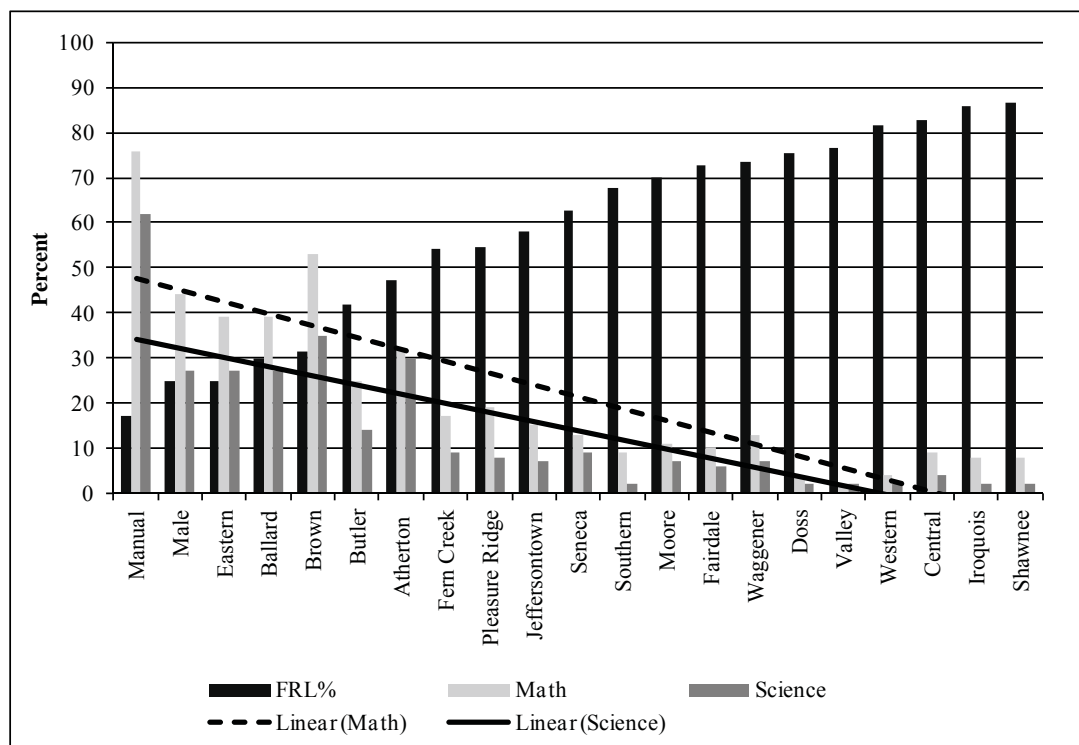
<sup>2</sup> ACT website <http://www.act.org/eduaxtin/benchmarks.html> [accessed October 26, 2011]

- Fitted trendlines showed a higher percentage of students met the English benchmarks than the reading ones.
- In 14 of the 21 schools, fewer than 40 percent of students met either the English or reading benchmarks for college readiness.
- Among schools with high free or reduced price lunch rates, students attending Central performed well above similar schools in English, although not in reading.
- Among schools with low free or reduced price lunch rates, students attending Brown and Manual performed well above the others in both English and reading.

Exhibit 4.4.21 compares the percentage of students meeting ACT benchmarks in mathematics and science and the percentage of students receiving free or reduced price lunch in these high schools. Fitted lines (trendlines) show overall patterns of performance among schools.

#### Exhibit 4.4.21

**Comparison of Percentage of Students Meeting 2011 ACT Benchmarks  
in Analytical and Applied Science  
and Percent Free or Reduced Price Lunch  
in All District High Schools  
Jefferson County Public Schools  
October 2011**



From the preceding, one may note:

- Auditors found inverse relationships between the percentage of students meeting ACT mathematics and science benchmarks and eligibility for free or reduced price lunch.
- Trendlines fitted to performance showed a higher percentage of students met the mathematics benchmarks than the science benchmarks.
- In 14 of the 21 schools, fewer than 20 percent of students met either the mathematics or science benchmarks for college readiness.

- More than 50 percent of students met the ACT mathematics benchmark for college readiness in only two schools (Brown and Manual).
- More than 60 percent met the science benchmark for college readiness in only one school (Manual). At the second highest performing school in science (Brown), only 35 percent of students met this college readiness benchmark.
- Among schools with high free or reduced lunch rates, students attending Central, Iroquois, and Shawnee performed slightly above others in mathematics, although not in science.

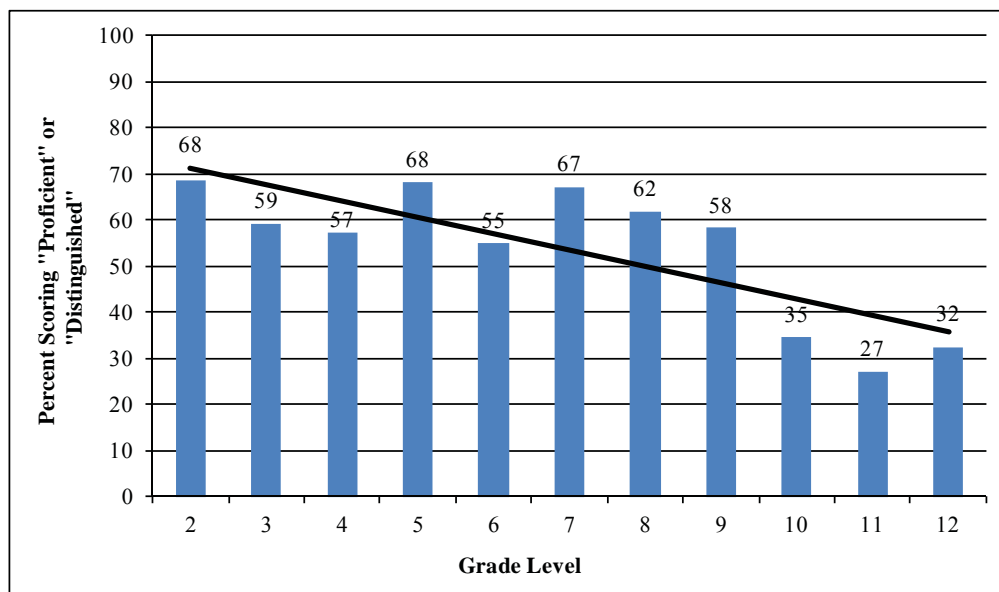
Overall, auditors found inverse relationships between the percentage of students meeting ACT benchmarks for college readiness and schools' percentage of students eligible for free or reduced price lunch. In 14 of the 21 schools (66 percent), fewer than 40 percent of students met the English or reading college readiness benchmarks, and fewer than 20 percent met those benchmarks in math or science.

### Student Performance on District Proficiency Assessments

JCPS teachers were expected to administer district-developed reading, mathematics, science, and social studies diagnostic and proficiency assessments regularly. According to the JCPS CASCADE Assessment System: Analysis and Usage Report (2010), these formative assessments were aligned to their respective grade level content area KCCT assessments.

The following exhibit shows the percentage of students scoring at least "Proficient" on the JCPS reading assessments in 2010-11. A trendline (a statistical analysis of patterns found in students' performance) has been included to show an overall pattern of performance through the grades.

**Exhibit 4.4.22**  
**Percentage of Students Scoring "Proficient" or "Distinguished"**  
**on 2010-11 District Reading Assessments**  
**Grades 2 through 12**  
**Jefferson County Public Schools**  
**October 2011**



The following observations may be made about [Exhibit 4.4.22](#):

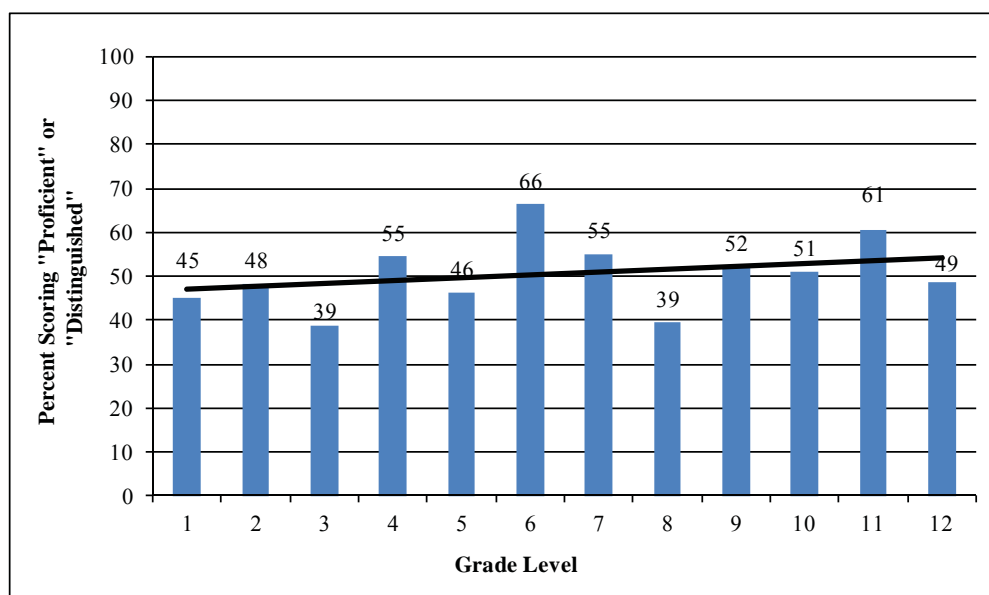
- The trendline showed a substantial drop in percentage of students scoring at least "Proficient" on JCPS reading proficiency assessments from grades 2 through 12.



- The highest percentages of students scoring “Proficient” or “Distinguished” on district reading proficiency assessments were at grades 2 (68 percent), 5 (68 percent), and 7 (67 percent).
- The lowest percentages demonstrating proficiency were found in grades 10 (35 percent), 11 (27 percent), and 12 (32 percent).
- Grades 5, 7, 8, and 9 results were above the trendline, while all others fell below.

Exhibit 4.4.23 shows the percentage of students scoring at least “Proficient” on the district mathematics proficiency assessments and provides a trendline showing performance change from grade 1 to grade 12.

**Exhibit 4.4.23**  
**Percentage of Students Scoring “Proficient” or “Distinguished”**  
**on 2010-11 District Mathematics Assessments**  
**Grades 1 through 12**  
**Jefferson County Public Schools**  
**October 2011**



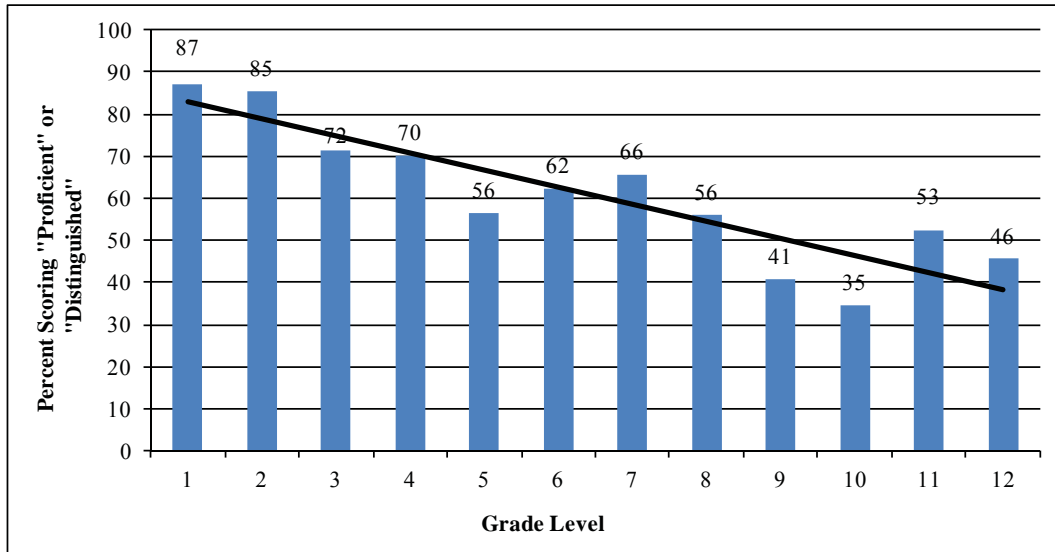
The following observations may be made with regard to Exhibit 4.4.23:

- Overall, as the trendline indicated, the percentage of students attaining “Proficient” or “Distinguished” on the district mathematics proficiency assessments remained relatively flat from grade 1 through grade 12.
- Attainment of “Proficient” or better on district proficiency mathematics assessments ranged from 39 to 66 percent.
- The highest percentages of students scoring at least “Proficient” on the district mathematics proficiency assessments occurred in grade 6 (66 percent) and 11 (61 percent).
- The lowest percentage of students scoring at least “Proficient” on the district mathematics proficiency assessments occurred at grades 3 and 8 (39 percent).
- Grades 4, 6, 7, and 11 were above the trendline, while all others fell below.

Exhibit 4.4.24 shows information for district science assessments.

**Exhibit 4.4.24**

**Percent of Students Scoring “Proficient” or “Distinguished”  
on 2010-11 District Science Assessments  
Grades 1 through 12  
Jefferson County Public Schools  
October 2011**



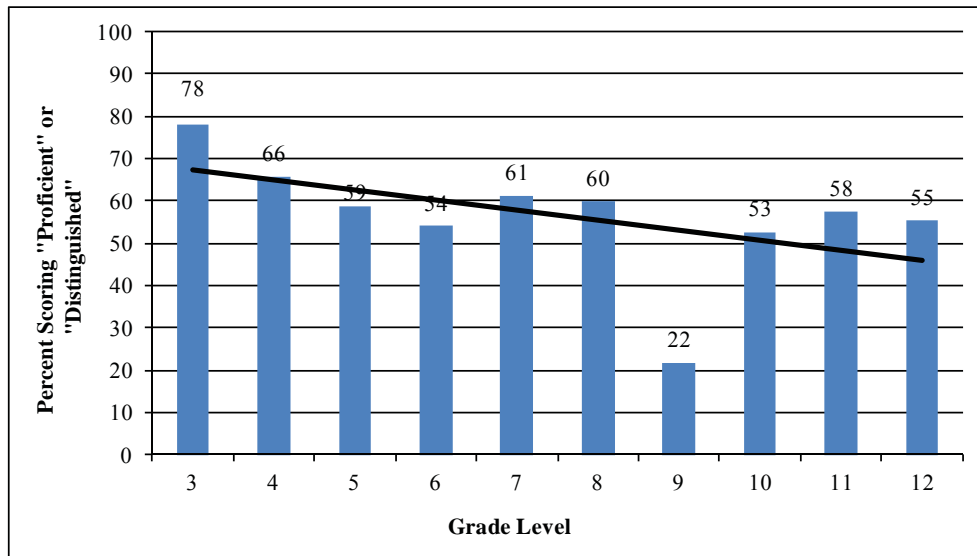
Based on Exhibit 4.4.24, one may note:

- The overall trend in the percentage of students achieving “Proficient” or better on district science proficiency assessments showed a fairly consistent decline from grade 1 to grade 12.
- The percentage of students scoring “Proficient” or better on district science proficiency assessments ranged from 35 to 87 percent.
- The highest percentages of students demonstrating proficiency were in grades 1 (87 percent) and 2 (85 percent).
- The lowest percentages of students demonstrating proficiency were in grades 9 (41 percent) and 10 (35 percent).
- Grades 1, 2, 7, 11, and 12 fell above the trendline, while all others fell below.

The following exhibit provides proficiency rates for district social studies assessments in grades 3 through 12.

**Exhibit 4.4.25**

**Percentage of Students Scoring “Proficient” or “Distinguished”  
on 2010-11 District Social Studies Assessments  
Grades 3 through 12  
Jefferson County Public Schools  
October 2011**



One may make the following observations with regard to Exhibit 4.4.25:

- The trendline showed an overall decline from grades 3 through 12 in rates of “Proficient” or better on district social studies proficiency assessments.
- The percentage of students achieving scores of “Proficient” or “Distinguished” on district social studies proficiency assessments ranged from 22 (grade 9) to 78 percent (grade 3).
- At all other grades, the percentage of students earning at least “Proficient” remained relatively consistent, ranging from 53 to 66 percent.

In summary, trend data for district reading, science, and social studies proficiency assessments showed a decline through the grade levels in achieving scores of “Proficient” or better. Mathematics was an exception with a slight increase in the percentage of students scoring “Proficient” or better from one grade to the next.

Auditors interviewed district and school administrators and teachers, board members, parents, community members (patrons), and students about student assessment in JCPS. Some comments illustrated student achievement as measured by performance on assessments was a significant and persistent challenge, as the following indicated:

- “One of the weaknesses of our system is trying to improve test scores. We have not been able to come up with the proper systems and put them in place to deal with that.” (District Administrator)
- “JCPS [test scores] should be lifting the rest of the state up; instead, they are pulling them down.” (Patron)
- “We’re not going to say, ‘We’re leading the state.’ No, we had the biggest gain, but we’re still 10 points behind the state.” (District Administrator)
- “Our results do not allow us to be arrogant about the ‘Jefferson County Way.’ We have pride in being good—but the reality is that we have underperforming schools.” (District Administrator)

Auditors found assessment performance differences at different levels and among schools. This was corroborated by a number of interviewees, as the following statements show:

- “Some PLA [Persistently Low Achieving] schools are ‘on-fire’ and proving that they can do it.” (District Administrator)
- “Although we do have an achievement gap in our schools, what we really have is an opportunity gap.” (Board Member)
- “We have got to go after [student achievement] in middle schools.” (District Administrator)
- “You have high-achieving students in all schools, but the perception is based on the school that the child attends.” (Patron)

Furthermore, auditors heard about achievement gaps among various student subgroups. The following comments typify such statements:

- “I have a big concern about the big achievement gaps that exist in the schools, especially as they impact African American boys.” (Parent)
- “We are not moving quickly enough to close the gap in special education. Reading scores are being maintained or dipping and math is up a bit.” (District Administrator)

In the end, some school personnel and community members indicated they felt they were not getting an accurate picture of student performance. They just wanted to hear the truth, as the following statements indicated:

- “We need to be honest with the community about what the data are. We need to make sure the community is aware of the statistics.” (Patron)
- “There’s this pride about how good JCPS is and that we should be leading the state, but then there is the reality. The community says, ‘Tell us the truth. Don’t spin it.’” (School Administrator)

Overall, interviews showed a level of recognition of student assessment trends; performance gaps between JCPS students and their peers statewide; performance differences from one level to another, from one school to another within the district, and between subgroups; as well as a desire for transparency and honesty in data reporting.

## **Summary**

Over time, JCPS student performance on KCCT assessments fell further below statewide performance at elementary and middle grades, and near the state level at the high school. Five-year trend analyses showed a mostly negative trend in performance rates in grades 3 through 8 and a slightly positive trend in grade 10. Proficiency rates in reading, writing, mathematics, science, and social studies at elementary and middle levels fell below those statewide, as did high school proficiency rates on science assessments. High school student proficiency rates on writing, mathematics, and social studies assessments were at or slightly above those statewide. In analyses of four separate cohort groups, auditors found proficiency rates on KCCT reading and mathematics assessments declined over a five-year period.

In a sample of schools at elementary, middle, and high school levels, auditors found clear inverse relationships between the percentage of free or reduced price lunch students and performance on KCCT reading and mathematics assessments. Auditors found the same inverse relationship among all high schools in their analysis of ACT benchmark scores.

Analyses of assessment scores for various subgroups within the district showed substantial performance gaps between student subgroups—low income, African American, students with disabilities, English language learners—and their comparison group. Estimates of years to parity for reading and mathematics showed a widening achievement gap between subgroups and the comparison group, indicating that these subgroups are not on track to reach parity with their peers unless intervention measures are taken to ameliorate student achievement results.

Lastly, performance on 2010-11 district reading, science, and social studies proficiency assessments declined from one grade to the next. Performance on district mathematics proficiency assessments varied from grade to grade, but with a slight trend upward from grade 1 to 12.

Overall, JCPS student performance has been falling below state averages, and achievement gaps for several subgroups are widening, indicating that existing district efforts are failing to educate all students to levels expected by state assessments.

**Finding 4.5: Evaluation processes have not been adequately established to guide the district in adopting, implementing, and analyzing instructional programs for cost-benefits or for their effectiveness in meeting the system's desired outcomes.**

Districts typically invest substantial dollars and human resources in programs to maintain, augment, or enhance the instructional program. Programmatic efforts have the potential to address diverse needs and provide unique opportunities for students to access learning. When programs are adopted to fulfill identified needs, are designed to accomplish specific goals and objectives, implemented with fidelity to program design, monitored consistently during implementation, and evaluated annually, they can become a dynamic part of the educational design and delivery. However, when organizational procedures are not in place to assess the need and quality of programs before they are adopted, and when strategies for monitoring and evaluation are not used consistently, programs can consume district resources that could be allocated in ways that may achieve better results. Such lost opportunities for system improvement exist when program evaluation is infrequent, inadequate, or inappropriate.

Program evaluation is a multilayered process of obtaining data regarding the quality of the program design, its alignment to district and department goals, the fidelity of implementation, resource needs, outcomes attained over time, and cost-effectiveness in achieving desired outcomes. In order to accomplish these purposes, program evaluation includes a set of desired characteristics. The auditors frame their analysis using four basic questions:

- I. Is there a program evaluation plan in place (to evaluate curriculum, stand-alone programs, or particular district functions, e.g., personnel services, maintenance)? (Design)
- II. What is the quality of the program evaluation approach? (Design)
- III. Is the program evaluation approach used, and are programs evaluated? (Delivery)
- IV. Does using the program evaluation data make any difference? (Delivery)

To ascertain the status of program evaluation taking place in the Jefferson County Public School (JCPS) District, auditors examined board policy, administrative documents, job descriptions, other relevant documents provided for the audit and interviewed administrators, teachers, and board members. They examined existing program evaluation documents and principals' descriptions of program evaluations at school sites.

Auditors found that direction for program evaluation was limited in board and administrative documents and that existing evaluation practice lacked structures to provide guidance for program adoption, implementation, and assessment of effectiveness and cost-benefit. The program evaluation model presented to auditors was inadequate to meet audit criteria. A review of district level evaluations completed over the past five years revealed that these evaluations were not linked to system results and were inadequate to inform decision making for program continuation, refinement, or termination. Site programs were not evaluated. Overall, less than five percent of all district programs were evaluated.

An analysis of program evaluation in the district follows and is framed by the four basic questions noted earlier.

#### **I. Presence of Program Evaluation Plan or Process (Design)**

Auditors found a program evaluation process in place in JCPS. Board policy addressed evaluation of the instructional program only, and one job description assigned responsibility for duties related to program evaluation to a central office position. A district program evaluation model entitled The CIPP [Context, Input,

Process, and Product Evaluation] Model as a Framework for Evaluation in JCPS (Summer 2011) was presented to the auditors. This model was described as a process used in the district since 1983. An analysis of these documents is included in question two below.

## II. Quality of the Program Evaluation Plan and/or Process (Design)

To determine the quality of program evaluation design, a set of audit criteria has been identified to evaluate the plan and/or process used in the district. Using documents identified in question one, auditors determined if current practice meets the audit quality criteria.

Exhibit 4.5.1 presents the audit criteria for quality program evaluation design along with the auditors' rating of the district's approach. An "X" in the "adequate" column indicates that the characteristic was met and a score of one point was assigned. "Partial" indicates that not all parts of a characteristic were present. An "X" in the "inadequate" column indicates that the characteristic was not met and no points were assigned. A discussion of the auditors' ratings follows the exhibit.

### Exhibit 4.5.1

#### Characteristics of a Quality Program Evaluation Plan or Process and Auditors' Assessment of the District's Approach

| Characteristics of a Quality Program Evaluation Plan or Process   | Auditors' Rating |            |
|---|------------------|------------|
|   | Adequate         | Inadequate |
| 1. Describes board or administrative directives to have program evaluation procedures in place  |                  | X          |
| 2. Specifies procedures for program evaluation, including needs assessment and formative evaluation and summative evaluation methods  | Partial          |            |
| 3. Specifies the proficiencies of persons responsible for conducting the evaluation, enhancing likelihood that findings achieve maximum credibility and acceptance  | X                |            |
| 4. Expects multiple measures designed to obtain quality data about the goals and objectives of the program and to be accurate and reliable measures   |                  | X          |
| 5. Provides for multiple measures of data collection to be used, including both quantitative and qualitative data   |                  | X          |
| 6. Directs ongoing formative assessments for the first two years for any new program implementation and summative evaluation at the end of the third year   |                  | X          |
| 7. Directs that all existing programs undergo a program evaluation at least every three years   |                  | X          |
| 8. Expects procedures used in the evaluation process to be clearly described  |                  | X          |
| 9. Specifies that program evaluation reports clearly describe the program, including its context, purposes, and procedures  |                  | X          |
| 10. Expects program evaluation reports to be utilized to support timely decisions regarding program effectiveness, identify both strengths and weaknesses of the program, and include findings and recommendations for continuation as is, modification, or termination |                  | X          |
| 11. Directs program evaluation designs to be practical, ethical, and cost effective, and to adequately address relevant political issues  |                  | X          |
| 12. Expects all proposals for the initiation of new program to include needs assessment data, a description of formative and summative evaluations, and data collection procedures  |                  | X          |
| <b>Total</b>  | <b>1</b>         | <b>11</b>  |
| <b>Percentage of Adequacy</b>   | <b>8%</b>        |            |

As can be noted from Exhibit 4.5.1, the current program evaluation process for the Jefferson County Public Schools is inadequate when analyzed against audit criteria. The audit expectation is that 8 out of the 12 criteria are met when an evaluation process is minimally adequate to meet organizational needs for determining if



programs contribute to system outcomes. The district model met eight percent of the criteria, and, therefore, did not meet audit expectations. The auditors' analysis follows.

### **Characteristic 1 (Inadequate)**

The district program evaluation model presented to auditors did not address board or administrative direction for program evaluation. The district model, The CIPP (Context, Input, Process, and Product Evaluation) Model as a Framework for Evaluation in JCPS (dated Summer 2011), described "issues related to the evaluation model used in JCPS since 1983" and presented a conceptual approach to evaluation. The CIPP Model, which was explained as "an organized approach to meeting the evaluation profession's standards as defined by the Joint Committee on Standards for Educational Evaluation (1981, 1994, 2011)," was theoretical in nature and did not direct systemwide expectations for program evaluation. The district model was not designed to establish procedures for program evaluation across the system, within departments, or at the site level to assess the productivity of programs in terms of how they contributed to the attainment of district expectations for students.

While some board policies provided limited direction for evaluation of the instructional program, they did not address evaluation of other programs or organizational functions, and policies were not supported by administrative directives to operationalize policy intent. *Board Policy IM: Evaluation of Instructional Programs* and *Board Policy BLDB: Accountability* address the evaluation of the instructional program. *Board Policy IM: Evaluation of Instructional Programs* directs that procedures are developed "to evaluate instructional programs annually, as they relate to board of education goals." *Board Policy BLDB: Accountability* directs the design of the school improvement plan and establishes that school plans are based on "student assessment results" and a "needs assessment" along with "measurable goals, objectives and the method for evaluating the achievement of the plan." Both policies set an expectation for evaluation procedures to be in place related to the instructional program but fall short of establishing directives that evaluation processes be used to determine the effectiveness of all programs and functions serving the educational mission of the district.

One job description addressed direction for program evaluation at system and division levels. The job description for Executive Director Accountability, Research and Planning (1994) assigned the responsibility for designing a program evaluation process to this position. The job description specifies that the person in this position:

- "3. Provides leadership for the development of district research and evaluation services and supervises implementation....
- 5. Provides consultation to facilitate division efforts in research and evaluation....
- 8. Provides leadership for the planning and development of the district's evaluation program to obtain information on achievement of systemwide and individual school goals and objectives....
- 10. Provides leadership in developing data bases that will be used to research and evaluate district goals and programs."

While responsibility for program evaluation is assigned in this job description to a central office position, neither this nor any other directive established that procedures would be in place or used to evaluate programs and key services at the central or site level.

In all, board and administrative direction for program evaluation is inadequate to support procedures to ascertain if programs are beneficial in achieving district expectations at all levels of the system.

### **Characteristic 2 (Partially Adequate)**

While the conceptual discussion of program evaluation within the CIPP model did address needs assessment, formative evaluation, and summative evaluation, this discussion did not translate to specific procedures useful to district staff in carrying out program evaluations. The concepts of needs assessment and formative and summative evaluation were presented as meaningful elements, but useful methods to apply the theory to actually evaluate types of programs across departments and system-wide was not specified in terms of real-time application.

**Characteristic 3 (Adequate)**

The CIPP model addressed a priority of engaging stakeholders in the program evaluation process and required that such stakeholders “meet the professional standards of evaluation and subject their evaluations to both formative and summative metaevaluations.” The professional standards used in the CIPP model are those “defined by the Joint Committee on Standards for Educational Evaluation (1981, 1994, 2011).”

**Characteristic 4 (Inadequate)**

No policy or model element addressed the design of quality data instruments or the expectation that data tools would be designed for accurate and reliable collection of data via multiple measures. The quality of data tools and collection processes was not addressed.

**Characteristic 5 (Inadequate)**

The model did not address the use of multiple measures of data collection or the nature of the data to be used, such as quantitative or qualitative. The intent of the CIPP model was “to supply evaluation users—such as policy boards, administrators, and project staffs—with timely, valid, reliable information,” but how such data would be obtained was not addressed.

**Characteristic 6 (Inadequate)**

No direction was presented through board policy or the district program evaluation model to formatively assess new programs continuously within the first two years of implementation and to summatively evaluate such programs at the end of the third year.

**Characteristic 7 (Inadequate)**

There was no expectation for a scheduled review of all existing programs every three years.

**Characteristic 8 (Inadequate)**

The CIPP model includes questions that could be used formatively and summatively in program evaluation, but the model does not establish methods to be used in the evaluation process or indicate that processes used need to be articulated.

**Characteristic 9 (Inadequate)**

Auditors found that no board policy, the CIPP model, or any other directive required that evaluation reports be completed. Documents addressed an approach to program evaluation but did not establish corresponding reports.

**Characteristic 10 (Inadequate)**

The concept of using program evaluation (not necessarily reports) to make timely decisions regarding program effectiveness, to identify strength and weaknesses, and to include findings and recommendations for continuation as is, modification, or termination of a program were not described overtly in the CIPP model. While the concept of timely data to support decision making was identified, the model lacks processes to identify strengths and weaknesses, and the concept of using findings and recommendations to communicate with stakeholders was not addressed. The model lacks direction to evaluators in terms of using evaluation procedures to recommend action based on data. Conceptually, the model recognizes that evaluation informs formative decisions and may inform decisions to terminate a program, but these concepts remain theoretical in the model description.

**Characteristic 11 (Inadequate)**

The evaluation design model did not address the practicality of conducting program evaluations, the cost-effectiveness of such a process, or how political issues would be handled. The concept of ethical design was addressed by the statement: “As feasible, the evaluation should be subjected to an external, independent metaevaluation. This helps avoid any appearance or fact of the evaluator’s possible conflict of interest having influenced the content of the external metaevaluation report.”

### Characteristic 12 (Inadequate)

No document established that all proposals for the initiation of new programs include a needs assessment, a description of formative and summative evaluations, and data collection procedures.

Overall, the district's approach to program evaluation was inadequate. There was a lack of board and administrative direction to guide an evaluation process that provided useful information to district and site personnel for decision making about assessing needs, determining program quality, monitoring implementation, and evaluating the impact of programs related to expected outcomes.

### III. Program Evaluation Use (Delivery)

The auditors examined evaluation usage by examining the quantity of evaluations taking place (Frame 1), the quality of program evaluations completed (Frame 2), and the response to report findings and recommendations (Question IV).

#### Frame 1: Quantity of Program Evaluations Taking Place

The auditors examined existing district-level evaluations presented and principal self-reports of evaluations taking place for school-based programs to determine the quantity of program evaluations taking place. The auditors found that program evaluations were not an established district expectation prior to program adoption and were not a requirement for monitoring or decision making related to program continuation, modification, or termination. While some district level program evaluations were completed, no established program evaluation model or process was used to evaluate site programs.

The JCPS website listed program evaluations in two categories: instructional programs and student support programs. Auditors noted that over the three years of reports available, some were federal or state programs with required evaluation protocols, while others were district initiatives that were evaluated using district-specific procedures. All program evaluations on the website were completed at the district level. A summary of the evaluations found for instructional programs is listed in [Exhibit 4.5.2](#).

#### **Exhibit 4.5.2**

#### **Quantity of Program Evaluations Presented for Instructional Programs Jefferson County Public Schools October 2011**

| <b>Instructional Programs</b>                         | <b>Evaluation Date</b> | <b>Entity Requiring Evaluation</b> | <b>Scope of Evaluation</b> |
|---|------------------------|------------------------------------|----------------------------|
| Culture Competence Institute                          | 2011                   | District                           | Brief                      |
| Elementary Redesign                                   | 2011                   | District                           | Brief                      |
| Elementary Redesign                                   | 2010                   | District                           | Full                       |
| Elementary Redesign                                   | 2009                   | District                           | Full                       |
| Environmental Education                               | 2011                   | Federal Grant                      | Full                       |
| Environmental Education                               | 2010                   | Federal Grant                      | Full                       |
| GE Math/Science School Based Staff Developers Project | 2011                   | District                           | Brief                      |
| One Community, One Nation                             | 2011                   | District                           | Full                       |
| Advanced Placement                                    | 2010                   | District                           | Brief                      |
| Foreign Language Grant                                | 2010                   | Federal Grant                      | Progress Report            |
| Foreign Language Grant                                | 2009                   | Federal Grant                      | Progress Report            |
| Foreign Language Grant                                | 2008                   | Federal Grant                      | Brief                      |
| Health Magnet Schools                                 | 2010                   | District                           | Brief                      |
| Lincoln Foundation :Whitney YOUNG Scholars            | 2010                   | District                           | Full                       |
| Project SMART   | 2010                   | Federal Grant                      | Progress Report            |
| Project SMART   | 2008                   | Federal Grant                      | Full                       |

| <b>Exhibit 4.5.2 (continued)</b><br><b>Quantity of Program Evaluations Presented for Instructional Programs</b><br><b>Jefferson County Public Schools</b><br><b>October 2011</b> |                        |                                    |                            |
|--|------------------------|------------------------------------|----------------------------|
| <b>Instructional Programs</b>  | <b>Evaluation Date</b> | <b>Entity Requiring Evaluation</b> | <b>Scope of Evaluation</b> |
| Teaching American History 2  | 2010                   | Federal Grant                      | Progress Report            |
| Teaching American History 2  | 2009                   | Federal Grant                      | Progress Report            |
| Teaching American History 2  | 2008                   | Federal Grant                      | Progress Report            |
| Teaching American History 2  | 2007                   | Federal Grant                      | Progress Report            |
| Teaching American History 3  | 2010                   | Federal Grant                      | Brief                      |
| Teaching American History 3  | 2009                   | Federal Grant                      | Progress Report            |
| JCPS Technology Programs   | 2010                   | District                           | Brief                      |
| Women's Educational Equity   | 2010                   | Federal Grant                      | Progress Report            |
| Collaboration in Math and Science (CIMS)   | 2009                   | Federal Grant                      | Full                       |
| HS Literacy: Ramp Up   | 2009                   | District                           | Full                       |
| HS Advanced Literacy: Ramp Up  | 2009                   | District                           | Full                       |
| Reading First  | 2009                   | Federal Grant                      | Full                       |
| Reading Recovery   | 2009                   | District                           | Brief                      |
| Reading Recovery   | 2008                   | District                           | Brief                      |
| Job Embedded PD  | 2008                   | District                           | Profile                    |
| Rigby Literacy   | 2008                   | District                           | Brief                      |
| Rising Fifth Graders   | 2008                   | District                           | Profile                    |
| Science Modules  | 2008                   | District                           | Full                       |
| Title 1 Supplemental Education   | 2007                   | Federal Grant                      | Full                       |
| <b>Total Federal/State Instructional Programs Evaluated</b>  |                        |                                    | <b>9</b>                   |
| <b>Total District Instructional Programs Evaluated</b>   |                        |                                    | <b>14</b>                  |
| <b>Total Evaluation Reports Completed</b>  |                        |                                    | <b>35</b>                  |
| <i>Data Source: JCPS website for Accountability, Research, Planning</i>  |                        |                                    |                            |

As can be noted from [Exhibit 4.5.2](#), program evaluations for instructional programs over the five-year period examined listed evaluations for nine federal/state programs and evaluations for 14 district initiated programs. Some programs had more than one report as the scope of reports ranged from brief to full. In all, a total of 35 reports were completed for instructional programs.

The quantity of evaluations for student support programs is presented in [Exhibit 4.5.3](#).

**Exhibit 4.5.3**  
**Quantity of Program Evaluations Presented for Student Support Programs**  
**Jefferson County Public Schools**  
**October 2011**

| <b>Student Support Program</b>      | <b>Evaluation Date</b> | <b>Entity Requiring Evaluation</b> | <b>Scope of Evaluation</b> |
|-------------------------------------|------------------------|------------------------------------|----------------------------|
| AmeriCorps                          | 2011                   | Federal Grant                      | Progress Report            |
| Care for Kids Elementary and Middle | 2011                   | District                           | Brief                      |
| Care for Kids Elementary            | 2010                   | District                           | Full                       |
| Care for Kids Elementary            | 2009                   | District                           | Full                       |
| Care for Kids Middle                | 2010                   | District                           | Full                       |
| Physical Education Program (PEP)    | 2011                   | Federal Grant                      | Progress Report            |

| <b>Exhibit 4.5.3 (continued)</b><br><b>Quantity of Program Evaluations Presented for Student Support Programs</b><br><b>Jefferson County Public Schools</b><br><b>October 2011</b> |                        |                                    |                            |
|--|------------------------|------------------------------------|----------------------------|
| <b>Student Support Program</b>   | <b>Evaluation Date</b> | <b>Entity Requiring Evaluation</b> | <b>Scope of Evaluation</b> |
| Project PACES  | 2011                   | Federal Grant                      | Progress Report            |
| Project PACES  | 2010                   | Federal Grant                      | Progress Report            |
| School Nurses  | 2010                   | District                           | Brief                      |
| New Teacher Induction  | 2010                   | District                           | Full                       |
| New Teacher Induction  | 2009                   | District                           | Full                       |
| Project ASPIRE   | 2010                   | District                           | Brief                      |
| Project ZAP  | 2010                   | Federal Grant                      | Progress Report            |
| Project ZAP  | 2008                   | Federal Grant                      | Progress Report            |
| Protecting You Protecting Me   | 2010                   | District                           | Full                       |
| Student Recovery Program   | 2010                   | District                           | Full                       |
| Student Recovery Program   | 2009                   | District                           | Brief                      |
| Student Recovery Program   | 2008                   | District                           | Brief                      |
| Teachers and Learners Collaborating  | 2010                   | District                           | Full                       |
| Teachers and Learners Collaborating  | 2009                   | District                           | Full                       |
| Teachers and Learners Collaborating  | 2008                   | District                           | Full                       |
| Service Learning Project   | 2009                   | State                              | Full                       |
| Steps to Respect   | 2009                   | District                           | Brief                      |
| SPAVA  | 2008                   | District                           | Brief                      |
| Starfish Program   | 2008                   | District                           | Profile                    |
| Alternative School Evaluations   | 2007                   | District                           | Full                       |
| School Administration Manager Project  | 2007                   | District                           | Profile                    |
| <b>Total Federal/State Student Support Programs Evaluated</b>  |                        |                                    | <b>5</b>                   |
| <b>Total District Student Support Programs Evaluated</b>   |                        |                                    | <b>12</b>                  |
| <b>Total Evaluation Reports Completed</b>  |                        |                                    | <b>27</b>                  |
| <i>Data Source: JCPS website for Accountability, Research, Planning</i>  |                        |                                    |                            |

As can be noted from Exhibit 4.5.3, program evaluations for student support programs over the five-year period examined listed evaluations for five federal/state programs and evaluations for 12 district initiated programs. Some programs had more than one report as the scope of reports ranged from brief to full. In all, a total of 27 reports were completed for student support programs.

Auditors examined principal surveys that reported programs offered by each site to determine the quantity of school-based program evaluations. No program evaluations were noted. Most sites reported evaluation processes that involved measuring student performance within the program, and the frequency of such measurements was identified in many cases, but an evaluation of the effectiveness of a program in terms of meeting the needs served was not presented. Some site programs that were used across several sites were evaluated by the district Accountability, Research, and Planning Department and were included in the district quantity listed in Exhibits 4.5.2 and 4.5.3. While over 800 site programs were listed on principal surveys, auditors noted that evaluations listed by the district included program evaluations for a total of 14 federal/state programs and 26 district programs, which indicated that five percent of all programs in use were evaluated to determine if funds, student learning time, and professional resources were effectively used to impact student learning.

Overall, the ratio (1:20) of evaluations to reported program is inadequate to determine the effectiveness and cost benefit of existing programs. Program evaluations were limited to instructional and student support programs. No evaluations were found for other types of programs or services (such as school structure models, student/



teacher recruitment, curriculum design, instructional delivery, professional development, or cost-benefit of expenditures by program/service/facility).

#### Frame Two: Quality of Program Evaluation Reports/Documents

The auditors selected a sample of available district program reports to examine whether the reports showed evidence of quality program evaluation by analyzing them against audit criteria. The selected sample included: Elementary Redesign Reports for 2009, 2010, 2011; ESL Newcomer Academy 2011; Student Recovery 2008, 2009, 2010; and Ramp Up to Literacy 2009. None of the reports met the audit criteria presented in Exhibit 4.5.4. Auditors chose one report, Elementary Redesign Report 2010, to illustrate the common deficiencies found across the sample. This analysis is presented in Exhibit 4.5.4. An “X” in the “adequate” column indicates that the characteristic was met and a score of one point was assigned. “Partial” indicates that not all parts of a characteristic were present. An “X” in the “inadequate” column indicates that the characteristic was not met and no points were assigned. A discussion of the auditors’ ratings follows the exhibit.

#### **Exhibit 4.5.4**

#### **Curriculum Management Improvement Model Program Evaluation Criteria Auditors’ Assessment of Program Evaluation Against Audit Characteristics Jefferson County Public Schools October 2011**

| Characteristics  | Auditors’ Rating |            |
|--|------------------|------------|
|  | Adequate         | Inadequate |
| <b>The program evaluation report/document...</b>   |                  |            |
| 1. Describes why this program was selected to be evaluated, with reasons that suggest an expected evaluation outcome.  | X                |            |
| 2. Presents a description of the program goals, objectives, activities, individuals served, context, funding source, staffing patterns, and expected outcomes.                                     | Partial          |            |
| 3. Uses multiple measures of data collection, resulting in both quantitative and qualitative data. The report describes what data were collected from what sources and the collection methodology. | X                |            |
| 4. Reports clearly describe the program evaluation procedures, findings, and recommendations.  |                  | X          |
| 5. Clearly describes procedures used in the evaluation process.  | X                |            |
| 6. Program evaluation designs are practical, ethical, cost effective, and adequately address relevant political issues.  |                  | X          |
| 7. Reports are provided in a timely manner so that timely decisions regarding program effectiveness and continuation can be made.  |                  | X          |
| 8. If a sampling technique was used, it was adequate to support the conclusions that were drawn or any generalizations made to different settings or populations.                                  | X                |            |
| 9. Individuals responsible for the program evaluation were “independent” or, if not, there was no attempt to control the evaluation results.   | Partial          |            |
| 10. Findings of the evaluation seem to be supported by the evidence reported in the evaluation document.   | Partial          |            |
| 11. Recommendations are supported by the findings and are practical in that they are within the capacity of the organization to implement.   |                  | X          |
| 12. The document contains only substantive and related information.  | X                |            |
| <b>Total</b>   | <b>5</b>         | <b>7</b>   |
| <b>Percent Fully Adequate (5/12)</b>   | <b>42%</b>       |            |

To be considered adequate, at least eight of the program evaluation criteria listed in Exhibit 4.5.4 must be fully met. The auditors’ analysis shows that only 5 of 12 Curriculum Management Improvement Model Program evaluation criteria were fully met. As a result, the evaluation of the Elementary redesign Report 2010 was determined to be inadequate.



The auditors' analysis of scoring in [Exhibit 4.5.4](#) follows.

#### **Characteristic 1 (Adequate)**

The evaluation report stated the purpose of the evaluation in terms of an expected evaluation outcome: “to determine the impact of the redesign initiative on school climate and culture, instructional practices, parent engagement, and student outcomes.”

#### **Characteristic 2 (Partially Adequate)**

The program description was expressed in global, not measurable, terms: “The purpose of the redesign was to create an environment in which 1) each student receives the individual attention necessary to improve academic performance in more personalized, caring learning environments that enhance the sense of connection to their learning, their school community, and the world around them, 2) each staff member is supported within a culture of professional growth that nurtures collegial reflection, dialogue, collaboration, and team building to enhance practice for student success, and 3) each family member serves as a welcome partner in supporting student learning.” Evaluation procedures, however, measured quantifiable outcomes not addressed by the program description. Quantifiable outcome measures included CARE for Kids Walkthrough Subscales (classroom norms for routines, procedures, and relationships and the use of language to promote student reflection and reinforcement of learning), use of specific types of instructional orientations, frequency of use of specific instructional practices, and growth on the academic index. The program description did not address how the purpose of the program was linked to instructional delivery, student orientation, or classroom norms, and academic growth was referenced only as “improve academic performance” without a quantifiable objective. Without clarity about what specific objectives need to be reached by the program, stakeholders being measured may not have implemented the expected strategies to achieve the outcomes for which they are held accountable.

#### **Characteristic 3 (Adequate)**

The report used multiple measures of data that were quantitative and qualitative, specified how data were collected and from what sources, and the described methodology used.

#### **Characteristic 4 (Inadequate)**

The report presented procedures and findings but did not address recommendations. Generic next steps were included, but none of these were in the form of a recommendation for refinement or modification of the implementation.

#### **Characteristic 5 (Adequate)**

The Elementary Redesign report presented a detailed description of the procedures used in the evaluation process.

#### **Characteristic 6 (Inadequate)**

For a program evaluation design to be practical, the process must provide information to help stakeholders determine if implementation is on track to achieve desired results and, if not, why not, and include useful recommendations for refinement. The design of this evaluation measured outcomes that were never clearly presented as elements to be implemented to attain program goals (see Characteristic 2). There were several disconnections in the report that make the content not useful to stakeholders. First, the strategy for professional development on page 3 does not match the program goals on that same page. The intent of the professional development evaluation (page 10) reads like an evaluation of the partnership with the University of Louisville to work with student teachers versus promoting “a culture of professional growth that nurtures collegial reflection, dialogue, collaboration, and team building to enhance practice for student success” among the staff as a whole. Additionally, the evaluation of the role played by the instructional coach (page 9) lacked a focused analysis of how this role impacted program outcomes. Secondly, the student engagement elements measured on page 23 were not addressed in the “strategies” employed to achieve program goals, which means that these data may not inform ongoing implementation. Thirdly, teacher qualitative data on page 27 was based on teacher reaction to statements that were not aligned with program goals. Teacher reflection on the “overall educational

experience” of students did not hone in on the targeted outcomes of the program and so contributed little to ongoing implementation. Fourthly, the use of the academic index data to report student achievement was not useful in measuring improvement of academic performance. The academic index is a weighted average of student performance that does not provide useful data to teachers to “improve academic performance.” Finally, the report did not include recommendations to rectify the deficits revealed by the data.

Auditors determined that the evaluation design was cost effective in that it was carried out by staff from the district office. No ethical or political issues were ascertained via the report.

#### **Characteristic 7 (Inadequate)**

Auditors examined three reports on the Elementary Redesign program to determine any linkage between the timing of the reports and decision making regarding program effectiveness and continuation. One report was a draft of a subsequent report used in this analysis. A third report was marked “brief” and included only survey data compared over three years. None of the reports indicated that the timing of the report was linked to decision-making processes or included recommendations connecting program effectiveness to continuation, modification, or termination. The design of the evaluation was summative in nature and did not provide for the use of data to make decisions regarding deficits presented in the data.

#### **Characteristic 8 (Adequate)**

A sampling technique was used for classroom observations to collect data on several elements of the program such as culture/climate, instructional orientation, student engagement, and instructional practices. Where sampling was used, the sample represented 50 percent or more, the evaluation methodology indicated how the data were collected and used, and results indicated cautionary notes about the generalizability of the impact of the findings.

#### **Characteristic 9 (Partially Adequate)**

The Elementary Redesign report was conducted by personnel outside the programs being evaluated. Statistical tools were designed and used in an objective manner. The data results presented in the executive summary, which was likely the main source of communication to district managers and board members, did not address some deficit findings in the data. In finding one, the student survey data results did not show “more growth” in “school support” compared with the comparison group; this element was a major focus of the program. In finding three, student behavior data did not address the significant growth in suspensions from one year of implementation, 2008-09, to the next, 2009-10.

#### **Characteristic 10 (Partially Adequate)**

As presented in Characteristic 9, there was a lack of congruence between some details in the finding statement and the data analysis.

#### **Characteristic 11 (Inadequate)**

The Elementary Redesign report did not address recommendations.

#### **Characteristic 12 (Adequate)**

All elements of the reports were substantive and related to the specific program evaluation.

In all, the sample report analyzed did not meet audit criteria for a quality program evaluation. The report lacked clarity regarding program objectives and had many disconnections between what was measured and the program description. No recommendations were included to guide continuation of the program as is, to make refinements, or to terminate it.

Given that no district protocol was established for the evaluation of school-based programs, auditors examined principal descriptions (via site surveys) of what they considered program evaluation to determine if procedures used could contribute to a quality program evaluation process. Auditors found that all school-based evaluation practices identified how students were performing as they participated in a program, but no evaluation process indicated an evaluation of a program’s effectiveness in meeting the need for which the program was used. Of the

practices in use across a sample of sites for a single program, there was no consistent method of evaluating the impact of the program. For two of the most widely cited programs in literacy, auditors noted that the practices identified for evaluation by a sample of elementary sites illustrated the lack of a systematic process to determine program effect. These data are presented in [Exhibit 4.5.5](#).

#### **Exhibit 4.5.5**

#### **Site Survey Reported Practices Used to Evaluate the Literacy Programs SuccessMaker and Comprehension Plus Jefferson County Public Schools October 2011**

| <b>School Site Evaluation Process</b>   | <b>SuccessMaker<br/># Sites Using Process</b> | <b>Comprehension Plus<br/># Sites Using Process</b> |
|---|---|---|
| CASCADE   | 7   | 4   |
| Comprehensive School Survey   | 1   | 0   |
| Benchmark Assessment  | 2   | 1   |
| Program Specific Data Report  | 16  | 3   |
| Individual Student Assessment   | 1   | 0   |
| Reports for Response to Intervention  | 2   | 1   |
| DRA   | 1   | 4   |
| MAZE  | 0   | 1   |
| Running Records   | 2   | 1   |
| <b>Total</b>  | <b>32</b>                                     | <b>15</b>   |
| <i>Data Source: Principal Survey Data for Jefferson County Public Schools, September 2011</i> |   |   |

As can be noted from the data, nine different practices were used across the selected sample to evaluate student learning within SuccessMaker and seven practices used for Comprehension Plus. These practices were reported by 32 sites for SuccessMaker and 15 sites for Comprehension Plus. Given the lack of consistent practice to evaluate the impact of a single program, auditors determined that existing processes could not contribute to an overall evaluation of a program.

Overall, the quality of program evaluation reports did not meet audit criteria for improvement of program design and delivery to meet established outcomes. Existing reports did not link program goals and objectives to finding analyses and did not use data results to inform ongoing implementation or termination of programs. Processes at the site level lack the consistency needed to contribute to the evaluation of the impact of school-based programs.

#### **IV. Difference due to Program Evaluation Data (Delivery)**

Auditors examined a sample of reports for quality in Frame Two above and illustrated the quality generally found in reports through an analysis of the report for Elementary Redesign in [Exhibit 4.5.4](#). None of the reports included recommendations to improve program outcomes. No documentation was presented to auditors indicating the use of program evaluation data to make decisions about program adoption, modification, or termination at the district or site level.

Auditors interviewed staff regarding the use of program evaluation data. Comments revealed that reports were completed based on individual and department requests and were not connected to system results. On the whole, program evaluation was not viewed as a living practice, even though some personnel desired such, and evaluations completed at the district level were not used for decision making.

- “No one really looks at those [district evaluations]. They are done for the board or to impress a partner, but they are not used as a tool to help us with program management. We throw a program at every problem, but we never ask was it the right answer?” (District Administrator)

- “We had a program evaluation done after three years, but it went nowhere. The administration did not want to put any more effort into that program. So, we are continuing as before.” (District Administrator)
- “Now that we have data by standard, we realize that the programs we bought don’t match what our students need. Now we can’t afford to buy new ones.” (School Administrator)
- “We want to see that what we do is working for student achievement. I don’t know that we have a system in place to figure this out.” (District Administrator)
- “Programs in the schools are not monitored. We are not effective if we don’t evaluate.” (School Administrator)
- “We do not have a plan for program evaluation. It is mostly informal feedback.” (District Administrator)

Auditors determined that use of formal program evaluation data was not part of current practice among central and site administrators and that the use of existing evaluation reports was limited to presentations to the board and partners.

### **Summary**

In summary, program evaluation in Jefferson County Public Schools lacked direction to drive the establishment of processes to guide program adoption, implementation, and assessment of effectiveness and cost-benefit analysis, or to ascertain if programs contribute to district expectations for students. Existing program evaluation was limited to district level reports used to meet federal and state requirements, or to communicate summative results to the board or community partners. The district report model and existing reports were not designed for local use to guide needs assessment prior to program adoption, inform adjustments to implementation, or to determine when programs were not meeting an identified need. District and site personnel reported that program evaluation was not part of district culture and, as a result, no system was in place to guide matching limited resources to need, or to prioritize expenditures and maximize staff time.



## **STANDARD 5: The School District Has Improved Productivity.**

Productivity refers to the relationship between system input and output. A school system meeting this standard of the PDK-CMSi Curriculum Management Audit™ is able to demonstrate consistently improved pupil outcomes, even in the face of diminishing resources. Improved productivity results when a school system is able to create a consistent level of congruence between major variables in achieving enhanced results and in controlling costs.

### ***What the Auditors Expected to Find in the Jefferson County Public Schools:***

While the attainment of improved productivity in a school system is a complex process, caused in part by the lack of a tight organizational structure (referred to as “loosely coupled”), common indicators of a school system meeting this audit standard are:

- Planned and actual congruence among curricular objectives, results, and financial allocations;
- A financial data base and network that can track costs to results, provide sufficient fiduciary control, and be used as a viable data base in making policy and operational decisions;
- Specific means that have been selected or modified and implemented to attain better results in the schools over a specified time period;
- A planned series of interventions that have raised pupil performance levels over time and maintained those levels within the same cost parameters as in the past;
- School facilities that are well-kept, sufficient, safe, orderly, and conducive to effective delivery of the instructional program; and
- Support systems that function in systemic ways.

### ***Overview of What the Auditors Found in the Jefferson County Public Schools:***

This section is an overview of the findings that follow in the area of Standard Five. Details follow within separate findings.

Expenditures that are guided by sound curriculum planning are the basis of a district’s ability to provide adequate educational programs and services. When expenditures are not aligned to educational priorities, a district’s ability to effectively deliver the district’s curriculum is diminished. Auditors found that the district’s revenues, expenditures, and general fund balance have increased consistently since 2006. The district’s ability to levy a tax rate that will produce four percent more revenue than the previous year has provided an abundant revenue stream. While the financial condition of the district appears strong, two current trends could jeopardize the district’s productivity in the future. The district’s total expenditures and instructional expenditures have increased over the past six years; however, student academic achievement has declined (see Finding 4.4). A district’s productivity improves when clear linkages exist between the curriculum and the budget; the auditors did not find these clear linkages. The auditors found that a formula-based approach was used for budget development, and no succinct processes were in place that tied student achievement or program performance feedback to budgetary decisions.

Delivery of the written curriculum requires appropriate facilities that are clean and well maintained. The facilities should be appropriately designed to provide for the specific educational needs of the students, teachers, and the delivery of the curriculum. Additionally, facilities should address district goals and priorities. The Jefferson County Public Schools facilities are very clean and, considering their age, well maintained. Classroom capacity across the district is adequate to meet enrollment needs. However, some classrooms are overcrowded, and some are underutilized due to a number of variables affecting student distribution. While there is not a single comprehensive facility plan, the various facility documents presented to auditors meet the audit criteria for adequacy.



Successful technology integration provides an engaging modality that can facilitate more meaningful student learning and improve district efficiency and effectiveness. The auditors found the district's technology plan adequate by audit criteria. However, the use of technology throughout the district is fragmented. Even though the district has made a significant investment in technology, there is lack of a consistency throughout the district regarding the selection, adoption, implementation, and evaluation of district software management systems, which creates compatibility issues and inefficiencies.

Effective program interventions contribute to school improvement and productivity. An intervention that sustains a positive impact is connected to district priorities and is well planned, adequately funded, and fully implemented. Jefferson County Public schools has a plethora of programs, initiatives, and strategies being used throughout the district. Due to the current school-based decision-making process, auditors found a loosely coupled system regarding the selection, implementation, and evaluation of these programs and interventions. No district-wide system is in place to regulate, control, or align interventions throughout the district, nor is there a formal evaluation system in place to verify program intervention efficacy (also see [Finding 4.5](#)).

**Finding 5.1: Comprehensive financial audits report that the district is fiscally sound. However, budgetary decisions are based on tradition and are formula-driven. The current budget development and decision-making process are not tightly linked to the district's curricular goals and strategic priorities. Additionally, there are no cost benefit budgetary analyses in place to ensure district productivity.**

A school district's productivity is enhanced when clear linkages exist between the curriculum and the budget. Cost-benefit analysis requires a clear delineation of costs compared to actual improvements made as a result of specific appropriations. Such linkage provides a budgetary process that is driven by curriculum needs, priorities, and goals. Connectivity between the budget and curriculum is critical. The final budget document is a representation of how the district allocates fiscal resources to support and implement its programs. Thus the budget is the numerical expression of the curriculum and should mirror program expectations.

Disbursement of resources guided by the district's mission and goals, which are aligned with the design and delivery of the curriculum, is the foundation of the district's ability to maximize its productivity. In highly effective, high-performing school districts, the budget development processes establish a clear linkage between the district's mission, goals, and curriculum. Such linkages will ultimately improve the district's productivity.

Adequate revenues and prudent expenditures that are guided by sound curriculum planning are the basis of a district's ability to provide adequate educational programs and services. When expenditures are not aligned to educational priorities, a district's ability to effectively deliver the district's curriculum is diminished.

To determine the financial condition of the district, the auditors reviewed district policies, annual working budgets, financial audits, budget instructions, job descriptions, state-staffing forms, and other district and state documents related to budgeting and the allocation and disbursements of the school district's resources. Interviews were conducted with district administrative staff, the board of directors, teachers, parents, and community members. During the interviews, the auditors gathered data regarding the budget development process, the extent of stakeholder involvement in the process, and the district guidelines and procedures for disbursing the district's financial resources.

Historical records found in the *Comprehensive Annual Financial Report 2010* (CAFR) showed the district to be financially sound. Since 2006, revenues, expenditures, and general fund balance have increased consistently. The district maintained a surplus general budget during three of the five years between 2006 through 2010. Even though the district experienced deficit budgets in 2007 and 2010, the district's general fund balance remained strong. While the district appears to be financially sound, the district's productivity as measured by Kentucky State Assessments (see [Finding 4.4](#)) is declining. To determine the district's productivity, auditors reviewed and compared financial data to student achievement data. Data from the *Comprehensive Annual Financial Report 2010* showed a substantial increase in total expenditures and instruction expenditures from 2007 to 2010, but a simple average of the Total Academic Index scores dropped slightly over the same period of time. District productivity occurs when student academic achievement increases over time within the same cost parameters.

Auditors were provided with a variety of documents that dealt with the district's fiscal and financial management practices. The documents and other sources reviewed by auditors are listed in Exhibit 5.1.1.

### **Exhibit 5.1.1**

#### **Documents and Other Sources Related to Budget Development Jefferson County Public Schools October 2011**

| <b>Document</b>  | <b>Date</b>        |
|--|--------------------|
| Board Policies   | Varied             |
| JCPS Comprehensive Annual Financial Report 2010  | June 30, 2010      |
| JCPS Comprehensive Annual Financial Report 2009  | June 30, 2009      |
| JCPS Comprehensive Annual Financial Report 2008  | June 30, 2008      |
| JCPS Comprehensive Annual Financial Report 2007  | June 30, 2007      |
| JCPS Comprehensive Annual Financial Report 2006  | June 30, 2006      |
| JCPS Comprehensive Annual Financial Report 2005  | June 30, 2005      |
| JCPS Working Budget 2006-2007  | September 2006     |
| JCPS Working Budget 2007-2008  | September 2007     |
| JCPS Working Budget 2008-2009  | September 2008     |
| JCPS Working Budget 2009-2010  | September 2009     |
| JCPS Working Budget 2010-2011  | September 2010     |
| JCPS Site-Based Budget Instructions 2011-2012  | February 7, 2011   |
| Budget Instructions Central Office   | January 17, 2011   |
| JCPS FY 11-12 Comprehensive Educational Financial Planning and Management Calendar                     | September 6, 2011  |
| Budget 2012 Audit Revised  | September 9, 2011  |
| JCPS Fall Planning Calendar  | June 1, 2011       |
| JCPS Spring Planning Calendar  | June 1, 2011       |
| Job Descriptions   | Varied             |
| 1112 e State Form  | Unknown            |
| 1112 m State Form  | Unknown            |
| Elementary School Add-Ons 2012   | Unknown            |
| JCPS Allocation Standards FY 2011-12   | December 7, 2010   |
| Middle School Add-Ons 2012-1   | Unknown            |
| Secondary School Add-Ons 2012-1  | Unknown            |
| Administrative Regulations   | July 1, 2001       |
| Revision of Board Policies—Fiscal Management Policies  | July 11, 2011      |
| Jefferson County Board of Education Allocation Standards for Usage in FY 2011-12 and Beyond            | January, 2011      |
| JCPS Five Year Enrollment By Grade 2001-02 Through 2010-11   | August 25, 2011    |
| Student Transportation Study Meeting Report  | June 17, 2011      |
| VI_A_Student_Assignment_Plan_09_29_09_Complete_with_all_revisions_and_attachments_with_revised_maps_1_ | September 29, 2009 |
| JCPS Overtime_FY06_-_FY11.xls  | Unknown            |
| JCPS FR_Historical_Percentages_-_FY07_-_FY11_.xlsx   | Unknown            |
| JCPS Infinite Campus Membership 11-12b   | October 17, 2011   |
| JCPS Generated Curriculum_Audit_List_10-19-2011.xlsx   | Unknown            |
| FIVE_YEAR_ENROLL_11-12_BOTH_DOC.xlsx   | Unknown            |
| over_100000_as_of_2011-10-18-1.xlsx  | Unknown            |

The auditors found Jefferson County Public Schools board policies that included guidance and direction for the budget development process. These policies were reviewed to determine the district's expectations for budget development and financial planning. Specific policies related to fiscal management, financial planning, budgeting, public hearings and reviews, and budget adoption procedures are summarized below:

*Board Policy DA: Fiscal Management Goals* states, "the board of education recognizes the importance of adequate financing and efficient use of funds in the operation of the school district under its management and control and shall utilize all available financial resources to support the Jefferson County Public Schools." Furthermore,

- "Policies shall be clearly defined in order to assure proper management of funds....
- Every effort should be made to keep the public informed of the school district's financial and budgetary condition."

*Board Policy DB: Annual Operating Budget* states that the "annual operating budget of the Jefferson County Public Schools is a plan which defines the allocation of resources to support costs of the program of public education approved by the board." In addition,

- "Budgeted funds will be expended to meet the board of education's goals and objectives....
- Appropriate and adequate budget controls shall be devised and implemented and deviations promptly reported, together with plans for correction, to the appropriate unit head."

*Board Policy DBA: Budgeting System* requires that the "superintendent shall present an educational plan outlining the programs necessary to achieve the broad objectives established by the board of education. This plan shall describe each program; give the estimated cost, the time line for implementation, and the methods that will be used for evaluation."

*Board Policy DBBA: Budget Allocation* states that "subject to state regulations for allocating funds to schools with school-based decision making (SBDM) councils, the board shall allocate general fund monies to individual schools (excluding special needs schools defined below) using the following method:

- Each school shall receive a basic allocation composed of the following:
  - an allocation to cover administrative costs of the school, including an allocation for professional staff development;
  - a per-pupil allocation for all students (excluding those taught in a self-contained Exceptional Child Education (ECE) classroom) to cover instructional salaries, supplies, and other instructional items;
  - an allocation to support the cost of instructional activities of students classified as at-risk; and
  - an allocation to cover instructional salaries, supplies and other instructional items needed to teach self-contained ECE students.
  - The basic allocation is designed to provide sufficient funds to meet state guidelines regarding class size.
  - The administration (SBDM council or the principal with consultation from the participatory management committee) shall prepare a detailed budget using the basic allocation to purchase the necessary certified and classified positions, supplies and instructional materials, professional training, etc. to provide a sound program of instruction to all of the school's students."
- "In addition, school classified as special needs schools shall receive an allocation of funds. Such schools are classified as special needs school because their programs are so unique that funding them using the basic allocation method described above would be inadequate and inappropriate. In these schools, the number of students may vary significantly during the year, or the class size may necessarily be lower than at others. Consequently, such schools are funded based upon a plan submitted by them to

the superintendent and board. The board then allocates funds taking into account their special student needs.”

- “The board also allocates funds to the district office to cover the administrative cost of the district. Included in this district allocation is a reserve required by state law which cannot be less than two (2) percent of the overall general fund budget.”
- “Schools may request additional general fund monies from the board. The board shall consider such requests under the following conditions:
  - Each school shall have a budget and all expenditures shall be made in accordance with this budget. In addition, the school shall comply with all federal and state laws and regulations.”

*Board Policy DBG: Public Budget Hearings and Reviews* states that the “members of the board of education shall have an opportunity to review the recommended budget during its development and before any presentation to the public. After this initial review, a public hearing shall be held. Prior to the holding of the public hearing the date, time and place of the public hearing shall be advertised in local papers, and a summary of major categories of expenditures and revenue shall be made available to the public. The board and appropriate staff members shall present at this meeting. A presentation shall be made by staff members on the Comprehensive Educational Plan for the fiscal year under consideration which shall include priorities, objectives, program plans, and annual budget. Ample opportunity shall be provided at the public hearing for comments and suggestions from the public on the Comprehensive Educational Plan and annual budget.”

*Board Policy DBH: Budget Adoption Procedures* states that the “members of the board of education shall be briefed on the ensuing fiscal year’s budget after the superintendent considers suggestions arising from the public hearing. Following the adoption of the budget by the board, the budget shall be presented for approval to the state board of education as required by law.”

A review of selected job descriptions provided the following directions relating to financial and budgetary responsibility and related accountability:

- Superintendent: “Assists the Board in establishing policies and objectives. Serves as chief executive officer to implement those policies and to ensure an efficiently operated organization....Provides long-range planning, sound financial management, and staffing plans....Prepares the annual budget in accordance with the revised statutes of the Commonwealth of Kentucky, subject to changes as this Board deems desirable.”
- Chief Financial Officer: “Provides general oversight, supervision and direction to the district’s budgeting, payroll, fiscal control, and real estate operations including planning, organizing, coordinating and supervising all business and financial functions in the district; provides leadership to establish communications between the district and the business community; analyzes, diagnoses and provides alternative solutions to the district’s fiscal issues and concerns; provides general oversight to the District’s purchasing function.”
- Accounting Clerk: “Ensures accuracy through established controls and/or accounting records for receipts and/or disbursements; performs a variety of complex clerical, bookkeeping and accounting work, applying established procedures to the preparations and maintenance of expenditure documents, accounting and other records, and prepares financial, statistical and/or other technical reports.”
- Auditor: “Recommends and monitors internal controls relative to fiscal compliance, inventories, budgets, personnel management, etc.”
- Assistant Principal: “Assists in continuous planning, program budget, and evaluation of school program to include curriculum, development, instruction, written communication, and grant preparations.”
- Elementary and Middle School Principal: “Assess needs of the student population and available resources and uses [sic] this information to align mission of the school with student needs....Allocate and manage

resources (staff, materials, dollars and time) to effectively and accountably ensure successful student learning.”

- High School Principal: No specific financial responsibilities were listed in this job description.
- Directors I, II, III, IV, V, and VI: “Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated amounts.”
- Director Internal Audit: “The primary purpose of this position is to affect reliable Internal Financial Controls, which involves an in-depth knowledge of all the various complex financial systems of the District.”

### Economic and Financial Standing

Economic and financial standing provides contextual data for any Curriculum Management Audit™. The following general economic and academic information was extracted from CAFRs, adopted budgets, preliminary budgets, website information, and interviews with selected district stakeholders.

From 2006 to 2010, total general fund revenue increased 14.3 percent. Auditors found an increase in each revenue source (local, state, grant, and other) except interest revenue. According to the *JCPS CAFR 2010*, local revenue is obtained from two main sources: locally assessed real estate and property taxes, and locally assessed occupational taxes. These two sources have generated increased revenues during the past years. The mechanism for these specific increases can be traced back to local taxing authority given under *Kentucky Statute KRS160.470*. Under this provision of Kentucky law, schools may levy a tax rate that will produce four percent more local revenue than was received in the prior year. Schools must hold public hearings regarding this provision of the law. Once the public hearings are held, the district can set the increased tax rate, which is not subject to recall. Exhibit 5.1.2 presents a summary of changes in general fund revenues (by source). These revenues were published annually in the district’s *CAFR*.

#### Exhibit 5.1.2

#### Summary of Revenues by Source FY 2006 through FY 2010 Jefferson County Public Schools October 2011

| Fiscal Year   | Local Revenue | State Revenue | Grant Revenue | Interest Revenue | Other Revenues | Total General Fund Revenue |
|---|---------------|---------------|---------------|------------------|----------------|----------------------------|
| FY 2006   | \$425,131,566 | \$400,903,615 | \$105,890,500 | \$6,897,625      | \$8,093,260    | \$946,916,566              |
|   | 44.9%         | 42.3%         | 11.2%         | 0.7%             | 0.9%           |                            |
| FY 2007   | 446,129,671   | 410,352,286   | 103,473,392   | 12,916,393       | 14,452,024     | 987,323,766                |
|   | 45.2%         | 41.6%         | 10.5%         | 1.3%             | 1.5%           |                            |
| FY 2008   | 470,915,722   | 446,001,850   | 106,408,607   | 11,342,815       | 8,221,034      | 1,042,890,028              |
|   | 45.2%         | 42.8%         | 10.2%         | 1.1%             | 0.8%           |                            |
| FY 2009   | 476,801,080   | 452,021,685   | 110,408,995   | 4,282,113        | 8,542,154      | 1,052,056,027              |
|   | 45.3%         | 43.0%         | 10.5%         | 0.4%             | 0.8%           |                            |
| FY 2010   | 508,827,636   | 427,539,330   | 134,141,879   | 2,427,240        | 9,564,573      | 1,082,500,658              |
|   | 47.0%         | 39.5%         | 12.4%         | 0.2%             | 0.9%           |                            |
| Note: Percentages do not always equal 100 percent due to adjustments  |               |               |               |                  |                |                            |
| Source: Board of Education of Jefferson County, Kentucky—Comprehensive Annual Financial Report, June 30, 2010 |               |               |               |                  |                |                            |

The following information can be interpreted from Exhibit 5.1.2:

- Local revenue is the largest source of revenue.
- State revenue is the second largest source of revenue.
- Total revenue increased \$135,584,092 (14.3 percent) from 2006 to 2010.



- From 2006 to 2010, local revenue increased 19.7 percent while state revenue only increased 6.6 percent.
- Revenue from interest earnings decreased \$4,470,385 (-64.8 percent) from 2006 to 2010.
- Grant revenue increased \$28,251,379 (26.7 percent) from 2006 to 2010.

As revenues have increased since 2006, so have expenditures. From 2006 to 2010, total expenditures increased 18.2 percent.

District expenditures by category, along with the percent of each category, and total expenditures are shown in [Exhibit 5.1.3](#). These expenditures were published annually in the district's *CAFR*.

**Exhibit 5.1.3**  
**Total General Fund Expenditures by Area from FY 2006 to FY 2010**  
**Jefferson County Public Schools**  
**October 2011**

| Fiscal Year  | Instruction   | Support and Community Services | Plant Operations, Maintenance, Renovations, and Transportation | Debt Service | Other     | Total Expenditures |
|--|---------------|--------------------------------|--|--------------|-----------|--------------------|
| FY 2006  | \$465,024,429 | \$241,196,026                  | \$181,684,528  | \$34,097,673 | \$660,806 | \$922,663,462      |
|  | 50.4%         | 26.1%                          | 19.7%  | 3.7%         | 0.1%      |                    |
| FY 2007  | 492,214,620   | 249,451,713                    | 202,940,097  | 38,746,219   | 5,900,875 | 989,253,524        |
|  | 49.8%         | 25.2%                          | 20.5%  | 3.9%         | 0.6%      |                    |
| FY 2008  | 523,160,934   | 261,648,726                    | 199,303,002  | 43,104,844   | 3,439,877 | 1,030,657,383      |
|  | 50.8%         | 25.4%                          | 19.3%  | 4.2%         | 0.3%      |                    |
| FY 2009  | 537,594,690   | 262,057,672                    | 203,504,301  | 43,238,446   | 3,176,426 | 1,049,571,535      |
|  | 51.2%         | 25.0%                          | 19.4%  | 4.1%         | 0.3%      |                    |
| FY 2010  | 560,927,578   | 279,588,132                    | 202,075,027  | 43,933,337   | 4,373,144 | 1,090,897,218      |
|  | 51.4%         | 25.6%                          | 18.5%  | 4.0%         | 0.4%      |                    |
| Data Source: Board of Education of Jefferson County, Kentucky—Comprehensive Annual Financial Report, June 30, 2010 |               |                                |  |              |           |                    |

As can be interpreted in [Exhibit 5.1.3](#):

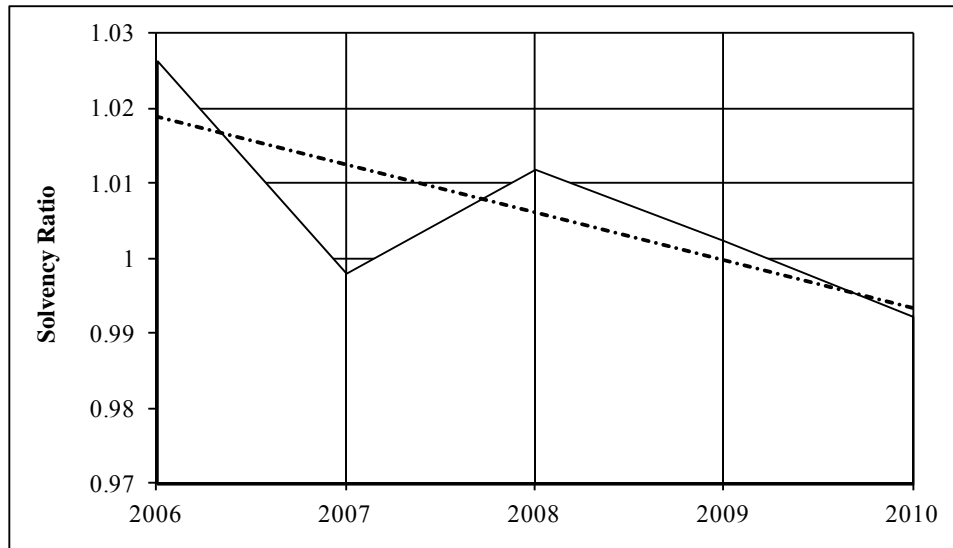
- Expenditures for instruction increased \$95,903,149 (20.6 percent) from 2006 to 2010.
- Expenditures for support and community services increased \$38,392,106 (15.9 percent) from 2006 to 2010.
- Expenditures for plant operations and maintenance, renovations, and transportation increased \$20,390,499 (11.2 percent) from 2006 to 2010.
- Expenditures for debt service increased \$9,835,664 (28.8 percent) from 2006 to 2010.
- Expenditures for the “other” category increased \$3,712,338 (561.8 percent) from 2006 to 2010.
- Total expenditures increased \$168,233,756 (18.2 percent) from 2006 to 2010.

During the audit, the district's financial solvency was analyzed. To determine the district's solvency, auditors compared the district's total 2010 expenditures to their total revenues. It is recommended that a district maintain a solvency ratio of 1.03 or higher. The solvency ratio is calculated by dividing the district's total revenues by their total expenditures. In 2010, the district's total revenues were \$1,082,500,658, and their total expenditures were \$1,090,897,218. Not only did the district have a total deficit budget of -\$8,396,560 for the 2010 fiscal year, the district's solvency ratio of .99 was well below the recommended 1.03 ratio. [Exhibit 5.1.4](#) shows an historical account of the district's total solvency ratio from 2006 to 2010.



