



****2021-22 Phase Three: The Superintendent Gap
Assurance_09222021_JeffersonCounty**

2021-22 Phase Three: The Superintendent Gap Assurance

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

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

Gap Target Assurance

As superintendent of the district, I hereby certify either:

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

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

KDE Note: When completing the 2021-2022 Phase Three: Superintendent Gap Assurance, superintendents should use 2017-2018 and 2018-2019 data. Please note that while the answer to this year's gap assurance will be the same entry as the previous year.

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

Data from 2017-18, 2018-19, and if available data from 2019-20 was examined. In 2018-2019 accountability data, schools that showed improvement in any area from 2017-2018 were able to exit TSI status. Schools that did not show improvement among any of those markers were relabeled ATSI and two schools fell into that category: Ballard and Seneca High Schools for the academic performance of students with disabilities. Seneca made progress in 2019-2020 for their students with disability in graduation per the School Report Card, though ATSI status was not removed (due to no accountability changes). In the 2018-2019 school year, 9 schools were identified with significant gaps and had a star removed due to a significant gap: Brandeis ES, Dunn ES, Stopher ES, Tully ES, Jefferson County Traditional MS, Meyzeek MS, Noe MS, Atherton HS, and Brown School. Lastly the following schools were identified as TSI status in 2017-2018 and continued to have a identified significant gap in 2018-2019 with the same student group (failing to reduce gap in achievement for the last 2 years): Highland MS, Lincoln ES, Meyzeek MS, Newburg MS, Noe MS, St. Matthews ES, and Western MS. The JCPS District Racial Equity Policy has required schools to develop a Racial Equity Plan that identifies gaps at their schools. Schools describe their strategies and actions to address their gaps in their CSIP and are monitored through the district's Equity Monitoring Protocol Tool (EMPT).