

***2021-22 JCPS District Phase Three: Executive Summary for Districts**

2021-22 Phase Three: Executive Summary for Districts

Jefferson County

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TABLE OF CONTENTS

2021-22 Phase Three: Executive Summary for Districts 3
Attachment Summary..... 8

2021-22 Phase Three: Executive Summary for Districts

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Description of the District

Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

Jefferson County Public Schools is located in Louisville, Kentucky, in the Ohio River Valley. The school District has roots as early as 1829 when Louisville Public Schools began as an independent system in Louisville and then, later, Jefferson County School District, a county district, merged with Louisville Public Schools to form one District in 1975 called and remained Jefferson County Public Schools (JCPS). JCPS is the largest public school-system for the Louisville metropolitan area (Louisville-Metro), serving 81% of all school-age children. JCPS is the 30th largest school-district in the United States with 167 schools, 6153 teachers, and 95,411 preschool through high-school students.

The diversity of students enrolled in JCPS is considered an asset for our students, staff, and community. There are over 140 languages spoken in JCPS; in fact, our English as a Second Language (ESL) population has continued to rapidly grow increasing from 5,986 students in 16-17 to 9,005 in 20-21 to 11,121 in 21-22. which is a percentage increase of 86% in the last 5 years. Thirty-nine percent of the student population in JCPS are White, 37% African-American, 13% Hispanic, and 11% identify as other ethnic minorities. Approximately 68% percent of JCPS students qualify for free or reduced lunch and over 12,000 receive exceptional childhood education (ECE) services. Our long- term trend shows a large increase in the number of students who qualify for free and reduced lunch from 55% in 2006-07 to 68% in 2021-2022, though the percentage has remained relatively stable over the past few years. JCPS serves over 3900 homeless students. This translates to approximately 4% of JCPS students experiencing instability in living situations ranging from shelters to families doubling up in single family housing by staying in relatives' or friends' homes.

A 2018 report released by the Greater Louisville Project found that when compared to peer cities (similar size and demographic data), Louisville-Metro ranked 10th out of 17 for the percent of the population living in areas of concentrated poverty. In Louisville, one out of every seven people live in concentrated poverty. The highest concentration of poverty is located in four Louisville neighborhoods, comprising 7.5% of the total population, which is disproportionately high with African Americans living in these areas as opposed to other racial or ethnic groups. Louisville's ranking in adults with a bachelor's degree has increased from 14th to 11th among that 17 peer cities. Louisville-Metro encompasses all of Jefferson County, Kentucky and is the largest city in the state (1.3 million), with over 600,000 residing in Jefferson County.

According to the 2018 Greater Louisville Project Report, 35% of Jefferson County residents have at least a bachelor's degree and 38% of young adults (between ages 25-34) have a bachelor's degree or higher. Education, health care, manufacturing, retail, and social assistance industries provide 46.6% of the area's jobs. The median income is \$33,300 and Louisville ranks 6th out of 17th in median earnings compared to peer districts. Advanced Manufacturing and Business Services have historically been a strength of the Louisville Metro and, in 2018, was named A Top 10 City where Manufacturing is Thriving by Forbes Magazine. According to the City of Louisville, the metro area is home to the nation's largest restaurant headquarters and the nation's highest concentration of lifelong-wellness and aging-care companies.

Approximately 6,153 teachers are employed by JCPS and are guided by the Vision Statement "All Jefferson County Public School students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world." JCPS teachers have an average of 11.6 years of experience and 84% have a master's degree or higher. A total of 8.3% of teachers are National Board Certified. JCPS is under the leadership of Dr. Marty Pollio, who is in his fifth year as the Superintendent of JCPS. The governing authority of JCPS is a seven member publicly elected Board of Education.

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.
Describe how the district embodies its purpose through its program offerings and expectations for students.

As a District serving a diverse and urban community with varied needs, we are committed to a purpose that includes moving each student toward greater success no matter where they begin. Our core values embody this commitment and guide our work. Adults in this system steward our students by offering opportunities and environments these incorporate these core values: caring, equity, excellence, respect, individuality, diversity, opportunity, creativity, collaboration, and stewardship. Our vision and mission are aligned with these values and identify our expectations for every student as well as the educators and the community who support them. The vision of JCPS is that "All Jefferson County Public School students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world." To that end, our mission is "To challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments. "Our strategic plan - Vision 2020: Excellence with Equity - clearly lays out what we should be doing, measuring, and expecting as outcomes to achieve this mission.

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

In 2018-2019, a guidance document called Vision 2020 in Action was developed to provide a roadmap in executing the strategic plan. It aligns the focus areas to specific pillars: Backpack of Success Skills, Culture and Climate, and Racial Equity. The Backpack of Success Skills, aligned to the focus area of Learning, is a digital portfolio and product of our District-wide work around Deeper Learning in the previous two years. The Backpack, housed digitally for every student, reflects choices of best work from the school-year and is defended by the student at the 5th, 8th, and 12th grades. The pillar of Culture and Climate is aligned to the Culture and Climate focus area and advances the work of our Transforming the Instructional Core. The work around Racial Equity, the third pillar, aligns to the Organizational Coherence area of focus and resulted in the development of a Racial Equity Plan for each school with a focus on closing the achievement gap and addressing inequities found in data and obtained from feedback. The District's Office of Diversity, Equity, and Poverty leads the work of envisioning equity across our academic programs and services that respond to the needs of a diverse student population and prepare all students for a changing workplace within a global economy.