#### Exhibit 5.1.4

##### District's Solvency Ratio's from 2006 to 2010 Jefferson County Public Schools October 2011



Data Source: Board of Education of Jefferson County, Kentucky—Comprehensive Annual Financial Report, June 30, 2010

The following information can be interpreted from [Exhibit 5.1.4](#):

- The district's total solvency ratio fell below the recommended 1.03 ratio each of the last five years.
- The district's total solvency ratio has continued to trend downward from 2006 to 2010.
- The district's total solvency ratio dropped below a 1.0 ratio in 2007 and 2010. During both of these years total expenditures exceeded total revenues.

From 2005 to 2010, the JCPS general fund balance increased 169.4 percent. From 2006 to 2010, the general fund balance increased \$88,693,742. According to the JCPS *Comprehensive Annual Financial Report 2010*, the Kentucky Department of Education may assume financial control over any district whose fund balance drops below two percent of total expenditures. To maintain balances above this level, the Kentucky DOE recommends reserving at least five percent. On March 22, 2010, the JCPS board committed sufficient funds to ensure the fund balance remains above these levels.

[Exhibit 5.1.5](#) shows the end of year general fund balance, general fund expenditures, general fund balance as a percent of expenditures, months of operating expense in general fund balance, and cumulative percent change since 2005.

### Exhibit 5.1.5

**General Fund Balance, General Fund Expenditures, Fund Balance as a Percent of Expenditures,  
Months of Operating Expense in Fund Balance, and Cumulative Percent Change in Fund Balance  
Since 2005  
Jefferson County Public Schools  
October 2011**

| Fiscal Year   | End of Year General Fund Balance | General Fund Expenditures | General Fund Balance as Percent of Expenditures | Months of Operating Expense in Fund Balance | Cumulative Percent Change Since 2005 |
|---|----------------------------------|---------------------------|---|---|--------------------------------------|
| FY 2006   | \$74,105,760                     | \$716,205,314             | 10.3  | 1.2   | 41.1                                 |
| FY 2007   | 71804245                         | 759139589                 | 9.5   | 1.1   | 36.7                                 |
| FY 2008   | 105,097,013                      | 807,615,795               | 13.0  | 1.6   | 100.1                                |
| FY 2009   | 129,163,347                      | 823,362,554               | 15.7  | 1.9   | 145.9                                |
| FY 2010   | 141,539,550                      | 828,184,059               | 17.1  | 2.1   | 169.4                                |
| Note: 2005 General Fund - Fund Balance = \$52,531,491   |                                  |                           |   |   |                                      |
| Data Source: Board of Education of Jefferson County, Kentucky—Comprehensive Annual Financial Report, June 30, 2005, 2006, 2007, 2008, 2009, and 2010. |                                  |                           |   |   |                                      |

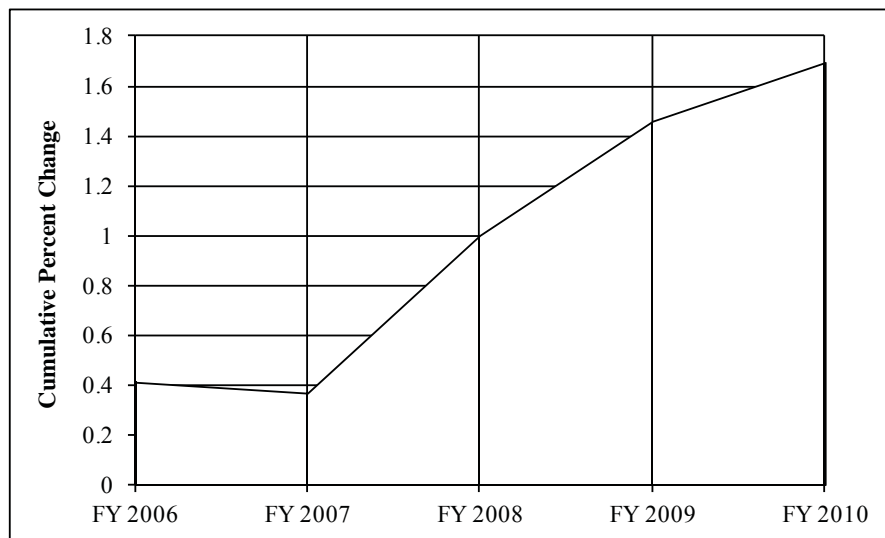
As shown in [Exhibit 5.1.5](#):

- The total general fund balance increased 169.4 percent from 2005 to 2010.
- In 2010, the general fund balance was 17.1 percent of general fund expenditures.
- In 2010, the general fund balance was 12.1 percent over the state's recommendation.
- In 2010, the district had 2.1 months of operating expenses in the general fund balance.

[Exhibit 5.1.6](#) provides a visual representation of the total general fund balance cumulative percent change since 2005 as reported in [Exhibit 5.1.5](#).

### Exhibit 5.1.6

**Total General Fund Balance Cumulative Percent Change Since 2005  
Jefferson County Public Schools  
October 2011**



Note: 2005 General Fund - Fund Balance = \$52,531,491

Data Source: Board of Education of Jefferson County, Kentucky—Comprehensive Annual Financial Report, June 30, 2005, 2006, 2007, 2008, 2009, and 2010.

In summary, the historical records found in the *Comprehensive Annual Financial Report 2010* (CAFR) showed the district to be financially sound. Since 2006, revenues, expenditures, and general fund balance have increased consistently. The district maintained a surplus general budget during three of the five years between 2006 through 2010. Even though the district experienced deficit budgets in 2007 and 2010, the district's general fund balance has remained strong.

### Productivity—Expenditures and Student Achievement

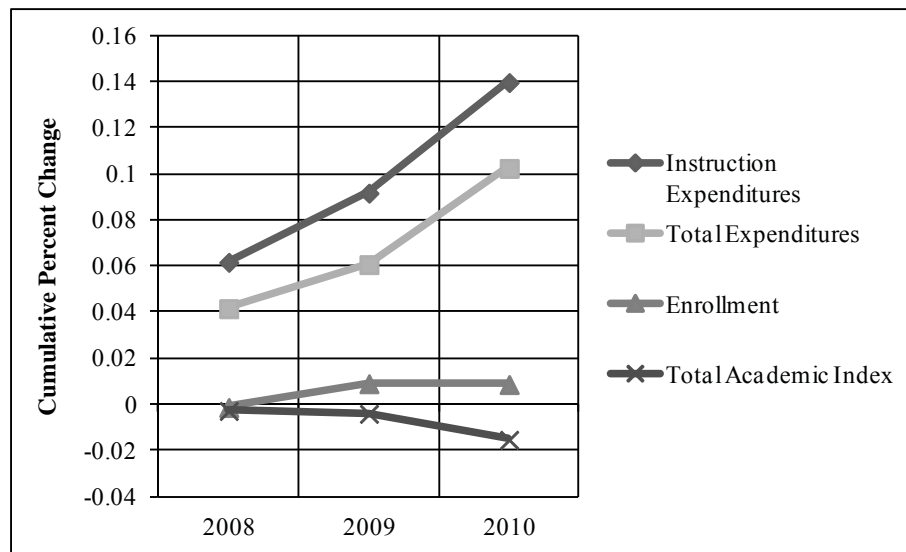
Improvement in student academic achievement should occur over time within the same financial parameters. For school districts, this equates to improving student achievement while maintaining a consistent level of expenditures.

From 2007 to 2010, the Jefferson County Public School District only experienced a .89 percent increase in enrollment. During this same time frame, auditors found that total expenditures increased 10.3 percent and expenditures for instruction increased 14 percent. However, from 2007 to 2010, a simple average of student achievement (elementary, middle schools, and high schools) calculated from the Accountability Trend Statistics (CAFR 2010) showed that the "Total Academic Index" decreased -1.5 percent from 2007 to 2010.

Exhibit 5.1.7 presents a visual representation of the cumulative percent change in instruction expenditures, general fund expenditures, enrollment, and the simple average Total Academic Index from 2007 to 2010.

**Exhibit 5.1.7**

**Cumulative Percent Change in Instruction Expenditures, Total Expenditures,  
Enrollment, and Total Academic Index Since 2007  
Jefferson County Public Schools  
October 2011**



Data Source: Board of Education of Jefferson County, Kentucky—*Comprehensive Annual Financial Report*, June 30, 2010

As shown in Exhibit 5.1.7:

- Enrollment increased slightly (.89 percent) from 2007 to 2010.
- General fund expenditures increased 10.3 percent from 2007 to 2010.
- Expenditures for instruction increased 14 percent from 2007 to 2010.
- A simple average of student academic achievement as measured by the Total Academic Index decreased -1.5 percent from 2007 to 2010.

Auditors determined that part of the increase in expenditures was a result of an increased number of employees. From 2007 to 2010, the number of employees increased by 490 (3.4 percent). However, of this number, the number of employees for “instruction” increased by only three employees from 5,383 to 5,386. The largest percent of increases in employees from 2007 to 2010 can be found in adult education, instructional staff-support services, and day care operations. The largest decrease in employees can be found in the area of district administrative support services.

Exhibit 5.1.8 presents a summary of the cumulative percent change in employees by function from 2007 to 2010.

**Exhibit 5.1.8**  
**Cumulative Percent Change in Employees by Function Since 2007**  
**Jefferson County Public Schools**  
**October 2011**

|  |       |        |
|--|-------|--------|
| Adult Education                          |       | 41.0%  |
| Instructional Staff Support Services     |       | 29.6%  |
| Day Care Operations                      |       | 23.1%  |
| Architectural and Engineering Services   |       | 16.7%  |
| Student Support Services                 |       | 7.1%   |
| Other Instructional Programs             |       | 6.5%   |
| Student Transportation                   |       | 5.7%   |
| Home and Hospital Instruction            |       | 2.8%   |
| Plant Operations and Maintenance         |       | 2.5%   |
| Food Service Operations                  |       | 2.1%   |
| Instruction                              |       | 0.1%   |
| Business Support Services                | -1.5% |        |
| School Administrative Support Services   | -1.6% |        |
| Community Service Operations             | -5.1% |        |
| Technical Education                      | -9.6% |        |
| District Administrative Support Services |       | -20.6% |

*Data Source: Board of Education of Jefferson County, Kentucky—Comprehensive Annual Financial Report, June 30, 2010*

The following information can be gleaned from Exhibit 5.1.8:

- The number of employees listed for Instruction remained relatively constant from 2007 to 2010.
- From 2007 to 2010, there was a 41 percent increase in the number of Adult Education employees and a 23.1 percent increase in day care employees.
- From 2007 to 2010, there was a 29.6 percent increase in the number of Instructional Staff Support Service employees.
- From 2007 to 2010, there was a 20.6 percent reduction in the number of employees of District Administrative Support Services.

Additionally, auditors examined changes in expenditures by area from 2007 to 2010. [Exhibit 5.1.9](#) presents a summary of the total change in expenditures in each major area of the budget.

**Exhibit 5.1.9**  
**Change in Expenditures by Budget Area Since 2007**  
**Jefferson County Public Schools**  
**October 2011**

|  |  |             |  |  |            |
|--|--|-------------|--|--|------------|
| Instruction                              |  |             |  |  |            |
| School Administrative Support Services   |  | 11,301,045  |  |  | 68,712,958 |
| Student Support Services                 |  | 8,081,255   |  |  |            |
| Instructional Staff Support Services     |  | 7,379,952   |  |  |            |
| Transportation                           |  | 6,582,800   |  |  |            |
| Debt Service - Principal                 |  | 5,539,653   |  |  |            |
| Plant Operations and Maintenance         |  | 3,568,965   |  |  |            |
| Business Support Services                |  | 2,694,184   |  |  |            |
| Community Services                       |  | 1,156,262   |  |  |            |
| Other Instructional Support Services     |  | -112,643    |  |  |            |
| Debt Service - Interest                  |  | -352,535    |  |  |            |
| District Administrative Support Services |  | -363,636    |  |  |            |
| Other                                    |  | -1,527,731  |  |  |            |
| Building Renovations                     |  | -11,016,835 |  |  |            |

*Data Source: Board of Education of Jefferson County, Kentucky—Comprehensive Annual Financial Report, June 30, 2010*

As can be deduced in [Exhibit 5.1.9](#):

- The largest total increase in expenditures (\$68,712,958) from 2007 to 2010 was found in the area of instruction.
- Total expenditures increased \$101,643,694 from 2007 to 2010.
- Instruction accounted for 67.6 percent of the increased expenditures from 2007 to 2010.

As auditors examined the percent change in the number of employees and the area of expenditures, the changes related to instruction were notable. While the number of employees related to instruction remained constant, the expenditures associated with instruction showed the largest increase in expenditures from 2007 to 2010. However, the increase in instruction expenditures did not have a positive impact on student achievement.

### **Adult-centered Spending**

As auditors reviewed documents and interviewed stakeholders regarding other expenditures, several expense items were discussed and later analyzed. In one discussion, a district level administrator reported that the district spends “over \$1.5 million a year on adult food,” and a different district level administrator voiced concerns that “we have a lot of adult centered spending in our district, and on our campuses.” A patron voiced concerns over the amount of overtime expenditures being paid throughout the district: “It seems that overtime is internally promoted, and there are no watch dogs to review it.” As auditors reviewed these concerns, an analysis regarding overtime expenditures was performed. [Exhibit 5.1.10](#) provides information related to the total overtime paid and the cumulative percent change in overtime expenditures from 2006 to 2011.

### Exhibit 5.1.10

#### Total Overtime Expenditures and the Cumulative Percent Change In Overtime Expenditures Jefferson County Public Schools 2006 to 2011

| Year | Total Overtime Expenditures | Cumulative Percent Change from 2006 |
|------|-----------------------------|-------------------------------------|
| 2006 | \$2,178,238.69              | N/A                                 |
| 2007 | 2,441,412.37                | 12.1                                |
| 2008 | 2,800,887.44                | 28.6                                |
| 2009 | 2,260,709.51                | 3.8                                 |
| 2010 | 2,582,854.46                | 18.6                                |
| 2011 | 3,016,381.83                | 38.5                                |

Source: JCPS Overtime\_FY06 -\_FY11.xls

Exhibit 5.1.10 provides the following information:

- Overtime expenditures increased \$838,143.14 from 2006 to 2011.
- The cumulative percent change from 2006 to 2011 was 38.5 percent.
- In 2011, overtime expenditures topped \$3,000,000.

In addition to these expenditures related to adult food, adult-centered spending, and overtime, the topic of administrative salaries was also mentioned during interviews. When discussing administrative salaries, one district administrator said that the local media refers to this group as the “\$100,000 club,” referring to those administrators who earn over \$100,000 annually. On the topic of administrative salaries, one district administrator pointed out that “administrative salaries are high because they get teacher salaries, which are high, and then administrative pay on top of it,” and when the teachers get a raise, administrators “get the same percentage raise that the teachers get.” For example, district employees received an across the board 2.5 percent salary increase for the 2011-12 year. A teacher making \$55,000 in FY11 would make \$56,375 for an annual increase of \$1,375. An administrator making \$119,000 in FY11 would make \$121,975 for an annual increase of \$2,975, or \$1,600 more than the teacher, and this gap will continue to widen each year this formula is in place. As auditors reviewed these comments, analyses regarding administrative salaries were performed.

In the first analysis, auditors analyzed the superintendent’s salary. According to the JCPS documents *FIVE\_YEAR\_ENROLL\_11-12\_BOTH\_DOC.xlsx* and *over\_100000\_as\_of\_2011-10-18-1.xlsx*, the current enrollment for the district is 100,025 students, and the superintendent’s salary is \$276,000.01. In a simple comparison, two districts from Texas with similar enrollments were used for a comparison. According to the Texas Education Database titled *Superintendent Salaries*, in 2010-11, the Cypress-Fairbanks ISD, which is slightly larger than JCPS with an enrollment of 106,097 students, and Northside ISD, which is slightly smaller than JCPS with an enrollment of 95,581, had an average superintendent salary of \$281,368, which is slightly higher than the JCPS superintendent’s salary.

Auditors were not provided documents regarding the administrative salaries from comparable districts. So, in the second analysis, auditors only examined the distribution of the salaries of the “\$100,000 club.” The following information was extracted from the JCPS document, *over\_100000\_as\_of\_2011-10-18-1.xlsx*:

- 405 employees make over \$100,000 a year.
- Two employees make between \$170,000 and \$180,000 a year.
- Two employees make between \$160,000 and \$170,000 a year.
- Eight employees make between \$150,000 and \$160,000 a year.



- 33 employees make between \$140,000 and \$150,000 a year.
- 31 employees make between \$130,000 and \$140,000 a year.
- 39 employees make between \$120,000 and \$130,000 a year.
- 181 employees make between \$110,000 and \$120,000 a year.
- 108 employees make between \$100,000 and \$110,000 a year.
- The average salary for this group of employees is \$119,434.60, and the median salary is \$116,196.21.
- The average daily salary is \$495.19, or \$61.89 per hour for an eight-hour day.
- The average length of the contract is 241.54 days.

In summary, auditors have found that the discretionary expenditures found in adult-centered spending have significantly increased throughout the district since 2006.

### **Diversity, Busing/Transportation, and Equitable Distribution of Resources**

Auditors found documents and interviewed stakeholders that reinforced the belief that diversity is important to JCPS. JCPS Strategic Goal 4, Strategy I, directs the district to “Promote Student Diversity Across the District.” Additionally, JCPS Strategic Goal 4 infers that the district will use district resources (e.g., human, fiscal, time, and physical space) to accomplish diversity.

According to the JCPS document titled *Student Assignment*, dated September 29, 2009, on “June 28, 2007, a majority of the Justices of the United States Supreme Court ruled that there is a compelling governmental interest in maintaining diversity in public schools, but that the race of an individual student may not be used to determine the assignment of that student. This ruling in effect reversed the more-than-thirty-year-old method of assigning students begun by federal court order in 1975.” To clarify the change that occurred to student assignment as a result of this Supreme Court ruling, a board member simply stated, “at one time, diversity was race based. However, today, socioeconomic status is the basis for diversity.” Additionally, in this same document, educational and financial equity was addressed. This document states that “the school district shall maintain educational and financial equity among all schools in the district by providing substantially uniform educational resources to all schools in the district regardless of the location of the school, the demographic composition of the school, or the type of education program provided.”

Auditors reviewed documents and interviewed employees and stakeholders that confirmed JCPS commitment to diversity. However, auditors were not provided with a cost benefit analysis or other documents that calculated the total costs (e.g., human, fiscal, time, and physical space) associated with the efforts to achieve diversity or the equitable distribution of revenue.

The student assignment plan is complex and extensive, and this plan necessitates a large commitment of funds, manpower, and a massive transportation system.

To determine the extent of diversity that has been achieved within JCPS, the auditors reviewed documents regarding the percent of economically disadvantaged students at each school. Auditors divided schools into three groups based upon their socioeconomic status. The “top” group was made up of schools that had more than 66.6 percent economically disadvantaged students. The “middle” group ranged between 33.4 percent and 66.6 percent economically disadvantaged. The “bottom” group ranged between 6.9 percent and 33.3 percent economically disadvantaged.

Exhibit 5.1.11 provides summary data regarding the number of campuses found within each tercile based on the economic status and diversity of their student body.

**Exhibit 5.1.11**  
**Number of Schools Within Each Tercile Based**  
**on the Economic Status and Diversity of their Students**  
**Jefferson County Public Schools**  
**October 2011**

| <b>Tercile</b>   | <b>Range of Percent of Economically Disadvantaged Students</b> | <b>Number of Schools</b> | <b>Level of Socioeconomic Diversity</b> |
|--|--|--------------------------|---|
| Top  | 66.7 - 96.6  | 93                       | Low                                     |
| Middle   | 33.4 - 66.6  | 48                       | High                                    |
| Low  | 6.9 - 33.3   | 25                       | Low                                     |
| <i>Source: JCPS Historical Percentages of Free &amp; Reduced Lunch—FY07 – FY11.xlsx.</i> |  |                          |   |

The following information can be interpreted from Exhibit 5.1.11:

- Ninety-three (93) schools fell in the top tercile. These schools had a high rate of economically disadvantaged students.
- Forty-eight (48) schools fell in the middle tercile. These schools had the largest mixture of economically disadvantaged and non-economically disadvantaged students.
- Twenty-five (25) schools fell in the bottom tercile. These schools had a high rate of non-economically disadvantaged students.
- The 48 (28.9 percent) schools that fell in the middle tercile had the most diverse student population.
- The 118 (71.1 percent) schools that fell in the top tercile or the bottom tercile were the least diverse.

As mentioned earlier, the district is committed to diversity. JCPS Strategic Goal 4, Strategy I directs the district to “Promote Student Diversity Across the District,” and this diversity is based on the economic status of each student. While the district appears to be committed to diversity, only 28.9 percent of the schools are considered highly diverse.

The district’s desire for diversity is the foundation of its school assignment philosophy. Auditors determined that the largest single cost driver in the current student assignment plan is transportation. The transportation system is both massive and complex. To fully illustrate the magnitude of the district’s transportation program, a district level administrator reported that “the bus fleet drives about 110,000 miles per day, has between 4,500 to 4,600 routes, and makes 46,000 bus stops a day.”

The current transportation system has taken steps to adapt to the demands placed upon it by the student assignment plan. In their review, auditors examined data regarding student transportation. The following information was taken from the Student Transportation Study Meeting Report, June 17, 2011:

- The average ride time for a student is 29.9 minutes.
- The average annual miles traveled per student were 243 miles.
- The annual cost per student is \$650.
- The average number of students per bus route is 71.
- The average annual miles driven per bus were 17,700.
- The average annual cost per bus is \$52,000.

- The ridership for 2010-11 was 66,435 students.
- Approximately 55.6 percent of elementary students' bus routes were less than 30 minutes.
- No elementary students' bus routes lasted more than 75 minutes.
- The average bus ride time for an elementary student was 29.3 minutes.
- The district uses 920 buses.

In addition to these data, auditors examined the total transportation costs for JCPS. In the *CAFR* 2010, transportation expenditures are reported in different ways. Within the General Government Expense by Function Report, on page 78, transportation expenditures for FY 2010 were \$69,694,236. From the Statement of Revenues, Expenditures and Changes in Fund Balance on page 74, auditors created Exhibit 5.1.12 that shows the total cost associated with transportation, as well as the cumulative percent change from 2006 to 2010.

**Exhibit 5.1.12**

**Transportation Cost and Cumulative Percent Change  
Jefferson County Public Schools  
October 2011**

|  | <b>Transportation Cost</b> | <b>Cumulative Percent Change</b> |
|--|----------------------------|----------------------------------|
| <b>2006</b>  | \$55,929,029               | N/A                              |
| <b>2007</b>  | 62,223,402                 | 11.3                             |
| <b>2008</b>  | 65,255,946                 | 16.7                             |
| <b>2009</b>  | 67,270,903                 | 20.3                             |
| <b>2010</b>  | 68,806,202                 | 23.0                             |
| <i>Source: Board of Education of Jefferson County, Kentucky—Comprehensive Annual Financial Report, June 30, 2010</i> |                            |                                  |

As seen in Exhibit 5.1.12:

- The total transportation cost during the 2009-10 school year was \$68,806,202.
- Total transportation costs increased \$12,877,173 from 2006 to 2010.
- The total cumulative percent change in expenditures from 2006 to 2010 was 23 percent.

In a simple cost benefit analysis, auditors compared the change in student ride time from 2007 to 2010 against the increased cost related to transportation. In a JCPS document dated October 25, 2011, a district administrator reported that in “2007 we fed our data to the Council of Greater City Schools and they calculated our average ride time at 42 minutes.” In a presentation titled Student Transportation Study Meeting Report, June 17, 2011, the reported average ride time for a student was 29.9 minutes. In 2007, \$62,223,402 was spent on transportation. In 2010, \$68,806,202 was spent on transportation.

Exhibit 5.1.13 presents information regarding ride time, expenditures, and cost associated with the improved ride times.

### **Exhibit 5.1.13**

#### **Average Ride Time in Minutes, Total Transportation Expenditures, and Cost Per Minute of Improvement Jefferson County Public Schools October 2011**

|  | <b>Average Ride Time<br/>in Minutes</b> | <b>Transportation<br/>Expenditures</b> | <b>Cost Per Minute of<br/>Improvement</b> |
|--|---|--|---|
| <b>2007</b>  | 42                                      | \$62,223,402                           | N/A                                       |
| <b>2010</b>  | 29.9                                    | \$68,806,202                           | N/A                                       |
| <b>Difference</b>  | -12.1                                   | \$6,582,800                            | N/A                                       |
| <b>Cost Benefit</b>  | N/A                                     | N/A                                    | \$544,033                                 |
| <i>Source: Board of Education of Jefferson County, Kentucky—Comprehensive Annual Financial Report, June 30, 2010, and Student Transportation Study Meeting Report, June 17, 2011</i> |   |  |   |

The following information can be seen in Exhibit 5.1.13:

- The average ride time for students decreased by 12.1 minutes from 2007 to 2010.
- Transportation costs increased \$6,582,800 from 2007 to 2010.
- There was a total transportation cost of \$544,033 for each minute of average ride time improvement from 2007 to 2010.

The district has reported many improvements regarding the JCPS transportation system over the past few years. However, during interviews auditors heard many comments concerning varying aspects of the transportation system.

Several comments were made during interviews regarding the length of the bus rides, and the distance the students were transported from home:

- “Parents aren’t upset about diversity. It’s the length of the rides.” (District Administrator)
- “Busing these kids so far is like sending them to a foreign country. Out of the neighborhood, no friends, new surroundings, and they know their parents are not nearby in case they need them.” (School Administrator)
- “In an emergency, many parents don’t even know how to get to our school to pick up their child—they have to call for directions.” (School Administrator)

To counter the assertions made above, district administrators maintained that:

- “Most people think that we have kids on buses forever, but the truth is only three percent of our kids are on the bus over one hour.” (District Administrator)
- “We had some kids getting home after 9:00 PM two or three years ago. But, not anymore.” (District Administrator)

In addition to the length of the rides, comments were made regarding the perceived cost and efficiency associated with transportation:

- “We pour a lot of money into busing and I don’t see the results in test scores. The money spent is astronomical.” (Parent)
- “I have students that can see my building from their homes, but have to be bused 30 minutes or more away.” (School Administrator)
- “We spend \$70 million on transportation and that money could be used to provide programs for students.” (Teacher)
- “The student assignment issue is huge. We draw from one end of the county to the other. This neighborhood is very diverse. We wouldn’t need to bring in 17 buses (if we drew from this neighborhood).” (District Administrator)
- “We don’t know if our transportation system is as efficient as it could be as we are still scheduling by hand without the support of transportation software.” (District Administrator)

Comments were also shared regarding the perceived impact of the current transportation program on diversity, attendance, equity, discipline, and parent involvement:

- “The district’s greatest strength is that they have kept diversity in all schools. Greatest weakness is the length of bus rides required to keep that diversity.” (School Administrator)
- “The neediest children are on the bus for the longest amount of time.” (Campus Administrator)
- “People put their children on a bus the first day of school and don’t even know which school the child attends until the child gets sick and the parent calls the school to get information and directions.” (Parent/ Employee)
- “Transportation is an issue. We have low SES African American children bused to a different community 45 minutes away. We don’t see these families in our school.” (School Administrator)

A document titled Student Assignment, dated September 29, 2009, discussed the desire of the district to “maintain educational and financial equity among all schools in the district by providing substantially uniform educational resources.” During interviews, concerns were raised regarding the equitable distribution of funds throughout the district. During one interview, a teacher commented that “one of the biggest issues [in the district] is that money is not equitably distributed between the schools.” To determine the level of financial equity across the district, auditors selected a sample of schools to review. Auditors selected a total of nine schools from three grade configurations (elementary, middle schools, and special schools) based on the percent of economically disadvantaged students on each school. Each group of nine schools was then divided into three subgroups based on their economic status (high, middle, and low). Once the schools were selected, auditors obtained enrollment numbers, general revenue fund amounts, special revenue fund amounts, and then calculated the cost of revenue per student for each school.

Exhibit 5.1.14 provides information related to enrollment numbers, general revenue fund amounts, special revenue fund amounts, and the revenue per student for each school.

**Exhibit 5.1.14**

**Enrollment, General Revenue Fund Amounts,  
Special Revenue Fund Amounts, and Revenue Per Student  
Jefferson County Public Schools  
October 2011**

| Name  | School Level | Percent Econ-Disadvantaged | Enrollment | General Revenue Fund 1 | Special Revenue Fund 2 | Total Revenue | Revenue Per Pupil |
|---|--------------|----------------------------|------------|------------------------|------------------------|---------------|-------------------|
| Wheatley  | E            | 94.2                       | 418        | \$2,643,188            | \$787,984              | \$3,431,172   | \$8,209           |
| Crums Lane  | E            | 93.5                       | 471        | 2,513,921              | 936,063                | 3,449,984     | 7,325             |
| Rutherford  | E            | 93.5                       | 594        | 3,026,207              | 727,316                | 3,753,523     | 6,319             |
| Chenoweth   | E            | 50.3                       | 526        | 2,987,631              | 226,681                | 3,214,312     | 6,111             |
| Laukhuf   | E            | 50.6                       | 444        | 2,514,765              | 168,334                | 2,683,098     | 6,043             |
| Bates   | E            | 50.7                       | 542        | 3,006,274              | 191,774                | 3,198,047     | 5,900             |
| Dunn  | E            | 18.9                       | 601        | 2,985,862              | 69,569                 | 3,055,431     | 5,084             |
| Stopher   | E            | 16.6                       | 804        | 3,787,297              | 107,722                | 3,895,019     | 4,845             |
| Greathouse/Shryock  | E            | 16.1                       | 609        | 2,836,274              | 6,786                  | 2,843,060     | 4,668             |
| Western Middle  | M            | 95.5                       | 291        | 3,122,482              | 333,607                | 3,456,089     | 11,877            |
| Frost Middle  | M            | 84.9                       | 431        | 3,243,595              | 235,448                | 3,479,043     | 8,072             |
| Lassiter Middle   | M            | 85.3                       | 758        | 4,219,578              | 492,124                | 4,711,701     | 6,216             |
| Noe Middle  | M            | 50.6                       | 1319       | 6,893,656              | 189,071                | 7,082,727     | 5,370             |
| Lyman T Johnson   | M            | 52.6                       | 935        | 4,669,262              | 112,439                | 4,781,701     | 5,114             |
| Meyzeek Middle  | M            | 50.1                       | 1123       | 5,299,645              | 166,486                | 5,466,130     | 4,867             |
| Barret Traditional  | M            | 23.6                       | 641        | 3,105,627              | 35,794                 | 3,141,420     | 4,901             |
| Jeff Cnty Traditional   | M            | 33.4                       | 895        | 4,241,615              | 24,148                 | 4,265,763     | 4,766             |
| Crosby Middle   | M            | 30.0                       | 1400       | 6,382,263              | 89,425                 | 6,471,688     | 4,623             |
| Western High  | S            | 81.5                       | 756        | 5,614,707              | 468,780                | 6,083,487     | 8,047             |
| Iroquois High   | S            | 85.8                       | 1166       | 7,363,986              | 778,470                | 8,142,456     | 6,983             |
| Central High  | S            | 82.7                       | 1110       | 6,404,058              | 1,153,087              | 7,557,145     | 6,808             |
| Atherton High   | S            | 47.1                       | 1260       | 6,842,787              | 275,609                | 7,118,396     | 5,650             |
| Fern Creek High   | S            | 54.1                       | 1430       | 7,541,785              | 520,400                | 8,062,186     | 5,638             |
| Pleasure Ridge Park   | S            | 54.5                       | 1836       | 9,144,768              | 259,820                | 9,404,588     | 5,122             |
| Eastern High  | S            | 25.0                       | 2121       | 9,923,949              | 119,132                | 10,043,081    | 4,735             |
| Manual High   | S            | 17.2                       | 1890       | 8,571,877              | 352,482                | 8,924,359     | 4,722             |
| Male Traditional  | S            | 24.7                       | 1683       | 7,423,244              | 102,047                | 7,525,291     | 4,471             |
| JCPS Infinite Campus Membership 11-12b, October 17, 2011, JCPS Generated Curriculum_Audit_List_10-19-2011.xlsx, FR_Historical_Percentages_-_FY07_-_FY11_.xlsx |              |                            |            |                        |                        |               |                   |

The following information can be interpreted from Exhibit 5.1.14:

- Elementary school per pupil revenue ranged from \$4,668 to \$8,209, a difference of \$3,540 per pupil.
- Middle school per pupil revenue ranged from \$4,623 to \$11,877, a difference of \$7,254 per pupil.
- Special school per pupil revenue ranged from \$4,471 to \$8,047, a difference of \$3,576 per pupil.
- Elementary schools: The average per pupil revenue/per socioeconomic group: High = \$7,284, Middle = \$6,018, and Low = \$4,866.



- Middle schools: The average per pupil revenue/per socioeconomic group: High = \$8,722, Middle = \$5,117, and Low = \$4,763.
- Special schools: The average per pupil revenue/per socioeconomic group: High = \$7,279, Middle = \$5,470, and Low = \$4,643.

After reviewing the data from Exhibit 5.1.14, auditors determined that the system of distribution is based on equity; the higher the percent of economically disadvantaged students, the higher the revenue per student for that school. Students from poverty often require additional support and interventions to be successful in school and on high stakes tests. Due to the increased educational need of the economically disadvantaged students, additional revenue is oftentimes allotted.

Concerning equity, auditors were not provided any cost benefit analysis regarding the impact of the current revenue distribution system on student performance. Without a proper cost benefit analysis, it is impossible to determine if the current revenue distribution plan is improving student achievement for economically disadvantaged or non-economically disadvantaged students.

As can be seen from the data presented in Exhibit 5.1.14, there is a large discrepancy between the per-pupil revenue for a high socioeconomically disadvantaged school and a low socioeconomically disadvantaged school. From the selected sample, the average per-pupil revenue for a high socioeconomically disadvantaged elementary school is \$7,284. From the selected sample, the average per pupil revenue for a low socioeconomically disadvantaged elementary school is \$4,866. To fully understand the impact of this discrepancy, auditors applied this information to the current staffing formula based on the 24:1 student teacher ratio for elementary schools. A single classroom from a high socioeconomically disadvantaged elementary school would receive a total of \$174,819, whereas, a single classroom from a low socioeconomically disadvantaged elementary school would receive a total of \$116,774, for a difference of \$58,044 per classroom. While the distribution of these resources is based on equity, no cost benefit analyses were presented to auditors supporting that the current allocation system is producing the desired results.

### **Budget Development**

To determine if the district budget development process was linked to the district's policies, mission, goals, and curriculum, the auditors reviewed district policies, annual budgets, budget committee handbooks, and other district documents related to budgeting. Interviews were conducted with district administrative staff, the board of directors, teachers, parents, and community members to determine the processes for budget development and implementation.

Auditors found documents such as *Board Policy DBBA: Budget Allocation* and *JCPS Allocation Standards for Usage in FY 2011-12 and Beyond*, which confirmed that a formula-based approach was used in budgeting and staffing. While the budget development process is aligned to these board policies and administrative guidelines, linkages between the budget and the district's curriculum are not apparent. While Jefferson County Public Schools have developed a concise formula funding method to distribute revenues throughout the district, the auditors found that there are no concise processes in place for linking student achievement or program performance feedback to budgetary decisions at the site or district level.

Auditors reviewed documents and procedures used in the budget development process and compared them against the six CMSi components of a curriculum-driven or performance-based budget.

Based upon the information presented, the auditor's evaluated the Jefferson County Public Schools' budget development and management process using the six criteria for a curriculum-driven budget, in which allocations are tied to student needs and performance feedback. [Exhibit 5.1.15](#) lists the criteria and the auditors' rating of adequacy or inadequacy pertaining to the current budget development process.

### Exhibit 5.1.15

#### Components of Curriculum-driven Budget and Ratings of Adequacy Jefferson County Public Schools October 2011

| Performance-based Budget Criteria   | Auditors' Rating |            |
|---|------------------|------------|
|   | Adequate         | Inadequate |
| 1. Tangible, demonstrable connections are evident between assessment of operational curriculum effectiveness and allocations of resources.  |                  | X          |
| 2. Rank ordering of program components is provided to permit flexibility in budget expansion, reduction, or stabilization based on changing needs or priorities.  |                  | X          |
| 3. Each budget request or submittal shall be described so as to permit evaluation of consequences of funding or non-funding in terms of performance or results.   |                  | X          |
| 4. Cost benefits of components in curriculum programming are delineated in budget decision making.  |                  | X          |
| 5. Budget requests compete for funding based upon evaluation of criticality of need and relationship to achievement of curriculum effectiveness.  |                  | X          |
| 6. Priorities in the budget are set by participation of key educational staff in the allocation and decision-making process. Teacher and principal suggestions and ideas for budget priorities are reflected and incorporated in budgeting decisions. | Partial          |            |
| <b>Total</b>  | <b>0</b>         | <b>6</b>   |
| <b>Percentage of Adequacy</b>   | <b>0%</b>        |            |

As shown in [Exhibit 5.1.15](#), the characteristics of curriculum-driven budgeting were not evident in the district or school site budgeting processes. Further comments are provided below on each component.

**Characteristic 1: Connections:** This criterion was not met. Auditors were not presented data verifying the effectiveness of any district program in relationship to its cost. The failure to meet this criterion can be summed up in this comment by a board member: "I have not seen a budget that divides dollars to support goal achievement."

**Characteristic 2: Rank Ordering:** This criterion was not met. Auditors were not provided documents showing a rank ordering of program expenditures in either district or building level planning.

**Characteristic 3: Description for Evaluation of Funding Consequence:** This criterion was not met. Determinations to fund or non-fund specific programs were made independently at the district level and at each school. Two examples for not meeting this criterion were provided by school administrators: "I make recommendations to the SBDM council. They make the final approval," and "our Site Based committee makes the final decisions on the budget."

**Characteristic 4: Cost Benefit Analysis:** This criterion was not met. Even though *Board Policy DBA: Budgeting System* requires the superintendent to develop a budget plan that describes "each program, give the estimated cost, the time line for implementation, and the methods that will be used for evaluation," no district-wide formal cost benefit analysis or evaluation procedures were found within the district.

**Characteristic 5: Competition on Basis of Need and Effectiveness:** This criterion was not met. JCPS uses a general revenue allocation process based on enrollment and a special revenue allocation process based on student need. However, for this criterion to be met, all expenditures within both school and district budgets must formally compete for funding based upon the evaluation of criticality of need and relationship to achievement. Schools throughout the district use an informal process to make these decisions, and the framework for making these decisions are not formalized in an outlined procedure.

**Characteristic 6: Decision-making Process:** This criterion was partially met. *Board Policy DBG: Public Budget Hearings and Reviews* requires that public hearings shall be held prior to the final adoption of the budget, and at this meeting, appropriate staff members shall be present. Additionally, *Board Policy DBBA: Budget Allocation* allows money to be allocated to individual schools with SBDM committees, which does allow stakeholders at each school to be involved in the decision-making process. However, to be fully adequate, SBDM committees must do more than just allocate their school allotment. They must be full participants in the actual decision-making process that determines the district's overall budget allocations. Teachers commented regarding the lack of involvement in the overall budget development process:

- “The board and central office should ask our input before they spend money.”
- “We just need more hands at the classroom level; this has to be the district's highest priority.”

## Summary

The Jefferson County Public School District is fiscally sound. However, productivity as measured by students' achievement has steadily declined since 2006. The ability granted to the district by the State of Kentucky to increase local revenues by four percent annually has provided an abundant revenue stream. Auditors found that over time, as revenues have increased, so have expenditures. From 2006 to 2010, total expenditures increased 18.9 percent while enrollment only increased 0.89 percent. Additionally, since 2007, average academic achievement has decreased. For a district to be considered productive, academic achievement increases over time within the same cost parameters.

Additionally, the auditors found no evidence of district efforts to link student achievement or program performance feedback to budgetary decisions. So, regardless of whether or not a program is accomplishing the desired results, the program continues to be funded since budget decisions are often formula-based or based on tradition. A concrete example of this can be found in the district's student assignment plan, which is devised to promote diversity. The current student assignment plan requires a large outlay of resources (revenue, manpower, transportation, and facilities). While the district has committed these resources to obtain diversity, auditors were not provided a cost benefit analysis regarding the plan. Without data acquired from a comprehensive cost benefit analysis, programs cannot be purposively altered for improvement, or be selected for strategic abandonment.

Currently, the budget development process is not designed to assure system-wide cohesion and productivity. Furthermore, resource allocations are not driven by curricular goals, achievement needs, or the cost benefit analyses of various programs and services (see [Recommendation 10](#)).

**Finding 5.2: Long-range facility planning is adequate; however, the design of the existing student distribution plan compromises the efficiency of facility usage, resulting in many crowded classrooms and instructional activity being hampered by inadequate space. School facilities are generally clean and adequately maintained to support a quality learning environment.**

Providing adequate educational facilities is a major responsibility of the board of education and district administration. The learning environment of a school district must be clean, safe, and pleasant to support the effective delivery of the curriculum. The design of the school facility, adequacy of space, and flexibility of use should support and enhance the instructional program. Facilities need to be designed and maintained in a manner that conveys to students, parents, staff, and community members that the educational setting is a high priority.

Long-range facility planning is imperative for effective use of funding and real estate to meet both current and future student needs. Planning should be based on the careful analysis of all factors that impact the learning environment, such as enrollment trends, curriculum needs, demographic changes, instructional practices, special educational requirements, technology advancements, and the support services needed to maintain the system. Long-range planning ensures that a district is prepared financially for the task of maintaining the quality of the existing facilities and the possibility of future construction or renovation.

Auditors reviewed board policies, facilities planning documents, and other documents related to school buildings and grounds. The audit team visited each of the district's schools and most of the classrooms where instruction was taking place to gather information on the learning environment and any special problems or impediments that may exist in facilities. The auditors paid particular attention to overall maintenance, physical atmosphere, accessibility, safety, and use of the buildings. Interviews were conducted with board members, administrators, teachers, other staff, and community members. Despite an average age of 50 years, most of the buildings in the district are generally very clean and well maintained.

The auditors concluded that the Jefferson County Public Schools facility planning is adequate; however, due to uneven student distribution throughout the district, many classrooms are overcrowded, lacking in adequate storage space, and the number of classrooms is inadequate in some buildings. This has resulted in a diminished quality of learning due to cramped quarters and a lack of instructional space in some classrooms



*Space is an issue in some instructional settings.  
English language learners class is being conducted in a closet at Trunnell Elementary.*

Several board policies were presented to auditors relevant to the area of facilities:

- *Board Policy FB: Facilities Planning* describes several strategies including the following:
  - “The board shall provide adequate school facilities to meet the instructional needs of the pupils and staff...
  - “The site shall be free from disturbing noises, distracting influences, and hazardous surroundings; and the location shall be in agreement with the district’s comprehensive educational plan.”
- *Board Policy FB: Enrollment Projections* states, “It shall be the responsibility of the Department of Research and Demographics to compile the data necessary to project enrollments several years in advance for each school in the district. On the basis of this information and funds available, the Division of Facilities/Transportation shall carry out new building construction, additions, remodeling and improvements.”
- *Board Policy FEC: Facilities Development* states that the “project architect shall...Translate the educational program for which the facilities are needed into building design and specifications.”

Auditors also reviewed the following job descriptions directly related to facilities planning and maintenance:

- Executive Director of Facilities and Transportation: “Develops the long-range facility plan” and “Assures compliance with Board goals and administrative objectives.”
- Director of Facility Planning: “supervises the facility planning staff and inspections.”
- Director of General Maintenance/Facilities/Renovations/Grounds and Transportation: “Assum[es] the responsibility for general maintenance” and “Establishes and supervises the general maintenance and renovation to include preventive and corrective maintenance.”

Auditors were presented with several documents that, together, direct facilities planning in the district. These documents are displayed in [Exhibit 5.2.1](#):

**Exhibit 5.2.1**  
**Facility Planning Documents Reviewed by the Auditors**  
**Jefferson County Public Schools**  
**October 2011**

| <b>Documents Reviewed Provided by the Jefferson County Public Schools</b>                              | <b>Date of Document</b> |
|--|-------------------------|
| Board Policy FB—Facilities Planning  | August 1997             |
| Board Policy FBB—Enrollment Projections  | November 1995           |
| Board Policy FEC—Facilities Development Plan and Specifications  | November 1995           |
| Board Policy FK—Facilities Renovation  | November 1995           |
| Board Policy FL—Closure of Facilities  | November 1995           |
| Board Policy ECA—Security of Facilities  | November 1995           |
| Jefferson County School District Facilities Improvement Plan; Amendment No. 1                          | June 2011               |
| List of Outstanding Bonds  | June 2011               |
| JCPS Mission and Vision Statements   | Undated                 |
| Jefferson County Board of Education Meeting Minutes  | February 22, 2010       |
| Jefferson County Board of Education Meeting Minutes  | March 22, 2010          |
| JCPS Job Description—Director of Facilities Planning   | April 2007              |
| JCPS Job Description—Director of General Maintenance   | July 2004               |
| JCPS Job Description—Executive Director of Facilities and Transportation                               | August 1994             |
| JCPS District Membership by Grade Summary  | October 2011            |
| JCPS Building History and Capacity   | Unknown                 |
| 2010-2011 Comprehensive District Improvement Plan  | June 2011               |
| JCPS Schools Built By Decade   | January 2011            |
| Good Housekeeping Award Program  | 2011                    |
| AFIF Funded Projects 2012-13   | October 2011            |
| JCPS Planning Master Schedule 2011-2013  | October 2011            |
| Four Year Projection of HVAC Renovation Projects 2012-2014   | September 2011          |
| JCPS Capital Projects 2007-2011  | October 2011            |
| Elementary Space Utilization Overview 2010-2019  | 2010                    |
| JCPS Enrollment Projections: Five Year, Elementary School, Middle School, High School, Special Schools | March 2011              |

Overall, the auditors found that the district’s short-term and long-range facility planning is adequate to meet the needs of the district. However, a single, unified plan does not exist. Rather, several documents have been developed to direct the facility planning. Elements of these planning documents have not been fully revealed to key district stakeholders, causing uncertainty among stakeholders about the status of facility planning and renovations to buildings within the district.



An analysis of the planning documents referenced in [Exhibit 5.2.1](#), the audit criteria used to evaluate them, and auditors' ratings and comments are included in [Exhibit 5.2.2](#):

### Exhibit 5.2.2

#### Comparison of Facility Planning Efforts to Audit Components of Comprehensive Long-range Facilities Planning Jefferson County Public Schools October 2011

| Components of a Comprehensive<br>Long-range Facilities Plan   | Auditors' Rating and Comments   |
|---|---|
| 1. Philosophical statements that reflect community aspirations and the educational mission of the district and their relationship to short- and long-range facilities goals                                     | <b>Adequate.</b> Statements from the district goals and mission align with the district continuous improvement plan and reflect facility needs to support education.  |
| 2. Enrollment projections that take into account any known circumstances that may change the pupil population   | <b>Adequate.</b> Enrollment projections for five years are developed and include facility capacity expectations at the high, middle, and elementary school level.   |
| 3. The current organizational patterns of the district and identification of possible organizational changes necessary to support the educational program   | <b>Adequate.</b> The district continuous improvement plan includes goals for reduction of class size and statements of facility needs for this to be accomplished.  |
| 4. Identification of educational programs considered by designers of capital projects for renovation or addition of school facilities   | <b>Adequate.</b> Goals for class size reduction program are reflected in Elementary Space Utilization Project, which, if followed, will help toward its accomplishment.   |
| 5. A detailed evaluation of each facility, including assessment of structural integrity, mechanical integrity and efficiency, energy efficiency, operations and maintenance, and health and safety requirements | <b>Adequate.</b> Meets all audit criteria. Evaluation documentation exists for this audit component.  |
| 6. Prioritization of needs for renovation of existing facilities and the provision of additional facilities   | <b>Partially Adequate.</b> A master renovation schedule exists; criteria were not presented as to the prioritization of needs, nor were school administrators or board of education members aware of prioritization criteria. |
| 7. Cost analysis of potential capital projects to meet the educational needs of the district, including identification of revenues associated with capital construction   | <b>Adequate.</b> Meets all audit criteria, including bond revenue sources and cost analysis for capital improvement projects.   |
| 8. Procedures for the involvement of all stakeholders of the school community in the development and evaluation of the long-range facilities plan   | <b>Adequate.</b> Stakeholders and facility department heads are involved in planning and the evaluation of both plans and district facilities.  |
| <b>Total</b>  | <b>7 of 8</b>   |
| <b>Percent Fully Adequate</b>   | <b>88%</b>  |

As described in [Exhibit 5.2.2](#), while the documents presented to auditors for review adequately satisfy seven of eight criteria for comprehensive, long-range facility master planning, a plan itself does not exist. Also, information about the prioritization of renovations and capital projects has not been adequately communicated to some key school personnel.

During interviews, comments were made to the auditors about facility planning and planning for facility renovations. While the long-range planning efforts were rated adequate, some interviewees expressed frustration due to a lack of clarity about facility planning and renovation efforts:

- “We have been on the 10-year renovation list for 21 years.” (School Administrator)



- “Even though we had a facilities plan, central office was reluctant to put projects on it. It is more fluid than just priorities.” (District Administrator)
- “I asked maintenance to give me a list of what they were working on, but they were reluctant to do that as it ties them to a transparent list.” (District Administrator)
- “Not sure we really have the information we need to make decisions about building projects or even a comprehensive report about facility needs.” (Board Member)

Interview comments also confirmed that facility planning and renovations are active and ongoing:

- “There is a lot of autonomy in the facilities department. The board trusts the facility person to make the decisions.” (District Administrator)
- “The philosophy is to add classrooms when other construction is taking place.” (District Administrator)
- “We had 31 projects going last summer that has strained our department.” (District Administrator)
- “Currently we have no portables for any K-12 students. We do not put our kids in wooden boxes in parking lots [modulars].” (District Administrator)
- “When we look at planning our building projects, we don’t look at where the school is, or what the demographics of the school are.” (District Administrator)

### **General Maintenance and Building Cleanliness**

Audit team members conducted a visual inspection of all buildings. This tour included an examination of classrooms, media centers, cafeterias, all-purpose rooms, offices, work areas, restroom facilities, and a general inspection of the grounds. Despite the age of many facilities, auditors found schools to be well maintained and, in most cases, satisfactory. However, concerns were raised during interviews about the crowded facilities, especially in many elementary schools, which result in classes being held on stages, in small rooms formerly used as offices, and with small groups of students being instructed in hallways. Representative comments include:

- “We have intervention and other groups conducted in closets with student desks sharing space with books, janitorial supplies, and cleaning equipment.” (School Administrator)
- “We have 35 students in some of my child’s middle school classes.” (Parent)

Heating, cooling, and general ventilation issues were also a concern, especially in some of the newer buildings. Storage space is a concern in many buildings, which limits the use of instructional space in some classrooms.



*Surplus equipment stored in P.E. facility at Waller-Williams Alternative School*

Some isolated safety issues are noted in the ratings. In a few cases, technology equipment, like Smart Boards and computers, has outpaced electrical capabilities, thereby rendering the technology unusable. To get around the lack of electrical outlets, some staff members simply run extension cords in and around students (also see [Finding 5.3](#)).



*Exposed extension cords lying about the classroom floor at Emmett Elementary.*

[Exhibit 5.2.3](#) gives a detailed description of each school building, including the adequacy of space, instructional environment, physical condition, and cleanliness/maintenance:

### **Exhibit 5.2.3**

#### **School Facilities Visited by Auditors and Ratings Jefferson County Public Schools October 2011**

| <b>School</b>               | <b>Space</b> | <b>Instr.<br/>Environ.</b> | <b>Phys.<br/>Cond.</b> | <b>Clean.<br/>&amp;<br/>Maint.</b> | <b>Comments</b>  |
|-----------------------------|--------------|----------------------------|------------------------|------------------------------------|--|
| Atherton High               | I            | I                          | A                      | I                                  | Crowded; maintenance not timely, outdated science labs                                 |
| Auburndale Elementary       | I            | A                          | I                      | I                                  | Six classrooms in closets and one on stage, needs painting                             |
| Audubon Elementary          | A            | A                          | A                      | A                                  | Clean  |
| Ballard High                | A            | A                          | A                      | A                                  |  |
| Barrett Middle              | I            | A                          | A                      | A                                  | Crowded  |
| Bates Elementary            | I            | A                          | A                      | A                                  | Lack of storage space  |
| Binet Elementary            | A            | A                          | A                      | A                                  |  |
| Blake Elementary            | A            | A                          | I                      | I                                  | Security issues on playground, needs painting  |
| Bloom Elementary            | A            | A                          | A                      | A                                  | Newly renovated  |
| Blue Lick Elementary        | A            | A                          | I                      | A                                  | Roof leaks, holes in section of roof   |
| Bowen Elementary            | A            | A                          | A                      | A                                  | Renovated and expanded in 2010   |
| Brandeis Elementary         | A            | A                          | A                      | A                                  |  |
| Breckinridge Franklin Elem. | A            | A                          | A                      | A                                  | Spacious and very clean  |
| Breckinridge High           | A            | A                          | A                      | A                                  | Clean and spacious   |
| Brown Elementary            | I            | A                          | A                      | A                                  | Elementary connected to another building allowing unrestricted access, HVAC unreliable |
| Buechel High                | A            | A                          | A                      | A                                  | Very clean   |
| Butler High                 | I            | A                          | I                      | A                                  | Crowded, lack of air circulation   |
| Byck Elementary             | A            | A                          | A                      | A                                  |  |

**Exhibit 5.2.3 (continued)**  
**School Facilities Visited by Auditors and Ratings**  
**Jefferson County Public Schools**  
**October 2011**

| School                      | Space | Instr. Environ. | Phys. Cond. | Clean & Maint. | Comments   |
|-----------------------------|-------|-----------------|-------------|----------------|--|
| Camp Taylor Elementary      | A     | A               | A           | A              | Well maintained and cheerful environment   |
| Carrithers Middle           | A     | A               | I           | I              | Mold, old worn carpet  |
| Carter Elementary           | A     | A               | I           | A              | Roof leaks   |
| Cave Elementary             | A     | A               | A           | A              | Renovated in 2008  |
| Central High                | A     | I               | I           | I              | Non-functioning swimming pool, stage rigging is safety issue, electricity goes out   |
| Chancey Elementary          | I     | A               | I           | A              | HVAC problems, hot in classrooms, inadequate storage space   |
| Chenoweth Elementary        | A     | A               | A           | A              | Clean and plenty of space  |
| Churchill Park Elementary   | A     | A               | A           | A              | Maintenance responds immediately   |
| Cochran Elementary          | A     | A               | A           | A              | Great campus   |
| Cochrane Elementary         | A     | A               | I           | A              | Some roof leaks  |
| Coleridge Taylor Elementary | A     | A               | A           | A              |  |
| Conway Middle               | A     | A               | A           | A              | Recent renovation  |
| Coral Ridge Elementary      | A     | A               | A           | A              | Clean and inviting   |
| Crosby Middle               | I     | A               | A           | A              | Crowded, six teachers use carts due to lack of classroom space   |
| Crums Lane Elementary       | I     | A               | A           | A              | Safety issues in neighborhood, minimal restrooms   |
| Dawson Orman Devel. Center  | A     | A               | A           | A              | Clean  |
| Dixie Elementary            | A     | A               | I           | I              | Narrow entrance from roadway presents student safety issues, peeling paint within reach of students                                  |
| Doss High                   | A     | A               | A           | A              |  |
| Dunn Elementary             | A     | A               | A           | A              | Crowded  |
| DuPont Manual High          | A     | A               | I           | A              | Leaking roof   |
| Eastern High                | A     | A               | I           | I              | Weight lifting facility in separate building with no water in restroom, no phone, and no fire extinguisher, scheduled for renovation |
| Eisenhower Elementary       | A     | A               | A           | A              |  |
| Engelhard Elementary        | A     | A               | I           | A              | Poor lighting in hallways  |
| ESL Newcomer                | A     | A               | A           | A              |  |
| Fairdale Elementary         | A     | A               | A           | A              | Clean and colorful   |
| Fairdale High               | A     | A               | A           | A              | Needs painting   |
| Farmer Elementary           | A     | A               | A           | A              | Newer school   |
| Farnsley Middle             | I     | I               | I           | A              | Crowded, lacks storage, two classrooms in library, some small classrooms   |
| Fern Creek Elementary       | A     | A               | A           | A              |  |
| Fern Creek HS               | A     | A               | I           | I              | Cited by Fire Marshall but never repaired, roof leaks  |
| Field Elementary            | I     | A               | I           | I              | Crowded, limited restrooms, hot classrooms, insufficient outlets   |
| Foster Elementary           | A     | A               | A           | A              | Beautiful  |
| Frayser Elementary          | A     | A               | A           | A              |  |
| Frost Elementary            | I     | A               | A           | A              | Roof leaks, pollution from nearby electric plant   |
| Gilmore Elementary          | A     | A               | I           | A              | Boiler and plumbing unreliable   |
| Goldsmith Elementary        | I     | A               | A           | A              | Limited storage, stage used for classroom area, gymnasium used for storage and copy machine  |

**Exhibit 5.2.3 (continued)**  
**School Facilities Visited by Auditors and Ratings**  
**Jefferson County Public Schools**  
**October 2011**

| School                    | Space | Instr. Environ. | Phys. Cond. | Clean & Maint. | Comments   |
|---------------------------|-------|-----------------|-------------|----------------|--|
| Greathouse Elementary     | A     | A               | I           | A              | Some roof leaks  |
| Greenwood Pond Elementary | A     | A               | A           | A              |  |
| Gutermuth Elementary      | I     | A               | A           | A              | Storage areas and closets used for instructional rooms   |
| Hartstern Elementary      | A     | A               | A           | A              | Very clean   |
| Hawthorne Elementary      | I     | A               | A           | A              | Some classes crowded   |
| Hazelwood Elementary      | A     | A               | I           | I              | Severe roof leaks, constant maintenance required   |
| Highland Middle           | I     | I               | I           | I              | Inadequate number of classrooms, small classrooms, some replacement parts not available due to age of facility |
| Hite Elementary           | A     | A               | A           | A              |  |
| Indian Trail Elementary   | A     | A               | I           | I              | Musty smell in gym, storage space limited, roof leaks, no playground   |
| Iroquois High             | I     | A               | A           | A              | Newly renovated, some crowded classrooms   |
| Jacob Elementary          | I     | A               | A           | A              | Inadequate restroom space, crowded, using teacher workroom and stage for classrooms                            |
| Jefferson County High     | A     | A               | A           | A              | Houses offices for alternative school and on-line teachers   |
| Jefferson County Middle   | A     | A               | I           | A              | Old leaking windows  |
| Jefferson High            | A     | A               | A           | A              | Power outages and some classrooms with no windows  |
| Jeffersontown Elementary  | A     | A               | A           | A              | Limited access from road, recently renovated   |
| Johnstown Elementary      | A     | A               | A           | A              |  |
| Kammermer Middle          | A     | A               | A           | A              | Recent HVAC renovation   |
| Kennedy Elementary        | A     | A               | A           | A              | Inviting and cheerful  |
| Kennedy Metro Middle      | A     | A               | A           | A              | Clean  |
| Kenwood Elementary        | A     | A               | A           | A              |  |
| Kerrick Elementary        | A     | A               | A           | A              | Fourteen (14) acre woods behind building for outdoor gardens and walking trail                                 |
| Klondike Elementary       | I     | A               | A           | A              | Crowded classrooms   |
| Knight Middle             | A     | A               | I           | A              | Recent renovation, odors from leaks  |
| Lange Elementary          | A     | A               | A           | A              | Recently renovated   |
| Lassiter Middle           | I     | A               | I           | A              | Walls very thin allowing noise between classrooms, urinals do not drain  |
| Laukhuf Elementary        | A     | A               | I           | A              | No renovations since 1974, HVAC and roof scheduled for 2013  |
| Liberty Middle and High   | A     | A               | A           | A              | Well maintained  |
| Lincoln Performing Arts   | A     | A               | A           | A              | Recent renovation  |
| Louisville Male High      | I     | A               | I           | A              | Crowded, lack of air circulation   |
| Lowe Elementary           | I     | A               | A           | I              | Crowded, phone and internet restrictions due to limited capacity   |
| Luhr Elementary           | A     | A               | A           | A              | Clean  |
| Maupin Elementary         | A     | A               | A           | A              | Clean and decorated  |
| McFerran Elementary       | A     | A               | I           | A              | Hot classrooms year round, poor ventilation  |
| Medora Elementary         | A     | A               | A           | A              |  |
| Meyzeek Middle            | I     | A               | A           | A              | Crowded  |

**Exhibit 5.2.3 (continued)**  
**School Facilities Visited by Auditors and Ratings**  
**Jefferson County Public Schools**  
**October 2011**

| School                     | Space | Instr. Environ. | Phys. Cond. | Clean & Maint. | Comments   |
|----------------------------|-------|-----------------|-------------|----------------|--|
| Middletown Elementary      | I     | A               | I           | A              | Crumbling sidewalk at entrance, urinals loose on wall, crowded   |
| Mill Creek Elementary      | A     | A               | A           | A              |  |
| Minors Lane Elementary     | A     | A               | A           | A              | Clean  |
| ML King Acad. Elementary   | I     | A               | A           | A              | Limited playground, lacks storage  |
| Moore Elementary           | A     | A               | A           | A              | Well maintained  |
| Myers Middle               | I     | A               | I           | A              | Crowded, carpet worn, painting needed, HVAC is unreliable  |
| Newburg Middle             | A     | A               | I           | A              | Roof leaks, currently being painted  |
| Noe Middle                 | I     | I               | I           | I              | Scheduled for major renovation, crowded, buckled carpeting, outdated plumbing and electrical                                 |
| Norton Elementary          | I     | A               | I           | A              | Lacks storage space, hot in classrooms   |
| Okolona Elementary         | I     | A               | A           | I              | No playground  |
| Olmsted Middle South       | I     | I               | I           | A              | Severe crowding, classes in repurposed offices, locker rooms, and stage; former closets now used as office space—"cloffices" |
| Olmsted Middle North       | A     | A               | I           | A              | Heat and air conditioning inconsistent   |
| Phoenix Elementary         | A     | I               | A           | A              | Dim lighting   |
| Pleasure Ridge High        | A     | A               | A           | A              | Room AC  |
| Portland Elementary        | A     | A               | A           | A              |  |
| Price Elementary           | A     | A               | A           | A              | Inconsistent heat  |
| Ramsey Middle              | A     | A               | I           | I              | Odor in "multiple" units, roof leaks   |
| Rangeland Elementary       | I     | A               | A           | A              | Crowded, two classes on stage  |
| Roosevelt-Perry Elementary | A     | A               | A           | A              | Currently being renovated  |
| Rutherford Elementary      | A     | A               | A           | A              | Renovated in 2010, new playground  |
| Sanders Elementary         | A     | A               | A           | A              |  |
| Schaffner Elementary       | I     | A               | A           | A              | Crowded, lacking storage space   |
| Semple Elementary          | A     | A               | I           | A              | Main office has limited visibility of front entrance causing security problem  |
| Seneca High                | A     | A               | A           | A              | Roof leaks being repaired  |
| Shacklette Elementary      | A     | A               | A           | A              | Recently renovated, plumbing leaks, no security cameras  |
| Shawnee High               | A     | A               | A           | A              | Spotless   |
| Shelby Elementary          | A     | A               | A           | I              | Frayed carpet  |
| Slaughter Elementary       | I     | A               | A           | A              | Recent renovation, lacking storage   |
| Smyrna Elementary          | A     | A               | A           | A              | Currently being renovated  |
| Southern High              | A     | A               | I           | A              | Roof currently being repaired  |
| St. Matthews Elementary    | I     | A               | A           | I              | Crowded, little storage space, circuit breakers trip due to overloading  |
| Stone Street Elementary    | A     | A               | A           | A              |  |
| Stopher Elementary         | A     | A               | I           | A              | Ventilation problems   |
| Stuart Middle              | A     | A               | I           | I              | Missing handrail   |
| TAPP South Park            | A     | A               | A           | A              |  |
| TAPP Westport              | I     | A               | A           | A              | Crowded  |
| Thomas Jefferson Middle    | I     | I               | I           | I              | State facilities audit in 2010 reported multiple violations, safety concerns   |

| <b>Exhibit 5.2.3 (continued)</b><br><b>School Facilities Visited by Auditors and Ratings</b><br><b>Jefferson County Public Schools</b><br><b>October 2011</b> |              |                            |                        |                               |   |
|---|--------------|----------------------------|------------------------|-------------------------------|---|
| <b>School</b>   | <b>Space</b> | <b>Instr.<br/>Environ.</b> | <b>Phys.<br/>Cond.</b> | <b>Clean &amp;<br/>Maint.</b> | <b>Comments</b>   |
| Trunnell Elementary   | I            | A                          | I                      | I                             | Storage areas used for instructional space, painting and tile repair needed, mice in the building |
| Tully Elementary  | A            | A                          | I                      | A                             | Roof leaks  |
| Valley High   | A            | A                          | A                      | A                             | Currently being renovated   |
| Wagener High  | A            | A                          | A                      | A                             | Older building but well maintained  |
| Waller-Williams Elementary  | A            | A                          | I                      | I                             | Needs floor tiles, paint peeling, insufficient outlets  |
| Watson Lane Elementary  | A            | I                          | A                      | A                             | Dim lighting  |
| Watterson Elementary  | A            | A                          | A                      | A                             |   |
| Wellington Elementary   | A            | A                          | A                      | A                             |   |
| Western High  | A            | A                          | A                      | A                             |   |
| Westport Middle   | A            | A                          | A                      | A                             |   |
| Wheatly Elementary  | I            | A                          | I                      | A                             | No playground so use community park posing possible safety problem, no air conditioning in gym    |
| Wheeler Elementary  | A            | A                          | I                      | A                             | Roof leaks in winter  |
| Wilder Elementary   | I            | A                          | I                      | A                             | Lacks adequate restrooms, lacks storage space, windows and roof leak                              |
| Wilkerson Elementary  | I            | A                          | I                      | A                             | ESL program is in a closet, lack of space   |
| Young Elementary  | A            | A                          | A                      | A                             |   |
| Youth Performing Arts School  | A            | A                          | A                      | A                             |   |
| Zachary Taylor Elementary   | A            | A                          | A                      | A                             |   |
| Key: A = Adequate; I = Inadequate   |              |                            |                        |                               |   |

Based on the data presented in Exhibit 5.2.3:

- A few buildings lack basic amenities, such as adequate restroom facilities, playgrounds, and reliable heat.
- Facilities generally were very clean. The district participates in the Good Housekeeping Award Program, whereby each building is visited three times per year for an unannounced inspection examining the offices, corridors, restrooms, classrooms, cafeteria, grounds, light/vents/ceiling tiles, filters, glass, and routine maintenance.
- Space, physical condition, and maintenance vary across the district.





*Peeling paint at Dixie Elementary, a school with a large population of special needs students who were reported to have eaten some the peeling paint (which tested positive for containing lead).*



*Damaged ceiling tile from a leaking roof at Fern Creek High School.*

During interviews, comments were made to the auditors about the facility maintenance and upkeep, adequacy, as well as safety issues in the district. The following are representative comments:

- “The buildings are generally old, but very well maintained.” (District Administrator)
- “There is a need for more security at this campus. The playground gets torn up. Teenagers come over on weekends and climb the fence and tear up the playground equipment, bend signs, run skateboards on the front doors, and set the slide on fire.” (Parent)
- “We try to have a repairman out within 48 hours. If it is an emergency we get to it that day.” (District Administrator)
- “Our building is not safe. They shoot out windows. We have intruders on our school property frequently. We had to request a fence to keep vehicles off our playground area.” (School Administrator)
- “We have a formal school visitation process to examine physical facilities.” (District Administrator)
- “We get about 60,000 work orders a year so we know the facilities.” (District Administrator)
- “We have some schools that have rubber mulch, and others that don’t even have playgrounds.” (District Administrator)
- “The only sport we can play is corn hole; we do not have any usable facilities or an outside area.” (School Administrator)
- “We are an elementary school, and we have no playground.” (School Administrator)

## Classroom Overcrowding and Building Capacities

Auditors examined district enrollment figures and building enrollment and capacities to determine if school facilities are adequate to house district programs and student enrollment. [Exhibit 5.2.4](#) displays the Jefferson County Public School enrollment for the past several years and projected enrollment four years into the future.

### Exhibit 5.2.4

#### Student Enrollment Figures and Projections 2007-2016 Jefferson County Public Schools October 2011

| Year  | Enrollment | Change         |
|---|------------|----------------|
| 2015-16   | 100,595    | Projected +38  |
| 2014-15   | 100,557    | Projected +102 |
| 2013-14   | 100,455    | Projected +37  |
| 2012-13   | 100,418    | Projected +2   |
| 2011-12   | 100,420    | +395           |
| 2010-11   | 100,025    | +355           |
| 2009-10   | 99,670     | +305           |
| 2008-09   | 99,365     | +291           |
| 2007-08   | 99,074     |                |
| <i>Sources: JCPS Five Year Enrollment by Grade, 2011 and JCPS District Membership by Grade Summary, October 2011.</i> |            |                |

As noted in [Exhibit 5.2.4](#), district enrollment has shown a very slight increase over the past five years and is projected to remain stable through 2015-16. The district also examines building capacities to compare enrollment to capacity. [Exhibit 5.2.5](#) displays the current enrollment by building relative to capacity.

### Exhibit 5.2.5

#### School Facilities October 2011 Enrollment and Building Capacity Jefferson County Public Schools October 2011

| Building             | Enrollment | Capacity | Percent of Capacity |
|----------------------|------------|----------|---------------------|
| <b>High Schools</b>  |            |          |                     |
| Buechel High         | 224        | 173      | 129.5               |
| Brown High           | 210        | 178      | 118.0               |
| Ballard High         | 1969       | 1800     | 109.4               |
| Eastern High         | 2121       | 2050     | 103.5               |
| DuPont Manual High   | 1890       | 1850     | 102.2               |
| Butler High          | 1666       | 1635     | 101.9               |
| Atherton High        | 1260       | 1250     | 100.8               |
| Pleasure Ridge High  | 1836       | 1850     | 99.2                |
| Louisville Male High | 1683       | 1763     | 95.5                |
| Fern Creek High      | 1430       | 1680     | 85.1                |
| Jeffersontown High   | 1352       | 1600     | 84.5                |
| Seneca High          | 1378       | 1685     | 81.8                |
| Iroquois High        | 1166       | 1450     | 80.4                |
| Moore High           | 1648       | 2050     | 80.4                |
| Central High         | 1110       | 1400     | 79.3                |
| Southern High        | 1227       | 1700     | 72.2                |
| Fairdale High        | 998        | 1600     | 62.4                |

| <b>Exhibit 5.2.5 (continued)</b><br><b>School Facilities October 2011 Enrollment and Building Capacity</b><br><b>Jefferson County Public Schools</b><br><b>October 2011</b> |                   |                 |                            |
|---|-------------------|-----------------|----------------------------|
| <b>Building</b>   | <b>Enrollment</b> | <b>Capacity</b> | <b>Percent of Capacity</b> |
| Valley High   | 972               | 1600            | 60.8                       |
| Waggener High   | 790               | 1300            | 60.8                       |
| Western High  | 756               | 1300            | 58.2                       |
| Doss High   | 909               | 1600            | 56.8                       |
| Jefferson County High   | 352               | 650             | 54.2                       |
| Shawnee High  | 548               | 1400            | 39.1                       |
| <b>Total High School</b>  | <b>27,495</b>     | <b>33,564</b>   | <b>81.9%</b>               |
| <b>Middle Schools</b>   |                   |                 |                            |
| Brown Middle  | 218               | 169             | 129.0                      |
| Crosby Middle   | 1400              | 1242            | 112.8                      |
| Kennedy Metro Middle  | 73                | 67              | 108.9                      |
| Highland Middle   | 1197              | 1150            | 104.0                      |
| Farnsley Middle   | 1130              | 1120            | 100.9                      |
| Noe Middle  | 1319              | 1332            | 99.0                       |
| Kammerer Middle   | 1035              | 1050            | 98.6                       |
| Barrett Middle  | 641               | 654             | 98.0                       |
| Jefferson County Middle   | 895               | 929             | 96.3                       |
| Johnson Middle  | 935               | 980             | 95.4                       |
| Conway Middle   | 898               | 950             | 94.5                       |
| Meyzeek Middle  | 1123              | 1200            | 93.6                       |
| Newburg Middle  | 1034              | 1112            | 93.0                       |
| Liberty Middle and High (6-12)  | 321               | 365             | 87.9                       |
| Ramsey Middle   | 822               | 950             | 86.5                       |
| Olmsted North Middle  | 769               | 895             | 85.9                       |
| Lassiter Middle   | 756               | 925             | 81.7                       |
| Olmsted South Middle  | 824               | 1050            | 78.5                       |
| Myers Middle  | 779               | 1010            | 77.1                       |
| Thomas Jefferson Middle   | 969               | 1425            | 68.0                       |
| Carrithers Middle   | 542               | 800             | 67.8                       |
| Stuart Middle   | 1016              | 1500            | 67.8                       |
| Westport Middle   | 879               | 1300            | 67.6                       |
| Knight Middle   | 454               | 700             | 64.9                       |
| Frost Middle  | 431               | 700             | 61.4                       |
| Western Middle  | 291               | 825             | 35.2                       |
| <b>Total Middle School</b>  | <b>20,751</b>     | <b>24,400</b>   | <b>85.0%</b>               |
| <b>Elementary Schools</b>   |                   |                 |                            |
| Farmer Elementary   | 741               | 690             | 107.4                      |
| Eisenhower Elementary   | 593               | 560             | 105.9                      |
| Fern Creek Elementary   | 788               | 750             | 105.1                      |
| Auburndale Elementary   | 630               | 600             | 105.0                      |
| Stopher Elementary  | 804               | 774             | 103.9                      |
| Rangeland Elementary  | 547               | 530             | 103.2                      |
| Bloom Elementary  | 533               | 520             | 102.5                      |
| Brown Elementary  | 297               | 290             | 102.4                      |
| Goldsmith Elementary  | 688               | 672             | 102.4                      |
| Byck Elementary   | 614               | 600             | 102.3                      |

**Exhibit 5.2.5 (continued)**  
**School Facilities October 2011 Enrollment and Building Capacity**  
**Jefferson County Public Schools**  
**October 2011**

| <b>Building</b>           | <b>Enrollment</b> | <b>Capacity</b> | <b>Percent of Capacity</b> |
|---------------------------|-------------------|-----------------|----------------------------|
| Audubon Elementary        | 623               | 612             | 101.8                      |
| Jacob Elementary          | 686               | 675             | 101.6                      |
| Cochrane Elementary       | 501               | 495             | 101.2                      |
| Hawthorne Elementary      | 490               | 484             | 101.2                      |
| Greenwood Pond Elementary | 562               | 556             | 101.1                      |
| Lowe Elementary           | 612               | 608             | 100.7                      |
| Shelby Elementary         | 654               | 650             | 100.6                      |
| Price Elementary          | 578               | 576             | 100.3                      |
| Greathouse Elementary     | 609               | 612             | 99.5                       |
| Hite Elementary           | 515               | 518             | 99.4                       |
| Schaffner Elementary      | 607               | 612             | 99.2                       |
| Brandeis Elementary       | 565               | 570             | 99.1                       |
| Dunn Elementary           | 601               | 607             | 99.0                       |
| Rutherford Elementary     | 594               | 600             | 99.0                       |
| St. Matthews Elementary   | 588               | 597             | 98.5                       |
| Watterson Elementary      | 605               | 615             | 98.4                       |
| Klondike Elementary       | 719               | 732             | 98.2                       |
| Carter Elementary         | 596               | 612             | 97.4                       |
| McFerran Elementary       | 970               | 996             | 97.4                       |
| Foster Elementary         | 632               | 650             | 97.2                       |
| Jeffersontown Elementary  | 793               | 819             | 96.8                       |
| Bowen Elementary          | 727               | 752             | 96.7                       |
| Kenwood Elementary        | 594               | 615             | 96.6                       |
| Tully Elementary          | 793               | 828             | 95.8                       |
| Kennedy Elementary        | 592               | 620             | 95.5                       |
| Medora Elementary         | 438               | 463             | 94.6                       |
| Norton Elementary         | 726               | 768             | 94.5                       |
| Johnstown Road Elementary | 459               | 487             | 94.3                       |
| Chancey Elementary        | 720               | 765             | 94.1                       |
| Luhr Elementary           | 491               | 524             | 93.7                       |
| Trunnell Elementary       | 615               | 662             | 92.9                       |
| Middletown Elementary     | 611               | 660             | 92.6                       |
| Field Elementary          | 423               | 460             | 92.0                       |
| Wilkerson Elementary      | 491               | 534             | 91.9                       |
| Wilder Elementary         | 563               | 613             | 91.8                       |
| Smyrna Elementary         | 549               | 600             | 91.5                       |
| Wheeler Elementary        | 620               | 680             | 91.2                       |
| Indian Trail Elementary   | 488               | 537             | 90.9                       |
| Lincoln Elementary        | 398               | 439             | 90.7                       |
| Gilmore Elementary        | 373               | 412             | 90.5                       |
| Sanders Elementary        | 507               | 560             | 90.5                       |
| Wellington Elementary     | 495               | 547             | 90.5                       |
| Dixie Elementary          | 450               | 500             | 90.0                       |
| Mill Creek Elementary     | 507               | 564             | 89.9                       |
| Kerrick Elementary        | 485               | 540             | 89.8                       |
| Blue Lick Elementary      | 501               | 560             | 89.5                       |

| <b>Exhibit 5.2.5 (continued)</b><br><b>School Facilities October 2011 Enrollment and Building Capacity</b><br><b>Jefferson County Public Schools</b><br><b>October 2011</b> |                   |                 |                            |
|---|-------------------|-----------------|----------------------------|
| <b>Building</b>   | <b>Enrollment</b> | <b>Capacity</b> | <b>Percent of Capacity</b> |
| Bates Elementary  | 542               | 609             | 89.0                       |
| Semple Elementary   | 549               | 629             | 87.3                       |
| Roosevelt-Perry Elementary  | 388               | 451             | 86.0                       |
| Crums Lane Elementary   | 471               | 550             | 85.6                       |
| Stonestreet Elementary  | 494               | 578             | 85.5                       |
| Layne Elementary  | 462               | 541             | 85.4                       |
| Fairdale Elementary   | 568               | 669             | 84.9                       |
| Zachary Taylor Elementary   | 496               | 585             | 84.8                       |
| Camp Taylor Elementary  | 477               | 568             | 84.0                       |
| Slaughter Elementary  | 437               | 522             | 83.7                       |
| Coleridge-Taylor Elementary   | 624               | 750             | 83.2                       |
| Chenoweth Elementary  | 526               | 640             | 82.2                       |
| Coral Ridge Elementary  | 462               | 562             | 82.2                       |
| King Elementary   | 451               | 550             | 82.0                       |
| Cane Run Elementary   | 469               | 574             | 81.7                       |
| Wilt Elementary   | 453               | 566             | 80.0                       |
| Blake Elementary  | 436               | 549             | 79.4                       |
| Gutermuth Elementary  | 445               | 563             | 79.0                       |
| Engelhard Elementary  | 409               | 530             | 77.2                       |
| Wheatly Elementary  | 418               | 550             | 76.0                       |
| Cochran Elementary  | 387               | 514             | 75.3                       |
| Hartstern Elementary  | 443               | 592             | 74.8                       |
| Maupin Elementary   | 502               | 675             | 74.4                       |
| Laukhuf Elementary  | 444               | 600             | 74.0                       |
| Shacklette Elementary   | 455               | 616             | 73.9                       |
| Frayser Elementary  | 383               | 522             | 73.4                       |
| Breckenridge Franklin Elementary  | 399               | 578             | 69.0                       |
| Young Elementary  | 441               | 650             | 67.8                       |
| Watson Lane Elementary  | 445               | 661             | 67.3                       |
| Okolona Elementary  | 334               | 501             | 66.7                       |
| Hazelwood Elementary  | 451               | 696             | 64.8                       |
| Minors Lane Elementary  | 366               | 600             | 61.0                       |
| Portland Elementary   | 246               | 450             | 54.7                       |
| Atkinson Elementary   | 391               | 755             | 51.8                       |
| <b>Total Elementary School</b>  | <b>48,215</b>     | <b>53,818</b>   | <b>89.6%</b>               |
| <b>District Total</b>   | <b>96,461</b>     | <b>111,782</b>  | <b>86.3%</b>               |
| Note: Some district buildings serving special populations of students have not been included in this exhibit.   |                   |                 |                            |
| Sources: JCPS Building History and Capacity, and JCPS District Membership by Grade Summary, October 2011.   |                   |                 |                            |

Auditors noted the following from Exhibit 5.2.5:

- Overall district building capacity was determined to be 86.3 percent. This does not include some district buildings serving students whose educational needs require specialized placement.
- Elementary schools have the highest capacity at 89.6 percent, followed by middle schools at 85 percent, then high schools at 81.9 percent.

