*2020-21 JCPS Phase Two: The Needs Assessment for Districts

2020-21 Phase Two: The Needs Assessment for Districts

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

Last Modified: 10/30/2020
Status: Locked

TABLE OF CONTENTS

eProve diagnostics

2020-21 Phase Two: The Needs Assessment for Districts

2020-21 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the district as well as the processes, practices and conditions that contributed to that state.

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

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of district leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

See Attached

ATTACHMENTS

Attachment Name

📄 JCPS District Needs Assessment 2020-2021

Protocol

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2018-19.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

See Attached

ATTACHMENTS

Attachment Name

📄 JCPS District Needs Assessment 2020-2021

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

See Attached

<u>ATTACHMENTS</u>

Attachment Name

📄 JCPS District Needs Assessment 2020-2021

Trends

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

See Attached

<u>ATTACHMENTS</u>

Attachment Name

📄 JCPS District Needs Assessment 2020-2021

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

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

See Attached

ATTACHMENTS

Attachment Name

📄 JCPS District Needs Assessment 2020-2021

Potential Source of Problem

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

See Attached

ATTACHMENTS

Attachment Name

📄 JCPS District Needs Assessment 2020-2021

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 JCPS District Needs Assessment 2020-2021	JCPS District Needs Assessment 2020-2021	• • • • • •

Comprehensive Improvement Planning for District

District Name: Jefferson County Public Schools

The Needs Assessment Report

2020-2021

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Stakeholder Teams and Meeting Processes

The following teams of district stakeholders are involved in monitoring district- and school-level data regularly and prioritizing district work relative to those data. Cabinet meets weekly, while instructional cabinet meets monthly (with subcommittees that meet weekly). Additional data reviews are occurring in the 2020-2021 school year on key metrics related to Vision 2020 and NTI 2.0. Meetings are documented through meeting agenda and meeting minutes.

In addition, district leadership provides a summary on the progress of *Vision 2020* actions and key metrics on a quarterly basis to the Jefferson County Board of Education. Those reports identify high-level trends and focus on major strategies designed to improve outcomes.

Cabinet

Sponsor: Superintendent

Team Member	Position
Marty Pollio	Superintendent
Jimmy Adams	Chief, Human Resources
Kermit Belcher	Chief Information Officer
Carmen Coleman	Chief Academic Officer
Dena Dossett	Chief, Accountability, Research and Systems Improvement
Cordelia Hardin	Chief Financial Officer
Chris Perkins	Chief Operations Officer
John Marshall	Chief Equity Officer
Renee Murphy	Chief, Communications and Community Relations Officer
Amy Dennes	Chief of Staff
Kevin Brown	General Counsel
Kim Chevalier	Chief Exceptional Child Education

Instructional Cabinet

Sponsor: Chief Academic Officer

Team Member	Position
Carmen Coleman	Chief Academic Officer
LaMesa Marks-Johns	Assistant Superintendent, Elementary Schools Zone 1
Paige Hartstern	Assistant Superintendent, Elementary Schools Zone 2
Joe Leffert	Assistant Superintendent, Elementary Schools Zone 3
Michelle Dillard	Assistant Superintendent, Middle Schools
Christy Rogers	Assistant Superintendent, High Schools
Nate Meyer	Assistant Superintendent, Accelerated Improvement Schools
Katy Deferrari	Assistant Superintendent, Culture and Climate
Alicia Averette	Assistant Superintendent, Academic Support
Desiree Bush	Executive Administrator, Elementary Schools Zone 1
Michael Terry	Executive Administrator, Elementary Schools Zone 2
Kimberly Kent	Executive Administrator, Elementary Schools Zone 3
Jessica Rosenthal	Executive Administrator, Middle Schools
Kim Morales	Executive Administrator, High Schools
Joe Ellison	Executive Administrator, High Schools
Roshanda Johnson	Executive Administrator, Accelerated Improvement Schools
Angela Hosch	Executive Administrator, Accelerated Improvement Schools

Jefferson County Board of Education

Sponsor: Board Chair

Team Member	District
Diane Porter	District 1
Chris Kolb	District 2
James Craig	District 3
Joe Marshall	District 4
Linda Duncan	District 5
Corrie Shull	District 6
Chris Brady	District 7

Principal Meetings

The Superintendent and Chief Academic Officer convene all District principals monthly as a group. Meetings are structured so that three times a year, all principals convene as a District-wide group, and the next month, principals convene in their zones/levels. This structure allows the District to communicate to principals on major initiatives and news, and the zone/level meetings allow more differentiation and training opportunities with the smaller group sizes. Additionally, Assistant Superintendents have regular meetings with their direct reports regularly to address needs and processes.

Data Analyzed by Stakeholder Teams

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

Student Data: Academic Progress

- State accountability results
- MAP Data (collected 3 times per year, typically)-Winter 19-20 was last MAP administration
- Transition readiness
    - Kindergarten Readiness (BRIGANCE®)
    - 5th, 8th, 12th grade student defenses
    - Graduation, CCR, Student Tracker
- Intervention data (Infinite Campus Intervention Tab)
- Academic program effectiveness
- Backpack of Success Skills (Deeper Learning)
- NTI Survey
- Independent Books Read/elementary (NTI)
- Remote Guided Reading Lessons Completed/elementary (NTI)

Student Data: Non-academic

- Behavior (e.g., suspensions and referrals), including disproportionality
- Attendance (e.g., chronic absenteeism)
- Culture and climate (e.g. comprehensive school survey results)
- Demographic trends
- Program effectiveness
- Participation rates (NTI)
- Student Logins (NTI)
- Meals Served (NTI)

