# JCPS 2024-2025 Phase Two: The Needs Assessment for Districts

2024-2025 Phase Two: The Needs Assessment for Districts

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# 2024-2025 Phase Two: The Needs Assessment for Districts
## Understanding Continuous Improvement: The Needs Assessment for Districts

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the aspects of teaching and learning that affect performance must guide the work. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that they will address 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 to 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

1. Clearly detail the process used for reviewing, analyzing and applying data results as you conducted this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings were documented.

See Attachment

## ATTACHMENTS

## Attachment Name

📄 JCPS Needs Assessment and Key Elements 2025 - Updated

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?

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See Attachment

## ATTACHMENTS

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📄 JCPS Needs Assessment and Key Elements 2025 - Updated

Trends

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

**Example of Trends**

• The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.

• From 2022 to 2024, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

See Attachment

## ATTACHMENTS

### Attachment Name

📄 JCPS Needs Assessment and Key Elements 2025 - Updated

Current State

4. Describe in narrative form the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

**Example of Current Academic State:**

• Thirty-four percent of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.

• Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

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**Example of Non-Academic Current State:**

• Teacher attendance rate was 84% for the 2023-2024 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.

• Survey results and perception data indicated 74% of the district's teachers received adequate professional development.
   See Attachment

**ATTACHMENTS**

**Attachment Name**

📄 JCPS Needs Assessment and Key Elements 2025 - Updated

Priorities/Concerns

   5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

**NOTE:** You must thoroughly addressed these priorities in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

**Example:** Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

   See Attachment

**ATTACHMENTS**

**Attachment Name**

📄 JCPS Needs Assessment and Key Elements 2025 - Updated

Strengths/Leverages

   6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how the district will utilize the strengths and leverages to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of

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58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

See Attachment

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📄 JCPS Needs Assessment and Key Elements 2025 - Updated

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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 Results
KCWP 5: Design, Align and Deliver Support Processes
KCWP 6: Establish Learning Environment and Culture

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.

● **b. Upload your completed template in the attachment area directly below.**
**ATTACHMENTS**

**Attachment Name**

📄 JCPS Needs Assessment and Key Elements 2025 - Updated

8. After analyzing the Key Elements of your teaching and learning environment, on which two or three processes, practices or conditions will the district focus its resources and efforts to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** The Comprehensive District Improvement Plan (CDIP) diagnostic and template must thoroughly address these elements.

See Attachment

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# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|---|---|
| 📄 PDF<br><br>JCPS Needs Assessment and Key Elements 2025 - Updated | Jefferson County Public Schools Needs Assessment and Key Elements for Phase II of the 2024- 2025 CDIP process. This was updated with more current data and information as of November 2024. | • 1<br>• 2<br>• 3<br>• 4<br>• 5<br>• 6<br>• 7 |

# Comprehensive Improvement Planning for District

**District Name: Jefferson County Public Schools**
**The Needs Assessment Report**
**2024-2025**

## 1. Protocol

*Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.*

As part of the development of the 2024-2025 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 analyzed their 23-24 Kentucky Summative Assessment results and key performance indicators in academic and non-academic data from the first six weeks of the 24-25 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.

## 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 the Academic Schools Division meets as a team regularly 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 on key metrics (I.e., Vital Signs) occur every six weeks during the 2024-2025 school year with the Chief of Schools, Chief Academic Officer, Chief of Research, Assistant Superintendents and Executive Administrators. 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.

In 2024 after soliciting community input, the Jefferson County Board of Education (JCBE) approved a set of priorities for the next five years. As part of the Student Outcomes-Focused Governance (SOFG) framework, the JCBE adopted goals and guardrails to help guide the Board's decision-making. The JCBE approved five goals and five guardrails outlined here: https://www.jefferson.kyschools.us/o/jcps/page/goals-and-guardrails. Progress on the goals and guardrails are discussed during monitoring sessions at the Jefferson County Board of Education meetings.

**Cabinet**

Sponsor: Superintendent

| Team Member | Position |
|---|---|
| Marty Pollio | Superintendent |
| Terra Greenwell | Chief Academic Officer |
| Eric Satterly | Chief Information Officer |
| Kevin Brown | Chief, General Counsel |
| Carolyn Callahan | Chief, Communications and Community Relations Officer |
| Kim Chevalier | Chief, Exceptional Child Education |
| Dena Dossett | Chief, Accountability, Research, & Systems Improvement |
| Cynthia Grohmann | Interim Chief, Human Resources |
| Edward Muns | Chief Financial Officer |
| Katy Deferrari | Chief of Staff |
| John Marshall | Chief Equity Officer |
| Robert Moore | Chief of Schools |
| Robert Fulk | Chief Operations Officer |

**Academic Schools Division**

Sponsor: Chief of Schools

| Team Member | Position |
|---|---|
| LaMesa Marks-Johns | Assistant Superintendent, Elementary Schools Zone 1 |
| Paige Hartstern | Assistant Superintendent, Elementary Schools Zone 2 |
| Jessica Rosenthal | Assistant Superintendent, Elementary Schools Zone 3 |
| Heather Benfield | Assistant Superintendent, Middle Schools |
| Joe Ellison | Assistant Superintendent, High Schools |
| Nate Meyer | Assistant Superintendent, Accelerated Improvement Schools |
| Desiree Bush | Executive Administrator, Elementary Schools Zone 1 |
| Michael Terry | Executive Administrator, Elementary Schools Zone 2 |
| Adrian Ford | Executive Administrator, Elementary Schools Zone 3 |
| Marcella Minogue | |

| | Executive Administrator, Middle Schools |
|---|---|
| Stacie Gamble | Executive Administrator, Middle Schools |
| Kim Morales | Executive Administrator, High Schools |
| Heather Moss | Executive Administrator, High Schools |
| Roshanda Johnson | Executive Administrator, Accelerated Improvement Schools |
| Tim Godbey | Executive Administrator, Accelerated Improvement Schools |

**Jefferson County Board of Education**

Sponsor: Board Chair

| Team Member | District |
|---|---|
| Gail Logan Strange | District 1 |
| Tricia Lister | District 2 |
| James Craig | District 3 |
| Joe Marshall | District 4 |
| Linda Duncan | District 5 |
| Corrie Shull | District 6, Board Chair |
| Sarah McIntosh | District 7 |

**Principal Meetings**

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 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 assessment results
- MAP Data (collected 3 times per year, typically)
- CERT Data (collected 3 times per year, typically for high school only)
- Transition readiness
  - Kindergarten Readiness (BRIGANCE®)

- o   Post-secondary readiness and graduation rate
- Journey to Success (Ready)
  - o   5<sup>th</sup>, 8<sup>th</sup>, 12<sup>th</sup> grade student defense of learning and milestones

**Student Data: Non-academic**

- Behavior (e.g., suspensions and referrals), including disproportionality
- Attendance (e.g., chronic absenteeism)
- Student perceptions of culture and climate (e.g., comprehensive school survey results)
- Demographic trends

**Educator and Organizational Data**

- Experience level and retention rate
- Staff attendance
- Staff perceptions of culture and climate surveys
- IMPACT Survey
- Teach Upbeat
- Family perception of culture and climate surveys

## Stakeholder Team Decision Processes for Prioritizing Work

District leadership (Superintendent, Cabinet, and 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://5il.co/2g38s. Comprehensive analysis of student and staff data suggests that improvements to work processes and practices around these three areas are needed to significantly advance success for all 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. 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 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.