- Disparate ranges of capacity are evident at all levels of district classroom buildings. Capacities at the high school range from 129.5 percent to 39.1 percent, middle schools from 129 percent to 35.2 percent, and elementary schools from 107.4 percent to 51.8 percent.
- Thirty (30) schools are over 100 percent capacity: seven high schools, five middle schools, and 18 elementary schools.
- Twenty-two (22) schools were at or below 70 percent capacity: seven high schools, seven middle schools, and eight elementary schools.

This uneven distribution of students throughout the district has resulted in some overcrowded schools. As a result, school administrators have had to:

- Place students in cramped and crowded classrooms;
- Convert former storage space into classrooms and instructional areas;
- Permit storage of materials in classrooms, thereby encroaching upon instructional space;
- Repurpose certain areas, like stages, gymnasiums, and libraries, into instructional space or storage; and
- Move staff offices into former closets or eliminate offices completely.



*Olmstead Academy South Middle School using stage as a classroom;  
electricity is being delivered through loose extension cords lying on stage steps.*

Conversely, other district facilities are spacious and roomy with adequate instructional areas and ample storage space.



*Modern classroom at Moore Traditional Medical Magnet High School has laptops for student use.*



The discrepancy in facility capacity has been affected by many variables. Among them are parental choice of student programs (see [Findings 1.1](#) and [3.1](#)), the district's efforts to create diversity in classrooms (see [Findings 1.1](#) and [1.2](#)), population shifts across the district (see [Findings 1.1](#) and [4.3](#)), and a need to utilize all existing school facilities to accommodate the size of the student population. The district has implemented a transportation system (see [Findings 1.1](#) and [5.1](#)) to address the student distribution issues resulting from these intertwined variables. The end results are facilities in which some are overcrowded, some at or near capacity, and some severely underutilized.

The auditors interviewed staff members, community members, parents, and board members about facility usage. Responses from these individuals often reflected frustration and serious concerns about the capacity of school buildings:

- “We have to move the top students from one grade up to the next grade for homeroom and any subject that is not state-tested because their class is so crowded.” (School Administrator)
- “One of our teachers uses the library as a permanent classroom.” (School Administrator)
- “Shawnee Academy is the largest facility in the state, but the high school has only 525 students. I look at that as seats that are not filled.” (District Administrator)
- “Space is my biggest issue.” (School Administrator)
- “Our ESL program is housed in a storage room.” (School Administrator)
- “My school is so crowded that the special education teacher has no space to pull needy students out of class for service.” (School Administrator)
- “We have no place to put equipment. Our Family Resource person is working out of a closet.” (School Administrator)

Likewise, responses often express apprehension and concern about the various factors that impact facility usage:

- “The tension in the district, in part, revolves around building some new facilities on the east side of the district, and then busing students past half-empty buildings to get them there.” (Board Member)
- “I have students that can see my building from their homes, but have to be bused 30 minutes or more away.” (School Administrator)
- “We have low socioeconomic African American children bused to a different community 45 minutes away. We don't see these families in our school.” (School Administrator)
- “Are we designing a student assignment system based on time on the bus or student achievement?” (Board Member)
- “I was told at registration not to put any other school than my first choice. If they don't get their first choice they are automatically assigned to their home school.” (Parent)
- “We are driven more by choice than by student achievement.” (District Administrator)
- “We have kids on the same street that might go to 15 different schools. We have given parents an option, but I don't know how good it really is.” (District Administrator)

## Summary

Numerous documents exist to direct the facility planning for Jefferson County Public Schools. While a single comprehensive plan is lacking, the various documents meet audit criteria for adequacy. Facilities are very clean and, considering their age, generally well maintained. Where school facilities are in need of repair or maintenance, the district has a maintenance and renovation plan in place, although the plan is not well disseminated to district personnel. Classroom capacity across the district is adequate to meet enrollment needs. However, due to a number of variables affecting student distribution, many classrooms are overcrowded, while some are underutilized (see [Recommendation 10](#)).

**Finding 5.3: The design of the district level technology plan is adequate; however, most school improvement plans do not consistently align with the district technology plan. Technology is available for instructional use, but its use is generally limited to teacher-centered activities. Lack of coordination at all levels of the organization exacerbates the ability to deliver a cohesive approach to the selection, adoption, implementation, and evaluation of technology systems and software used to improve organizational effectiveness.**

Technology planning in effective school districts leads technology implementation towards the facilitation of deeper, more meaningful student learning. The integration of technology into curriculum and instruction is designed for technology to be used as a tool to increase student achievement. Technology also serves important roles in the efficiency and effectiveness of business and management functions. Appropriately funding and directing the use and integration of technology throughout a school district is an essential part of effective management and control. System expectations for the use of technology must be clearly defined, modeled, monitored, and evaluated. Planning for the use of technology is key to providing direction for the selection, adoption, implementation, and evaluation of technology as an instructional tool. To determine the quality of the technology program in Jefferson County Public Schools, auditors reviewed the following documents:

- Jefferson County Public Schools Technology Plan, 2011-2014
- Jefferson County Public Schools Technology Tools Readiness Survey, 2011
- Sampling of 2011-12 School Improvement Plans
- Jefferson County Public Schools Board Policy
- Jefferson County Public Schools School-based Decision-making Manual
- Related Jefferson County Public Schools Job Descriptions
- Technoversity Offerings, 2011
- Technology budget
- Technology Managed MIS Applications list
- Computer Application Skills Assessment (2004-2008)

The *2011-2014 JCPS Technology Plan* references two of the 2010-11 district goals:

- Goal 1: Enhance Effective Teaching—Strategy 4: Advance Instruction through Technology
- Goal 4: Improve Organizational Effectiveness—Strategy 8: Enhance Organizational Effectiveness through Technology

The auditors also interviewed board members, central office and building administrators, teachers, students, parents, and other community members. In addition, the auditors conducted site visits to all school buildings. Auditors then used the information gathered from the referenced sources to compare the district's technology planning against the quality criteria of the Curriculum Audit. A comparison of the district's planning to the audit criteria is presented in [Exhibit 5.3.1](#).

**Exhibit 5.3.1**

**CMSi Quality Criteria for Instructional Technology Programs  
Jefferson County Public Schools  
October 2011**

| Criteria   | Auditor's Rating |            |
|--|------------------|------------|
|  | Adequate         | Inadequate |
| 1. Board policy or administrative regulation for instructional technology exists.                                | X                |            |
| 2. There is a clear statement of program philosophy/vision.  | X                |            |
| 3. A comprehensive view of technology exists.  | X                |            |
| 4. A needs assessment has been completed and evaluated.  | X                |            |
| 5. Measurable student goals and objectives exist.  | X                |            |
| 6. An ongoing student assessment component exists.   | X                |            |
| 7. An ongoing program assessment component exists.   |                  | X          |
| 8. There are comprehensive staff trainings with measurable standards for equipment, application, and technology. |                  | X          |
| 9. School site equipment standards exist.  | X                |            |
| 10. Internet access standards exist.   | X                |            |
| 11. The role of the school library is stated.  |                  | X          |
| 12. An implementation budget has been identified.  | X                |            |
| 13. A maintenance budget has been identified.  | X                |            |
| 14. Technology site plans are aligned with district plans.   |                  | X          |
| <b>Total</b>   | <b>10</b>        | <b>4</b>   |
| <b>Percentage Adequate</b>   | <b>71%</b>       |            |

The auditors found the technology plan to be adequate in 10 of the criteria and inadequate in four of the criteria. Seventy (70) percent of the quality characteristics must be rated adequate to meet the audit's standards for a quality technology program. Therefore the Jefferson County Public Schools Technology Plan did meet the audit standards at 71 percent. Although the auditors found the technology planning to be adequate, there are some key criteria missing or in need of improvement.

With regard to the ratings in Exhibit 5.3.1, the following were noteworthy:

**Criterion 1: Board Policies**

Although the auditors did find policy and procedures related to technology, the policies and procedures were last updated in 2006, and the Acceptable Use Policy was last updated in 2003. Given the rate of change in the field of technology, the auditors expected to find more current policies and acceptable use agreements. In addition, the board has only adopted one technology-related policy, and it is regarding instructional technology. There are no other board adopted policies that govern the use of technology as a district management tool.

**Criterion 7: Program Assessment**

Although the district Technology Department does complete a hardware/software/program evaluation prior to large scale district technology purchases, the assessment of the effectiveness of technology is not ongoing. While the District Technology Plan does include a section about monitoring and evaluating, the data use is limited to the technology that the district purchases and doesn't include the technology or software that is purchased by each school.

### **Criterion 8: Staff Training**

While there are a variety of opportunities for staff development in the areas of technology use and integration into the curriculum, the outcome is not measurable, and there is a lack of intentional focus and depth in most areas.

Technoversity is a technology focused professional development institute offered each summer in JCPS with two strands: integrating technology into the curriculum and skill building. During a three-week period in the summer of 2011, 130 facilitated classes were offered; approximately 2,400 teachers attended these trainings. However, technology use in the classroom during the auditors' visits was mainly limited to teacher use (see [Exhibit 3.3.11](#)). In addition, student use, which indicates integration into the curriculum, was limited to 15 percent (see [Exhibit 3.3.10](#)).

While the district has invested in technology, Technoversity, and a district technology integration support team of Technology Resource Teachers (TRTs), the lack of intentional focus of technology use and purpose has lessened the impact of this support system. Although there are many opportunities for staff development of technology tools and the TRTs who work in schools alongside teachers to assist with integrating technology into the curriculum, the current focus and depth of training and support is not enough to change practice.

### **Criterion 11: School Library**

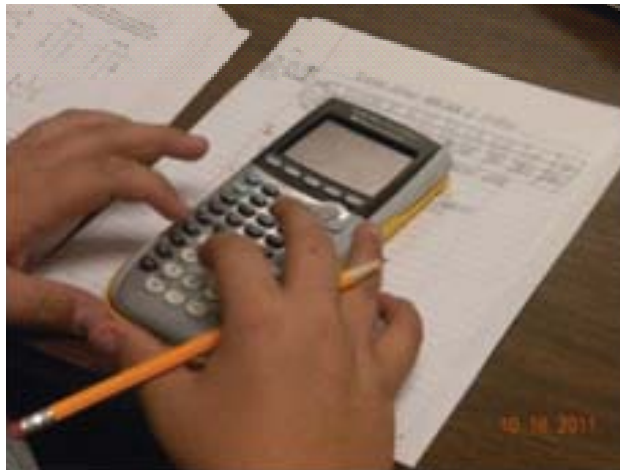
While these services are mentioned in the District Technology Plan, the role or function of school-based library and media services is not clearly defined.

### **Criterion 14: Site Plans**

School-based improvement plans are not required to have a technology component aligned to the district plan. A sampling of school-based improvement plans verified that while many of the school-based plans had components that included some form of technology integration, there was no obvious or intentional connection to district technology goals. The *JCPS School-based Decision-Making Manual* shows examples of technology policies; however, schools are not required to have a technology policy, nor are they required to align these school-based policies with the district technology plan.

The following were comments made to the auditors regarding technology access, integration, and professional development:

- “Technology use is expected in my building.” (School Administrator)
- “We have lots of technology, Smartboards, document cameras, labs, carts, and we just ordered iPads for our special education students.” And, “our IT department is brought in on these types of discussions about new technologies.” (School Administrator)
- “When we first started Technoversity in 2005 we had about 500 teachers show up. This summer we had about 2,400 teachers taking a variety of courses.” (District Administrator)
- “The teachers here are really good at using technology. I would like to see more student use. What I don’t want to see is them using it like an overhead with just a projector and a PowerPoint, but you will see that some today.” (School Administrator)
- “We have technology here, but it is not used. I think the teachers are scared to use it.” (School Administrator)
- “Technology is available to teachers, but we need to put more in the hands of kids.” (Teacher)
- “Just giving the teachers a tool doesn’t mean they will integrate it into their teaching.” (District Administrator)
- “Our computers aren’t great; we have a hodge-podge.” (School Administrator)
- “I have concerns about how we can fund more technology when the grant money runs out.” (School Administrator)



*Ninth grade Valley High School student using graphic calculator to solve an Algebra 1 problem.*

### **Implementation of Instructional Uses of Technology**

The auditors observed a total of 1,213 classrooms in 153 buildings. During these walkthrough observations auditors did note technology in use in approximately 47 percent of the classrooms (see [Finding 3.3](#)). However, it was mostly limited to teacher-centered activities or non-innovative uses for students, such as typing a paper, a typing program, or using the SuccessMaker software.

Auditors also reviewed district technology inventory and compared the use of Smartboard technology (found in [Exhibit 3.3.11](#)) to the number purchased in the district and the cost.

JCPS reported to have 2,674 Smartboards in classrooms throughout the district. During the walkthroughs of the classrooms, auditors only found 169, or approximately six percent, in use. Additionally, most of the Smartboards were being used as white boards or projector screens. Each Smartboard basic model costs approximately \$1,800. This puts the total Smartboard cost at approximately 4.8 million dollars, with only \$304,200, or approximately six percent, of that cost actually being used, even as a whiteboard.

Only 155 of the Smartboards were purchased by the district. The rest of the Smartboards were purchased by schools that earmarked district funding, grant monies, or fundraising monies for the purchase of Smartboards. Those schools that did not have grants or fundraising monies were much less equipped with Smartboards. Technology purchases via the district technology department centers on the replacement, maintenance, support, and piloting of new technologies. Individual schools purchase most of their technology tools; therefore, this creates inequity among the schools in access to technology. As one school administrator noted, “we have only the technology our district has provided for us, we can’t afford any other technology tools, we just don’t have the fundraising some schools do.”

The following are comments made to the auditors regarding the availability of Smartboards, with the indication that they are not being used in innovative ways:

- “We have a Smartboard in every classroom and a tablet laptop for every teacher.” (School Administrator)
- “Smartboards are available, but are mostly used as overhead projectors.” (School Administrator)
- “Sometimes the Smartboards are used as little more than a glorified whiteboard.” (School Administrator)



*Stonestreet Elementary third grade student using technology to share solutions to an addition problem with classmates.*

### **Software Management Systems**

While one of the district goals is to improve organizational effectiveness and, specifically, strategy eight is to enhance organizational effectiveness through technology, the auditors did not find evidence of software systems in use for human resource management, student assignment, or district busing. The lack of a cohesive approach to the selection, adoption, implementation, and evaluation of technology systems and software creates compatibility issues and inefficiencies.

Software management systems that are managed by one department, specifically district technology personnel, can alleviate the burden on other district personnel and could drastically increase the efficiency and effectiveness in Human Resources, Transportation, and Student Assignment. The auditors found that various other district level departments purchase their own software management systems, sometimes without the involvement of the technology department. This creates compatibility issues and subsequent inefficiencies.

The following are comments made to the auditors regarding district level software management systems:

- “Student assignment is not computerized; it is done by hand. We need to get into the 21<sup>st</sup> century on this.” (District Administrator)
- “Our busing isn’t done using a computer program; we do everything manual right now. Because of our depot system, a program won’t work.” (District Administrator)
- “We have technology people who could help fix some things with CASCADE, but the assessment department owns it.” (District Administrator)
- “Technology should have more involvement in selection of hardware and software. Sometimes when schools or other district level departments purchase their own we have compatibility issues.” (District Administrator)

### **Summary**

Overall, the audit team found a variety of computers and related technologies in many schools; however, the auditors did not find students frequently using technology during their site visits (see [Exhibit 3.3.10](#)). In addition, there is a disparity of technology access, which varies by school. Although the district technology plan was considered adequate by audit criteria, a disconnect remains between the district and school-based improvement plans in relation to technology integration. While the district has made a significant investment in technology, its promise is only partially being realized (see [Recommendation 10](#)).



**Finding 5.4: Program interventions to improve student achievement are not systematically selected, monitored, and evaluated for long-term effectiveness.**

An intervention is an overall action (specific program, practice, process, strategy, etc.) taken by school district personnel in order to change something that is not reaching desired results, or to counter an undesirable trend, or to prevent something that might happen in order to avoid something undesirable. An intervention that sustains a positive impact is connected to district priorities and is well planned, adequately funded, and fully implemented.

Auditors are especially interested in a district's ability to obtain its desired results within the same or reduced resource parameters. External dollars, which are short-term in nature, are seldom long lasting and thus, major interventions usually require that the changes in actions are taken within existing resources. However, if external funds are used, they need to be those that are considered long-lasting, such as Title 1 funds, or those which can accomplish intervening action in their short duration, such as a staff capacity building endeavor.

Effective intervention includes the following steps:

- Assess the current situation
- Diagnose and analyze data collected
- Identify the problem
- Propose and examine alternatives
- Select one of the better alternatives to address the problem
- Develop a formal plan for both the design, deployment, and implementation of the alternative that includes goals and measurable objectives to address the problem
- Identify the staff proficiencies needed to implement the interventions, appropriate staff development around the proficiencies, and a clear communication plan
- Provide the fiscal and human resources need to sustain the intervention
- Establish a formative and summative feedback evaluation and a plan for monitoring the ongoing deployment and ongoing implementation of the intervention
- Implement the plans with well-defined mechanisms for monitoring progress
- Evaluate the program with sound and appropriate techniques
- Modify or adjust the program as needed, based on data gathered during the evaluation process
- Implement, based on adjustments needed
- Reassess and continue monitoring performance results

The auditors conducted interviews with board members, administrators, teachers, parents, and other staff members regarding interventions implemented in the Jefferson County Public Schools. In addition, auditors reviewed board policies, the strategic plan, school program surveys, and other documents related to district- and school-based interventions. Based upon their review, the auditors found that the initiation, modification, continuation, or termination of programs/interventions is not based upon any formalized evaluation procedures, resulting in insufficient quality control that is needed to ensure positive student achievement results.

Exhibit 5.4.1 lists relevant documents reviewed by the auditors.

### **Exhibit 5.4.1**

#### **Documents Reviewed by Auditors Jefferson County Public Schools October 2011**

| <b>Title</b>   | <b>Published</b> |
|--|------------------|
| District Goals                                       | 2010-11          |
| About JCPS   | August 2011      |
| JCPS Background Information                          | July 2011        |
| Superintendent Accomplishments 2007-2011             | June 2011        |
| Table of Organization—Function Chart                 | July 2011        |
| Audit Statement                                      | 2011             |
| Comprehensive Literacy Model Schools                 | March 2011       |
| Board of Education of Jefferson County Policy Manual | 2011             |
| Revision of Board Policies                           | July 2011        |
| Planning and Program Evaluation                      | August 2011      |
| JCPS Program Survey Forms                            | 2011             |
| RTI Information Packet                               | September 2011   |
| Schools committed to district math programs          | NA               |
| High School Redesign handout                         | NA               |
| Title 1 Ranking Report for 2010-11                   | NA               |
| Gheens Academy Grant Listing                         | August 2011      |
| Gheens Active Grants                                 | NA               |
| Jefferson County Facts                               | 2011             |
| Reading First Grant FY10 Project 5089R               | NA               |
| Project Proficiency Handout                          | NA               |
| Project Lead the Way (PLTW) handout                  | NA               |
| Evaluation Brief: SuccessMaker                       | June 2010        |
| Cumulative Performance—Aggregate (SuccessMaker)      | October 2011     |
| Cumulative Performance (SuccessMaker)                | September 2011   |
| KY course benchmarks (SuccessMaker)                  | April 2010       |
| All Sites with Client Information sheet—SuccessMaker | December 2010    |
| Kentucky State Assessment Benchmark (SuccessMaker)   | April 2010       |
| ECE Summary of SuccessMaker Data 06-07               | NA               |
| Reading Time/Gain Estimate (SuccessMaker)            | 2001             |
| Pearson SuccessMaker Math Efficacy Study             | September 2010   |
| SuccessMaker Math Analysis 09-10—ECE Report          | NA               |
| Comprehensive School Improvement Plans (2010-11)     | NA               |
| State Program Implementation                         | September 2010   |
| CIPP Evaluation Model in JCPS                        | Summer 2011      |
| RTI An Overview for the JCPS Board of Education      | March 2011       |
| RTI Sample Spreadsheet                               | 2011             |
| JCPS Comprehensive Literacy Model handout            | NA               |

Overall, the auditors found that many programs have been selected for intervention purposes. However, the majority of interventions generally lack the processes and implementation strategies that will lead to success. There is no system requirement that schools use a formalized plan to select, monitor, or otherwise evaluate the success of the interventions on the intended student need or to determine if the funds provided are resulting in any benefit.

Board policy does not provide specific guidance for selecting programs or actions for intervention in response to identified needs (see [Finding 1.2](#)). The formal processes and procedures necessary to promote effective selection, implementation, and evaluation of interventions have not been established (see [Finding 1.1](#)).

Board policies do not speak specifically to interventions; however, auditors found three board policies that refer to the development and evaluation of instructional programs.

- *Board Policy IM: Evaluation of Instructional Programs* states, “The superintendent/designee shall develop procedures to evaluate instructional programs annually, as they relate to board of education goals.”
- *Board Policy CF: School Building Administration* directs, “The principal shall see that the policies, contracts, and agreements of the board of education, administrative procedures of the district, the policies of the school-based decision making council, and the guidelines for the instructional program are implemented.”
- *Board Policy CAA: District Administration Priority Objectives* states, “The superintendent shall develop and implement programs to support and achieve the goals and objectives of the school district for adoption by the board.”

The auditors provided individual schools with a program survey form (see [Appendix 9](#)), which principals completed, to gather data on the kinds of interventions being used in the district. Taking into consideration numerous duplicates reported on the surveys, auditors identified approximately 800 different program interventions in the Jefferson County Public School system. Among the programs listed as interventions are those examples included in [Exhibit 5.4.2](#):

#### **Exhibit 5.4.2**

##### **Sample Intervention Programs: District and School Level Offerings District- and School-based Offerings Jefferson County Public Schools October 2011**

| <b>Intervention Name</b>             | <b>Type of Program</b>                   | <b>Targeted Grades</b> | <b>Evaluation Type and Frequency</b>     | <b>School or District</b> |
|--------------------------------------|--|------------------------|--|---------------------------|
| Intervention By Design               | Intervention                             | K-2                    | Running Record                           | School                    |
| Literacy By Design                   | Core curriculum                          | K-5                    | Bi-monthly assessments                   | School                    |
| Rigby Literature                     | Core curriculum                          | K-5                    | CASCADE, DRA                             | District                  |
| FOSS                                 | Core curriculum                          | K-5                    | KCCT, CASCADE                            | District                  |
| Earobics                             | Pullout intervention                     | K-5                    | DRA, CASCADE                             | District                  |
| CARE for Kids                        | Character                                | K-5                    | District evaluation, yearly              | School                    |
| Math Investigations                  | Core curriculum                          | K-5                    | KCCT, MDA, MPA, EOC/six times per year   | District                  |
| Family Night—science, math, literacy | Parent                                   | K-5                    | Parent survey, Growth on benchmark tests | School                    |
| Being A Writer                       | Core curriculum                          | K-5                    | KCCT                                     | School                    |
| Touch Math                           | Special Populations                      | K-5                    | Weekly assessments                       | School                    |
| SuccessMaker                         | Intervention for math and reading        | 1-8                    | Weekly progress reports                  | District                  |
| Every 1 Reads                        | Supplementary                            | 2-5                    | District evaluation, CASCADE             | District                  |
| Reading Mastery                      | Intervention                             | 1-5                    | CASCADE                                  | District                  |
| History Alive                        | Core curriculum                          | 5                      | CASCADE                                  | School                    |
| ESS Reading                          | Curriculum support for Tier 2/3 students | 3-5                    | CASCADE                                  | District                  |
| CARS / STARS                         | Intervention                             | K-5                    | CASCADE, multiple choice                 | District                  |

**Exhibit 5.4.2 (continued)**  
**Sample Intervention Programs: District and School Level Offerings**  
**District- and School-based Offerings**  
**Jefferson County Public Schools**  
**October 2011**

| <b>Intervention Name</b>              | <b>Type of Program</b>                   | <b>Targeted Grades</b> | <b>Evaluation Type and Frequency</b> | <b>School or District</b> |
|---------------------------------------|--|------------------------|--------------------------------------|---------------------------|
| SAILS                                 | Special Populations                      | 7                      | KCCT, SRI                            | School                    |
| Read 180                              | Core curriculum                          | 6                      | Scholastic reading inventory         | District                  |
| Future 5 Lesson                       | Guidance                                 | 8                      | Exit slips                           | School                    |
| Connected Math                        | Core curriculum                          | 6-8                    | KCCT, CASCADE                        | District                  |
| Do the Math Now                       | Intervention                             | 6-8                    | CASCADE                              | District                  |
| It's About Time                       | Core curriculum                          | 9-10                   | CASCADE                              | School                    |
| Ramp Up                               | Core curriculum                          | 9-12                   | CASCADE                              | District                  |
| CAT—Creek Advisory Period             | Supplementary, Guidance/Character        | 9-12                   | Student/staff reflection             | School                    |
| Project Proficiency: math and reading | Special populations, Accelerated—Pullout | 9-12                   | CASCADE, MAP                         | District                  |

The SuccessMaker Program was identified during interviews and document review as a district intervention that is perceived by teachers and administrators as likely to positively impact student achievement in the area of reading and math. This program was selected for “productivity analysis” to exemplify how auditors assess an intervention by measuring it against planning, implementation, and assessment criteria.



*Fairdale Elementary staff using SuccessMaker software.*

The program was selected for analysis on the basis of information on its widespread implementation, district endorsement, and its effectiveness in improving student reading and math abilities. In addition, the SuccessMaker Program is supported by the district. Funding for the program, since its introduction in the district in 2006, has come from the Title 1 program and a grant from General Electric.

Auditors use seven criteria to determine whether an intervention is designed in such a way that it has a likelihood of successful implementation. For an intervention to receive an adequate design rating, at least six of the seven criteria must be met with full evidence. [Exhibit 5.4.3](#) lists the criteria and the auditors’ rating of the district’s approach of this particular intervention.

### Exhibit 5.4.3

#### Comparison of the SuccessMaker Program to Audit Intervention Design Criteria Jefferson County Public Schools October 2011

| Intervention Design Audit Criteria  | Auditors' Rating |             |
|---|------------------|-------------|
|   | Evident          | Not Evident |
| 1. The intervention relates to a documented district need—current situation had been assessed, diagnosed, and analysis data collected and considered in the selection of the intervention.  | X                |             |
| 2. There is evidence that a problem has been identified from data analyses, several alternatives proposed and examined, and one of the better alternatives to address the problem selected.   | X                |             |
| 3. A formal plan with goals and measurable objectives is in place to address the identified problem. Documentation exists to define the purpose of the intervention, why it addresses the system need/problem, and how it will impact student achievement. A plan for design, deployment, and implementation of the intervention is in place. | X                |             |
| 4. Evidence exists that a strong deployment approach was designed, including identification of staff proficiencies needed to implement the intervention, appropriate staff development around the proficiencies, and a clear communication plan for appropriate audiences.  | X                |             |
| 5. Human, material, and fiscal resources needed to initiate the intervention (short-term) and to sustain the intervention (long-term) are identified and in place.  | X                |             |
| 6. Formative feedback and summative evaluation criteria are identified and are tied to intervention goals, objectives, and expectations.  | X                |             |
| 7. A plan for monitoring the ongoing deployment and implementation of the intervention is in place and involves appropriate individuals to carry out this plan.   | X                |             |
| <b>Total</b>  | <b>7</b>         | <b>0</b>    |
| <b>Percentage Evident</b>   | <b>100%</b>      |             |

As can be noted in [Exhibit 5.4.3](#), the district's selection, implementation, and evaluation of the intervention program identified to help improve student learning in the area of math and reading met all seven of the criteria for sound intervention design.

The following is a discussion of what the auditors found regarding each of the design criteria as it relates to the SuccessMaker Program.

#### **Criterion 1: Establishment of Need**

District personnel used student assessment data to determine individual student needs for intervention. The SuccessMaker Program was selected based on district-wide student achievement needs and program accessibility.

#### **Criterion 2: Selection of Alternative and Rationale**

Based on data analysis and review of student deficiencies, several intervention alternatives were proposed and considered. The SuccessMaker Program was selected for its match with areas of need, funding, and its web-based approach.

#### **Criterion 3: Definition of Purpose, Direction, and Rationale**

The SuccessMaker Program provides data on students' initial placement, identified short- and long-term goals, instructional performance gains, usage, and skills assessed and mastered. In addition, district personnel developed a plan for implementation, training, and monitoring of the program.

#### **Criterion 4: Staff Development and Communication Plan**

The Jefferson County Public Schools have made a commitment to the program by providing site licenses to all elementary and middle schools. In addition, site leads were identified at each school. Training was provided for all site leads. A district coordinator has been assigned to assist schools with training, data analysis, and program assessment.

#### **Criterion 5: Provision of Resources**

Resources have been provided to purchase site licenses in perpetuity, provide training, establish site leads, and develop data analysis spreadsheets. The SuccessMaker Program is funded by Title 1 grant money.

#### **Criterion 6: Feedback and Evaluation**

The district established a set of nonnegotiable steps to assist in monitoring and assessing interventions. In addition, the district has provided a spreadsheet for schools to use to chart formative assessment data linked to intervention goals. However, auditors did not find a requirement that all schools follow a formalized plan for assessing interventions.

#### **Criterion 7: Monitoring**

A plan for monitoring intervention data is in place. However, the district lacks an accountability system to ensure that each school is monitoring its data. No evidence was presented to auditors that the district required schools to provide ongoing monitoring or assessment of the SuccessMaker Program.

The next area examined by the auditors was the intervention delivery. The auditors use six deployment and implementation criteria. For an intervention to receive an adequate delivery rating, at least four of the six criteria must be made with full evidence. [Exhibit 5.4.4](#) lists the criteria and the auditors' rating of the district's approach of this particular intervention.

#### **Exhibit 5.4.4**

#### **Comparison of the SuccessMaker Intervention to Audit Intervention Implementation Criteria Jefferson County Public Schools October 2011**

| <b>Audit Criteria for Intervention Implementation</b>   | <b>Auditors' Rating</b> |                    |
|---|-------------------------|--------------------|
|   | <b>Evident</b>          | <b>Not Evident</b> |
| 1. The formal plan with goals, measurable objectives, and processes is in place and being implemented.  | X                       |                    |
| 2. Implementation of the intervention is both strategic and purposeful. The staff proficiencies needed to implement the intervention are clearly defined. Appropriate staff development based on these proficiencies takes place every year as new personnel are hired and as additional needs are identified. Continued goals for implementing the intervention and frequent progress reports are clearly communicated to all appropriate personnel. | X                       |                    |
| 3. The human, material, and fiscal resources needed to initiate and sustain the intervention are identified and allocated.  | X                       |                    |
| 4. Feedback from formative and summative evaluations that are tied to intervention goals, objectives, and expectations are systematically administered.   |                         | X                  |
| 5. Monitoring implementation of the intervention is taking place; responsibilities and procedures for monitoring are clearly defined and assigned to the appropriate individuals to carry out this plan.  |                         | X                  |
| 6. The intervention is being modified and adjusted as needed, based upon monitoring of formative and summative evaluation data, to ensure continued quality control.  | X                       |                    |
| <b>Total</b>  | <b>4</b>                | <b>2</b>           |
| <b>Percentage Evident</b>   | <b>67%</b>              |                    |



As can be noted in Exhibit 5.4.4, the SuccessMaker intervention program, selected to help improve student learning in the area of math and reading, met four of the six criteria for sound intervention delivery, and thus received an adequate rating. The following is a discussion of what the auditors found regarding each of the delivery criteria as it relates to the SuccessMaker Program.

#### **Criterion 1: Plan Implementation**

The program has been in place since 2006. There is documentation of students selected to participate, and their qualification criteria are reported. This documentation includes short- and long-term goals, objectives, intervention usage, and progress monitoring for each student.

#### **Criterion 2: Staff Development**

Implementation of the SuccessMaker Program is strategically planned. Staff development has been provided for principals, resource teachers, and general education teachers. Site leads have received additional training and are available on site to assist with implementation and monitoring of the program. Professional development is provided over the summer and during the school year. Training is available for newly hired personnel.

#### **Criterion 3: Resource Adequacy**

Through Title 1 and Exceptional Child Education grants, Jefferson County Public Schools have provided adequate funding to implement and sustain the SuccessMaker Program. Site licenses were purchased in perpetuity to avoid ongoing license expenditure.

#### **Criterion 4: Assessment Data Available**

Some formative assessment data and summative evaluations are tied to intervention goals. However, there is inconsistency among schools in regard to how assessment data from this program are used, and whether data are reported to central district office staff. The school district does not systematically hold schools accountable to report data from the SuccessMaker Program.

#### **Criterion 5: Monitoring**

The district has a system in place for monitoring and analyzing intervention data derived from this program. However, auditors did not find evidence that schools are held accountable for the monitoring of intervention data. There is no system-wide accountability for the management of intervention data. District reports indicate that approximately 27 percent (29 out of 107) of schools with SuccessMaker licenses are not currently monitoring student assessment data.

#### **Criterion 6: Program Modification Based upon Data**

Documented intervention data indicate that SuccessMaker has achieved the goal of raising students' reading and math scores. Based on reported data, Jefferson County Public Schools recently updated its version of SuccessMaker in the area of reading. However, there is no accountability system formally in place to ensure that all schools are documenting intervention data.

Largely through the district's Response to Intervention (RTI) program, the Jefferson County Public Schools have developed a system to organize and analyze program intervention data. Through this system, the effectiveness of interventions implemented and documented can be assessed. The system documents the type of screening data used for each student, area of focus, type of intervention, initial placement, intervention schedule, benchmark goals, person responsible for data entry, and intervention effectiveness. With this information, the effectiveness of the program in regard to student learning outcomes, as well as cost-effectiveness, can be ascertained. Not all programs implemented in the Jefferson County Public Schools are documented with this approach. The variety and multitude of intervention programs currently in use may not systematically meet design and delivery criteria needed for long lasting effectiveness.

The following quotes by school and district administrators and parents further describe the current management of program interventions:

- “We have so many programs here it’s hard to decide what is making a difference.” (School Administrator)
- “We program-hop too much. Just as soon as teachers figure out one program, we move on to the next ‘silver bullet’ that’s going to save kids.” (School Administrator)
- “I’m not sure we know which program has an effect on learning.” (District Administrator)
- “We need a system that addresses implementation of programs and interventions.” (School Administrator)
- “It feels like the district does program evaluation in reverse: ‘Here’s the program, how can we make it fit?’” (Teacher)
- “The program adoption process is not clear.” (Teacher)
- “The more our data gets specific about what students don’t know, the more we realize the programs we bought don’t align with our curriculum. But, we are not ready to give them up.” (District Administrator)
- “There is no accountability for implementation.” (District Administrator)
- “There is no process in place in this district to evaluate programs. We have programs up the wazoo, and no one really knows which ones do any good.” (District Administrator)
- “Is the reason there are so many programs because of the SBDMs, or is it a problem with the district office?” (District Administrator)

## Summary

In summary, Jefferson County Public Schools have implemented a number of interventions to support student academic performance or behavioral needs. Due to current school-based decision making, schools are able to select and implement programs without adhering to any system-wide selection procedures. Auditors identified over 800 programs/interventions currently in use in the Jefferson County Public Schools. Funding of these programs comes from a variety of sources, including short term external funds. External dollars, which are short-term in nature, are seldom long-lasting. Therefore, major interventions usually require that changes in actions are taken within existing resources. If external funds are to be used, they need to be those that are considered long-lasting, such as Title 1 funds, or those which can accomplish intervening action in their short duration, such as a staff capacity building endeavor. There is a financial disconnect when schools do not have adequate funding to support on-going programs. In addition, a formalized plan to assess the effectiveness of programs is not used with fidelity across the district, which means that some ineffective programs may go undetected. If intervention programs currently in use are not meeting their intended goal(s), then funds spent on those programs are wasteful. Guidelines for the selection, implementation and monitoring of intervention programs are needed to ensure program effectiveness in terms of student achievement, as well as cost.

Auditors did not find a formal, commonly used, district-wide process for the selection, implementation, and evaluation of interventions. One program intervention was used as an example for analysis purposes. The SuccessMaker Program, endorsed by the district, met audit criteria for both design and delivery. However, while the program has components in place for monitoring and analyzing student achievement data, implementation of this and other intervention programs is inconsistent throughout the district and not uniformly followed



## IV. RECOMMENDATIONS OF THE PDK-CMSI CURRICULUM MANAGEMENT AUDIT™ TEAM FOR THE IMPROVEMENT OF THE JEFFERSON COUNTY PUBLIC SCHOOLS

Based on the three streams of data derived from interviews, documents, and site visits, the PDK-CMSi Curriculum Management Audit™ Team has developed a set of recommendations to address its findings shown under each of the standards of the audit.

In the case of the findings, they have been triangulated, i.e., corroborated with one another. In the case of the recommendations, those put forth in this section are representative of the auditors' best professional judgments regarding how to address the problems that surfaced in the audit.

The recommendations are presented in the order of their criticality for initiating system-wide improvements. The recommendations also recognize and differentiate between the policy and monitoring responsibilities of the board of education, and the operational and administrative duties of the superintendent of schools.

Where the PDK-CMSi audit team views a problem as wholly or partly a policy and monitoring matter, the recommendations are formulated for the board of education. Where the problem is distinctly an operational or administrative matter, the recommendations are directed to the superintendent of schools as the chief executive officer of the school system. In many cases, the PDK-CMSi audit team directs recommendations to both the board and the superintendent, because it is clear that policy and operations are related, and both entities are involved in a proposed change. In some cases, there are no recommendations to the superintendent when only policy is involved or none to the board when the recommendations deal only with administration.

Audit recommendations are presented as follows: The overarching goals for the board and/or the superintendent, followed by the specific objectives to carry out the overarching goals. The latter are designated "Governance Functions" and "Administrative Functions."

**Recommendation 1: Adopt policies governing the management of the table of organization and related job descriptions. Revise the table of organization consistent with sound management principles. Through the use of a Level II analysis, reconfigure personnel to ensure that all essential functions are covered—especially those relating to curriculum design, delivery, assessments, data management and analysis, and program evaluation. Prepare and adopt a set of quality job descriptions and related appraisal instruments for all personnel.**

*Board Policy GCA: Staff Positions and Workloads* states in part, "The board of education shall prescribe the duties for all employees by establishing job descriptions, organizational charts, and shall approve classifications of all employees for compensation purposes." However, auditors found that alignment between the table of organization, job descriptions, day-to-day operations, and personnel evaluation is inconsistent or missing entirely. Auditors found that Jefferson County Public School District lacks adequate policies and procedures for managing the table of organization and related job descriptions. The table of organization does not satisfy audit criteria in that it violates six of the seven principles of sound organizational management. Several key functions relating to curriculum design and delivery and program evaluation are missing from both the table of organization and job descriptions. Some administrators supervise an excessive number of people. A few employees report to more than one supervisor, while others have no apparent supervisor. Similar tasks are assigned to different offices, resulting in overlapping areas of responsibility, which creates a lack of coordination and is confusing to the consumers of central office services. Placement of positions on the table of organization does not reflect relative levels of responsibility and authority, and principals and teachers have been omitted. Interviews revealed that some employees do not fully understand line and staff authority relationships or the role and function of the board in such relationships. The job descriptions presented to auditors do not contain all of the essential elements needed to ensure student success. Neither policies nor related regulations require specific procedures to systematically update job descriptions and keep them aligned with the table of organization, changing responsibilities, and the district's mission.

**Governance Functions:** The following actions are recommended to the Jefferson County Public School District's Board of Education.

**G.1.1:** Direct the superintendent to prepare for board consideration and adoption a revision of the first paragraph of *Board Policy GCN* by adding the following language: "The superintendent shall be responsible for clearly specifying requirements and expectations for all other administrators and holding each of them accountable for satisfactorily completing their assigned duties. In doing so, the superintendent may delegate the responsibility of supervision for improvement of instruction to those persons who have been identified for the task within the organizational structure. All staff shall be informed of the name of their immediate supervisor. The goal of supervision shall be to maximize employee capabilities in the pursuit of educational excellence."

**G1.2:** Direct the superintendent to prepare for board consideration and adoption a revision of *Board Policy GCA* as follows: "The board of education shall establish such positions as necessary for the efficient and orderly operation of the school system. The board of education shall prescribe the duties for all employees by establishing job descriptions and organizational charts, and shall approve classifications of employees for compensation purposes. There shall be written job descriptions for all employees of the Jefferson County Public School District. Job descriptions shall include:

- a descriptive title;
- qualifications and competencies;
- a detailed explanation of performance responsibilities;
- assignment to a board adopted salary schedule and the number of days to be worked each year;
- physical demands;
- Fair Labor Standards Act (FLSA) status—exempt or non-exempt;
- the immediate links to the chain of command that are consistent to placement on the organizational chart, a statement identifying the supervisor and a statement identifying all the positions supervised by the employee holding the position or that the employee has no supervisees, that no employee should have more than one supervisor to which he or she is accountable,
- a description of the alignment to staff appraisal instruments that reflect the competencies and responsibilities of the written job descriptions. The job description and related appraisal instruments should include the responsibility for the implementation of board policies and district strategic priorities as well as the relationship of the position to professional development and teaching and learning in the district. All job descriptions and related appraisal instruments should detail precise duties (performance and products) and expectations against which the employee will be evaluated and the time frame(s) when formal evaluations will be conducted. In addition, where there are differentials in pay, job descriptions should reflect differentials in duties and levels of responsibility;
- the ratio of teachers to students which shall be flexible depending upon grade levels, course offerings, accrediting standards, other applicable state laws and regulations and provisions of negotiated agreements; and
- the date approved or most recently revised."

This policy requires a periodic review of job descriptions to be sure they are accurate, complete, and consistent with the table of organization and include accountability for both the design and delivery of aligned written, taught, and tested curricula.

**G.1.3:** Direct the superintendent to prepare a set of job descriptions and related appraisal instruments for all employees consistent with the requirements in **G.1.2**; establish and maintain an up-to-date inventory of these documents; and submit them to the board for approval to be effective for the beginning of the 2012-13 school year.

**G.1.4:** Direct the superintendent to revise the table of organization based upon sound management principles and to include the criteria presented in Exhibit 1.5.2 to *Board Policy GCN*. It is especially important to establish guidelines (including a formula or ratio) regarding the maximum span of control for personnel filling supervisory roles. If a maximum span of control of 12 is not financially feasible, the board should establish and communicate a number that approximates that ratio as closely as possible, support it financially, and direct the superintendent to apply it consistently. Likewise, line and staff relationships should be clearly delineated for all positions. Functions that should report directly to the superintendent include the following:

- Legal Counsel. The role of district legal counsel is to serve the interests of the district and as such, should report to the superintendent. Through policy, the board of education should, if they ever need independent legal counsel, have authority to engage such counsel by direction of the board chair and/or by majority vote.
- Data management and program evaluation that serve all stake holders:
  - Design and implementation of a system-wide data management plan for both instructional and non-instructional needs,
  - Accountability and research,
  - User-friendly data management and reporting mechanisms, and
  - Instructional program/intervention evaluation.
- In addition, auditors recommend four Administrative Divisions whose chief officers would also report directly to the superintendent. These four divisions and their related functions are as follows:
  1. Division of Academic Services led by the Chief Academic Officer with management responsibilities and functions similar to the following:
    - a. District and school level instructional planning.
    - b. Recruiting, developing, and retaining instructional personnel.
    - c. Monitoring district-wide student assignment planning and implementation.
    - d. Six Academic K-12 Assistant Superintendents, each supervising approximately 25 schools (organized into logical groups); each group of schools would be supervised by an assistant superintendent with the added support of his/her liaison(s) who would assist with supervision of building principals.
    - e. Assistant Superintendent for Curriculum, Instructional, and Evaluation with the following responsibilities:
      - i. Curriculum Functions:
        1. Develop, monitor, and update a comprehensive plan for the design and delivery of curriculum and assessment preK-12 (see Recommendation 4).
        2. Design and develop a written curriculum:
          - a. User-friendly written curriculum documents and pacing guides (using audit criteria for all preK-12 content).
          - b. Other aligned tools to help the classroom teacher design lessons to deliver the written curriculum.
          - c. Textbooks and resources aligned to the written curriculum.
          - d. Management of the curriculum and instructional written documents and webpages of the district.
      - ii. Instructional Functions:



1. Development and implementation of a District Instructional Model including CHETL principles.
  2. Building district-wide capacity through professional development and training aligned to audit criteria.
  3. Integration and alignment of instructional technology to the curriculum.
  4. Integration and alignment of school media / library services to the curriculum.
- iii. Assessment Functions:
1. Develop, monitor, and update a comprehensive plan that includes state, district, and school-based assessments and the use of data based upon audit criteria.
  2. Design aligned district written assessments.
  3. Monitor district and site-base assessments.
  4. Use performance data for instructional improvement including curriculum and program adoption, modification, and/or termination.
- f. Assistant Superintendent of Academic Support Programs with the following responsibilities:
- i. Special Service Functions
    1. Exceptional Child Education
    2. 504 Supervision
    3. Early Childhood / Head-start
    4. Other
  - ii. Federal Program Functions
    1. Title One
    2. English Language Learners
    3. Other
  - iii. Accelerated Program Functions
    1. Gifted and Talented
    2. Dual credit
    3. Advanced Placement
    4. Other
  - iv. Career and Technical Education
  - v. Alignment of grants to the written, taught, and tested curriculum.
  - vi. Guidance / Counseling
  - vii. Other
2. Division of Operational and Administrative Services led by the Chief Operations Officer with functions similar to the following:
- a. Human Resources
    - i. Recruitment of non-certificated personnel.
  - b. Facilities and Environmental Services (including safety).

- c. Transportation Services.
  - d. Food Services.
  - e. Health Services to include Student and Adult Wellness.
  - f. Informational Technology.
  - g. Other non-instructional projects.
3. Division of Financial Services led by the Chief Financial Officer with functions similar to the following:
    - a. Accounting Services.
    - b. Procurement Services (purchasing and supply services).
    - c. Financial planning and management (budgeting and cost-effectiveness).
    - d. Taxing/bonding and related duties.
    - e. Financial audits.
  4. Division of Diversity, Community Relations, and Communications, led by Chief Diversity, Community Relations, and Communications Officer with functions similar to the following:
    - a. Diversity and equity: monitor, promote, assist and advise all other departments on equity and diversity needs.
      - i. Research and evaluation of achievement and educational factors of diverse student groups (economic, ethnic, and gender groups)
      - ii. Plan, develop, and plan student assignment procedures for recommendation to the superintendent including the provision of “Ombudsman” services to community patrons, parents, students, and employees regarding diversity and equity issues. Please note: “An Ombudsman is a designated unbiased individual who provides confidential and informal assistance for resolving school district related concerns.”
    - b. Community relations:
      - i. Foundations, grants, and business partnerships.
      - ii. Parent involvement.
      - iii. Non-instructional district planning.
      - iv. Special projects.
    - c. Public Information and Communications:
      - i. Television, radio, and print media.
      - ii. District webpages.
      - iii. Publications.

**G.1.5** *Board Policy CC: Administrative Organization Plan* states in part, “The administrative organization of the Jefferson County Public Schools shall be based upon an analysis of the functions necessary to meet the needs of the school system.” To accomplish the level of detail that is needed in revising this organizational framework, direct the superintendent to complete a Level II organization review with responsibilities similar to the following:

- Clarify all necessary administrative functions and related tasks in the district and those specifically that are needed to carry out the design and delivery of the written, taught, and tested curricula.
- Identify the positions that are needed to fill the above functions.

- Recommend a procedure for establishing a fair and equitable salary for each position based upon industry standards and audit criteria.

**G.1.6** Direct the superintendent to use the recommendations of the Level II review to complete the following tasks:

1. Using audit criteria, write job descriptions and related evaluation instruments for each position.
2. Formulate a three- to four-year plan to adjust the salaries of those positions whose current compensation exceeds the fair and equitable rate.
3. Interview and prepare a short list of individuals who could fill each respective position. First select Chief Officers and invite them to have input in the selection of subordinates assigned to their respective divisions. This will require the reallocation of existing staff and selective hiring. A transfer and/or reduction in force plan needs to be in place to deal with displaced employees. In order to avoid the negative consequences that may result from nepotism and/or political appointments, it is important that a process be established in which the most qualified person is selected for each position.
4. Identify any positions that should be filled by individuals currently outside JCPS. Advertise these positions and fill them in a timely manner.
5. Determine and implement (based upon the person who is hired and his/her job description) the professional development that is needed to build the capacity for each employee to be successful in his/her assignment. Follow up as necessary. Note: in order to prevent failure, it is imperative that each employee must possess or develop (in a reasonable period of time) the skill sets need to successfully fulfill their assigned duties.
6. Seek board approval.
7. Implement the reorganization plan.
8. Evaluate and adjust as needed.

**G.1.7:** Direct the superintendent to include in both the table of organization and associated job descriptions the following functions:

- Specific responsibility assigned to the superintendent to personally oversee and approve the selection, assignments, transfers, and/or promotions of all building and district administrators.
- Specific responsibility to coordinate and clear, for board approval, all district planning including the adoption of building-level and system-wide goals and related strategies that are specific, measurable, and time-bound. Planning (see [Finding 1.3](#) and [Recommendation 3](#)) is primarily being done for compliance rather than to direct the work of the district. Quality control is missing, and planning functions are not centralized and are therefore missing or fragmented and do not have the ultimate impact that could result from a unified, system-wide planning effort.
- Specific responsibility to develop and coordinate the implementation of the written curriculum. Personnel assigned to these positions must have knowledge of curriculum models and show competency in their ability to communicate and collaborate with end users in the preparation of documents to ensure classroom buy-in.
- Specific responsibility to coordinate and ensure efficacy of all professional development activities.
- Specific responsibility to coordinate and evaluate student performance data and all programs (including interventions) against intended outcomes to determine their effectiveness. This is a critical step prior to reauthorizing funding. It is through the effective use of data that the system will be able to determine its progress towards meeting established benchmarks and goals and to evaluate the efficacy of the written, taught, and tested curriculum.

- Specific responsibility to ensure that in addition to general fund expenditures, grants, business partnerships, and Foundation initiatives are aligned to mission and system objectives, and to evaluate them against intended outcomes (see Recommendation 10).

**G.1.8:** Direct the superintendent to provide administrative regulations to implement the recommendations of this audit that are current and can be used as first source documents in providing appropriate direction and control of the written, taught, and tested curricula.

**G.1.9:** Direct the superintendent to provide an annual status report to the board regarding the alignment of the table of organization, job descriptions and related appraisal instruments, and achievement of the system's intended outcomes.

**Administrative Functions:** The following actions are recommended to the Jefferson County Public School District Superintendent of Schools.

**A.1.1:** Prepare for board consideration and adoption a revision of *Board Policies GCN* and *GCA* as shown in G.1.1.

**A.1.2:** Prepare a set of job descriptions and related appraisal instruments for all employees consistent with the requirements in G.1.3; establish and maintain an up-to-date inventory of these documents; and submit them to the board for approval to be effective for the beginning of the 2012-13 school year.

**A.1.3:** Revised the table of organization based upon the sound management principles noted in Exhibit 1.5.2. Establish guidelines (including a formula or ratio) regarding the maximum span of control for supervisors. If a maximum span of control of 12 is not financially feasible, then recommend to the board a number that approximates that ratio as closely as possible and then apply it consistently. Likewise, line and staff relationships should be clearly delineated. Include in both the table of organization and associated job descriptions the functions identified in G.1.4 and those identified in the Level II organizational analysis. The curriculum and instructional functions are especially critical to the overall success of the system. Consequently, responsibilities of lesser importance should be delegated or deferred in order to provide the Chief Academic Officer and key subordinates sufficient time and resources to carry out these high priority functions.

**A.1.4:** Coordinate the Level II organization study as described in G.1.5.

**A.1.5:** Using the recommendations of the Level II organizational study, implement the steps identified in G.1.6.

**A.1.6:** Include in both the table of organization and associated job descriptions the functions identified in G.1.7.

**A.1.7:** Provide administrative regulations to implement the recommendations of this audit that are current and can be used as first source documents in providing for appropriate direction and control of the written, taught, and tested curricula.

**A.1.8:** Provide an annual status report to the board regarding the alignment of the table of organization, job descriptions and related employee appraisal instruments, and achievement of the system's intended outcomes.

**A.1.9:** To minimize resistance and build trust, communicate both verbally and in writing to the board, staff, and patrons Actions G.1.1 and G.1.9 and progress towards the completion of each element in each action.

Due to urgency of meeting students' academic needs, the auditors determined that this recommendation should be submitted to the district by October 31, 2011, so that it will be available to those individuals conducting the Level II administrative review. In addition, it is recommended that the elements of this recommendation relating to the appointment of the four Division Chief Officers and the eight Assistant Superintendents be started upon receipt of this recommendation, with the balance of this recommendation and the recommendations coming from the Level II analysis being completed prior to the beginning of the 2012-13 school year or as soon thereafter as possible. Once the elements of this recommendation are in place, the district will be well poised to effectuate all the other recommendations of this audit.

**Recommendation 2: Review, revise, adopt, and implement board policies to provide for a sound local system of curriculum management and control. Review and revise School-based Decision Making (SBDM) sample policies to be consistent with board policy.**

A comprehensive set of policies is necessary for effective curriculum management. Without definitive policies, the district cannot ensure program focus, effectiveness, or consistency. Comprehensive board policies provide clear direction for curriculum development and instructional delivery and set goals for attaining student achievement. Board policies establish the parameters within which individual schools operate. Maintaining quality control of the curriculum requires the board to develop, review, and revise policies periodically. This process may result in adding, revising, combining, or eliminating policies to address the changing needs of the school district. Administrative regulations and procedural guidelines may be prepared by the superintendent to complement board policies by providing additional guidance or direction to staff for implementation of the policies according to the intent of the board.

The current set of board policies in the Jefferson County Public Schools is inadequate to direct the design, delivery, and assessment of the curriculum and provide control over other organizational efforts and initiatives. Auditors found most policies in the JCPS Policy Manual were too brief and generalized to provide sufficient direction for sound curriculum management. Most policies were adopted in 1995 and have not been updated to reflect current realities. Policies are not numbered, and there is no table of contents or search feature. There are few administrative regulations to support implementation of the policies. The administrative regulations that did exist are in the area of personnel, and these do not cross reference or link directly to board policy (see [Finding 1.2](#)).

JCPS has developed a SBDM Policy Manual consisting of sample policies to guide school-based decision making in those areas where schools are authorized by state law to develop their own policies. While sample policies in this manual (and actual policies developed by school councils) are developed and reviewed by district staff for compliance with state law, auditors found no processes in place to ensure that school policies are tightly linked to the direction provided in JCPS board policy. In addition, these sample policies fail to provide sufficient direction to meet audit criteria in areas related to curriculum management (see [Finding 1.2](#)).

There was insufficient board policy direction for the creation of adequate job descriptions and the establishment of a functional decision-making structure (see [Findings 1.4](#) and [1.5](#) and [Recommendation 1](#)). Auditors found that both board and sample school-based policies were inadequate regarding development of a written curriculum; alignment of the written, taught, and tested curriculum; predictability of the curriculum from one level to the next; and alignment of resources and programs to curriculum and assessment (see [Findings 1.2, 2.2, 2.3, 2.4, 4.5](#) and [5.4](#) and [Recommendation 4](#)). No policy or regulation adequately addressed monitoring of curriculum delivery (see [Finding 3.3](#) and [Recommendations 6–9](#)). Policy direction for development and use of a student assessment process and program evaluation was inadequate (see [Findings 4.1, 4.2, 4.3, 4.5, and 5.3](#) and [Recommendation 5](#)). Policies also failed to address tying the allocation of resources to curriculum priorities, focusing support services on mission delivery, and insuring that facilities support teaching and learning (see [Findings 5.1 and 5.2](#) and [Recommendation 10](#)).

As the Jefferson County Public Schools' administrators and the Board of Education undertake the task of revising policies to provide for sound curriculum management, the following guidelines should be considered:

- Establish clear direction for the system;
- Provide for local initiatives to enhance the system beyond state directives;
- Ensure consistency of action over time as individual members of the school board and administration change office;
- Guide professional staff members in their individual efforts to improve curriculum in the system;
- Establish the framework for the district to monitor progress in the delivery and attainment of district learning goals;
- Establish an historical base for the district for the purpose of avoiding contradictory actions;

- Delineate levels of decision making authority; and
- Serve as a framework for the systematic evaluation of all professional staff, including the superintendent, and require development and execution of professional development plans based on the evaluations.

Policies should direct educational decisions. The board and superintendent should put into place specific approaches and procedures to ensure that policies and procedures are continually reviewed and updated, paying particular attention to the quality of direction provided through board policies and sample school policies. Staff and board members should receive periodic training on board policy and on the relationship between board policies and school-based policies, especially in areas related to curriculum management. The board and superintendent should ensure that policies are used consistently for decision making.

**Governance Functions:** The following actions are recommended to the Jefferson County Public School Board.

**G.2.1:** Direct the superintendent to assist the board of education to review and revise all current board policies and develop new ones where needed to provide clear direction and control over all important district functions, including the management of an aligned written, taught, and assessed curriculum (see [Appendix 10](#) for a model curriculum management policy). At a minimum, policies that address the criteria of sound curriculum management found in [Exhibits 1.2.1](#) through [1.2.5](#) in the audit report should be included. Adequate detail or clarification should be provided for the following elements listed below:

- Include a philosophical statement of curriculum approach.
- Require written curriculum and assessments for every course taught at every grade level.
- Require the alignment of the written, taught, and assessed curriculum.
- Require board adoption of the curriculum.
- Require accountability for the design and delivery of the curriculum through roles and responsibilities in current job descriptions.
- Call for periodic review of the curriculum.
- Require textbook/resources aligned to the written curriculum and approved by the board.
- Include content/subject area emphasis.
- Require program integration and alignment.
- Require vertical articulation and horizontal coordination of curriculum across content areas and grade levels.
- Require specific practices for monitoring the delivery of the curriculum.
- Require equitable curriculum access and delivery to all students.

**G.2.2:** Direct the superintendent to assist the board of education to review and revise all sample school-based policies in the SBDM Policy Manual (and policies developed subsequently by each school) for alignment with board policy. The following elements should be included in this process:

- Clear and explicit connections to the provisions of local board policy as well as state law. Delineate the relationship between board policy and school-based policy, clarifying the nature of the overarching direction provided by JCPS board policies to guide school-based policy decisions.
- Where there are several model options for the same policy area, consistent inclusion of critical elements related to curriculum development, selection, alignment, assessment, and program evaluation (see [Finding 1.2](#)).
- Procedures and rubrics to screen both models and actual school policies for clarity and quality as well as legal compliance.



**G.2.3:** Require the superintendent to organize the board policies so they are easily accessed and cross-referenced to corresponding administrative regulations as those are developed.

**G.2.4:** Require the superintendent to communicate the expectations of the board as written in policy to all staff and to monitor the implementation of board policies.

**G.2.5:** Review board policies in a systematic manner at least every five years.

**G.2.6:** Commit adequate resources for the effective implementation of board policies and administrative regulations.

**Administrative Functions:** The following actions are recommended to the Jefferson County Public School Superintendent.

**A.2.1:** Submit drafts of the recommended policies in **G.2.1** for board review, revision, and adoption, along with recommendations for reorganization of policies to make them more accessible.

**A.2.2:** Develop written administrative procedures to guide policy implementation in areas that require guidance beyond policy. Where appropriate, provide cross-references between administrative regulations and policy.

**A.2.3:** Adhere to board policies when making decisions.

**A.2.4:** Revise the SBDM Policy Manual to clarify and strengthen the links between school policies and JCPS board policies. Revise sample policies to improve consistency related to curriculum management issues as indicated in **G.2.2**. Develop and implement a procedure for conducting ongoing review of school policies for quality and adherence to JCPS board policy. This process should complement the current procedure that focuses on review for compliance with state law.

**A.2.5:** Design and implement an ongoing system for training administrators, other appropriate staff, members of the board, and SBDM Councils on policy expectations and implementation. In particular, focus on the relationship between board policy decisions and school-based policy decisions, clarifying the nature of the overarching direction provided by JCPS board policies to guide school-based policy decisions.

**A.2.6:** Include in the administrator evaluation system requirements related to implementation of policy and responsibility for keeping staff, various committees, and/or task forces, aware of and following policy.

**A.2.7:** Provide yearly reports to the board on the development and implementation of its policies.

It is recommended that development of appropriate policies and administrative regulations focus on the areas identified as least adequate in the following priority (see related Recommendations for specific details): policies related to (1) organizational structure, roles, and responsibilities; (2) requirements for a written curriculum with aligned, criterion-referenced formative assessments; (3) curriculum, resource, and program alignment; (4) student and program evaluation; and (5) resource allocation. An inventory of the current policy manual should be completed within three months of the receipt of the audit, along with a plan for revising or developing new policies to address areas of deficiency and to organize policies to make them more accessible. Policies to address item 1 above should be completed within six months of receipt of the audit report. Those addressing items 2- 4 should be completed within eighteen months. Policies related to item 5 should be completed within two years.

Revisions to the SBDM Policy Manual to address issues identified within the audit should be completed within six months of the adoption of corresponding board policies. Review and revision of local SBDM policies in these areas should be completed within one year after the relevant models have been provided.

Training related to item **A.2.5** above should begin within six months of receipt of the audit and be conducted periodically as changes are made to board policies and school-based models.

**Recommendation 3: Redesign the planning process to provide a coherent focus and improved system connectivity in the district to facilitate fulfillment of the vision of the board of education and new leadership.**

Effective planning is essential for focusing and organizing district resources to meet changing student needs. Long-range planning provides a systemic means to sustain constancy of purpose toward achieving district goals. Planning efforts that are comprehensive and clearly focused benefit students by increasing the probability that effective programs and procedures will be in place to direct the design and delivery of the curriculum they will receive. Coordination, prioritization, and sequencing of multiple plans and initiatives that emerge within a complex system are essential to ensure that planning efforts support each other and that no area of the organization or group of staff members bears an undue burden for implementing multiple initiatives at once.

Auditors found that JCPS policies (see [Finding 1.2](#) and [Recommendation 2](#)) fail to provide sufficient direction to promote necessary coordination and connectivity among the various divisions and departments within the district and between the central office and schools. Failure to require sufficient connectivity and accountability was evident not only in JCPS board policies and in school-based decision making model policies, but also in administrative direction for planned approaches to key district and site functions. Auditors analyzed two system-level plans in JCPS: the Comprehensive District Improvement Plan (CDIP) and the Comprehensive District Corrective Action Improvement Plan, the latter required under NCLB in districts that failed to make adequate yearly progress. Both plans were developed under the previous superintendent and have not been revised for the current year. The CDIP contained multiple goal statements that many stakeholders perceived to be confusing. Most objectives were not clear and measurable, and processes for monitoring and evaluation were inadequate. The new superintendent issued a 90-Day Plan in August 2011 that included strategies and action steps related to clarification of the district's mission, vision, core beliefs, goals and objectives, and creation of a new strategic plan to be completed after the Curriculum Management Audit™ (see [Finding 1.3](#)). Comprehensive School Improvement Plans were available for 2009-10 and 2010-11, but were not available for the current school year since most school plans are revised in the fall after state test results are received (see [Finding 1.3](#)). These plans showed little direct connection to the district plan or goals and lacked the internal consistency necessary to bring about school improvement. Comprehensive plans/planning efforts were missing in the areas of curriculum management (see [Finding 2.1](#)), professional development (see [Finding 3.2](#)), student assessment (see [Finding 4.1](#)), and program evaluation (see [Finding 4.5](#)). The district does not have a program-based budgeting system in place to tie funding to identified priorities (see [Finding 5.1](#)). Auditors found inadequate policy direction, structures, and systems in JCPS to:

- Support a consistent planning focus over time.
- Require connectivity among plans.
- Establish processes for monitoring plan implementation and evaluating results.
- Hold leaders and teachers accountable for improvement in student performance (see [Findings 1.2](#), [1.3](#), [1.4](#), [3.5](#), and [4.4](#)).

The overall lack of an effective policy structure to guide planning and decision making at all levels of the system, coupled with a lack of clarity about the vision and direction, compromises accountability for expenditure of resources and makes it impossible to evaluate professional staff. The board and administrative leadership of JCPS need to consider, as a priority, the design and implementation of a comprehensive system-wide planning process that establishes district priorities to inform all other planning efforts across departments and sites. This plan should be in place prior to the beginning of the 2012-13 academic year.

**Governance Functions:** The following actions are recommended to the Jefferson County Public School District Board of Education.

**G.3.1:** Direct the superintendent to assist the board in the preparation/revision and adoption of policies to encompass the full scope of long-range and short-range planning. The policy framework should:

- State new or reaffirm existing board vision and goals and require that these be used as the basis to guide all district planning efforts.
- Establish the centrality of the system-level plan (whether in the form of the current Comprehensive District Improvement Plan or a yet-to-be developed strategic plan) and require the superintendent to operationalize and implement the plan by focusing all system resources to achieve its goals and objectives (see [Recommendation 1, G.1.7](#)).
- Require that all departments, divisions, and school sites engage in planning and create plans that are explicitly connected to the overall system priorities.
- Require budget development and planning to be closely linked processes and revise budget priorities to align with programmatic budgeting (see [Recommendation 10](#)).
- Require the superintendent to annually review all system-wide, division, and department plans for strategic relevance, coordination, and connectivity to ensure the system as a whole remains clearly focused on achieving the board vision and goals.
- Require the superintendent to establish and implement procedures for monitoring progress toward accomplishment of the goals and objectives of all plans and for making appropriate adjustments in response to emergent issues.
- Specify board expectations for regular, public reporting of the evaluation of all plans.
- Require revision of job descriptions and corresponding personnel evaluation procedures to include, where applicable, specific responsibilities for developing, implementing, and evaluating plans. Hold administrators accountable for achieving results on the plans in their control.

**G.3.2:** Direct the superintendent to prepare for board approval a new strategic plan or significant revision of the current system-level plan. Require that this planning process follows the Curriculum Management Audit Criteria for quality planning (see [Exhibit 1.3.2](#)) and that the plan itself meets all criteria for adequacy as depicted in [Exhibit 1.3.3](#).

**G.3.3:** Before approving any new initiatives, programs, or grant applications, hold staff accountable for demonstrating not only how the proposal links to the system plan, but also how it can be successfully integrated into and sequenced with ongoing efforts at the district and site level in order not to scatter focus and unduly burden any individuals or groups with responsibility for implementing multiple change efforts at once. To combat the negative effects of several years of considerable change and instability, weigh carefully the impact of each new initiative in terms of its effect on the system as a whole, and particularly the degree to which it will contribute to the creation of a thoughtful and sustainable improvement process. This step is critical to if the district is to avoid initiative fatigue and ensure buy-in by personnel responsible for implementing district plans and initiatives.

**G.3.4:** Establish procedures that ensure regular, written reports to the board on the progress of all system plans (not just the CDIP or strategic plan), including curriculum development, staff development, technology, all major grant efforts, and school site plans. Require that such reports contain sufficient levels of specificity and analysis to clearly indicate what has been accomplished, how progress has been evaluated (in particular, the effects of plan activities on improvement of student achievement), and what actions or modifications are planned for the future. Mandate that reports clearly align to the evaluation design embedded in the plan and show results of each of the measurable objectives in the plan, as well as the impact of the planned efforts as a whole.

**G.3.5:** Adopt policies developed or revised that meet the above mentioned criteria. Expect the superintendent to monitor the implementation of those policies.

**G.3.6:** Commit adequate resources for the effective implementation of the district planning efforts for improvement, and determine such resources within the budget process in a timely manner to support planning decisions.

**Administrative Functions:** The following actions are recommended to the Jefferson County Public Schools' Superintendent of Schools.

**A.3.1:** Prepare for board approval new or revised board policies that meet the criteria in **G.3.1** above.

**A.3.2:** Develop administrative procedures to guide policy implementation in areas that require guidance beyond policy.

**A.3.3:** Assist the board to reestablish vision, goals, and priorities to be used in all future planning efforts.

**A.3.4:** Revise board policy and SBDM model policies related to school plan development and evaluation to strengthen requirements for alignment between district and site goals and plans and clarify expectations for implementing, monitoring, and evaluating school plans along with accountability for results. Related policies include: *Board Policy BLDB: Accountability* and SBDM model policies: *Alignment with State Standards*, *Program Appraisal*, and *Improvement Planning* (two versions).

**A.3.5:** Provide training for all administrators and key instructional staff pertaining to the following:

- Understanding and adhering to the critical components of an effective planning process.
- Building staff members' capacity to address components of the planning process as they assess school and departmental needs.
- Designing strategies for stakeholder input and buy-in.
- Using multiple data sources for formative and summative evaluation of student needs to drive planning efforts to improve student learning and close achievement gaps.
- Setting realistic goals and developing targeted activities and specific measures designed to have the most powerful impact on improving student achievement and overall system effectiveness. Focus on quality strategies and action steps that have the highest probability to improve student performance.
- Monitoring progress and reporting results in ways that clearly indicate what has/has not been accomplished and subsequent impact on improved performance (see Recommendation 5).

**A.3.6:** Prepare for board approval a new system-level plan (a strategic plan or significant revision of the CDIP) that meets all Curriculum Management Audit™ Criteria depicted in Exhibits 1.3.2 and 1.3.3.

**A.3.7:** Refine the current district-driven process/protocol for creating and monitoring school-based plans. Include revision of procedures and rubrics to ensure that school plans:

- Encompass and coordinate all major efforts at the site focused on improvement of student learning.
- Clearly link to the CDIP or strategic plan.
- Show the accountability link between goal attainments from year to year and how any deficits will be addressed.
- Contain measurable goals based on student achievement data that precisely identify objectives within content areas where students are least successful.
- Specify differentiated actions to address achievement gaps and delineate incremental evaluation of progress at frequent intervals to move all students to grade-level performance in a reasonable time.
- Detail high quality, focused action steps with sufficient specificity to direct school efforts.
- Include appropriate and sufficient professional development to carry out the actions of the plan.
- Outline a specific monitoring, review, and modification process that includes documentation and preservation of changes made to the plan during the school year, and use of that information to guide the next planning cycle.
- Assign responsibilities, timelines, and budgets to each action included in the plan.

Require reporting at regular intervals to school-based stakeholders and to the board that reflects results in terms of improved student achievement, not merely accomplishment of activities. Designate responsibility at the central office for overseeing the design, implementation, monitoring, and evaluation of all school plans in a manner that is consistent across all schools; focuses on quality, not merely compliance; and holds administrators at both site and district level accountable for improvement in student achievement results.

**A.3.8:** Develop procedures to promote system-wide communication, coordination, and integration of plans and planning efforts. Include a procedure for analyzing the potential impact of plans or planning components on the resources (personnel, time, money) of individuals and groups of staff members and for prioritizing and sequencing plans and action steps so that, taken as a whole, they are manageable and maintain focus on the CDIP or strategic plan.

**A.3.9:** Develop or revise procedures for monitoring and evaluating supporting plans, such as curriculum management, staff development, technology, assessment, facilities, and school improvement plans, as well as plans incorporated in grants from various funding sources, to ensure that these are closely aligned with the system-level plan and are contributing to the attainment of board goals. Ensure that monitoring and evaluation of all plans, including those incorporated in grants, follow a district-developed protocol that clearly identifies progress-to-date on each action step and the extent to which the desired outcomes (both for student learning and system effectiveness) have been accomplished within the Jefferson County Public Schools (see also [Recommendations 5, 6, and 7](#)).

**A.3.10:** Prepare regular reports to the board of education, staff, and community regarding the implementation and evaluation of the full range of district plans/planning.

**A.3.11:** Expect that all future action and decision making in the district will be clearly linked to the district's CDIP or strategic plan, be well coordinated with other system-wide efforts, and be sequenced and prioritized in a way that allows for successful implementation given existing resources and time frame.

**A.3.12:** Hold administrators accountable for following the district planning process, implementing and monitoring plans consistent with the system focus within their areas of responsibility, and achieving results related to improved student performance and organizational effectiveness.

It is recommended that action steps [A.3.3](#) through [A.3.5](#) be completed in the early spring of 2012 to prepare staff for the development/revision of school and department plans for the 2012-13 school year. Work on the other steps should commence as soon as feasible with priority given to development of a new system level plan, along with revision of policies and procedures to clarify planning expectations and responsibilities.

**Recommendation 4: Design and implement a comprehensive curriculum management system that integrates curriculum development, staff development, and staff appraisal and provides continuity and consistency across all grade levels and schools. Consolidate curriculum guides and resources for all courses offered in the district, integrating curriculum expectations for special populations within the documents.**

A school district with strong curriculum management has a comprehensive curriculum management plan with established guidelines and procedures for the design, delivery, and evaluation of the curriculum; integrates program planning and staff development; and provides a rigorous system of quality control. A comprehensive curriculum management plan that is implemented consistently across the district increases the likelihood of effective delivery of a well-aligned curriculum. In an effective system, the curriculum management plan is directed by school board policy and delineates the curriculum development process, the roles and responsibilities at the district and building levels, and the process for monitoring and evaluating the curriculum (see [Findings 1.2 and 2.1](#)). A well-defined curriculum management plan is critical for the sound design, deliver, and evaluation of the JCPS written, taught, and tested curriculum.