Educator and Staff Data

- Experience level, new staff, transitions
- Staff attendance
- Culture and climate (schools)
- IMPACT Survey
- NTI Survey
- Digital Learning Channel Views (NTI)

Organizational Data

- Culture and climate (districtwide)
- Corrective Action Plan (CAP) requirements
- NTI Survey for Families

Stakeholder Team Decision Processes for Prioritizing Work

District leadership (Superintendent, Cabinet, Board) began prioritizing 2018-2019 improvement areas with a focus on improving student learning opportunities, organizational coherence, and culture and climate, and all are directly aligned with Vision 2020 In Action goals found on the JCPS website: https://www.jefferson.kyschools.us/file/14233. Comprehensive analysis of organizational, educator and staff, and student learning data suggest that improvements to work processes and practices around these three areas are needed to significantly advance success for all of our students. Three pillars of work were identified for 2018-2019 to focus the work: racial equity, culture and climate, and backpack of success skills, and the work in 2019-20 continued to deepen in the implementation and impact phase. In 2019-20, JCPS framed the Learning and Instructional Climate around Six Systems comprising of the following areas: Standards and Curriculum Implementation, Effective Use of Data, Planning and Instructional Practices, Progress Monitoring and Analysis of Student Work, Academic and Behavioral Supports, and Instructional Feedback and Professional Learning. Using these three core focus areas, three pillars, and six instructional systems as frameworks, district stakeholder teams identified more specific district and school needs from the list of data sources identified above under Data Analyzed by Stakeholder Teams. At the end of the 2019-20 school year, JCPS and the nation, were greatly impacted by the COVID-19 pandemic. The most recent in-person day of instruction was March 13, 2020 and since that day, our schools have implemented Non-Traditional Instruction. With several data monitoring routines disrupted (e.g., KPREP, Transition Readiness, MAP), the conclusion of the 2019-20 school year was a challenge in multiple ways. With the 2020-21 school year, JCPS has focused on supporting our families, students, and staff during NTI 2.0. The pandemic period of time has created both challenges and opportunities. In these incredibly difficult times, our goal is to ensure the safety and well-being of our students and staff first, while also creating new and innovative learning opportunities to engage students. Data specifically monitored during NTI are included in the list of data analyzed above and are shared with Cabinet and Board Members on a weekly basis.

Progress Monitoring and Support

In order to monitor and track implementation of district and school implementation of the strategic plan strategies and activities,

- **District Support to Schools –** Beginning in 2019-20 and continuing in 2020-21, JCPS central office implemented a new centralized tracking system to progress monitor department supports to schools. The centralized system was developed to help analyze how central office can better support schools, and incorporates virtual supports this year.
- **Participation Reports:** Completed by school staff daily, JCPS is closely monitoring the participation and non-participation data.
- **Bi-Weekly Reflections:** Completed bi-weekly within Google Classroom. Zone/Level Teams provide feedback, note improvements, and/or ask questions to promote additional reflection.
- **Principal Professional Learning Communities (PPLCs) –** Taking place often weekly during NTI 2.0, each zone/level Assistant Superintendents use this structure to bring principals together in small groups to discuss ideas, challenges and share ideas.
- **NTI Board Progress Reports:** – From July through October 2020, the Board has received 10 reports from staff during the board meetings regarding NTI planning and implementation,

specifically in the areas of academics, services for special populations (ECE, ELL, Early Childhood), technology, operations, communications and human resources.

- **Corrective Action Plan Progress Reports:** Each month, District leaders provide progress notes and upload associated evidence for all 276 action items outlined in the 10 corrective action plans. Additionally, Cabinet reviewed CAP updates each week and the Board received updates every two months for the past two years. District leaders will continue to provide progress notes through at least December 2020. At that point, the District will identify key indicators that will continue to be carefully monitored and reported on including any potential follow-up items from the KDE audit in the Fall of 2020.

- **Racial Equity Monitoring Tools:** The district is implementing several monitoring tools around RAcial Equity. The Racial Equity Analysis Protocol (REAP is utilized by all staff to review policies, procedures, and practices through a racial equity lens, the Equity Monitoring Progress Tool (EMPT) is used by schools for monitoring their school equity plans, and the Affirming Racial Equity (ARE) too is utilized by PLCs with in schools

When school returns in-person, several monitoring routines will be taking place district-wide in addition to the data monitoring above:

- **Collaborative Calibration Visits (CCVs)** 2 times per year: In order to support a clearly defined focus on three pillars and six systems, a district team will be deployed to the school to conduct a non-evaluative collaborative calibration systems check. In collaboration with the Assistant Superintendent and Executive Administrator, the leadership team will prioritize feedback and co-design next-steps.
- **Vital Signs** every 6 weeks: Monitors progress regarding key performance indicators (KPI) in the areas of Learning and Climate/Culture, discuss trends, and identify needed additional support. Vital Signs also establish next steps needed to improve outcomes and create a sense of ownership among leadership team members.
- **Weekly Reflections:** Completed weekly within Google Classroom and Zone/Level Teams provide feedback, note improvements, and/or ask questions to promote additional reflection.
- **Comprehensive Systems Reviews (CSRs):** Starting in 2019-2020, schools will be reviewed on a 3-year cycle by an independent review team utilizing a research-based approach. The goals of the CSRs are to 1) provide an independent and research-based review of a school's instructional systems and to examine the impact on student experiences, perceptions, and outcomes and 2) provide valuable information to school leaders in guiding improvement planning, as well as provide beneficial information to the JCPS community-at-large in sharing insights and innovations across the district.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
-Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