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 asked: 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, reviewing multiple data to describe the current state, and articulating the future goals that JCPS is aiming to reach in the upcoming years.

In 2024, JCPS adopted new [Board Goals and Guardrails](#), aligned with community feedback, and following the Student Outcome Focused Governance framework. The SOFG framework is built around six research-informed competencies that describe school board behaviors and the degree to which they create the conditions for improvements in student outcomes: Vision & Goals, Values & Guardrails, Monitoring & Accountability, Communication & Collaboration, Unity & Trust, and Continuous Improvement. Note: Baseline data and annual goals and targets will be established in July 2025.

Goals-

1. The percentage of 5th grade students who score "ready" on the JCPS Academic Readiness measures will increase from % in June 2025 to % by June 2030.
2. The percentage of 8th grade students who score "ready" on the JCPS Academic Readiness measures will increase from % in June 2025 to % by June 2030.
3. The percentage of 12th grade students who score "ready" on the JCPS Academic Readiness measures will increase from % in June 2025 to % by June 2030.
4. The percentage of 3rd grade students who met their expected growth and/or achievement benchmarks (50th percentile) in Reading according to the Spring Map assessment will increase from 68% in June 2023 to 83% by June 2030.
5. The percentage of 8th grade students who met their expected growth and/or achievement benchmarks (50th percentile) in Math according to the Spring Map assessment will increase from 58% in June 2023 to 73% by June 2030.

Guardrails –

1. JCPS shall not allow unsafe conditions (either socially, emotionally, or physically)
2. JCPS shall not make significant decisions without first ensuring alignment with the Racial Equity Plan.
3. JCPS shall not make significant decisions without collaborating with impacted stakeholders.
4. JCPS shall not allow inequitable resource allocation for Exceptional Childhood Education (ECE) students and/or Multilingual Learners (ML) students.
5. JCPS shall not utilize more than the minimum number of district mandated assessments to monitor student outcomes.

Additionally, district leaders developed Interim Goals and Guardrails to allow for effective monitoring and accountability. The interim metrics serve as lead measures that should be knowable throughout the school year, influenceable by district leadership, and predictive of the goals and guardrails. Progress on meeting these goals will be reported at board meetings throughout the year.

## Progress Monitoring and Support

In order to monitor and track implementation of district and school implementation of the strategic plan strategies and activities, several continuous improvement processes have been implemented:

- **Formative Systems Reviews (FSRs)** 2 times per year: The Formative Systems Review (FSR) is a system-focused, formative look at the implementation of improvement strategies and activities. This progress-monitoring review provides feedback and next-step coaching and is used to calibrate needs and support. District administrators review progress, analyze implementation data provided by school administrators, identify strengths, and give clear, specific feedback designed for further improvement.
- **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. The Vital Signs were updated in fall 2024 to include metrics that align with the newly adopted Board Goals and Guardrails.
- **Comprehensive Systems Reviews (CSRs):** Schools are 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.

- **Academic School Division Meetings:** Zone/Level Asst Sup. teams review district actions for schools, provide feedback, and discuss emerging common needs across schools.
- **Principal Professional Learning Communities (PPLCs) –** Each zone/level Assistant Superintendents use this structure to bring principals together in small groups to discuss ideas, challenges and share ideas.
- **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) tool is utilized by PLCs within schools.

## 2. Review of Previous Plan

*Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?*

In reviewing the 23-24 Comprehensive District Improvement Plan, JCPS demonstrated encouraging results in many areas while showing the need for improvement in other areas. Overall, math proficiency rates increased slightly from last year while reading proficiency rates dipped slightly to the proficiency rate levels in 2022. In terms of success, JCPS maintained or improved their "change" rating in all indicators at all levels (except elementary EL progress). As a result, six schools exited CSI status and 11 schools exited TSI status. JCPS implemented district-wide curriculum in literacy and math this past school year. We expect to see continued growth as a result of implementing the district-wide K-8 curriculum.

JCPS exceeded our 23-24 objectives in post-secondary readiness and graduation rates for two consecutive years. The graduation rate (average of the four- and five-year rate) increased to 88 percent and every high school has a graduation rate above 80 percent. The 4-year graduation rate for African American students is 89%, which is an all-time high for African American students in the district. The class of 2024 had the highest postsecondary readiness rate in the history of the district with a rate of 82.1%. This is a 3.4 % increase from 2023. The achievement gap narrowed between African American and white students in graduation rate and postsecondary readiness.

Much of the success in readiness and graduation rates can be attributed to the strong implementation of several key Vision 2020 strategies and activities, such as the transition readiness continuum (2), personalized and engaging learning environments (4), community partnerships (5), Evolve502 (17), which are all critical components of our Academies of Louisville initiative.

However, we acknowledge there are areas needing improvement. At the middle and high school levels, JCPS fell short in reaching our proficiency and gap objectives based on the 23-24 KSA results. We have begun the process of renewing our focus on key Vision 2020 strategies

and actions that will provide opportunities tailored to each student level to accelerate student learning. We will continue to work on transforming our instructional core to ensure that we implement an aligned instructional core (i.e., standards, curriculum, instruction, assessment frameworks, and grading practices) and provide a professional development system that fosters deeper learning experiences for all students.  In terms of school level growth, JCPS had six schools exit CSI status. We did see success in our school redesign and innovation (13) key action and will continue to support this approach in this year's plan.

Lastly, the 23-24 CDIP called for an average satisfaction rate of 85% across all stakeholders as an objective for key culture and climate strategies and actions. While we did not reach our objective, our satisfaction rates have remained steady and within 2 percentage points from pre-COVID satisfaction rates. Respondents who reported they were satisfied with JCPS ranges from 51% to 82% for students and 67% to 71% among adults. The 2024 IMPACT KY survey results showed increases in all domains.  This year, we will continue to focus on strengthening our implementation of the racial equity plan (12) and high performing teams (10) as key strategies towards addressing climate and culture.

# 3. Trends

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

**Academic Areas of Improvement**

Spring MAP testing was completed in April 2024. During the assessment window, 65,299 of JCPS students in grades K-8 were assessed in math and reading. Altogether, approximately 93% of elementary and 92% of middle school students were assessed in both subjects. In the past, JCPS used the 50th achievement percentile on MAP as a rough grade-level benchmark. Students meeting the nationally normed benchmark were considered on grade-level. Now we are analyzing the achievement and conditional growth benchmarks to the 60th percentile. Based on our preliminary analyses, the higher benchmark is a more accurate indicator of proficiency than the 50th percentile.

JCPS adjusted the assessment landscape last year by utilizing the College Equipped Readiness Tool (CERT) to progress monitor academic performance of our high school students. CERT is an interim assessment tool based on ACT's College Readiness Standards. This will provide a more intensive focus on preparing high school students for academic postsecondary readiness over the course of our students' high school journey.