The auditors found that board policies are inadequate to provide for a curriculum management plan and quality control (see [Finding 1.2](#)). The district lacks a comprehensive curriculum management plan to provide for the design, delivery, and alignment of the curriculum (see [Finding 2.1](#)). The scope and the quality of the district's written curriculum is inadequate to effectively guide general instruction (see [Findings 2.2, 2.3, and 2.4](#)). Some



monitoring of the curriculum takes place; however, the design for curriculum monitoring is inadequate to provide for a consistent approach to quality control and to address diverse learner needs such as special education and English language learners (see [Finding 3.3](#)).

A coordinated professional development plan provides for the implementation of the district's curriculum, integration of the teaching strategies to appropriately deliver the curriculum, and evaluation of the professional development approaches and content to determine if student achievement has improved based on those practices. The auditors found that elements of a plan for staff development were present; however, the plan is not comprehensive and cohesive. It is inadequately coordinated, monitored, and evaluated system-wide and does not consistently provide sufficient in-depth training to ensure successful implementation in the general and special education classrooms (see [Finding 3.2](#)). The teacher and administrator appraisal system is not sufficiently linked to the professional growth plans and professional development in the district to improve student achievement (see [Findings 1.5](#) and [3.5](#)). The district has multiple interventions in place, along with mandated state and federal programs (see [Findings 2.5](#) and [5.4](#)); however, the linkage and alignment of these programs to support the curriculum, instruction, and student achievement are minimal.

It is essential that educational leaders of the Jefferson County Public School District design and implement a comprehensive curriculum management plan to guide the development, delivery, monitoring, and evaluation of an aligned curriculum.

**Governance Functions:** The following actions are recommended to the Jefferson County Board of Education.

**G.4.1:** Develop policies that define the specific roles and responsibilities of the board of education, district and school administrators, and teachers regarding the design and delivery of the curriculum.

**G.4.2:** Adopt a policy that requires a comprehensive curriculum management plan to guide the development and delivery of an aligned written, taught, and tested curriculum to each classroom in the district (see [Appendix 10](#) for a model curriculum policy).

**G.4.3:** Require regular and timely reports and evaluations of curriculum development and the effectiveness of programs in meeting district goals and priorities and improving student performance, including progress summaries of all programs such as special education, gifted and talented, English as a second language, alternative programs, magnet programs, and cluster programs.

**G.4.4:** Direct the superintendent to develop a policy that requires a staff development plan that reflects district goals, is aligned to the audit Characteristics of a Comprehensive Staff Development Program and Plan, and is based on priorities for student achievement and professional growth of all staff, especially those instructing special education students. Ensure that priorities are data-based and are aligned with the appraisal system (also see [Appendix 9](#), Kentucky's Characteristics of Highly Effective Teaching and Learning (CHETL)).

**G.4.5:** Continue supporting professional development for all staff, but require that funds be directed to activities/training/courses/experiences that are clearly linked to improved job performance and professional growth as indicated through personnel evaluations.

**G.4.6:** Require regular and timely reports and evaluations of the staff development program and the effectiveness of the program in meeting district goals and priorities and improving student performance. As a part of these reports, incorporate the various uses of the professional development funds allotted to individuals or units to focus on areas of personnel growth as outlined in the appraisal professional growth plan and to assess how funds are used for organizational benefit.

**Administrative Functions:** The following actions are recommended to the Jefferson County Public School District Superintendent.

**A.4.1:** Assist the board of education in creating required policies to ensure a comprehensive curriculum management system.



**A.4.2:** Develop a set of administrative procedures to set expectations for all curriculum functions in the district: development of a curriculum management plan, textbook and resource selection, course development and review, a staff development plan, a formative and summative assessment plan, and program evaluation. Establish a system for review of the administrative procedures.

**A.4.3:** Design a comprehensive curriculum management plan to include the following elements:

- The district's philosophical approach to the curriculum;
- A curriculum review cycle for all disciplines;
- Information related to alignment of the written, taught, and tested curriculum, including the Common Core and additional Kentucky state standards and assessments in the alignment;
- A consistent curriculum guide format based on audit criteria presented in Finding 2.3;
- Delineation of roles and responsibilities for curriculum-related decision making for district administrators, principals, teachers, school-based improvement teams, and district committees;
- Expectations for the delivery of the curriculum in all classrooms in the district;
- Instruction for monitoring the curriculum that includes specific procedures and criteria for principals and administrative staff;
- The design of a comprehensive staff development program aligned to curriculum design and delivery and to the professional growth plan of the appraisal system;
- Assessment procedures that will be used to determine curriculum effectiveness;
- Procedures for how state and national standards will be included in the curriculum;
- Timing, scope of responsibility, team membership, and procedures for curriculum review and adoption;
- Selection procedures for instructional resources;
- Selection of programs and interventions to support and enhance student achievement;
- A process for integrating technology into the curriculum; and
- A process for communicating curricular revisions to the board, staff, and community.

**A.4.4:** Assign specific district personnel with responsibility for planning, directing, and coordinating improved curriculum design for grades pre-kindergarten through grade 12. Reflect these responsibilities within the district's job descriptions and job evaluations (see Findings 1.4 and 3.5 and Recommendation 1). Include role responsibilities for all special programs.

**A.4.5:** Develop local curriculum guides and course descriptions in accordance with the criteria listed in Finding 2.2, Exhibit 2.2.1. The following are recommended steps:

- Establish a complete set of goals and objectives for all disciplines that are linked to the district's mission and goals, aligned with state content standards, and meet the unique needs of the Jefferson County Public School District.
- Align the objectives from the Kentucky state standards, the American College Test (Explore, Plan, ACT) exams, End-of-course Exams, KPrep, and Advanced Placement exams. Be sure to include examples of assessment questions in the curriculum documents so that teachers can see the format of the test questions and then teach for deep alignment.
- Determine prerequisite skills or concepts needed to learn the objectives for each grade level including kindergarten. Place these prerequisites in curriculum documents so that teachers can see what students were taught the previous year and what they need to know in subsequent years.
- Match objectives and supplemental instructional resources, including, but not limited to, textbooks.

- Integrate instructional technology as a tool for the delivery of the curriculum and for meeting the needs of all students including those in special education.
- Design real-world applications for student activities within the curriculum.
- Establish and review time ranges for teaching of each objective.
- Develop specific examples and model lessons on how to approach key concepts or skills in the classroom.
- Format Decision Making:
  - a. Review the current curriculum guide format and change it so as to include all audit criteria. Format should be functional and user-friendly. Use a common format for all curriculum documents in the district.
  - b. Include information such as a statement of purpose for the guide, how to use the guide, how the guide is organized, a table of contents, and a glossary of commonly used terms.
  - c. State beliefs and underlying research within the discipline as well as strategies for teaching the discipline that are aligned with district goals and beliefs.
  - d. Include the scope-and-sequence across levels and courses for each content area. The scope-and-sequence should be included in all guides for each subject area/discipline.
- Curriculum Development Process:
  - a. Using student assessment data, select **one** curriculum area that needs addressing first to write a model curriculum. Based upon interviews with principals and teachers, this may need to be in the area of literacy.
  - b. Select a curriculum design team that spans the preK-12 teaching staff. Select a small number of individuals and provide extensive training in curriculum and assessment design prior to the development of a written curriculum. Share with this team the audit criteria mentioned above. Emphasize alignment with district beliefs and goals, state and national standards, and the numerous assessments against which students will be evaluated.
  - c. Select a curriculum review team to critique the curriculum guide that is drafted and revised by the design team. In addition to the K-12 span of teachers who teach the discipline, the review team needs should include a principal; teachers trained in technology; teachers who teach special education, ESL, magnet, alternative, and gifted and talented; K-12 teachers from several other discipline areas; and district leaders responsible for curriculum development and design.
  - d. Revise the curriculum guide to include suggestions made by review team with particular attention to instructional strategies. This procedure will assist in articulation and interdisciplinary approaches to the concept to be learned. In addition, school-based decision makers are more likely to want to adopt and use district provided curriculum documents when they are of high quality and user-friendly.
- Design Curriculum
  - a. Establish goals and objectives for the discipline that are linked to the district's mission, beliefs, and goals; are aligned with national and state content standards; and address students' needs. These objectives should spiral down from the needs of a global society, the world of work, and post-secondary education descending from grade 12 to pre-Kindergarten.
  - b. Review the latest research, recognized standards, and best practices on what works in each discipline and for special needs students.
  - c. Assess current and future expectations for students, community, and society.

- d. Align the objectives to be learned with state standards and all required assessments that any student might be taking. Include examples from this wide array of assessments in the guide so that teachers can see the format of the test item and teach for contextual alignment. Give a timeline for learning and a standard of mastery for each objective.
- e. Clarify objectives and make certain each one is specific to ensure clear communication from one user to another and from grade to grade and course to course within that discipline. Determine prerequisite skills or concepts needed to learn the objectives for each grade level and each course within the discipline area. List these in each guide so that a teacher will know the skills and abilities students will encounter prior to and subsequent to this grade level or course. This will aid in the articulation and assessment of learnings.
- f. Match each objective with textbooks and supplementary instructional resources.
- g. Integrate instructional technology into the instructional resources and strategies.
- h. Develop specific examples of how to approach key concepts or skills in the classroom, including a variety of techniques for teaching special education, ESL, Title 1, as well as gifted and talented students.
- i. Implement the written curriculum.
- Field-test and Revise the Curriculum
  - a. Use available external consultants to critique the design process and products during the design stage.
  - b. Incorporate feedback from the curriculum review team.
  - c. Evaluate the curriculum's effectiveness in terms of student achievement.
  - d. Revise field-tested curriculum guides based on feedback.
  - e. Submit curriculum for adoption by the board of education.
  - f. Remove outdated curriculum guides from the schools and central office. Update inventory list to reflect current guides in use.

**A.4.6:** Develop a system for monitoring curriculum delivery throughout the district. Structuring classroom observations is critical to knowing if the curriculum is being taught.

- Specify time-on-task (how many students in the room are on-task and/or off-task when observed).
- Determine the curriculum objective and the cognitive level of the objective that is being taught.
- Compare taught objectives to the district curriculum for congruence.
- Determine effective teaching practices taking place.
- Specify other objectives and teaching practices observed on walls, charts, chalkboards, centers, etc.
- Plan when feedback will be given to the teacher and whether the feedback will be provided in writing or orally.

**A.4.7:** Provide the financial resources to accomplish the elements of curriculum design, implementation, and ongoing evaluation.

**A.4.8:** Assist the board of education in the revision and implementation of policy outlining a comprehensive staff development program and planning requirements for the program.

**A.4.9:** Develop a comprehensive, long-term, district-wide staff development plan that includes training for all personnel involved with the design, delivery, and monitoring of the curriculum.

- Identify target areas based on board-approved priorities and district and school level needs assessments with particular emphasis on curriculum development, effective instructional practices for curriculum delivery, deep curriculum alignment, and student assessment.
- Develop a long-term prioritized training and development program that is required of all professional and support staff.
- Establish a clearinghouse responsibility for appropriate personnel at the district level so that all staff development will be associated with documented needs, will be aligned with district goals and objectives, and will be evaluated in terms of impact on student achievement.
- Require application of skills and learning with appropriate follow-up coaching and evaluation for all new concepts and skills learned through staff development.
- Require and monitor training in walk-through techniques for all central and campus administration to enhance skills in monitoring of the delivery of the curriculum.
- Require an evaluation process of all staff development that is ongoing, has multiple sources of information, focuses on all levels of the organization, is based on actual changed behavior, and reflects student achievement. The process should be closely linked to the appraisal process and the professional growth plan.
- Communicate the refined requirement that funds be directed to activities/training/courses/ experiences that are clearly linked to improved job performance and professional growth as indicated through personnel evaluations. Delegate approvals, with the refined direction, to supervisors of each position except where actions by the Local Professional Development Committee are required.

**A.4.10:** Enhance the orientation program for new employees to provide them with knowledge of the district's mission and goals, an appreciation for the diverse population of the district, and examples of meaningful learning activities for all students that meet instructional expectations expressed in policy, job descriptions, and appraisals.

**A.4.11:** Provide frequent and timely reports to the board of education, the faculty and staff and the community on the effectiveness of the staff development program in meeting district goals, improving student performance, and facilitating professional growth of staff using multiple sources of data, such as classroom observations, formal teacher evaluations, formative assessment data, and summative assessment data. To strengthen communication among all stakeholders establish a clearinghouse that ensures all district office communication is coordinated among all divisions and is aligned with the district's mission and priorities.

**A.4.12:** Provide resources and funding necessary for professional development that ensures alignment with the written, taught, and tested curriculum especially in meeting the needs of all students, including special needs students.

**A.4.13:** Direct supervisors for all positions to include a review of job descriptions with employees in their evaluation conferences at the time reports are developed. Review and amend as appropriate those descriptions that do not accurately reflect expectations upon which staff evaluations are based. Link the professional growth plan directly to student achievement (see Recommendation 1).

This recommendation should receive priority in terms of timelines. It is recognized that many of its components will be ongoing annually. However, the curriculum management plan should be developed and adopted within six months.

**Recommendation 5: Develop and implement a comprehensive plan for student assessment and program evaluation that requires data use at district and site levels to close the achievement gaps persistent among subgroups, to raise the level of achievement for all students, and to provide feedback for decisions regarding curriculum management and program adoption, implementation, continuation, expansion, modification, or termination.**

Development and implementation of a comprehensive plan that addresses student assessment and program evaluation provides school system leaders with quality information to make rational and intentional decisions about the design of curriculum, the delivery of instruction, the effectiveness of programs, and the effectiveness and efficiency of all district functions. Such a plan communicates to the public the methods of measurement and accountability used by the district's leadership.

In JCPS, the auditors found board policies, plans, and job descriptions to be inadequate to direct student assessment and the use of data to address student needs, provide feedback for curriculum modification and program evaluation, inform funding allocations, and facility requirements for programmatic implementation (see [Findings 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, and 5.2](#)). The design of the assessment program in the district is evolving, with priority placed on using local assessment to prepare students for high-stakes state tests. Planning for a comprehensive assessment program is not in place to provide feedback to students, parents, teachers, and administrators about results of student attainment of expected outcomes in all core and non-core courses (see [Findings 4.1, 4.3](#)). The scope of student assessment is inadequate to evaluate the taught curriculum in all core and non-core courses so as to provide sufficient data for making sound curricular decisions (see [Finding 4.2](#)). At the elementary and middle levels, student achievement remained below the state level, and at the high school level, it has hovered at or slightly above state levels. Students in high poverty schools are failing at a much higher rate than students in low poverty schools. Significant gaps in student achievement among various subgroups have persisted (see [Finding 4.4](#)), while funding allocations to the instructional program have increased (see [Finding 5.1](#)).

Auditors found that most programs have not been evaluated for effectiveness and cost-benefit (see [Finding 4.5](#)), and achievement data have not been adequately used to inform improvement efforts at the district or site levels (see [Finding 4.3](#)). District budget development practices (see [Finding 5.1](#)) did not indicate that student performance data were used to establish priorities for instructional delivery to improve the success of all students or to address facility needs (see [Finding 5.2](#)) necessary to support student learning (e.g., space for intervention delivery, technology resources).

Auditors recommend development of district policies directing the design of comprehensive planning for student assessment in all core and non-core courses K-12 and for the evaluation of programs to determine the cost-benefit of programs and their alignment with district priorities. A policy should be designed, as required by state policy KRS158.649, directing data use to identify and respond to achievement gaps. Due to the significant gaps in student achievement presented in [Finding 4.4](#), direction through policy is an immediate need to address student needs and determine which programs and services are assets in closing achievement gaps. Auditors recommend the development of such policies prior to the beginning of the next academic year.

The absence of a comprehensive plan for student assessment and program evaluation means the district lacks critical linkages with the curriculum (see [Findings 2.1 and 2.2](#)) and, therefore, direction for producing desired learning outcomes. The leadership of JCPS needs to consider, as a priority, the design and implementation of a comprehensive student assessment and program evaluation plan or planning process. Having an assessment process in place can serve as a means to acquire, organize, and analyze information needed to guide instructional planning, inform teachers about student learning, assess program effectiveness, and make critical decisions regarding the educational program, district practices, and resource allocations. This plan should be in place prior to the beginning of the next academic year.

**Governance Functions:** The following actions are recommended to the members of the Jefferson County Public School Board.

**G.5.1:** Direct the superintendent to present to the board for review and adoption a policy that provides a framework for a comprehensive student assessment and program evaluation plan and includes the following:



- Description of the philosophical framework for the design of the student assessment plan and direction for both formative and summative assessment of the curriculum by course and grade.
- Requirement that formative, diagnostic assessment instruments are aligned to district curriculum and are administered to students frequently to give teachers information for instructional decision making.
- Requirement that curriculum documents model types of assessment approaches to be used on an ongoing basis to monitor learning.
- Requirement that a pool of quality assessment items and tasks be available to teachers of all core courses (at a minimum) and all non-core courses to use diagnostically during instruction.
- Requirement that district staff provide secure summative assessment tools that are aligned with the curriculum and used to measure mastery of key content after adequate opportunity to learn.
- Direction for use of data to analyze group, school, program, and system student trends. Include an expectation that when achievement gaps are evident in the data, aggressive action must be used to intervene.
- An expectation for ongoing formative and summative program evaluation, an explicit set of formative and summative procedures to carry out these expectations, and provisions for regular formative and summative assessment at all levels of the system (organization, program, and student).

**G.5.2:** Direct the superintendent to prepare for board review and adoption a comprehensive student assessment and program evaluation plan as described in policy under action **G.5.1**.

**G.5.3:** Require the superintendent to make regular reports to the board regarding the status of student performance on state and local assessments. Such reports must identify growth patterns, persistent gaps, and a formal evaluation of actions implemented to close gaps.

**G.5.4:** Commit adequate resources to support implementation of comprehensive student assessment and program evaluation planning and interventions (see **Finding 5.1** and **Recommendation 10**).

**Administrative Functions:** The following actions are recommended to the Superintendent of the Jefferson County Public School District.

**A.5.1:** Assist the board in developing a policy that provides direction for development and implementation of a comprehensive student assessment and program evaluation plan as described in governance action **G.5.1**.

**A.5.2:** Develop a comprehensive student assessment and program evaluation plan containing the following elements:

- The philosophical framework for the design of the student assessment plan and direction for both formative and summative assessment of the curriculum by course and grade in congruence with board policy.
- Requirement that formative, diagnostic assessment instruments are aligned to district curriculum and are administered to students frequently to give teachers information for instructional decision making.
- Requirement that a pool of quality assessment items and tasks be available to teachers of all core courses (at a minimum) and all non-core courses to use diagnostically during instruction.
- Requirement that district staff provide secure summative assessment tools to measure mastery after students have had adequate opportunity to learn (practice and apply newly acquired learning in multiple settings over several weeks/months).
- An expectation for ongoing formative and summative program evaluation, an explicit set of formative and summative procedures to carry out these expectations, and provisions for regular formative and summative assessment at all levels of the system (organization, program, and student).



- Inclusion of a list of student assessment and program evaluation tools, purposes, subjects, type of student tested, timelines, and so forth. Tools should make use of diverse formative and summative assessment strategies for multiple purposes at all levels.
- Direction for data to be disaggregated by objective, student, subgroup, school, and program and used to respond to needs, gaps, and possible causes of results.
- An expectation for aggressive action in response to data trends indicating achievement gaps for individuals, in subgroups, at sites, or in programs. Direct that such action be monitored frequently for impact and modified as necessary to attain improved results in a timely manner.
- Specification of responsibilities of the central office staff and school-based staff for assessing all students using designated assessment measures, and for analyzing and responding to test data.
- Specification of connection(s) among district, state, and national assessments.
- Description of overall assessment and analysis procedures for use in determining curriculum effectiveness.
- Requirement that aligned student assessment examples and tools be placed in curriculum and assessment documents.
- Specifics regarding how equity issues will be identified and addressed using data sources, including controls for possible bias.
- Identification of components of the student assessment system to be included in program evaluation and specifics as to how these data will be used to determine continuation, modification, or termination of a given program.
- Establishment of processes for communicating and training staff in the interpretation of results, changes in state and local student achievement tests, and new trends in the student assessment field.
- Provision for appropriate trainings for various audiences on assessment and the instructional use of assessment results.
- Delineation of responsibilities and procedures for monitoring administration of the comprehensive student assessment and program evaluation plan and/or procedures.
- Description of creation of an assessment data system that allows for the attribution of costs by program, permitting program evaluations to support program-based cost-benefit analyses.

**A.5.3:** Assign responsibility for development and implementation of formalized procedures for systematic student assessment and program evaluation aligned with the curriculum management plan (see Recommendation 4) and A.5.2.

**A.5.4:** Establish clear expectations for administrators and teachers in board policies, job descriptions, and personnel appraisal systems on the use of assessment data for diagnosing student needs, evaluating student progress, intervening to close achievement gaps, determining curriculum and program effectiveness, and making decisions in all district operations (see Finding 1.4 and Recommendation 1).

**A.5.5:** Expand training in formative and summative data access, analysis, and use in facilitating teaching and learning. Extend this training to all instructional staff and administrators and provide systems to connect this training to district-wide efforts to increase student achievement. Consider using Project Proficiency as a model for expansion to all grade levels.

**A.5.6:** Expect all program evaluations to provide a cost-benefit analysis and recommendations for continuation, expansion, modification, or termination.

**A.5.7:** Further efforts to upgrade technology to facilitate ease of data collection and use; expand the scope of data available to include current and longitudinal results by objective, student, class roster, subgroup, program, and site; and provide training in its use to ensure its effective implementation system-wide.

**A.5.8:** Make regular reports to the board regarding the status of student performance on state and local assessments. In these reports, identify growth patterns, persistent gaps, and a formal evaluation of actions implemented to close the gaps.

These recommendations, if implemented, should give district and site leaders access to quality data and provide direction for data use to assess student progress and provide direction for sound decisions about interventions, appropriateness of curriculum design, effectiveness of instructional delivery, and the impact of programs. Additionally, assessment and evaluation data will be available for use in informing students, parents, and other stakeholders of the effectiveness of district efforts in educating students.

**Recommendation 6: Institutionalize instructional best practices for the effective delivery of the district's written curriculum.**

Quality school districts have a process to communicate and institutionalize the system's instructional philosophy (model). School district belief statements come alive with board policies and administrative regulations that set expectations for instruction in district classrooms and tie these practices to student achievement. District guiding principles are required to be transferred to all classrooms, making them dynamic, rather than statements for display.

Determining the instructional strategies that meet the needs of all diverse groups of students, thus positively impacting student achievement, is paramount. Communicating those expectations of how the curriculum is to be delivered, monitoring the presentation of the written curriculum in district classrooms, and demonstrating what mastery of the curriculum looks like afford school district personnel the opportunity to adjust for learner differences. The absence of any of these procedures leaves curriculum delivery to individual interpretations of district goals.

At the time of the audit, Jefferson County Public Schools had few board policies that provided clear instructional practice expectations (see [Findings 1.2](#) and [3.3](#)). The policies were more general instructional goal statements. District plans and reports contained references to instructional strategies but were fragmented and inconsistent. The Kentucky Department of Education's Highly Effective Teaching and Learning Common Characteristics (CHETL) (see [Appendix 9](#)) were not universally used to guide instructional strategies.

Teacher and student activities observed in district classrooms were most often direct instruction and seat work. Lesson objectives were not clearly defined in the majority of classroom visits recorded with the protocol instrument. Although technology was mentioned in board policy as having a "positive impact on learning," technology was observed during the snapshot data an average of 47 percent of the time. Available classroom computers were in use in less than 25 percent of the recorded classroom visits. The most common levels of cognition noted during classroom visits were recall and comprehension, the lowest of the four levels of cognition auditors observed.

**Governance Functions:** The following actions are recommended to the Jefferson County Public Schools Board of Education.

**G.6.1:** Direct the superintendent to draft new policies and revise *Board Policies IA* and *IIBE* for consideration, revision, and subsequent adoption by the board to accomplish the following:

- Describe the district's philosophical approach to instructional practices.
- Prescribe the nature and characteristics of instruction sought in the district's classrooms. Include specific expectations for research-based teacher activities including: best practice strategies observed in district classrooms; highly effective strategies and activities included in curriculum documents; instructional strategies that meet the differential needs of all disaggregated student groups; varied instructional methods that match national, state, and local standards and objectives; and data from [Findings 2.3](#), [2.4](#), and [3.3](#).
- Clearly define all instructional strategies to provide for consistent implementation across the district.

- Align all strategies to the updated curriculum documents required in Recommendations 4 and 5 and the newly formulated or revised board policies.
- Revise district and building planning documents, job descriptions, and evaluation instruments to reflect the newly created district instructional methodology. Define roles and responsibilities to centralize and coordinate district instructional practices. Include a process to update these documents on a regular cycle.
- Direct and require the curriculum to be delivered as designed to provide for consistency throughout grade levels, schools, and across the district.
- Require that teachers be evaluated in terms of demonstrated competence in the classroom.
- Formalize the connection between instructional practices and professional development activities to support them (see Recommendation 8). Require mandated professional development for all employee groups in the newly developed instructional strategies. Support ongoing, differentiated professional development for all instructional staff members including administrators in the district's instructional methodology. Provide instructional strategy training for new instructional employees, including administrators.
- Include a process to review and update instructional strategies on a periodic basis in relationship to written curriculum review and development.

**G.6.2:** Require the superintendent to formulate administrative regulations to address all new and revised board policies (see Recommendation 2).

**G.6.3:** Require a report to the board on a yearly basis of the progress of the instructional practices in relation to student achievement.

**Administrative Functions:** The following actions are recommended to the Jefferson County Public Schools Superintendent.

**A.6.1:** Revise and design previously identified policies for the development, implementation, and evaluation of comprehensive instructional strategies for the delivery of the district curriculum. Submit them to the board for adoption. Monitor the implementation of these policies when approved.

**A.6.2:** Prescribe the nature and characteristics of instruction sought in the school district's classrooms. Require that the delivery strategies included in the curriculum documents be research-based and incorporate preferred student activities categorized in the snapshot data (see Findings 2.3 and 3.3). Determine how the Characteristics of Highly Effective Teaching and Learning (CHETL) will serve as a basis of preferred instructional practices. Clearly define all instructional strategies to provide for consistent implementation across the district. Note the following activities to meet this goal:

- Require that all district teachers at both elementary and secondary levels including special education and ESL teachers identify and commit to writing quality teaching strategies they use with students. Building principals and district personnel involved in walkthroughs should also develop a compilation of best practice teaching strategies observed. All building principals and district content personnel will collect these data and share in a general meeting of all district administrators. An inclusive list of all teaching strategies will result from these tasks.
- Organize a committee representing all instructional personnel, including classroom teachers, special education teachers, ESL teachers, principals, content area personnel, and district level administrators. Make sure the group is inclusive, representing differing instructional philosophies. However, consensus of district instructional strategies must be the primary result of this committee.
- This committee will recommend to the superintendent the district best practice instructional strategies. Strategies will be research-based and include all cognitive domains, in particular, application, analysis, synthesis, and evaluation, as well as knowledge and comprehension. They need to be aligned with the newly created curricular documents, including national standards, state, and local objectives (see

Recommendation 4). Ultimately, they are to be presented to the superintendent who will determine the final recommendations to the board of education.

- Include instructional strategies to meet the differential needs of all disaggregated groups of students without lowering expectations.
- Include a process to review and update instructional strategies on a periodic basis in relationship to written curriculum review and development.
- Formalize the adopted best practice teaching strategies in all district plans, curriculum documents, job descriptions, and evaluation instruments. In particular, update the teacher evaluation instrument to include the specific and defined district expectations for instructional strategy use. Continue to update this instrument, as well as the other documents, on a regular cycle to reflect district goals.

**A.6.3:** Design professional development (see Recommendation 8) to implement the newly devised instructional strategies. Include the following characteristics specifically:

- Require mandated professional development for all employee groups in the district in the newly developed instructional strategies. Resist using train the trainer methods for disseminating this content. It is vital that the district expectations be clearly defined and presented to all employees responsible for the delivery of the curriculum.
- Differentiate ongoing instructional strategy training based on individual teacher and administrator needs and provide opportunities for practice and feedback.
- Support all new employees, both instructional and administrative, with organized training to continue the consistent implementation of the district philosophy.
- Require principals and supervisors to implement the district instructional strategies within their own meetings and professional development activities.
- Utilize organized administrator and principal meetings to discuss instructional strategies and to provide feedback.

**A.6.4:** Develop a comprehensive communication plan to assist staff in understanding the necessity of coordinated curriculum implementation and delivery.

**A.6.5:** Write administrative regulations to be congruent with revised and/or new board policies.

**A.6.6:** Report to the board of education on at least a yearly basis the progress of the instructional strategies in relation to increased student achievement.

The planning and policy portions of this recommendation should be in place in six months. The complete design for the actual instructional model should be completed within 12 months, followed by full implementation throughout the district in the following two years.

**Recommendation 7: Establish procedures to require formal monitoring of district instructional practices to promote consistency across all levels of the school district.**

Successful organizations provide the structure and work parameters for well organized, focused, and efficient decision-making practices. Quality control of primary district functions depends on clear communication of roles and responsibilities within the organization. Included in the primary functions of a school district is curriculum management, which includes monitoring expectations for curriculum delivery.

Monitoring, feedback, and continuous evaluation must take place to determine if instructional practices are meeting the needs of all student groups. Communicating expectations of monitoring classroom practices or curriculum delivery and providing professional development based on that information afford school district personnel the opportunity to adjust for learner differences, thus impacting student achievement results. The absence of monitoring procedures leaves curriculum delivery to individual interpretations of district goals.

Monitoring instructional practices was taking place in the Jefferson County Public Schools during the audit (see [Finding 3.4](#)). Multiple walkthrough instruments were in use throughout district schools and departments. Content and terminology were not consistent among them, however. Board policy, job descriptions, and evaluation instruments referred to monitoring in terms of formal supervision responsibilities. The reviewed documents did not outline a consistent monitoring process to assess teaching strategies in terms of student learning in the district.

The evaluation instruments used in the school district at the time of the audit contained performance sections in which narratives could be utilized (see [Finding 3.5](#)). The administrative instruments referred to supervision responsibilities. Classroom instructional monitoring was not included in the administrative documents, nor were identifiable, specific instructional strategies included in the teaching instrument. The feedback sections of the evaluations did not include specific professional growth recommendations in the majority of cases.

**Governance Functions:** The following actions are recommended to the Jefferson County Public Schools Board of Education.

**G.7.1:** Direct the superintendent to revise and develop policies for board adoption to align the monitoring of curriculum delivery and the employee evaluation system with district expectations for student outcomes. The purpose of monitoring and evaluation should be clearly defined in terms of student achievement.

**G.7.2:** Develop the district philosophy of monitoring curriculum delivery. Appropriate monitoring is more than a checklist. Determine the necessary components (e.g., teacher evaluation and related walkthroughs) as well as the role of the building principal as the instructional leader.

**G.7.3:** Direct the superintendent to determine the responsibilities for monitoring of teachers in regard to the delivery of the curriculum. Identify specific roles and responsibilities of each position responsible for monitoring and include these responsibilities in related job descriptions (see [Finding 1.4](#) and [Recommendation 1](#)). Review and revise the current walkthrough documents to provide a uniform process for district and building administrators and content specialists (see [Finding 3.4](#)) to use in monitoring the delivery of the curriculum as well as a predictable experience for teachers.

**G.7.4:** Direct the superintendent to revise system plans, job descriptions, and evaluation instruments to reflect the newly created monitoring requirements. State clearly that all teachers will be evaluated based upon teaching competency and that only high quality instruction is acceptable. Further, the primary role of the evaluator is to facilitate and improve the instructional program through growth-producing feedback. Include a process to update these documents on a regular cycle.

**G.7.5:** Direct the superintendent to provide focused professional development (see [Recommendation 8](#)) to implement and provide ongoing support for monitoring of classroom practices and the use of the teacher evaluation system. Design continued training for new administrators as they join the district.

**G.7.6:** Commit adequate resources to support ongoing walkthrough and monitoring training as well as evaluation instrument professional development for all administrators to provide feedback to teachers for the continued improvement of instructional practices.

**G.7.7:** Require the superintendent to formulate administrative regulations to address all new and revised board policies (see [Recommendation 2](#)).

**G.7.8:** Require a yearly report to the board on the improvement of teacher monitoring and evaluation efforts in relation to student achievement.

**Administrative Functions:** The following actions are recommended to the Jefferson County Public Schools Superintendent.

**A.7.1:** Recommend to the board policies that reflect comprehensive monitoring and evaluation programs for all employees that support the delivery of the district curriculum. In particular, revise *Board Policy GCN*. In this policy, address the principal evaluation requirement for documentation of principals' success or failure to meet measurable state goals used to evaluate student and school success (see [Finding 3.5](#)). If this component



is to be included in the new policy revision, establish effective measures to review principal evaluations to determine that they are in compliance with the documentation requirements. Monitor the implementation of the newly developed and refined board policies when approved.

**A.7.2:** Recommend to the board draft policies that define individual, building, and system responsibilities for monitoring and teacher evaluation. Monitor the implementation of the newly developed and refined board policies when approved.

**A.7.3:** Recommend to the board policies that link the teacher evaluation instrument to specific and defined instructional practices and supervisor evaluation instruments to appropriate monitoring.

**A.7.4:** Revise system planning documents, job descriptions, and evaluation instruments to reflect the newly created district monitoring requirements. Include a process to update documents on a regular cycle.

**A.7.5:** Revise the current walkthrough process to provide a comprehensive process that includes the following characteristics:

1. It is a research-based model that addresses the difference in the skill level of teachers through direct, dependent, and independent responses.
2. It focuses on the delivery of the curriculum as well as on expected instructional strategies.
3. It utilizes frequent short classroom observations.
4. It is not dependent upon an activity checklist.
5. It provides for reflective thought and dialogue.

**A.7.6:** Develop a consistent walkthrough document and implement walkthrough procedures and training. Bring people together with current instruments and construct a product that is inclusive of all the characteristics found in **A.7.5**. Account for new staff members in the walkthrough training plan.

**A.7.7:** Require district administrators to monitor the principals they are supervising to ensure that classroom instructional monitoring and evaluation occur following district procedures and that monitoring and evaluation data are analyzed in terms of student achievement.

**A.7.8:** Design professional development to monitor curriculum delivery and institute the employee evaluation program. Include the following characteristics specifically:

- Mandate district-wide training for all supervisory personnel in district monitoring techniques and procedures. Hold all personnel accountable for implementation and maintenance of a consistent, systematic monitoring program for instructional strategy implementation that includes, but is not limited to, observation, coaching, and providing growth feedback.
- Provide professional development for the appropriate use of the revised formal evaluation process including the role of the principal as the instructional leader.
- Utilize organized administrator and principal meetings to refine monitoring and evaluation skills and practices.
- Provide ongoing differentiated professional development for administrators in monitoring practices and evaluation techniques.
- Provide professional development in the monitoring and evaluation programs for new administrators as they join the district.

**A.7.9:** Develop a comprehensive communication plan to assist staff in understanding the necessity of a coordination monitoring and evaluation process.

**A.7.10:** Write administrative regulations to be congruent with revised and/or new board policies.

**A.7.11:** Report to the board of education on at least a yearly basis the progress of the monitoring procedures and employee evaluation program in relation to increased student achievement.



The planning and policy portions of this recommendation should be in place in six months. The complete design for the actual monitoring model (including processes, procedures, and documents) should be completed within 12 months, followed by full implementation throughout the district in the following year.

**Recommendation 8: Design and implement a coordinated, system-wide professional development program that supports the district curriculum and focuses on improved student achievement.**

The mission of a quality professional development program is to increase the capacity of staff members to improve student achievement. This is accomplished by developing the skills of teachers, administrators, and support personnel in the effective delivery of the curriculum. A comprehensive professional development program is long-term, is based on the curriculum and district goals, and is aligned with a curriculum management plan (see [Recommendation 4](#)).

The auditors found that numerous professional development activities take place in the JCPS, but these efforts have not resulted in improved student achievement (see [Findings 3.1](#), [3.2](#), and [4.4](#)). Key issues are the lack of a comprehensive professional development plan and the absence of central administrative guidance to focus and coordinate staff development activities.

District professional development policies, plans, and procedures do not clearly define instructional expectations or provide for the consistency of training needed to ensure that district goals and priorities are supported across all levels of the organization (see [Findings 1.2](#) and [3.3](#)).

**Governance Functions:** The following actions are recommended to the Jefferson County Public Schools Board of Education.

**G.8.1:** Revise *Board Policy GCKB* to require the development of a comprehensive, long-term professional development plan that meets audit quality criteria for professional development (see [Exhibit 3.2.6](#)); is system-wide in approach; adequately supports district goals and the curriculum; and addresses the identified needs of certified, classified, and administrative personnel. The policy should do the following:

- Develop a professional development mission for the district. Define the purpose of professional development in terms of student achievement.
- Define roles and responsibilities to centralize and coordinate professional development efforts. Clarify individual, school, and district staff development responsibilities, resources, and accountability procedures at the various organizational levels (Board of Education, Superintendent, Assistant Superintendents, Director of Professional Development, district administrators, school administrators, teachers, and support staff members).
- Require that professional development activities be evaluated primarily in terms of demonstrated teacher competence in the classroom and improved student performance. Link the trainings and intended outcomes to the teacher appraisal system.
- Link staff development programs and committed funding so that they are prioritized, planned, timed, and funded to carry out the intent of district leadership for at least three years.

**G.8.2:** Direct the superintendent to design a comprehensive, long-range professional development plan to provide a framework for all stakeholders as an integral part of curriculum development, implementation, and assessment. Ensure the plan is coherent in that it does not fragment, but unifies the design and delivery of the written, taught, and tested curriculum.

**G.8.3:** Direct the superintendent to provide annual reports to the board concerning the improvement of instruction in the district, including the progress of professional development and teacher appraisal efforts.

**Administrative Functions:** The following actions are recommended to the Jefferson County Public Schools Superintendent of Schools:

**A.8.1:** Recommend to the board of education a comprehensive staff development policy for all employees to support the design and delivery of curriculum and district priorities. Such a policy should include a professional

development mission and comply with the 18 quality criteria for staff development as provided in [Exhibit 3.2.6](#).

**A.8.2:** Develop administrative regulations to implement the above policy when adopted.

**A.8.3:** Designate the Director of Professional Development as the person responsible for overall oversight and coordination of district and school-based staff development, the creation of a comprehensive professional development plan based on audit criteria, and the establishment of a clearinghouse function. Revise the job description for this position.

**A.8.4:** Assign the Director of Professional Development the responsibility for developing a comprehensive, long-range professional development plan to support district priorities and an aligned curriculum and to build staff capacity to increase student achievement.

**A.8.5:** Focus district professional development on three to five district priorities over the next three to five years. Consider a focus on curriculum implementation, expected instructional strategies, the use of technology to support the delivery of the curriculum, and the use of formative and summative student assessment data to inform lesson planning to increase student achievement. Such training should be required of all administrators, teachers, and appropriate support staff, with follow-up procedures established.

**A.8.6:** Align the staff development plan with district and school improvement plans and the curriculum management plan (see [Recommendations 3, 4, and 5](#)).

**A.8.7:** Update job descriptions to define professional development responsibilities (see [Recommendation 1](#)).

**A.8.8:** Expand evaluation of professional development to include all stages of Guskey's Model for Professional Development Evaluation. Include data such as supervisor findings through walk-through instruments and employee appraisal systems to make decisions about staff development follow-up and future offerings (see [Recommendations 6 and 7](#)).

**A.8.9:** Coordinate and strengthen the implementation of Professional Learning Communities in all district schools as a vehicle for embedded professional development.

**A.8.10:** Assign the Director of Professional Development the responsibility to report annually to the board of education on the impact of professional development on student achievement. The report should include the following:

- An overview of the process used to assess professional development needs;
- A review of the identified professional development needs, including student learning needs;
- A review of the planning process used to identify and coordinate the approaches to address student needs and the process used to identify the knowledge and skills required by teachers and administrators to address the student needs;
- A review of the major learning activities offered at both the district and site levels and the outcomes from the training activities;
- An outline showing the alignment of the training activities to the goals of the district improvement plan;
- An update on the percentage of targeted teachers that participated in training activities by content area; and
- A review of the evaluation procedures used to measure the effectiveness of professional development activities relative to the planned teacher and student outcomes.

The planning, policy, and coordination portions of this recommendation should be in place in six months. The complete design for the actual professional development program (including processes, procedures, and documents) should be completed within the next two years.

**Recommendation 9: Provide equal access to comparable programs, services, and opportunities to impact student achievement. Eliminate the achievement gap between ethnic and socioeconomic student groups. Take further steps to allocate resources based on student needs.**

A well-managed school system provides all students equal access to the programs, services, and opportunities provided by the district. Fairness to all students is apparent in areas such as access to challenging course offerings, placement in special programs, and consistency in disciplinary actions. School districts that serve diverse communities have students that require differentiated resources if all learners are to be given an equal opportunity to experience success in the educational program.

The Jefferson County Public School's board policies and planning documents contain goals and strategies for addressing inequalities and inequities (see [Findings 1.2](#), [1.3](#), and [3.1](#)). The challenge for district leadership is to translate the policies and goals into actions that make a difference for JCPS students. Aggressive action needs to take place throughout the district to eliminate barriers to student success and to increase student achievement.

The auditors found that the educational program a JCPS student experiences is dependent upon the school he/she attends (see [Findings 2.1](#) and [3.1](#)). The curriculum lacks articulation and coordination, which contributes to inconsistent delivery of the curriculum from classroom to classroom and from school to school (see [Finding 2.1](#)). Inequalities exist in access to certain magnet programs, AP classes, and experienced teachers.

Numerous programs and initiatives have been implemented to address student needs, but far too many students continue to drop out of school before graduation (see [Finding 3.1](#)). District achievement continues to fall below state averages, and achievement gaps persist for disadvantaged students and ethnic subgroups (see [Finding 4.4](#)). Inequalities exist on the basis of ethnicity and socioeconomic status in the participation of students in Exceptional Child Education and in advanced programs.

The auditors found that efforts are made to allocate resources based on district priorities and student achievement data (see [Finding 5.1](#)). However, factors such as availability of grants, school-based decision making, and PTA/booster club fundraising contribute to inequities in the distribution of resources.

In order not to perpetuate, but to overcome, the relative disadvantages that some students bring to the educational system, the following recommendations are presented to the board and superintendent.

**Governance Functions:** The following actions are recommended to the Jefferson County Public School's Board of Education.

**G.9.1:** Establish the improvement of student achievement as the primary district priority and adopt a policy framework that focuses all district operations in supporting achievement. Include the following elements:

- District long-range planning (see [Recommendation 3](#)).
- School improvement planning (see [Recommendation 3](#)).
- Curriculum design and delivery (see [Recommendation 4](#)).
- Professional development (see [Recommendation 8](#)).
- Assessment (see [Recommendation 5](#)).
- Program selection, adoption, monitoring, and evaluation (see [Recommendations 4](#), [5](#), and [10](#)).
- Equal access and equitable distribution of resources.
- Budget planning and district priorities (see [Recommendation 10](#)).
- Technology implementation (see [Recommendations 4](#) and [10](#)).
- Expectations for staff performance (see [Recommendations 6](#) and [7](#)).

**G.9.2:** Adopt a policy that makes a commitment to end the achievement gap based on socioeconomic status and ethnicity. Establish high expectations for all students to achieve and authorize by policy the administration

to take whatever steps necessary to change any practice that inhibits the district's response to increasing student achievement and eliminating achievement gaps.

**G.9.3:** Adopt a policy that makes a commitment to reduce the student dropout rate. Direct the superintendent to hold principals and teachers accountable for student success through the appraisal process.

**G.9.4:** Involve stakeholders in developing a definition of equal access and of equity. Establish and communicate a commitment to provide equal access to programs and services and equitable distribution of resources through board policy.

**G.9.5:** Direct the superintendent to review curriculum areas, magnet programs, and interventions to determine equality of access and equitable distribution of resources using achievement data and cost/benefit analyses.

**G.9.6:** Make the implementation of a consistent district-wide discipline program a priority. Provide training to all appropriate stakeholders. Monitor progress and hold personnel accountable for consistent implementation.

**G.9.7:** Direct the superintendent to revise the recruiting plan to attract minority and male teachers to the district and to retain them.

**G.9.8:** Direct the superintendent to review personnel and budget allocation formulas, grants, and fundraising efforts to provide for an equitable educational program throughout the district.

**G.9.9:** Think big! Plan with community stakeholders and seek funding for a major initiative that will dramatically impact student learning, such as the following:

- Provide an incentive for students to graduate. Examples of such a major effort might include paid tuition for JCPS graduates to attend a community college or university.
- Provide a free pre-kindergarten program for Jefferson County four-year-olds.
- Provide financial incentives to retain experienced teachers and administrators at schools with high need student populations.

**G.9.10:** Require congruity of board policy intent with administrative decisions and actions. Direct the superintendent to systematically monitor all reports, the budget, planning documents, assessment data, and programming plans to ascertain the equitable treatment of all school sites and all students.

**G.9.11:** Direct the superintendent to provide annual updates regarding efforts and progress in eliminating inequalities and inequities within the district.

**Administrative Functions:** The following actions are recommended to the Jefferson County Public Schools' Superintendent.

**A.9.1:** Prepare drafts of the suggested policies for board review, critique, and approval.

**A.9.2:** Assist the board in obtaining stakeholders' commitment to equal access and equitable allocation of resources. Take steps to ensure that all students can succeed regardless of ethnicity, primary language, mobility, or economic status. Establish linkage to the budget process (see [Recommendation 10](#)).

**A.9.3:** Develop a comprehensive curriculum, program, and assessment plan to provide the framework for a consistent educational program, including the components noted in [Recommendations 4 and 5](#).

**A.9.4:** Supervise and monitor the implementation of the intended curriculum and of expected instructional strategies so that all students have access to comparable instructional and curricular experiences (see [Recommendation 7](#)).

**A.9.5:** Coordinate supporting programs and initiatives. Include the following:

- Develop a process for terminating ineffective programs and interventions and continuing effective ones.
- Focus on a small number of research-based initiatives most likely to increase student success.

- Provide, as part of a comprehensive plan, several levels of professional development for staff (see [Recommendation 8](#)).
- Monitor and follow through for fidelity of implementation.

**A.9.6:** Monitor placements in special programs for disparities in participation among subgroups.

**A.9.7:** Continue to evaluate suspension procedures. Analyze data on disciplinary actions by school to determine consistency in suspension practices.

**A.9.8:** Develop an articulated and accessible magnet program. Include the following actions:

- Clearly define the purposes for developing magnet schools and establish procedures for evaluating achievement of those purposes.
- Conduct a cost/benefit analysis of all magnet programs.
- Revise course sequences to provide for vertical articulation across elementary, middle school, and high school levels.
- Clarify and communicate definitions of magnet schools, magnet programs, optional programs, traditional magnets, and comprehensive schools.
- Review application procedures for magnet schools and eliminate barriers to equal access.
- Simplify and clarify school application procedures and magnet school requirements.
- Once established, adequately fund each magnet so it can achieve its purpose (see [Recommendation 10](#)).

**A.9.9:** Revise teacher and administrator recruitment and retention procedures to include the following:

- Provide a hiring bonus or other appropriate incentives to attract minority and male teachers to the district.
- Provide retention bonuses or other appropriate incentives to attract and retain the district's most highly effective teachers in low performing and/or disadvantaged schools (such an incentive may be necessary in order to equitably staff such schools—also see [Findings 1.1](#) and [3.1](#)).
- Include minority staff and community members as part of the recruitment team.
- Recruit in high minority, declining enrollment districts such as Chicago and Detroit.
- Establish relationships with human resource staff in declining enrollment minority school districts so they recommend JCPS when reducing their teacher work force.
- Assign highly qualified minority mentors to newly hired minority staff members.

**A.9.10:** Work with the board, district staff, local businesses, community agencies, and foundations to develop a proposal for a major initiative that will increase student achievement or provide an incentive for students to graduate.

**A.9.11:** Provide annual reports to the board that report progress on the demonstrated equitable treatment of all students.

The planning and policy portions of this recommendation should be in place in six months. The complete design for the actual equity programs (including processes, procedures, and documents) should be completed within the next 12 months, with full implementation in the following two years.



**Recommendation 10: Develop and implement a three-year plan that aligns district and building level resources to curricular goals and strategic priorities. Include systematic cost-benefit analyses to assure that expenditures are producing desired results.**

Linkage between the budget and the district's curricular goals and strategic priorities is vital. When expenditures are fully aligned to the educational priorities of the district, the ability to effectively deliver the district's curriculum is greatly enhanced. Such alignment provides a system that promotes the efficient attainment of desired results. A comprehensive, curriculum-based, systemic budget development process helps ensure that the budget represents the district's priorities for student learning. Additionally, a thorough evaluation system based on intended results allows for an annual opportunity to reallocate funds as needed to enhance the attainment of curricular goals and strategic priorities.

The auditors found that the Jefferson County Public Schools have experienced increases in revenues, expenditures, and the general fund balance since 2006. Through the current budget development and management processes, the district has been able to maintain fiduciary control. However, the auditors found no evidence of district efforts to link student achievement or program performance feedback to budgetary decisions. For the most part, budgetary decisions are based on formula funding and staffing protocols (see [Finding 5.1](#)). From 2006 to 2010, district expenditures have continually increased while student academic achievement has decreased (see [Finding 5.1](#)).

The current student assignment plan, parental choice of academic programs, and an attempt to create diversity within school buildings have created issues related to building capacity (see [Finding 5.2](#)). Auditors determined that the Jefferson County Public Schools facility planning is adequate; however, due to uneven student distribution throughout the district, many classrooms are overcrowded and lack adequate storage space, while other classrooms and schools are well below capacity (see [Findings 1.1](#) and [5.2](#)). Overcrowded classrooms and schools in the district have resulted in a diminished quality of learning due to cramped quarters and a lack of instructional space. While student distribution is an issue, the buildings in the district, despite their age, are generally very clean and well maintained.

The auditors found that the Jefferson County Public Schools technology plan is adequate. However, the absence of key planning criteria along with identified system disconnects prevent the technology program from making its designed impact. Technology is available for teacher and student use but is generally limited to teacher-centered activities (see [Exhibit 3.3.10](#)) and non-innovative student use (see [Exhibit 3.3.11](#)). The lack of a cohesive approach to the selection, adoption, implementation, and evaluation of district software management systems creates compatibility issues and inefficiencies.

In an effort to support student academic performance and/or behavioral needs, the Jefferson County Public Schools have implemented a sundry of interventions. An effective school system carefully selects supplemental and intervention programs that align with the curriculum; responds to student needs, based on student performance data; determines evaluation strategies in advance; and regularly monitors the implementation of such programs and/or actions. The audit team found that the district's selection, implementation, and evaluation of interventions/programs were similar to the budget development processes. A loosely coupled system prevails in which interventions/programs were chosen without adhering to any system-wide selection procedure or a district-wide plan to assess the effectiveness of these intervention/programs (see [Exhibit 5.4.4](#)). Auditors identified over 800 interventions/programs currently in use throughout the district. There are no processes in place to ensure that interventions are aligned to the district's curriculum, goals, or objectives. Furthermore, no evidence was provided to demonstrate that an intervention program was strategically abandoned because it did not accomplish the program's intended results.

The auditors recommend several steps to bring the budget development process in line with expectations for a curriculum-driven, program-focused budget that can improve linkage to the district plans, goals, and priorities. Auditors also provide recommended actions related to long-range facility planning and the selection, implementation, and evaluation of technology and intervention programs.



**Governance Functions:** The following actions are recommended to the Jefferson County Public Schools Board of Education.

**G.10.1:** Direct the superintendent to develop budgetary policies using the criteria noted in Exhibit 5.1.15 and in A.10.2.

**G.10.2:** Direct the superintendent to present draft policies for board review, modification as needed, and adoption that:

- Require ongoing needs assessments of curriculum and supplemental programs based on goals and on results as indicated by student performance and other feedback data.
- Require a systematic process that links budget proposals with the district's curriculum and support programs and related student achievement, the technology program, and planned interventions.
- Require, as part of the budget development process, a presentation from the administration to communicate how the proposed budget addresses the goals and priorities of the district and responds to student and program evaluation data. The presentation should include an evaluation based upon measurable criteria of the effectiveness of the previous year's budget in achieving district priorities and those programs/interventions that are being revised or terminated on the basis of lack of effectiveness.

**G.10.3:** Require the superintendent to direct the preparation of a long-range financial plan that incorporates all revenue sources for supporting district operational needs over the next three to five years.

**G.10.4:** Require the superintendent to develop cost/benefit criteria and an action plan to reduce student travel time and the costs associated with student transportation.

**G.10.5:** Require the superintendent to develop cost/benefit analyses related to the effects of school choice on diversity. The analysis should include financial costs associated with school choice, the student assignment plan, and the attainment of the district's desire for diversity.

**G.10.6:** Require the superintendent to establish guidelines that ensure close alignment between the budget and the district's curricular goals and strategic priorities.

**G.10.7:** Direct the superintendent to draft a policy outlining criteria for the selection, adoption, district-wide implementation, and assessment of technology hardware/software and student intervention programs at the district and school levels.

**G.10.8:** Require that long-range facility plans include clear linkage of the facility needs and planned actions with the educational program priorities and student needs reflected in school and district improvement plans. Communicate expectations that the documents prepared for board, staff, and public information includes user-friendly narrative demonstrating these linkages and clear explanations of the parameters for decisions relating to capital projects.

**G.10.9:** Require annual reports that communicate how effectively the budget, facility plan, technology plan, and interventions are meeting the district's curricular goals and strategic priorities, based on predetermined evaluation data. These reports should include recommendations for continuation, modification, or termination of all programs and/or practices.

**G.10.10:** Through policy, require the superintendent to establish a plan that will lead to the successful implementation of curriculum-based budgeting (see A.10.2).

**Administrative Functions:** The following actions are recommended to the Jefferson County Schools Superintendent.

**A.10.1:** Design or revise board policies as noted in the Governance Functions (G.10.1 and G10.2) for board approval and adoption.

## **Budget Development and Management**

**A.10.2:** Revise the budget development process (see **G.10.1** and **G.10.10**) to ensure that the budget development processes are focused on curricular goals and strategic priorities. Clear connections must be maintained between student performance data and the written, taught, and tested curriculum. The following steps will increase the linkage between the district's curricular goals and strategic priorities:

1. Using the current construction of your budget, identify various educational activities or programs and group them into broad areas of need or purpose served.
2. Assign a budget/program manager to each program/intervention or budget request. Direct them to prepare a concise and meaningful budget package for their respective areas.
3. Attach a goal statement to each program area or budget request that states the program/intervention's linkage to established goals and priorities, its purpose, the criteria for identifying success, and how these will be evaluated and reported. Each budget request should be described so as to permit evaluation of the consequences of funding or non-funding in terms of performance results. Principals' involvement in this responsibility is critical. School level repurposing of any building level budget should be required to show tight linkage to established system-wide goals and priorities.
4. Compile the goal/linkage statements and give them to appropriate staff to gather data that best describe needed service levels, program outcomes, and cost-benefits.
5. Define program performance expectations and accountability with the involvement of staff (including principals, teachers, and support staff). Current results should be compared to desired expectations and related service level requirements. For example, to be successful a specific program may need to be established at 110 percent of previous spending levels. This will necessitate a comparable reduction from some other program/budget judged to be of lesser importance.
6. Prepare guidelines and recommendations and give them to budget/program managers who will then combine all recommendations into a single budget proposal.
7. Compile past cost information, especially expenditure percentages of budget, with performance data and recommendations to guide preliminary budget estimates.
8. Appoint a budget planning team representing the various stakeholders who will eventually bring the draft budget documents to the Superintendent's Council. This team studies the goals, priorities, and parameters inherent in the decisions being made and receives technical support from the directors and managers who developed the program budgets. Discussions of cost-benefit information are critical at this stage. Where needed, budget plans should be extended over a minimum of three to five years to assure consistency of effort and focus (see **G.10.3**).
9. The Superintendent's Cabinet evaluates and ranks the budget packages. Budget requests need to compete with each other for funding based upon data derived from evaluation of the priorities of need and level of program effectiveness.
10. Compile results of the evaluation and ranking, and publish them in a tentative budget with programs listed in priority order. Ask administrators for input before a final draft is prepared for use as the presentation document to the board.
11. Build the technology and capital outlay and improvement budget from a zero (or modified zero) base each year with multi-year planning for improvements, including life-cycle replacement and preventive maintenance. Prioritize decisions based on health and safety factors, the impact on student learning and the learning environment, and protection of investment. Identify and communicate documented parameters for decisions on needs that are not considered health and safety matters. Many needs change annually and do not reoccur once met and paid for, such as durable goods and construction costs. The budget planning process should reflect these changes while projecting life-cycle replacement costs of technology, buildings, and other systems over five to 20 years.

12. Design the budget management process to allow for an acceptable variation (such as a plus or minus three to five percent), permitting program managers sufficient stability to achieve the desired results. Budget amendments should only occur when acceptable variations have been approved; failure to do so would violate sound accounting practices and may create misalignment between dollars spent and identified student needs.
13. Finalize budget allocations based on available revenues, the appropriation levels to be authorized, and funding priorities and rankings. Prepare the recommended budget to be taken to public hearing before the board of education.
14. Use the public hearing process to communicate broadly the financial planning link with student needs, program priorities, and the results sought through the actions taken. Allow time for individual comments and questions before the budget adoption meeting. Prepare the final document after considering public and board comments and seek adoption.
15. Establish final program and services to be funded at the level approved by the board, and set the budget in place.

**A.10.3:** Provide training and consultation to all budget managers during the transition toward a curriculum-driven budgeting process. Special and extended training is advisable since curriculum-driven budgeting requires that both financial and programmatic effectiveness be monitored simultaneously.

**A.10.4:** Develop and implement an action plan (see **G.10.4**) to reduce student travel time and costs associated with student transportation. Include in this action plan the requirement to institute the use of data management software that will promote efficiency within the student transportation system.

**A.10.5:** Develop and implement an action plan (see **G.10.5**) to reduce the costs associated with school choice and the student assignment plan, while supporting the board's intended level of diversity throughout the district. Again, include in this action plan the requirement to use data management software that will promote efficiency and meet the district's desired outcomes.

**A.10.6:** Develop a policy that correlates staffing patterns (including administrative, teaching, and support staff) to the district's curricular goals and strategic priorities. Such staffing patterns decisions should be data-driven with funding going to the highest need, which may include incentives for highly qualified teachers and administrators to work in the schools with the greatest need. District productivity associated with staffing decisions should be evaluated through cost-benefit analyses.

**A.10.7:** Revise salary schedules for all classifications of employees that accurately reflect the job descriptions and related skill sets, contract length, and that are based on large, urban district norms—adjusted to reflect regional economic/cost of living differences. Formulate a three- to four-year plan to adjust the salaries of those positions whose current compensation exceeds the fair and equitable rate (see Findings 1.2 and 5.1 and Recommendation 1).

**A.10.8:** Develop a policy regarding the equitable distribution of revenue for all campuses based on demonstrated need to ensure equal access to all students (see Finding 3.1 and Recommendation 9). Include in this policy the requirement for cost-benefit analyses based on student achievement and revenue distribution. Effective adjustments to the distribution model based on the cost-benefit analyses should be evidenced in enhanced productivity.

### **Technology and Program Interventions**

**A.10.9:** Develop a policy that requires that all technology and intervention programs, be district-wide initiatives (see Findings 5.3 and 5.4). These programs should be closely aligned with the districts written, taught, and tested curriculum, and they should have a positive impact on student achievement and/or system-wide productivity. The superintendent should create accompanying administrative procedures that include the following:

- Provide professional development for program administrators on selecting, designing, monitoring, and evaluating technology (hardware and software) and other program interventions using research-based or locally generated performance data.
- Using the above described data, establish an annual schedule to review (with responsible staff members) technology and other program interventions.
- Implement a plan designed to continue, modify, or terminate any technology and/or other program intervention that does not meet established benchmarks that are based upon predetermined evaluation criteria.
- Using steps in **A.10.2**, allocate funds to effectively design, implement, and assess technology and other program interventions approved by the board.

**A.10.10:** Using steps similar to those identified in **A.10.9**, define the role and function of the school-based library and media services in relation to technology hardware, software, and integrating technology into the curriculum.

### **Facilities**

**A.10.11:** Direct all leaders with responsibilities in the long-range facility planning process to respond to the direction in **G.10.8** above and prepare documents congruent with that expectation. Components of the plan should include the following:

- Philosophy statements that review the community aspirations and the educational mission of the district and their relationship to short-range and long-range facilities goals;
- Enrollment projections that take into account any known circumstances that may cause significant change in pupil population;
- The current organizational patterns of schools and an identification of possible organizational or programmatic changes necessary to support the educational program as the district grows and as aging facilities become too expensive to maintain (see **G.10.4** and **G.10.5**);
- Identification of educational program needs (see **Finding 4.3**) to be considered by designers of capital projects for renovation or addition of school facilities (e.g., space for specialty grouping of students, technological infrastructure, lab requirements, etc.);
- A detailed evaluation of each existing facility, including assessment of structural integrity, electrical and mechanical integrity and efficiency, technology capacity, energy efficiency, operations and maintenance, and health and safety requirements;
- Prioritization of needs for renovation of existing facilities and the provisions for additional facilities;
- Cost analysis of potential capital projects to meet the educational needs of the district, including identification of revenues associated with capital construction; and
- Procedures for the involvement of all stakeholders of the district-wide community in the development and evaluation of the long-range facilities plan.

**A.10.12:** Direct the appropriate personnel to assist facility planners in preparing public information documents and actions related to facility needs and their alignment with educational needs and priorities, as well as with the district goals.

**A.10.13:** Require that the expanded facility planning information related to plans for expansion, remodeling, and replacing current buildings be included in presentations to the board and the public.

**A.10.14:** Continue emphasis among all staff of the need to care for all buildings including the wise use of energy.

With such an approach to budgeting, both finances and program effectiveness are monitored simultaneously. It is important to note that such a system cannot be implemented hastily. Needed policies and related job descriptions) should be completed in the next six months. The revised Budget Package Descriptions can begin in FY13 and be fully implemented in FY14. Evaluation components are added to each package as the district collects and interprets meaningful student achievement data, which should improve each year and be fully implemented in three years. Given this approach to budgeting, changes in funding or allocation levels are truly based on, “how well are students doing?” instead of, “how much did we spend last year or how much do we think we may need?”

It cannot be emphasized enough that principals, teachers, other staff, and parents must be key stakeholders in the budget building process. Without their individual involvement, educational priorities may not be accepted and appropriately focused. All shareholders will have a more complete idea of what is funded and what is not based upon tangible linkages between program costs and student achievement priorities (also see criteria in Exhibit 5.1.15).

## V. SUMMARY

A Curriculum Management Audit™ is basically an “exception” report. That is, it does not give a summative, overall view of the suitability of a system. Rather, it holds the system up to scrutiny against the predetermined standards of quality, notes relevant findings about the system, and cites discrepancies from audit standards. Recommendations are then provided accordingly to help the district improve its quality in the areas of noted deficiency.

The auditors subjected the Jefferson County Public School District to a comparison of predetermined standards and indicators of quality, and discrepancies were noted. These constitute the *findings* of the audit. The auditors then provided *recommendations* to help the district ameliorate the discrepancies. The recommendations represent the auditors’ “best judgment” about how to help the district ameliorate the discrepancies disclosed in the report. It is expected that the superintendent and her staff and the board may demur with the recommendations. However, they form the *starting point* for discussion of how to deal with the documented findings.

Summary [Exhibit 0.1](#) shows the relationship between 10 audit recommendations and the findings upon which the recommendations are based.

**Summary Exhibit 0.1**  
**Findings and Recommendations Aligned to Audit Standards**  
**Jefferson County Public**  
**January 2012**

| Standard I  |             |             |             |             | Standard II |             |             |             |             | Standard III |             |             |             |             | Standard IV |             |             |             |             | Standard V  |             |             |             | Recommendation |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|----------------|
| Finding 1.1 | Finding 1.2 | Finding 1.3 | Finding 1.4 | Finding 1.5 | Finding 2.1 | Finding 2.2 | Finding 2.3 | Finding 2.4 | Finding 2.5 | Finding 3.1  | Finding 3.2 | Finding 3.3 | Finding 3.4 | Finding 3.5 | Finding 4.1 | Finding 4.2 | Finding 4.3 | Finding 4.4 | Finding 4.5 | Finding 5.1 | Finding 5.2 | Finding 5.3 | Finding 5.4 |                |
|             |             |             |             |             |             |             |             |             |             |              |             |             |             |             |             |             |             |             |             |             |             |             |             | 1              |
|             |             |             |             |             |             |             |             |             |             |              |             |             |             |             |             |             |             |             |             |             |             |             |             | 2              |
|             |             |             |             |             |             |             |             |             |             |              |             |             |             |             |             |             |             |             |             |             |             |             |             | 3              |
|             |             |             |             |             |             |             |             |             |             |              |             |             |             |             |             |             |             |             |             |             |             |             |             | 4              |
|             |             |             |             |             |             |             |             |             |             |              |             |             |             |             |             |             |             |             |             |             |             |             |             | 5              |
|             |             |             |             |             |             |             |             |             |             |              |             |             |             |             |             |             |             |             |             |             |             |             |             | 6              |
|             |             |             |             |             |             |             |             |             |             |              |             |             |             |             |             |             |             |             |             |             |             |             |             | 7              |
|             |             |             |             |             |             |             |             |             |             |              |             |             |             |             |             |             |             |             |             |             |             |             |             | 8              |
|             |             |             |             |             |             |             |             |             |             |              |             |             |             |             |             |             |             |             |             |             |             |             |             | 9              |
|             |             |             |             |             |             |             |             |             |             |              |             |             |             |             |             |             |             |             |             |             |             |             |             | 10             |

Normal audit practice is that the Board of Education *receives* an audit; they do not *accept* it. After review of the audit report, the board requests a response from its superintendent of schools. When the superintendent’s response is received, then the board is in a position to act upon the two sets of recommendations. In this manner, the superintendent and the board are always accountable for what occurs in the school system after an audit report.

The auditors reviewed governing policy, administrative regulations, and sample school-based policies to meet audit criteria for quality in the areas of control, direction, connectivity and equity, feedback, and productivity. It was determined that there was insufficient policy guidance to provide direction and local control over curriculum management by district leaders. Policy is silent on many of the critical issues related to curriculum design, delivery, monitoring, and accountability. Board of education policies are not up to date for the most part, lack the depth and specificity needed to provide clear direction, and do not adequately address issues related to district oversight of key functions related to curriculum management to provide quality control throughout



the system. Sample school-based policies developed by district staff provided insufficient and/or inconsistent direction to meet audit criteria in areas where Kentucky law gives policy authority to individual schools. An analysis of board minutes reflects relatively little attention to policy development over the past two years.

There is evidence of planning and plans at many levels of the system. Policies provide some support for planning but do not require sufficient coordination of planning efforts. Some data-based decision making is occurring, but it is inconsistently and ineffectively used to make planning decisions. Budget planning remains formula-driven and is not closely linked to the goals and actions of the Comprehensive District Improvement Plan.

Most job descriptions rated by auditors satisfied the minimum audit criteria for adequacy. A little over one-quarter of the job descriptions rated were determined to be inadequate, due to incomplete or missing supervisory relationships or incomplete statements of responsibilities. Also, the generic nature of some job descriptions limited their usefulness as tools to inform employees of their specific responsibilities and made it impossible to determine the reason for increasing pay grades in certain related series of jobs.

Auditors determined that the design of the organizational chart (ORGCHART) does not conform to the principles of sound organizational management. Furthermore, the majority of stakeholders interviewed were of the opinion that many of the relationships reflected in the ORGCHART are ineffective and do not support sound design and delivery of curriculum. The JCPS organizational structure is heavy with many layers of administrative authority, with no clear or apparent shared vision or focus on the system's mission to provide teaching and learning that serve the needs of all students equitably. Functions are dispersed over a huge organizational structure, with questions of what specific services do given employees provide, what diagnosed need do they serve, and what products determine the cost-effectiveness of a given function. Given the enormous number of central office administrators and subordinates, not including school-based personnel, and the perceived costly compensation structure, the question arises about cost effectiveness and the nature of products and functions provided by this perceived superfluity of positions. For example, 405 administrators make over \$100,000. The average salary for this group of employees is \$119,434.60; the median salary is \$116,196.21.

Auditors found many curriculum management functions occurring within the district. However, these functions are not guided by an overall plan or policy. While district-wide and school-based efforts have been made to develop aligned curriculum documents, the district lacked the planning documents or formalized processes to provide the integrated, comprehensive guidance essential for sound curriculum management. In general, data sources did not contain the elements necessary to meet audit criteria for planned curriculum management or to provide equity to all students within the district. Auditors found that board policy and site council policies provided minimal guidance with regard to the curriculum. Multiple resources and textbooks as well as programs had been disseminated to the schools for instructional program guidance. These resources and textbooks were not aligned with a district curriculum focus or with the state standards. In the absence of quality district guidance, several school sites were in the process of developing and aligning their own curriculum resources. Thus, there was no overall plan outlining a comprehensive curriculum management process to effectively plan for curriculum development, modification, or deletion.

Overall, auditors found that the scope of the written curriculum in Jefferson County Public Schools inadequate to guide classroom instruction. The actual curriculum documents were rated by the auditors as inadequate to provide clear direction for effective planning, teaching, or learning. In order to provide additional information regarding curriculum focus and alignment, auditors reviewed textbooks and materials, district proficiency assessments, and other resources for evidence of deeper curriculum alignment. They found some areas of deficiency in feasibility and vertical flow when analyzed against audit criteria. Finally, the wide variety of available resources and the inconsistent use of textbooks/resources across the district create an inequity of opportunity for students as teachers on individual campuses make independent decisions about what to use to deliver the curriculum.

The auditors found that district leadership has made numerous efforts to address the challenges of meeting the diverse needs of students in a large urban district. Many programs, initiatives, and school choice options have been implemented to improve student success. Efforts are made to allocate resources according to district

priorities and school needs. However, inequalities and inequities persist in a number of areas. Economically disadvantaged and minority students are not achieving at the level of other students. On average 34 percent of students leave the school system between grades 9 and 12. The most socioeconomically disadvantaged schools have less experienced teachers, less access to AP courses, lower test scores, and lower graduation rates. Disproportional student enrollments by ethnicity and gender continue in advanced courses, AP classes, and special education. The district has not been able to honor diversity universally, provide a consistent and equitable educational program, and at the same time provide school choice and autonomous school-based decision-making authority.

Components of professional development planning exist in the district, but a coordinated, system-wide professional development program is not evident. The auditors found that professional development is not guided by a comprehensive plan that connects district and school-based staff development efforts and provides ongoing support to impact teaching and learning. As a consequence, the effectiveness of overall professional development in the district is unknown. The instructional strategies available to guide staff members were found in various documents but were often subject matter specific, contained broad categories with little or no defining characteristics, located in documents no longer in use, and inconsistent across departments and schools. The observational data collected during site visits indicated that with the current instructional guidance albeit general and fragmented, classroom practices were not consistent even with those expectations.

Rigor and challenge were included in several guiding documents. However, the majority of observations were at instructional cognition levels of recall and comprehension: elementary with 77 percent, middle school at 80 percent, and high school with 72 percent. A review of artifacts being used in classroom instruction validated these observations. Assuming that the classroom visits conducted by auditors were representative of normal classroom activities, district expectations for teaching and learning are not consistently being met.

Auditors found there were monitoring expectations through district plans and interview information. The *District Leadership Assessment Report Self Study (April 2010)* indicated that multiple walkthrough instruments were encouraged for development by district personnel. At the time of the audit, multiple instruments were in use across district departments and schools. They did not consistently include the same “look-fors.” The instructional practices considered important enough to include in the walkthroughs differed from one instrument to the other depending upon the author. There was no district approval system for walkthrough instruments. Although monitoring of instruction was a district expectation, there were no formalized documented procedures or instruments to provide for a consistent, district-wide instructional monitoring to support and improve student achievement. The default consequence of this practice is that student achievement is often the result of poverty and its attending social ills rather than deliberate educational interventions provided by strong, capable instructional leaders.

The district has an evolving system of formative and summative assessments but lacks a comprehensive approach to student assessment and program evaluation. The scope of summative and formative assessment was inadequate to guide decision making. Summative assessment was limited to those subjects and grade levels tested by state required assessments. The district did not have summative assessments available to measure student mastery after extended opportunities over time (recurring practice/application over several weeks/months) to practice and apply initially acquired learning. This lack of summative data means that administrators have no objective way of knowing if the district’s curriculum is appropriate for students or if it is being properly implemented in the classroom as designed. The overall formative assessment program in the district did not meet audit criteria for minimum basic components. It lacked resources to support teacher monitoring of student learning at each stage of the learning process—prior mastery, prerequisite skills, initial acquisition, during learning diagnosis—and it did not include assessment of the entire district curriculum.

District and site leaders lacked a coherent approach to data use for responsible decision making related to various district functions such as planning, curriculum management, program evaluation, and deployment of resources. District and site personnel reported that program evaluation was not part of district culture and, as a result, no system was in place to guide matching limited resources to need, or to prioritize expenditures and maximize staff time. Without data acquired from a comprehensive cost benefit analysis, programs cannot be purposively altered for improvement or be selected for strategic abandonment.

Overall, JCPS student performance has been falling below state averages, and achievement gaps for several subgroups are widening, indicating that existing district efforts are failing to educate all students to levels expected by state assessments. Analyses of assessment scores for various subgroups within the district showed substantial performance gaps between student subgroups—low income, African American, students with disabilities, English language learners—and their comparison group. Estimates of years to parity for reading and mathematics showed a widening achievement gap between subgroups and the comparison group, indicating that these subgroups are not on track to reach parity with their peers unless intervention measures are taken to ameliorate student achievement results.

The Jefferson County Public School District is fiscally sound. However, as has been previously noted, productivity as measured by students' achievement has steadily declined since 2006. The ability granted to the district by the State of Kentucky to increase local revenues by four percent annually has provided an abundant revenue stream. Auditors found that over time, as revenues have increased, so have expenditures. From 2006 to 2010, total expenditures increased 18.9 percent while enrollment only increased 0.89 percent. Additionally, since 2007, average academic achievement has decreased. For a district to be considered productive, academic achievement must increase over time within the same cost parameters.

Facilities are very clean and, considering their age, most are generally well maintained. Classroom capacity across the district is adequate to meet enrollment needs. However, due to a number of variables affecting student distribution, many classrooms are overcrowded, while some are underutilized.

The audit team found a variety of computers and related technologies in many schools; however, the auditors did not find students frequently using technology during their site visits. In addition, there is a disparity of technology access by school. Although the district technology plan was considered adequate by audit criteria, a disconnect remains between the district and school-based improvement plans in relation to technology integration. While the district has made a significant investment in technology, its promise is only partially being realized.

Program interventions to improve student achievement are not systematically selected, monitored, and evaluated for long-term effectiveness. Individual school surveys showed a total of approximately 800 programs and interventions. However, these programs and interventions have not been uniformly screened in accordance with any standards prior to implementation, nor have they been evaluated for their effectiveness. Due to current school-based decision making, schools are able to select and implement programs without adhering to any system-wide selection, monitoring, or evaluation procedures. In addition, the absence of a formalized plan to assess the effectiveness of program interventions means that some ineffective programs may go undetected.

Challenges lie ahead for district leadership in meeting the needs of every student ranging from those with disabilities to that of meeting the potential of the gifted/talented students. Pressures to improve student achievement at all schools for all students, especially as related to subpopulations and their access to challenging courses, will continue.

The efficacy of the recommendations contained in this audit rests on a viable, valid, comprehensive, and focused framework of board policies and related planning efforts. As district leaders respond to the recommendations of this audit, the audit team encourages you set short-term goals with a reasonable number of objectives to be accomplished in the recommended timelines and to establish broad knowledge and a common vocabulary among all stakeholders for each endeavor, thus, ensuring common understandings that lead to sustainable buy-in.

It is sincerely hoped by the Jefferson County Public School District's Curriculum Management Audit™ team that this report will provide the stimulus for the board, administration, teachers, and community to take stock of their present situation and unite together to accomplish these very doable tasks. The audit team is optimistic that given proper attention to the areas requiring improvements in the district, as cited by the Curriculum Management Audit™, the expectation of the board and professional staff for further betterment of a system will be met. The Curriculum Management Audit™ will provide direction on how to continue to develop and maintain the focus that is necessary for maximizing student learning and for closing the achievement gap among students and schools as well as challenging those students who already demonstrate high levels of performance—best wishes.

## **VI. APPENDICES**



## Appendix 1

### Auditors' Biographical Data



#### **John Murdoch, EdD, Lead Auditor**

Dr. John Murdoch earned his doctorate from Brigham Young University in Curriculum and Instruction. He also earned a Master's Degree in Educational Administration. In his 36-year career, Dr. Murdoch has served as a classroom teacher, principal, assistant superintendent, and superintendent. In addition to his work as an auditor, he currently serves as a superintendent, educational consultant, and as an adjunct professor teaching classes in curriculum, instruction, and school leadership. His school district participated in a Curriculum Management Audit in 2002. Dr. Murdoch received his audit training in St. Paul, Minnesota, in 1996, and he has participated in many audits throughout the United States.