Academic Current State: Kindergarten Readiness

Kindergarten readiness trend as measured by the Brigance is shown below.
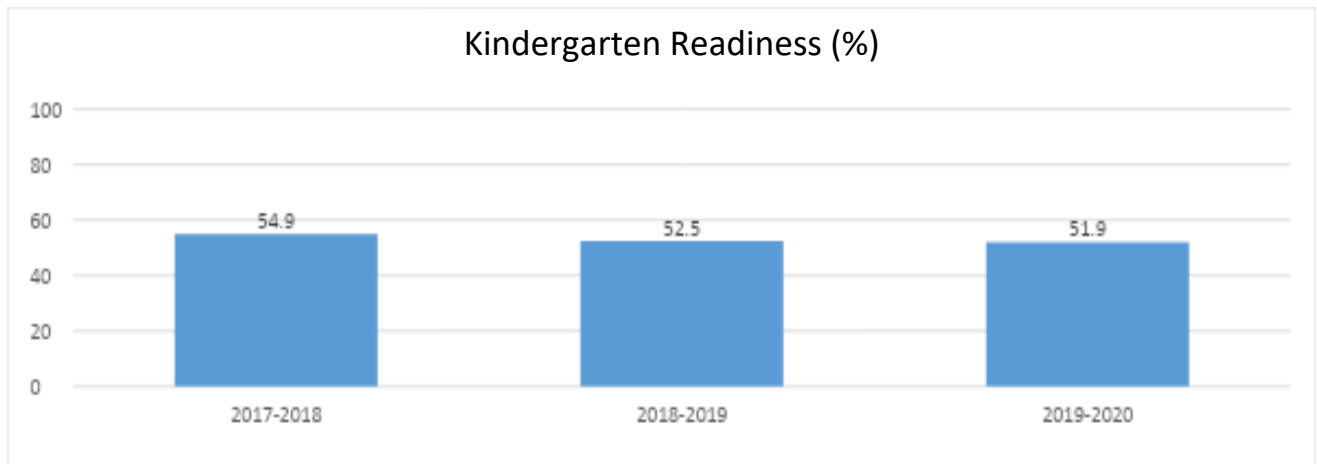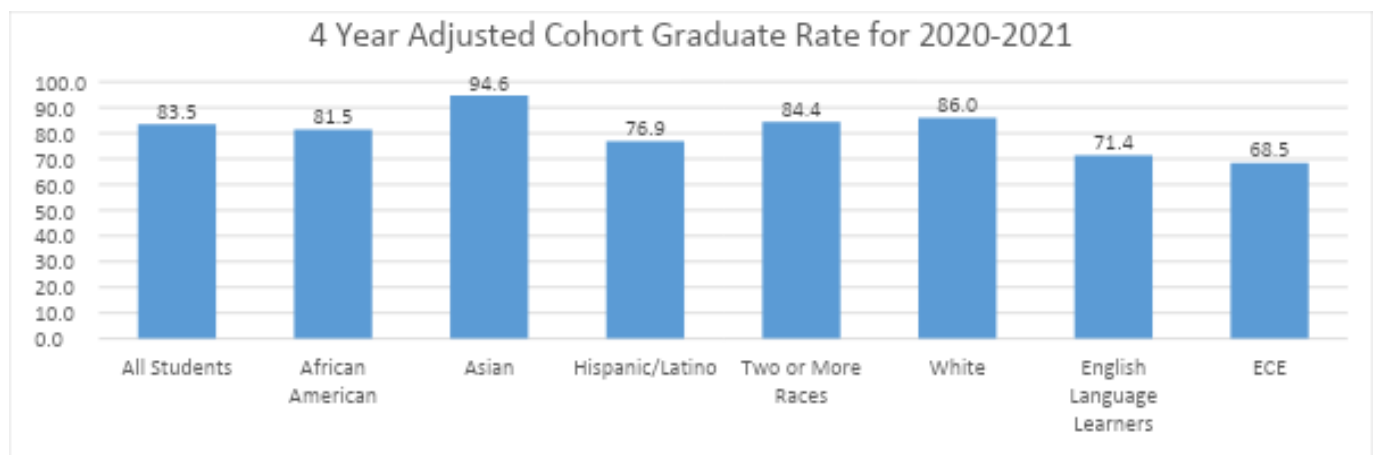
Academic Current State: KPREP

The table below represents the most recent data collected regarding state accountability data. As depicted in the table below, in 2018-2019, 46% of elementary students, 50% of middle school students and 37% of high school students are proficient/distinguished in Reading. In Math, 40% of elementary students, 35% of middle school students, and 31% of high school students scored proficient/distinguished on the 2019 state accountability tests.

Schoolname	2018 Reading %PD HS = ACT	2019 Reading %PD HS = ACT	Gains	2018 Math %PD HS = ACT	2019 Math %PD HS = ACT	Gains	2018 Science %PD	2019 Science %PD	Gains	2018 Social Studies %PD	2019 Social Studies %PD	Gains	2018 OD Writing %PD	2019 OD Writing %PD	Gains
Elementary - District	46.5	45.5	-1.0	41.3	39.7	-1.6	26.5	24.9	-1.6	45.9	42.5	-3.4	34.3	35.9	1.6
Middle - District	51.0	49.7	-1.3	37.8	35.2	-2.6	23.8	22.9	-0.9	49.3	48.7	-0.6	31.0	21.4	-9.6
High - District	38.9	37.2	-1.7	31.8	30.5	-1.3	26.2	24.2	-2.0	--	--	--	47.2	36.0	-11.2