## Key Findings

1) **Achievement Improved:** Overall, a larger percentage of students met 60th percentile benchmarks in Reading than Math. Although achievement has not yet reached pre-COVID levels, there was an uptick in Spring 2024 for both Reading (35%) and Math (31%) (Chart 1).

   Overall, high school students average scores and percent meeting benchmarks on CERT improved significantly from fall to spring (Table 1).

2) **Inequities by Race/Ethnicity** When examining student groups, we see an increase among all groups from fall to spring, but patterns of inequities are shown in the percent of students meeting benchmarks (Chart 2).

3) **Inequities by Level -** When examining the variation in achievement by level, again parallel to national trends, there are inequities by level. Compared to Fall 2023 the greatest improvements in achievement were shown at the Elementary level in Reading and Math. Middle school students improved in Math from Spring 2023 and declined in Reading but held steady in both content areas from Fall to Spring during the 2023-2024 school year. (Charts 3a-3b).

The charts below include the percentage of students ≥ 60th percentile in grades K – 8. Please note that terms after 2019 are NWEA 2020 norms, which is based on pre-COVID testing (a).



**Chart 1: District Percent Meeting Benchmark Trend**
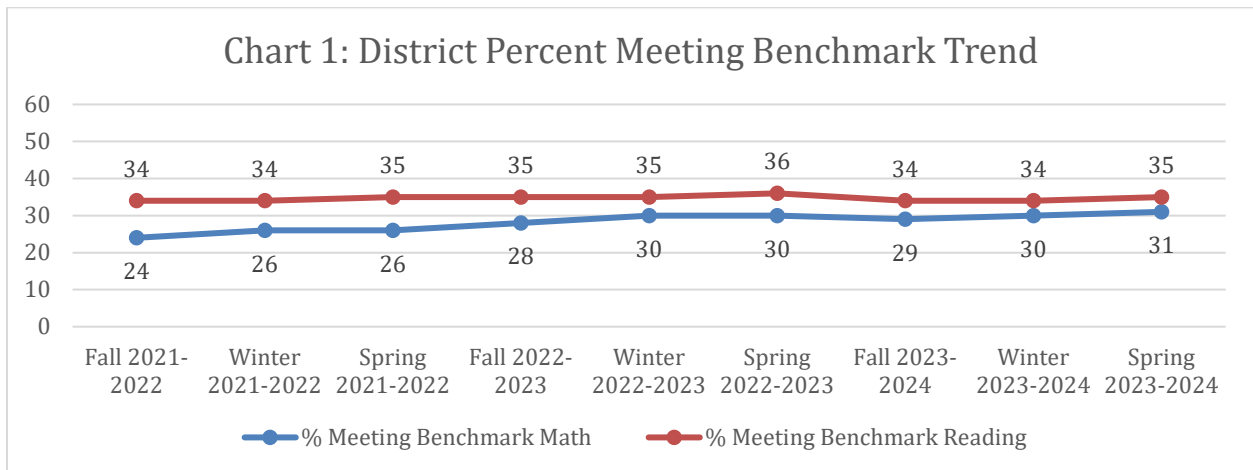
Chart 2.

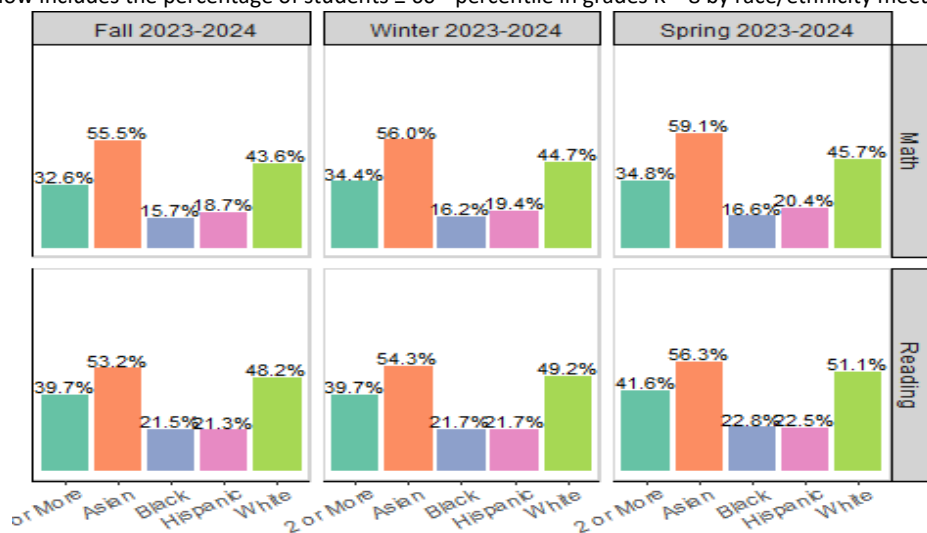The chart below includes the percentage of students ≥ 60th percentile in grades K – 8 by race/ethnicity meeting benchmark.

**Chart 3a & b.**
The charts below include the percentage of students ≥ 60th percentile in grades K – 8 by meeting benchmark by grade level.

## Chart 3a. Percent Meeting Benchmark by Level: Reading

| Term | Elementary | Middle |
|------|-----------|--------|
| Fall 2021a | 33 | 36 |
| Winter 2021a | 34 | 33 |
| Spring 2022a | 35 | 33 |
| Fall 2022a | 35 | 34 |
| Winter 2022a | 37 | 32 |
| Spring 2023a | 38 | 33 |
| Fall 2023a | 34 | 32 |
| Winter 2023a | 35 | 32 |
| Spring 2024a | 37 | 32 |