#### **Mary Arthur, EdD**

Dr. Mary Arthur earned her Doctor of Education from the University of North Texas with a major in Reading Education and a minor in Computer Education and Cognitive Systems. She is currently in her tenth year as the Language Arts Coordinator for Grapevine-Colleyville ISD and thirteenth year as an adjunct professor for the University of North Texas. Dr. Arthur holds Texas Teacher certifications in Home Economics, Secondary English, and Professional Reading Specialist K-12. She has served as a classroom teacher, reading specialist, new teacher liaison, and district curriculum coordinator for Language Arts, for a total of 29 years in education. Dr. Arthur received her audit training in Tucson, Arizona in 2010.



#### **Joseph Banzenas, MS**

Joseph Bzenas is currently serving as principal of Booker Middle School in Sarasota, Florida. He is a former high school special education teacher, middle school counselor, and director of residential programs for at-risk youth. He received his M.S. in special education and Ed. S. in counseling from the University of Florida where he is also pursuing his doctoral degree in educational leadership. He received his audit training in Philadelphia, San Francisco, and Boise in 2002-2003. He formerly served on curriculum management audits in Palmer, Alaska; Gravette, Arkansas; Derby, Kansas; Baltimore, Maryland; Wake County, North Carolina; San Antonio, Texas, and Houston, Texas.



**Appendix 1 (continued)**  
**Auditors' Biographical Data**



**Judy Birmingham, PhD**

Dr. Judy Birmingham is an educational consultant with a diverse background in public school education. She was formerly the Associate Superintendent for Instructional Services with the Anoka-Hennepin School District in Minneapolis, Minnesota. She served as an area superintendent for elementary, middle, and high schools and supervised the departments of curriculum and instruction, student assessment, professional development, special education, student services, vocational and federal programs. She has also served as an elementary principal, classroom teacher, and special educator.

Dr. Birmingham received her undergraduate degree from the University of Wisconsin-Madison and her master's degree in curriculum and instruction and her doctorate in educational administration from the University of Minnesota. She has participated in 62 Curriculum Management Audits since receiving her audit training in Chicago in 1993. She is a Senior Lead Auditor and a trainer for Curriculum Management Systems, Inc.



**Heather Boeschen, BA**

Heather Boeschen has been an educator for 20 years. She completed her audit training in St. Paul, MN, in 1996. She received her BA in English, German, and Education from Macalester College in 1988.



**Abbie Cook, EdD**

Dr. Abbie Cook earned her doctorate from the University of Cincinnati in Curriculum & Instruction. She also has a Master's Degree in Curriculum & Instruction: Instructional Technology and Design. To date in her career, Dr. Cook has also served as a virtual school curriculum coordinator, as an online teacher, and as a classroom teacher with at-risk students. In addition to her work as an auditor, Dr. Cook currently serves as a Director of Curriculum & Assessment in a career technical school district in Ohio. Her school district has participated in multiple Curriculum Management Audits over the last decade. She received her audit training in 2009 in Tucson, Arizona.



**Kelly Cross, EdD**

Dr. Cross is a Clinical Assistant Professor in the Leadership Development Program and Associate Director of the Center for School Improvement and Policy Studies at Boise State University. Prior to her position with BSU, she worked for 18 years with the Independent School District of Boise as a teacher and school administrator. She earned her Doctorate in Curriculum and Instruction from Boise State University, and her Specialist Degree in Educational Leadership from University of Idaho. Dr. Cross presented research on curriculum auditing at the 2006 Hawaii International Conference on Education. She is a member of the Idaho Association of School Administrators, the Association for Supervision and Curriculum Development, and Phi Delta Kappa. Dr. Cross completed curriculum audit training in Boise, Idaho, in 2002.

**Appendix 1 (continued)**  
**Auditors' Biographical Data**



**Patricia J. Dickson, MA**

Patricia J. Dickson is an educational consultant in Los Gatos, CA. She served public schools in California for 37 years. Formerly she served as interim superintendent, associate superintendent for educational services, director of curriculum and instruction, and high school principal. She has taught at both the middle and high school levels. Ms. Dickson has had extensive experience in the development of curriculum and assessment at all grade levels and in a variety of subject areas. She has also worked directly with teachers on aligning curriculum, instruction, and assessment to high stakes standards and tests.

Ms. Dickson is a CMSi lead auditor and has served on many audits throughout the United States. She has also been a lead External Evaluator for underperforming schools and has assisted school staff in developing data-based action plans for improvement of student performance. She is a licensed trainer for many CMSi training programs including: *Deep Curriculum Alignment*; *50 Ways to Close the Achievement Gap*, *Conducting Downey Walk Throughs with Reflective Inquiry to Maximize Student Achievement*; and *Examining Student Work For Alignment to Standards and Real World /Test Formats*. She is co-author and licensed trainer, along with Dr. Olive McArdle Kulas, of CMSi training programs: *Aligning Lessons to Close the Achievement Gap* and *Teaching for Mastery of Grade Level Standards*.

Ms. Dickson is also a certified strategic planner and has worked with districts to develop, implement and monitor their strategic plans. Ms. Dickson received her MA in Educational Administration and Santa Clara University and an MBA in Business Administration, also from Santa Clara. She pursued doctoral studies at University of Southern California.



**Diana Gilsinger, EdD**

Dr. Diana Gilsinger is Deputy Superintendent in Battle Ground School District in SW Washington, providing leadership for Finance, Technology, and Equity Services and partnering with the Superintendent to provide leadership for comprehensive planning and implementation of school improvement. Prior to this position, she held Assistant Superintendent for Educational Services positions in both Washington and Arizona. In her 26 year career, she has also served as a school administrator, special programs director and a variety of teaching positions. She has directed numerous curriculum alignment projects and provided a variety of workshops and in-services for school districts as well as state and national conferences. In addition to her work as an auditor, Dr. Gilsinger serves as Grand Canyon University faculty supervisor, and has served as president of PDK Washington State Chapter 1599 for the past three years. Dr. Gilsinger earned her MEd in Educational Technology and her EdD in Educational Administration from Arizona State University. She completed her audit training in Tucson, Arizona in 2003.

**Appendix 1 (continued)**  
**Auditors' Biographical Data**



**Penny Gray, PhD**

Penny Gray has been an educator for 40 years, as a teacher and an administrator, in Indiana and California. She taught elementary school for 20 years and was Director of Curriculum Services in the San Marcos Unified School District in California. She teaches graduate courses in educational leadership and supervises students in the Administrative Credential Program for San Diego State University. Dr. Gray co-authored articles on state testing programs and labor relations and two books, *From Good Schools to Great Schools: What Their Principals Do Well* and *Leading Good Schools to Greatness: Mastering What Great Principals Do Well*. She received her PhD from Claremont Graduate School and completed her audit training in Burlingame, California in 1998. Dr. Gray has served on curriculum management audits in thirteen states and Bermuda.



**Meredith G. Hairell, MEd**

Meredith G. Hairell currently serves at the Advanced Academics Coordinator and AVID District Director for the Victoria Independent School District in Victoria, Texas. She has also worked for Education Service Center, Region 20, as an Educational Specialist in English Language Arts and Reading, where she continues to serve in an adjunct capacity to write curriculum and provide staff development. She has taught in both the public and private sectors at all levels in Texas and Ohio. Mrs. Hairell holds Master of Education degrees in Curriculum and Instruction from the University of Houston in Houston, Texas, and Educational Leadership from the University of Houston—Victoria in Victoria, Texas. She is currently pursuing a Doctorate of Education from Walden University in Curriculum, Instruction, and Assessment. She completed her audit training in Tucson, Arizona, in 2009.



**Sarah Jandrucko, EdD**

Dr. Jandrucko earned her doctorate from the University of North Texas in Educational Administration with a minor in Economics. She is currently an Area Superintendent for the Mansfield ISD in Mansfield, Texas. In her 37 years in public education she has served as an elementary and secondary teacher, campus level administrator, and Assistant Superintendent for Elementary Education. Her background includes K-12 experiences in curriculum, instruction, and assessment. Dr. Jandrucko has served as an adjunct professor at the University of North Texas in the areas of leadership and leadership. She currently facilitates district-wide professional development based on Alan Blankstein's [Failure Is Not an Option](#). Dr. Jandrucko received her audit certification in Tucson, Arizona in 2010.

**Appendix 1 (continued)**  
**Auditors' Biographical Data**



**Steve Kolb, EdD**

Dr. Steve Kolb is currently the Superintendent of Schools for the Whitesboro Independent School, in Whitesboro, Texas. This is his 29<sup>th</sup> year as an educator in Texas. He has also served as an assistant superintendent for curriculum and instruction, principal, assistant principal, director of athletics, and a teacher at six different districts across Texas.

Dr. Kolb received his B.S. degree from Texas Christian University in 1983; his MEd Degree from Texas Tech University in 1989; and his EdD Degree from Seton Hall University in 2009. Dr. Kolb is a licensed trainer of the following CMSi programs: 1) Coping with High Stakes Testing: Maximizing Student Achievement with the Power of Deep Curriculum Alignment; 2) Taking the Mystery Out of High Stakes Tests: Examining Tests, and Textbooks/Resources; 3) A Baker's Dozen: Raising Student Test Scores, and 4) 50 Ways to Close the Achievement Gap. Dr. Kolb received his audit training in Austin, Texas; San Angelo, Texas; and Tucson, Arizona in 2006.



**Louise Law, MA**

Louise Law is the Director of Elementary Education for the Frontier Regional School District serving four towns in western Massachusetts. She has worked for last 25 years as an elementary classroom teacher, school principal, Title I Director, Coordinator of English Language Learner Programs, and district professional development coordinator. Louise has taught courses in the education department at the University of Massachusetts, and served as a consultant in curriculum development for districts throughout New England. She has a

degree in Child Development from Tufts University and a master's degree in Elementary Education from Smith College.



**Olive Mc Ardle Kulas, EdD**

Dr. Olive Mc Ardle Kulas is a retired educator who provides professional consulting for school districts, individual school sites, state departments, and other educational organizations. She has 40 years experience in the education profession as a teacher in elementary and middle school, as a principal at both levels, and as a director of curriculum, K-adult. Her experience includes staff development for teachers and principals in curriculum design, implementation through effective instructional strategies, assessment design, and using data

results to inform instruction. Since her curriculum management auditor training in Burlingame, California in 1996, she has provided system audits for several school districts, state departments of education, and individual school sites in California, Virginia, Maryland, Texas, Indiana, North Carolina, Missouri, Ohio, Georgia, Idaho, Washington DC, and Bermuda. Dr. Olive Mc Ardle Kulas completed her masters in curriculum at Gonzaga University, a masters in business at National University, and her doctorate in curriculum and instruction at the University of Southern California (USC).

**Appendix 1 (continued)**  
**Auditors' Biographical Data**



**Pam Morlan Mitchell, MEd**

Pam Morlan Mitchell is currently the coordinator for curriculum and counseling at McLean Independent School District in McLean, Texas. During her 28 years in public education, she has worked as an elementary/secondary principal (EC-8), a secondary and post-secondary classroom teacher, counselor (EC-12), and diagnostician/ psychometrist (EC-12). She is experienced in all aspects of assessment, use of assessment data, teacher appraisal and improvement, special education, ESL instruction with a variety of ethnic backgrounds, and curriculum design and delivery. She has provided regional training entitled “Students in Transition” and professional development in special education identification and delivery of services.

Pam received her B.S. in Business with English and Business certification from Howard Payne University in 1982, her M.Ed. in School Counseling from Southwestern Oklahoma State in 2001, and post graduate work at West Texas A&M University. She completed her Curriculum Management Audit training with Curriculum Management Systems, Inc (CMSi) in Phoenix, Arizona in 2009.



**Jo Ann Pastor, EdD**

Jo Ann Pastor is an independent educational consultant with experience in the school improvement planning process, curriculum development, and the use of data to improve achievement. She has taught at the junior high, high school, and adult levels. She is currently assisting Title I High Priority Schools in making adequate yearly progress. Dr. Pastor is also a part-time faculty member in the Walden University graduate program in Curriculum, Instruction, and Assessment. She has been an administrator in rural, urban, and suburban school districts. Her administrative positions included Associate Superintendent for Education and Learning in a large regional education service agency in Michigan, Director of Instruction, and Director of Adult and Community Education. She earned her BA from the University of Detroit, her MA from Oakland University, and her EdD from Western Michigan University. Dr. Pastor completed her audit training in 1999 in Harrisville, Pennsylvania, and Bloomington, Indiana. She has conducted audits in Alaska, Arkansas, Idaho, Michigan, Mississippi, Missouri, Ohio, Texas, Virginia, and Washington.



**Appendix 1 (continued)**  
**Auditors' Biographical Data**



**Eve Proffitt, EdD**

Dr. Eve Proffitt is the Co-Director of the P20 Innovation Lab at the University of Kentucky. She was the Dean of Education, the Associate Dean for Graduate Education and full Professor of Education at Georgetown College, Georgetown, Kentucky. She is retired as Director of Student Achievement and Disability Law for the Kentucky School Boards Association. Formerly, she was an Assistant Superintendent of Instructional Support, the Director of Special Education, a building principal, a federal grants writer, and a teacher for the Fayette County Schools in Lexington, Kentucky. She has been a part-time professor at Eastern Kentucky University and the University of Kentucky. She received her MA degree from Eastern Kentucky University and her EdD from the University of Kentucky. Dr. Proffitt received her ICMAC audit training in Tucson, Arizona, in January, 1989. She is a lead auditor and a former board member for CMSi.

Dr. Proffitt has extensive experience in educational administration, curriculum development, collaboration and inclusion, differentiated instruction, and disability law. She has served as the Chairperson of the Governor's Educational Improvement Advisory Committee in Kentucky as well as participated in Kentucky Leadership Academy, the Kentucky Education Reform Act Fellows Program, and the Regional Service Center Associates Program. She is Past President of Phi Delta Kappa, International. She serves as a consultant statewide and nationally on special education curriculum, co-teaching, and differentiated instruction.



**James A. Scott, PhD**

Dr. Scott serves as an educational consultant for PDK/CMSi projects. He is a former Executive Director for Human Resources for the Gary, Indiana, public schools, and taught at Frankfurt American High School in Germany and the University of Maryland, European Division. Dr. Scott has held positions as an instructor, auditor, chief of staff, and director of U.S. Army education and training programs. He earned master's degrees in Business (Central Michigan University) and Public Administration (University of Missouri at Kansas City). His PhD in Educational Administration was awarded at Iowa State University. Dr. Scott completed Curriculum Management Auditor training in January 1991 in San Diego, California, and has participated in audits in the United States and overseas. His areas of expertise include program-driven budgeting, leadership training, professional development, personnel management, and strategic planning. He authored the first nationwide study of educational equity attitudes among public school stakeholders.



**Appendix 1 (continued)**  
**Auditors' Biographical Data**



**Brenda Steele, MEd**

Brenda Nelson Steele is an educational consultant based in New York City. She has a diverse background in public schools and has served in both rural and urban systems. She was the Executive Director of the Office of Curriculum and Professional Development and served as the Deputy Executive Director of the Division of Instructional Support for New York City public schools. Her career path included service as an elementary principal, assistant principal, reading specialist and classroom teacher. Ms. Steele received her undergraduate degree in Elementary Education from Ohio University, master's degree in Corrective and Diagnostic Reading from the City College of New York and Advanced Certification in Educational Administration from Brooklyn College. Her audit training was completed in Tucson, Arizona in 2009.



**Jeani Stoddard, MA**

Jeani Stoddard is a practicing educator in Texas with over 25 years of experience in grades K-12 and adult education. She holds masters degrees in secondary education from Austin College and exercise physiology from Texas Woman's University with education administration certification from the University of Texas at Arlington.

In addition to classroom teaching, and staff development work in corrections and mental health, she has been Director of Education at the high school level and Assistant Principal at the elementary and junior high levels. She completed her curriculum audit training in Phoenix, Arizona in 2009 and participated in an audit in Mississippi in 2010.



**Joy Torgerson, EdD**

Dr. Joy Torgerson is currently the Director of Human Resources for the Parkway School District in Chesterfield, Missouri. She also served as the Manager of Human Resources, the classified personnel administrator and an elementary principal with the Shawnee Mission School District. She has 17 years of experience as an intermediate principal and as an elementary teacher in the Kansas City area. Her teaching experience spans kindergarten through university levels. She received the Greater Kansas City Excellence in Teaching

Award in 1989 and Shawnee Mission Administrator of the Year in 1999.

She received her bachelor, master and specialist's degrees from Northwest Missouri State University. She earned her doctorate in Educational Policy and Administration from the University of Kansas in 1988. She received her preliminary audit training in Bloomington, Indiana, and completed her audit training December 2000 in Tucson, Arizona.

**Appendix 1 (continued)**  
**Auditors' Biographical Data**



**Jeffrey Tuneberg, PhD**

Jeffrey Tuneberg is the Director of Curriculum with the Mercer County Educational Service Center, Celina, Ohio. He has over 30 years experience in education, including over 20 years in administration. His teaching background includes experience in urban (Cleveland Public Schools) and suburban settings, as well as overseas (Guam). He was selected as a Fulbright Memorial Fund Teacher Program representative to Japan in 1997. He is also an adjunct professor at Wright State University Lake Campus, Celina, Ohio, and Ashland University,

Ashland, Ohio.

Dr. Tuneberg received his BS in Education, MEd, and PhD from Bowling Green State University, Ohio. He has served as a consultant to school districts in Ohio and Tennessee on issues of teacher licensure, school improvement, and value-added student growth measures. He received his Curriculum Management Audit training in Lima, Ohio in 1999, and has conducted curriculum audits in Ohio, Oregon, Washington, Michigan, Pennsylvania, and New Jersey. He is also a presenter for the Classroom Walk-Through Program, SchoolView, the Baker's Dozen Program, and Deep Curriculum Alignment.



**Susan N. Van Hoozer, MEd**

Sue Van Hoozer has been an educator for 37 years. She was a teacher at the elementary level and taught developmental and remedial reading in middle school and high school. Mrs. Van Hoozer was an elementary, high school assistant principal, and high school principal. She worked in human resources and served as Executive Director of Schools, supervising principals, for the San Angelo Independent School District in San Angelo, Texas. Mrs. Van Hoozer currently works as an education specialist for Education Service Center,

Region XV in Texas, where she provides technical assistance and professional development for principals and superintendents. She received her BS and MEd degrees from Angelo State University. Mrs. Van Hoozer completed her audit training in Tucson, Arizona, in 2004.



**Lynn F. Zinn, EdD**

Dr. Lynn F. Zinn lives in State College, Pennsylvania. She earned her BA from Middlebury College, her MEd in Special Education at the University of Maine, and her EdD from the University of Northern Colorado. She has worked as a classroom teacher, special education resource teacher and consultant, a reading consultant, a central office administrator, a graduate instructor in educational leadership, and an educational consultant, in over 40 years as an educator. Much of her recent consulting work has involved program evaluation

and planning. Dr. Zinn completed her curriculum audit training in Tucson, Arizona in December 2000.



## Appendix 2

### List of Documents Reviewed by the Jefferson County Public Schools Audit Team Jefferson County Public Schools October 2011

| Standard 1 Documents   | Date               |
|--|--------------------|
| Accomplishments 2007-2011 Jefferson County Public Schools  | June 14, 2011      |
| Board Minutes  | 8/2009-8/2011      |
| Board Policies   | Various            |
| Comprehensive District Corrective Action Plan  | 2010-11            |
| Comprehensive School Improvement Plan Alignment with Standards and Indicators for School Improvement |                    |
| Comprehensive School Improvement Plan Web Application Training Manual                                | 5/27/2011          |
| CSIP—Frequently Asked Questions  | 3/20/2006          |
| Developing Disciplined Purpose   | 6/22/11            |
| District Improvement Planning Roles and Responsibilities (KDE)                                       | 2006               |
| District Organizational Charts   | Various            |
| Elementary Unit 3-Year and 5-Year Plans  |                    |
| Elementary Unit Project Development (30-60-90 Plan)  | 9/15-12/17/no year |
| Greater Louisville Education Project Report (McRel report)   | Jan 2009           |
| JCPS Comprehensive District Improvement Plans  | 2006/07-2010/11    |
| JCPS CSIP Website: Planning and Program Evaluation section   | 2011               |
| JCPS Fall Planning Calendar  | 6/1/2011           |
| JCPS Gheens Academy Short Range Proposal   | 6/30/2011          |
| JCPS Review Rubric: 2010-11 Comprehensive School Improvement Plan                                    | 6/10/2011          |
| JCPS Self Study Report   | April 2010         |
| JCPS Technology Plan 2011-14   | 6/20/11            |
| Jefferson County Public Schools Annual Progress Report   | 2011               |
| Jefferson County Public Schools District Leadership Assessment Report                                | 4/11/10-4/16/10    |
| Job Descriptions   | Various            |
| KDE District Audit Summary Report, JCPS  | 12/15/2006         |
| Kentucky Continuous Monitoring Process (KCMP)  | 2010-11            |
| Leadership Competencies and Core Practices   | 3/1/11             |
| Leveraging Instruction for Total Success (LIFTS)   | 10/ 2011           |
| Middle School Foci   | 2011-12            |
| NCLB Requirements and Sample CSIP Strategies   |                    |
| Personnel Evaluation Forms   | Various            |
| Principal Evaluations (sample)   | 2006-2011          |
| Progress Report on 2010-11 CDIP  | June 2011          |
| Project Proficiency Guide  | 2011-12            |
| SBDM Agendas   | Various            |
| SBDM Minutes   | Various            |
| School Improvement Plans (sample)  | 2009/10 & 2010/11  |
| School Leadership Assessment Reports   | Various            |
| School-Based Decision Making Policy Manual   | 2011               |
| Senate Bill 168 Requirements and Sample CSIP Strategies  |                    |

| <b>Standard 1 Documents</b>  | <b>Date</b> |
|--|-------------|
| Staff Goals 2011-12: Resource Development, Business Partnerships, Volunteer Talent Center, Public Education Foundation | Draft       |
| Superintendent Dr. Donna Hargens's 90-Day Plan   | 8/8/2011    |
| The School Improvement Planning Process: Guidance for Schools  | 11/8/2005   |

| <b>Standard 2 Documents</b>  | <b>Date</b>  |
|--|--------------|
| Accomplishments: JCPS  | 2007-2011    |
| ACT Quality Core Content Curriculum Map—Biology—Trimester                                    | 8/2011       |
| ACT/Plan English College Readiness Standards: Match with KCAS and JCPS                       |              |
| Alignment ACT Course Standards Biology and Kentucky Combined Curriculum Document for Science | June 2011    |
| Assessment Blueprint: Chemical Interaction   |              |
| Assessment Blueprint: Energy   |              |
| Assessment Blueprint: Food Chains  |              |
| Assessment Blueprint: Forces and Motion  |              |
| Assessment Blueprint: Land & Water   |              |
| Assessment Blueprint: Light  |              |
| Assessment Blueprint: Macro to Micro   |              |
| Assessment Blueprint: Magnetism & Energy   |              |
| Assessment Blueprint: Motion/Design  |              |
| Assessment Blueprint: Plate Tectonics  |              |
| Assessment Blueprints & Assessments, Diagnostics & Proficiencies                             | October 2011 |
| Assessment Calendar Middle School  | 2011         |
| Assessment Map—Biology—Trimester/Semester A  | 8/1/2011     |
| Assessment Map—Integrated Science 1A—Trimester/Semester A                                    | 8/29/11      |
| Assessment Map—Integrated Science 1B—Trimester/Semester A                                    | Not dated    |
| Assessment Maps Algebra I and II   | 8/5/11       |
| Available Tools: JCPS Course Numbering System—Folder 2.6 in Repository                       |              |
| Being a Writer for Grades K-5  | 2011         |
| Being a Writer, Volume 1, Teacher's Manual, Grade 1  | 2007         |
| Being a Writer, Volume 1, Teacher's Manual, Grade 2  | 2007         |
| Being a Writer, Volume 1, Teacher's Manual, Grade 3  | 2007         |
| Being a Writer, Volume 1, Teacher's Manual, Grade 4  | 2007         |
| Being a Writer, Volume 1, Teacher's Manual, Grade K  | 2007         |
| Being a Writer, Volume 2, Teacher's Manual, Grade 2  | 2007         |
| Being a Writer, Volume 2, Teacher's Manual, Grade 3  | 2007         |
| Being a Writer, Volume 2, Teacher's Manual, Grade 4  | 2007         |
| Being a Writer, Volume 2, Teacher's Manual, Grade 5  | 2007         |
| Being a Writer, Volume 2, Teacher's Manual, Grade K  | 2007         |
| BSCS Biology—A Human Approach, TG, Kendall/Hunnt   | 2006         |
| BSCS Biology Curriculum Map 2011-12  | 2011         |
| Cascade 11-12 4 worst items  |              |
| Cascade Assessment System  | July 2010    |
| Cascade Classroom Assessment Cover Sheet   | 2011-12      |
| CCS Brief  | July 2011    |
| Chemical Interactions, TG, FOSS  | 2008         |
| CIF Learning Walk  | 8-2010       |

| <b>Standard 2 Documents</b>  | <b>Date</b> |
|--|-------------|
| Classroom Instructional Framework Planning/Observation Tool  |             |
| College Preparatory Mathematics, Algebra 1, Geometry, and Algebra 2  |             |
| Common Core and Read 180 Correlation GG  |             |
| Common Core Correlation by Pearson for grades 3 and 5 Investigations in Number Time and Space                      |             |
| Common Core Standards Rollout—Folder R   | April 2011  |
| Comprehensive District Improvement Plan  | 2010-11     |
| Comprehensive Literacy Model   |             |
| Comprehensive School Improvement Plans   | 2010-11     |
| Core Content 4.1 Science—KDE Core Content for Assessment ver.4.1   | August 2006 |
| Core Content 4.1 Social Studies—Core Content for Assessment ver.4.1  | 8/2006      |
| Core Content for Science Assessment, Elementary V 4.1  | August 2006 |
| Core Content for Science Assessment, High School V 4.1   | August 2006 |
| Core Content for Science Assessment, Middle School V 4.1   | August 2006 |
| Core Instructional Program, Intervention and Enrichment: Literacy, Math, Art, Science, Practical Living            |             |
| Correlation of CPM Texts to CCS High School Algebra II Traditional Pathway   |             |
| Correlation of CPM Texts to CCS High School Geometry Traditional Pathway   |             |
| Correlation of CPM Texts to CCS High School, Algebra I Traditional Pathway   |             |
| Course Master Middle and High—Folder 2.6 in Repository   |             |
| Course Master Middle and High—Folder 2.6 in Repository   |             |
| Curriculum and Pacing Maps, Algebra 1, Geometry, Algebra 2   |             |
| Curriculum Map—Exploring Civics  | 2011-12     |
| Curriculum Map—Geometry  | 8/16/11     |
| Curriculum Map—Integrated Science 1A—Trimester/Semester A  | 8/2011      |
| Curriculum Map—Integrated Science 1B—Trimester/Semester A  | 8/2011      |
| Curriculum Map Important Information   |             |
| Curriculum Map—JCPS Middle School Guitar Curriculum Guide and Student Yearly Learning Targets                      | 2011        |
| Curriculum Map—CPS Middle School Orchestra Curriculum Guide and Student Yearly Learning Targets                    | 2011        |
| Curriculum Map—CPS Middle School Piano Curriculum Guide and Student Yearly Learning Targets                        | 2011        |
| Curriculum Map, Grade 10, Unit 1 Literacy  | 2011        |
| Curriculum Map, Grade 10, Unit 2 Literacy  | 2011        |
| Curriculum Map, Grade 11, Unit 1 Literacy  | 2011        |
| Curriculum Map, Grade 11, Unit 2 Literacy  | 2011        |
| Curriculum Map, Grade 12, Unit 1 Literacy  | 2011        |
| Curriculum Map, Grade 12, Unit 2 Literacy  | 2011        |
| Curriculum Map, Grade 9, Unit 1 Literacy   | 2011        |
| Curriculum Map, Grade 9, Unit 2 Literacy   | 2011        |
| Curriculum Map, JCPS Middle School English/Language Arts, Grade 6, First Six Weeks                                 | 2011        |
| Curriculum Map, JCPS Middle School English/Language Arts, Grade 6, Second Six Weeks                                | 2011        |
| Curriculum Map, JCPS Middle School English/Language Arts, Grade 7, First Six Weeks                                 | 2011        |
| Curriculum Map, JCPS Middle School English/Language Arts, Grade 7, Second Six Weeks                                | 2011        |
| Curriculum Map, JCPS Middle School English/Language Arts, Grade 8, First Six Weeks                                 | 2011        |
| Curriculum Map, JCPS Middle School English/Language Arts, Grade 8, Second Six Weeks                                | 2011        |
| Curriculum Map—Band Gr. 5—Elementary Curriculum Guide for 5 <sup>th</sup> Grade Band with Monthly Learning Targets | 2011        |



| <b>Standard 2 Documents</b>   | <b>Date</b>     |
|---|-----------------|
| Curriculum Map—Exploring Civics—Trimester/Semester—1  | 2011-12         |
| Curriculum Map—JCPS High School Band Curriculum Guide and Student Yearly Learning Targets                             | 2011            |
| Curriculum Map—JCPS High School Choral Curriculum Guide and Student Yearly Learning Targets                           | 2011            |
| Curriculum Map—JCPS High School Guitar Curriculum Guide and Student Yearly Learning Targets                           | 2011            |
| Curriculum Map—JCPS High School Orchestra Curriculum Guide and Student Yearly Learning Targets                        | 2011            |
| Curriculum Map—JCPS High School Piano Curriculum Guide and Student Yearly Learning Targets                            | 2011            |
| Curriculum Map—JCPS Middle School Band Curriculum Guide and Student Yearly Learning Targets                           | 2011            |
| Curriculum Map—JCPS Middle School Choir Curriculum Guide and Student Yearly Learning Targets                          | 2011            |
| Curriculum Map—Music—K-5—Elementary Curriculum Guide and Yearly Student Learning Targets P1-5 <sup>th</sup> Grade     | 2011            |
| Curriculum Map—Orchestra—5 <sup>th</sup> grade—Elementary Curriculum Guide for 5 <sup>th</sup> Grade Orchestra        | 2011            |
| Curriculum Maps—Dance—K-8   | 8/2011          |
| Curriculum Maps—Drama—K-8   | 8/2011          |
| Curriculum Maps—Early Childhood Weeks 1-36—JCPS Early Childhood Program Curriculum and Assessment Map                 | 10/11/2011      |
| Curriculum Maps—Important Teacher Notes About   | 2011            |
| Curriculum Maps—Mathematics Gr. 6-8 Weeks 1-20*   | 8/31/11         |
| Curriculum Maps—Science K-5   | 7/2011-10/2011  |
| Curriculum Maps—Visual Arts—K-8   | 2011-12         |
| Curriculum Maps 2010-2011—Folder 2.2 in Repository  | 2011            |
| Curriculum Maps—Algebra I and II  | 8/16/11         |
| Curriculum Maps—Arts and Humanities Grades 6-8—Arts & Humanities Pacing Guides grades 6,7 and 8                       | 2011-12         |
| Curriculum Maps—HS Health grades 9-12   | 8/2011          |
| Curriculum Maps—K-5 Literacy Weeks 1-36   | Not dated       |
| Curriculum Maps—K-8- Social Studies   | 2011-12         |
| Curriculum Maps—Science Gr. 6-8—KY 4.1 Core Content Standards/JCPS Grade[s] 6-8 Science Modules Unit Alignment        | 8/2011          |
| Curriculum Maps—Science K-5   | 2011            |
| Curriculum Maps—Science6-8  | 2011            |
| Curriculum Maps—How to Use  |                 |
| Curriculum Maps—Consumerism and Career Studies—K-8, 9-12  | Not dated       |
| Curriculum Maps—HAVPA Trimester and Semester—History and Appreciation of the Visual and Performing Arts Pacing Guides | 2011            |
| Curriculum Maps—Math Weeks 1-12 Grades K-5  | 6/2011          |
| Curriculum Maps—PE—K-12—PE Curriculum Maps for Elementary, Middle School, High School, Grades K-5, 6-8 and 9-12       |                 |
| Curriculum Map—US History—Trimester/Semester – 1  | 2011-12         |
| Curriculum Map—World Civilizations—Trimester/Semester – 1   | 2011-12         |
| Curriculum Program Charts   | 2011            |
| Curriculum Surveys—Folder 2.3   |                 |
| Curriculum Unit Map—Expanding Language 3A   | 8/2011          |
| Curriculum Unit Maps K-5 Weeks 1-12   | June 2011 Draft |
| Curriculum Unit Maps—Middle Literacy Weeks 1-12 Grades 6-8  | 6/26/11         |
| Curriculum Unit Maps—Middle Literacy Weeks 1-12 Grades 6-8  | 6/26/11         |

| <b>Standard 2 Documents</b>   | <b>Date</b>   |
|---|---------------|
| Curriculum Unit Maps—Beginning Language 1A and 1B   | 8/2011        |
| Curriculum Unit Maps—Developing Language 2A and 2B  | 8/2011        |
| Curriculum Unit Maps—High School Literacy Units 1-3 Grades 9-12   | 10/2011       |
| Curriculum Unit Maps—High School Literacy Units 1-3 Grades 9-12   | 10/2011       |
| Diagnostic and Proficiency Assessment Plan  | 2011          |
| Diagnostic and Proficiency Assessment Plan Reading  | 8/31/2011     |
| Diagnostics and Proficiency Assessment Map  | July 29, 2011 |
| Diagnostics and Proficiency Assessment Map—Elementary Literacy  | 8/31/11       |
| District Strategic Initiative   |               |
| DSC Correlation to the Common Core State Standards Initiative for ELA K-5   |               |
| DSC Correlation...Making Meaning K-5  | June 2011     |
| DSC Correlation...Making Meeting and Making Meaning Vocabulary K-5  |               |
| Earth Mini Unit, TG, Jefferson County Public Schools  | June 2011     |
| Elementary Report Card  |               |
| Elementary Science Unit Planning Guide  | 2011          |
| Elementary Social Studies Proficiency Calendar  |               |
| Elementary Social Studies Proficiency Calendar  |               |
| Elementary Unit 3 Year Plan, Years 1 and 2  | 2010-11       |
| email from Amy Herman—Folder VV in Repository   |               |
| email from Jenni Aberli—Folder VV in Repository   |               |
| email from Lee Nickerson—Folder VV in Repository  |               |
| email from Naomi Brahim—Folder 2.6 in Repository  |               |
| email from Rick Daniel—Folder VV in Repository  |               |
| email from Sarah Nordman  |               |
| End of Course Assessment Alignment Algebra II for ACT, KCAS, CPM  | 2011-12       |
| Energy Mini Unit, TG, Jefferson County Public Schools   |               |
| English Curriculum and ACT Standard Alignment   |               |
| English Curriculum and ACT Standard Alignment   |               |
| English Language Arts Progression of Standards K-12   | May 2011      |
| External review of District Programs and Services   |               |
| First Response to Auditors' Questions about Needs   |               |
| Food Chains and Webs Third Edition, TG, Delta Science   | 2003          |
| Force and Motion, TG, FOSS  | 2005          |
| GCPS Classroom Indicators of Best Practices in Math   |               |
| Geometry Proficiency Assessment #1  |               |
| Gheens Academy Curriculum Maps web page   |               |
| Gheens Academy Web Site <a href="http://www.jefferson.k12.ky.us/Departments/Gheens">http://www.jefferson.k12.ky.us/Departments/Gheens</a>           | Various dates |
| Good Data Revisited TT Knight and Fern Creek High School  |               |
| High School Assessment Calendar   | July 21, 2011 |
| High School Course Description binder   | 2007-08       |
| High School Courses (Typical).pdf—Folder 2.6 in Repository  |               |
| High School Literacy Handbook   | 2011          |
| High School Professional Career Theme School Web Site <a href="http://www.Jefferson.k12.ky.us/Showcase">http://www.Jefferson.k12.ky.us/Showcase</a> | Various dates |
| Holt, Elements of Literature, 1st Course (grade 7), 2007  |               |
| Holt, Elements of Literature, 2nd Course (grade 8), 2007  |               |
| Holt, Elements of Literature, Introductory Course (grade 6), 2007   |               |
| Homework Policies   | Various Dates |

| <b>Standard 2 Documents</b>   | <b>Date</b>                                    |
|---|--|
| Houghton Mifflin Harcourt: Literacy By Design   |  |
| How To Use The Curriculum Map—Elementary Social Studies   | 2011   |
| How To Use The Curriculum Map—High Social Studies   | 2011   |
| How To Use The Curriculum Map—Middle Social Studies   | 2011   |
| How To Use The Curriculum Maps  |  |
| How To Use The Curriculum Maps—Early Childhood  | 2011   |
| How To Use The Curriculum Maps—Elementary Literacy  | No date  |
| How To Use The Curriculum Maps—Elementary, Middle School Math   | 2011   |
| How To Use The Curriculum Maps—High Literacy  | 10/13/11                                       |
| How To Use The Curriculum Maps—High Literacy  | 10/13/11                                       |
| How To Use The Curriculum Maps—HS Math—How To Use The High School Mathematics Curriculum and Pacing Maps    | 9/6/11   |
| How To Use The Curriculum Maps—Middle Literary  |  |
| Important Teacher Notes About Curriculum Maps—2011-12 At-a-Glance Curriculum Map Gr. 9-12                   | Revised<br>10/13/11                            |
| Important Teachers Notes About Curriculum Maps Grades 6-8 Year At-A-Glance English/Language Arts Weeks 1-18 | 10/5/11  |
| Informal Walk Through Protocols   |  |
| Instructional Support—Gheens—Folder I   |  |
| JCPS Board of Education Policy Manual   | Reviewed<br>November 13,<br>1995               |
| JCPS Board Policy   | Various Dates                                  |
| JCPS CHOICES Guide to Elementary, Middle and High School Programs   | 2011-12  |
| JCPS Classroom Indicators of Best Practices in High School Mathematics                                      |  |
| JCPS Course Numbering System  | 7-1-2011                                       |
| JCPS Course Numbers and Grade Tasks   | 6/28/2010                                      |
| JCPS Gheens Academy Curriculum Excellence and Instruction Leadership: Short Range Proposal                  | 11/8/2010<br>Updated<br>1/11/11 and<br>6/30/11 |
| JCPS High School Trimester Mapping  | 2011-12  |
| JCPS High School Trimester Mapping 2011-2012 School Year  | 2011   |
| JCPS Job Descriptions   | Various Dates                                  |
| JCPS Lesson Plan Review and Feedback—School   |  |
| JCPS Middle School Math Class Instructional Framework Observation Tool                                      |  |
| JCPS Next Steps Power Point Presentation  |  |
| JCPS Organization Chart   | Web  |
| JCPS RTI Draft  |  |
| JCPS Theory of Action   | November<br>2010                               |
| Jefferson County Public School Mission Vision   |  |
| Jefferson County Public School Survey   | 10/19/2011                                     |
| Jefferson County Public Schools System-wide Assessment Calendar 2011-2012 School Year                       | 2011   |
| KDE Arts and Humanities Program of Studies  |  |
| KDE Core Content 4.1 Practical Living   | 8/2011   |
| KDE Dance Program of Studies  |  |
| KDE Drama Program of Studies  |  |

| <b>Standard 2 Documents</b>  | <b>Date</b>   |
|--|---------------|
| KDE Visual Arts Program of Studies   |               |
| Kentucky Core Academic Standards, National common Core Standards and JCPS PowerPoint Presentation                      | 2011-12       |
| Kentucky Core Academic Standards—English Language Arts K-12  | June 10, 2010 |
| Kentucky Department of Education “Scope and Purpose”   |               |
| Kentucky Department of Education Core Content for Social Studies Assessment 4.1—Elementary, Middle School, High School | 2006          |
| Kentucky Early Childhood Standards English Language Arts—draft   |               |
| Kentucky Early Childhood Standards Mathematics—draft   |               |
| Kentucky World Language Benchmarks   |               |
| Land and Water, TG, Smithsonian Institution  | 2004          |
| Learning Walk Feedback Lukhut  |               |
| Lesson Planning Template 11 X 7  |               |
| Light, TG, Smithsonian Institution   | 2006          |
| Magnetism and Electricity, TG, Delta Education   | 2005          |
| Making Meaning, Volume 1, Teacher’s Manual, Grade 1, 2008  |               |
| Making Meaning, Volume 1, Teacher’s Manual, Grade 4, 2008  |               |
| Making Meaning, Volume 1, Teacher’s Manual, Grade 5, 2008  |               |
| Map for English Language Arts, Weeks 1-36, Fifth Grade   |               |
| Map for English Language Arts, Weeks 1-36, First Grade   |               |
| Map for English Language Arts, Weeks 1-36, Fourth Grade  |               |
| Map for English Language Arts, Weeks 1-36, Kindergarten  |               |
| Map for English Language Arts, Weeks 1-36, Second Grade  |               |
| Map for English Language Arts, Weeks 1-36, Third Grade   |               |
| Math Materials Used at schools list  |               |
| Math Practices   |               |
| Mathematical Practice Standards  |               |
| Mathematics Curriculum Maps K-8  |               |
| Mathematics K-12   |               |
| Mathematics K-12   |               |
| McDougall Littell, The Language of Literature, Grade 6, Teacher’s Edition, 2006  |               |
| McDougall Littell, The Language of Literature, Grade 7, Teacher’s Edition, 2006  |               |
| McDougall Littell, The Language of Literature, Grade 8, Teacher’s Edition, 2006  |               |
| Memorandum: Assistant Superintendent High School, Middle School, Elementary and Curriculum and Instruction             | Various Dates |
| Middle School Courses (Typical).pdf—Folder 2.6 in Repository   |               |
| Middle School Science Unit Planning Guide  | 2011          |
| Minutes—Administrative Leadership Team   | Various dates |
| Minutes—Leadership Team  | Various dates |
| Minutes of Curriculum Meetings   | Various dates |
| Motion and Design, Second Edition, TG, Smithsonian Institution   | 2004          |
| MPA #1 Grade 3   |               |
| MPA #1 Grade 5   |               |
| Music Program of Studies   |               |
| Organisms—From Macro to Micro, Smithsonian Institution   | 2003          |
| Pearson Connected Mathematics 6-8  |               |
| Pearson Investigations in Number Time and Space K-5  |               |

| <b>Standard 2 Documents</b>   | <b>Date</b>         |
|---|---------------------|
| Phonics Lessons, Pinnell and Fountas, Teaching Resources, Grade K   | 2003                |
| Phonics Lessons, Pinnell and Fountas, Teaching Resources, Grade 1   | 2003                |
| Phonics Lessons, Pinnell and Fountas, Teaching Resources, Grade 2   | 2003                |
| Phonics Lessons, Pinnell and Fountas, Teaching Resources, Grade 3   | 2003                |
| Priorities in the <i>Common Core State Standards' Standards for Mathematical Content</i>  | May 2011            |
| Problem Solving Template—Elementary Associate Superintendent  |                     |
| Proficiency #1 Statistics 6 <sup>th</sup> Grade   |                     |
| Proficiency Assessment #1 Algebra I   |                     |
| Proficiency Assessment #1 Algebra II  |                     |
| Proficiency Assessment #1 Grade 3 Social Studies  |                     |
| Proficiency Assessment #1 Grade 5 Social Studies  |                     |
| Proficiency Assessment #1 Grade 6 Social Studies  |                     |
| Proficiency Assessment #1 Grade 8 Social Studies  |                     |
| Proficiency Assessment #1 Number Sense 7th Grade  |                     |
| Proficiency Assessment #1 U.S. History  |                     |
| Proficiency Assessment Blueprint: High School Social Studies  | 2011-12             |
| Proficiency Assessment Blueprint: Middle School Social Studies  | 2011-12             |
| Proficiency Assessment Blueprint: Elem. Social Studies  | 2011-12             |
| Proficiency Assessment: Biology   |                     |
| Proficiency Assessment: Chemical Interaction  |                     |
| Proficiency Assessment: Energy  |                     |
| Proficiency Assessment: Food Chains   |                     |
| Proficiency Assessment: Forces & Motion   |                     |
| Proficiency Assessment: Light   |                     |
| Proficiency Assessment: Macro to Micro  |                     |
| Proficiency Assessment: Magnetism & Energy  |                     |
| Proficiency Assessment: Motion/Design   |                     |
| Proficiency Assessment: Plate Tectonics   |                     |
| Project Proficiency Map for Algebra 1, Algebra 2, Geometry  |                     |
| Reading Curriculum and ACT Standard Alignment   |                     |
| Reading Curriculum and ACT Standard Alignment   |                     |
| Resources Used in Some JCPS Schools   |                     |
| Rigby Literacy—Skills, Synopsis, KCAS Alignment—1   |                     |
| Rigby Literacy—Skills, Synopsis, KCAS Alignment—K   |                     |
| Rigby Literacy Teacher's Guide Grade K, Volume 1  | 2004                |
| Rigby Literacy Teacher's Guide, Grade K, Volume 2   | 2004                |
| Rigby Literacy Teacher's Guide, Grade 1, Volume 1   | 2004                |
| Rigby Literacy Teacher's Guide, Grade 1, Volume 2   | 2004                |
| Rigby Literacy Teacher's Guide, Grade 2   | 2004                |
| Rigby Literacy Teacher's Guide, Grade 3   | 2004                |
| Rigby Literacy Teacher's Guide, Grade 4   | 2004                |
| Rigby Literacy Teacher's Guide, Grade 5   | 2004                |
| Sample Lesson Plans from schools  |                     |
| Sample of Internal Memoranda and Committee Meeting Minutes: Analytical & Applied Sciences   |                     |
| Sample of Internal Memos and Committee Meeting Minutes: Analytic and Applied Science, Literacy, Student Development Services, Counselors, Social Studies, Library Media, Literacy, Mathematics, ESL | 2010-11,<br>2009-10 |

| <b>Standard 2 Documents</b>  | <b>Date</b>                |
|--|----------------------------|
| Sample Staff handbook  | April 2006                 |
| School Based Decision Making Policy Manual: DRAFT  |                            |
| School Handbooks: Price, Frazier, Shacklette, Laukhuf, Trunnell, Audobon, Layne, Jacob, Bates, Shelby, Roosevelt, Breckenridge Franklin, Tully, Greenwood, Coleridge Taylor, Watterson, Carrithers, Crosby, Ramsey, Thomas Jefferson, Farmsley, Kerrick, Olmsted, Johnson Traditional, Highland, Kennedy Metro, Liberty, Breckenridge Metro, Waller Williams, Atherton, Male, Iroquois, Fern Creek, Seneca, Greathouse Shryrock, Hartstern, Inbloom, Rutherford, M.L. King, Indian Trail, Luke, Smyrna, Snensee, Cockrane, Dixie, I Belong @ Young, Conway | 2011-12                    |
| School Textbook Plans: Fiscal Year '08 A-O; Fiscal Year '08 P-Z; Fiscal Year 2009; Fiscal Year 2010; General Fund Fiscal Year 2011 A-Z; Flexible Fund Fiscal Year 2011 A-Z; Textbooks General and Flexible A-Z 2012  | Various Years<br>2008-2012 |
| Science Core Instructional Programs, Interventions and Enrichment  |                            |
| Second Response to Auditors' Questions about Needs   |                            |
| Selection of Instructional Materials   | 2009                       |
| Senate Bill 1 Power Point Presentation   | April 25, 2011             |
| Social Studies—One Community, One Nation, Grades 2, 3, and 4   |                            |
| Social Studies Textbooks Holt—World Geography, World History, World Geography Today, World History: The Human Journey, Psychology: Principles in Practice, Sociology: The Study of Human Relationships, American Anthem—Modern American History  |                            |
| Social Studies Textbooks Pacemaker—United States History   |                            |
| Social Studies Prentice Hall—African American History  |                            |
| Social Studies Textbooks (other publishers)—The Kentucky Adventure, Faces of Kentucky, American Civics and Government, A History of the Modern World   |                            |
| Social Studies Textbooks AGS—Economics, History of Our Nation: Beginnings to 1920, History of our Nation: 1865 to the Present, United States Government, World History   |                            |
| Social Studies Textbooks Glencoe—World and Its People, World History: Journey Across Time, The American Republic to 1877, Street Law: A Course in Practical Law, The American Republic Since 1877, The American Vision, Economics: Principles and Practices, Economics: Today and Tomorrow, Sociology & You, Understanding Psychology, United States Government: Democracy in Action   |                            |
| Social Studies Textbooks Globe Fearon—American History, World History  |                            |
| Social Studies Textbooks Harcourt—Our World Now and Long Ago, A Child's View, Our Communities, Kentucky, World Regions   |                            |
| Social Studies Textbooks Houghton Mifflin—My World, School and Family, Neighborhoods, Communities, Kentucky Studies, United States History, World Cultures and Geography, The Enduring Vision  |                            |
| Social Studies Textbooks McDougal Littell—The Americans: Reconstruction to the 21 <sup>st</sup> Century  |                            |
| Social Studies Textbooks Scott Foresman—Here We Go, All Together, People and Place, Regions, The United States   |                            |
| Spread sheet of Mathematics Core Instructional Programs, Interventions and Enrichment  |                            |
| Standards for Mathematical Practice  |                            |
| Standards-Based Guided Practice Literary #1: Chipmunk and Bear Grade 4   |                            |
| Standards-Based Guided Practice Literary #1: The Secret Message Grade 3  |                            |
| Standards-Based Guided Practice Samples: Literary I Grades 3-5   | 2011-12                    |
| Support Materials for Core Content for Assessment V 4.1 Science  | August 2007                |
| Supporting Unit Document, Grade 1, Weeks 1-12 Literacy   |                            |
| Supporting Unit Document, Grade 2, Weeks 1-12 Literacy   |                            |
| Supporting Unit Document, Grade 3, Weeks 1-12 Literacy   |                            |
| Supporting Unit Document, Grade 4, Weeks 1-12 Literacy   |                            |
| Supporting Unit Document, Grade 5, Weeks 1-12 Literacy   |                            |
| Supporting Unit Document, Grade K, Weeks 1-12 Literacy   |                            |



| <b>Standard 2 Documents</b>  | <b>Date</b> |
|--|-------------|
| Teachers Six Weeks Learning Targets: Carrithers Middle School  | Fall 2011   |
| TELL Survey from Kentucky Department for Education for Jefferson County Public Schools                         | 2010-11     |
| Tentative Three Year Plan for High School Mathematics Implementing the Kentucky Core Academic Standards (KCAS) |             |
| Textbook Purchasing Procedures   | 2011-12     |
| Title 1 Rank Report for 2010-2011  | 2010-11     |
| Traditional School Guidelines  | 1/26/1998   |
| Unit Planning  |             |
| Vocabulary for Making Meaning, Teacher's Manual, Grade 1   | 2008        |
| Vocabulary for Making Meaning, Teacher's Manual, Grade 3   | 2008        |
| Vocabulary for Making Meaning, Teacher's Manual, Grade 4   | 2008        |

| <b>Standard 3 Documents</b>   | <b>Date</b>             |
|---|-------------------------|
| Board Policies  | Various                 |
| Characteristics of Highly Effective Teaching and Learning (CHETL)   |                         |
| Comprehensive District Improvement Plan   | 2010-11                 |
| Employee Evaluation Forms and Instructions  | 2010-11                 |
| External Reviews of District Programs and Services: Informing the Progress of the Jefferson County Public Schools |                         |
| Formats for Professional Development  | November 2010           |
| Gheens KCAS Cohort Agreement  | 2011-12                 |
| Guskey Model: "Evaluating Professional Development"   | Undated                 |
| JCBE—JCTA Agreement, Extension  | 2005-2010;<br>2010-2013 |
| JCPS 2010-11 Comprehensive District Plan  | 2010-11                 |
| JCPS 2011 Core Beliefs, District Goals, and Strategies  | 2010                    |
| JCPS Accountability, Research, and Planning Department Evaluation Results Report                                  | 2010                    |
| JCPS Annual Progress Report   | 2010                    |
| JCPS Change Framework   | May 2011                |
| JCPS Classified Professional Development  | 2011-12                 |
| JCPS Comprehensive School Survey  | 2010-11                 |
| JCPS Corrective Action Plan   | 2010-11                 |
| JCPS District Goals and Strategies  | 2010-11                 |
| JCPS District Leadership Assessment Report Self Study   | 2010                    |
| JCPS Exceptionally Yours  | May 2011                |
| JCPS Gheens Academy Short Range Proposal  | June 2011               |
| JCPS Professional Development Requirements for Teachers   | 2011-12                 |
| JCPS School Improvement Plans   | 2010-11; 2011-12        |
| JCPS Self-Study Report  | 2010                    |
| JCPS Standards for High Quality Professional Development  | December 2008           |
| JCPS Teacher Evaluation Instruments: Performance Criteria/Indicators  |                         |
| JCPS Theory of Action   | 2010                    |
| Job Descriptions  | 2004-2010               |
| KDE Professional Development Coordinator's Handbook   | June 2011               |
| KDE Professional Development Standards  | 2005                    |
| Kentucky TELL Survey  | 2011                    |
| KERA-PD Budget Allocation Worksheet   | FY11                    |

| <b>Standard 3 Documents</b>  | <b>Date</b>     |
|--|-----------------|
| Kirkpatrick Professional Development Model “Four Levels of Evaluation” | 2011            |
| KRS Effective Instructional Leadership Act Explanation                 | 2006            |
| NSDC Standards for Staff Development                                   | 2001            |
| One Community, One Nation Evaluation Report                            | June 2011       |
| pdCentral Admin Count Reports  | 6/3/10 - 6/3/11 |
| pdCentral Admin Sessions Details Reports                               | 6/3/10 - 6/3/11 |
| Principal Job Performance Evaluation forms                             |                 |
| Progress Report on 2010-22 Comprehensive District Improvement Plan     | 2011            |
| School Audits  | 2010-11         |
| The Greater Louisville Education Project Report conducted by McREL     | 2007            |
| The Kentucky Department of Education District Leadership Assessment    | 2010            |

| <b>Standard 4 Documents</b>   | <b>Date</b> |
|---|-------------|
| 2011-12 Middle School Assessment Calendar   |             |
| Administrative, Principal, and Teacher Job Performance Criteria                             | 11-Mar-11   |
| Balanced Assessment/Learning Progression Committee: A Vision for Assessment in JCPS (draft) | 28-Jul-10   |
| Balanced Assessment/Learning Progression Committee: A Vision for Assessment in JCPS (draft) | 28-Jul-10   |
| Balanced Assessment/Learning Progression Committee: A Vision for Assessment in JCPS (draft) | 28-Jul-10   |
| Board Policy BLDB: Accountability   | 25-Nov-02   |
| Board Policy IL: Testing Programs   | 13-Nov-95   |
| Board Policy ILC: Use and Dissemination of Test Results                                     | 23-Aug-99   |
| Board Policy IM: Evaluation of Instructional Programs                                       | 13-Nov-95   |
| Building Assessment Coordinator Training Presentations                                      | Fall 2011   |
| CASCADE Assessment System Analysis and Usage Report   | Jul-11      |
| CASCADE Online Assessment and Data System   |             |
| Comprehensive District Improvement Plans  | 2008-2011   |
| Curriculum Maps   |             |
| Diagnostic and Proficiency Assessment Plans for Reading and Math                            | 2011        |
| High School Trimester Mapping 2011-12 School Year   | 22-Aug-11   |
| JCPS Accountability, Research and Evaluation Website  |             |
| JCPS Assessment Calendar  | 2010-11     |
| JCPS Diagnostic Assessments   | 2009-2011   |
| JCPS Job Descriptions   | Varied      |
| JCPS Program Evaluation Model: CIPP   | 2011        |
| JCPS Testing Blueprints for District Proficiency Tests                                      | 2011        |
| JCPS Testing Blueprints for District Proficiency Tests                                      | 2011        |
| JCPS Website  |             |
| JCPS Proficiency Assessments  | 2009-2011   |
| Kentucky Department of Education Website  |             |
| Program Evaluation: Elementary Redesign   | 2010        |
| Program Evaluation: Newcomer Academy  | 2011        |
| Program Evaluation: Ramp Up   | 2009        |
| Program Evaluation: Student Recovery  | 2010        |
| Program Evaluation: Teacher and Learner Collaboration                                       | 2010        |
| Project Proficiency Guide 2011-12   | Undated     |
| SBDM Policy Manual: A Publication for School Based Decision Making Councils                 | Jul-11      |
| Statement of Core Beliefs   | Undated     |

|   |             |
|---|-------------|
| System-wide Assessment Calendar                       | Undated     |
| The CIPP Model as a Framework for Evaluations in JCPS | Summer 2011 |

| <b>Standard 5 Documents</b>  | <b>Date</b>      |
|--|------------------|
| 1112 e State Form  |                  |
| 1112 m State Form  |                  |
| About JCPS   | August 2011      |
| Administrative Regulations   | July 1 2001      |
| AFIF Funded Projects 2012-13   | October 2011     |
| All Sites with Client Information sheet—SuccessMaker   | December 2010    |
| Audit Statement  | 2011             |
| Board of Education of Jefferson County Policy Manual   | 2011             |
| Board Policies   | Varied           |
| Budget Instructions Central Office   | January 17, 2011 |
| CIPP Evaluation Model in JCPS  | Summer 2011      |
| Comprehensive Literacy Model Schools   | March 2011       |
| Comprehensive School Improvement Plans (2010-11)   |                  |
| Computer Application Skills Assessment   | 2004-2008        |
| Cumulative Performance—Aggregate (SuccessMaker)  | October, 2011    |
| Cumulative Performance (SuccessMaker)  | September, 2011  |
| District Goals   | 2010-11          |
| ECE Summary of SuccessMaker Data 06-07   |                  |
| Elementary Add-Ons 2012  |                  |
| Elementary Space Utilization Overview 2010-2019  | 2010             |
| Evaluation Brief: SuccessMaker   | June 2010        |
| FIVE_YEAR_ENROLL_11-12_BOTH_DOC.xlsx   | Unknown          |
| Four Year Projection of HVAC Renovation Projects 2012-2014   | September 2011   |
| Gheens Academy Grant Listing   | August 2011      |
| Gheens Active Grants   |                  |
| Good Housekeeping Award Program  | 2011             |
| High School Redesign handout   |                  |
| JCPS Allocation Standards FY 2011-12   | December 7, 2010 |
| JCPS Background Information  | July 2011        |
| JCPS Building History and Capacity   |                  |
| JCPS Capital Projects  | 2007-2011        |
| JCPS Comprehensive Annual Financial Report 2005  | June 30, 2005    |
| JCPS Comprehensive Annual Financial Report 2006  | June 30, 2006    |
| JCPS Comprehensive Annual Financial Report 2007  | June 30, 2007    |
| JCPS Comprehensive Annual Financial Report 2008  | June 30, 2008    |
| JCPS Comprehensive Annual Financial Report 2009  | June 30, 2009    |
| JCPS Comprehensive Annual Financial Report 2010  | June 30, 2010    |
| JCPS Comprehensive District Improvement Plan   | June 2011        |
| JCPS Comprehensive Literacy Model handout  |                  |
| JCPS District Membership by Grade Summary  | October 2011     |
| JCPS Enrollment Projections: Five Year, Elementary School, Middle School, High School, Special Schools | March 2011       |
| JCPS Facilities Improvement Plan; Amendment No. 1  | June 2011        |
| JCPS Fall Planning Calendar  | June 1, 2011     |

| <b>Standard 5 Documents</b>  | <b>Date</b>       |
|--|-------------------|
| JCPS Five Year Enrollment By Grade 2001-02 Through 2010-11   | August 25, 2011   |
| JCPS FR_Historical_Percentages_-_FY07_-_FY11_.xlsx   |                   |
| JCPS FY 11-12 Comprehensive Educational Financial Planning and Management Calendar                 | September 6, 2011 |
| JCPS Generated Curriculum_Audit_List_10-19-2011.xlsx   |                   |
| JCPS Infinite Campus Membership 11-12b   | October 17, 2011  |
| JCPS Job Descriptions  | 1994-2007         |
| JCPS Mission and Vision Statements   | District Website  |
| JCPS Overtime_FY06_-_FY11.xls  |                   |
| JCPS Planning Master Schedule 2011-2013  | October 2011      |
| JCPS Program Survey Forms  | 2011              |
| JCPS Schools Built By Decade   | January 2011      |
| JCPS School-based Decision Making Manual   |                   |
| JCPS Site-Based Budget Instructions 2011-2012  | February 7, 2011  |
| JCPS Spring Planning Calendar  | June 1, 2011      |
| JCPS Technology Plan   | 2011-2014         |
| JCPS Technology Tools Readiness Survey, 2011   | 2011              |
| JCPS Working Budget 2006-2007  | September 2006    |
| JCPS Working Budget 2007-2008  | September 2007    |
| JCPS Working Budget 2008-2009  | September 2008    |
| JCPS Working Budget 2009-2010  | September 2009    |
| JCPS Working Budget 2010-2011  | September 2010    |
| Jefferson County Board of Education Meeting Minutes  | February 22, 2010 |
| Jefferson County Board of Education Meeting Minutes  | March 22, 2010    |
| Jefferson County Board of Education School Allocation Standards for Usage in FY 2011-12 and Beyond | January 2011      |
| Jefferson County Facts   | 2011              |
| Job Descriptions   | Varied            |
| Kentucky State Assessment Benchmark (SuccessMaker)   | April 2010        |
| KY course benchmarks (SuccessMaker)  | April 2010        |
| Middle School Add-Ons 2012-1   |                   |
| Outstanding Bonds  | June 2011         |
| over_100000_as_of_2011-10-18-1.xlsx  |                   |
| Pearson SuccessMaker Math Efficacy Study   | September 2010    |
| Planning and Program Evaluation  | August 2011       |
| Project Lead the Way (PLTW) handout  |                   |
| Project Proficiency Handout  |                   |
| Reading First Grant FY10 Project 5089R   |                   |
| Reading Time/Gain Estimate (SuccessMaker)  | 2001              |
| Revision of Board Policies   | July 2011         |
| Revision of Board Policies—Fiscal Management Policies  | July 11, 2011     |
| RTI An Overview for the JCPS Board of Education  | March 2011        |
| RTI Information Packet   | September 2011    |
| RTI Sample Spreadsheet   | 2011              |
| Sampling of 2011-12 School Improvement Plans   | 2011-12           |
| School Budget 2012 Audit Revised   | September 9, 2011 |
| Schools committed to district math programs  |                   |
| Secondary Add-Ons 2012-1   |                   |

| <b>Standard 5 Documents</b>  | <b>Date</b>           |
|--|-----------------------|
| State Program Implementation   | September,2010        |
| Student Transportation Study Meeting Report  | June 17, 2011         |
| SuccessMaker Math Analysis 09-10—ECE Report  |                       |
| Superintendent Accomplishments 2007-2011   | June 2011             |
| Table of Organization—Function Chart   | July 2011             |
| Technology budget  | 2011                  |
| Technology Managed MIS Applications list   |                       |
| Technoversity Offerings  | 2011                  |
| Title 1 Ranking Report for 2010-11   |                       |
| VI_A_Student_Assignment_Plan_09_29_09_Complete_with_all_<br>revisions_and_attachments_with_revised_maps_1_ | September 29,<br>2009 |

## Appendix 3.1

### Exhibit 1.2.1

#### Curriculum Management Board of Education Policies, Administrative Regulations, and Sample School-Based Decision Making (SBDM) Model Policies Reviewed by the Audit Team Jefferson County Public School District October 2011

| <b>Policy/<br/>Regulation*<br/>Code</b> | <b>Policy Title</b>                                | <b>Date of<br/>Adoption</b> |
|---|--|-----------------------------|
| AA                                      | School District Legal Status                       | 11/13/95                    |
| AB                                      | The People and their School District               | 11/13/95                    |
| AD                                      | Educational Philosophy                             | 11/13/95                    |
| AE                                      | School Goals and Objectives                        | 11/13/95                    |
| BB                                      | School Board Legal Status                          | 11/13/95                    |
| BBA                                     | School Board Power and Duties                      | 11/13/95                    |
| BBAA                                    | Board Member Authority                             | 11/13/1995                  |
| BBF                                     | School Board Member Ethics                         | 11/13/1995                  |
| BCD                                     | Board-Superintendent Relationship                  | 11/13/1995                  |
| BCE                                     | Board Committees                                   | 11/13/1995                  |
| BCF                                     | Advisory Committees to the Board                   | 11/13/1995                  |
| BF                                      | Board Policy Development                           | 11/13/1995                  |
| BFC                                     | Policy Adoption                                    | 11/13/1995                  |
| BFD                                     | Policy Dissemination                               | 11/13/1995                  |
| BFE                                     | Administration in Policy Absence                   | 11/13/1995                  |
| BFG                                     | Policy Review and Evaluation                       | 11/13/1995                  |
| BHB                                     | Board Member Development Opportunities             | 11/13/1995                  |
| BL                                      | Implementation of School-Based Decision Making     | 5/13/1996                   |
| BLA                                     | Alternative Models to School-Based Decision Making | 11/13/1995                  |
| BLAA                                    | Repeal   | 5/13/1996                   |
| BLB                                     | School Council Powers and Duties                   | 11/13/1995                  |
| BLBA                                    | School Council Elections                           | 7/17/2000                   |
| BLBB                                    | School Council Committees                          | 11/25/1996                  |
| BLCC                                    | Review of School Council Decisions                 | 11/13/1995                  |
| BLD                                     | Training of School Council Members                 | 7/17/2000                   |
| BLDA                                    | Waiver of School Board Policy                      | 11/13/1995                  |
| BLDAA                                   | Other Board Policy                                 | 11/13/1995                  |
| BLDB                                    | Accountability                                     | 11/25/2002                  |
| CA                                      | Administration Goals                               | 11/13/1995                  |
| CAA                                     | District Administration Priority Objectives        | 11/13/1995                  |
| CBA                                     | Qualifications and Duties of the Superintendent    | 11/13/1995                  |
| CBC                                     | Superintendent's Contract and Evaluation           | 11/13/1995                  |
| CC                                      | Administrative Organization Plan                   | 11/13/1995                  |
| CF                                      | School Building Administration                     | 11/13/1995                  |
| CI                                      | Temporary Administrative Arrangements              | 11/13/1995                  |
| CM                                      | School District Annual Report                      | 11/13/1995                  |
| DB                                      | Annual Operating Budget                            | 11/13/1995                  |
| DBA                                     | Budgeting System                                   | 11/13/1995                  |



| <b>Policy/<br/>Regulation*<br/>Code</b> | <b>Policy Title</b>  | <b>Date of<br/>Adoption</b> |
|---|--|-----------------------------|
| DBG                                     | Public Budget Hearings and Reviews   | 11/13/1995                  |
| DBH                                     | Budget Adoption Procedures   | 11/13/1995                  |
| FB                                      | Facilities Planning  | 8/11/1997                   |
| FBB                                     | Enrollment Projections   | 11/13/1995                  |
| FEC                                     | Facilities Development Plans and Specifications  | 11/13/1995                  |
| FEE                                     | Site Acquisition   | 8/14/2006                   |
| GBD                                     | Board-Staff Communications   | 11/13/1995                  |
| GCA                                     | Staff Positions and Workload   | 11/13/1995                  |
| GCKB                                    | Staff Meetings and Development Opportunities   | 11/13/1995                  |
| GCLA                                    | Staff Visitations and Conferences  | 11/26/2007                  |
| GCN                                     | Supervision and Evaluation of Staff  | 11/26/2007                  |
| HAA                                     | Negotiations Priority Objective  | 11/13/1995                  |
| IA                                      | Instructional Goals  | 11/13/1995                  |
| IB                                      | Academic Freedom   | 11/13/1995                  |
| IF                                      | Curriculum Adoption  | 11/13/1995                  |
| IFD                                     | Curriculum Development and Implementation  | 11/13/1995                  |
| IG                                      | Curriculum Design  | 11/13/1995                  |
| IGA                                     | Basic Instructional Program  | 11/13/1995                  |
| IGAB                                    | Human Relations Education  | 11/13/1995                  |
| IGADA                                   | Work Experience Opportunities  | 11/13/1995                  |
| IGAP                                    | Comprehensive Arts Education   | 11/13/1995                  |
| IGBA                                    | Programs for Students with Disabilities  | 10/9/2000                   |
| IGBB                                    | Programs and Services for Gifted and Talented Students   | 11/13/1995                  |
| IGBD                                    | Programs for Pregnant Students   | 11/13/1995                  |
| IBBG                                    | Home/Hospital Instruction  | 11/13/1995                  |
| IBBH                                    | Alternative School Programs  | 11/13/1995                  |
| IGBHA                                   | Optional/Magnet Programs and Magnet Schools  | 11/13/1995                  |
| IGBI                                    | English as a Second Language   | 11/13/1995                  |
| IGC                                     | Extended Instructional Programs  | 11/13/1995                  |
| IGCF                                    | Early Childhood Program  | 11/13/1995                  |
| II                                      | Instructional Resources  | 11/13/1995                  |
| IIAA                                    | Textbook Selection and Adoption  | 7/17/2000                   |
| IIAB                                    | Supplementary or Commercial or Special Interests Materials, Speakers, and Media Selection and Adoption | 11/13/1995                  |
| IIAC                                    | Library Materials Selection and Adoption   | 11/13/1995                  |
| IIBC                                    | Instructional Materials Centers and Professional Libraries   | 11/13/1995                  |
| IIBE                                    | Use of Instructional Technology  | 11/13/1995                  |
| IICA                                    | Field Trips  | 5/23/2011                   |
| IKA                                     | Uniform Student Progression, Promotion and Grading   | 11/13/1995                  |
| IL                                      | Testing Programs   | 11/13/1995                  |
| ILC                                     | Use and Dissemination of Test results  | 8/23/1999                   |
| IM                                      | Evaluation of Instructional Programs   | 11/13/1995                  |
| JECD                                    | Assignment of Students to Classes  | 11/13/1995                  |
| KA                                      | School-Community Relations   | 11/13/1995                  |
| AR                                      | Paraprofessionals/Instructional Assistants   | 7/2001                      |
| AR                                      | Teacher Performance Evaluation   | 7/2001                      |
| 04.0                                    | Fiscal Management Goals  | Draft                       |

| <b>Policy/<br/>Regulation*<br/>Code</b>   | <b>Policy Title</b>   | <b>Date of<br/>Adoption</b> |
|---|---|-----------------------------|
| 04.1  | Budget Planning and Adoption  | Draft                       |
| 04.61   | Gifts and Grants  | Draft                       |
| SBDM Model  | Alignment with State Standards  | ND                          |
| SBDM Model  | Assignment of Students to Advanced Placement Courses                          | ND                          |
| SBDM Model  | Assignment of Instructional Staff to Advanced Placement Courses               | ND                          |
| SBDM Model  | Classroom Assessment  | ND                          |
| SBDM Model  | Committee Structure Policy  | ND                          |
| SBDM Model  | Curriculum  | ND                          |
| SBDM Model  | Curriculum (3 versions)   | ND                          |
| JECD  | Assignment of Students to Classes   | 11/13/1995                  |
| KA  | School-Community Relations  | 11/13/1995                  |
|   | (AR) Paraprofessionals/Instructional Assistants                               | 7/2001                      |
|   | (AR) Teacher Performance Evaluation   | 7/2001                      |
| SBDM Model  | Alignment with State Standards ND   |                             |
| SBDM Model  | Assignment of Instructional Staff to Advanced Placement Courses ND            |                             |
| SBDM Model  | Enhancing Student Achievement   | ND                          |
| SBDM Model  | Extracurricular Programs (2 versions)   | ND                          |
| SBDM Model  | Instructional Practices (2 versions)  | ND                          |
| SBDM Model  | Program Appraisal   | ND                          |
| SBDM Model  | School Schedule (3 versions)  | ND                          |
| SBDM Model  | Assignment of Students to Classes and Programs Within the School (3 versions) | ND                          |
| SBDM Model  | Technology Use (2 versions)   | ND                          |
| SBDM Model  | Budget (2 versions)   | ND                          |
| SBDM Model  | Selection of Instructional Materials  | ND                          |
| SBDM Model  | Procedure for Selection, Purchase and Removal (media, text, internet-based)   | ND                          |
| SBDM Model  | Professional Development  | ND                          |
| SBDM Model  | Classroom Assessment (3 versions)   | ND                          |
| SBDM Model  | Equity and Diversity  | ND                          |
| SBDM Model  | Homework (2 versions)   | ND                          |
| SBDM Model  | Improvement Planning (2 versions)   | ND                          |
| SBDM Model  | Primary Program   | ND                          |
| SBDM Model  | Protection of Instructional Time  | ND                          |
| Key: Current board policies are not numbered. Draft policies reflect movement toward a numbering system. Administrative regulations each contain only a title, as do model policies developed to guide schools under SBDM. Date of adoption was recorded as the most recent date listed on the document presented. ND indicates the model policy contained no date. |   |                             |



## Appendix 3.2

### Exhibit 1.2.2

#### Auditors' Analysis of Board of Education Policy and Administrative Regulations on Audit Standard One to Determine Quality and Degree of Adequacy Jefferson County Public Schools October 2011

| <b>Standard One—Provides for Control:</b><br><b>Directs the superintendent or designee to oversee the development of board policy to ensure:</b>  |  |                         |
|---|--|-------------------------|
| <b>Audit Criteria and Characteristics</b>   | <b>Relevant Policies and Regulations</b>             | <b>Auditors' Rating</b> |
| <b>1.1 A taught and assessed curriculum that is aligned to the district written curriculum</b>  |  |                         |
| • Requires the taught and assessed curriculum to be aligned to the district's written curriculum  | IA, IF, IFD, IG, IGA,                                | 0                       |
| • Addresses the alignment of the district's written curriculum with state and national standards for all subject areas and grades (includes electives)  | IGBH, IGBHA, IGC, BLCC,                              | 0                       |
| • Directs the district's written curriculum documents to be more rigorous than state and national standards, to facilitate deep alignment in all three dimensions with current and future high-stakes tests | CF, SBDM: Alignment with State Standards, Curriculum | 0                       |
| <b>1.2 Philosophical statements of the district instructional approach</b>  |  |                         |
| • Has a general philosophical statement of curriculum approach, such as standards-based, competency-based, outcome-based, etc.  | IA, AD, AE, IG, SBDM:                                | X                       |
| • Directs adherence to mastery learning practices for all content areas and grades involved in local, state, and national accountability  | Alignment with Standards,                            | 0                       |
| • Directs adherence to mastery learning practices for all grade levels and content areas, including electives   | Instructional Practices, Classroom Assessment        | 0                       |
| <b>1.3 Board adoption of the written curriculum</b>   |  |                         |
| • Requires the annual review of new or revised written curriculum prior to its adoption   | IF, IFD, IG, IGA, BHB,                               | 0                       |
| • Directs the annual adoption of new or revised written curriculum for all grade levels and content areas   | BBA, SBDM: Curriculum                                | 0                       |
| • Directs the periodic review of all curriculum on a planned cycle over several years   |  | 0                       |
| <b>1.4 Accountability for the design and delivery of the district curriculum through roles and responsibilities</b>   |  |                         |
| • Directs job descriptions to include accountability for the design and delivery of the aligned curriculum  | GCA, GCN, CBC, IF, , IFD,                            | 0                       |
| • Links professional appraisal processes with specific accountability functions in the job descriptions of central office administrators, building administrators, and regular classroom teachers           | AR: Teacher Performance Evaluation                   | 0                       |
| • Directs professional appraisal processes to evaluate all staff in terms of gains in student achievement   |  | 0                       |

| Standard One—Provides for Control:<br>Directs the superintendent or designee to oversee the development of board policy to ensure:   |   |                  |
|--|---|------------------|
| Audit Criteria and Characteristics   | Relevant Policies and Regulations           | Auditors' Rating |
| 1.5 Long-range, system-wide planning   |   |                  |
| • As part of the district planning process, policy requires that the superintendent and staff think collectively about the future and that the discussion take some tangible form (This allows for flexibility without prescribing a particular template)  | CA, CAA, CBA, CM, FB, FEC, FEE, BLDB, SBDM: | X                |
| • Requires the development of a system-wide, long-range plan that is updated annually; incorporates system-wide student achievement targets; and is evaluated using both formative and summative measures  | Improvement Planning                        | X                |
| • Expects school improvement plans to be congruent with the district long-range plan, to incorporate system-wide student achievement targets, and to be evaluated using both formative and summative measures  |   | 0                |
| 1.6 Functional decision-making structure   |   |                  |
| • Expects an organizational chart that is annually reviewed, presented to the board, and approved by the superintendent  | BCF, CC, CI, GCA, GBD                       | 0                |
| • Requires that job descriptions for each person listed on the organizational chart be present and updated regularly to ensure that all audit criteria, such as span of control, logical grouping of functions, etc., are met  |   | 0                |
| • Directs and specifies the processes for the formation of decision making bodies (e.g., cabinet, task forces, committees) in terms of their composition and decision making responsibilities, to ensure consistency, non-duplication of tasks, and product requirements   |   | X                |
| Standard One Rating (number of points for the six criteria with a possibility of 18)   |   | 4                |
| Percentage of Adequacy (points divided by the number of possible points—18)  |   | 22%              |
| Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.<br>Key: Board policies are referenced by their letter code. Draft board policies contain a number code. Administrative regulations are preceded by the letters AR. Sample policies found in the School Based Decision Making Policy Manual are prefaced by the letters SBDM and the name of the policy. There may be several policies following one SBDM designation. |   |                  |