Source: KDE School Report Card

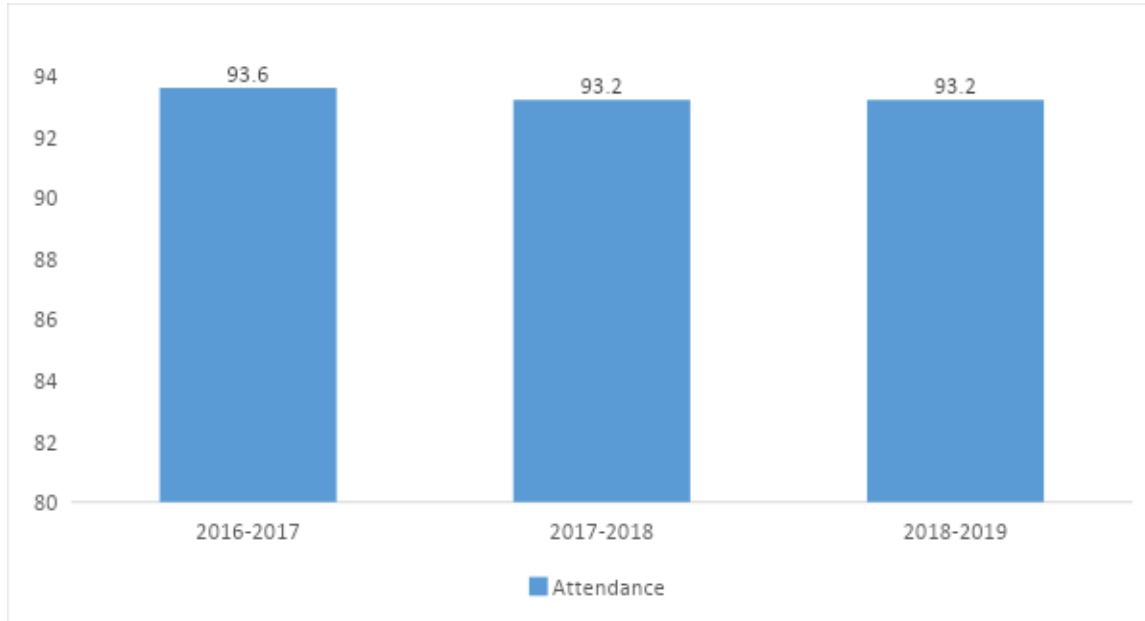# Academic Current State: Graduation

The total four–year adjusted cohort graduation rate for 2018-2019 was 82.3% and in 2019-2020, graduation rate increased to 83.5%. There were differences between student groups as shown below. Each student group showed an increase from the previous year, except for the Hispanic/Latino group and English Language Learners.

Source: KDE School Report Card

Non-Academic Current State: Attendance

Attendance rates were not reportable in 2019-2020. For 2018-2019, attendance across the district held steady at 93.2%. Chronic absenteeism for 2018-2019 was 22.8% at the district level, with elementary at 15.6%, middle at 24.0%, and high at 34.3% chronically absent in 2018-2019.

Source: JCPS Data Books

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

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

When comparing JCPS against state results, JCPS had higher favorability in one area, related to Educating All Students. This domain assesses faculty perception of their ability to support issues related to student diversity. This was JCPS's highest ranked area at 77% favorability. Staff-Leadership Relationships was the next highest ranked area at 69% favorability. The two least favorable areas of focus were Feedback and Coaching (50%) and Resources (36%).

When comparing JCPS against national results, JCPS performed comparable to other districts nationally in all areas except School Climate which was slightly below the national average. The chart below summarizes the JCPS results by domain.

IMPACT Domain	Most Favorable Domain Question	Least Favorable Domain Question
Educating All Students (77%)	Comfortability incorporating new material about people from different backgrounds (87%)	Comfortability having a student who could not communicate well with anyone in class because his/her home language was unique (63%)
Staff-Leadership Relationships (69%)	Respectful school leaders AND understanding from school leaders (81%)	Motivating leadership team (52%)
School Leadership (58%)	Clearly identified goals for teachers (68%)	Teacher input in important decisions (44%)
Professional Learning (54%)	Colleagues have helpful ideas for improving teaching AND overall support from the school in growth as a teacher (66%)	Input in individualizing professional development opportunities AND professional development opportunities help to explore new ideas (46%)
Managing Student Behavior (53%)	Effectiveness of self-managing disruptive classes (69%)	Student misconduct disrupting the learning environment (20%)
School Climate (51%)	Optimism that your school will improve in the future (60%)	Student enthusiasm about being in school (43%)
Feedback and Coaching (50%)	Receive feedback regularly (58%)	Learning from the Teacher Evaluation process (41%)
Resources (36%)	Getting students, the support that they need (63%)	Personal money spent on your classroom (13%)

COVID-19: NTI Surveys

In June of 2020, 18,207 surveys were collected from parents, staff, and students. The purpose of the surveys was to gather information to use for summer learning planning as well as for 2020-2021 school year planning. Four major areas were assessed: Health and Wellness, Communications, Learning, and Technology