## Chart 3b. Percent Meeting Benchmark by Level: Math

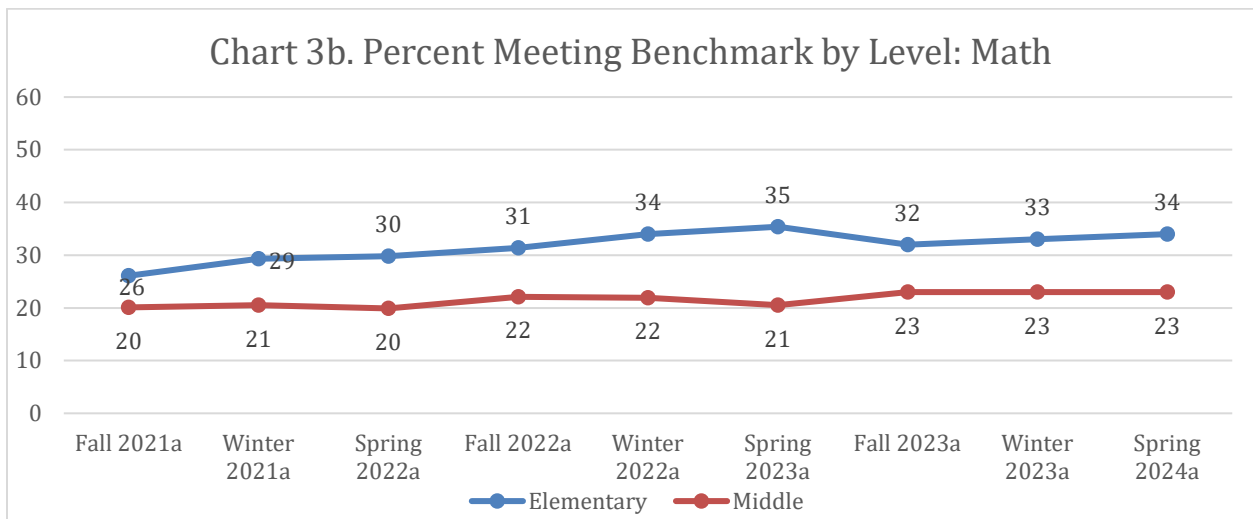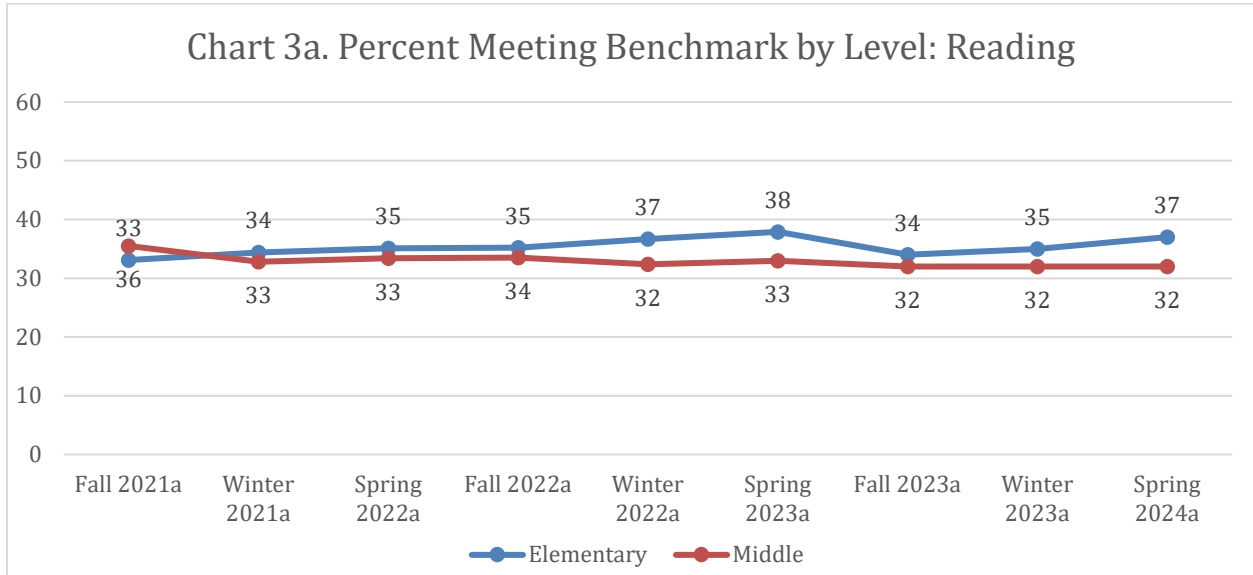| Term | Elementary | Middle |
|------|-----------|--------|
| Fall 2021a | 26 | 20 |
| Winter 2021a | 29 | 21 |
| Spring 2022a | 30 | 20 |
| Fall 2022a | 31 | 22 |
| Winter 2022a | 34 | 22 |
| Spring 2023a | 35 | 21 |
| Fall 2023a | 32 | 23 |
| Winter 2023a | 33 | 23 |
| Spring 2024a | 34 | 23 |

**Table 1.**
The table below includes the average and % of high school students meeting benchmarks on CERT.

| Term | Average Math Score (CERT) | % of students meeting Math benchmark (CERT) | Average Reading Score (CERT) | % of students meeting Reading benchmark (CERT) |
|------|---------------------------|---------------------------------------------|------------------------------|-----------------------------------------------|
| Fall 2023- 24 | 14 | 11 | 14 | 25 |
| Winter 2023 -24 | 16 | 22 | 16 | 30 |
| Spring 2023 -24 | 17 | 26 | 17 | 36 |

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

**Cultural Areas of Improvement**

The Comprehensive School Survey (CSS) began during the 1996-97 school year and has been conducted every year since. It is given to all employees, parents, and every student in fourth grade and above. The CSS provides invaluable feedback to the board, principals, and teachers regarding the climate of their work/school environment.  Respondents reported their satisfaction with JCPS ranged from 61% to 81% for students and 72% to 82% among adults (Chart 1).  In addition to satisfaction, we wanted to know: What did the 2024 CSS data tell us about the students' educational experiences? Did their experiences differ by race/ethnicity? Increased agreement rates indicated that students thought their educational experience improved from last year. In particular, School Belonging, Personal Safety, School Administration, and College-Going Culture increased by three percentage points. While elementary school students provided the most positive responses, the agreement rates among high school students improved most, followed by middle school students (Chart 2).

Compared to White students, African American students felt less optimistic about their Culture & Climate experience. However, they responded more positively than their White peers on most Teaching & Learning constructs, except for Resources. African American students in secondary schools were much more agreeable to Student Agency, Learning/Intervention, Success Skills, and School Engagement (MS) than White students (Chart 2).

