



## 2023-2024 Phase One: 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 168 schools, 6,033 teachers, and 96,148 pre-school through high-school students. Approximately 6,033 teachers are employed by JCPS, with an average of 15.6 years of experience, and 83% have a master's degree or higher. A total of 5.7% of teachers are National Board Certified. JCPS is under the leadership of Dr. Marty Pollio, who is in his sixth year as the Superintendent of JCPS. The governing authority of JCPS is a seven-member publicly elected Board of Education.

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

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

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

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

### District Stakeholders

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

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

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

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

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

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

### District's Purpose

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

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

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

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

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

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

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

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

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

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

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

### Notable Achievements and Areas of Improvement

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

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

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

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

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

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

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

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

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

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



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

### Additional Information

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

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

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

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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