Key findings from the survey included the following:
- **Families and students reported high levels of communication between JCPS staff and students***: 98% of parents and 98% of students reported JCPS staff checked-in with them and check-ins were fairly frequent, with 77% of parents reporting check-ins were weekly or daily. African-American/Black families (72%) reported slightly lower levels of communications than White and Latinx families (79%).
- **Teachers reported their comfort level integrating technology in daily lessons increased throughout NTI:** At the start of NTI, 58% of teachers were less than comfortable with technology, however, by the end of NTI, 93% indicated they were comfortable teaching with technology.
- **Expectations on assignments and feedback on assignments were important for the student experience:** Students who understood expectations and received feedback on assignments were significantly more satisfied with NTI. Very satisfied students (60%) always understood the expectations for NTI vs. 6% of dissatisfied students; 44% of very satisfied students received a lot of feedback vs. 16% of dissatisfied students.
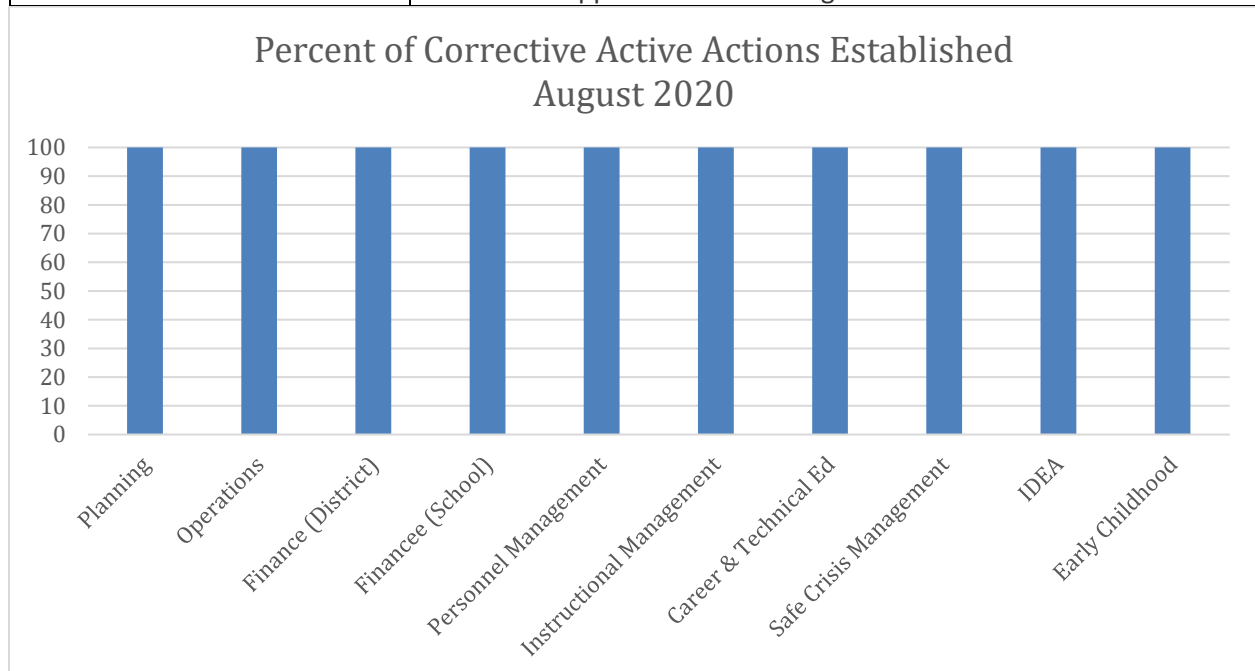
Key areas of improvement included the following:
- **Ensure family contact information is up-to-date:** 35% of families reported not receiving phone calls. Because staff reported the most common way to communicate with parents was through phone calls and emails, it is imperative that contact information be kept up-to-date.
- **Continue to ensure equity in device access:** 7% of parents reported no devices in their home (not including cell phones and JCPS-loaned Chromebooks); While 13% of African-American/Black families and 8% of Latinx families reported no devices, 5% of White families reported no devices. 11% of teachers had to share their devices with other family members for NTI or their device did not function the entire time. Considerations to ensure each employee has a device solely for their job function is essential. 28% of students had to share a device in their home during NTI. There were differences by race/ethnicity groups with African-American/Black and Latinx students more likely to have to share (1 out of 3) than White students (1 out of 5).
- **Ensure connectedness with school and teachers***: When students were asked what they liked LEAST about the NTI period, the options selected most often included 'Being away from my teacher(s)' (64%) and 'Being away from my friends' (79%).

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.
Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Priorities/Concerns	Description
CSI School Identifications	JCPS had 35 CSI schools identified in 2018-2019. Because of COVID-19, designations remained the same for the 2020-2021 school year.
Racial Equity: Achievement and Achievement Gaps	Overall, achievement variability between schools is a concern. As can be noted in the attachment with school level disaggregation, we have a large range of performance among our schools. Additionally, an area of concern is the achievement gaps that exist between our student groups. For example, as can be seen on the charts following this page, at the elementary level, 61% of White students are proficient/distinguished in reading compared to 27% of Black students and in Math, 54% of White students are proficient/distinguished in compared to 21% of Black students.
Racial Equity: Disproportionality in Behavior Data	Of all suspensions in 2018-2019, 67% are represented by Black students. Though suspensions declined in 2019-2020, the disproportionality for Black students remained the same (67%).
Corrective Action Plan	As the district is currently implementing corrective action plans, a continued priority area is ensuring that the district implements the needed changes to address the CAPs. See below for the most recent update on the status of the Corrective Action Plans. Now that JCPS has 100% of the CAP actions established, the priority is to ensure continued support and monitoring of all the established actions.