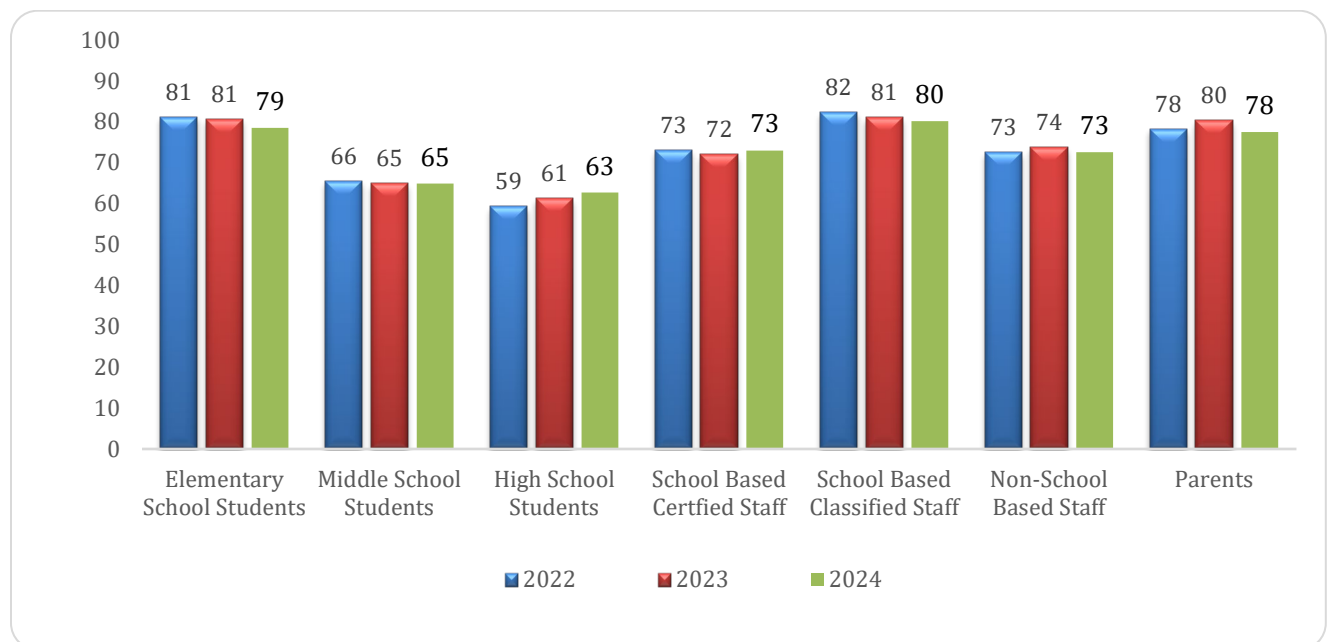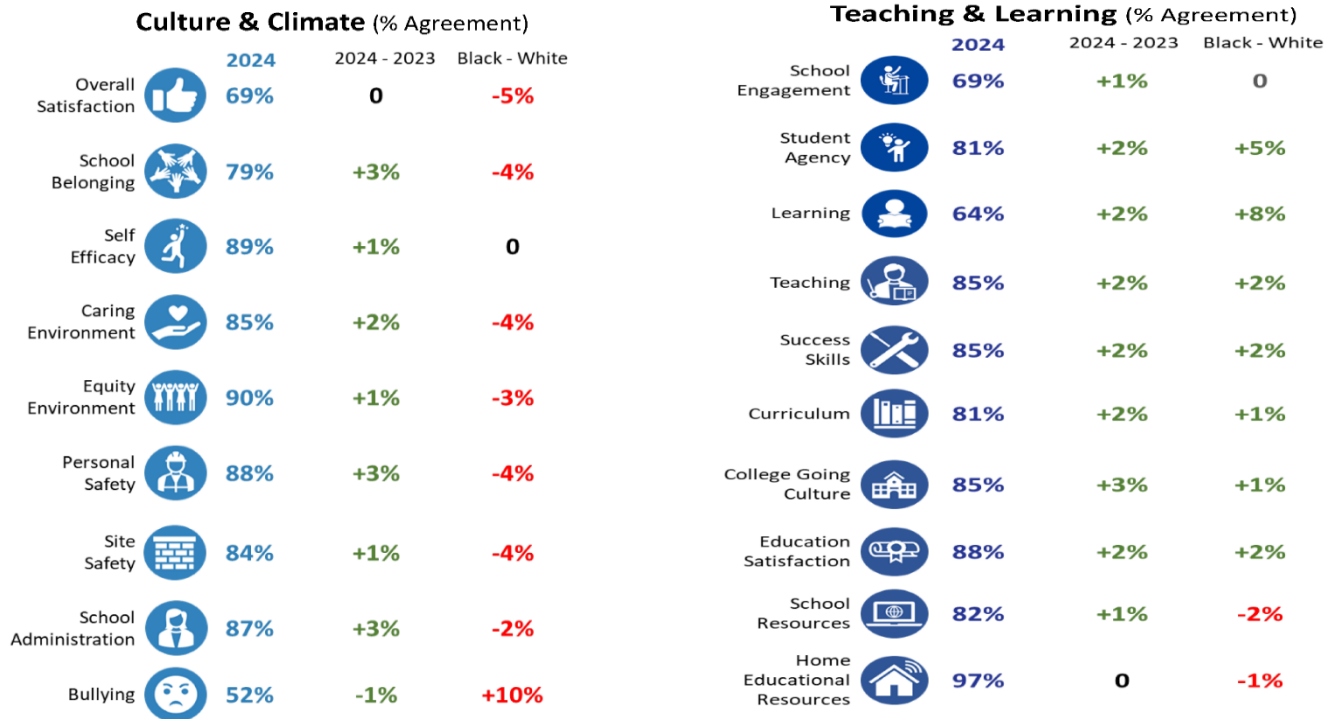Chart 1. CSS Satisfaction Rates Trend by Stakeholders

Chart 2.

Compared to 2023 more students responded positively to the 2024 CSS. Compared to White students, African American students responded more positively to Teaching & Learning.

**Culture & Climate** (% Agreement)

| | 2024 | 2024 - 2023 | Black - White |
|---|---|---|---|
| Overall Satisfaction | 69% | 0 | -5% |
| School Belonging | 79% | +3% | -4% |
| Self Efficacy | 89% | +1% | 0 |
| Caring Environment | 85% | +2% | -4% |
| Equity Environment | 90% | +1% | -3% |
| Personal Safety | 88% | +3% | -4% |
| Site Safety | 84% | +1% | -4% |
| School Administration | 87% | +3% | -2% |
| Bullying | 52% | -1% | +10% |

**Teaching & Learning** (% Agreement)

| | 2024 | 2024 - 2023 | Black - White |
|---|---|---|---|
| School Engagement | 69% | +1% | 0 |
| Student Agency | 81% | +2% | +5% |
| Learning | 64% | +2% | +8% |
| Teaching | 85% | +2% | +2% |
| Success Skills | 85% | +2% | +2% |
| Curriculum | 81% | +2% | +1% |
| College Going Culture | 85% | +3% | +1% |
| Education Satisfaction | 88% | +2% | +2% |
| School Resources | 82% | +1% | -2% |
| Home Educational Resources | 97% | 0 | -1% |

Source: JCPS Accountability, Research, and Systems Improvement (ARSI) – CSS 2024 Brief

**Behavioral Areas of Improvement**

From 2018 to 2020 suspensions were on the decline, although careful interpretation is needed during the COVID years. More recently, suspensions have increased in the last two years and the disproportionality for African American students remains an area of concern.

In elementary the numbers were significantly down in 2022 due to the intentional focus on reducing suspensions at the earlier grade levels. Elementary suspensions increased for 2023 and 2024 but are lower than pre-COVID years. Both middle and high school suspensions increased in 2023 but are starting to decline in 2024.

| Number of Out-of-School Suspensions | 2017-2018 | 2018-2019 | 2019-2020 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|---|---|
| Elementary (A1) | 4339 | 1943 | 1493 | 570 | 1244 | 1298 |
| Middle (A1) | 8224 | 8023 | 6190 | 8191 | 10596 | 9408 |
| High (A1) | 9312 | 8847 | 7057 | 8080 | 10219 | 9668 |
| Total (all levels plus special schools) | 23519 | 20440 | 15797 | 18027 | 24015 | 22418 |