These three pillars are district-wide and are the basis for the rest of the work in the coming years as we accomplish Vision 2020. Programs offerings and initiatives that have supported the strategic

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

Starting in 2018-2019, every student K-12 in JCPS began gathering digital artifacts that demonstrates their competency in the five JCPS Success Skills and knowledge of content standards and skills. The artifacts are evidence of how students have been involved in more relevant, engaging learning opportunities demonstrating transition readiness. The Backpack, housed digitally for every student, provides a space for students to upload various assignments or performance tasks that would be evidence for sharing during their defenses of learning at grades 5, 8, and 12. Over 20,000 student defenses were held by the end of the 2018-2019 school year. In 2020, COVID-19 disrupted student defenses. About 19,000 student defenses were held in the 2019-2020 school year. For 2020-2021, schools had over 23,000 student defenses by the end of the school year.

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

Notable Achievements and Areas of Improvement

Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

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

In 2018-2019, JCPS launched the Racial Equity Institute which provided District-wide training to staff on the most recent research and strategies to support students from diverse backgrounds. Successes from the Racial Equity policy are beginning to emerge in the outcome data. The most recent data updated in October 2020 showed we currently have the largest number of teachers of

color (1,117) and the largest number of Black male teachers hired (213) in the past few years. Attrition of Black teachers has been reduced from 14% to 7% and 67% of the last 12 principals hired were Black. Student data from 2019-2020 showed over 50% of students of color meeting or exceeding expected growth on the MAP Reading and Math assessments. The number of students of color who were identified as gifted/talented increased by 1,469 students, from 4,627 students in the 2018-2019 school year to 6,096 in the 2020-2021 school year.

In January 2019, JCPS also successfully hosted an Accreditation Engagement Review from AdvancED (now Cognia). The findings from the engagement review found that there was a “culture of hope and promise” within JCPS and that “through the concerted efforts of the system leadership, a renewed energy and excitement is beginning to permeate the school system.” The 2018-2019 state accountability data and 2019-2020 state data signified areas showing growth and areas still needing improvement.

The percentage of students that were transition ready increased from 49.8 % in 2018 to 53.0% in 2019. Overall, proficiency rates declined slightly from last year (1-3%) across the content areas. Fewer significant gaps identified, signaling initial positive impacts of the racial equity pillar. Of the 64 TSI schools in 2017-2018, 62 exited Targeted Support and Improvement (TSI) status. Nine of 21 schools exited CSI status. However, 23 new schools were identified as CSI for a total of 35 CSI schools. Due to COVID-19, designations remained the same for the 2020-2021 school year. One CSI school (Roosevelt-Perry) closed, and 34 schools remained CSI status in the 2021-2022 school year.

The percentage of the 12th-grade cohort that have completed at least one career and technical education (CTE) course increased from 25% in the 2018-2019 school year to 28% in the 19-20 school year. The number of enrollments, course completers, and students with qualifying grade all increased from the 2018-2019 year to the 2019-2020 school year. The number of students with qualifying grade in a dual credit course increased by 917 students, from 1,382 in the 2018-2019 school year to 2,299 in the 2019-2020 school year. The number of students of color with qualifying grade increased by 530 students, from 605 students in the 2018-2019 school year to 1,135 in the 2019-2020 school year. Graduation rate increased from 82.9% in 2018-2019 to 84.15% in 2019-2020 to 84.3% in 2020-2021.

In Fall of 2019, results from the 2019 National Assessment of Educational Progress (NAEP) test (also known as the Nation's Report Card) were released. JCPS is among 27 trial urban Districts in large metropolitan areas that volunteer for this fourth- and eighth-grade testing program. Overall, Jefferson County Public Schools (JCPS) is on par with large cities throughout the nation in both reading and math. Overall, JCPS fourth- and eighth-grader scored no different from large cities in both reading and math but lower than public schools nationally. In reading, JCPS fourth-graders scored (214) higher than 13 of the 27 school Districts while eighth- graders scored (258) higher than 14 Districts. In math, JCPS fourth-graders scored (232) higher than 7 other school Districts while eighth-graders scored (273) higher than 13 school Districts. When comparing NAEP 2019 results to the 2017 results, JCPS is ticking up in grade 8 math, even showing a significant increase in performance among students eligible for the national school lunch program. However, scores significantly declined for students in grade 4 Reading.