Percent of Corrective Active Actions Established
August 2020

School	Lvl	Student Group	grade	% Nov (16-17)	% Nov (17-18)	% Nov (18-19)	% P/D (16-17)	% P/D (17-18)	% P/D (18-19)
---District Total---	ES	**All Students**	ALL 3-5	31.6	28.7	29.8	46.5	46.5	45.5
---District Total---	ES	White (Non-Hispanic)	ALL 3-5	20.6	17.8	18.5	60.1	60.9	60.5
---District Total---	ES	African American	ALL 3-5	46.9	43.1	44.9	28.9	28.3	27.3
---District Total---	ES	Hispanic	ALL 3-5	32.3	30.0	30.2	40.3	41.5	41.1
---District Total---	ES	Asian	ALL 3-5	17.6	14.7	14.6	68.6	67.9	66.1
---District Total---	ES	Two or more races	ALL 3-5	27.3	24.6	26.0	50.1	50.7	48.4
---District Total---	ES	English Learners	ALL 3-5	54.0	45.9	38.1	18.4	21.9	31.5
---District Total---	ES	Free/Reduced-Price Meals	ALL 3-5	39.6	36.1	37.3	35.8	36.1	35.1
---District Total---	ES	Disability-With IEP (Total)	ALL 3-5	55.5	56.0	57.0	22.6	21.0	17.9
---District Total---	MS	**All Students**	ALL 6-8	29.4	28.1	29.6	47.3	51.0	49.7
---District Total---	MS	White (Non-Hispanic)	ALL 6-8	19.1	17.9	19.3	60.6	64.6	63.2
---District Total---	MS	African American	ALL 6-8	43.8	42.5	43.7	29.8	33.6	32.6
---District Total---	MS	Hispanic	ALL 6-8	29.9	27.4	29.3	41.7	46.4	45.8
---District Total---	MS	Asian	ALL 6-8	14.6	14.3	12.7	69.3	71.9	74.2
---District Total---	MS	Two or more races	ALL 6-8	25.4	22.6	23.8	51.0	54.6	54.4
---District Total---	MS	English Learners	ALL 6-8	69.1	66.6	60.7	8.5	8.6	14.6
---District Total---	MS	Free/Reduced-Price Meals	ALL 6-8	38.1	36.0	37.2	35.1	40.1	39.2
---District Total---	MS	Disability-With IEP (Total)	ALL 6-8	61.9	63.5	63.9	14.2	15.4	15.0
---District Total---	HS	**All Students**	ALL 9-12	39.4	35.8	39.0	50.2	38.9	37.2
---District Total---	HS	White (Non-Hispanic)	ALL 9-12	27.1	24.2	25.5	63.2	52.6	52.6
---District Total---	HS	African American	ALL 9-12	56.4	51.0	54.2	32.2	19.9	20.2
---District Total---	HS	Hispanic	ALL 9-12	44.3	44.4	51.1	43.1	31.1	23.7
---District Total---	HS	Asian	ALL 9-12	33.0	27.6	27.8	61.0	54.5	50.9
---District Total---	HS	Two or more races	ALL 9-12	31.8	24.8	36.8	57.8	45.9	33.5
---District Total---	HS	English Learners	ALL 9-12	89.6	85.4	77.6	5.3	1.4	5.2
---District Total---	HS	Free/Reduced-Price Meals	ALL 9-12	50.9	46.2	49.2	37.8	26.4	25.2
---District Total---	HS	Disability-With IEP (Total)	ALL 9-12	74.8	67.3	68.9	11.6	13.0	11.1

JEFFERSON COUNTY PUBLIC SCHOOLS
KPREP TREND 2017 TO 2019
by Grade and Student Group

READING

PERCENT NOVICE AND PERCENT PROFICIENT / DISTINGUISHED (P/D)