**Source: JCPS Data Books and KDE School Report Card**
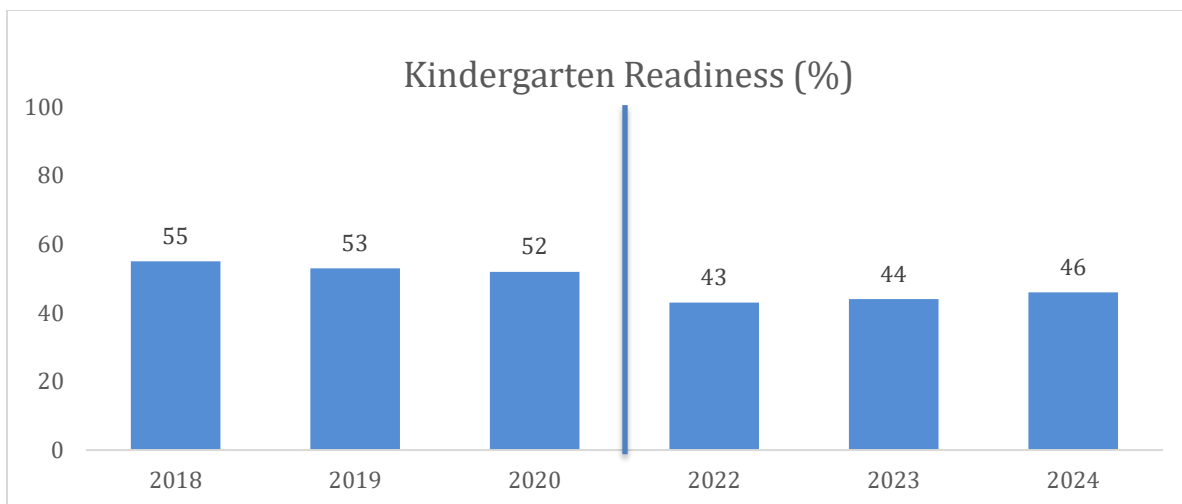
# 4. Current State

*Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.*

## Current State: Demographics

Our 2024-2025 enrollment for all grades is 95,951. Our student population is comprised of 36% African American/African American students, 34% White, 19% Latinx/Hispanic, and 11% Other. In total, JCPS is currently 64% of students of color. Approximately 63% of students are economically disadvantaged, 13% of the population are students with disabilities, and 19% of students are Multilingual Learners.

## Academic Current State: Kindergarten Readiness

Kindergarten readiness trend as measured by the Brigance is shown below. While JCPS has not reached pre-pandemic rates, the percentage of students identified as kindergarten ready is on the rise, increasing 2% from 2023 to 2024



## Academic Current State: 2023-24 Kentucky Summative Assessment (KSA) Results

**OVERALL**
- JCPS Maintained or improved "Change" rating in all indicators at all levels, except elementary EL Progress (chart 1).
- Overall, math proficiency rates increased slightly from last year (Chart 3) while reading proficiency rates dipped slightly to 2022 levels (Chart 2).
- All student groups maintained or declined proficiency rates in Science (Chart 4), Social Studies (Chart 5), and Writing (Chart 6), except Two or More Races increased in writing.

**READING and MATH**
- 40% of elementary schools increased or significantly increased their reading and math indicator rating.
- No elementary student group improved their proficiency rates in reading and math (except African American - who stayed the same, and students with disabilities in math); the gap between white and African American students closed in Reading and Math.
- 44% of middle schools increased or significantly increased their reading and math indicator rating.
- No middle student group improved their proficiency rates in reading, and the gap between white and African American students closed
- Seven middle school student group improved their proficiency rates in math, the gap between white and African American students increased.
- 32% of high schools increased or significantly increased their reading and math indicator rating. (
- No high student group improved their proficiency rates in reading, the gap between white and African American students increased.
- Four high school student group improved their proficiency rates in math, and the gap between white and African American students increased.

**SCIENCE, SOCIAL STUDIES, and WRITING**
- 44% of elementary schools increased or significantly increased their science, social studies, and writing indicator rating.
- In Elementary there were no increases in the gap between African American and White students for science, social studies, and writing.
- 29% of middle schools increased or significantly increased their science, social studies, and writing rating.
- Two middle student group improved their proficiency rates in science, and the gap between white and African American students stayed the same.
- No middle student group improved their proficiency rates in social studies, and the gap between white and African American students decreased.
- Four middle student group improved their proficiency rates in writing, but the gap between white and African American students increased.
- 33% of high schools increased or significantly increased their science, social studies, and writing indicator rating.
- No high student group improved their proficiency rates in science, and the gap between white and African American students decreased.
- Three high student group improved their proficiency rates in social studies, and the gap between white and African American students increased.
- No high student group improved their proficiency rates in writing, and the gap between white and African American students decreased.

Chart 1.

**Indicator Scores and Performance Ratings**

| Indicator | | Elementary | Middle | High |
|---|---|---|---|---|
| Reading & Math | Status | Low | Low | Low |
| | Change | Maintain | Maintain | Maintain |
| Science, Social Studies & Writing | Status | Low | Low | Low |
| | Change | Maintain | Maintain | Maintain |
| English Learners Progress | Status | High | Medium | Medium |
| | Change | Decline | Increase | Increase |
| Quality of School Climate & Safety Survey | Status | Low | Low | Medium |
| | Change | Maintain | Increase | Increase |
| Postsecondary Readiness | Status | | | Medium |
| | Change | | | Increase |
| Graduation Rate | Status | | | Low |
| | Change | | | Increase |

Chart 2.



KSA Reading Proficiency Rates by Student Groups

All Students: 34 / 37 / 34
African American: 19 / 21 / 20
Hispanic or Latino: 28 / 31 / 26
White: 48 / 50 / 49
Asian: 60 / 64 / 60
Two or More Races: 36 / 41 / 39
English Learners plus Monitored: 20 / 22 / 19
Free/Reduced-Price Meal: 25 / 26 / 24
Disability-with IEP (Total): 11 / 12 / 11

■ 2022 ■ 2023 ■ 2024

Chart 3.



KSA Math Proficiency Rates by Student Groups

Chart 4.



KSA Science Proficiency Rates by Student Groups

Chart 5.

## KSA Social Studies Proficiency Rates by Student Groups



Legend: ■ 2022 ■ 2023 ■ 2024

| Student Group | 2022 | 2023 | 2024 |
|---|---|---|---|
| All Students | 29% | 29% | 27% |
| African American | 15% | 14% | 13% |
| Hispanic or Latino | 24% | 23% | 22% |
| White | 42% | 42% | 40% |
| Asian | 57% | 60% | 58% |
| Two or More Races | 29% | 31% | 30% |
| English Learners plus Monitored | 13% | 13% | 12% |
| Free/Reduced-Price Meal | 19% | 19% | 18% |
| Disability-with IEP (Total) | 9% | 9% | 7% |

Chart 6.