### Exhibit 1.2.3

#### Auditors' Analysis of Board of Education Policy and Administrative Regulations on Audit Standard Two to Determine Quality and Degree of Adequacy Jefferson County Public Schools October 2011

| Standard Two—Provides for Direction:<br>Directs the superintendent or designee to oversee the development of board policy to ensure:   |  |                  |
|--|--|------------------|
| Audit Criteria and Characteristics   | Relevant Policies and Regulations  | Auditors' Rating |
| <b>2.1 Written curriculum with aligned, criterion-referenced formative assessments for all subject areas at all grade levels</b>   |  |                  |
| • Requires enough specificity so that all teachers can consistently describe how students will demonstrate mastery of the intended objective   | IG, IFD, IL, SBDM: Alignment with Standards, Instructional Practices, Classroom Assessment         | 0                |
| • Requires formative assessment instruments that align to specific curriculum objectives   |  | 0                |
| • Directs that suggestions be provided to teachers for differentiating curriculum to meet students' needs as diagnosed by formative assessments  |  | 0                |
| <b>2.2 Periodic review/update of the curriculum and aligned resources and assessments</b>  |  |                  |
| • Requires the development of procedures to both formatively and summatively review the written curriculum for all grade levels and content areas  | IM SBDM: Alignment with Standards, Curriculum, Classroom Assessment, Program Appraisal             | 0                |
| • Requires the annual review of test banks, benchmark assessments, and other assessment instruments for alignment with the district or state accountability system   |  | 0                |
| • Evaluates assessment instruments for alignment to the district curriculum in all three dimensions: content, context, and cognitive type  |  | 0                |
| <b>2.3 Textbook/resource alignment to curriculum and assessment</b>  |  |                  |
| • Requires textbooks/resources to be regularly reviewed and the resource revision/adoption cycle to align with the curriculum revision cycle   | II, IIAA, IIBE, IIB, IIBAC, IIAE, IIBC, SBDM: Technology Use, Selection of Instructional Materials | 0                |
| • Directs review of all new instructional resource materials for content, context, and cognitive type alignment to the district curriculum and assessment  |  | 0                |
| • Directs district staff to identify discrete areas where alignment is missing and provide teachers with supplementary materials to address gaps in alignment (missing content, inadequate contexts, etc.) |  | 0                |
| <b>2.4 Content area emphasis</b>   |  |                  |
| • Directs the yearly identification of subject areas that require additional emphasis based on a review of assessment results  | GCKB, BLDB, SBDM: Curriculum, Program Appraisal, Professional Development                          | 0                |
| • Within subject areas, requires identification by administration of specific objectives, contexts, cognitive types, and instructional practices to receive budgetary support                              |  | 0                |
| • Requires focused professional development and coaching to support the instructional delivery of the identified priorities within the content areas   |  | 0                |



| Standard Two—Provides for Direction:<br>Directs the superintendent or designee to oversee the development of board policy to ensure:   |   |                  |
|--|---|------------------|
| Audit Criteria and Characteristics   | Relevant Policies and Regulations   | Auditors' Rating |
| 2.5 Program integration and alignment to the district's written curriculum   |   |                  |
| • Directs that all subject-related (e.g., reading, Title I) and school-wide (e.g., tutoring, DARE, AVID) programs be reviewed for alignment to the written and assessed curriculum   | IGADA, IGBA, IGBB, IGBD, IGBI, IGBH, IGC, IGCF, SBDM: Alignment with Standards, Program Appraisal | X                |
| • Requires written procedures for both formative and summative evaluation of all new subject-related and school-wide programs before submission to the board for approval  |   | 0                |
| • Directs administrative staff to prepare annual recommendations for subject-related and school-wide program revision, expansion, or termination based on student achievement  |   | 0                |
| Standard Two Rating (number of points for the five criteria with a possibility of 15)  |   | 1                |
| Percentage of Adequacy (points divided by the number of possible points—15)  |   | 7%               |
| Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.<br>Key: Board policies are referenced by their letter code. Draft board policies contain a number code. Administrative regulations are preceded by the letters AR. Sample policies found in the School Based Decision Making Policy Manual are prefaced by the letters SBDM and the name of the policy. There may be several policies following one SBDM designation. |   |                  |

## Exhibit 1.2.4

### Auditors' Analysis of Board of Education Policy and Administrative Regulations on Audit Standard Three to Determine Quality and Degree of Adequacy Jefferson County Public Schools October 2011

| Standard Three—Provides for Connectivity and Equity:<br>Directs the superintendent or designee to oversee the development of board policy to ensure:   |   |                  |
|--|---|------------------|
| Audit Criteria and Characteristics   | Relevant Policies and Regulations   | Auditors' Rating |
| 3.1 Predictability of written curriculum from one grade and/or instructional level to another  |   |                  |
| • Requires the vertical articulation and horizontal coordination of the curriculum within schools  | SBDM:<br>Classroom Assessment   | 0                |
| • Requires vertical articulation across grade levels and horizontal coordination among schools at a given level for all content areas  |   | 0                |
| • Directs the identification of prerequisite skills and their placement in the written curriculum at the appropriate grade/instructional level   |   | 0                |
| 3.2 Training for staff in the delivery of the curriculum   |   |                  |
| • Directs the development and implementation of a district professional development plan, focused on effective curriculum delivery, that is congruent with the district long-range plan and annual goal priorities   | AD, GCKB, GCBDE, GCLA, AR: Teacher Performance Evaluation, SBDM: Committee Structure Policy, Professional Development | X                |
| • Requires a process whereby staff are coached over time in the implementation of professional development initiatives   |   | 0                |
| • Directs the regular evaluation of the impact of professional development on student achievement, using both formative and summative measures   |   | X                |
| 3.3 Delivery of the adopted district curriculum  |   |                  |
| • Requires all staff to deliver the curriculum as approved by the board  | IF, IFD, IB, CF, CM   | 0                |
| • Requires building principals and all central office staff with curriculum responsibilities to review disaggregated assessment results and identify areas where curriculum delivery may be ineffective  |   | 0                |
| • Requires an annual report for the board regarding the status of curriculum delivery  |   | 0                |
| 3.4 Monitoring the delivery of the district curriculum   |   |                  |
| • Directs building principals to develop and implement a plan to monitor the delivery of the district curriculum on a weekly basis   | None  | 0                |
| • Directs central office curricular staff to assist the principal in monitoring the delivery of the district curriculum  |   | 0                |
| • Requires periodic school and classroom data-gathering reports from administrators detailing the status of the delivery of the curriculum across the district, with recommendations for the creation of professional development activities or curricular revisions |   | 0                |

| <b>Standard Three—Provides for Connectivity and Equity:</b><br><b>Directs the superintendent or designee to oversee the development of board policy to ensure:</b>  |   |                         |
|---|---|-------------------------|
| <b>Audit Criteria and Characteristics</b>   | <b>Relevant Policies and Regulations</b>                                      | <b>Auditors' Rating</b> |
| <b>3.5 Equitable student access to the curriculum, instructional resources, and learning environment</b>  |   |                         |
| <ul style="list-style-type: none"> <li>Requires equal student access to the curriculum, appropriate instructional materials for a variety of learning levels and modes, and appropriate facilities to support the learning environment necessary to deliver the district curriculum</li> </ul>  | AD, AE, IG, IIAB, ILC, FB, FEC,   | X                       |
| <ul style="list-style-type: none"> <li>Directs the development of procedures for fast-tracking students who lack sufficient prerequisite skills for courses such as AP, honors, etc., but need more challenging content</li> </ul>  | BLDB, JECD, SBDM: Equity and Diversity,                                       | 0                       |
| <ul style="list-style-type: none"> <li>Requires an annual review of equity data (such as access, racial isolation, rigor), the subsequent reporting to the board of those data, and the development of a plan for correcting equity issues</li> </ul>   | School Space, School Schedule, Assignment of Students to Classes and Programs | 0                       |
| <b>Standard Three Rating (number of points for the five criteria with a possibility of 15)</b>  |   | <b>3</b>                |
| <b>Percentage of Adequacy (points divided by the number of possible points—15)</b>  |   | <b>20%</b>              |
| <p>Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.</p> <p>Key: Board policies are referenced by their letter code. Draft board policies contain a number code. Administrative regulations are preceded by the letters AR. Sample policies found in the School Based Decision Making Policy Manual are prefaced by the letters SBDM and the name of the policy. There may be several policies following one SBDM designation.</p> |   |                         |

## Exhibit 1.2.5

### Auditors' Analysis of Board of Education Policy and Administrative Regulations on Audit Standard Four to Determine Quality and Degree of Adequacy Jefferson County Public Schools October 2011

| Standard Four—Provides for Feedback:<br>Directs the superintendent or designee to oversee the development of board policy to ensure:   |  |                  |
|--|--|------------------|
| Audit Criteria and Characteristics   | Relevant Policies and Regulation   | Auditors' Rating |
| 4.1 A student assessment process   |  |                  |
| • Requires the development and implementation of a district student assessment process that goes beyond the state accountability assessment system and includes both formative and summative measures  | IL, SBDM: Alignment with Standards, Program Appraisal, Classroom Assessment    | X                |
| • Requires the development and implementation of a district student assessment process that is differentiated to address variations in student achievement (both above and below grade level) and includes both formative and summative assessment measures  |  | 0                |
| • Requires assessment instruments to be more rigorous in content, context, and cognitive type than external, high stakes assessments   |  | 0                |
| 4.2 A program assessment process   |  |                  |
| • Directs the development and implementation of a district program evaluation process  | IM, BF, CBA, CM, SBDM: Alignment with Standards, Program Appraisal, Curriculum | X                |
| • Requires each proposed program to have an evaluation process (The process includes both formative and summative evaluations) before that program is adopted and implemented  |  | 0                |
| • Directs the program assessment process to link with district planning initiatives, including site improvement plans and the strategic/long-range plan  |  | 0                |
| 4.3 Use of data from assessments to determine program and curriculum effectiveness and efficiency  |  |                  |
| • Requires the disaggregation of assessment data at the school, classroom, student subgroup, and student level to determine program and curriculum effectiveness and efficiency  | ILC, CM, SBDM: Classroom Assessment  | 0                |
| • Requires classroom teachers to track and document individual student mastery in core content areas   |  | 0                |
| • Requires the development of modifications to the curriculum and/or programs as needed in response to disaggregated assessment data to bring about effectiveness and efficiency   |  | 0                |
| 4.4 Reports to the board about program effectiveness   |  |                  |
| • Requires yearly reports to the board regarding program effectiveness for all new programs for the first three years of operation   | BCD, CM, IM, SBDM: Program Appraisal   | 0                |
| • Requires reports to the board every three years for long-term programs   |  | 0                |
| • Requires summative reports to the board every five years for all content areas before any curriculum revisions or major materials acquisition, with the reports delivered prior to the curricular adoption cycle   |  | 0                |
| Standard Four Rating (number of points for the four criteria with a possibility of 12)   |  | 2                |
| Percentage of Adequacy (points divided by the number of possible points—12)  |  | 17%              |
| Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.<br>Key: Board policies are referenced by their letter code. Draft board policies contain a number code. Administrative regulations are preceded by the letters AR. Sample policies found in the School Based Decision Making Policy Manual are prefaced by the letters SBDM and the name of the policy. There may be several policies following one SBDM designation. |  |                  |



## Exhibit 1.2.6

### Auditors' Analysis of Board of Education Policy and Administrative Regulations on Audit Standard Five to Determine Quality and Degree of Adequacy Jefferson County Public Schools October 2011

| Standard Five—Provides for Productivity:<br>Directs the superintendent or designee to oversee the development of board policy to ensure:  |                                   |                  |
|---|-----------------------------------|------------------|
| Audit Criteria and Characteristics  | Relevant Policies and Regulations | Auditors' Rating |
| <b>5.1 Program-centered budgeting</b>   |                                   |                  |
| <ul style="list-style-type: none"><li>Directs development of a budget process that requires program evaluation, identification of specific measurable program goals before the budget process begins, and documented costs to ensure that expenditures are aligned within revenues and cost-benefit analysis is facilitated</li></ul>   | CAA, DB, DBA, DBG, DBH, 04.1      | X                |
| <ul style="list-style-type: none"><li>Requires adherence to a program-centered budgeting process that includes incremental budgeting based on different program types, delivery, and quality for all curriculum areas (The process provides evidence of tangible connections between allocations and anticipated program outcomes or accomplishments.)</li></ul>                |                                   | 0                |
| <ul style="list-style-type: none"><li>Directs full implementation of a program-centered budgeting process that includes incremental funding possibilities, a process for evaluating options, and the use of program evaluation data linked to budget allocations (This process enables program budget decisions to be based upon documented results and performance.)</li></ul> |                                   | 0                |
| <b>5.2 Resource allocation tied to curriculum priorities</b>  |                                   |                  |
| <ul style="list-style-type: none"><li>Requires a budget that allocates resources according to documented needs, assessment data, and established district curriculum and program goals and priorities</li></ul>   | CM, CAA, DB, DBA, 04.1, 04.61     | X                |
| <ul style="list-style-type: none"><li>Requires a budget that may be multi-year in nature, provides ongoing support for curriculum and program priorities, and connects costs with program expectations and data-based needs</li></ul>   |                                   | X                |
| <ul style="list-style-type: none"><li>Directs a budget that provides resources needed to achieve system priorities over time and demonstrates the need for resources based on measurable results and/or performance of programs and activities</li></ul>  |                                   | 0                |
| <b>5.3 Environment to support curriculum delivery</b>   |                                   |                  |
| <ul style="list-style-type: none"><li>Directs facilities that enable teachers to work in an environment that supports adequate delivery of the curriculum</li></ul>   | FB, FBB, FEC, FEE                 | X                |
| <ul style="list-style-type: none"><li>Directs consideration of multi-year facilities planning efforts to adequately support the district curriculum and program priorities</li></ul>  |                                   | X                |
| <ul style="list-style-type: none"><li>Directs facilities planning linked to future curriculum and instructional trends and to the teaching-learning environment incorporated in the documented system mission and vision statements</li></ul>   |                                   | 0                |
| <b>5.4 Support systems focused on curriculum design and delivery</b>  |                                   |                  |
| <ul style="list-style-type: none"><li>Provides a clear connection between district support services and the achievement of the district curriculum design and delivery, and evidence of optimization within the system</li></ul>  | None                              | 0                |
| <ul style="list-style-type: none"><li>Requires formative and summative evaluation practices for each support service to provide data for improving these services and documented evidence of improvement over time</li></ul>  |                                   | 0                |
| <ul style="list-style-type: none"><li>Requires periodic reports to the board with recommendations for continuing, revising, and/or developing new support services to enhance fulfillment of the mission, including needs-based data</li></ul>  |                                   | 0                |



| Standard Five—Provides for Productivity:<br>Directs the superintendent or designee to oversee the development of board policy to ensure:   |                                   |                  |
|--|-----------------------------------|------------------|
| Audit Criteria and Characteristics   | Relevant Policies and Regulations | Auditors' Rating |
| <b>5.5 Data-driven decisions for the purpose of increasing student learning</b>  |                                   |                  |
| • Directs the development of specific requirements for data analysis that lead to improved student learning for the core curriculum areas and electives  | None                              | 0                |
| • Directs the development of specific requirements for data analysis that lead to improved student learning for all curriculum areas and grade levels (including electives)  |                                   | 0                |
| • Directs the development of specific requirements for data analysis that lead to improved student learning for all operations of the district   |                                   | 0                |
| <b>5.6 Change processes for long-term institutionalization of district priority goals</b>  |                                   |                  |
| • Requires the identification of strategies, grounded in documented assessment of program success or efficacy, to be used by the district to ensure long-term institutionalization of change   | CBA                               | 0                |
| • Directs the development of school improvement plans that address the use of specific change strategies at the building level to ensure the institutionalization of change and improved results or performance  |                                   | 0                |
| • Directs that all district, department, and program plans incorporate procedures for change strategies to ensure the institutionalization of change for improvement and include procedures with formative and summative practices that provide data about change implementation and effectiveness   |                                   | 0                |
| <b>Standard Five Rating (number of points for the six criteria with a possibility of 18)</b>   |                                   | <b>5</b>         |
| <b>Percentage of Adequacy (points divided by the number of possible points—18)</b>   |                                   | <b>28%</b>       |
| Note: One point was awarded for every characteristic met under each criterion for a maximum of three points. No points are awarded when policies fail to meet any characteristics.<br>Key: Board policies are referenced by their letter code. Draft board policies contain a number code. Administrative regulations are preceded by the letters AR. Sample policies found in the School Based Decision Making Policy Manual are prefaced by the letters SBDM and the name of the policy. There may be several policies following one SBDM designation. |                                   |                  |

## Appendix 4

### Exhibit 1.3.1

**Board Goals, Strategic Goals, and Theory of Action Included in  
2010-11 Comprehensive District Improvement Plan  
Jefferson County Public Schools  
October 2011**

| <b>JCPS Board of Education Goals</b>   |   |
|--|---|
| 1.   | All JCPS students will become critical thinkers and lifelong learners who are academically prepared in a diverse environment to be successful in the post-secondary education programs or careers of their choice |
| 2.   | All JCPS students will be safe, supported, respected, and confident in diverse schools, classrooms, and student activities.   |
| 3.   | All JCPS parents and community members will be urged and welcomed to actively participate in the education of our students.   |
| 4.   | All JCPS employees will contribute to and be accountable for the success of our students through higher levels of performance.  |
| <b>Strategic Goals</b>   |   |
| 1.   | Enhance effective teaching  |
| 2.   | Enhance effective leadership  |
| 3.   | Strengthen organizational culture   |
| 4.   | Improve organizational effectiveness.   |
| <b>Connections between the two sets of goals as stated by district leaders</b>                         |   |
| Strategic Goal 1 supports Board Goals 1 and 4  |   |
| Strategic Goal 2 supports Board Goal 4   |   |
| Strategic Goal 3 supports Board Goals 1, 2 and 3   |   |
| Strategic Goal 4 supports Board Goals 1, 2, 3 and 4  |   |
| <b>Theory of Action</b>  |   |
| Create caring and culturally-responsive classroom communities.   |   |
| Provide high-quality, personalized instruction that challenges and engages students in authentic work. |   |
| Ensure equitable access for all students to a consistent, world-class, inquiry-based curriculum.       |   |
| Prepare leaders to engage in collaborative strategies to move this vision forward.                     |   |
| <i>Data Source: 2010-11 JCPS Comprehensive District Improvement Plan, Preface</i>                      |   |



## Appendix 5

### Exhibit 1.3.2

#### 2010-11 Comprehensive District Improvement Plan Strategies, Action and Professional Development Steps Jefferson County Public Schools October 2011

| Strategy   | # Action Steps | # Professional Development Steps |
|--|----------------|----------------------------------|
| <b>Strategic Goal #1: Enhance Effective Teaching</b>                               |                |                                  |
| 1. Strengthen literacy development Pre K-12  | 18             | 9                                |
| 2. Improve math and science instruction  | 18             | 10                               |
| 3. Apply a diagnostic approach to teaching and learning                            | 6              | 1                                |
| 4. Advance instruction through technology  | 17             | 6                                |
| 5. Strengthen early childhood program  | 6              | 5                                |
| 6. Create a K-5 social studies curriculum  | 3              | 1                                |
| <b>Total of Action Steps for Strategy #1</b>                                       | <b>68</b>      |                                  |
| <b>Total of Explicit Professional Development Steps for Strategy #1</b>            |                | <b>32</b>                        |
| <b>Strategic Goal #2: Enhance Effective Leadership</b>                             |                |                                  |
| 1. Nurture a professional culture  | 5              | 2                                |
| 2. Enrich quality of leadership  | 4              | 0                                |
| 3. Enhance the leadership capacity of instructional leadership team                | 4              | 3                                |
| 4. Improve the quality of aspiring leadership development                          | 4              | 3                                |
| <b>Total of Action Steps for Strategy #2</b>                                       | <b>17</b>      |                                  |
| <b>Total of Explicit Professional Development Steps for Strategy #2</b>            |                | <b>8</b>                         |
| <b>Strategic Goal #3: Strengthen Organizational Culture</b>                        |                |                                  |
| 1. Strengthen school culture and develop students' character and leadership skills | 11             | 8                                |
| 2. Enhance cultural competency   | 4              | 2                                |
| 3. Strengthen family participation and involvement                                 | 11             | 3                                |
| 4. Offer highly attractive schools that engage the community                       | 15             | 0                                |
| 5. Address disparities in student outcomes   | 13             | 3                                |
| <b>Total of Action Steps for Strategy #3</b>                                       | <b>54</b>      |                                  |
| <b>Total of Explicit Professional Development Steps for Strategy #3</b>            |                | <b>16</b>                        |
| <b>Strategic Goal #4: Improve Organizational Effectiveness</b>                     |                |                                  |
| 1. Promote student diversity across the district                                   | 5              | 0                                |
| 2. Drive curriculum reform   | 4              | 2                                |
| 3. Reduce class size   | 9              | 1                                |
| 4. Redesign the high school structure  | 8              | 1                                |
| 5. Enhance student and employee health and increase attendance                     | 9              | 1                                |
| 6. Enhance the capacity for innovation and institutional improvement               | 5              | 2                                |
| 7. Enhance employee expertise  | 7              | 3                                |
| 8. Enhance organizational effectiveness through technology                         | 18             | 1                                |
| 9. Coordinate district resources and support                                       | 5              | 0                                |
| <b>Total of Action Steps for Strategy #4</b>                                       | <b>70</b>      |                                  |
| <b>Total of Explicit Professional Development Steps for Strategy #4</b>            |                | <b>11</b>                        |
| <b>Total of Action Steps in the Plan</b>   | <b>209</b>     |                                  |
| <b>Total of Explicit Professional Development Steps in the Plan</b>                |                | <b>67</b>                        |



## Appendix 6.1

### Exhibit 2.4.5

#### Analysis of the Core Academic Standards for Mathematics for Redundancy Kindergarten Through Grade 8 Jefferson County Public Schools October 2011

| Core Academic Standards   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| K.CC.1 Count to 100 by ones and tens.   | C | D |   |   |   |   |   |   |   |
| K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).   | C |   |   |   |   |   |   |   |   |
| K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.   | C | D |   |   |   |   |   |   |   |
| K.CC.4a When counting objects, say the number names, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  | C | D |   |   |   |   |   |   |   |
| K.CC.4b Understand that the last number name tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  | C | D |   |   |   |   |   |   |   |
| K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things scattered in configuration; given a number from 1-20, count out that many objects.  | C |   |   |   |   |   |   |   |   |
| K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.   | C |   |   |   |   |   |   |   |   |
| K.G.2 Correctly name shapes regardless of their orientations or overall size.   | C |   |   |   |   |   |   |   |   |
| K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.  | C |   |   |   |   |   |   |   |   |
| K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.   | C |   |   |   |   |   |   |   |   |
| K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.  | C |   |   |   |   |   |   |   |   |
| K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.  | C |   |   |   |   |   |   |   |   |
| K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.  | C |   |   |   |   |   |   |   |   |
| K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).   |   | C |   |   |   |   |   |   |   |
| 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. |   | C |   |   |   |   |   |   |   |
| 1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  |   | C |   |   |   |   |   |   |   |
| 1.OA.3 Apply properties of operations as strategies to add and subtract.<br>Learning Target: I can add and subtract using properties. • Commutative $2+3=3+2$ • Associative $2+6+1=2+7=9$   |   | C |   |   |   |   |   |   |   |
| 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).   |   | C |   |   |   |   |   |   |   |



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| 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a 10; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.   |   | C | D |   |   |   |   |   |   |
| 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.   |   | C |   |   |   |   |   |   |   |
| 1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.  |   | C | D |   |   |   |   |   |   |
| 1.NBT.3 Compare two two-digit numbers based on meanings of the ten and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .   |   | C | D |   |   |   |   |   |   |
| 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.   |   | C |   |   |   |   |   |   |   |
| 1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.   |   | C |   |   |   |   |   |   |   |
| 1.MD.3- Tell and write time in hours and half-hours using analog and digital clocks.  |   | C |   |   |   |   |   |   |   |
| 1.G.1- Distinguish between defining attributes (e.g., triangles are closed and three- sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.   |   | C |   |   |   |   |   |   |   |
| 1.G.2- Compose two- dimensional shapes (rectangles, squares, trapezoids, half-circles, and quarter circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.   |   | C |   |   |   |   |   |   |   |
| 1.G.3- Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. |   | C |   |   |   |   |   |   |   |
| 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.                            |   |   | C |   |   |   |   |   |   |
| 2.OA.2 Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.  |   |   | C |   |   |   |   |   |   |
| 2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and 5 columns; write an equation to express the total as a sum of two equal addends.   |   |   | C |   |   |   |   |   |   |
| 2.NBT.2 Count within 1000; skip-count by 5's, 10's, and 100's.  |   |   | C |   |   |   |   |   |   |
| 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.   |   |   | C |   |   |   |   |   |   |
| 2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.   |   |   | C |   |   |   |   |   |   |
| 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.  |   |   | C |   |   |   |   |   |   |
| 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.   |   |   | C |   |   |   |   |   |   |

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| 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.  |   |   | C |   |   |   |   |   |   |
| 2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.   |   |   | C |   |   |   |   |   |   |
| 2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose and decompose tens and hundreds. |   |   | C |   |   |   |   |   |   |
| 2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.   |   |   |   | C |   |   |   |   |   |
| 3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.   |   |   |   | C |   |   |   |   |   |
| 3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.   |   |   |   | C |   |   |   |   |   |
| 3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.   |   |   |   | C |   |   |   |   |   |
| 3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operation, and/or the relationship between addition and subtraction.   |   |   |   | C |   |   |   |   |   |
| 3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.  |   |   |   | C |   |   |   |   |   |
| 3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units- whole numbers, halves, or quarters.  |   |   |   | C |   |   |   |   |   |
| 3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division of properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.  |   |   |   |   | C |   |   |   |   |
| 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.  |   |   |   |   | C |   |   |   |   |
| 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.  |   |   |   |   | C |   |   |   |   |
| 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.   |   |   |   |   | C |   |   |   |   |
| 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.  |   |   |   |   | C | D |   |   |   |

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| 4.NBT.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.   |   |   |   |   | C |   |   |   |   |
| 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.   |   |   |   |   | C | D |   |   |   |
| 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.  |   |   |   |   | C |   |   |   |   |
| 4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.  |   |   |   |   | C |   |   |   |   |
| 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  |   |   |   |   | C | D |   |   |   |
| 5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.  |   |   |   |   |   | C |   |   |   |
| 5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.   |   |   |   |   |   | C |   |   |   |
| 5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and /or area models.  |   |   |   |   |   | C |   |   |   |
| 5.NBT.1 - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.  |   |   |   |   |   | C |   |   |   |
| 5.NBT.2 - Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.   |   |   |   |   |   | C |   |   |   |
| 5.NBT.5 - Fluently multiply multi-digit whole numbers using the standard algorithm.   |   |   |   |   |   | C |   |   |   |
| 5.MD.3 - Recognize volume as an attribute of solid figures and understand concepts of volume measurement.   |   |   |   |   |   | C |   |   |   |
| 5.MD.3a - A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.  |   |   |   |   |   | C |   |   |   |
| 5.MD.4 - Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.  |   |   |   |   |   | C |   |   |   |
| 5.MD.5 - Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.  |   |   |   |   |   | C |   |   |   |
| 5.MD.5a - Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. |   |   |   |   |   | C |   |   |   |
| 5.MD.5b - Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.   |   |   |   |   |   | C |   |   |   |
| 5.MD.5c - Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.  |   |   |   |   |   | C |   |   |   |

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| 5.G.3 - Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.  |   |   |   |   |   | C |   |   |   |
| 5.G.4 - Classify two-dimensional figures in a hierarchy based on properties.  |   |   |   |   |   | C |   |   |   |
| 6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.   |   |   |   |   |   |   | C |   |   |
| 6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.   |   |   |   |   |   |   | C |   |   |
| 6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.  |   |   |   |   |   |   | C |   |   |
| 6.SP.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.   |   |   |   |   |   |   | C |   |   |
| 6.SP.5 Summarize numerical data sets in relation to their context, such as by:6. SP.5a Reporting the number of observations.  |   |   |   |   |   |   | C |   |   |
| 6.SP.5 Summarize numerical data sets in relation to their context, such as by:6. SP.5b Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.  |   |   |   |   |   |   | C |   |   |
| 6.SP.5 Summarize numerical data sets in relation to their context, such as by:6.SP.5c Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.   |   |   |   |   |   |   | C |   |   |
| 6.SP.5 Summarize numerical data sets in relation to their context, such as by:6SP.5d Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.   |   |   |   |   |   |   | C |   |   |
| 6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9+2)$ .  |   |   |   |   |   |   | C |   |   |
| 6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.   |   |   |   |   |   |   | C |   |   |
| 5.NF.1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ . (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$ .)  |   |   |   |   |   |   | C |   |   |
| 5.NF.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$ , by observing that $\frac{3}{7} < \frac{1}{2}$ .   |   |   |   |   |   |   | C |   |   |
| 5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 5.NF.4a Interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of $q$ into $b$ equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$ . For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$ , and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$ . (In general, $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$ .) |   |   |   |   |   |   | C |   |   |

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| 5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 5.NF.4 b Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.  |   |   |   |   |   |   | C |   |   |
| 5.NF.5 Interpret multiplication as scaling (resizing) by: 5.NF.5b Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying $a/b$ by 1   |   |   |   |   |   |   | C |   |   |
| 5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.  |   |   |   |   |   |   | C |   |   |
| 5.NF.7 Apply and extend previous understanding of division to divide unit fractions by whole numbers and whole numbers by unit fractions. 5.NF.7a Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$ . |   |   |   |   |   |   | C |   |   |
| 5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. 5.NF.7b Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication & division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$ .   |   |   |   |   |   |   | C |   |   |
| 5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. 5.NF.7c Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?   |   |   |   |   |   |   | C |   |   |
| 6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.   |   |   |   |   |   |   | C | D |   |
| 6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. 6.NS.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$ , and that 0 is its own opposite.  |   |   |   |   |   |   | C | D |   |



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| 6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. 6.NS.6b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.                            |   |   |   |   |   |   | C | D |   |
| 6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. 6.NS.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.  |   |   |   |   |   |   | C | D | D |
| 6.NS.7 Understand ordering and absolute value of rational numbers. 6.NS.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.  |   |   |   |   |   |   | C |   |   |
| 6.NS.7 Understand ordering and absolute value of rational numbers. 6.NS.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that $-3^{\circ}\text{C}$ is warmer than $-7^{\circ}\text{C}$ .  |   |   |   |   |   |   | C |   |   |
| 6.NS.7 Understand ordering and absolute value of rational numbers. 6.NS.7c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $ -30  = 30$ to describe the size of the debt in dollars.   |   |   |   |   |   |   | C |   |   |
| 6.NS.7 Understand ordering and absolute value of rational numbers. 6.NS.7d Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.   |   |   |   |   |   |   | C |   |   |
| 6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate   |   |   |   |   |   |   | C |   |   |
| 7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. 7.NS.1a Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.  |   |   |   |   |   |   |   | C |   |
| 7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. 7.NS.1b Understand $p + q$ as the number located a distance $ q $ from $p$ , in the positive or negative direction depending on whether $q$ is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. |   |   |   |   |   |   |   | C |   |
| 7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. 7.NS.1c Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.  |   |   |   |   |   |   |   | C |   |



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| 7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. 7.NS.1d Apply properties of operations as strategies to add and subtract rational numbers.   |   |   |   |   |   |   |   | C |   |
| 7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. 7.NS.2a Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. |   |   |   |   |   |   |   | C |   |
| 7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. 7.NS.2b Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers by describing real world contexts.  |   |   |   |   |   |   |   | C |   |
| 7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. 7.NS.2c Apply properties of operations as strategies to multiply and divide rational numbers.   |   |   |   |   |   |   |   | C |   |
| 7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.   |   |   |   |   |   |   |   | C |   |
| 7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.  |   |   |   |   |   |   |   | C |   |
| 7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.  |   |   |   |   |   |   |   | C |   |
| 6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”  |   |   |   |   |   |   |   | C |   |
| 6.RP.2 Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ , and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which rate of \$5 per hamburger.”  |   |   |   |   |   |   |   | C |   |
| 6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations 6.RP.3a (a) Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot pairs of values on the coordinate plane. Use tables to compare ratios.  |   |   |   |   |   |   |   | C |   |
| 6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. 6.RP.3b (b) Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?  |   |   |   |   |   |   |   | C |   |

| Core Academic Standards  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|---|---|---|---|---|---|---|---|---|
| 6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equation. 6.RP.3C Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.                        |   |   |   |   |   |   |   | C |   |
| 7.NS.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. 7.NS.2d Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0's or eventually repeats.   |   |   |   |   |   |   |   | C |   |
| 7.RP.2 Recognize and represent proportional relationships between quantities.  |   |   |   |   |   |   |   |   | C |
| 7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.   |   |   |   |   |   |   |   | C |   |
| 7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.  |   |   |   |   |   |   |   | C |   |
| 7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.  |   |   |   |   |   |   |   |   | C |
| 8.EE.7 Solve linear equations in one variable. 8.EE.7a Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$ , $a = a$ , or $a = b$ results (where $a$ and $b$ are different numbers). |   |   |   |   |   |   |   |   | C |
| 8.EE.7 Solve linear equations in one variable. 8.EE.7b Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.  |   |   |   |   |   |   |   |   | C |
| 8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.  |   |   |   |   |   |   |   |   | C |
| 8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.  |   |   |   |   |   |   |   |   | C |
| 8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.   |   |   |   |   |   |   |   |   | C |
| 8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.  |   |   |   |   |   |   |   |   | C |
| 8.EE.6 Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$ .  |   |   |   |   |   |   |   |   | C |
| 8.EE.7 Solve linear equations in one variable. 8.EE.7b Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.  |   |   |   |   |   |   |   |   | C |
| 8.EE.8 Analyze and solve pairs of simultaneous linear equations. 8.EE.8a Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.  |   |   |   |   |   |   |   |   | C |

| Core Academic Standards   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| 8.EE.8 Analyze and solve pairs of simultaneous linear equations. 8.EE.8b Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.  |   |   |   |   |   |   |   |   | C |
| 8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.  |   |   |   |   |   |   |   |   | C |
| 8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.  |   |   |   |   |   |   |   |   | C |
| 8.F.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = sI$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.  |   |   |   |   |   |   |   |   | C |
| 8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or table of values.   |   |   |   |   |   |   |   |   | C |
| 8.EE.7 Solve linear equations in one variable. 8.EE.7b Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.   |   |   |   |   |   |   |   |   | C |
| 8.EE.8 Analyze and solve pairs of simultaneous linear equations. 8.EE.8c Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.  |   |   |   |   |   |   |   |   | C |
| 8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.   |   |   |   |   |   |   |   |   | C |
| 8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores? |   |   |   |   |   |   |   |   | C |
| Key: C = Commenced; D = Duplicated; E = Extended  |   |   |   |   |   |   |   |   |   |
| Data Sources: JCPS Mathematics Curriculum Maps for grades 3, 5, 6, and 8  |   |   |   |   |   |   |   |   |   |

## Appendix 6.2

### Exhibit 2.4.5

#### Analysis of the Core Academic Standards for Reading Foundation Skills for Redundancy Kindergarten Through Grade 5 Jefferson County Public Schools October 2011

| Content Standards  | K | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|---|
| <b>RF.K.1:</b> Demonstrate understanding of the organization and basic features of print.  | C | D |   |   |   |   |
| <b>a.</b> Follow words from left to right, top to bottom, and page by page.  | C | C |   |   |   |   |
| <b>b.</b> Recognize that spoken words are represented in written language by specific sequences of letters.  | C |   |   |   |   |   |
| <b>c.</b> Understand that words are separated by spaces in print.  | C |   |   |   |   |   |
| <b>d.</b> Recognize and name all upper- and lowercase letters of the alphabet.   | C |   |   |   |   |   |
| <b>RF.K.2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  | C | D |   |   |   |   |
| <b>a.</b> Recognize and produce rhyming words.   | C | C |   |   |   |   |
| <b>b.</b> Count, pronounce, blend, and segment syllables in spoken words.  | C | E |   |   |   |   |
| <b>c.</b> Blend and segment onsets and rimes of single-syllable spoken words.  | C | E |   |   |   |   |
| <b>d.</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)  | C | E |   |   |   |   |
| <b>e.</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  | C |   |   |   |   |   |
| <b>RF.K.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.  | C | D | D | D | D | D |
| <b>a.</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.   | C | E | E | C | E | D |
| <b>b.</b> Associate the long and short sound with common spellings (graphemes) for the five major vowels.  | C | E | E | C |   |   |
| <b>c.</b> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  | C | C | C | E |   |   |
| <b>d.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  | C | E |   |   |   |   |
| <b>e.</b> Decode two-syllable words following basic patterns by breaking the words into syllables.   |   | C | E |   |   |   |
| <b>f.</b> Read words with inflectional endings.  |   | C |   |   |   |   |
| <b>g.</b> Recognize and read grade-appropriate irregularly spelled words.  |   | C | D | D |   |   |
| <b>RF.K.4:</b> Read emergent-reader texts with purpose and understanding.  | C | E | D | D | D | D |
| <b>a.</b> Read on-level text with purpose and understanding.   |   | C | D | D | D | D |
| <b>b.</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  |   | C | D | E | D | D |
| <b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |   | C | D | D | D | D |
| Key:<br>C = Commence Point (content descriptor of skill first appears)<br>D = Duplicate (identical or nearly identical wording of content skill)<br>E = Extension (content skill spiraled with greater complexity/expectations)<br>Note: Curriculum maps for Grades K-5 cover 36 weeks of instruction. |   |   |   |   |   |   |



## Appendix 6.3

### Exhibit 2.4.5

#### Analysis of the Core Academic Standards for Reading Informational for Redundancy Kindergarten Through Grade 12 Jefferson County Public Schools October 2011

| Content Standards   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|
| RI.K.1: With prompting and support, ask and answer questions about key details in a text.   | C | E | D | D | E | E | D | D | D | D |    |    |    |
| RI.K.2: With prompting and support, identify the main topic and retell key details of a text.   | C | E | E | E | E | E | D | E | E | D |    |    |    |
| RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.   | C | E | E | E | * | E | E | E | E | D |    |    |    |
| RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.   | C | E | E | D | D | D | E | E | E | E | D  | D  | D  |
| RI.K.5: Identify the front cover, back cover, and title page of a book.   | C | E | D | E | E | E | E | E | D | E | D  |    | E  |
| RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.   | C | E | E | E |   | E |   |   |   | E | D  |    | D  |
| RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).   | C | E | D | D | E | * |   |   |   |   |    | E  | D  |
| RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.   | C | E | E | E | E | D |   |   |   |   |    |    |    |
| RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).   | C | E | D | D | E | D |   |   |   |   |    | E  |    |
| RI.K.10: Actively engage in group reading activities with purpose and understanding.  | C | E | D | D | D | D | D | D | D |   |    |    |    |
| <p>Key: C - Commence Point (Content descriptor of when concept first appears)<br/> D - Duplicate (identical or nearly identical wording of content descriptors)<br/> E - Extension (content descriptor spiraled with greater complexity/expectations)<br/> * - Regression (content descriptor expectation lower than the previous grade)</p> <p>Note: At each grade level, if not duplicated, the content consistently changes in description and complexity.<br/> Only one standard spirals consistently across the grade levels, Standard 4, which is concerned with word meaning and connotations.</p> <p>Note: Standard 5, author's ideas and structure of events, spirals across all grade levels except Grade 11.<br/> Note: Standard 10 changes at Grade 1 to read "...read prose and poetry of appropriate complexity for Grade 1."<br/> Each grade subsequently refers to material appropriate for its grade level.</p> <p>Note: "Explain events" is used in RI.4.3, and its expectation is actually lower than RI.3.3, "...describe the relationships..."<br/> Note: "Interpret" used in RI.4.7 is a higher expectation than "draw on" in RI.5.7.</p> |   |   |   |   |   |   |   |   |   |   |    |    |    |





## Appendix 6.4

### Exhibit 2.4.5

#### Analysis of the Core Academic Standards for Reading Literature for Redundancy Kindergarten Through Grade 12 Jefferson County Public Schools October 2011

| Content Standards   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|
| <b>RL.K.1:</b> With prompting and support, ask and answer questions about key details in a text.  | C | E | D | E | E | E | D | E | D | D |    | D  |    |
| <b>RL.K.2:</b> With prompting and support, retell familiar stories, including key details.  | C | E | E | E | E | E | E | D | E | D |    | E  |    |
| <b>RL.K.3:</b> With prompting and support, identify characters, settings, and major events in a story.  | C | E | E | E | D | E | E | E | E | E |    |    |    |
| <b>RL.K.4:</b> Ask and answer questions about unknown words in a text.  | C | E | E | E | D | E | E | E | E | E | D  | D  | D  |
| <b>RL.K.5:</b> Recognize common types of texts (e.g., storybooks, poems).   | C | E | E | E | E | E | D | E | E | E | D  | E  | D  |
| <b>RL.K.6:</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.   | C | E | E | E | E | E |   |   |   | E | D  |    | E  |
| <b>RL.K.7:</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).   | C | E | E | E | E | D |   |   |   |   | E  | E  | E  |
| <b>RI.1.8:</b> Identify the reasons an author gives to support points in a text.  |   | C |   |   |   | D |   |   |   |   |    |    |    |
| <b>RL.K.9:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.   | C | E | E | E | E | D |   |   |   |   | E  | D  |    |
| <b>RL.K.10:</b> Actively engage in group reading activities with purpose and understanding.   | C | E | D | D | D | D | E | D | D | D |    |    |    |
| Key: C = Commence Point (content descriptors of concept when it first appears)<br>D = Duplicate (identical or nearly identical wording of content descriptor)<br>E = Extension (content descriptor spiraled with greater complexity/expectations)<br>Note: Maps for Grades k-5 cover 36 weeks of instruction. Maps for Grades 6-8 cover 12 weeks of instruction.<br>Maps for Grades 9-12 cover two units which may cover 12 weeks if on a semester or 18 weeks if on a trimester. |   |   |   |   |   |   |   |   |   |   |    |    |    |



## Appendix 6.5

### Exhibit 2.4.5

#### Analysis of the Core Content for Social Studies for Redundancy Kindergarten Through Grade 8 Jefferson County Public Schools October 2011

| Core Content Standard   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| EP 1.1.1 Students will identify the basic purposes of local government (to establish order, provide security and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection, roads and snow removal, garbage pick-up) and identify how they pay for these services.                      |   | C | E | E | E | E | E | E | E |
| EP 1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws.   | C | E | E | E |   | E | E | E | E |
| 8 1.1.3 Students will describe and give examples of the ways the Constitution of the United States is a document that can be changed from time to time through both formal and informal processes (e.g., amendments, court cases, executive actions) to meet the needs of its citizens.   |   |   |   |   |   |   |   |   | C |
| EP 1.2.1 Students will describe how their local government is structured (e.g., mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky.  |   | C | E | E |   | E |   |   | E |
| 4 1.2.2 Students will explain how power is shared among the different branches (executive, legislative, judicial) of state government.  |   |   |   |   | C | E |   |   | E |
| EP 1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.   | C | E | E | E | E | E |   |   | E |
| EP 1.3.2 Students will identify and give examples of good citizenship at home, at school and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important. | C | E | E | E | E | E |   |   | E |
| EP 2.1.1 Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts).   | C | E | E | E | E | E | E | E | E |
| EP 2.1.2 Students will study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures.  |   | C | E | E |   |   |   |   |   |
| EP 2.2.1 Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community.   |   | C | E | E |   | E | E | E | E |
| EP 2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home and at school.   | C | E | E | E | E | E | E | E | E |
| EP 2.3.2 Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).  | C | E | E | E | E | E | E | E | E |
| EP 3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources-natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs.  |   |   | C | E |   | E | E | E | E |
| 8 3.1.2 Students will identify how financial decisions (considering finance and opportunity cost) by individuals and groups impacted historical events in U.S. History prior to Reconstruction.   |   |   |   |   |   |   |   |   | C |
| EP 3.2.1 Students will identify and give examples of economic institutions (banks) and explain how they help people deal with the problem of scarcity (e.g., loan money, save money) in today's market economy.   |   |   | C | D |   | E | E |   | E |

| Core Content Standard  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|---|---|---|---|---|---|---|---|---|
| 8 3.2.2 Students will explain how profit motivated individuals and groups to take risks in producing goods and services in the early United States prior to Reconstruction and influenced the growth of a free enterprise system.  |   |   |   |   |   |   |   |   | C |
| EP 3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).  |   |   | C | E | E | E | E |   | E |
| EP 3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).   |   |   | C | E |   |   |   |   |   |
| 6 3.3.3 Students will explain how competition among buyers and sellers impacts the price of goods and services in the present day.   |   |   |   |   |   |   | C |   | E |
| EP 3.4.1 Students will define basic economic terms related to production, distribution and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first served, sharing equally). |   |   | C | E | E | E |   | E | E |
| EP 3.4.2 Students will describe how new knowledge, technology/tools, and specialization increases productivity in our community, state, nation and world.  |   |   | C | E |   | E | E | E | E |
| EP 3.4.3 Students will define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and services.  |   | C | E | E | E | E | E |   | E |
| EP 4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school and the community.  |   | C | E | E | E | E | E | E | E |
| EP 4.1.2 Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers) and natural resources on Earth's surface and use relative location.  |   |   | C | E | E | E | E | E | E |
| EP 4.1.3 Students will describe how different factors (e.g. rivers, mountains) influence where human activities are located in the community.  |   |   | C | E | E |   |   |   |   |
| 5 4.1.4 Students explain how factors in one location can impact other locations (e.g., natural disasters, building dams).  |   |   |   |   |   | C |   |   |   |
| EP 4.2.1 Students will describe places on Earth's surface by their physical characteristics (e.g., climate, landforms, bodies of water).   |   |   | C | E | E |   | E | E | E |
| 6 4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.  |   |   |   |   |   |   | C | E |   |
| EP 4.3.1 Students will describe patterns of human settlement in places and regions on the Earth's surface.   |   | C |   | E |   | E | E | E | E |
| EP 4.3.2 Students will describe how technology helps us move, settle and interact in the modern world.   |   | C | E | E |   |   | E | E | E |
| EP 4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing).  |   |   | C | E | E | E | E |   |   |
| EP 4.4.2 Students will describe how the physical environment can both promote and restrict human activities.   |   |   | C | E | E | E | E | E | E |
| 5 4.4.3 Students will describe how individuals/groups may have different perspectives about the use of land (e.g., farming, industrial, residential, recreational).  |   |   |   |   |   | C | E | E | E |
| 6 4.4.4 Students will explain how individual and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day.   |   |   |   |   |   |   | C |   |   |
| EP 5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.   | C | D | E | E |   | E |   | E | E |
| 7 5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.  |   |   |   |   |   |   |   | C | D |

| Core Content Standard   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| EP 5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran's Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance. |   |   | C | E |   | E |   |   | E |
| EP 5.2.2 Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States.   |   |   | C | E |   | E |   |   | E |
| EP 5.2.3 Students will describe change over time in communication, technology, transportation and education in the community.   |   | C | E | E |   | E |   |   | E |
| 5 5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships.     |   |   |   |   |   | C |   |   | E |
| 7 5.3.1 Students will explain and give examples of how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies as they settled into organized civilizations.   |   |   |   |   |   |   |   | C |   |
| 7 5.3.2 Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature.   |   |   |   |   |   |   |   | C |   |
| 7 5.3.3 Students will describe the rise of non-Western cultures (e.g., Egyptian, Chinese, Indian, Persian) and explain ways in which these cultures influenced government, philosophy, art, drama and literature in the present day.  |   |   |   |   |   |   |   | C |   |
| 7 5.3.4 Students will describe developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) and give examples of how these developments influenced modern societies.   |   |   |   |   |   |   |   | C |   |
| 7 5.3.5 Students will explain how the Age of Exploration (early civilizations prior to 1500 A.D.) produced extensive contact among isolated cultures and explain the impact of this contact.  |   |   |   |   |   |   |   | C |   |
| <i>Data Source: JCPS Social Studies Curriculum Maps</i>   |   |   |   |   |   |   |   |   |   |





## Appendix 7

### Exhibit 4.2.1

#### Formal Assessments of Student Performance Jefferson County Public Schools October 2011

| Assessment  | Grade Level  | Description   |
|---|--|---|
| <i>Advanced Placement Tests</i>                                       | Grade 11 and 12                                    | Criterion referenced test for students completing Advanced Placement courses to earn college credit for content related college courses such as U.S. History, Government, Calculus, Biology, English, and foreign languages. Scores range from one to five and a minimum score of three is needed for credit consideration by the enrolling college or university.  |
| <i>Advanced Program Screening</i>                                     | P4-12  | Students in grades three (P4) through nine take the Advance Program Screening Test. This test is used to identify students with exceptional characteristics (KRS 157.200 to 157.290) such as outstanding intellectual capabilities, academic aptitudes, and/or creative abilities (Kentucky Guidelines for Gifted Education, March 1988). Formal testing takes place in October through November of each academic year.   |
| <i>American College Test (ACT)</i>                                    | Grade 8: EXPLORE<br>Grade 10: PLAN<br>Grade 11 ACT | Norm referenced test for college entrance that measures academic ability in four subject areas: English, mathematics, science, and reading. Readiness Assessment: 8th and 10th grade students in Kentucky are being given assessments by ACT, Inc, to predict high school and college success and indicate progress. 8th graders are given EXPLORE and 10th grade students are given PLAN.  |
| <i>ACCESS</i>   | English Language Learners P1-12                    | Assessment of English language proficiency of English-as-a-second-language students in grades P1-12. This test is administered annually in January/February.  |
| <i>End-of-course Assessments</i>                                      | Grades 9-12  | Senate Bill 1 (SB 1), enacted in the 2009 Kentucky General Assembly, requires a new public school assessment program beginning in the 2011-12 school year. The legislation allowed, with approval by the Kentucky Board of Education, an end-of-course (EOC) assessment program at the high school level. ACT, Inc. has been awarded the contract to provide EOC assessments for the 2011-12 school year for English II, Algebra II, Biology and US History. Tests have been developed based on research in high-performing classrooms that focus on the essential standards for college and career readiness. The EOC assessments will be administered throughout the year as students earn credit in each course. |
| <i>Jefferson County Public Schools Common Diagnostic Assessments</i>  | Grades P1-12                                       | Grades P1-5: District diagnostic assessments are given three times a year in mathematics in grades P1-5, three times a year in reading in grades P1-P3, and six times a year (at six-week intervals) in reading grades 3-5. Grades 6-12: In mathematics, they are administered for grades 6-8 before each unit (nine times a year) and in high school they are used between the 2nd and 3rd week of each six-week block (five times a year). In English/reading they are administered at six-week intervals in grades 6-12.   |
| <i>Jefferson County Public Schools Common Proficiency Assessments</i> | Grades P1-12                                       | These common assessments are designed to measure a student's level of understanding of the Kentucky Core Academic Standards. These tests are administered at approximately six-week intervals six times a year in grade 3-12 reading/English. In mathematics, the proficiency tests are administered three times a year in grades 2-5, after each unit in grades 6-8 (nine times a year), and at six-week intervals in high school courses. They are administered two times a year in high school science, social studies, and arts and humanities. They are used formatively to plan embedded review and additional support for identified students and are used summatively to determine content mastered.        |

| <b>Assessment</b>   | <b>Grade Level</b>   | <b>Description</b>  |
|---|--|---|
| <i>Kentucky Alternate Assessment Program (KAAP)</i>   | Students with severe disabilities in grades 3-8, and 11 (writing only) | State assessment in reading, mathematics, science, social studies and writing that are administered annually for students with severe cognitive disabilities.   |
| <i>Kentucky Core Content Test (KCCT)</i>  | Grades 3-8 and grade 11 (writing only)                                 | State criterion referenced assessments in reading (grades 3-8), mathematics (grades 3-8), science (grades 4, 7), social studies (grades 5, 8), and writing (grades 5, 8, 11) that are administered annually during the last fourteen instructional days of the academic year. The test contains multiple choice and open-ended response questions. For the grades 5 and 8 on-demand writing tests, students respond to one or two writing tasks and answer passage-based multiple choice editing/ revising items. For the grade 11 writing task, students respond to two writing tasks. Scores are reported as performance levels [Novice, Apprentice, Proficient, and Distinguished] and as scale scores that provide more specific information about the location of student achievement within each performance level. |
| <i>Kentucky Department of Education Program Review</i>  | Pre-K-12   | A state mandated systemic review of the instructional program for Practical Living/Career Studies, Writing, and Arts and Humanities using a required rubric. This review will be part of state accountability in the 2012-13 academic year.   |
| <i>Preliminary Scholastic Aptitude Test (PSAT)</i>  | Grades 10-11 (optional)  | National norm referenced test for college bound students for eligibility for the National Merit Scholarship Programs. Students are tested in critical reading, mathematics, and writing skills.   |
| <i>Primary Diagnostic For Mathematics</i>   | P1-P3  | Diagnose student understanding of foundational content necessary for success on Kentucky Core Academic Standards (KCAS).  |
| <i>Primary Diagnostic For Reading</i>   | P1-P3  | Diagnose student understanding of foundational content necessary for success on Kentucky Core Academic Standards (KCAS).  |
| <i>21st Century Skills Assessment</i>   | Grades 5 and 8   | The 21st century skills assessment is designed to help districts determine where their students are on the spectrum of ensuring 21st century readiness in the 3Rs (reading, writing, arithmetic) and the 4Cs (critical thinking and problem solving, communication, collaboration, and creativity and innovation).  |
| <i>Data Source: Kentucky Department of Education website and Jefferson County Public Schools' Testing Calendar 2011-12, and documents related to the testing program.</i> |  |   |

## Appendix 8

### Exhibit 4.2.2

#### Scope of Formal Assessments Administered in Core Courses, Grades K-12 Jefferson County Public Schools October 2011

|  | Grades/Courses<br>Requiring<br>Assessment | Grades/ Courses<br>Assessed | Percent<br>Assessed |
|--|---|-----------------------------|---------------------|
| <b>Elementary (K-Gr. 5)</b>  |   |                             |                     |
| Literacy   | 6   | 6                           | 100%                |
| Mathematics  | 8   | 8                           | 100%                |
| Science  | 6   | 5                           | 83%                 |
| Social Studies   | 6   | 3                           | 50%                 |
| <b>Totals (Elementary)</b>   | <b>26</b>                                 | <b>22</b>                   |                     |
| <b>Total Scope of Elementary Core Courses Formally Assessed</b>  |   |                             | <b>85%</b>          |
| <b>Middle School (Gr. 6-8)</b>   |   |                             |                     |
| Literacy   | 9   | 9                           | 100%                |
| Mathematics  | 8   | 8                           | 100%                |
| Science  | 6   | 6                           | 100%                |
| Social Studies   | 6   | 6                           | 100%                |
| <b>Totals (Middle School)</b>  | <b>29</b>                                 | <b>29</b>                   |                     |
| <b>Total Scope of Middle School Core Courses Formally Assessed</b>   |   |                             | <b>100%</b>         |
| <b>High School</b>   |   |                             |                     |
| Literacy   | 28  | 12                          | 43%                 |
| Mathematics  | 20  | 8                           | 40%                 |
| Science  | 20  | 11                          | 55%                 |
| Social Studies   | 21  | 6                           | 29%                 |
| <b>Totals (High School)</b>  | <b>89</b>                                 | <b>37</b>                   |                     |
| <b>Total Scope of High School Core Courses Formally Assessed</b>   |   |                             | <b>42%</b>          |
| <b>Totals (K-12)</b>   | <b>144</b>                                | <b>88</b>                   |                     |
| <b>Total Scope of All Core Courses Assessed (K-12)</b>   |   |                             | <b>61%</b>          |
| <i>Data Source: District Curriculum Guides, District Assessment Calendar 2011-12, Course Lists, Master Schedules, Interviews</i> |   |                             |                     |



## Appendix 8.1

### Exhibit 4.2.2

#### Scope of Formal Assessments Administered in Grades K-5 Jefferson County Public Schools October 2011

| Courses Offered  | Courses Offered by Grade Level |           |           |           |   |   | Grades/<br>Courses<br>Requiring<br>Assessment | Grades/<br>Courses<br>Assessed |
|--|--------------------------------|-----------|-----------|-----------|---|---|---|--------------------------------|
|  | K<br>(P1)                      | 1<br>(P2) | 2<br>(P3) | 3<br>(P4) | 4 | 5 |   |                                |
| Core Courses   |                                |           |           |           |   |   |   |                                |
| Literacy   | X                              | X         | X         | X         | X | X | 6   | 6                              |
| Math   | X                              | X         | X         | X         | X | X | 6   | 6                              |
| Math Advance   |                                |           |           |           | X | X | 2   | 2                              |
| Science  | O                              | X         | X         | X         | X | X | 6   | 5                              |
| Social Studies   | O                              | O         | O         | X         | X | X | 6   | 3                              |
| Totals (Core Courses)  |                                |           |           |           |   |   | 26  | 22                             |
| Total Scope of Core Courses Formally Assessed  |                                |           |           |           |   |   |   | 85%                            |
| Non-core Courses   |                                |           |           |           |   |   |   |                                |
| Arts & Humanities  |                                |           |           |           |   |   |   |                                |
| Arts & Humanities  | S                              | S         | S         | S         | S | S | 6   | 6                              |
| Visual Arts  | S                              | S         | S         | S         | S | S | 6   | 6                              |
| Music  | S                              | S         | S         | S         | S | S | 6   | 6                              |
| Band   |                                |           |           |           |   | O | 1   | 0                              |
| Orchestra  |                                |           |           |           |   | O | 1   | 0                              |
| Career & Technical Education   |                                |           |           |           |   |   |   |                                |
| Elementary Computer Lab  | O                              | O         | O         | O         | O | X | 6   | 1                              |
| Library Media  |                                |           |           |           |   |   |   |                                |
| Library Media  | S                              | S         | S         | S         | S | S | 6   | 0                              |
| Practical Living   |                                |           |           |           |   |   |   |                                |
| Practical Living (Health, Physical Education, Consumerism, Career Studies)   | S                              | S         | S         | S         | S | S | 6   | 0                              |
| World Language   |                                |           |           |           |   |   |   |                                |
| Chinese  | S                              | S         | S         | S         | S | S | 6   | 0                              |
| French   | S                              | S         | S         | S         | S | S | 6   | 0                              |
| Spanish  | S                              | S         | S         | S         | S | S | 6   | 0                              |
| Totals (Non-core Courses)  |                                |           |           |           |   |   | 56  | 19                             |
| Percent of Non-core Courses Formally Assessed  |                                |           |           |           |   |   |   | 34%                            |
| Notes: S = Course offered by choice of site    X = Course offered at most or all campuses    O = Course offered at most or all campuses, no district assessment available    Blank = Course not offered at grade level |                                |           |           |           |   |   |   |                                |
| Data Sources: District Curriculum Guides, Course listings, CASCADE, interviews   |                                |           |           |           |   |   |   |                                |





## Appendix 8.2

### Exhibit 4.2.2

#### Scope of Formal Assessments Administered in Grades 6-8 Jefferson County Public Schools October 2011

| Course   | Courses Offered by<br>Grade Level |   |   | Grades/Courses<br>Requiring<br>Assessment | Grades/<br>Courses<br>Assessed |
|--|-----------------------------------|---|---|---|--------------------------------|
|  | 6                                 | 7 | 8 |   |                                |
| Core Content   |                                   |   |   |   |                                |
| Language Arts  | X                                 | X | X | 3   | 3                              |
| Language Arts Advance  | X                                 | X | X | 3   | 3                              |
| Reading  | S                                 | S | S | 3   | 3                              |
| Mathematics  | X                                 | X | X | 3   | 3                              |
| Mathematics Advance  | S                                 | S |   | 3   | 3                              |
| Algebra I  |                                   |   | X | 1   | 1                              |
| Geometry   |                                   |   | S | 1   | 1                              |
| Science  | X                                 | X | X | 3   | 3                              |
| Science Advance  | S                                 | S | S | 3   | 3                              |
| Social Studies   | X                                 | X | X | 3   | 3                              |
| Social Studies Advance   | S                                 | S | S | 3   | 3                              |
| Totals (Core Courses)  |                                   |   |   | 29  | 29                             |
| Total Scope of Curriculum Formally Assessed                                |                                   |   |   |   | 100%                           |
| Non-core Content Areas   |                                   |   |   |   |                                |
| Arts & Humanities  |                                   |   |   |   |                                |
| Arts & Humanities  | S                                 | S | S | 3   | 3                              |
| Visual Arts  | O                                 | O | O | 3   | 0                              |
| Dance  | S                                 | S | S | 3   | 0                              |
| Drama  | S                                 | S | S | 3   | 0                              |
| General Music  |                                   | S | S | 1   | 0                              |
| Band   | O                                 | O | O | 3   | 0                              |
| Orchestra  | O                                 | O | O | 3   | 0                              |
| Chorus   | O                                 | O | O | 3   | 0                              |
| Career & Technical Education   |                                   |   |   |   |                                |
| Touch Keyboarding  | S                                 |   |   | 1   | 0                              |
| Keyboarding Applications   |                                   | S | S | 1   | 0                              |
| Technology Literacy  | O                                 | O | X | 3   | 1                              |
| Career Choices 1   | S                                 |   |   | 1   | 0                              |
| Career Choices 2   |                                   | S |   | 1   | 0                              |
| Career Choices 3   |                                   |   | S | 1   | 0                              |
| Agriscience Exploration 1  | S                                 |   |   | 1   | 0                              |
| Agriscience Exploration 2  |                                   | S |   | 1   | 0                              |
| Agriscience Exploration 3  |                                   |   | S | 1   | 0                              |
| Life Skills Introduction   | S                                 | S | S | 1   | 0                              |
| Life Skills Intro II   |                                   | S |   | 1   | 0                              |
| Life Skills Intro III  |                                   |   | S | 1   | 0                              |
| Practical Living   |                                   |   |   |   |                                |
| Practical Living (Health, Physical Education, Consumerism, Career Studies) | S                                 | S | S | 1   | 0                              |

| Course   | Courses Offered by Grade Level |   |   | Grades/Courses Requiring Assessment | Grades/Courses Assessed |
|--|--------------------------------|---|---|-------------------------------------|-------------------------|
|  | 6                              | 7 | 8 |                                     |                         |
| <b>World Language</b>  |                                |   |   |                                     |                         |
| Japanese   | S                              | S | S | 3                                   | 3                       |
| French   | S                              | S | S | 3                                   | 3                       |
| Spanish  | S                              | S | S | 3                                   | 3                       |
| <b>Totals (Non-core Courses)</b>   |                                |   |   | <b>46</b>                           | <b>13</b>               |
| <b>Total Scope of Non-core Courses Formally Assessed</b>   |                                |   |   |                                     | <b>28%</b>              |
| Notes: S= Course offered by site choice X = Course offered at most or all campuses O = Course offered at most or all campuses, no assessment available Blank = Course not offered at grade level |                                |   |   |                                     |                         |
| Data Sources: JCPS Curriculum maps, course lists, CASCADE, district administrator interviews   |                                |   |   |                                     |                         |

# Appendix 8.3

## Exhibit 4.2.2

### Scope of Formal Assessments Administered in Grades 9-12 Jefferson County Public Schools October 2011

| Course                              | Courses offered by<br>Grade Level |    |    |    | Grades/Courses<br>Requiring<br>Assessment | Grades/<br>Courses<br>Assessed |
|-------------------------------------|-----------------------------------|----|----|----|---|--------------------------------|
|                                     | 9                                 | 10 | 11 | 12 |   |                                |
| Core Content                        |                                   |    |    |    |   |                                |
| Analytical and Applied Science      |                                   |    |    |    |   |                                |
| Mathematics                         |                                   |    |    |    |   |                                |
| Algebra 1                           | X                                 | X  |    |    | 1   | 1                              |
| Algebra 1 Honors                    | X                                 | X  |    |    | 1   | 1                              |
| Algebra Lab                         | X                                 | X  |    |    | 1   | 1                              |
| Algebra 2                           |                                   |    | X  |    | 1   | 1                              |
| Algebra 2 Advance                   |                                   |    | X  |    | 1   | 1                              |
| Algebra 2 Honors                    |                                   |    | X  |    | 1   | 1                              |
| Algebra 2 Lab                       |                                   |    | X  |    | 1   | 1                              |
| Applied Mathematics                 |                                   |    |    | X  | 1   | 1                              |
| Business Mathematics                |                                   | S  | S  | S  | 1   | 0                              |
| Calculus AB AP                      |                                   |    |    | O  | 1   | 0                              |
| Calculus. BC AP                     |                                   |    |    | O  | 1   | 0                              |
| College Algebra                     |                                   |    | S  |    | 1   | 0                              |
| College Algebra Honors              |                                   |    | S  |    | 1   | 0                              |
| Geometry                            |                                   | X  |    |    | 1   | 1                              |
| Geometry Advance                    |                                   | X  |    |    | 1   | 1                              |
| Geometry Honors                     |                                   | X  |    |    | 1   | 1                              |
| Math 9                              | S                                 |    |    |    | 1   | 0                              |
| Math 10                             |                                   | S  |    |    | 1   | 0                              |
| Math 11                             |                                   |    | S  |    | 1   | 0                              |
| Math 12                             |                                   |    |    | S  | 1   | 0                              |
| Precalculus Advance                 |                                   |    | S  | S  | 1   | 0                              |
| Precalculus Honors                  |                                   |    | S  | S  | 1   | 0                              |
| Statistics AP                       |                                   |    |    | S  | 1   | 0                              |
| Total Mathematics                   |                                   |    |    |    | 20  | 11                             |
| Total Scope of Mathematics Assessed |                                   |    |    |    |   | 55%                            |
| Science                             |                                   |    |    |    |   |                                |
| Anatomy & Physiology Advance        |                                   |    | S  | S  | 1   | 0                              |
| Anatomy & Physiology Honors         |                                   |    | S  | S  | 1   | 0                              |
| Biology 1                           |                                   |    | X  |    | 1   | 1                              |
| Biology 1 Advanced                  |                                   |    | X  |    | 1   | 1                              |
| Biology 1 Honors                    |                                   |    | X  |    | 1   | 1                              |
| Biology 2 AP                        |                                   |    | O  |    | 1   | 0                              |
| Chemistry 1                         |                                   | X  |    |    | 1   | 1                              |
| Chemistry 1 Advance                 |                                   | X  |    |    | 1   | 1                              |
| Chemistry `1 Honors                 |                                   | X  |    |    | 1   | 1                              |
| Chemistry 1 AP                      |                                   | O  |    |    | 1   | 0                              |
| Integrated Science 1A               | X                                 |    |    |    | 1   | 1                              |

| Course                                  | Courses offered by Grade Level |    |    |    | Grades/Courses Requiring Assessment | Grades/Courses Assessed |
|---|--------------------------------|----|----|----|-------------------------------------|-------------------------|
|   | 9                              | 10 | 11 | 12 |                                     |                         |
| Integrated Science 1A Honors            | X                              |    |    |    | 1                                   | 1                       |
| Integrated Science 1B                   |                                | X  |    |    | 1                                   | 1                       |
| Physics B AP                            | O                              | O  |    |    | 1                                   | 0                       |
| Physics 1 Advance                       | X                              |    |    |    | 1                                   | 1                       |
| Physics 1 Honors                        | X                              |    |    |    | 1                                   | 1                       |
| Science Fr                              | S                              |    |    |    | 1                                   | 0                       |
| Science Soph                            |                                | S  |    |    | 1                                   | 0                       |
| Science Jr                              |                                |    | S  |    | 1                                   | 0                       |
| Science Sr                              |                                |    |    | S  | 1                                   | 0                       |
| Science Independent Research Honors     |                                |    |    | S  | 0                                   | 0                       |
| <b>Total Science</b>                    |                                |    |    |    | <b>20</b>                           | <b>11</b>               |
| <b>Total Scope of Science Assessed</b>  |                                |    |    |    |                                     | <b>55%</b>              |
| <b>Literacy</b>                         |                                |    |    |    |                                     |                         |
| English 1/Freshman English              | X                              |    |    |    | 1                                   | 1                       |
| English 1 Advance                       | X                              |    |    |    | 1                                   | 1                       |
| English 1 Honors                        | X                              |    |    |    | 1                                   | 1                       |
| English 2/Sophomore English             |                                | X  |    |    | 1                                   | 1                       |
| English 2 Advance                       |                                | X  |    |    | 1                                   | 1                       |
| English 2 Honors                        |                                | X  |    |    | 1                                   | 1                       |
| English 3/Junior English                |                                |    | X  |    | 1                                   | 1                       |
| English 3 Honors                        |                                |    | X  |    | 1                                   | 1                       |
| English 3 Advance                       |                                |    | S  |    | 1                                   | 1                       |
| English 4/Senior English                |                                |    |    | X  | 1                                   | 1                       |
| English 4 Honors                        |                                |    |    | X  | 1                                   | 1                       |
| English 4 Advance                       |                                |    |    | S  | 1                                   | 1                       |
| English Language & Composition AP       |                                |    | S  | X  | 1                                   | 0                       |
| English Literature & Composition AP     |                                |    |    | X  | 1                                   | 0                       |
| Greatbooks                              | S                              | S  | S  | S  | 1                                   | 0                       |
| Creative Writing                        | X                              | X  | X  | X  | 1                                   | 0                       |
| English Special Topics                  | S                              | S  | S  | S  | 1                                   | 0                       |
| Journalism 1                            | S                              | S  |    |    | 1                                   | 0                       |
| Journalism 2                            | S                              | S  |    |    | 1                                   | 0                       |
| Journalism 3                            |                                |    | S  | S  | 1                                   | 0                       |
| Journalism 4                            |                                |    | S  | S  | 1                                   | 0                       |
| Poetry                                  | S                              | S  | S  | S  | 1                                   | 0                       |
| Oral Communication/Debate               |                                |    | S  | S  | 1                                   | 0                       |
| Reading/Literacy Lab                    | X                              | X  | X  | X  | 1                                   | 0                       |
| Writing Computer Desktop Publication    |                                | S  | S  | S  | 1                                   | 0                       |
| Yearbook Production 1                   | S                              | S  | S  | S  | 1                                   | 0                       |
| Yearbook Production 2                   |                                | S  | S  | S  | 1                                   | 0                       |
| Video Yearbook Production               | S                              | S  | S  | S  | 1                                   | 0                       |
| <b>Total Literacy</b>                   |                                |    |    |    | <b>28</b>                           | <b>12</b>               |
| <b>Total Scope of Literacy Assessed</b> |                                |    |    |    |                                     | <b>43%</b>              |
| <b>Social Studies</b>                   |                                |    |    |    |                                     |                         |
| European History AP                     |                                |    | S  | S  | 1                                   | 0                       |
| Exploring Civics                        | X                              |    |    |    | 1                                   | 1                       |
| Exploring Civics Honors                 | X                              |    |    |    | 1                                   | 1                       |

| Course                                 | Courses offered by Grade Level |    |    |    | Grades/Courses Requiring Assessment | Grades/Courses Assessed |
|--|--------------------------------|----|----|----|-------------------------------------|-------------------------|
|  | 9                              | 10 | 11 | 12 |                                     |                         |
| Government Policy & Economics Honors   |                                |    | S  | S  | 1                                   | 0                       |
| Human Geography AP                     | S                              | S  |    |    | 1                                   | 0                       |
| U.S. Government & Politics AP          |                                | S  |    |    | 1                                   | 0                       |
| U.S. History                           |                                |    | X  |    | 1                                   | 1                       |
| U.S. History AP                        |                                |    | O  |    | 1                                   | 0                       |
| U.S. History Honors                    |                                |    | X  |    | 1                                   | 1                       |
| World Civilization Honors              |                                | X  |    |    | 1                                   | 1                       |
| World Civilization                     |                                | X  |    |    | 1                                   | 1                       |
| World History AP                       |                                | O  |    |    | 1                                   | 0                       |
| Freshman Social Studies                | S                              |    |    |    | 1                                   | 0                       |
| Sophomore Social Studies               |                                | S  |    |    | 1                                   | 0                       |
| Junior Social Studies                  |                                |    | S  |    | 1                                   | 0                       |
| Senior Social Studies                  |                                |    |    | S  | 1                                   | 0                       |
| Pop Culture in American History        |                                |    | S  | S  | 1                                   | 0                       |
| Psychology AP                          |                                |    | S  | S  | 1                                   | 0                       |
| Psychology Honors                      |                                |    | S  | S  | 1                                   | 0                       |
| Sociology Honors                       |                                |    | S  | S  | 1                                   | 0                       |
| Sociology/Psychology                   |                                |    | S  | S  | 1                                   | 0                       |
| Total Social Studies                   |                                |    |    |    | 21                                  | 6                       |
| Total Scope of Social Studies Assessed |                                |    |    |    |                                     | 29%                     |
| Total Core Courses                     |                                |    |    |    | 89                                  | 40                      |
| Total Scope of Core Courses Assessed   |                                |    |    |    |                                     | 45%                     |
| Non-core Courses                       |                                |    |    |    |                                     |                         |
| Arts & Humanities                      |                                |    |    |    |                                     |                         |
| Humanities                             |                                |    |    |    |                                     |                         |
| History of Arts (HAVPA) Advance        |                                | S  | S  | S  | 1                                   | 0                       |
| History of Arts (HAVPA)                | X                              | X  | X  | X  | 1                                   | 1                       |
| History of Arts Honors (HAVPA)         |                                | S  | S  | S  | 1                                   | 0                       |
| Dance                                  |                                |    |    |    |                                     |                         |
| Fundamentals of Dance                  | S                              |    |    |    | 1                                   | 0                       |
| Ballet 1                               | S                              | S  | S  | S  | 1                                   | 0                       |
| Ballet 2                               |                                | S  | S  | S  | 1                                   | 0                       |
| Ballet 3                               |                                |    | S  | S  | 1                                   | 0                       |
| Ballet 4                               |                                |    |    | S  | 1                                   | 0                       |
| Modern Jazz 1                          | S                              | S  | S  | S  | 1                                   | 0                       |
| Modern Jazz 2                          |                                | S  | S  | S  | 1                                   | 0                       |
| Modern Jazz 3                          |                                |    | S  | S  | 1                                   | 0                       |
| Modern Jazz 4                          |                                |    |    | S  | 1                                   | 0                       |
| Dance Ensemble 1                       |                                | S  | S  | S  | 1                                   | 0                       |
| Dance Ensemble 2                       |                                |    | S  | S  | 1                                   | 0                       |
| Dance Ensemble 3                       |                                |    |    | S  | 1                                   | 0                       |
| Tap 1                                  |                                | S  | S  | S  | 1                                   | 0                       |
| Tap 2                                  |                                |    | S  | S  | 1                                   | 0                       |
| Tap 3                                  |                                |    |    | S  | 1                                   | 0                       |
| Advanced Dance Technique               |                                |    | S  | S  | 1                                   | 0                       |
| Drama                                  |                                |    |    |    |                                     |                         |
| Stagecraft 1                           | S                              | S  | S  | S  | 1                                   | 0                       |



| Course                     | Courses offered by<br>Grade Level |    |    |    | Grades/Courses<br>Requiring<br>Assessment | Grades/<br>Courses<br>Assessed |
|----------------------------|-----------------------------------|----|----|----|---|--------------------------------|
|                            | 9                                 | 10 | 11 | 12 |   |                                |
| Stagecraft 2               |                                   | S  | S  | S  | 1   | 0                              |
| Stagecraft 3               |                                   |    | S  | S  | 1   | 0                              |
| Stagecraft 4               |                                   |    |    | S  | 1   | 0                              |
| Theater Arts 1             | S                                 |    |    |    | 1   | 0                              |
| Theater Arts 2             |                                   | S  |    |    | 1   | 0                              |
| Theater Arts 3             |                                   |    | S  |    | 1   | 0                              |
| Theater Arts 4             |                                   |    |    | S  | 1   | 0                              |
| Design Production 1        | S                                 |    |    |    | 1   | 0                              |
| Design Production 2        |                                   | S  |    |    | 1   | 0                              |
| Design Production 3        |                                   |    | S  |    | 1   | 0                              |
| Design Production 4        |                                   |    |    | S  | 1   | 0                              |
| Playwriting 1              |                                   | S  | S  | S  | 1   | 0                              |
| Playwriting 2              |                                   |    | S  | S  | 1   | 0                              |
| Music Theatre Lab 2        |                                   | S  | S  | S  | 1   | 0                              |
| Music Theatre Lab 3        |                                   |    | S  | S  | 1   | 0                              |
| American Musical Theatre 2 |                                   | S  | S  | S  | 1   | 0                              |
| American Musical Theatre 3 |                                   |    | S  | S  | 1   | 0                              |
| Stage Production 2         |                                   | S  | S  | S  | 1   | 0                              |
| Stage Production 3         |                                   |    | S  | S  | 1   | 0                              |
| Stage Production 4         |                                   |    |    | S  | 1   | 0                              |
| Exploring Theatre          | S                                 | S  | S  | S  | 1   | 0                              |
| <b>Music</b>               |                                   |    |    |    |   |                                |
| Band 1                     | O                                 |    |    |    | 1   | 0                              |
| Band 1 Marching            | S                                 |    |    |    | 1   | 0                              |
| Band 2                     |                                   | O  |    |    | 1   | 0                              |
| Band 2 Marching            |                                   | S  |    |    | 1   | 0                              |
| Band 3                     |                                   |    | O  |    | 1   | 0                              |
| Band 3 Marching            |                                   |    | S  |    | 1   | 0                              |
| Band 4                     |                                   |    |    | O  | 1   | 0                              |
| Band 4 Marching            |                                   |    |    | S  | 1   | 0                              |
| Choir 1                    | O                                 |    |    |    | 1   | 0                              |
| Choir 2                    |                                   | O  |    |    | 1   | 0                              |
| Choir 3 Advanced           |                                   |    | O  |    | 1   | 0                              |
| Choir 4 Advanced           |                                   |    |    | O  | 1   | 0                              |
| Gents Ensemble             | S                                 | S  | S  | S  | 1   | 0                              |
| Guitar                     | S                                 | S  | S  | S  | 4   | 0                              |
| Ladies Ensemble            | S                                 | S  | S  | S  | 1   | 0                              |
| Music Theory AP            |                                   |    |    | S  | 1   | 0                              |
| Orchestra 1                | O                                 |    |    |    | 1   | 0                              |
| Orchestra 2                |                                   | O  |    |    | 1   | 0                              |
| Orchestra 3                |                                   |    | O  |    | 1   | 0                              |
| Orchestra 4                |                                   |    |    | O  | 1   | 0                              |
| Percussion Ensemble 1      | S                                 |    |    |    | 1   | 0                              |
| Percussion Ensemble 2      |                                   | S  |    |    | 1   | 0                              |
| Percussion Ensemble 3      |                                   |    | S  |    | 1   | 0                              |
| Percussion Ensemble 4      |                                   |    |    | S  | 1   | 0                              |
| Piano                      | S                                 | S  | S  | S  | 4   | 0                              |