Source: ARSI, JCPS

MATH

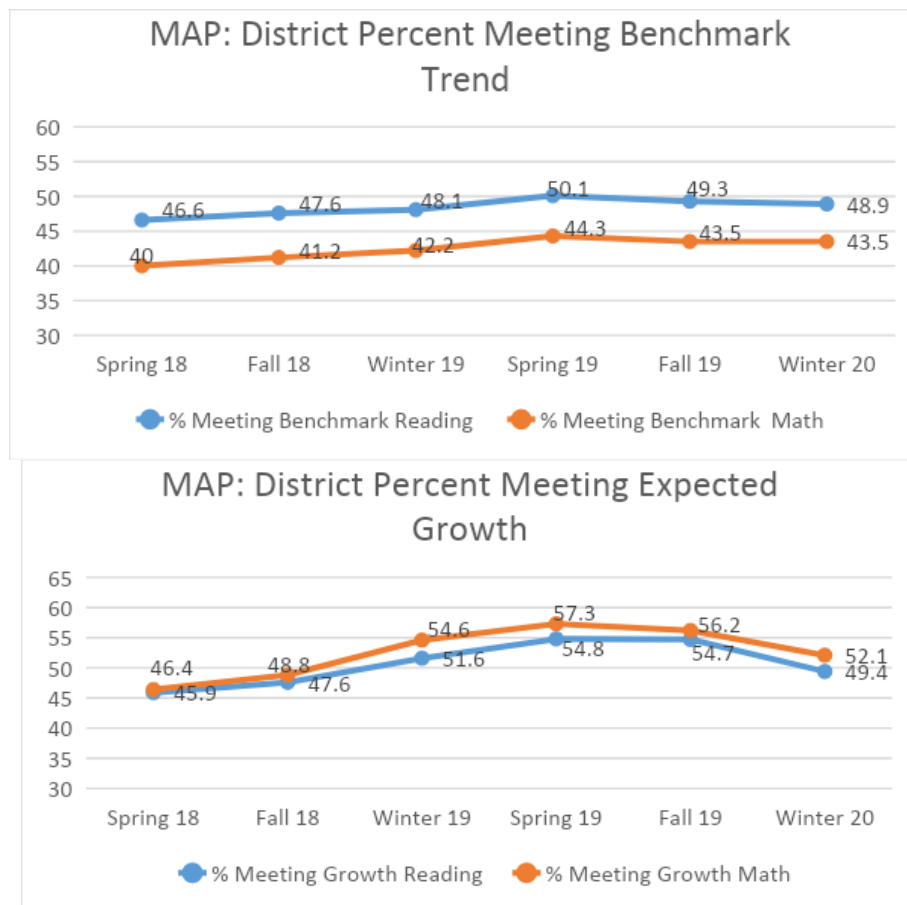| School	Lvl	Student Group	grade	% Nov (16-17)	% Nov (17-18)	% Nov (18-19)	% P/D (16-17)	% P/D (17-18)	% P/D (18-19)
---District Total---	ES	All Students	ALL 3-5	21.7	27.3	28.2	45.2	41.3	39.7
---District Total---	ES	White (Non-Hispanic)	ALL 3-5	13.1	17.1	16.9	57.9	54.9	53.7
---District Total---	ES	African American	ALL 3-5	34.2	42.0	43.9	27.1	22.8	21.3
---District Total---	ES	Hispanic	ALL 3-5	20.8	26.0	28.3	42.7	38.8	35.4
---District Total---	ES	Asian	ALL 3-5	8.9	9.2	9.3	75.3	70.9	70.4
---District Total---	ES	Two or more races	ALL 3-5	20.0	24.6	23.1	46.4	43.5	42.3
---District Total---	ES	English Learners	ALL 3-5	38.1	39.7	39.6	23.4	21.3	21.8
---District Total---	ES	Free/Reduced-Price Meals	ALL 3-5	27.8	34.5	35.4	35.0	31.0	29.0
---District Total---	ES	Disability-With IEP (Total)	ALL 3-5	47.3	55.8	57.2	18.4	15.8	14.8
---District Total---	MS	All Students	ALL 6-8	26.3	23.5	24.8	39.4	37.8	35.2
---District Total---	MS	White (Non-Hispanic)	ALL 6-8	17.7	15.1	15.7	51.8	50.4	48.3
---District Total---	MS	African American	ALL 6-8	39.0	35.5	37.3	22.7	21.1	19.1
---District Total---	MS	Hispanic	ALL 6-8	25.6	23.4	23.3	33.6	30.4	29.2
---District Total---	MS	Asian	ALL 6-8	9.6	8.4	9.6	70.3	70.3	68.3
---District Total---	MS	Two or more races	ALL 6-8	22.9	19.5	22.2	38.0	40.2	34.6
---District Total---	MS	English Learners	ALL 6-8	56.6	50.0	53.1	7.7	6.6	4.5
---District Total---	MS	Free/Reduced-Price Meals	ALL 6-8	34.0	29.9	31.0	27.2	26.3	24.4
---District Total---	MS	Disability-With IEP (Total)	ALL 6-8	57.8	56.0	57.6	8.5	8.0	7.3
---District Total---	HS	All Students	ALL 9-12	26.8	36.1	38.8	36.0	31.8	30.5
---District Total---	HS	White (Non-Hispanic)	ALL 9-12	19.4	25.8	26.9	46.0	43.9	44.6
---District Total---	HS	African American	ALL 9-12	39.8	50.2	53.2	18.4	13.9	13.5
---District Total---	HS	Hispanic	ALL 9-12	25.2	43.6	47.0	33.5	24.6	18.7
---District Total---	HS	Asian	ALL 9-12	12.5	23.7	25.3	63.1	55.6	55.2
---District Total---	HS	Two or more races	ALL 9-12	20.0	24.7	39.3	43.0	39.2	26.2
---District Total---	HS	English Learners	ALL 9-12	48.8	76.5	77.9	13.2	2.3	3.4
---District Total---	HS	Free/Reduced-Price Meals	ALL 9-12	33.8	45.9	48.9	25.7	19.1	18.3
---District Total---	HS	Disability-With IEP (Total)	ALL 9-12	60.1	71.0	72.5	8.9	6.5	4.3

Source: ARSI, JCPS

Trends

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

Academic Areas of Improvement

Our most recent MAP assessment was administered in Winter of 2019-20 and MAP data showed the following trend in percent of students meeting grade-level benchmarks and expected growth (see charts below). Steady progress has been made in the percent of students meeting benchmark since the beginning of MAP administration in 2017-2018. Based on the most recent KPREP trend data and the MAP data, the area of improvement that remains is the percent of JCPS students meeting grade-level benchmarks in Reading and Math.

MAP: District Percent Meeting Benchmark Trend

	Spring 18	Fall 18	Winter 19	Spring 19	Fall 19	Winter 20
% Meeting Benchmark Reading	46.6	47.6	48.1	50.1	49.3	48.9
% Meeting Benchmark Math	40	41.2	42.2	44.3	43.5	43.5

MAP: District Percent Meeting Expected Growth

	Spring 18	Fall 18	Winter 19	Spring 19	Fall 19	Winter 20
% Meeting Growth Reading	45.9	47.6	51.6	54.8	54.7	49.4
% Meeting Growth Math	46.4	48.8	54.6	57.3	56.2	52.1

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

Cultural Areas of Improvement

The percentage of respondents reporting they were satisfied with JCPS are shown in the chart below, with satisfaction ranging from 61% for high school students to 84% for parents. In general, satisfaction rates have remained stable over the last few years, but continues to show a developmental/grade-level decline in culture and climate as reported by students.