## KSA Writing Proficiency Rates by Student Groups



Legend: ■ 2022 ■ 2023 ■ 2024

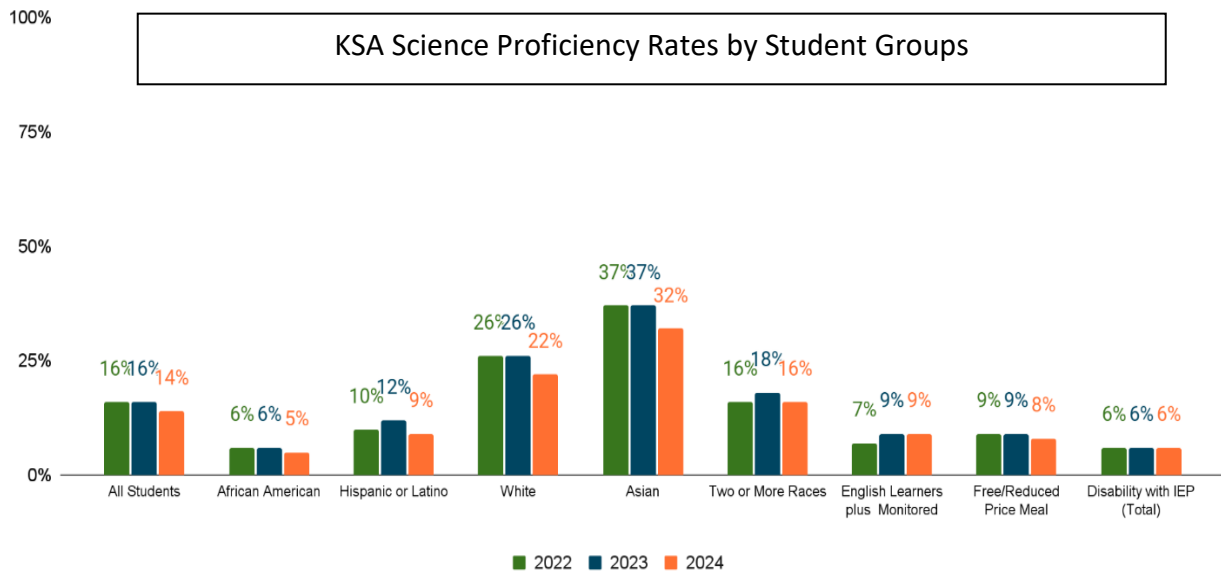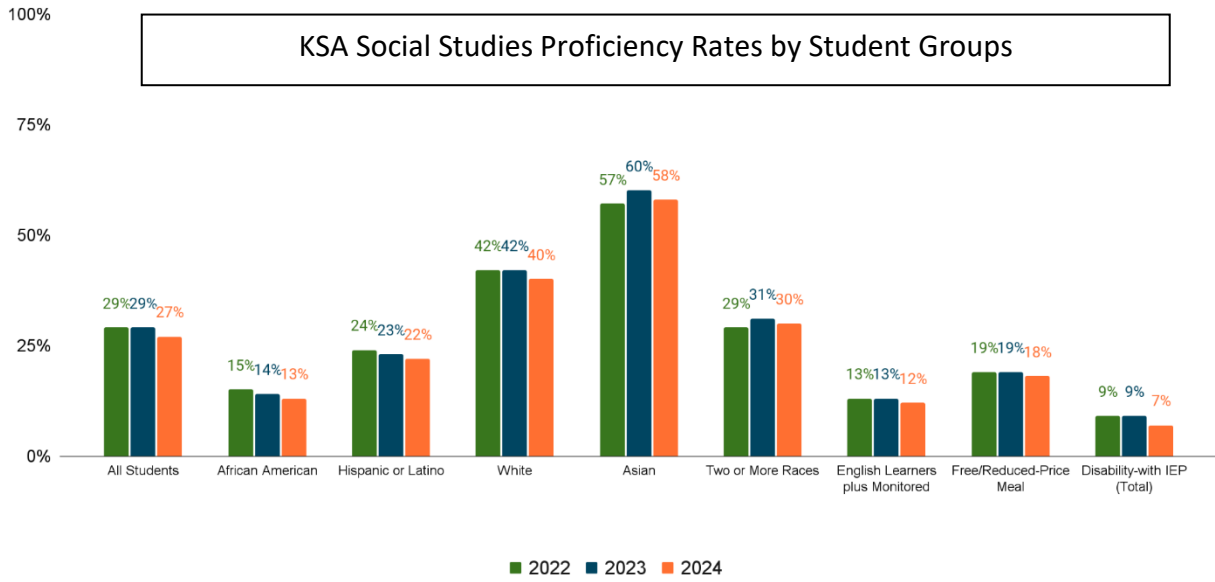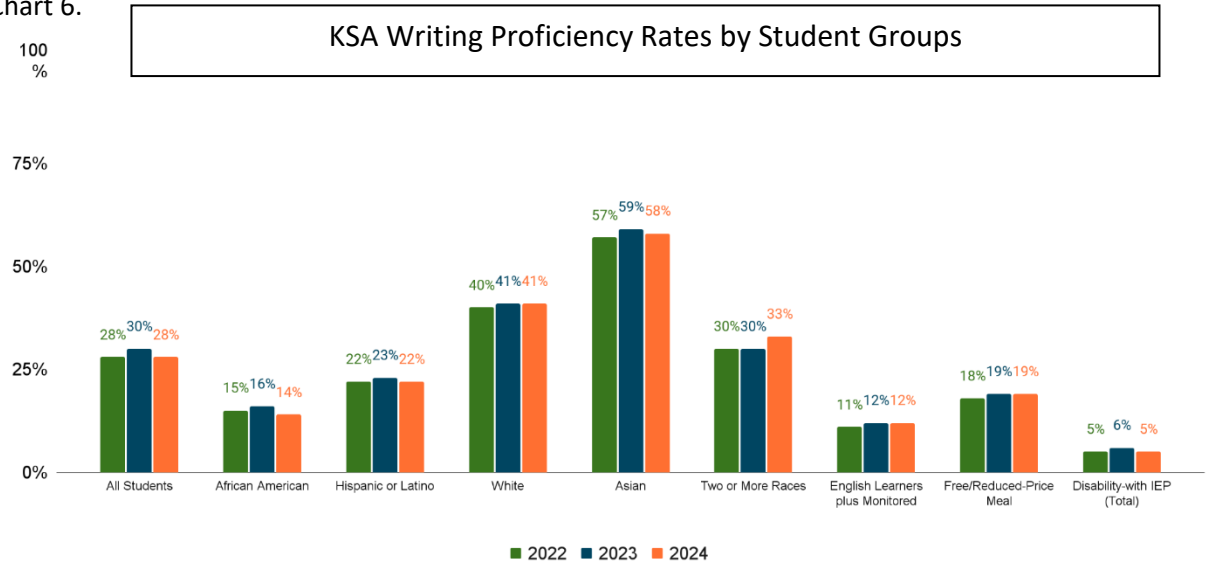| Student Group | 2022 | 2023 | 2024 |
|---|---|---|---|
| All Students | 28% | 30% | 28% |
| African American | 15% | 16% | 14% |
| Hispanic or Latino | 22% | 23% | 22% |
| White | 40% | 41% | 41% |
| Asian | 57% | 59% | 58% |
| Two or More Races | 30% | 30% | 33% |
| English Learners plus Monitored | 11% | 12% | 12% |
| Free/Reduced-Price Meal | 18% | 19% | 19% |
| Disability-with IEP (Total) | 5% | 6% | 5% |

The tables below depict a summary of our KSA results from Spring 2024 and the change from 2023.