| Course   | Courses offered by Grade Level |    |    |    | Grades/Courses Requiring Assessment | Grades/Courses Assessed |
|--|--------------------------------|----|----|----|-------------------------------------|-------------------------|
|  | 9                              | 10 | 11 | 12 |                                     |                         |
| <b>Visual Arts</b>                                   |                                |    |    |    |                                     |                         |
| AP Art History                                       |                                |    |    | S  | 1                                   | 0                       |
| Art Seminar  |                                |    | S  | S  | 1                                   | 0                       |
| Basic Design   | S                              | S  | S  | S  | 1                                   | 0                       |
| Folk Art & Crafts                                    | S                              | S  | S  | S  | 1                                   | 0                       |
| Photography 1  | S                              |    |    |    | 1                                   | 0                       |
| Photography 2  |                                | S  |    |    | 1                                   | 0                       |
| Photography 3  |                                |    | S  |    | 1                                   | 0                       |
| Studio 2-D Design AP                                 |                                |    | S  | S  | 1                                   | 0                       |
| Studio 3-D Design AP                                 |                                |    | S  | S  | 1                                   | 0                       |
| Studio Drawing AP                                    |                                |    | S  | S  | 1                                   | 0                       |
| Visual Art 1   | O                              |    |    |    | 1                                   | 0                       |
| Visual Art 2   |                                | O  |    |    | 1                                   | 0                       |
| Visual Art 3   |                                |    | O  |    | 1                                   | 0                       |
| Visual Art 4   |                                |    |    | O  | 1                                   | 0                       |
| Drawing/Painting I                                   | S                              | S  | S  | S  | 1                                   | 0                       |
| Drawing/Painting II                                  |                                | S  | S  | S  | 1                                   | 0                       |
| Drawing III  |                                |    | S  | S  | 1                                   | 0                       |
| Painting III   |                                |    | S  | S  | 1                                   | 0                       |
| Ceramics/Sculpture I                                 | S                              | S  | S  | S  | 1                                   | 0                       |
| Ceramics/Sculpture II                                |                                | S  | S  | S  | 1                                   | 0                       |
| Studio 3-D Art                                       | S                              | S  | S  | S  | 1                                   | 0                       |
| Computer Art/Graphic Design                          | S                              | S  | S  | S  | 1                                   | 0                       |
| Textiles/Printmaking 1                               | S                              | S  | S  | S  | 1                                   | 0                       |
| Printmaking 2  |                                | S  | S  | S  | 1                                   | 0                       |
| Textiles 2   |                                | S  | S  | S  | 1                                   | 0                       |
| Textiles 3   |                                |    | S  | S  | 1                                   | 0                       |
| Visual Art Independent Study                         |                                |    | S  | S  | 1                                   | 0                       |
| <b>Total Arts &amp; Humanities</b>                   |                                |    |    |    | <b>99</b>                           | <b>1</b>                |
| <b>Total Scope of Arts &amp; Humanities Assessed</b> |                                |    |    |    |                                     | <b>1%</b>               |
| <b>Practical Living</b>                              |                                |    |    |    |                                     |                         |
| Health   | O                              |    |    |    | 1                                   | 0                       |
| Physical Education                                   | O                              |    |    |    | 1                                   | 0                       |
| Physical Education Adaptive                          | O                              |    |    |    | 1                                   | 0                       |
| Physical Education 2                                 |                                | O  |    |    | 1                                   | 0                       |
| Physical Education 2 Adaptive                        |                                | O  |    |    | 1                                   | 0                       |
| Physical Education 3                                 |                                |    | O  |    | 1                                   | 0                       |
| Physical Education 3 Adaptive                        |                                |    | O  |    | 1                                   | 0                       |
| Physical Education 4                                 |                                |    |    | O  | 1                                   | 0                       |
| Physical Education 4 Adaptive                        |                                |    |    | O  | 1                                   | 0                       |
| Physical Fitness                                     |                                | S  | S  | S  | 1                                   | 0                       |
| Strength & Conditioning                              |                                | S  | S  | S  | 1                                   | 0                       |
| <b>Total Practical Living</b>                        |                                |    |    |    | <b>11</b>                           | <b>0</b>                |
| <b>Total Scope of Practical Living Assessed</b>      |                                |    |    |    |                                     | <b>0%</b>               |
| <b>Career and Technical Education*</b>               |                                |    |    |    |                                     |                         |
| A+   | NI                             | NI | NI | NI | 1                                   | 0                       |
| Accounting & Financial Foundations                   | S                              | S  | S  |    | 1                                   | 0                       |

| Course   | Courses offered by<br>Grade Level |    |    |    | Grades/Courses<br>Requiring<br>Assessment | Grades/<br>Courses<br>Assessed |
|--|-----------------------------------|----|----|----|---|--------------------------------|
|  | 9                                 | 10 | 11 | 12 |   |                                |
| Advanced Animal Technology   | NI                                | NI | NI | NI | 1   | 0                              |
| Advanced Broadcasting  |                                   | S  | S  | S  | 1   | 0                              |
| Advanced Child/Human Development                                       |                                   | S  | S  | S  | 1   | 0                              |
| Advanced Computer Applications (Advanced Computer & Tech Applications) | X                                 | X  | X  | X  | 1   | 0                              |
| Advanced Finance/Credit  |                                   |    | S  | S  | 1   | 0                              |
| Advanced Multimedia Publishing   |                                   | S  | S  | S  | 1   | 0                              |
| Advanced Welding/Metal 3   |                                   |    | S  | S  | 1   | 0                              |
| Advertising/Promotion  |                                   |    | NI | NI | 1   | 0                              |
| Agriculture Comm.  | NI                                | NI | NI | NI | 1   | 0                              |
| Allied Health Co-op  | NI                                | NI | NI | NI | 1   | 0                              |
| AMT GEN 2  |                                   | NI | NI | NI | 1   | 0                              |
| AMT GEN 3  |                                   |    | NI | NI | 1   | 0                              |
| Arcview GIS  | NI                                | NI | NI | NI | 1   | 0                              |
| Auto Technology 1  |                                   | S  | S  | S  | 1   | 0                              |
| Auto Technology 2  |                                   |    | S  | S  | 1   | 0                              |
| Auto Technology 3  |                                   |    |    | S  | 1   | 0                              |
| Automotive Theory 1  |                                   | NI | NI | NI | 1   | 0                              |
| Automotive Theory 3  |                                   |    | NI | NI | 1   | 0                              |
| Basic Nutrition  | NI                                | NI | NI | NI | 1   | 0                              |
| Basic Programming  |                                   | S  | S  | S  | 1   | 0                              |
| Biotech Engineering  |                                   |    | S  | S  | 1   | 0                              |
| Business Communication   |                                   |    | NI | NI | 1   | 0                              |
| Business Co-op (Co-op Office Practice)                                 | NI                                | NI | NI | NI | 1   | 0                              |
| Business Economics   | S                                 | S  | S  | S  | 1   | 0                              |
| Business Law   |                                   | NI | NI | NI | 1   | 0                              |
| Business Management  |                                   |    | S  | S  | 1   | 0                              |
| Business Management—Marketing  |                                   |    | S  | S  | 1   | 0                              |
| Business Math  | S                                 | S  | S  | S  | 1   | 0                              |
| Business Principles  | S                                 | S  |    |    | 1   | 0                              |
| Business Technology 1  | NI                                | NI | NI | NI | 1   | 0                              |
| Business Technology 2  |                                   | NI | NI | NI | 1   | 0                              |
| Business Technology Intern   | NI                                | NI | NI | NI | 1   | 0                              |
| Business/Marketing   | NI                                | NI | NI | NI | 1   | 0                              |
| Business/Marketing Experience  | NI                                | NI | NI | NI | 1   | 0                              |
| CAD 1  |                                   | S  | S  | S  | 1   | 0                              |
| CAD 2  |                                   |    | S  | S  | 1   | 0                              |
| CAD 3  |                                   |    |    | S  | 1   | 0                              |
| Camera Operation   | NI                                | NI | NI | NI | 1   | 0                              |
| Career & Workplace Experience  | NI                                | NI | NI | NI | 1   | 0                              |
| Career & Workplace Experience—UPS                                      | NI                                | NI | NI | NI | 1   | 0                              |
| Career Exploration   | NI                                | NI | NI | NI | 1   | 0                              |
| Carpentry 1  |                                   | NI | NI | NI | 1   | 0                              |
| Ceiling and Roof Framing   | NI                                | NI | NI | NI | 1   | 0                              |
| Child Development Services 1   |                                   | S  | S  | S  | 1   | 0                              |
| Child Development Services 2   |                                   |    | S  | S  | 1   | 0                              |
| Child Development Services 3   |                                   |    |    | S  | 1   | 0                              |

| Course                               | Courses offered by Grade Level |    |    |    | Grades/Courses Requiring Assessment | Grades/Courses Assessed |
|--------------------------------------|--------------------------------|----|----|----|-------------------------------------|-------------------------|
|                                      | 9                              | 10 | 11 | 12 |                                     |                         |
| Child/Human Development              |                                | S  | S  | S  | 1                                   | 0                       |
| Computer Integrated Manufacturing    |                                |    | S  | S  | 1                                   | 0                       |
| Clinical Lab Science 2               |                                | NI | NI | NI | 1                                   | 0                       |
| Clinical Lab Science 3               |                                |    | NI | NI | 1                                   | 0                       |
| Clinical Lab Science 4               |                                |    |    | S  | 1                                   | 0                       |
| Collision 1                          |                                | S  | S  | S  | 1                                   | 0                       |
| Collision 2                          |                                |    | S  | S  | 1                                   | 0                       |
| Collision 3                          |                                |    |    | S  | 1                                   | 0                       |
| Color Theory                         | NI                             | NI | NI | NI | 1                                   | 0                       |
| Commercial Art/Graphics 1            | NI                             | NI | NI | NI | 1                                   | 0                       |
| Commercial Art/Graphics 2            |                                | NI | NI | NI | 1                                   | 0                       |
| Commercial Foods 1                   | NI                             | NI | NI | NI | 1                                   | 0                       |
| Commercial Foods 2                   |                                | NI | NI | NI | 1                                   | 0                       |
| Computer and Technology Applications | X                              |    |    |    | 1                                   | 0                       |
| Computer Applications                | X                              |    |    |    | 1                                   | 0                       |
| Computer Applications 2              |                                | NI | NI | NI | 1                                   | 0                       |
| Computer Illustration I              | NI                             | NI | NI | NI | 1                                   | 0                       |
| Computer Maintenance 1               | NI                             | NI | NI | NI | 1                                   | 0                       |
| Computer Maintenance 2               |                                | NI | NI | NI | 1                                   | 0                       |
| Computer Programming                 |                                | S  | S  | S  | 1                                   | 0                       |
| Computer Science Special Topics      | NI                             | NI | NI | NI | 1                                   | 0                       |
| Computer Support                     | NI                             | NI | NI | NI | 1                                   | 0                       |
| Consumer Economics                   | NI                             | NI | NI | NI | 1                                   | 0                       |
| Cosmetology 1                        | NI                             | NI | NI | NI | 1                                   | 0                       |
| Criminal Investigations              | NI                             | NI | NI | NI | 1                                   | 0                       |
| Culinary Skills                      | NI                             | NI | NI | NI | 1                                   | 0                       |
| Data Modeling (SQL)                  | NI                             | NI | NI | NI | 1                                   | 0                       |
| Data-Driven Web Design IT            | NI                             | NI | NI | NI | 1                                   | 0                       |
| Dental 2                             |                                | NI | NI | NI | 1                                   | 0                       |
| Dental 3                             |                                |    | NI | NI | 1                                   | 0                       |
| Dental 4                             |                                |    |    | NI | 1                                   | 0                       |
| Design Layout                        | NI                             | NI | NI | NI | 1                                   | 0                       |
| Digital Citizenship                  | NI                             | NI | NI | NI | 1                                   | 0                       |
| Digital Electronics                  |                                | S  | S  | S  | 1                                   | 0                       |
| Digital Imaging/Photography          | NI                             | NI | NI | NI | 1                                   | 0                       |
| Digital Journalism                   |                                |    | S  | S  | 1                                   | 0                       |
| Electricity 1                        |                                | NI | NI | NI | 1                                   | 0                       |
| Electricity 2                        |                                |    | NI | NI | 1                                   | 0                       |
| Electricity 3                        |                                |    |    | NI | 1                                   | 0                       |
| Electronic Communication 1           | NI                             | NI | NI | NI | 1                                   | 0                       |
| Electronic Communication 2           |                                | NI | NI | NI | 1                                   | 0                       |
| Emergency Medical Technician 1       | S                              | S  | S  | S  | 1                                   | 0                       |
| Emergency Medical Technician 2       |                                | S  | S  | S  | 1                                   | 0                       |
| Emergency Medical Technician 3       |                                |    | S  | S  | 1                                   | 0                       |
| Emergency Medical Technician 4       |                                |    |    | S  | 1                                   | 0                       |
| Emergency Procedures                 |                                | S  | S  | S  | 1                                   | 0                       |
| Engineering Design                   |                                |    |    | S  | 1                                   | 0                       |

| Course  | Courses offered by Grade Level |    |    |    | Grades/Courses Requiring Assessment | Grades/Courses Assessed |
|---|--------------------------------|----|----|----|-------------------------------------|-------------------------|
|   | 9                              | 10 | 11 | 12 |                                     |                         |
| Engineering Principles                          | S                              | S  | S  | S  | 1                                   | 0                       |
| Entrepreneurship (Market Entrepreneurship)+A163 |                                |    | S  | S  | 1                                   | 0                       |
| Equine Science                                  |                                | S  | S  | S  | 1                                   | 0                       |
| Fashion & Interior Design 1                     |                                | S  | S  | S  | 1                                   | 0                       |
| Fashion & Interior Design 2                     |                                |    | S  | S  | 1                                   | 0                       |
| Film & Video Production                         | NI                             | NI | NI | NI | 1                                   | 0                       |
| Film & Video Production 4                       |                                |    |    | NI | 1                                   | 0                       |
| Financial Accounting                            | S                              | S  | S  | S  | 1                                   | 0                       |
| Financial Literacy                              | S                              | S  | S  | S  | 1                                   | 0                       |
| Financial Services                              |                                | S  | S  | S  | 1                                   | 0                       |
| Financial Services 2                            |                                |    | NI | NI | 1                                   | 0                       |
| Financial Services 3                            |                                |    |    | NI | 1                                   | 0                       |
| Finishing & Binding                             | NI                             | NI | NI | NI | 1                                   | 0                       |
| Fire Science 1                                  | NI                             | NI | NI | NI | 1                                   | 0                       |
| Fire Science 2                                  |                                | NI | NI | NI | 1                                   | 0                       |
| Fire Science 3                                  |                                |    | NI | NI | 1                                   | 0                       |
| Fire Science 4                                  |                                |    |    | NI | 1                                   | 0                       |
| Flight Technology 1                             |                                |    | NI | NI | 1                                   | 0                       |
| Flight Technology 2                             |                                |    |    | NI | 1                                   | 0                       |
| Floor & Wall Framing                            | NI                             | NI | NI | NI | 1                                   | 0                       |
| Foods & Nutrition                               |                                | S  | S  | S  | 1                                   | 0                       |
| Foods/Appar Management 1                        | NI                             | NI | NI | NI | 1                                   | 0                       |
| Fundamentals of Broadcasting                    | S                              | S  | S  | S  | 1                                   | 0                       |
| GIS Applications                                |                                | NI | NI | NI | 1                                   | 0                       |
| GIS Co-op                                       |                                |    | NI | NI | 1                                   | 0                       |
| Graphic Design Portfolio                        |                                |    |    | NI | 1                                   | 0                       |
| Greenhouse                                      |                                | S  | S  | S  | 1                                   | 0                       |
| Health Care Fundamentals                        | S                              | S  | S  | S  | 1                                   | 0                       |
| Health Science Principles                       | S                              | S  | S  | S  | 1                                   | 0                       |
| Heavy Equipment Science 1                       | NI                             | NI | NI | NI | 1                                   | 0                       |
| Heavy Equipment Science 2                       |                                | NI | NI | NI | 1                                   | 0                       |
| Heavy Equipment Science 3                       |                                |    | NI | NI | 1                                   | 0                       |
| Heavy Equipment Science 4                       |                                |    |    | NI | 1                                   | 0                       |
| Help Desk                                       |                                |    |    | S  |                                     |                         |
| HSB—Business Economics                          | NI                             | NI | NI | NI | 1                                   | 0                       |
| HSB—Business Leadership                         | NI                             | NI | NI | NI | 1                                   | 0                       |
| HSB—Business Strategies                         | NI                             | NI | NI | NI | 1                                   | 0                       |
| HSB—Principles of Finance                       | NI                             | NI | NI | NI | 1                                   | 0                       |
| HSB—Principles of Business                      | NI                             | NI | NI | NI | 1                                   | 0                       |
| HSB—Principles of Management                    | NI                             | NI | NI | NI | 1                                   | 0                       |
| HSB—Principles of Marketing                     | NI                             | NI | NI | NI | 1                                   | 0                       |
| HSB—Wealth Management                           | NI                             | NI | NI | NI | 1                                   | 0                       |
| Human Body Systems                              |                                | S  |    |    | 1                                   | 0                       |
| HVAC 1  |                                | NI | NI | NI | 1                                   | 0                       |
| HVAC 2  |                                |    | NI | NI | 1                                   | 0                       |
| HVAC 3  |                                |    |    | NI | 1                                   | 0                       |
| Industrial Electronics 1                        |                                | S  | S  | S  | 1                                   | 0                       |

| Course                                  | Courses offered by Grade Level |    |    |    | Grades/Courses Requiring Assessment | Grades/Courses Assessed |
|---|--------------------------------|----|----|----|-------------------------------------|-------------------------|
|   | 9                              | 10 | 11 | 12 |                                     |                         |
| Industrial Electronics 2                |                                |    | S  | S  | 1                                   | 0                       |
| Industrial Electronics 3                |                                |    |    | S  | 1                                   | 0                       |
| International Business                  | NI                             | NI | NI | NI | 1                                   | 0                       |
| Introduction to Construction Technology | NI                             | NI | NI | NI | 1                                   | 0                       |
| Introduction to Graphic Arts Technology | NI                             | NI | NI | NI | 1                                   | 0                       |
| Introduction to Law                     | NI                             | NI | NI | NI | 1                                   | 0                       |
| Keyboarding                             | NI                             | NI | NI | NI | 1                                   | 0                       |
| Landscaping                             | NI                             | NI | NI | NI | 1                                   | 0                       |
| Law Enforcement                         | NI                             | NI | NI | NI | 1                                   | 0                       |
| Law Enforcement 2                       |                                | NI | NI | NI | 1                                   | 0                       |
| Law Enforcement 3                       |                                |    | NI | NI | 1                                   | 0                       |
| Law Enforcement 4                       |                                |    |    | NI | 1                                   | 0                       |
| Leadership Dynamics—FCS                 | S                              | S  | S  | S  | 1                                   | 0                       |
| Leadership Dynamics—IT                  | NI                             | NI | NI | NI | 1                                   | 0                       |
| Legal Issues                            | NI                             | NI | NI | NI | 1                                   | 0                       |
| Lifeskills—FCS                          | NI                             | NI | NI | NI | 1                                   | 0                       |
| Lith—Camera                             | NI                             | NI | NI | NI | 1                                   | 0                       |
| Machine Tool 1                          |                                | NI | NI | NI | 1                                   | 0                       |
| Machine Tool 2                          |                                |    | NI | NI | 1                                   | 0                       |
| Machine Tool 3                          |                                |    |    | NI | 1                                   | 0                       |
| Marketing Co-op                         | S                              | S  | S  | S  | 1                                   | 0                       |
| Marketing Principles                    | NI                             | NI | NI | NI | 1                                   | 0                       |
| Marketing Retail                        |                                |    | NI | NI | 1                                   | 0                       |
| Masonry 1                               |                                | NI | NI | NI | 1                                   | 0                       |
| Masonry 2                               |                                |    | NI | NI | 1                                   | 0                       |
| Masonry 3                               |                                |    |    | NI | 1                                   | 0                       |
| Medicaid Nurse Aid                      |                                |    | S  | S  | 1                                   | 0                       |
| Medical Office Systems                  | S                              | S  | S  | S  | 1                                   | 0                       |
| Medical Terminology                     |                                | S  | S  |    | 1                                   | 0                       |
| Microsoft Office                        | NI                             | NI | NI | NI | 1                                   | 0                       |
| Money Skills                            |                                | S  | S  | S  | 1                                   | 0                       |
| Multimedia 1                            |                                | NI | NI | NI | 1                                   | 0                       |
| Multimedia 2                            |                                |    | NI | NI | 1                                   | 0                       |
| Multimedia 3                            |                                |    |    | NI | 1                                   | 0                       |
| Multimedia Publishing                   |                                | NI | NI | NI | 1                                   | 0                       |
| Multimedia Publishing—IT                |                                | S  |    |    | 1                                   | 0                       |
| Networking 3                            |                                |    | NI | NI | 1                                   | 0                       |
| Networking 4                            |                                |    |    | NI | 1                                   | 0                       |
| Nursery Tech                            |                                | S  | S  | S  | 1                                   | 0                       |
| Parenting                               |                                | S  | S  | S  | 1                                   | 0                       |
| Pathways Careers 1                      | S                              |    |    |    | 1                                   | 0                       |
| Pathways Careers 2                      |                                | S  |    |    | 1                                   | 0                       |
| Pathways Careers 3                      |                                |    | S  |    | 1                                   | 0                       |
| Pathways Careers 4                      |                                |    |    | S  | 1                                   | 0                       |
| Peer Tutor                              | X                              | X  | X  | X  | 1                                   | 0                       |
| Performance and Scripting               | NI                             | NI | NI | NI | 1                                   | 0                       |
| Performance for TV/Film                 | NI                             | NI | NI | NI | 1                                   | 0                       |



| Course  | Courses offered by Grade Level |    |    |    | Grades/Courses Requiring Assessment | Grades/Courses Assessed |
|---|--------------------------------|----|----|----|-------------------------------------|-------------------------|
|   | 9                              | 10 | 11 | 12 |                                     |                         |
| Personal Finance                                      | S                              | S  | S  | S  | 1                                   | 0                       |
| Plumbing 1  |                                | NI | NI | NI | 1                                   | 0                       |
| Plumbing 2  |                                |    | NI | NI | 1                                   | 0                       |
| Plumbing 3  |                                |    |    | NI | 1                                   | 0                       |
| Practicum—Graphics                                    | NI                             | NI | NI | NI | 1                                   | 0                       |
| Pre-Engineering Practicum                             | NI                             | NI | NI | NI | 1                                   | 0                       |
| Pre-Flight 1  |                                |    | NI | NI | 1                                   | 0                       |
| Pre-Flight 2  |                                |    |    | NI | 1                                   | 0                       |
| Pre-Nursing 2   |                                | NI | NI | NI | 1                                   | 0                       |
| Pre-Nursing 3   |                                |    | NI | NI | 1                                   | 0                       |
| Pre-Nursing 4   |                                |    |    | NI | 1                                   | 0                       |
| Press 1   | NI                             | NI | NI | NI | 1                                   | 0                       |
| Press 2   |                                | NI | NI | NI | 1                                   | 0                       |
| Principles of Agriscience & Technology I              | S                              | S  |    |    | 1                                   | 0                       |
| Principles of Biomedical Science                      | S                              |    |    |    | 1                                   | 0                       |
| Principles of Teaching 1                              | S                              | S  | S  | S  | 1                                   | 0                       |
| Principles of Teaching 2                              |                                | S  | S  | S  | 1                                   | 0                       |
| Principles of Teaching 3                              |                                |    | S  | S  | 1                                   | 0                       |
| Principles of Teaching 4                              |                                |    |    | S  | 1                                   | 0                       |
| Programming II  |                                |    | NI | NI | 1                                   | 0                       |
| Public Safety Exp.                                    | NI                             | NI | NI | NI | 1                                   | 0                       |
| Relationships   |                                | S  | S  | S  | 1                                   | 0                       |
| Retail Services                                       | NI                             | NI | NI | NI | 1                                   | 0                       |
| Sales/Customer Service                                | NI                             | NI | NI | NI | 1                                   | 0                       |
| Sound Production                                      | NI                             | NI | NI | NI | 1                                   | 0                       |
| Special Topics in Allied Health                       |                                |    |    | S  | 1                                   | 0                       |
| Special Topics in Family & Consumer Science           |                                |    |    | S  | 1                                   | 0                       |
| Special Topics in Horticulture                        |                                |    |    | NI | 1                                   | 0                       |
| Special Topics in Production                          |                                |    |    | NI | 1                                   | 0                       |
| Sports Marketing                                      |                                | S  | S  | S  | 1                                   | 0                       |
| ST: Net Security+                                     | NI                             | NI | NI | NI | 1                                   | 0                       |
| Studio Directing                                      | NI                             | NI | NI | NI | 1                                   | 0                       |
| Technical Mathematics                                 | NI                             | NI | NI | NI | 1                                   | 0                       |
| Technology Systems 1 (Overview of Technology Systems) | S                              |    |    |    | 1                                   | 0                       |
| Telemedia 1   | NI                             | NI | NI | NI | 1                                   | 0                       |
| Telemedia 2   |                                | NI | NI | NI | 1                                   | 0                       |
| Telemedia 3   |                                |    | NI | NI | 1                                   | 0                       |
| Telemedia 4   |                                |    |    | NI | 1                                   | 0                       |
| Textile Services                                      | NI                             | NI | NI | NI | 1                                   | 0                       |
| Thera/Rest 2  |                                | NI | NI | NI | 1                                   | 0                       |
| Thera/Rest 3  |                                |    | NI | NI | 1                                   | 0                       |
| Thera/Rest 4  |                                |    |    | NI | 1                                   | 0                       |
| Traditional Illustration                              | NI                             | NI | NI | NI | 1                                   | 0                       |
| Travel & Tourism Marketing                            |                                | S  | S  | S  | 1                                   | 0                       |
| Typography  | NI                             | NI | NI | NI | 1                                   | 0                       |
| Veterinary 2  |                                | S  | S  | S  | 1                                   | 0                       |
| Veterinary 3  |                                |    | S  | S  | 1                                   | 0                       |

| Course  | Courses offered by<br>Grade Level |    |    |    | Grades/Courses<br>Requiring<br>Assessment | Grades/<br>Courses<br>Assessed |
|---|-----------------------------------|----|----|----|---|--------------------------------|
|   | 9                                 | 10 | 11 | 12 |   |                                |
| Veterinary 4  |                                   |    |    | S  | 1   | 0                              |
| Video Editing   | NI                                | NI | NI | NI | 1   | 0                              |
| Video Yearbook Production 1                                   |                                   |    | S  | S  | 1   | 0                              |
| Video Yearbook Production 2                                   |                                   |    |    | S  | 1   | 0                              |
| Visual Design   | NI                                | NI | NI | NI | 1   | 0                              |
| Web Data Management   | NI                                | NI | NI | NI | 1   | 0                              |
| Web Design  | X                                 | X  | X  | X  | 1   | 0                              |
| Web Design 3  |                                   |    | S  |    | 1   | 0                              |
| Web Design 4  |                                   |    |    | S  | 1   | 0                              |
| Web Page Design   |                                   |    | S  |    | 1   | 0                              |
| Website Design  | NI                                | NI | NI | NI | 1   | 0                              |
| Welding 1/Metallurgy  |                                   | NI | NI | NI | 1   | 0                              |
| Welding 2/Metallurgy  |                                   |    | NI | NI | 1   | 0                              |
| Word Processing   | NI                                | NI | NI | NI | 1   | 0                              |
| Word Processing 2   |                                   | NI | NI | NI | 1   | 0                              |
| Yearbook Production 1   |                                   |    | S  | S  | 1   | 0                              |
| Yearbook Production 2   |                                   |    | S  | S  | 1   | 0                              |
| <b>Total Career and Technical Education</b>                   |                                   |    |    |    | <b>252</b>                                | <b>0</b>                       |
| <b>Total Scope of Career and Technical Education Assessed</b> |                                   |    |    |    |   | <b>0%</b>                      |
| <b>World Language</b>   |                                   |    |    |    |   |                                |
| Beginning Chinese (level 1)                                   | S                                 | S  | S  | S  | 1   | 0                              |
| Developing Chinese (level 2)                                  | S                                 | S  | S  | S  | 1   | 0                              |
| Expanding Chinese (level 3)                                   | S                                 | S  | S  | S  | 1   | 0                              |
| Beginning French (level 1)                                    | X                                 | X  | X  |    | 1   | 1                              |
| Beginning French (level 1) Advance                            | X                                 | X  | X  |    | 1   | 1                              |
| Beginning French 1 Honors                                     | X                                 | X  | X  |    | 1   | 1                              |
| Developing French (level 2)                                   | X                                 | X  | X  | X  | 1   | 1                              |
| Developing French (level 2) Advance                           | X                                 | X  | X  | X  | 1   | 1                              |
| Developing French (level 2) Honors                            | X                                 | X  | X  | X  | 1   | 1                              |
| Expanding French (level 3)                                    | S                                 | X  | X  | X  | 1   | 1                              |
| Expanding French (level 3) Advance                            | S                                 | X  | X  | X  | 1   | 1                              |
| Expanding French (level 3) Honors                             | S                                 | X  | X  | X  | 1   | 0                              |
| Refining French (level 4)                                     |                                   | X  | X  | X  | 1   | 0                              |
| Refining French (level 4) Advance                             |                                   | X  | X  | X  | 1   | 0                              |
| Refining French (level 5)                                     |                                   |    |    | S  | 1   | 0                              |
| French Language & Arts AP                                     |                                   |    | X  | X  | 1   | 0                              |
| Beginning German (level 1)                                    | S                                 | S  | S  |    | 1   | 1                              |
| Developing German (level 2)                                   |                                   | S  | S  | S  | 1   | 1                              |
| Expanding German (level 3)                                    |                                   |    | S  | S  | 1   | 1                              |
| Refining German (level 4)                                     |                                   |    |    | S  | 1   | 0                              |
| Beginning Japanese (level 1) Advance                          | S                                 | S  | S  |    | 1   | 0                              |
| Beginning Japanese (level 1) Honors                           | S                                 | S  | S  |    | 1   | 0                              |
| Developing Japanese (level 2) Advance                         | S                                 | S  | S  | S  | 1   | 0                              |
| Developing Japanese (level 2) Honors                          | S                                 | S  | S  | S  | 1   | 0                              |
| Expanding Japanese (level 3) Advance                          |                                   | S  | S  | S  | 1   | 0                              |
| Expanding Japanese (level 3) Honors                           |                                   | S  | S  | S  | 1   | 0                              |
| Japanese (level 4) Advance                                    |                                   |    | S  | S  | 1   | 0                              |

| Course  | Courses offered by<br>Grade Level |    |    |    | Grades/Courses<br>Requiring<br>Assessment | Grades/<br>Courses<br>Assessed |
|---|-----------------------------------|----|----|----|---|--------------------------------|
|   | 9                                 | 10 | 11 | 12 |   |                                |
| Japanese Language & Culture AP  |                                   |    | S  | S  | 1   | 0                              |
| Beginning Latin (level 1)   | S                                 | S  | S  | S  | 1   | 0                              |
| Beginning Latin (level 1) Advance   | S                                 | S  | S  | S  | 1   | 0                              |
| Developing Latin (level 2)  |                                   | S  | S  | S  | 1   | 0                              |
| Developing Latin (level 2) Advance  |                                   | S  | S  | S  | 1   | 0                              |
| Expanding Latin (level 3)   |                                   |    | S  | S  | 1   | 0                              |
| Expanding Latin (level 3) Advance   |                                   |    | S  | S  | 1   | 0                              |
| Refining Latin (level 4) Advance  |                                   |    |    | S  | 1   | 0                              |
| Refining Latin (level 5)  |                                   |    |    | S  | 1   | 0                              |
| Latin Language Vergil AP  |                                   |    |    | S  | 1   | 0                              |
| Beginning Spanish (level 1)   | X                                 | X  | X  | X  | 1   | 1                              |
| Beginning Spanish (level 1) Advance   | X                                 | X  | X  | X  | 1   | 1                              |
| Beginning Spanish (level 1) Honors  | X                                 | X  | X  | X  | 1   | 1                              |
| Developing Spanish (level 2)  | X                                 | X  | X  | X  | 1   | 1                              |
| Developing Spanish (level 2) Advance  | X                                 | X  | X  | X  | 1   | 1                              |
| Developing Spanish (level 2) Honors   | X                                 | X  | X  | X  | 1   | 1                              |
| Expanding Spanish (level 3)   | X                                 | X  | X  | X  | 1   | 1                              |
| Expanding Spanish (level 3) Advance   | X                                 | X  | X  | X  | 1   | 1                              |
| Expanding Spanish (level 3) Honors  |                                   | X  | X  | X  | 1   | 0                              |
| Refining Spanish (level 4)  |                                   | X  | X  | X  | 1   | 0                              |
| Refining Spanish (level 4) Advance  |                                   | X  | X  | X  | 1   | 0                              |
| Refining Spanish (level 5)  |                                   |    |    | S  | 1   | 0                              |
| Spanish Language AP   |                                   |    | S  | S  | 1   | 0                              |
| American Sign Language  | S                                 | S  | S  | S  | 1   | 0                              |
| <b>Total World Language</b>   |                                   |    |    |    | <b>51</b>                                 | <b>19</b>                      |
| <b>Total Scope of World Language Assessed</b>   |                                   |    |    |    |   | <b>37%</b>                     |
| <b>Total Non-core Courses</b>   |                                   |    |    |    | <b>413</b>                                | <b>20</b>                      |
| <b>Total Scope of Non-core Courses Assessed</b>   |                                   |    |    |    |   | <b>5%</b>                      |
| <i>Data Sources: District Curriculum Guides, Course listings, CASCADE, Infinite Campus</i>  |                                   |    |    |    |   |                                |
| Notes: S = Course offered by site choice X = Course offered at most or all campuses O = Course offered at most or all campuses, no assessment at grade Blank = Course not offered at grade level NI = No information on offering per grade level * Limited information on Career and Technical Education courses was provided to auditors; scope may be incomplete. |                                   |    |    |    |   |                                |

## Appendix 8.4

### Exhibit 4.4.19

**Years to Parity among Subgroup Populations  
Free or Reduced Lunch/All Students  
Estimated Years to Achieve Parity among Students Eligible  
for Free or Reduced Price Lunch and All Students  
on KCCT Reading in Grades 4, 7, and 10  
Jefferson County Public Schools  
October 2011**

|   |   | Percent Proficient and Above |      |      |      |       |
|---|---|------------------------------|------|------|------|-------|
| Subgroup                                | Grade/Subject                                 | 2007                         | 2008 | 2009 | 2010 | 2011  |
| All Students                            | Grade 4 Reading                               | 66                           | 62   | 64   | 68   | 63    |
| FRL Students                            | Grade 4 Reading                               | 56                           | 52   | 53   | 60   | 52    |
| Difference                              |   | 10                           | 10   | 11   | 8    | 11    |
| Change in difference                    | (First year difference-Final year difference) |                              |      |      |      | -1    |
| Gain by year                            | (Change in difference)/(number of years-1)    |                              |      |      |      | -0.25 |
| Years to Parity                         | (Final Year gap/gain by year)                 |                              |      |      |      | Never |
|   |   | Percent Proficient and Above |      |      |      |       |
| Subgroup                                | Grade/Subject                                 | 2007                         | 2008 | 2009 | 2010 | 2011  |
| All Students                            | Grade 7 Reading                               | 62                           | 56   | 55   | 57   | 57    |
| FRL Students                            | Grade 7 Reading                               | 49                           | 44   | 43   | 45   | 46    |
| Difference                              |   | 13                           | 12   | 12   | 12   | 11    |
| Change in difference                    | (First year difference-Final year difference) |                              |      |      |      | 2     |
| Gain by year                            | (Change in difference)/(number of years-1)    |                              |      |      |      | 0.5   |
| Years to Parity                         | (Final Year gap/gain by year)                 |                              |      |      |      | 22    |
|   |   | Percent Proficient and Above |      |      |      |       |
| Subgroup                                | Grade/Subject                                 | 2007                         | 2008 | 2009 | 2010 | 2011  |
| All Students                            | Grade 10 Reading                              | 62                           | 61   | 61   | 60   | 67    |
| FRL Students                            | Grade 10 Reading                              | 46                           | 46   | 48   | 46   | 55    |
| Difference                              |   | 16                           | 15   | 13   | 14   | 12    |
| Change in difference                    | (First year difference-Final year difference) |                              |      |      |      | 4     |
| Gain by year                            | (Change in difference)/(number of years-1)    |                              |      |      |      | 1     |
| Years to Parity                         | (Final Year gap/gain by year)                 |                              |      |      |      | 12    |
| Source: KDE Interim Performance Reports |   |                              |      |      |      |       |

**Estimated Years to Achieve Parity among Students Eligible  
for Free or Reduced Price Lunch and All Students  
on KCCT Mathematics in Grades 5, 8, and 11  
Jefferson County Public Schools  
October 2011**

|   |   | Percent Proficient and Above |      |      |      |      |
|---|---|------------------------------|------|------|------|------|
| Subgroup                                | Grade/Subject                                 | 2007                         | 2008 | 2009 | 2010 | 2011 |
| All Students                            | Grade 5 Math                                  | 58                           | 58   | 57   | 55   | 55   |
| FRL Students                            | Grade 5 Math                                  | 46                           | 46   | 45   | 44   | 44   |
| Difference                              |   | 12                           | 12   | 12   | 11   | 11   |
| Change in difference                    | (First year difference-Final year difference) |                              |      |      |      | 1    |
| Gain by year                            | (Change in difference)/(number of years-1)    |                              |      |      |      | 0.25 |
| Years to Parity                         | (Final Year gap/gain by year)                 |                              |      |      |      | 44   |
|   |   | Percent Proficient and Above |      |      |      |      |
| Subgroup                                | Grade/Subject                                 | 2007                         | 2008 | 2009 | 2010 | 2011 |
| All Students                            | Grade 8 Math                                  | 42                           | 42   | 42   | 44   | 49   |
| FRL Students                            | Grade 8 Math                                  | 28                           | 27   | 29   | 30   | 36   |
| Difference                              |   | 14                           | 15   | 13   | 14   | 13   |
| Change in difference                    | (First year difference-Final year difference) |                              |      |      |      | 1    |
| Gain by year                            | (Change in difference)/(number of years-1)    |                              |      |      |      | 0.25 |
| Years to Parity                         | (Final Year gap/gain by year)                 |                              |      |      |      | 52   |
|   |   | Percent Proficient and Above |      |      |      |      |
| Subgroup                                | Grade/Subject                                 | 2007                         | 2008 | 2009 | 2010 | 2011 |
| All Students                            | Grade 11 Math                                 | 42                           | 39   | 41   | 38   | 52   |
| FRL Students                            | Grade 11 Math                                 | 25                           | 11   | 25   | 24   | 36   |
| Difference                              |   | 17                           | 28   | 16   | 14   | 16   |
| Change in difference                    | (First year difference-Final year difference) |                              |      |      |      | 1    |
| Gain by year                            | (Change in difference)/(number of years-1)    |                              |      |      |      | 0.25 |
| Years to Parity                         | (Final Year gap/gain by year)                 |                              |      |      |      | 64   |
| Source: KDE Interim Performance Reports |   |                              |      |      |      |      |

**Estimated Years to Achieve Parity  
Among African American and White Students  
on KCCT Reading in Grades 4, 7, and 10  
Jefferson County Public Schools  
October 2011**

|   |   | Percent Proficient and Above |      |      |      |       |
|---|---|------------------------------|------|------|------|-------|
| Subgroup                                | Grade/Subject                                 | 2007                         | 2008 | 2009 | 2010 | 2011  |
| Whites                                  | Grade 4 Reading                               | 73                           | 73   | 73   | 77   | 73    |
| African Americans                       | Grade 4 Reading                               | 52                           | 46   | 49   | 55   | 46    |
| Difference                              |   | 21                           | 27   | 24   | 22   | 27    |
| Change in difference                    | (First year difference-Final year difference) |                              |      |      |      | -6    |
| Gain by year                            | (Change in difference)/(number of years-1)    |                              |      |      |      | -1.5  |
| Years to Parity                         | (Final Year gap/gain by year)                 |                              |      |      |      | Never |
|   |   | Percent Proficient and Above |      |      |      |       |
| Subgroup                                | Grade/Subject                                 | 2007                         | 2008 | 2009 | 2010 | 2011  |
| Whites                                  | Grade 7 Reading                               | 70                           | 64   | 64   | 67   | 66    |
| African Americans                       | Grade 7 Reading                               | 49                           | 43   | 40   | 42   | 43    |
| Difference                              |   | 21                           | 21   | 24   | 25   | 23    |
| Change in difference                    | (First year difference-Final year difference) |                              |      |      |      | -2    |
| Gain by year                            | (Change in difference)/(number of years-1)    |                              |      |      |      | -0.5  |
| Years to Parity                         | (Final Year gap/gain by year)                 |                              |      |      |      | Never |
|   |   | Percent Proficient and Above |      |      |      |       |
| Subgroup                                | Grade/Subject                                 | 2007                         | 2008 | 2009 | 2010 | 2011  |
| Whites                                  | Grade 10 Reading                              | 71                           | 72   | 71   | 71   | 77    |
| African Americans                       | Grade 10 Reading                              | 46                           | 44   | 44   | 44   | 52    |
| Difference                              |   | 25                           | 28   | 27   | 27   | 25    |
| Change in difference                    | (First year difference-Final year difference) |                              |      |      |      | 0     |
| Gain by year                            | (Change in difference)/(number of years-1)    |                              |      |      |      | 0     |
| Years to Parity                         | (Final Year gap/gain by year)                 |                              |      |      |      | Never |
| Source: KDE Interim Performance Reports |   |                              |      |      |      |       |



**Estimated Years to Achieve Parity  
Among African American and White Students  
on KCCT Mathematics in Grades 5, 8, and 11  
Jefferson County Public Schools  
October 2011**

|   |   | Percent Proficient and Above |      |      |      |       |
|---|---|------------------------------|------|------|------|-------|
| Subgroup                                | Grade/Subject                               | 2007                         | 2008 | 2009 | 2010 | 2011  |
| Whites                                  | Grade 5 Math                                | 67                           | 69   | 68   | 67   | 66    |
| African Americans                       | Grade 5 Math                                | 43                           | 39   | 40   | 38   | 39    |
| Difference                              |   | 24                           | 30   | 28   | 29   | 27    |
| Change in difference                    | (1st year difference-Final year difference) |                              |      |      |      | -3    |
| Gain by year                            | (Change in difference)/(number of years-1)  |                              |      |      |      | -0.75 |
| Years to Parity                         | (Final Year gap/gain by year)               |                              |      |      |      | Never |
|   |   | Percent Proficient and Above |      |      |      |       |
| Subgroup                                | Grade/Subject                               | 2007                         | 2008 | 2009 | 2010 | 2011  |
| Whites                                  | Grade 8 Math                                | 50                           | 54   | 53   | 56   | 60    |
| African Americans                       | Grade 8 Math                                | 26                           | 26   | 25   | 27   | 31    |
| Difference                              |   | 24                           | 28   | 28   | 29   | 29    |
| Change in difference                    | (1st year difference-Final year difference) |                              |      |      |      | -5    |
| Gain by year                            | (Change in difference)/(number of years-1)  |                              |      |      |      | -1.25 |
| Years to Parity                         | (Final Year gap/gain by year)               |                              |      |      |      | Never |
|   |   | Percent Proficient and Above |      |      |      |       |
| Subgroup                                | Grade/Subject                               | 2007                         | 2008 | 2009 | 2010 | 2011  |
| Whites                                  | Grade 11 Math                               | 51                           | 51   | 52   | 49   | 63    |
| African Americans                       | Grade 11 Math                               | 22                           | 19   | 22   | 21   | 32    |
| Difference                              |   | 29                           | 32   | 30   | 28   | 31    |
| Change in difference                    | (1st year difference-Final year difference) |                              |      |      |      | -2    |
| Gain by year                            | (Change in difference)/(number of years-1)  |                              |      |      |      | -0.5  |
| Years to Parity                         | (Final Year gap/gain by year)               |                              |      |      |      | Never |
| Source: KDE Interim Performance Reports |   |                              |      |      |      |       |

**Estimated Years to Achieve Parity  
Among Students with Disabilities and All Students  
on KCCT Reading in Grades 4, 7, and 10  
Jefferson County Public Schools  
October 2011**

|   |   | Percent Proficient and Above |      |      |      |       |
|---|---|------------------------------|------|------|------|-------|
| Subgroup                                | Grade/Subject                               | 2007                         | 2008 | 2009 | 2010 | 2011  |
| All Students                            | Grade 4 Reading                             | 66                           | 62   | 64   | 68   | 63    |
| Students with Disabilities              | Grade 4 Reading                             | 40                           | 40   | 40   | 43   | 36    |
| Difference                              |   | 26                           | 22   | 24   | 25   | 27    |
| Change in difference                    | (1st year difference-Final year difference) |                              |      |      |      | -1    |
| Gain by year                            | (Change in difference)/(number of years-1)  |                              |      |      |      | -0.25 |
| Years to Parity                         | (Final Year gap/gain by year)               |                              |      |      |      | Never |
|   |   | Percent Proficient and Above |      |      |      |       |
| Subgroup                                | Grade/Subject                               | 2007                         | 2008 | 2009 | 2010 | 2011  |
| All Students                            | Grade 7 Reading                             | 62                           | 56   | 55   | 57   | 57    |
| Students with Disabilities              | Grade 7 Reading                             | 26                           | 21   | 20   | 22   | 20    |
| Difference                              |   | 36                           | 35   | 35   | 35   | 37    |
| Change in difference                    | (1st year difference-Final year difference) |                              |      |      |      | -1    |
| Gain by year                            | (Change in difference)/(number of years-1)  |                              |      |      |      | -0.25 |
| Years to Parity                         | (Final Year gap/gain by year)               |                              |      |      |      | Never |
|   |   | Percent Proficient and Above |      |      |      |       |
| Subgroup                                | Grade/Subject                               | 2007                         | 2008 | 2009 | 2010 | 2011  |
| All Students                            | Grade 10 Reading                            | 62                           | 61   | 61   | 60   | 67    |
| Students with Disabilities              | Grade 10 Reading                            | 17                           | 19   | 21   | 21   | 23    |
| Difference                              |   | 45                           | 42   | 40   | 39   | 44    |
| Change in difference                    | (1st year difference-Final year difference) |                              |      |      |      | 1     |
| Gain by year                            | (Change in difference)/(number of years-1)  |                              |      |      |      | 0.25  |
| Years to Parity                         | (Final Year gap/gain by year)               |                              |      |      |      | 176   |
| Source: KDE Interim Performance Reports |   |                              |      |      |      |       |

**Estimated Years to Achieve Parity  
Among Students with Disabilities and All Students  
on KCCT Mathematics in Grades 5, 8, and 11  
Jefferson County Public Schools  
October 2011**

|   |   | Percent Proficient and Above |      |      |      |       |
|---|---|------------------------------|------|------|------|-------|
| Subgroup                                | Grade/Subject                               | 2007                         | 2008 | 2009 | 2010 | 2011  |
| All Students                            | Grade 5 Math                                | 58                           | 58   | 57   | 55   | 55    |
| Students with Disabilities              | Grade 5 Math                                | 31                           | 32   | 31   | 27   | 26    |
| Difference                              |   | 27                           | 26   | 26   | 28   | 29    |
| Change in difference                    | (1st year difference-Final year difference) |                              |      |      |      | -2    |
| Gain by year                            | (Change in difference)/(number of years-1)  |                              |      |      |      | -0.5  |
| Years to Parity                         | (Final Year gap/gain by year)               |                              |      |      |      | Never |
|   |   | Percent Proficient and Above |      |      |      |       |
| Subgroup                                | Grade/Subject                               | 2007                         | 2008 | 2009 | 2010 | 2011  |
| All Students                            | Grade 8 Math                                | 42                           | 42   | 43   | 44   | 49    |
| Students with Disabilities              | Grade 8 Math                                | 10                           | 13   | 11   | 14   | 13    |
| Difference                              |   | 32                           | 29   | 32   | 30   | 36    |
| Change in difference                    | (1st year difference-Final year difference) |                              |      |      |      | -4    |
| Gain by year                            | (Change in difference)/(number of years-1)  |                              |      |      |      | -1    |
| Years to Parity                         | (Final Year gap/gain by year)               |                              |      |      |      | Never |
|   |   | Percent Proficient and Above |      |      |      |       |
| Subgroup                                | Grade/Subject                               | 2007                         | 2008 | 2009 | 2010 | 2011  |
| All Students                            | Grade 11 Math                               | 42                           | 39   | 41   | 38   | 52    |
| Students with Disabilities              | Grade 11 Math                               | 10                           | 11   | 11   | 7    | 12    |
| Difference                              |   | 32                           | 28   | 30   | 31   | 40    |
| Change in difference                    | (1st year difference-Final year difference) |                              |      |      |      | -8    |
| Gain by year                            | (Change in difference)/(number of years-1)  |                              |      |      |      | -2    |
| Years to Parity                         | (Final Year gap/gain by year)               |                              |      |      |      | Never |
| Source: KDE Interim Performance Reports |   |                              |      |      |      |       |

**Estimated Years to Achieve Parity  
Among English Language Learners and All Students  
on KCCT Reading in Grades 4, 7, and 10  
Jefferson County Public Schools  
October 2011**

|   |   | Percent Proficient and Above |      |      |      |       |
|---|---|------------------------------|------|------|------|-------|
| Subgroup                                | Grade/Subject                                 | 2007                         | 2008 | 2009 | 2010 | 2011  |
| All Students                            | Grade 4 Reading                               | 66                           | 62   | 64   | 68   | 63    |
| ELL Students                            | Grade 4 Reading                               | 60                           | 51   | 48   | 49   | 41    |
| Difference                              |   | 6                            | 9    | 16   | 21   | 22    |
| Change in difference                    | (First year difference-Final year difference) |                              |      |      |      | -16   |
| Gain by year                            | (Change in difference)/(number of years-1)    |                              |      |      |      | -4    |
| Years to Parity                         | (Final Year gap/gain by year)                 |                              |      |      |      | Never |
|   |   | Percent Proficient and Above |      |      |      |       |
| Subgroup                                | Grade/Subject                                 | 2007                         | 2008 | 2009 | 2010 | 2011  |
| All Students                            | Grade 7 Reading                               | 62                           | 56   | 55   | 57   | 57    |
| ELL Students                            | Grade 7 Reading                               | 39                           | 31   | 22   | 28   | 23    |
| Difference                              |   | 23                           | 25   | 33   | 29   | 34    |
| Change in difference                    | (First year difference-Final year difference) |                              |      |      |      | -11   |
| Gain by year                            | (Change in difference)/(number of years-1)    |                              |      |      |      | -2.75 |
| Years to Parity                         | (Final Year gap/gain by year)                 |                              |      |      |      | Never |
|   |   | Percent Proficient and Above |      |      |      |       |
| Subgroup                                | Grade/Subject                                 | 2007                         | 2008 | 2009 | 2010 | 2011  |
| All Students                            | Grade 10 Reading                              | 62                           | 61   | 61   | 50   | 57    |
| ELL Students                            | Grade 10 Reading                              | 30                           | 32   | 25   | 13   | 25    |
| Difference                              |   | 32                           | 29   | 36   | 37   | 32    |
| Change in difference                    | (First year difference-Final year difference) |                              |      |      |      | 0     |
| Gain by year                            | (Change in difference)/(number of years-1)    |                              |      |      |      | 0     |
| Years to Parity                         | (Final Year gap/gain by year)                 |                              |      |      |      | Never |
| Source: KDE Interim Performance Reports |   |                              |      |      |      |       |

**Estimated Years to Achieve Parity  
Among English Language Learners and All Students  
on KCCT Mathematics in Grades 5, 8, and 11  
Jefferson County Public Schools  
October 2011**

|   |   | Percent Proficient and Above |      |      |      |       |
|---|---|------------------------------|------|------|------|-------|
| Subgroup                                | Grade/Subject                               | 2007                         | 2008 | 2009 | 2010 | 2011  |
| All Students                            | Grade 5 Math                                | 58                           | 58   | 57   | 55   | 55    |
| ELL Students                            | Grade 5 Math                                | 47                           | 44   | 36   | 29   | 30    |
| Difference                              |   | 11                           | 14   | 21   | 26   | 25    |
| Change in difference                    | (1st year difference-Final year difference) |                              |      |      |      | -14   |
| Gain by year                            | (Change in difference)/(number of years-1)  |                              |      |      |      | -3.5  |
| Years to Parity                         | (Final Year gap/gain by year)               |                              |      |      |      | Never |
|   |   | Percent Proficient and Above |      |      |      |       |
| Subgroup                                | Grade/Subject                               | 2007                         | 2008 | 2009 | 2010 | 2011  |
| All Students                            | Grade 8 Math                                | 42                           | 42   | 43   | 44   | 49    |
| ELL Students                            | Grade 8 Math                                | 29                           | 15   | 14   | 13   | 20    |
| Difference                              |   | 13                           | 27   | 29   | 31   | 29    |
| Change in difference                    | (1st year difference-Final year difference) |                              |      |      |      | -16   |
| Gain by year                            | (Change in difference)/(number of years-1)  |                              |      |      |      | -4    |
| Years to Parity                         | (Final Year gap/gain by year)               |                              |      |      |      | Never |
|   |   | Percent Proficient and Above |      |      |      |       |
| Subgroup                                | Grade/Subject                               | 2007                         | 2008 | 2009 | 2010 | 2011  |
| All Students                            | Grade 11 Math                               | 42                           | 39   | 41   | 38   | 52    |
| ELL Students                            | Grade 11 Math                               | 24                           | 16   | 20   | 11   | 21    |
| Difference                              |   | 18                           | 23   | 21   | 27   | 31    |
| Change in difference                    | (1st year difference-Final year difference) |                              |      |      |      | -13   |
| Gain by year                            | (Change in difference)/(number of years-1)  |                              |      |      |      | -3.25 |
| Years to Parity                         | (Final Year gap/gain by year)               |                              |      |      |      | Never |
| Source: KDE Interim Performance Reports |   |                              |      |      |      |       |

## Appendix 9

### Common Characteristics of Highly Effective Teaching and Learning (CHETL) Jefferson County Public Schools October 2011

#### Section One: Learning Climate

The following statements represent characteristics that are common to all content areas.

Learning Climate: a safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted

Teacher Characteristics:

- A. creates learning environments where students are active participants as individuals and as members of collaborative groups
- B. motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect
- C. cultivates cross cultural understandings and the value of diversity
- D. encourages students to accept responsibility for their own learning and accommodates the diverse learning needs of all students
- E. displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors
- F. provides students equitable access to technology, space, tools and time
- G. effectively allocates time for students to engage in hands-on experiences, discuss and process content and make meaningful connections
- H. designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning
- I. creates an environment where student work is valued, appreciated and used as a learning tool

Student Characteristics:

- A. accepts responsibility for his/her own learning
- B. actively participates and is authentically engaged
- C. collaborates/teams with other students
- D. exhibits a sense of accomplishment and confidence
- E. takes educational risks in class
- F. Practices and engages in safe, responsible and ethical use of technology



## Section Two: Classroom Assessment and Reflection

Classroom Assessment and Reflection: the teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

### Teacher Characteristics:

- A. Uses multiple methods to systematically gather data about student understanding and ability
- B. Uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice
- C. Revises instructional strategies based upon student achievement data
- D. Uncovers students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions
- E. Co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance
- F. Guides students to apply rubrics to assess their performance and identify improvement strategies
- G. Provides regular and timely feedback to students and parents that moves learners forward
- H. Allows students to use feedback to improve their work before a grade is assigned
- I. Facilitates students in self- and peer-assessment
- J. Reflects on instruction and makes adjustments as student learning occurs

### Student Characteristics:

- A. Recognizes what proficient work looks like and determines steps necessary for improving his/her work
- B. Monitors progress toward reaching learning targets
- C. Develops and/or uses scoring guides periodically to assess his/her own work or that of peers
- D. Uses teacher and peer feedback to improve his/her work
- E. Reflects on work and makes adjustments as learning occurs

## Section Three: Instructional Rigor and Student Engagement

Instructional Rigor and Student Engagement: a teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving

### Teacher Characteristics:

- A. Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.
- B. Teacher scaffolds instruction to help students reason and develop problem-solving strategies.

- C. Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.
- D. Teacher provides meaningful learning opportunities for students.
- E. Teacher challenges students to think deeply about problems and encourages/models a variety of approaches to a solution.
- F. Teacher integrates a variety of learning resources with classroom instruction to increase learning options.
- G. Teacher structures and facilitates ongoing formal and informal discussions based on a shared understanding of rules and discourse.
- H. Teacher integrates the application of inquiry skills into learning experiences.
- I. Teacher clarifies and shares with students learning intentions/targets and criteria for success.

Student Characteristics:

- A. Student articulates and understands learning intentions/targets and criteria for success.
- B. Student reads with understanding a variety of texts.
- C. Student applies and refines inquiry skills.

## Section Four: Instructional Relevance

Instructional Relevance: a teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.

Teacher Characteristics:

- A. Teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning.
- B. Teacher links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations.
- C. Teacher incorporates student experiences, interests and real-life situations in instruction.
- D. Teacher selects and utilizes a variety of technology that support student learning.
- E. Teacher effectively incorporates 21st Century Learning Skills that prepare students to meet future challenges.
- F. Teacher works with other teachers to make connections between and among disciplines.
- G. Teacher makes lesson connections to community, society, and current events.

Student Characteristics:

- A. Student poses and responds to meaningful questions.
- B. Student uses appropriate tools and techniques to gather, analyze and interpret information from quantitative and qualitative evidence.
- C. Student develops descriptions, explanation, predictions, and models using evidence.
- D. Student works collaboratively to address complex, authentic problems which require innovative approaches to solve.

- E. Student communicates knowledge and understanding in a variety of real-world forms.
- F. Student communicates knowledge and understanding for a variety of purposes.

## Section Five: Knowledge of Content

Knowledge of Content: a teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.

Teacher Characteristics:

- A. Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students.
- B. Teacher maintains on-going knowledge and awareness of current content developments.
- C. Teacher designs and implements standards-based courses/lessons/units using state and national standards.
- D. Teacher uses and promotes the understanding of appropriate content vocabulary.
- E. Teacher provides essential supports for students who are struggling with the content.
- F. Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.

Student Characteristics:

- A. Student demonstrates growth in content knowledge.
- B. Student uses and seeks to expand appropriate content vocabulary.
- C. Student connects ideas across content areas.
- D. Student uses ideas in realistic problem solving situations.

In addition to the common characteristics, each content area below has developed a set of content specific characteristics that demonstrate highly effective teaching and learning.

Arts and Humanities

Career and Technical Education

English/Language Arts

Library Media

Mathematics

Practical Living and Career Studies

Science

Social Studies

Technology

World Languages

## Appendix 10

### Model Program Evaluation Policy

#### *Educational Programs—Development, Implementation, and Evaluation*

An effective school system consistently uses data from a variety of sources to develop or evaluate strategies to address impediments to student learning or attainment of goals. Therefore, the Board shall hold the Superintendent responsible for district-wide, as well as school-based program development, implementation, and evaluation to improve student results.

##### *I. Development*

New or pilot programs require Board approval. The Superintendent or designee shall present the following information, to the extent applicable, prior to approval of a new or pilot program.

##### *A. Goals and Objectives/Program Rationale*

1. documents a system need;
2. utilizes solid research base;
3. clearly defines the purpose of the program;
4. states the desired outcomes, including the intended impact on student achievement;
5. explains why this approach best fits the identified need, including a cost/benefit analysis, to the extent possible;
6. lists other alternatives considered;
7. identifies how the program helps implement the strategic plan;
8. documents the involvement of the affected stakeholders; and
9. has a clearly defined set of educational goals.

##### *B. Program Plan*

1. includes a description of the program;
2. considers student, staff, parent, and community expectations or needs;
3. aligns with established District curriculum, priorities and student learning goals;
4. assigns responsibility to program leaders;
5. establishes a detailed implementation plan with timelines;
6. provides for appropriate professional development;
7. provides a long-range budget identifying needed human and material resources;
8. identifies sources of fiscal support for current and future years; and
9. outlines a communication plan.

##### *C. Evaluation Plan*

1. clearly states the evidence to be used in verifying accomplishment of goals, including improvement of student achievement;
2. identifies formative and summative evaluation criteria and timeline;
3. primarily uses student assessment data to evaluate success;
4. uses disaggregated data to evaluate the effect of the program on different student populations;

5. requires a cost/benefit analysis; and
6. outlines criteria for renewal of the program.

## *II. Implementation*

The Superintendent or designee shall implement educational programs, including but not limited to:

- training the staff in the delivery of the program,
- monitoring the delivery of the program,
- managing human and material resources, and
- providing equitable access to the program.

## *III. Evaluation and Board Report*

The Superintendent or designee shall:

1. evaluate existing educational programs at on the content adoption cycle or least every five (5) years,
2. maintain a cycle for the evaluation and revision of educational programs,
3. evaluate the educational programs for efficiency and effectiveness using the criteria for educational programs development outlined in section I of this policy, and
4. report to the Board at least once a year on the status of District educational programs. The report shall include:
  - status of pilot educational programs, including expenditures;
  - aggregated and disaggregated data concerning progress on national, state and local assessments for District students involved in the program;
  - ways in which assessment data is used to strengthen programs;
  - cost/benefit analysis;
  - recommendations for the development of new or elimination of existing programs;
  - recommendations for budget decisions; and
  - evaluation of the effectiveness of the existing the programs.

The Board shall review each pilot educational program annually until it is approved.

**Appendix 11**  
**Quality of Job Descriptions**  
**Jefferson County Public Schools**  
**October 2011**

| <b>Title</b>  | <b>Qualif.</b> | <b>Chain of Command</b> | <b>Resp.</b> | <b>Curricular Linkages</b> |
|---|----------------|-------------------------|--------------|----------------------------|
| Academic Competition Coordinator  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Academic Program Consultant I   | Adequate       | Inadequate              | Inadequate   | Inadequate                 |
| Academic Program Consultant II  | Adequate       | Inadequate              | Inadequate   | Inadequate                 |
| Academic Program Consultant III   | Adequate       | Inadequate              | Inadequate   | Inadequate                 |
| Academic Program Consultant IV  | Adequate       | Inadequate              | Inadequate   | Inadequate                 |
| Administrative Intern   | Adequate       | Adequate                | Adequate     | N/A                        |
| Adult Center Manager  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Adult Education Career Developer  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Adult Education Instructor I  | Adequate       | Inadequate              | Inadequate   | Adequate                   |
| Adult Education Instructor II   | Adequate       | Inadequate              | Inadequate   | Adequate                   |
| Adult Education Teacher   | Adequate       | Inadequate              | Inadequate   | Adequate                   |
| Advanced Registered Nurse Practitioner  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Aircraft Maintenance Technician   | Adequate       | Adequate                | Adequate     | Adequate                   |
| AmeriCorps Participant  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Assessment Counselor  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Assistant Director Pupil Personnel  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Assistant Director School and Community Nutrition Services                            | Adequate       | Adequate                | Adequate     | N/A                        |
| Assistant Director Student Relations  | Adequate       | Adequate                | Adequate     | N/A                        |
| Assistant Director Student Services   | Adequate       | Adequate                | Adequate     | N/A                        |
| Assistant Facilitator   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Assistant Nursing Supervisor  | Adequate       | Adequate                | Adequate     | N/A                        |
| Assistant Principal Buechel Metropolitan High School                                  | Adequate       | Adequate                | Strong       | Adequate                   |
| Assistant Principal Teenage Parent Program  | Adequate       | Adequate                | Strong       | Adequate                   |
| Assistant Superintendent Diversity, Equity and Poverty Programs                       | Adequate       | Adequate                | Adequate     | Inadequate                 |
| Assistant Superintendent for District-wide Instructional Services (Elementary School) | Adequate       | Adequate                | Strong       | Adequate                   |
| Assistant Superintendent for District-wide Instructional Services (High School)       | Adequate       | Adequate                | Strong       | Adequate                   |
| Assistant Superintendent for District-wide Instructional Services (Middle School)     | Adequate       | Adequate                | Strong       | Adequate                   |
| Assistant to Principal  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Associate Principal   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Audiologist   | Adequate       | Adequate                | Adequate     | N/A                        |
| Audiologist (Clinical)  | Adequate       | Adequate                | Adequate     | N/A                        |
| Band Director   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Bilingual Associate Instructor I  | Adequate       | Adequate                | Inadequate   | Adequate                   |
| Bilingual Associate Instructor II   | Adequate       | Adequate                | Inadequate   | Adequate                   |
| Bilingual Associate Instructor III  | Adequate       | Adequate                | Inadequate   | Adequate                   |
| Camp Counselor  | Adequate       | Adequate                | Adequate     | Inadequate                 |
| Career Development Assistant  | Adequate       | Adequate                | Adequate     | Inadequate                 |
| Career Planner  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Career Technical Education/Exceptional Child Education Job Coach I                    | Adequate       | Adequate                | Inadequate   | Adequate                   |



| <b>Title</b>   | <b>Qualif.</b> | <b>Chain of Command</b> | <b>Resp.</b> | <b>Curricular Linkages</b> |
|--|----------------|-------------------------|--------------|----------------------------|
| Career Technical Education/Exceptional Child Education Job Coach II  | Adequate       | Adequate                | Inadequate   | Adequate                   |
| Career Technical Education/Exceptional Child Education Job Coach III | Adequate       | Adequate                | Inadequate   | Adequate                   |
| Cheerleader Sponsor  | Adequate       | Adequate                | Adequate     | Inadequate                 |
| Chess Sponsor  | Adequate       | Adequate                | Adequate     | N/A                        |
| Chief Development Officer  | Adequate       | Adequate                | Strong       | N/A                        |
| Chief Financial Officer  | Adequate       | Adequate                | Strong       | N/A                        |
| Child Care Center Facilitator  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Choral Music Director  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Community Based Technical Ed Teacher                                 | Adequate       | Adequate                | Adequate     | Adequate                   |
| Community Liaison  | Adequate       | Adequate                | Strong       | Inadequate                 |
| Computer Skills Writing Teacher                                      | Adequate       | Adequate                | Strong       | Adequate                   |
| Co-op Child Develop. Center Social Worker                            | Adequate       | Adequate                | Adequate     | Adequate                   |
| Co-op Child Development Center Assistant                             | Adequate       | Adequate                | Adequate     | Adequate                   |
| Coordinator Academic Competition                                     | Adequate       | Adequate                | Adequate     | Adequate                   |
| Coordinator Aquatics   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Coordinator Aviation   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Coordinator Curriculum Resource Center                               | Adequate       | Adequate                | Adequate     | Adequate                   |
| Coordinator Early Childhood Center                                   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Coordinator Exceptional Child Education                              | Adequate       | Inadequate              | Adequate     | Adequate                   |
| Coordinator Family Resource/Youth Svcs Center                        | Adequate       | Adequate                | Adequate     | Adequate                   |
| Coordinator Gheens Institute for Innovation                          | Adequate       | Adequate                | Adequate     | N/A                        |
| Coordinator Head Start   | Adequate       | Inadequate              | Adequate     | Adequate                   |
| Coordinator Homeless Education                                       | Adequate       | Inadequate              | Adequate     | N/A                        |
| Coordinator Leadership Development                                   | Adequate       | Adequate                | Adequate     | N/A                        |
| Coordinator Library Media Services                                   | Adequate       | Inadequate              | Adequate     | N/A                        |
| Coordinator Louisville Partnership                                   | Adequate       | Inadequate              | Adequate     | N/A                        |
| Coordinator TAPP Programs  | Adequate       | Adequate                | Adequate     | N/A                        |
| Coordinator Title V YPAS   | Adequate       | Adequate                | Adequate     | Inadequate                 |
| Coordinator Travel and Tourism                                       | Adequate       | Inadequate              | Adequate     | Adequate                   |
| Coordinator Volunteer Talent Center                                  | Adequate       | Adequate                | Adequate     | N/A                        |
| Coordinator Writing Cntr Project (Part-Time)                         | Adequate       | Adequate                | Adequate     | Adequate                   |
| Costumer Title V YPAS  | Adequate       | Adequate                | Adequate     | N/A                        |
| Dancer/Singer/Actor  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Department Chairperson   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Diagnostician Exceptional Child Special Services                     | Adequate       | Adequate                | Adequate     | Adequate                   |
| Director Activities/Athletics  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Director Administrator Recruitment and Development                   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Director Analytical and Applied Sciences                             | Adequate       | Adequate                | Strong       | Strong                     |
| Director Compliance and Investigations                               | Adequate       | Adequate                | Adequate     | N/A                        |
| Director Computer Education Support                                  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Director Cultural Studies  | Adequate       | Adequate                | Strong       | Strong                     |
| Director District Personnel  | Adequate       | Inadequate              | Adequate     | N/A                        |
| Director Early Childhood   | Adequate       | Adequate                | Adequate     | Inadequate                 |
| Director Gheens Institute for Innovation                             | Adequate       | Adequate                | Adequate     | N/A                        |
| Director I   | Adequate       | Inadequate              | Inadequate   | N/A                        |
| Director II  | Adequate       | Inadequate              | Inadequate   | N/A                        |

| <b>Title</b>  | <b>Qualif.</b> | <b>Chain of Command</b> | <b>Resp.</b> | <b>Curricular Linkages</b> |
|---|----------------|-------------------------|--------------|----------------------------|
| Director III  | Adequate       | Inadequate              | Inadequate   | N/A                        |
| Director IV   | Adequate       | Inadequate              | Inadequate   | N/A                        |
| Director Library Media Services   | Adequate       | Adequate                | Adequate     | N/A                        |
| Director Literacy   | Adequate       | Adequate                | Strong       | Strong                     |
| Director Management Information Services  | Adequate       | Adequate                | Adequate     | N/A                        |
| Director Pupil Personnel  | Adequate       | Adequate                | Adequate     | N/A                        |
| Director Resource Development   | Adequate       | Adequate                | Adequate     | N/A                        |
| Director Safety and Environmental Services  | Adequate       | Adequate                | Adequate     | N/A                        |
| Director Security and Investigations  | Adequate       | Adequate                | Adequate     | N/A                        |
| Director Social Studies   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Director Student Development Services   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Distinguished Leader  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Drama Sponsor   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Drill Corps Sponsor   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Dropout Prevention Resource Teacher   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Early Childhood Instructor II   | Adequate       | Adequate                | Inadequate   | Adequate                   |
| Early Childhood Instructor III  | Adequate       | Adequate                | Inadequate   | Adequate                   |
| Early Childhood Mentoring Teacher   | Adequate       | Adequate                | Inadequate   | Adequate                   |
| Early Childhood Support Services Specialist EC Special Services                               | Adequate       | Adequate                | Adequate     | Adequate                   |
| Early Childhood Teacher   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Ed Interpreter I (Deaf and Hard of Hearing)   | Adequate       | Adequate                | Inadequate   | Adequate                   |
| Ed Interpreter II (Deaf and Hard of Hearing)  | Adequate       | Adequate                | Inadequate   | Adequate                   |
| Ed Interpreter III (Deaf and Hard of Hearing)   | Adequate       | Adequate                | Inadequate   | Adequate                   |
| Education Technology Teacher  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Educational Recovery Leader   | Adequate       | Adequate                | Strong       | Strong                     |
| Educational Recovery Specialist   | Adequate       | Adequate                | Strong       | Strong                     |
| Elementary School Counselor   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Elementary School Principal   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Elementary Team Leader  | Adequate       | Adequate                | Adequate     | Adequate                   |
| English as a Second Language Teacher  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Evaluation Lab Assistant—Technical  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Exceptional Child Education Instructional Assistant   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Executive Director Accountability, Research and Planning                                      | Adequate       | Adequate                | Strong       | Inadequate                 |
| Executive Director Business Affairs   | Adequate       | Adequate                | Adequate     | N/A                        |
| Executive Director Exceptional Child Ed   | Adequate       | Adequate                | Adequate     | Inadequate                 |
| Executive Director Facilities and Transportation  | Adequate       | Adequate                | Adequate     | N/A                        |
| Executive Director Human Resources  | Adequate       | Adequate                | Adequate     | N/A                        |
| Executive Director Info Technology  | Adequate       | Inadequate              | Adequate     | Adequate                   |
| Executive Director JCPS Gheens Academy for Curricular Excellence and Instructional Leadership | Adequate       | Adequate                | Strong       | Adequate                   |
| Executive Director Student Assignment, Health and Safety                                      | Adequate       | Inadequate              | Adequate     | N/A                        |
| Executive Director Student Relations, Safety  | Adequate       | Inadequate              | Adequate     | Adequate                   |
| Family Service Worker   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Family Services Specialist (Pre-School Student Program)                                       | Adequate       | Adequate                | Adequate     | Adequate                   |
| Family Services/Parent Involvement Liaison  | Adequate       | Adequate                | Adequate     | Inadequate                 |
| GE Math Curriculum Specialist   | Adequate       | Adequate                | Adequate     | Adequate                   |
| GE Science Curriculum Specialist  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Guidance Teacher  | Adequate       | Adequate                | Adequate     | Adequate                   |

| <b>Title</b>   | <b>Qualif.</b> | <b>Chain of Command</b> | <b>Resp.</b> | <b>Curricular Linkages</b> |
|--|----------------|-------------------------|--------------|----------------------------|
| Head Coach   | Adequate       | Adequate                | Adequate     | Inadequate                 |
| High School Activity/Athletic Director               | Adequate       | Adequate                | Adequate     | Inadequate                 |
| Home/School Coordinator                              | Adequate       | Adequate                | Adequate     | Inadequate                 |
| Instructional Assistant                              | Adequate       | Adequate                | Adequate     | Adequate                   |
| Instructional Assistant Title I                      | Adequate       | Adequate                | Adequate     | Adequate                   |
| Instructional Monitor I                              | Adequate       | Adequate                | Inadequate   | Adequate                   |
| Instructional Monitor II                             | Adequate       | Adequate                | Inadequate   | Adequate                   |
| Instructor After-School Academic Enhancement Program | Adequate       | Adequate                | Adequate     | Adequate                   |
| Instructor I   | Adequate       | Adequate                | Inadequate   | Adequate                   |
| Instructor II  | Adequate       | Adequate                | Inadequate   | Adequate                   |
| Instructor III                                       | Adequate       | Adequate                | Inadequate   | Adequate                   |
| Instructor, Voice, Diction and Dialect               | Adequate       | Adequate                | Strong       | Strong                     |
| Interim Executive Director                           | Adequate       | Inadequate              | Adequate     | N/A                        |
| Interim Parent/Community Liaison                     | Adequate       | Adequate                | Adequate     | Adequate                   |
| Intervention Specialist                              | Adequate       | Adequate                | Adequate     | Adequate                   |
| Itinerant Computer Instructional Support Teacher     | Adequate       | Adequate                | Adequate     | Adequate                   |
| Itinerant Teacher                                    | Adequate       | Adequate                | Adequate     | Adequate                   |
| Itinerant Teacher (Occupational Work Experience)     | Adequate       | Adequate                | Adequate     | Adequate                   |
| Itinerant Teacher EC Special Services                | Adequate       | Adequate                | Adequate     | Adequate                   |
| Itinerant Teacher Visual/Performing Arts             | Adequate       | Adequate                | Adequate     | Adequate                   |
| JROTC Rifle Team                                     | Adequate       | Adequate                | Adequate     | Adequate                   |
| Junior ROTC Instructor                               | Adequate       | Adequate                | Adequate     | Adequate                   |
| Law Enforcement Teacher                              | Adequate       | Adequate                | Adequate     | Adequate                   |
| Lead Child Care Center Assistant                     | Adequate       | Adequate                | Adequate     | Adequate                   |
| Lead Middle School Principal                         | Adequate       | Adequate                | Adequate     | Adequate                   |
| Lead Middle School Principal Moore                   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Liaison Teacher (Binet School)                       | Adequate       | Adequate                | Ad equate    | Adequate                   |
| Middle School Activities Athletic Director           | Adequate       | Adequate                | Adequate     | Inadequate                 |
| Middle School Activities Coordinator                 | Adequate       | Adequate                | Adequate     | Adequate                   |
| Middle School Activities Sponsor                     | Adequate       | Adequate                | Adequate     | Inadequate                 |
| Middle School Assistant Principal                    | Adequate       | Adequate                | Adequate     | Adequate                   |
| Middle School Counselor                              | Adequate       | Adequate                | Adequate     | Adequate                   |
| Middle School Principal                              | Adequate       | Adequate                | Adequate     | Adequate                   |
| Middle School Principal Kennedy Metro MS             | Adequate       | Adequate                | Adequate     | Adequate                   |
| Naturalist   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Newspaper Sponsor                                    | Adequate       | Adequate                | Adequate     | Adequate                   |
| NJROTC Instructor/Teacher                            | Adequate       | Adequate                | Adequate     | Adequate                   |
| NJROTC Instructor/Teacher Air Frame/Power Plant      | Adequate       | Adequate                | Adequate     | Adequate                   |
| Occupational Therapist                               | Adequate       | Adequate                | Adequate     | Adequate                   |
| Orchestra Instructor                                 | Adequate       | Adequate                | Adequate     | Adequate                   |
| Orientation and Mobility Instructor                  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Outreach Worker Teenage Parent Program               | Adequate       | Adequate                | Adequate     | Adequate                   |
| Outreach Worker Teenage Parent Program (Part-Time)   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Paraprofessional/Coach                               | Adequate       | Adequate                | Adequate     | Inadequate                 |
| Parent Educator (Teacher)                            | Adequate       | Adequate                | Adequate     | Adequate                   |
| Parent Liaison                                       | Adequate       | Adequate                | Adequate     | N/A                        |
| Parent/Community Involvement Assistant               | Adequate       | Adequate                | Adequate     | N/A                        |
| Pediatric Registered Nurse                           | Adequate       | Adequate                | Adequate     | N/A                        |

| <b>Title</b>  | <b>Qualif.</b> | <b>Chain of Command</b> | <b>Resp.</b> | <b>Curricular Linkages</b> |
|---|----------------|-------------------------|--------------|----------------------------|
| Physical Therapist  | Adequate       | Adequate                | Adequate     | N/A                        |
| Piano Instructor  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Pre-School Support Services Resource Teacher (Pre-School Student Program) | Adequate       | Adequate                | Adequate     | Adequate                   |
| Principal Intern  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Principal Jefferson County High School                                    | Adequate       | Adequate                | Adequate     | Adequate                   |
| Principal State Agency Children's School Programs                         | Adequate       | Adequate                | Adequate     | Adequate                   |
| Priority School Manager   | Adequate       | Inadequate              | Adequate     | Adequate                   |
| Problem Solving Coach   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Professional Physical Training Teacher                                    | Adequate       | Adequate                | Adequate     | Adequate                   |
| Program Coordinator Summer Programs                                       | Adequate       | Adequate                | Adequate     | Adequate                   |
| Program Specialist I  | Adequate       | Inadequate              | Inadequate   | Adequate                   |
| Program Specialist II   | Adequate       | Inadequate              | Inadequate   | Adequate                   |
| Program Specialist III  | Adequate       | Inadequate              | Inadequate   | Adequate                   |
| Program Specialist IV   | Adequate       | Inadequate              | Inadequate   | Adequate                   |
| Psychologist  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Psychometrist   | Adequate       | Adequate                | Adequate     | N/A                        |
| Registered Nurse  | Adequate       | Adequate                | Adequate     | N/A                        |
| Resource Librarian  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Resource Teacher  | Adequate       | Adequate                | Inadequate   | Adequate                   |
| ROTC Drill Team   | Adequate       | Adequate                | Adequate     | Adequate                   |
| School Liaison  | Adequate       | Adequate                | Adequate     | Inadequate                 |
| School Media Librarian  | Adequate       | Adequate                | Adequate     | Inadequate                 |
| School Social Worker  | Adequate       | Adequate                | Adequate     | Adequate                   |
| School Technology Coordinator   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Secondary School Assistant Principal                                      | Adequate       | Adequate                | Adequate     | Adequate                   |
| Secondary School Counselor  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Secondary School Principal  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Secondary School Principal Buechel Metropolitan High School               | Adequate       | Adequate                | Adequate     | Adequate                   |
| Secondary School Principal Transitional Education School                  | Adequate       | Inadequate              | Adequate     | Adequate                   |
| Senior ROTC Instructor  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Site Administrator  | Adequate       | Adequate                | Adequate     | Inadequate                 |
| Social Worker   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Special Assistant to the Superintendent                                   | Adequate       | Inadequate              | Adequate     | N/A                        |
| Special School Principal  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Specialist I  | Adequate       | Inadequate              | Inadequate   | Inadequate                 |
| Specialist II   | Adequate       | Inadequate              | Inadequate   | Inadequate                 |
| Specialist III  | Adequate       | Inadequate              | Inadequate   | Inadequate                 |
| Specialist Magnet Career Pathways   | Adequate       | Inadequate              | Adequate     | Adequate                   |
| Speech and Debate Sponsor   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Speech Language Pathologist   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Speech/Language Liaison   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Speech-Language Pathology Assistant                                       | Adequate       | Adequate                | Adequate     | Adequate                   |
| Student Intern (Technology)   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Student Peer Tutor  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Student Worker  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Student Worker (Food Services)  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Student/Community Liaison   | Adequate       | Adequate                | Adequate     | Adequate                   |

| <b>Title</b>   | <b>Qualif.</b> | <b>Chain of Command</b> | <b>Resp.</b> | <b>Curricular Linkages</b> |
|--|----------------|-------------------------|--------------|----------------------------|
| Summer Coordinator of Volunteers Summer Remediation Program          | Adequate       | Adequate                | Adequate     | Adequate                   |
| Summer Coordinator Summer Remediation Program                        | Adequate       | Adequate                | Adequate     | Adequate                   |
| Summer Elementary Instructional Leader Summer Remediation Program    | Adequate       | Adequate                | Adequate     | Adequate                   |
| Summer Tutor Summer Remediation Pgm                                  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Superintendent   | Adequate       | Adequate                | Adequate     | Inadequate                 |
| Teacher  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Teacher Air Traffic Control  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Teacher Audio/Video/Print Communications                             | Adequate       | Adequate                | Adequate     | Adequate                   |
| Teacher Band   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Teacher Choral   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Teacher CIM Technology Education                                     | Adequate       | Adequate                | Adequate     | Adequate                   |
| Teacher Customer Service   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Teacher Dance  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Teacher Drama  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Teacher Drug/Alcohol Community/School Based Support Services Program | Adequate       | Adequate                | Adequate     | Adequate                   |
| Teacher Flight Training  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Teacher Jefferson County Youth Center                                | Adequate       | Adequate                | Adequate     | Adequate                   |
| Teacher Montessori Program   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Teacher Orchestra  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Teacher Travel/Tourism   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Teacher Visual Art   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Teacher Visual Art Magnet  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Teacher Visual/Performing Arts                                       | Adequate       | Adequate                | Adequate     | Adequate                   |
| Technical Education Teacher  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Technical Teacher Animal Health Care                                 | Adequate       | Adequate                | Adequate     | Adequate                   |
| Technical Teacher Data Processing                                    | Adequate       | Adequate                | Strong       | Strong                     |
| Technical Teacher Fashion Marketing                                  | Adequate       | Adequate                | Adequate     | Adequate                   |
| Technical Tutorial Center Teacher, Area Technical Center             | Adequate       | Adequate                | Strong       | Strong                     |
| Therapist Assistant (Occupational&Physical)                          | Adequate       | Adequate                | Adequate     | Adequate                   |
| Title I Component Coordinator  | Adequate       | Inadequate              | Adequate     | Adequate                   |
| Title I Component Specialist   | Adequate       | Inadequate              | Adequate     | Adequate                   |
| Title I High School Reading Teacher                                  | Adequate       | Adequate                | Strong       | Strong                     |
| Title I Parent Coordinator   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Title I Project Resource Teacher                                     | Adequate       | Adequate                | Adequate     | Adequate                   |
| Traditional School   | Adequate       | Adequate                | Adequate     | Adequate                   |
| Training Specialist  | Adequate       | Adequate                | Adequate     | N/A                        |
| Yearbook Sponsor   | Adequate       | Adequate                | Adequate     | Adequate                   |
| <b>Total Percent Adequate</b>  | <b>100%</b>    | <b>86.8%</b>            | <b>86.4%</b> | <b>89.8%</b>               |