JCPS is fortunate to have strong, well-established governmental and corporate partnerships within the Louisville- Metro community. JCPS partnered with Ford Next-Generation Learning, and in 2017-2018 launched the Academies of Louisville in 11 high schools as each met the following components: 1) Freshman Academy, 2) Cohort scheduled- cross curricular teaming with all students scheduled into 4-course sequence leading to credential, 3) Advisory Program, 4) Project-based learning as a main instructional strategy, and 5) Data-driven responsive systems of support and interventions. In 2019-2020, the Academies of Louisville has expanded to 15 JCPS high

schools. The Academies of Louisville has already garnered national attention, including coverage on CNBC. JCPS also partners with Evolve 502 as part of an on-going commitment to help thousands of Jefferson County Public School graduates pursue the dream of a college education.

More recently, the KDE School Climate and Safety 2021 survey suggested that about 90% of students from all school levels agreed or strongly agreed that their school is a caring environment. Additionally, about 80% or more of students at all levels agreed or strongly agreed that they felt like they were part of their school. Further, there were no significant gaps among student groups in responses to these items.

Data also suggested some areas for improvement. Our primary concerns or priorities for the next few years are COVID-19 recovery and racial equity, including achievement and achievement gaps and behavior. Based on 2021 Fall MAP data, the overall achievement declined in reading and math from Winter 2019-2020. Although the overall trend parallels the nation, the decline was more pronounced in math (from 43.5% to 34.1%) than reading (48.9% to 45.5%). The decline in MAP scores after return to school in 2021-2022 suggested a wide-range racial equity gap between our highest and lowest performing groups (35% gap in reading and 43% gap in math). Also, while middle and high school students remained more constant in reading, elementary students showed declines from 2 years ago. Additionally, although the overall suspensions in 2019-2020 declined from the previous year, the disproportionality for Black students remained the same (67%). The trend data for 2021-2022 shows about 68% in this disproportionality through the first 39 days of the school year.

In November of 2021, two historic events were announced. April Brooks was announced as JCPS' first woman and first woman of color to serve as the district's Athletic Director. In addition, Governor Beshear announced the "Everybody Counts" initiative, an new initiative that connects JCPS seniors with college education and jobs at 4 of Louisville's largest employers: UPS, GE Appliances, Kroger, and Ford. This initiative starts with the Class of 2022.

Additional Information

Districts Supporting CSI/TSI (including ATSI) Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

In 2018-2019, JCPS created an office of Accelerated Improvement Schools (AIS). The office was designed to provide supports to CSI/TSI schools as well as schools that are identified as potentially becoming a CSI school. Currently, the AIS department is focused on serving our CSI schools. Each school receives differentiated support from the District staff and assistant superintendents and are given special emphasis, support, resources, and attention when the District makes decisions in order to foster success. Support for the AIS schools in 2019-2020 include funding for 5 structured professional development days, additional District resource teachers to support AIS schools, and stipends to increase teacher retention. Monitoring of progress on school improvement efforts are led by the Accelerated Improvement School office and includes routines that examine each schools vital signs (key performance indicators), and implementation checks of school turnaround efforts through Collaborative Calibration Visits (CCVs). In 2020-2021, the district received approximately 5 million dollars in funding to support our CSI/TSI schools with a multitude of improvement efforts including building capacity in improvement science, coaching, principal leadership institutes, technology infrastructure and professional learning opportunities for staff and leadership teams.

Additional Information

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

During 2017-2018, JCPS underwent a Kentucky Department of Education (KDE) Management Review and Audit. As a result, the District was responsible for implementing Corrective Action Plans (CAPs) to improve organizational management and monitoring processes. The agreement stated that KDE would audit the District again in 2020 and until the conclusion of that audit, the superintendent will provide a monthly written and oral report to the commissioner and the superintendent or his designee will appear in person to provide a report to the Kentucky Board of Education at its regularly scheduled bi-monthly meetings. As of August 2020, 100% of the corrective actions were established. In September 2020, KDE conducted a Governance review which resulted in the state releasing JCPS from state oversight and avoiding a state takeover. The audit found significant improvement in all areas, including CTE, finance, and professional development opportunities. The KDE team also suggested areas for improvement, including services for special education students and the use of physical restraints.

While JCPS has been formally released from our corrective action plan, JCPS has implemented the following monitoring systems ensure high levels of implementation and accountability. Each month, District leaders provide progress notes and upload associated evidence for key action items outlined in the 10 corrective action plans. These monitoring reports align with the District Master Calendar routine, ensure that CAP monitoring systems continue and serve as a succession planning resource. Additionally, Cabinet reviews CAP updates that are focused on high risk/high impact action items to provide opportunities for feedback and course corrections.

In Fall 2020, JCPS opened the new school, Grace James Academy of Excellence, that opened as a STEAM (science, technology, engineering, art, and math) academy with an Afrocentric curriculum that serves females. The school serves as a female counterpart to the successful W.E.B. Dubois Academy that serves males with an Afrocentric curriculum, and will address the disproportionate inequities often experienced by females of color.

At the end of the 2019-2020 and 2020-2021 school years, JCPS and the nation were greatly impacted by the COVID-19 pandemic. This pandemic has created both challenges and opportunities for the district. During this time, 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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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