Percent Satisfaction with JCPS by Group

Culture & Climate – Overall Satisfaction
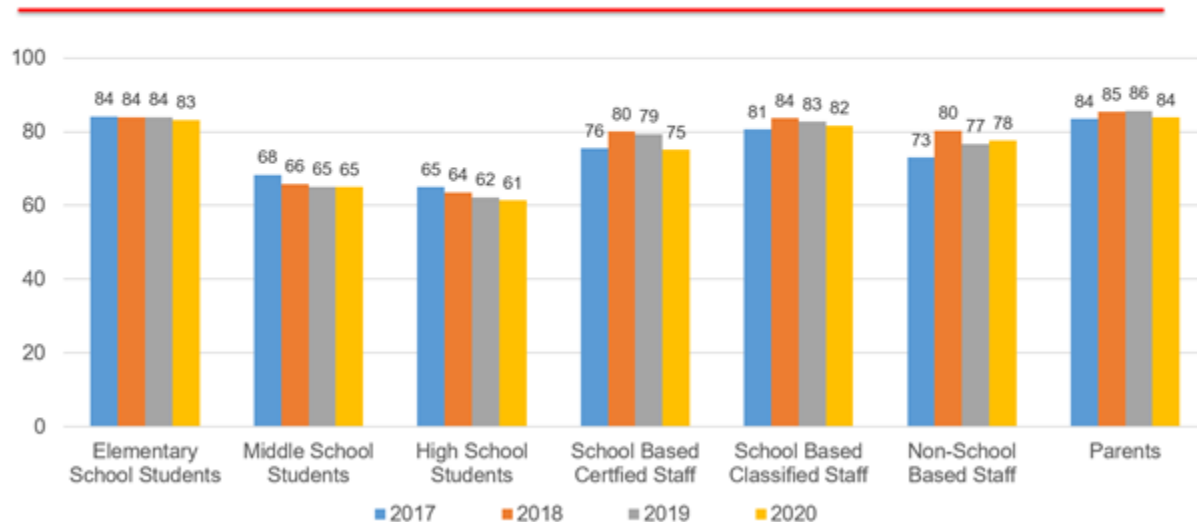
Behavioral Measures of Improvement

In 2018-2019, there were a total of 1,943 suspensions at the elementary level, 8,023 suspensions at the middle school level, and 8,847 suspensions at the high school level. In 2019-2020, there were a total of 1,493 suspensions at the elementary level, 6,190 suspensions at the middle school level, and 7,057 suspensions at the high school level.   This represents a 23% decrease from the 18-19 school year, although careful interpretation is needed due to COVID-19. The area of improvement related to this area is with disproportionality as noted earlier. Of all suspensions in 2018-2019, 67% are represented by Black students. Though suspensions declined in 2019-2020, the disproportionality for Black students remained the same (67%).

Number of Out-of-School Suspensions	2017-2018	2018-2019	2019-2020
Elementary	4339	1943	1493
Middle	8224	8023	6190
High	9312	8847	7057
Total (all levels plus special schools)	23519	20440	15797

Source: JCPS Data Books and KDE School Report Card

Potential Source of Problem

Which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

The district is focused on improving all key core work processes through its implementation of the Six Essential Systems for a Strong Learning Climate. Key work processes (aligned with JCPS Six Systems) are highlighted for more intense focus below. Though, JCPS is currently operating with NTI, each of these areas continue to be a focus for our district.

Potential Areas of Concern	Description
Key Core Work Processes 1 and 2: Design and Deploy Standards and Design and Deliver Instruction (Six Systems 1 and 3: Standards Implementation and Instructional Planning and Practice)	● What the academic data tells us is that core instruction of grade-level content standards is a priority. JCPS will continue to implement laser-like focus on deep implementation of the Six Systems Success Criteria. ● As described in our protocol section, JCPS is implementing more intensive monitoring and feedback routines around instructional systems.
Key Core Work Process 5: Design, Align and Deliver Support (Six Systems 5: Academic and Behavioral Supports)	● Racial Equity Plan Focus: Our MAP disaggregated data tells us we have an over-representation of students in the lowest decile range, especially among student of color. What this means is that we must increase focus on acceleration plans using MAP data to increase proficiency rates. ● Racial Equity Plan Focus: The disproportionality data in both academic and non-academic areas tells us we must continue our intense support and implementation of the district Racial Equity Plan. ● Our NTI surveys show that 22% of students reported high stress/anxiety about NTI and supports for students are especially critical when we do not see students in-person.
Key Core Work Process 6: Establish Learning Culture and Environment	● In order to improve the potential areas of concern, JCPS must improve the Instructional Feedback and

| (Six Systems 6: Instructional Feedback and Professional Learning) | Professional Learning system. In this system, a common instructional framework is present throughout every class in the school and the feedback/coaching is provided to teachers on a regular basis supports that framework. One of the most important components of learning and growth in any profession, including student learning, is through regular feedback and coaching. Without specific and personal feedback and coaching, growth will not occur. School culture improves because educators get both positive feedback and ways in which they can grow and improve. |

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.
Example: Graduation rate has increased from 77% the last three years to its current rate of 80%.

Highlights from the past school year include the following:

Increased Minority Hiring and Retention
- Largest number of Teachers of Color in JCPS: 1117
- Largest number of Black Male Teachers hired in JCPS: 213
- Reduced attrition of Black teachers from 14% to 7%
- 67% of the last 12 principals hired are Black

Increased Career and Technical Education Completers –
- The percentage of the 12th-grade cohort that have completed at least one career and technical education (CTE) course increased from 25% in the 18-19 SY to 28% in the 19-20 SY.

Increased Gifted/Talented Identification –
- The number of students identified as gifted/talented increased by over 3,000 students, from 11,889 students in the 18-19 school year to 14,961 students in the 19-20 school year.
- The number of students of color who were identified as gifted/talented increased by 1,626 students, from 4,627 students in the 18-19 SY to 6,253 in the 19-20 SY

Increased Dual Credit Enrollment
- The number of enrollments, course completers, and students with qualifying grade all increased from the 18-19 to 19-20 school year
- The number of students with qualifying grade in a dual credit course increased by 917 students, from 1,382 in the 18-19 SY to 2,299 in the 19-20 SY
- The number of students of color who with qualifying grade increased by 530 students, from 605 students in the 18-19 SY to 1,135 in the 19-20 SY

Increased Teacher Credentials
- The percentage of teachers Certified By National Board Professional Teaching Standards increased from 6.9% in the 18-19 SY to 8.1% in the 19-20 SY

Increased Graduation
- Graduation rate increased from 82.9% in 2018-2019 to 84.15% in 2019-2020.