## Appendix 12

### Job Descriptions Involving Curriculum Development or Management Jefferson County Public Schools October 2011

| <b>Position</b>  | <b>Job Description Responsibilities</b>   |
|--|---|
| Assistant Principal<br>Buechel Metropolitan<br>HS  | Coordinates and supervises the instructional program. Performs responsibilities in continuous planning, program budget, and evaluation of school program to include curriculum development and instruction.   |
| Assistant Superintendent<br>Diversity, Equity and<br>Poverty Programs                      | Develops programs to ensure equity for all students and equal access to all educational programs including evaluation of such programs.   |
| Assistant Superintendent<br>for District-wide<br>Instructional Services<br>(Elem School)   | Provide leadership for planning and developing the district's instructional program at the elementary level. Supports the implementation of KERA within elementary schools including curriculum, assessment, staff development, technology, SBDM, and school plans. Provides leadership for regular review of district instructional goals and objectives, program development, implementation, evaluation, and redesign.   |
| Assistant Superintendent<br>for District-wide<br>Instructional Services<br>(High School)   | Provide leadership for planning and developing the district's instructional program at the high school level. Supports the implementation of KERA within high schools including curriculum, assessment, staff development, technology, SBDM, and school plans. Provides leadership for regular review of district instructional goals and objectives, program development, implementation, evaluation, and redesign.  |
| Assistant Superintendent<br>for District-wide<br>Instructional Services<br>(Middle School) | Provide leadership for planning and developing the district's instructional program at the middle school level. Supports the implementation of KERA within middle schools including curriculum, assessment, staff development, technology, SBDM, and school plans. Provides leadership for regular review of district instructional goals and objectives, program development, implementation, evaluation, and redesign.  |
| Assistant to Principal   | Assists in continuous planning, program budget, and evaluation of school program to include curriculum development, instruction, written communication, and grant preparations.   |
| Associate Principal  | Plans curriculum and ensures appropriate scheduling and planning for individualized education programs and plans...Provides administrative management and instructional leadership for total operation of the school.   |
| Computer Skills Writing<br>Teacher   | Develops the computer curriculum in cooperation with the systemwide service office's support staff. Coordinates the computer literacy program.  |
| Coordinator Aviation   | Provides leadership in organizing, developing and implementing the curriculum of all areas of the aviation magnet.  |
| Coordinator Early<br>Childhood Center  | Assumes responsibility for planning, implementing, supervising, and maintaining the educational program and is directly responsible for attainment of the district's educational goals. Guides, facilitates, and supports the curriculum, instruction, and assessment.  |
| Coordinator Head Start   | Develops and supervises the implementation of a specialized program to meet the Department of Health and Human Service performance standards for a specific clientele of students and parents.  |
| Director Literacy  | Administers the development, implementation, and evaluation of a successful district wide literacy program...Directs the development of K-12 literacy curriculum ensuring that the curricula are aligned with the Kentucky Program of Studies and reflects national literacy standards.   |
| Director Analytical and<br>Applied Sciences  | Administers the development, implementation, and evaluation of a successful district wide instructional program in the content areas of science and mathematics, incorporates Science Technology, Engineering, and mathematics initiatives that promote the integration of technology into district-wide science and mathematics programs. Directs the development of K-12 Analytical and Applied Sciences curriculum ensuring that the curricula are aligned with the Kentucky Program of Studies and reflects national and international content standards. |



| <b>Position</b>   | <b>Job Description Responsibilities</b>   |
|---|---|
| Director Cultural Studies   | Administers the development, implementation, and evaluation of a successful instructional program in the content areas of social studies, arts and humanities, music, and world languages....Directs the development of K-12 curriculum in Cultural Studies and ensures that the curricula is aligned with the Kentucky Program of Studies and reflects national content standards.   |
| Director Early Childhood  | Develops a plan with appropriate staff for implementing a program for pre-school children... directs the development of early childhood curriculum within the context of district goals and federal and state mandates...   |
| Director Social Studies   | Leads and assists in the development and implementation of the K-12 curricula in social studies and ensures the curriculum is aligned with the Kentucky Program of Studies and reflects national and international content standards in the various social studies disciplines.   |
| Educational Recovery Leader   | Performance Responsibilities include: 1. Curriculum (ensure curriculum is aligned with state and local standards and implemented, monitored and evaluated through a systematic process); 2. Assessment (assist leadership in providing meaningful feedback to staff to ensure rigorous and authentic assessments; inform and improve instruction to meet the needs of all students); 3. Instruction (assist leadership with planning and monitoring to ensure effective and varied, research based instructional strategies are used in all classrooms).  |
| Educational Recovery Specialist   | Performance Responsibilities include: 1. Curriculum (ensure curriculum is aligned with state and local standards and implemented, monitored and evaluated through a systematic process); 2. Assessment (assist leadership in providing meaningful feedback to staff to ensure rigorous and authentic assessments inform and improve instruction to meet the needs of all students); 3. Instruction (assist leadership with planning and monitoring to ensure effective and varied, research based instructional strategies are used in all classrooms).   |
| Executive Director JCPS<br>Gheens Academy for<br>Curricular Excellence<br>and Instructional<br>Leadership | Provides leadership for the development, implementation and coordination of K-12 curriculum, instructional and professional development programs. Provides direction and coordination for the development and implementation of K-12 curriculum that is aligned with Kentucky Program of Studies, reflects national and international content standards and achieves the district vision and goals. Ensures the curriculum is rigorous, culturally responsive, engages students, and promotes skills in problem solving, oral and written communication, and civic responsibility. Provides direction in the identification of best instructional practices and embeds these practices in district curriculum and professional development programs. Provides direction for professional development programs that support the district curriculum and instructional programs; and prepares teachers and principals for anticipating and addressing the learning needs of students. |
| GE Math Curriculum<br>Specialist  | Develops K-12 Math curriculum. Coordinates staff activities to develop K-12 math curriculum including organizing curriculum committees, establishing formats, and reviewing final products...Provides in-service as assigned.   |
| GE Science Curriculum<br>Specialist   | Develops K-12 science curriculum. Coordinates staff activities to develop K-12 science curriculum including organizing curriculum committees, establishing formats, and reviewing final products...Provides in-service as assigned.   |
| Guidance Teacher  | Works cooperatively with other guidance teachers, counselors, and the coordinator of guidance and counseling services to develop and implement a curriculum for students assigned to guidance I and II classes.   |
| Law Enforcement<br>Teacher  | Assists in developing the law enforcement curriculum for the public safety program.   |
| Lead Middle School<br>Principal, Moore<br>Traditional School  | Assumes responsibility for planning, implementing, supervising, and maintaining the educational program and is directly or indirectly responsible for attainment of the district's educational goals. Evaluates the instructional program. Applies concepts of curriculum, research, theory and design to achieve academic expectations.  |
| Program Coordinator<br>Summer Programs  | Assumes responsibility for coordinating summer program interdisciplinary teams, and facilitating curriculum writing teams.  |
| Secondary School<br>Assistant Principal   | Coordinates and supervises the instructional program, supervises and evaluates the school program, performs responsibilities in continuous planning, program budget and evaluation of school program to include curriculum development and instruction.   |

| <b>Position</b>               | <b>Job Description Responsibilities</b>  |
|-------------------------------|--|
| Superintendent                | Administers the planning, development, coordination and evaluation of the total operation of the system.                                     |
| Teacher Band                  | Develops band curriculum goals and establishes objectives  |
| Teacher Choral                | Develops choral and vocal curriculum goals and establishes objectives  |
| Teacher Dance                 | Develops dance curriculum goals and establishes objectives   |
| Teacher Drama                 | Develops drama curriculum goals and establishes objectives   |
| Teacher Orchestra             | Develops orchestra curriculum goals and establishes objectives   |
| Teacher Visual Arts           | Develops visual art curriculum goals and establishes objectives  |
| Title I Component Coordinator | Provides leadership for component development, implementation and evaluation. Provides leadership for curriculum development and refinement. |
| Title I Component Specialist  | Assists in component planning, implementation and evaluation. Assists in curriculum development and refinement of the component.             |



**Appendix 13**  
**Scope of Curriculum in Grades 9-12**  
**Jefferson County Public Schools**  
**October 2011**

| Course                                | Courses Offered by<br>Grade Level |    |    |    | Grades/Courses<br>Requiring<br>Curriculum | Grades/<br>Courses with<br>Curriculum |
|---------------------------------------|-----------------------------------|----|----|----|---|---------------------------------------|
|                                       | 9                                 | 10 | 11 | 12 |   |                                       |
| Core Content                          |                                   |    |    |    |   |                                       |
| Analytical and Applied Science        |                                   |    |    |    |   |                                       |
| Mathematics                           |                                   |    |    |    |   |                                       |
| Algebra 1                             | X                                 | X  |    |    | 1   | 1                                     |
| Algebra 1 Honors                      | O                                 | O  |    |    | 1   | 0                                     |
| Algebra 2                             |                                   |    | X  |    | 1   | 1                                     |
| Algebra 2 Advance                     |                                   |    | O  |    | 1   | 0                                     |
| Algebra 2 Honors                      |                                   |    | O  |    | 1   | 0                                     |
| Algebra 2 Lab                         |                                   |    | O  |    | 1   | 0                                     |
| Algebra Lab                           | O                                 | O  |    |    | 1   | 0                                     |
| Applied Mathematics                   |                                   |    |    | O  | 1   | 0                                     |
| Calculus                              |                                   |    |    | S  | 1   | 0                                     |
| Calculus AB AP                        |                                   |    |    | O  | 1   | 0                                     |
| Calculus Advance                      |                                   |    |    | S  | 1   | 0                                     |
| Calculus Honors                       |                                   |    |    | S  | 1   | 0                                     |
| Calculus IB                           |                                   |    |    | S  | 1   | 0                                     |
| Calculus. BC AP                       |                                   |    |    | O  | 1   | 0                                     |
| College Algebra                       |                                   |    | S  |    | 1   | 0                                     |
| College Algebra Honors                |                                   |    | S  |    | 1   | 0                                     |
| Geometry                              |                                   | X  |    |    | 1   | 1                                     |
| Geometry Advance                      |                                   | O  |    |    | 1   | 0                                     |
| Geometry Honors                       |                                   | O  |    |    | 1   | 0                                     |
| Geometry Lab                          |                                   | O  |    |    | 1   | 0                                     |
| Math 10 (ECE)                         |                                   | S  |    |    | 1   | 0                                     |
| Math 11 (ECE)                         |                                   |    | S  |    | 1   | 0                                     |
| Math 12 (ECE)                         |                                   |    |    | S  | 1   | 0                                     |
| Math 9 (ECE)                          | S                                 |    |    |    | 1   | 0                                     |
| Precalculus                           |                                   |    | S  | S  | 1   | 0                                     |
| Precalculus Advance                   |                                   |    | S  | S  | 1   | 0                                     |
| Precalculus Honors                    |                                   |    | S  | S  | 1   | 0                                     |
| Precalculus IB                        |                                   |    | S  | S  | 1   | 0                                     |
| Statistics                            |                                   |    |    | S  | 1   | 0                                     |
| Statistics AP                         |                                   |    |    | S  | 1   | 0                                     |
| Statistics Honors                     |                                   |    |    | S  | 1   | 0                                     |
| Total Mathematics                     |                                   |    |    |    | 31  | 3                                     |
| Total Scope of Mathematics Curriculum |                                   |    |    |    |   | 10%                                   |
| Science                               |                                   |    |    |    |   |                                       |
| Anatomy & Physiology Advance          |                                   |    | S  | S  | 1   | 0                                     |
| Anatomy & Physiology Honors           |                                   |    | S  | S  | 1   | 0                                     |
| Biology 1                             |                                   |    | X  |    | 1   | 1                                     |
| Biology 1 Advanced                    |                                   |    | O  |    | 1   | 0                                     |

| Course                              | Courses Offered by Grade Level |    |    |    | Grades/Courses Requiring Curriculum | Grades/Courses with Curriculum |
|-------------------------------------|--------------------------------|----|----|----|-------------------------------------|--------------------------------|
|                                     | 9                              | 10 | 11 | 12 |                                     |                                |
| Biology 1 Honors                    |                                |    | O  |    | 1                                   | 0                              |
| Biology 2 AP                        |                                |    | O  |    | 1                                   | 0                              |
| Chemistry 1                         |                                | O  |    |    | 1                                   | 0                              |
| Chemistry 1 Advance                 |                                | O  |    |    | 1                                   | 0                              |
| Chemistry 1 AP                      |                                | O  |    |    | 1                                   | 0                              |
| Chemistry 1 Honors                  |                                | O  |    |    | 1                                   | 0                              |
| Ecology                             |                                |    | S  | S  | 1                                   | 0                              |
| Environmental Science               | S                              | S  | S  | S  | 1                                   | 0                              |
| Forensic Science                    | S                              | S  | S  | S  | 1                                   | 0                              |
| Geology                             |                                |    | S  | S  | 1                                   | 0                              |
| Integrated Science 1A               | X                              |    |    |    | 1                                   | 1                              |
| Integrated Science 1A Honors        | O                              |    |    |    | 1                                   | 0                              |
| Integrated Science 1B               |                                | X  |    |    | 1                                   | 1                              |
| Physics 1                           | O                              | O  |    |    | 1                                   | 0                              |
| Physics 1 Advance                   | O                              | O  |    |    | 1                                   | 0                              |
| Physics 1 Honors                    | O                              | O  |    |    | 1                                   | 0                              |
| Physics 2                           |                                | S  | S  | S  | 1                                   | 0                              |
| Physics 2 Advance                   |                                | S  | S  | S  | 1                                   | 0                              |
| Physics 2 Honors                    |                                | S  | S  | S  | 1                                   | 0                              |
| Physics C AP (Elec/Mag)             |                                |    |    | S  | 1                                   | 0                              |
| Physics IB AP                       | O                              | O  |    |    | 1                                   | 0                              |
| Science Fr (ECE)                    | S                              |    |    |    | 1                                   | 0                              |
| Science Independent Research Honors |                                |    |    | S  | 1                                   | 0                              |
| Science Jr (ECE)                    |                                |    | S  |    | 1                                   | 0                              |
| Science Soph (ECE)                  |                                | S  |    |    | 1                                   | 0                              |
| Science Sr (ECE)                    |                                |    |    | S  | 1                                   | 0                              |
| Total Science                       |                                |    |    |    | 30                                  | 3                              |
| Total Scope of Science Curriculum   |                                |    |    |    |                                     | 10%                            |
| Literacy                            |                                |    |    |    |                                     |                                |
| African American Literature         |                                |    | S  | S  | 1                                   | 0                              |
| Creative Writing                    |                                |    | S  | S  | 1                                   | 0                              |
| Eng LA Com AP                       |                                |    | S  | S  | 1                                   | 0                              |
| Eng Lit Com AP                      |                                |    |    | O  | 1                                   | 0                              |
| English 1 Advance                   | O                              |    |    |    | 1                                   | 0                              |
| English 1 Honors                    | O                              |    |    |    | 1                                   | 0                              |
| English 1/Freshman English          | X                              |    |    |    | 1                                   | 1                              |
| English 2 Advance                   |                                | O  |    |    | 1                                   | 0                              |
| English 2 Honors                    |                                | O  |    |    | 1                                   | 0                              |
| English 2/Sophomore English         |                                | X  |    |    | 1                                   | 1                              |
| English 3 Honors                    |                                |    | O  |    | 1                                   | 0                              |
| English 3/Junior English            |                                |    | X  |    | 1                                   | 1                              |
| English 4 Honors                    |                                |    |    | O  | 1                                   | 0                              |
| English 4/Senior English            |                                |    |    | X  | 1                                   | 1                              |
| English Special Topics              | O                              | O  | O  | O  | 1                                   | 0                              |
| ESL I                               | S                              | S  | S  | S  | 1                                   | 1                              |

| Course                                    | Courses Offered by Grade Level |    |    |    | Grades/Courses Requiring Curriculum | Grades/Courses with Curriculum |
|---|--------------------------------|----|----|----|-------------------------------------|--------------------------------|
|   | 9                              | 10 | 11 | 12 |                                     |                                |
| ESL II                                    | S                              | S  | S  | S  | 1                                   | 1                              |
| ESL III                                   | S                              | S  | S  | S  | 1                                   | 1                              |
| ESL IV                                    | S                              | S  | S  | S  | 1                                   | 1                              |
| Greatbooks                                | S                              |    |    |    | 1                                   | 0                              |
| Journalism 1                              | O                              | O  |    |    | 1                                   | 0                              |
| Journalism 2                              | O                              | O  |    |    | 1                                   | 0                              |
| Journalism 3                              |                                |    | S  | S  | 1                                   | 0                              |
| Journalism 4                              |                                |    | S  | S  | 1                                   | 0                              |
| Oral Communication/Debate                 |                                |    | O  | O  | 1                                   | 0                              |
| Poetry                                    | S                              | S  | S  | S  | 1                                   | 0                              |
| Speech/Debate                             |                                |    | O  | O  | 1                                   | 0                              |
| Wrt Comp Desktop Publishing               |                                | S  | S  | S  | 1                                   | 0                              |
| <b>Total Literacy</b>                     |                                |    |    |    | <b>28</b>                           | <b>8</b>                       |
| <b>Total Scope of Literacy Curriculum</b> |                                |    |    |    |                                     | <b>29%</b>                     |
| <b>Social Studies</b>                     |                                |    |    |    |                                     |                                |
| African American History                  |                                |    | S  | S  | 1                                   | 0                              |
| Anthropology                              |                                |    | S  | S  | 1                                   | 0                              |
| Economics                                 |                                |    | O  | O  | 1                                   | 0                              |
| Economics Advance                         |                                |    | S  | S  | 1                                   | 0                              |
| Economics Honors                          |                                |    | O  | O  | 1                                   | 0                              |
| European History AP                       |                                |    | S  | S  | 1                                   | 0                              |
| Exploring Civics                          | X                              |    |    |    | 1                                   | 1                              |
| Exploring Civics Honors                   | O                              |    |    |    | 1                                   | 0                              |
| Freshman Social Studies (ECE)             | S                              |    |    |    | 1                                   | 0                              |
| Geography                                 | S                              | S  |    |    | 1                                   | 0                              |
| Geography Honors                          | S                              | S  |    |    | 1                                   | 0                              |
| Government Policy & Economics Honors      |                                |    | S  | S  | 1                                   | 0                              |
| Human Geography AP                        | S                              | S  |    |    | 1                                   | 0                              |
| Junior Social Studies (ECE)               |                                |    | S  |    | 1                                   | 0                              |
| Law Justice                               |                                |    | S  | S  | 1                                   | 0                              |
| Legal Government 1                        | S                              | S  |    |    | 1                                   | 0                              |
| Legal Government 2                        |                                | S  | S  |    | 1                                   | 0                              |
| Legal Government 3                        |                                |    | S  | S  | 1                                   | 0                              |
| Macro Economics                           |                                |    | S  | S  | 1                                   | 0                              |
| Micro Economics                           |                                |    | S  | S  | 1                                   | 0                              |
| Pop Culture in American History           |                                |    | S  | S  | 1                                   | 0                              |
| Psychology AP                             |                                |    | S  | S  | 1                                   | 0                              |
| Psychology Honors                         |                                |    | S  | S  | 1                                   | 0                              |
| Senior Social Studies (ECE)               |                                |    |    | S  | 1                                   | 0                              |
| Sociology Honors                          |                                |    | S  | S  | 1                                   | 0                              |
| Sociology/Psychology                      |                                |    | S  | S  | 1                                   | 0                              |
| Sophomore Social Studies (ECE)            |                                | S  |    |    | 1                                   | 0                              |
| U.S. Government & Politics AP             |                                | S  | S  | S  | 1                                   | 0                              |
| U.S. History                              |                                |    | X  |    | 1                                   | 1                              |
| U.S. History AP                           |                                |    | O  |    | 1                                   | 0                              |



| Course   | Courses Offered by Grade Level |    |    |    | Grades/Courses Requiring Curriculum | Grades/Courses with Curriculum |
|--|--------------------------------|----|----|----|-------------------------------------|--------------------------------|
|  | 9                              | 10 | 11 | 12 |                                     |                                |
| U.S. History Honors                                |                                |    | O  |    | 1                                   | 0                              |
| Women's History                                    |                                |    | S  | S  | 1                                   | 0                              |
| World Civilization                                 |                                | X  |    |    | 1                                   | 1                              |
| World Civilization Honors                          |                                | O  |    |    | 1                                   | 0                              |
| World History AP                                   |                                | O  |    |    | 1                                   | 0                              |
| <b>Total Social Studies</b>                        |                                |    |    |    | <b>35</b>                           | <b>3</b>                       |
| <b>Total Scope of Social Studies Curriculum</b>    |                                |    |    |    |                                     | <b>9%</b>                      |
| <b>Total Core Courses</b>                          |                                |    |    |    | <b>124</b>                          | <b>17</b>                      |
| <b>Total Scope of Core Courses with Curriculum</b> |                                |    |    |    |                                     | <b>14%</b>                     |
| <b>Non-core Courses</b>                            |                                |    |    |    |                                     |                                |
| <b>Arts &amp; Humanities</b>                       |                                |    |    |    |                                     |                                |
| Broadcasting                                       | S                              | S  | S  | S  | 1                                   | 0                              |
| History of Arts (HAVPA)                            | S                              | S  | S  | S  | 1                                   | 0                              |
| History of Arts (HAVPA) Advance                    |                                | S  | S  | S  | 1                                   | 0                              |
| History of Arts Honors (HAVPA)                     |                                | S  | S  | S  | 1                                   | 0                              |
| Newspaper  | S                              | S  | S  | S  | 1                                   | 0                              |
| <b>Visual Arts</b>                                 |                                |    |    |    |                                     |                                |
| AP Art History                                     |                                |    |    | S  | 1                                   | 0                              |
| Art Seminar  |                                |    | S  | S  | 1                                   | 0                              |
| Basic Design                                       | S                              | S  | S  | S  | 1                                   | 0                              |
| Ceramics/Sculpture I                               | S                              | S  | S  | S  | 1                                   | 0                              |
| Ceramics/Sculpture II                              |                                | S  | S  | S  | 1                                   | 0                              |
| Computer Art/Graphic Design                        | S                              | S  | S  | S  | 1                                   | 0                              |
| Drawing III  |                                |    | S  | S  | 1                                   | 0                              |
| Drawing/Painting I                                 | S                              | S  | S  | S  | 1                                   | 0                              |
| Drawing/Painting II                                |                                | S  | S  | S  | 1                                   | 0                              |
| Folk Art & Crafts                                  | S                              | S  | S  | S  | 1                                   | 0                              |
| Painting III                                       |                                |    | S  | S  | 1                                   | 0                              |
| Photography 1                                      | S                              |    |    |    | 1                                   | 0                              |
| Photography 2                                      |                                | S  |    |    | 1                                   | 0                              |
| Photography 3                                      |                                |    | S  |    | 1                                   | 0                              |
| Printmaking 2                                      |                                | S  | S  | S  | 1                                   | 0                              |
| Studio 2-D Design AP                               |                                |    | S  | S  | 1                                   | 0                              |
| Studio 3-D Art                                     | S                              | S  | S  | S  | 1                                   | 0                              |
| Studio 3-D Design AP                               |                                |    | S  | S  | 1                                   | 0                              |
| Studio Drawing AP                                  |                                |    | S  | S  | 1                                   | 0                              |
| Textiles 2   |                                | S  | S  | S  | 1                                   | 0                              |
| Textiles 3   |                                |    | S  | S  | 1                                   | 0                              |
| Textiles/Printmaking 1                             | S                              | S  | S  | S  | 1                                   | 0                              |
| Visual Art 1                                       | O                              |    |    |    | 1                                   | 0                              |
| Visual Art 2                                       |                                | O  |    |    | 1                                   | 0                              |
| Visual Art 3                                       |                                |    | O  |    | 1                                   | 0                              |
| Visual Art 4                                       |                                |    |    | O  | 1                                   | 0                              |
| Visual Art Independent Study                       |                                |    | S  | S  | 1                                   | 0                              |

| Course                     | Courses Offered by Grade Level |    |    |    | Grades/Courses Requiring Curriculum | Grades/Courses with Curriculum |
|----------------------------|--------------------------------|----|----|----|-------------------------------------|--------------------------------|
|                            | 9                              | 10 | 11 | 12 |                                     |                                |
| <b>Dance</b>               |                                |    |    |    |                                     |                                |
| Advanced Dance Technique   |                                |    | S  | S  | 1                                   | 0                              |
| Ballet 1                   | S                              | S  | S  | S  | 1                                   | 0                              |
| Ballet 2                   |                                | S  | S  | S  | 1                                   | 0                              |
| Ballet 3                   |                                |    | S  | S  | 1                                   | 0                              |
| Ballet 4                   |                                |    |    | S  | 1                                   | 0                              |
| Dance Ensemble 1           |                                | S  | S  | S  | 1                                   | 0                              |
| Dance Ensemble 2           |                                |    | S  | S  | 1                                   | 0                              |
| Dance Ensemble 3           |                                |    |    | S  | 1                                   | 0                              |
| Fundamentals of Dance      | S                              |    |    |    | 1                                   | 0                              |
| Modern Jazz 1              | S                              | S  | S  | S  | 1                                   | 0                              |
| Modern Jazz 2              |                                | S  | S  | S  | 1                                   | 0                              |
| Modern Jazz 3              |                                |    | S  | S  | 1                                   | 0                              |
| Modern Jazz 4              |                                |    |    | S  | 1                                   | 0                              |
| Tap 1                      |                                | S  | S  | S  | 1                                   | 0                              |
| Tap 2                      |                                |    | S  | S  | 1                                   | 0                              |
| Tap 3                      |                                |    |    | S  | 1                                   | 0                              |
| <b>Drama</b>               |                                |    |    |    |                                     |                                |
| American Musical Theatre 2 |                                | S  | S  | S  | 1                                   | 0                              |
| American Musical Theatre 3 |                                |    | S  | S  | 1                                   | 0                              |
| Design Production 1        | S                              |    |    |    | 1                                   | 0                              |
| Design Production 2        |                                | S  |    |    | 1                                   | 0                              |
| Design Production 3        |                                |    | S  |    | 1                                   | 0                              |
| Design Production 4        |                                |    |    | S  | 1                                   | 0                              |
| Exploring Theatre          | S                              | S  | S  | S  | 1                                   | 0                              |
| Music Theatre Lab 2        |                                | S  | S  | S  | 1                                   | 0                              |
| Music Theatre Lab 3        |                                |    | S  | S  | 1                                   | 0                              |
| Playwriting 1              |                                | S  | S  | S  | 1                                   | 0                              |
| Playwriting 2              |                                |    | S  | S  | 1                                   | 0                              |
| Stage Production 2         |                                | S  | S  | S  | 1                                   | 0                              |
| Stage Production 3         |                                |    | S  | S  | 1                                   | 0                              |
| Stage Production 4         |                                |    |    | S  | 1                                   | 0                              |
| Stagecraft 1               | S                              | S  | S  | S  | 1                                   | 0                              |
| Stagecraft 2               |                                | S  | S  | S  | 1                                   | 0                              |
| Stagecraft 3               |                                |    | S  | S  | 1                                   | 0                              |
| Stagecraft 4               |                                |    |    | S  | 1                                   | 0                              |
| Theater Arts 1             | S                              |    |    |    | 1                                   | 0                              |
| Theater Arts 2             |                                | S  |    |    | 1                                   | 0                              |
| Theater Arts 3             |                                |    | S  |    | 1                                   | 0                              |
| Theater Arts 4             |                                |    |    | S  | 1                                   | 0                              |
| <b>Music</b>               |                                |    |    |    |                                     |                                |
| Band 1                     | O                              |    |    |    | 1                                   | 0                              |
| Band 1 Marching            | S                              |    |    |    | 1                                   | 0                              |
| Band 2                     |                                | O  |    |    | 1                                   | 0                              |
| Band 2 Marching            |                                | S  |    |    | 1                                   | 0                              |

| Course                                      | Courses Offered by Grade Level |    |    |    | Grades/Courses Requiring Curriculum | Grades/Courses with Curriculum |
|---|--------------------------------|----|----|----|-------------------------------------|--------------------------------|
|   | 9                              | 10 | 11 | 12 |                                     |                                |
| Band 3                                      |                                |    | O  |    | 1                                   | 0                              |
| Band 3 Marching                             |                                |    | S  |    | 1                                   | 0                              |
| Band 4                                      |                                |    |    | O  | 1                                   | 0                              |
| Band 4 Marching                             |                                |    |    | S  | 1                                   | 0                              |
| Choir 1                                     | O                              |    |    |    | 1                                   | 0                              |
| Choir 2                                     |                                | O  |    |    | 1                                   | 0                              |
| Choir 3 Advanced                            |                                |    | O  |    | 1                                   | 0                              |
| Choir 4 Advanced                            |                                |    |    | O  | 1                                   | 0                              |
| Gents Ensemble                              | S                              | S  | S  | S  | 1                                   | 0                              |
| Guitar                                      | S                              | S  | S  | S  | 1                                   | 0                              |
| Ladies Ensemble                             | S                              | S  | S  | S  | 1                                   | 0                              |
| Music Theory AP                             |                                |    |    | S  | 1                                   | 0                              |
| Orchestra 1                                 | O                              |    |    |    | 1                                   | 0                              |
| Orchestra 2                                 |                                | O  |    |    | 1                                   | 0                              |
| Orchestra 3                                 |                                |    | O  |    | 1                                   | 0                              |
| Orchestra 4                                 |                                |    |    | O  | 1                                   | 0                              |
| Percussion Ensemble 1                       | S                              |    |    |    | 1                                   | 0                              |
| Percussion Ensemble 2                       |                                | S  |    |    | 1                                   | 0                              |
| Percussion Ensemble 3                       |                                |    | S  |    | 1                                   | 0                              |
| Percussion Ensemble 4                       |                                |    |    | S  | 1                                   | 0                              |
| Piano                                       | S                              | S  | S  | S  | 1                                   | 0                              |
| Total Arts & Humanities                     |                                |    |    |    | 95                                  | 0                              |
| Total Scope of Arts & Humanities Curriculum |                                |    |    |    |                                     | 0%                             |
| <b>Practical Living</b>                     |                                |    |    |    |                                     |                                |
| Health                                      | O                              |    |    |    | 1                                   | 0                              |
| Physical Education                          | O                              |    |    |    | 1                                   | 0                              |
| Physical Education 2                        |                                | O  |    |    | 1                                   | 0                              |
| Physical Education 2 Adaptive               |                                | O  |    |    | 1                                   | 0                              |
| Physical Education 3                        |                                |    | O  |    | 1                                   | 0                              |
| Physical Education 3 Adaptive               |                                |    | O  |    | 1                                   | 0                              |
| Physical Education 4                        |                                |    |    | O  | 1                                   | 0                              |
| Physical Education 4 Adaptive               |                                |    |    | O  | 1                                   | 0                              |
| Physical Education Adaptive                 | O                              |    |    |    | 1                                   | 0                              |
| Physical Fitness                            |                                | S  | S  | S  | 1                                   | 0                              |
| Strength & Conditioning                     |                                | S  | S  | S  | 1                                   | 0                              |
| Total Practical Living                      |                                |    |    |    | 11                                  | 0                              |
| Total Scope of Practical Living Curriculum  |                                |    |    |    |                                     | 0%                             |
| <b>ROTC</b>                                 |                                |    |    |    |                                     |                                |
| ROTC Air Force                              | S                              | S  | S  | S  | 1                                   | 0                              |
| ROTC Army                                   | S                              | S  | S  | S  | 1                                   | 0                              |
| ROTC Marine                                 | S                              | S  | S  | S  | 1                                   | 0                              |
| ROTC Naval                                  | S                              | S  | S  | S  | 1                                   | 0                              |
| Total ROTC                                  |                                |    |    |    | 4                                   | 0                              |
| Total Scope of ROTC                         |                                |    |    |    |                                     | 0%                             |

| Course                             | Courses Offered by Grade Level |    |    |    | Grades/Courses Requiring Curriculum | Grades/Courses with Curriculum |
|------------------------------------|--------------------------------|----|----|----|-------------------------------------|--------------------------------|
|                                    | 9                              | 10 | 11 | 12 |                                     |                                |
| <b>Career and Technology</b>       |                                |    |    |    |                                     |                                |
| A+                                 | S                              | S  | S  | S  | 1                                   | 0                              |
| Accounting & Financial Foundations | S                              | S  | S  | S  | 1                                   | 0                              |
| Advanced Animal Technology         | S                              | S  | S  | S  | 1                                   | 0                              |
| Advanced Computer Applications     | S                              | S  | S  | S  | 1                                   | 0                              |
| Advanced Finance/Credit            | S                              | S  | S  | S  | 1                                   | 0                              |
| Advanced Multimedia Publication    | S                              | S  | S  | S  | 1                                   | 0                              |
| Advanced Child/Human Development   | S                              | S  | S  | S  | 1                                   | 0                              |
| Advanced Welding/Metal 3           | S                              | S  | S  | S  | 1                                   | 0                              |
| Advance Broadcasting               | S                              | S  | S  | S  | 1                                   | 0                              |
| Advertising                        | S                              | S  | S  | S  | 1                                   | 0                              |
| Allied Health Inter                | S                              | S  | S  | S  | 1                                   | 0                              |
| Architect/Civic Engineering        | S                              | S  | S  | S  | 1                                   | 0                              |
| Auto Technology                    | S                              | S  | S  | S  | 1                                   | 0                              |
| Automotive Theory                  | S                              | S  | S  | S  | 1                                   | 0                              |
| Basic Nutrition                    | S                              | S  | S  | S  | 1                                   | 0                              |
| Basic Programming                  | S                              | S  | S  | S  | 1                                   | 0                              |
| Biotech Engineering                | S                              | S  | S  | S  | 1                                   | 0                              |
| Business Communication             | S                              | S  | S  | S  | 1                                   | 0                              |
| Business Economics                 | S                              | S  | S  | S  | 1                                   | 0                              |
| Business Law                       | S                              | S  | S  | S  | 1                                   | 0                              |
| Business Management                | S                              | S  | S  | S  | 1                                   | 0                              |
| Business Marketing                 | S                              | S  | S  | S  | 1                                   | 0                              |
| Business Math                      | S                              | S  | S  | S  | 1                                   | 0                              |
| Business Strategies                | S                              | S  | S  | S  | 1                                   | 0                              |
| Business Technology                | S                              | S  | S  | S  | 1                                   | 0                              |
| CAD Geometry                       | S                              | S  | S  | S  | 1                                   | 0                              |
| CAD/CAM Programming                | S                              | S  | S  | S  | 1                                   | 0                              |
| Camera Operation                   | S                              | S  | S  | S  | 1                                   | 0                              |
| Career & Family                    | S                              | S  | S  | S  | 1                                   | 0                              |
| Career & Workplace Experience      | S                              | S  | S  | S  | 1                                   | 0                              |
| Career & Workplace Experience—UPS  | S                              | S  | S  | S  | 1                                   | 0                              |
| Career Options                     | S                              | S  | S  | S  | 1                                   | 0                              |
| Carpentry                          | S                              | S  | S  | S  | 1                                   | 0                              |
| Ceiling and Roof Framing           | S                              | S  | S  | S  | 1                                   | 0                              |
| Certified Medical Technology       | S                              | S  | S  | S  | 1                                   | 0                              |
| Child/Human Development            | S                              | S  | S  | S  | 1                                   | 0                              |
| College Accounting 1               | S                              | S  | S  | S  | 1                                   | 0                              |
| Collision                          | S                              | S  | S  | S  | 1                                   | 0                              |
| Color Theory                       | S                              | S  | S  | S  | 1                                   | 0                              |
| Commercial Foods                   | S                              | S  | S  | S  | 1                                   | 0                              |
| Computer Applications              | S                              | S  | S  | S  | 1                                   | 0                              |
| Computer Illustration I            | S                              | S  | S  | S  | 1                                   | 0                              |
| Computer Maintenance               | S                              | S  | S  | S  | 1                                   | 0                              |
| Computer Programming               | S                              | S  | S  | S  | 1                                   | 0                              |

| Course                          | Courses Offered by Grade Level |    |    |    | Grades/Courses Requiring Curriculum | Grades/Courses with Curriculum |
|---------------------------------|--------------------------------|----|----|----|-------------------------------------|--------------------------------|
|                                 | 9                              | 10 | 11 | 12 |                                     |                                |
| Computer Science Special Topics | S                              | S  | S  | S  | 1                                   | 0                              |
| Computer Support                | S                              | S  | S  | S  | 1                                   | 0                              |
| Construction Management         | S                              | S  | S  | S  | 1                                   | 0                              |
| Construction Management 2       | S                              | S  | S  | S  | 1                                   | 0                              |
| Consumer Economics              | S                              | S  | S  | S  | 1                                   | 0                              |
| Consumer Education              | S                              | S  | S  | S  | 1                                   | 0                              |
| Cosmetology                     | S                              | S  | S  | S  | 1                                   | 0                              |
| Criminal Investigations         | S                              | S  | S  | S  | 1                                   | 0                              |
| Culinary Skills                 | S                              | S  | S  | S  | 1                                   | 0                              |
| Cyber Crime/Computer Forensics  | S                              | S  | S  | S  | 1                                   | 0                              |
| Data Modeling                   | S                              | S  | S  | S  | 1                                   | 0                              |
| Dental                          | S                              | S  | S  | S  | 1                                   | 0                              |
| Design Layout                   | S                              | S  | S  | S  | 1                                   | 0                              |
| Digital Electronics             | S                              | S  | S  | S  | 1                                   | 0                              |
| Digital Imaging/Photography     | S                              | S  | S  | S  | 1                                   | 0                              |
| Digital Journalism              | S                              | S  | S  | S  | 1                                   | 0                              |
| Electricity                     | S                              | S  | S  | S  | 1                                   | 0                              |
| Electronic Office               | S                              | S  | S  | S  | 1                                   | 0                              |
| Emergency Medical Technology    | S                              | S  | S  | S  | 1                                   | 0                              |
| Emergency Procedures            | S                              | S  | S  | S  | 1                                   | 0                              |
| Engineer Design                 | S                              | S  | S  | S  | 1                                   | 0                              |
| Engineering Principals          | S                              | S  | S  | S  | 1                                   | 0                              |
| Entrepreneurship                | S                              | S  | S  | S  | 1                                   | 0                              |
| Equine Science                  | S                              | S  | S  | S  | 1                                   | 0                              |
| Fashion & Interior Design       | S                              | S  | S  | S  | 1                                   | 0                              |
| Film & Video Production         | S                              | S  | S  | S  | 1                                   | 0                              |
| Financial Literacy              | S                              | S  | S  | S  | 1                                   | 0                              |
| Financial Services              | S                              | S  | S  | S  | 1                                   | 0                              |
| Financial Services 2            | S                              | S  | S  | S  | 1                                   | 0                              |
| Financial Services 3/Bank       | S                              | S  | S  | S  | 1                                   | 0                              |
| Finishing and Binding           | S                              | S  | S  | S  | 1                                   | 0                              |
| Fire Science                    | S                              | S  | S  | S  | 1                                   | 0                              |
| Flash Animation                 | S                              | S  | S  | S  | 1                                   | 0                              |
| Flight Tech                     | S                              | S  | S  | S  | 1                                   | 0                              |
| Floor and Wall Framing          | S                              | S  | S  | S  | 1                                   | 0                              |
| Floral Design                   | S                              | S  | S  | S  | 1                                   | 0                              |
| Foods/Apparel Management        | S                              | S  | S  | S  | 1                                   | 0                              |
| Forestry                        | S                              | S  | S  | S  | 1                                   | 0                              |
| Fundamentals of Broadcasting    | S                              | S  | S  | S  | 1                                   | 0                              |
| Garden Management               | S                              | S  | S  | S  | 1                                   | 0                              |
| Graphic Design                  | S                              | S  | S  | S  | 1                                   | 0                              |
| Greenhouse                      | S                              | S  | S  | S  | 1                                   | 0                              |
| Health Care Fundamentals        | S                              | S  | S  | S  | 1                                   | 0                              |
| Health Science Principals       | S                              | S  | S  | S  | 1                                   | 0                              |
| Heavy Equipment                 | S                              | S  | S  | S  | 1                                   | 0                              |

| Course                           | Courses Offered by Grade Level |    |    |    | Grades/Courses Requiring Curriculum | Grades/Courses with Curriculum |
|----------------------------------|--------------------------------|----|----|----|-------------------------------------|--------------------------------|
|                                  | 9                              | 10 | 11 | 12 |                                     |                                |
| Human Body Systems               | S                              | S  | S  | S  | 1                                   | 0                              |
| Heating Air Conditioning (HVAC)  | S                              | S  | S  | S  | 1                                   | 0                              |
| Industrial Electricity           | S                              | S  | S  | S  | 1                                   | 0                              |
| International Business           | S                              | S  | S  | S  | 1                                   | 0                              |
| Intro to Medical Insurance       | S                              | S  | S  | S  | 1                                   | 0                              |
| Keyboarding                      | S                              | S  | S  | S  | 1                                   | 0                              |
| Landscaping                      | S                              | S  | S  | S  | 1                                   | 0                              |
| Law Enforcement                  | S                              | S  | S  | S  | 1                                   | 0                              |
| Leadership                       | S                              | S  | S  | S  | 1                                   | 0                              |
| Legal Office Technology          | S                              | S  | S  | S  | 1                                   | 0                              |
| Machine Tool                     | S                              | S  | S  | S  | 1                                   | 0                              |
| Marketing Retail                 | S                              | S  | S  | S  | 1                                   | 0                              |
| Masonry                          | S                              | S  | S  | S  | 1                                   | 0                              |
| Medicaid Nurse Aid               | S                              | S  | S  | S  | 1                                   | 0                              |
| Medical Interventions            | S                              | S  | S  | S  | 1                                   | 0                              |
| Medical Math                     | S                              | S  | S  | S  | 1                                   | 0                              |
| Medical Office System            | S                              | S  | S  | S  | 1                                   | 0                              |
| Medical Terminology              | S                              | S  | S  | S  | 1                                   | 0                              |
| Medication Admin                 | S                              | S  | S  | S  | 1                                   | 0                              |
| Money Skills                     | S                              | S  | S  | S  | 1                                   | 0                              |
| Multimedia Publication           | S                              | S  | S  | S  | 1                                   | 0                              |
| Net Security                     | S                              | S  | S  | S  | 1                                   | 0                              |
| Networking                       | S                              | S  | S  | S  | 1                                   | 0                              |
| Nursery Technology               | S                              | S  | S  | S  | 1                                   | 0                              |
| Nutrition/Foods                  | S                              | S  | S  | S  | 1                                   | 0                              |
| Parenting                        | S                              | S  | S  | S  | 1                                   | 0                              |
| Pathways to Careers              | S                              | S  | S  | S  | 1                                   | 0                              |
| Performance and Scripting        | S                              | S  | S  | S  | 1                                   | 0                              |
| Performance for TV/Film          | S                              | S  | S  | S  | 1                                   | 0                              |
| Personal Finance                 | S                              | S  | S  | S  | 1                                   | 0                              |
| Plumbing                         | S                              | S  | S  | S  | 1                                   | 0                              |
| Pharmacology                     | S                              | S  | S  | S  | 1                                   | 0                              |
| Pre-Engineer Practicum           | S                              | S  | S  | S  | 1                                   | 0                              |
| Pre-Flight                       | S                              | S  | S  | S  | 1                                   | 0                              |
| Pre-Nursing                      | S                              | S  | S  | S  | 1                                   | 0                              |
| Principals of Agri-science       | S                              | S  | S  | S  | 1                                   | 0                              |
| Principals of Biomedical Science | S                              | S  | S  | S  | 1                                   | 0                              |
| Principals of Business           | S                              | S  | S  | S  | 1                                   | 0                              |
| Principals of Finance            | S                              | S  | S  | S  | 1                                   | 0                              |
| Principals of Management         | S                              | S  | S  | S  | 1                                   | 0                              |
| Principals of Teaching           | S                              | S  | S  | S  | 1                                   | 0                              |
| Programming II                   | S                              | S  | S  | S  | 1                                   | 0                              |
| Public Safety                    | S                              | S  | S  | S  | 1                                   | 0                              |
| Relationships                    | S                              | S  | S  | S  | 1                                   | 0                              |
| Small Animal Technology          | S                              | S  | S  | S  | 1                                   | 0                              |



| Course   | Courses Offered by Grade Level |    |    |    | Grades/Courses Requiring Curriculum | Grades/Courses with Curriculum |
|--|--------------------------------|----|----|----|-------------------------------------|--------------------------------|
|  | 9                              | 10 | 11 | 12 |                                     |                                |
| Sports Marketing                                       | S                              | S  | S  | S  | 1                                   | 0                              |
| Sports Medicine  | S                              | S  | S  | S  | 1                                   | 0                              |
| Studio Directing                                       | S                              | S  | S  | S  | 1                                   | 0                              |
| Technical Mathematics                                  | S                              | S  | S  | S  | 1                                   | 0                              |
| Textile Services                                       | S                              | S  | S  | S  | 1                                   | 0                              |
| Travel Tourism   | S                              | S  | S  | S  | 1                                   | 0                              |
| Typography   | S                              | S  | S  | S  | 1                                   | 0                              |
| Urban Agri-science                                     | S                              | S  | S  | S  | 1                                   | 0                              |
| Veterinary Science                                     | S                              | S  | S  | S  | 1                                   | 0                              |
| Video Editing  | S                              | S  | S  | S  | 1                                   | 0                              |
| Video Yearbook Production 1                            | S                              | S  | S  | S  | 1                                   | 0                              |
| Video Yearbook Production 2                            | S                              | S  | S  | S  | 1                                   | 0                              |
| Wealth Management                                      | S                              | S  | S  | S  | 1                                   | 0                              |
| Web Design   | S                              | S  | S  | S  | 1                                   | 0                              |
| Web Design 3   | S                              | S  | S  | S  | 1                                   | 0                              |
| Website Design   | S                              | S  | S  | S  | 1                                   | 0                              |
| Welding/Metal  | S                              | S  | S  | S  | 1                                   | 0                              |
| Word Processing  | S                              | S  | S  | S  | 1                                   | 0                              |
| Yearbook Production 1                                  | S                              | S  | S  | S  | 1                                   | 0                              |
| Yearbook Production 2                                  | S                              | S  | S  | S  | 1                                   | 0                              |
| <b>Total Career and Technology</b>                     |                                |    |    |    | <b>154</b>                          | <b>0</b>                       |
| <b>Total Scope of Career and Technology Curriculum</b> |                                |    |    |    |                                     | <b>0%</b>                      |
| <b>World Languages*</b>                                |                                |    |    |    |                                     |                                |
| Beginning Chinese (level 1)                            | S                              | S  | S  | S  | 1                                   | 0                              |
| Developing Chinese (level 2)                           | S                              | S  | S  | S  | 1                                   | 0                              |
| Expanding Chinese (level 3)                            | S                              | S  | S  | S  | 1                                   | 0                              |
| Beginning French (level 1)                             | X                              | X  | X  |    | 1                                   | 0                              |
| Beginning French (level 1) Advance                     | X                              | X  | X  |    | 1                                   | 0                              |
| Beginning French 1 Honors                              | X                              | X  | X  |    | 1                                   | 0                              |
| Developing French (level 2)                            | X                              | X  | X  | X  | 1                                   | 0                              |
| Developing French (level 2) Advance                    | X                              | X  | X  | X  | 1                                   | 0                              |
| Developing French (level 2) Honors                     | X                              | X  | X  | X  | 1                                   | 0                              |
| Expanding French (level 3)                             | S                              | X  | X  | X  | 1                                   | 0                              |
| Expanding French (level 3) Advance                     | S                              | X  | X  | X  | 1                                   | 0                              |
| Expanding French (level 3) Honors                      | S                              | X  | X  | X  | 1                                   | 0                              |
| Refining French (level 4)                              |                                | X  | X  | X  | 1                                   | 0                              |
| Refining French (level 4) Advance                      |                                | X  | X  | X  | 1                                   | 0                              |
| Refining French (level 5)                              |                                |    |    | S  | 1                                   | 0                              |
| French Language & Arts AP                              |                                |    | X  | X  | 1                                   | 0                              |
| Beginning German (level 1)                             | S                              | S  | S  |    | 1                                   | 0                              |
| Developing German (level 2)                            |                                | S  | S  | S  | 1                                   | 0                              |
| Expanding German (level 3)                             |                                |    | S  | S  | 1                                   | 0                              |
| Refining German (level 4)                              |                                |    |    | S  | 1                                   | 0                              |
| Beginning Japanese (level 1) Advance                   | S                              | S  | S  |    | 1                                   | 0                              |
| Beginning Japanese (level 1) Honors                    | S                              | S  | S  |    | 1                                   | 0                              |

| Course   | Courses Offered by Grade Level |    |    |    | Grades/Courses Requiring Curriculum | Grades/Courses with Curriculum |
|--|--------------------------------|----|----|----|-------------------------------------|--------------------------------|
|  | 9                              | 10 | 11 | 12 |                                     |                                |
| Developing Japanese (level 2) Advance  | S                              | S  | S  | S  | 1                                   | 0                              |
| Developing Japanese (level 2) Honors   | S                              | S  | S  | S  | 1                                   | 0                              |
| Expanding Japanese (level 3) Advance   |                                | S  | S  | S  | 1                                   | 0                              |
| Expanding Japanese (level 3) Honors  |                                | S  | S  | S  | 1                                   | 0                              |
| Japanese (level 4) Advance   |                                |    | S  | S  | 1                                   | 0                              |
| Japanese Language & Culture AP   |                                |    | S  | S  | 1                                   | 0                              |
| Beginning Latin (level 1)  | S                              | S  | S  | S  | 1                                   | 0                              |
| Beginning Latin (level 1) Advance  | S                              | S  | S  | S  | 1                                   | 0                              |
| Developing Latin (level 2)   |                                | S  | S  | S  | 1                                   | 0                              |
| Developing Latin (level 2) Advance   |                                | S  | S  | S  | 1                                   | 0                              |
| Expanding Latin (level 3)  |                                |    | S  | S  | 1                                   | 0                              |
| Expanding Latin (level 3) Advance  |                                |    | S  | S  | 1                                   | 0                              |
| Refining Latin (level 4) Advance   |                                |    |    | S  | 1                                   | 0                              |
| Refining Latin (level 5)   |                                |    |    | S  | 1                                   | 0                              |
| Latin Language Vergil AP   |                                |    |    | S  | 1                                   | 0                              |
| Beginning Spanish (level 1)  | X                              | X  | X  | X  | 1                                   | 0                              |
| Beginning Spanish (level 1) Advance  | X                              | X  | X  | X  | 1                                   | 0                              |
| Beginning Spanish (level 1) Honors   | X                              | X  | X  | X  | 1                                   | 0                              |
| Developing Spanish (level 2)   | X                              | X  | X  | X  | 1                                   | 0                              |
| Developing Spanish (level 2) Advance   | X                              | X  | X  | X  | 1                                   | 0                              |
| Developing Spanish (level 2) Honors  | X                              | X  | X  | X  | 1                                   | 0                              |
| Expanding Spanish (level 3)  | X                              | X  | X  | X  | 1                                   | 0                              |
| Expanding Spanish (level 3) Advance  | X                              | X  | X  | X  | 1                                   | 0                              |
| Expanding Spanish (level 3) Honors   |                                | X  | X  | X  | 1                                   | 0                              |
| Refining Spanish (level 4)   |                                | X  | X  | X  | 1                                   | 0                              |
| Refining Spanish (level 4) Advance   |                                | X  | X  | X  | 1                                   | 0                              |
| Refining Spanish (level 5)   |                                |    |    | S  | 1                                   | 0                              |
| Spanish Language AP  |                                |    | S  | S  | 1                                   | 0                              |
| American Sign Language   | S                              | S  | S  | S  | 1                                   | 0                              |
| Total World Languages  |                                |    |    |    | 34                                  | 1                              |
| Total Scope of World Languages Curriculum  |                                |    |    |    |                                     | 3%                             |
| Total Non-core Courses   |                                |    |    |    | 298                                 | 1                              |
| Total Scope of Non-core Courses with Curriculum  |                                |    |    |    |                                     | 0%                             |
| Total Scope of all High School Courses   |                                |    |    |    |                                     | 6%                             |
| TOTAL Scope of High School Curriculum  |                                |    |    |    | 322                                 | 18                             |
| Data Sources: District Curriculum, Course listings   |                                |    |    |    |                                     |                                |
| Notes:<br>S = Course offered by site choice<br>X = Course offered at most or all campuses, curriculum present<br>O = Course offered at most or all campuses, no curriculum present<br>Blank = Course not offered at grade level<br>*World Languages has one generic curriculum map for use in all languages; however, there are no curriculum documents specific to each language. |                                |    |    |    |                                     |                                |



**Appendix 14**  
**Partial List of Textbooks and Resources**  
**Jefferson County Public Schools**  
**October 2011**

*Literacy*

| <b>ELA Textbooks and Materials used in Jefferson County Public Schools</b> |                                      |
|--|--------------------------------------|
| 6+1 Traits of Writing  | Month by Month Phonics               |
| A to Z   | Newbery booklets                     |
| Accelerated Reader   | On Our Way to English /Rigby         |
| AR Books   | Online Resources                     |
| Basal Readers  | Oral Reading Fluency                 |
| Being a Writer   | Phonics Dance                        |
| Book Clubs   | Phonics Month by Month               |
| Book Clubs—Chapter Books   | Phonics Rods                         |
| Brain Pop  | Pinnell & Fountas                    |
| Brain Pop/Brain Pop Jr.  | PM & PM Plus Books                   |
| Breakthrough to Literacy   | PM Books                             |
| Bridge to Comprehension  | PM Readers                           |
| Buckle Down  | PM Series/ Sunshine                  |
| Buckle Down/Coach  | Project-based on Learning            |
| Cars & Stars   | Quick Reads                          |
| CARS, STARS, CAMS  | Quickreads/Phonics Dance             |
| CCGP's Teacher Written ORQ   | Read 180                             |
| CIM  | Read Well                            |
| CIM—Additional Reading Recovery Teacher                                    | Reading A to Z                       |
| CIM Model  | Reading Coach                        |
| CIM/LIF/LL   | Reading Comprehension Plus           |
| CIM-Classroom Intervention Model   | Reading Eggs                         |
| Coach  | Reading Mastery                      |
| Coach & Ladders  | Reading Mastery & Corrective Reading |
| Coach Book, Ladders, Stars/Cars  | Reading Mastery (ESS)                |
| Comprehension Plus   | Reading PM Collection                |
| Corrective Reading   | Reading Recovery                     |
| DOL  | Reading Workouts                     |
| Drop the Bucket  | Rewards                              |
| Earobic  | Rigby                                |
| Ed Helper  | Rigby Comprehension Quarterly        |
| Edmark   | Rigby CQ's                           |
| Edmark One on One  | Rigby Intervention by Design         |
| Edmark Sight Words   | Rigby On Our Way to English/Rigby    |
| ELSB—Early Literacy Skill Building   | Rigby Phonemic Awareness Charts      |
| ESS  | Rigby Phonics Charts                 |
| Essential Skills   | Scholastic News                      |
| Every1Reads  | Scholastic Reads                     |
| Fast Forward   | Scholastic/National Geographic       |
| Fluency Kits   | School Wide Take Home Book Program   |
| Fountas & Pinnell  | Scott Foresman Reading Intervention  |
| Fountas & Pinnell Leveled Literacy Instr                                   | Section 7 Classroom Asst.            |
| Fountas & Pinnell Phonics  | SFA daily 1 to 1 tutoring            |

| <b>ELA Textbooks and Materials used in Jefferson County Public Schools</b> |                               |
|--|-------------------------------|
| Fountas and Pinell Leveled Interventions                                   | SFA Kinder Corner             |
| Great Leap   | SFA Reading Roots             |
| Guided Reading Plus  | SFA Reading Wings             |
| Harcourt   | Shutterbug Books              |
| Houghton Mifflin   | Signature Literature Series   |
| Intervention By Design   | Signature Reading Text Books  |
| IStation   | Signatures                    |
| JCPS Online Lessons  | Six Minute Solutions          |
| JCPS Writing   | Soar to Success               |
| JCPS Writing Learning Experience   | Soar/Early Success            |
| JCPS Writing Lessons   | SRA/ Direct Instruction       |
| Jr. Great Books  | SRA/ Direct Instruction       |
| Kansas Writing Project   | STAMS & STARS                 |
| KCCT   | Star Fall                     |
| KCCT Coach   | Stars                         |
| Ladders  | STARS                         |
| Ladders to Success   | Stars & Ladders               |
| Laurel County Documents  | Station                       |
| Leap Frog Kits   | Stevenson Reading             |
| Leap Frog Tags   | Storyworks (Scholastic)       |
| Leap Pads  | Strategies to Achieve Reading |
| Leveled Literacy   | Study Island                  |
| Leveled Literacy Intervention  | SuccessMaker                  |
| Leveled Text Reader's Theater  | Time For Kids                 |
| LIF  | Trophies                      |
| Literacy By Design   | Tumblebooks                   |
| Literacy Coach   | Tutor                         |
| Literacy Writers Notebooks   | United Streaming              |
| Literature circles/whole class novels                                      | Wags and Tags                 |
| Lucy Calkins Units of Study  | Weekly Reader                 |
| Making Meaning   | Weekly Reader/Time for Kids   |
| Making Meaning Vocabulary  | Wilson Reading                |
| Marie Carbo  | Writing Core Content          |
| Maze Reading Passages  | Writing Learning Experiences  |
| Modern Curriculum Press  | Writing Material              |
| Montessori Grammar Materials   | Writing Spot                  |
| Montessori Methods   | Writing Units from JCPS       |
|  | Zoom                          |

## Mathematics

| <b>Mathematics Textbooks and Resources</b>  |   |
|---|---|
| Accelerated Math  | Algebra 1, Geometry, Algebra 2 Supplement                           |
| Brain Pop   | Algebra 1, Geometry, Algebra 2 Parent Guide                         |
| Buckle Down   | Algebra 1, Geometry, Algebra 2 Extra Practice                       |
| Coach Books   | Plato   |
| College Preparatory Math (CPM)  | Great Source Books  |
| Connected Math 2—district tier II materials   | ACT Prep Books  |
| Connected Math 2 (CMP2)   | KDE Transitional Course Document                                    |
| Pearson Investigations in Number, Time, and Space   | JCPS district developed materials                                   |
| ESS materials   | ACT Prep Books  |
| Everyday Math   | KDE Transitional Course Document                                    |
| Focus Math  | Student Problem Solving Books                                       |
| Go Math   | Understanding Math  |
| JCPS Interventions Binder   | Study Island  |
| JCPS Online Support   | ALEKS   |
| Looking at “Go Math” Series for 2011-12   | Carnegie Learning   |
| Math Investigations   | Do the Math   |
| MathCounts  | Calculator Directions   |
| McDougal Littell, Algebra One   | Descriptions of Problems from College Preparatory Mathematics (CPM) |
| McGraw Hill   | CPM Videos and Interactive Lessons                                  |
| MI Differentiation Books  | Study Team Strategies   |
| Montessori Materials  | Smartboard Materials from CPM                                       |
| Pearson Intervention Kits   | Vocabulary Posters  |
| Springboard   | ACT’s Quality Core Program and Item Bank                            |
| Study Island  | KDE’s Transition  |
| SuccessMaker  | Do the Math Now   |
| College Preparatory Math (CPM)  |   |
| This is a partial list as some schools did not respond to the request for a list of textbooks and materials used to deliver the mathematics curriculum. |   |
| <i>Data Source: Individual schools, district mathematics department personnel</i>   |   |

## Science

| <b>Science Textbooks and Resources</b>     |
|--|
| Brain Pop                                  |
| BSCS Biology                               |
| Coach Books                                |
| It's About Time Integrated Science IA      |
| It's About Time Integrated Science IA      |
| It's About Time Integrated Science IA & 1B |
| Science Modules/DSM, FOSS, and STC         |
| Science Textbook (Houghton Mufflin)        |



*Social Studies*

| <b>Social Studies Textbooks and Resources</b> |  |
|---|--|
| <b>Grades K-5</b>                             | <b>Grades 6-8</b>  |
| Adventures in Economics and US History        | Geography Alive!   |
| Differentiated Social Studies Texts—Shell     | Glencoe—The American Republic to 1877                      |
| Economics and US History Simulations          | Glencoe—World and Its People                               |
| Faces of Kentucky                             | Glencoe World History: Journey Across Time                 |
| Fast Track to America’s Past                  | Glencoe World History: Journey Across Time, The Early Ages |
| Harcourt—A Child’s View                       | Harcourt Social Studies                                    |
| Harcourt—Kentucky                             | History Alive!—Ancient Civilizations                       |
| Harcourt—Our Communities                      | History Alive!—Medieval World and Beyond                   |
| Harcourt—Our World Now & Long Ago             | History Alive! US History through Industrialism            |
| Harcourt Social Studies—Fifth Grade           | Holt—United States History Beginnings to 1877              |
| Harcourt Social Studies—Second Grade          | Holt—World Geography                                       |
| History Alive!                                | Holt—World History   |
| Houghton Mifflin—Communities                  | Houghton Mifflin Social Studies                            |
| Houghton Mifflin—First Grade                  | Prentice Hall—world Geography Building a World Perspective |
| Houghton Mifflin—Kentucky Studies             | Scott Foresman Social Studies                              |
| Houghton Mifflin—Neighborhoods                | Teach TCI History Alive! US History through Industrialism  |
| Houghton Mifflin—School & Family              | Teach TCI History Alive! Ancient Civilizations             |
| Houghton Mifflin—United States History        | Teach TCI History Alive! Medieval World and Beyond         |
| Kentucky Adventure, The                       | Teach TCI World Cultures Alive!                            |
| Mission US Computer Simulation Game           |  |
| One Community, One Nation—Grades 2-4          |  |
| Scott Foresman—All Together                   |  |
| Scott Foresman—Here We Go                     |  |
| Scott Foresman—People & Places                |  |
| Scott Foresman—Regions                        |  |
| Scott Foresman—The United States              |  |
| Scott Foresman—Third Grade                    |  |
| We the People: The Citizen & The Constitution |  |

| <b>Social Studies Textbooks and Resources</b>                 |   |
|---|---|
| <b>Grades 9-12</b>  | <b>Grades 9-12 continued</b>                                    |
| African American History                                      | Macroeconomics  |
| AGS- US Government  | Making Europe: People, Politic and Culture                      |
| AGS- World History  | MC: The Americans   |
| American Anthem-Holt  | McGruder’s American Government                                  |
| American Experience   | Meyers Psychology AP  |
| American Government and Politics Today (AP)—Thomson Wadsworth | Mini Q’s- DBQ   |
| American Government: Readings and Cases                       | Mini Qs in American History- DBQ Project                        |
| American Government: Roots and Reform (text)                  | Modern World History (text)                                     |
| American Spirit 1 and 2                                       | Modern World History Ancillary Materials                        |
| Anthropology Annual Editions                                  | Modern World History (Patterns of Interaction)-McDougal/Littell |

| Social Studies Textbooks and Resources   |   |
|--|---|
| Grades 9-12  | Grades 9-12 continued   |
| Anthropology through the News  | National Archives Website   |
| AP Collegeboard Essays   | National Repository Of Online Courses website                       |
| AP European: A History of Western Society Since 1300—Houghton Mifflin/McDougal Littell | Nexttext Readers  |
| AP Meyers textbook   | Night   |
| ASN.AM   | Nystrom Atlas of World History                                      |
| Atlas of American History  | Ordinary Americans: ISBN 0932765475                                 |
| Bill of Rights for Real Life   | Perspectives on History   |
| CASCADE / ORQ's  | Plato   |
| Choices Units by Brown University  | Primary Source Documents  |
| Civics: Participating in Gov't   | Primary Source Photos   |
| Cold Case Videos   | Primary Source Readers  |
| College Board AP Program Comparative Government and Politics                           | Princeton Review  |
| College Board AP Program European History  | Psychology (AP)—Worth   |
| College Board AP Program Human Geography   | Psychology: Principles in Practice—Holt, Rinehart and Winston       |
| College Board AP Program Macroeconomics  | Rand McNally Atlas  |
| College Board AP Program Psychology  | Rolling Stone   |
| College Board AP Program United States Government and Politics                         | Schoolhistory.uk website  |
| College Board AP Program World History   | Service Learning  |
| Color Atlas of Forensic Science  | Social Studies School Services Units                                |
| Comic Life   | Supreme Court DBQs  |
| Coons Textbook   | Teacher Discovering Video Clips (downloaded)                        |
| Courier Journal/ New York Times/ USA Today   | Teaching Tolerance—Civil Rights Video                               |
| Criminal Justice in Action   | The American Pageant (AP)—Houghton Mifflin/McDougal Littell         |
| EBSCO  | The American Pageant (text)   |
| Economics Concepts and Choices—Houghton Mifflin/McDougal Littell                       | The American Pageant Guidebook                                      |
| Encyclomedia   | The American Republic Since 1877                                    |
| Enduring Vision- AP US History   | The Americans (text)  |
| Exploring Civics Textbook—Facing History and Ourselves: Holocaust and Human Behavior   | The Americans (Reconstruction to the 21st Century)-McDougal/Littell |
| Exploring Civics: “Facing History and Ourselves”                                       | The Constitution Handbook   |
| Eyes on the Prize Video Series   | The Cultural Landscape: An Intro to Human Geography (Rubenstein)    |
| Facing History Resource Book   | The Earth and Its People  |
| Facing History Support Binder  | The Eye of War  |
| Fast Track to a Five   | The Fire Next Time  |
| Federal Reserve Materials and Lesson Plans   | The Human Experience  |
| FH Holocaust and Human Behavior Resource Guide   | The Human Record (Primary Source Reader-AP)                         |
| Forensic Files Videos  | The Modern World (Milliken)   |
| From Slavery to Freedom  | The Murder of Emmet Till  |
| Glencoe World History  | The Souls of Black Folks  |
| Government and Economics in Action   | Time Magazine   |
| Government and Politics  | Traditions and Encounters (Bentley)                                 |
| Government in America  | True Crime Photos   |

| <b>Social Studies Textbooks and Resources</b>             |   |
|---|---|
| <b>Grades 9-12</b>  | <b>Grades 9-12 continued</b>  |
| Grolier Encyclopedia                                      | U.S. Classroom Textbook   |
| Guided Reading (The Americans)                            | U.S. History: “American History” Globe Fearon                           |
| Historical Atlas of the World                             | United States Government—Glenco   |
| History Alive (US and World Civ)                          | United States History: Preparing for the Advanced Placement Examination |
| History of Rock and Roll Video Series                     | Understanding Psychology  |
| Holocaust and Human Behavior—Facing History and Ourselves | United Streaming  |
| Holt Document Based Activities                            | Upfront Scholastic Magazine   |
| Holt Human Legacy Interactive Reader                      | US History Reconstruction to 21 <sup>st</sup> Century                   |
| Holt Human Legacy Study Guides                            | US History Video Series from Schlessinger Media                         |
| Holt Supplemental Resources (e.g., Guided Reading)        | US News and World Report  |
| Holt World History Textbook                               | Videos from Facing History  |
| Human Geography: People, Places and Culture               | Warriors Don’t Cry  |
| Human Legacy Holt   | Ways of the World by Strayer Supplemental                               |
| Human Geography—Wiley                                     | Ways of the World by Strayer Textbook                                   |
| I Promised I Would Tell                                   | Holt’s World History: The Human Journey                                 |
| Introduction to Cultural Anthropology                     | World Civilization: “World History” Globe Fearon                        |
| Introduction to Psychology: Gateways to Mind and Behavior | World Civilizations: The Global Experience, AP Edition—Prentice Hall    |
| Jackdaws- Various Topics Pictures                         | World Geography (text)  |
| KCCT Coach Books  | World Geography Today   |
| KCCT Practice Books                                       | World History: Modern Patterns of Interaction                           |
| KET Video Series  | World History: Modern Times   |
| KVL   | World History: The Human Experience                                     |