| Elementary Schools | Reading - % P/D | | | Math - % P/D | | |
|---|---|---|---|---|---|---|
| | 2022-23 | 2023-24 | Change | 2022-23 | 2023-24 | Change |
| All Students | 39 | 36 | -3 | 33 | 31 | -2 |
| White | 53 | 52 | -1 | 47 | 45 | -2 |
| African American | 22 | 22 | 0 | 15 | 15 | 0 |
| Hispanic | 32 | 28 | -4 | 26 | 24 | -2 |
| Asian | 65 | 59 | -6 | 65 | 60 | -5 |
| Two or More Races | 43 | 40 | -3 | 33 | 31 | -2 |
| English Learners plus Monitored | 31 | 27 | -4 | 26 | 24 | -2 |
| Economically Disadvantaged | 29 | 26 | -3 | 22 | 21 | -1 |
| Disability-with IEP (Total) | 16 | 15 | -1 | 12 | 12 | 0 |

| Middle Schools | Reading - % P/D | | | Math - % P/D | | |
|---|---|---|---|---|---|---|
| | 2022-23 | 2023-24 | Change | 2022-23 | 2023-24 | Change |
| All Students | 34 | 32 | -2 | 24 | 25 | 1 |
| White | 48 | 45 | -3 | 35 | 38 | 3 |
| African American | 20 | 18 | -2 | 10 | 10 | 0 |
| Hispanic | 28 | 24 | -4 | 18 | 18 | 0 |
| Asian | 62 | 61 | -1 | 57 | 58 | 1 |
| Two or More Races | 39 | 37 | -2 | 25 | 28 | 3 |
| English Learners plus Monitored | 14 | 13 | -1 | 8 | 12 | 4 |
| Economically Disadvantaged | 25 | 22 | -3 | 13 | 15 | 2 |
| Disability-with IEP (Total) | 8 | 7 | -1 | 4 | 6 | 2 |

| High Schools | Reading - % P/D | | | Math - % P/D | | |
|---|---|---|---|---|---|---|
| | 2022-23 | 2023-24 | Change | 2022-23 | 2023-24 | Change |
| All Students | 37 | 35 | -2 | 25 | 26 | 1 |
| White | 50 | 50 | 0 | 37 | 40 | 3 |
| African American | 22 | 20 | -2 | 11 | 12 | 1 |
| Hispanic | 33 | 27 | -6 | 20 | 17 | -3 |
| Asian | 66 | 61 | -5 | 59 | 60 | 1 |
| Two or More Races | 43 | 40 | -3 | 30 | 27 | -3 |
| English Learners plus Monitored | 8 | 6 | -2 | 5 | 4 | -1 |
| Economically Disadvantaged | 27 | 24 | -3 | 16 | 15 | -1 |
| Disability-with IEP (Total) | 10 | 7 | -3 | 6 | 6 | 0 |

| Elementary Schools | Science - % P/D | | | Social Studies - %P/D | | | Writing - % P/D | | |
|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | Change | 22-23 | 23-24 | Change | 22-23 | 23-24 | Change |
| All Students | 25 | 24 | -1 | 32 | 28 | -4 | 30 | 30 | 0 |
| White | 39 | 37 | -2 | 46 | 42 | -4 | 43 | 43 | 0 |
| African American | 10 | 10 | 0 | 16 | 13 | -3 | 17 | 15 | -2 |
| Hispanic | 17 | 16 | -1 | 27 | 21 | -6 | 22 | 23 | 1 |
| Asian | 50 | 42 | -8 | 64 | 60 | -4 | 61 | 58 | -3 |
| Two or More Races | 25 | 27 | 2 | 36 | 29 | -7 | 33 | 31 | -2 |
| English Learners plus Monitored | 17 | 16 | -1 | 23 | 20 | -3 | 19 | 20 | 1 |
| Economically Disadvantaged | 15 | 15 | 0 | 22 | 18 | -4 | 21 | 20 | -1 |
| Disability-with IEP (Total) | 10 | 11 | 1 | 13 | 10 | -3 | 7 | 7 | 0 |

| Middle Schools | Science - % P/D | | | Social Studies - %P/D | | | Writing - % P/D | | |
|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | Change | 22-23 | 23-24 | Change | 22-23 | 23-24 | Change |
| All Students | 14 | 13 | -1 | 25 | 25 | 0 | 27 | 27 | 0 |
| White | 25 | 22 | -3 | 36 | 37 | 1 | 39 | 40 | 1 |
| African American | 4 | 5 | 1 | 12 | 12 | 0 | 15 | 13 | -2 |
| Hispanic | 11 | 8 | -3 | 19 | 21 | 2 | 20 | 20 | 0 |
| Asian | 37 | 33 | -4 | 59 | 58 | -1 | 61 | 60 | -1 |
| Two or More Races | 18 | 14 | -4 | 27 | 31 | 4 | 29 | 35 | 6 |
| English Learners plus Monitored | 2 | 4 | 2 | 6 | 7 | 1 | 5 | 6 | 1 |
| Economically Disadvantaged | 8 | 7 | -1 | 15 | 17 | 2 | 16 | 17 | 1 |
| Disability-with IEP (Total) | 3 | 4 | 1 | 5 | 5 | 0 | 3 | 4 | 1 |

| High Schools | Science - % P/D | | | Social Studies - %P/D | | | Writing - % P/D | | |
|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | Change | 22-23 | 23-24 | Change | 22-23 | 23-24 | Change |
| All Students | 9 | 5 | -4 | 30 | 28 | -2 | 32 | 28 | -4 |
| White | 15 | 9 | -6 | 44 | 41 | -3 | 43 | 40 | -3 |
| African American | 3 | 1 | -2 | 14 | 13 | -1 | 17 | 14 | -3 |
| Hispanic | 6 | 3 | -3 | 25 | 23 | -2 | 25 | 22 | -3 |
| Asian | 21 | 20 | -1 | 57 | 56 | -1 | 56 | 56 | 0 |
| Two or More Races | 5 | 4 | -1 | 28 | 31 | 3 | 30 | 33 | 3 |
| English Learners plus Monitored | 1 | 0 | -1 | 6 | 5 | -1 | 7 | 5 | -2 |

| | 4 | 2 | -2 | 19 | 18 | -1 | 21 | 18 | -3 |
|---|---|---|---|---|---|---|---|---|---|
| Economically Disadvantaged | 4 | 2 | -2 | 19 | 18 | -1 | 21 | 18 | -3 |
| Disability-with IEP (Total) | 3 | 0 | -3 | 8 | 6 | -2 | 7 | 5 | -2 |

## Academic Current State: English Learners Progress

- 69 elementary schools, 19 middle schools, and 16 high schools had a sufficient number of students to receive a score for this indicator.
- 90% of elementary schools, 58% of middle schools, and 56% of high schools increased or significantly increased on language proficiency indicator ratings.
- In middle schools all but the Asian group improved their English Language proficiency scores, in high all except White and African American students while saw improvement while no improvement was made at the elementary school level.

% Students Showing Positive Progress Toward English Language Proficiency - (Student Points is 60 or higher)

| | Elementary | | | Middle | | | High | | |
|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | Change | 22-23 | 23-24 | Change | 22-23 | 23-24 | Change |
| All Students | 73 | 69 | -4 | 28 | 33 | 5 | 36 | 38 | 2 |
| White | 72 | 70 | -2 | 28 | 31 | 3 | 36 | 30 | -6 |
| African American | 73 | 66 | -7 | 30 | 32 | 2 | 38 | 36 | -2 |
| Hispanic | 73 | 71 | -2 | 29 | 35 | 6 | 34 | 39 | 5 |
| Asian | 75 | 74 | -1 | 34 | 33 | -1 | 34 | 41 | 7 |
| English Learners plus Monitored | 73 | 69 | -4 | 28 | 33 | 5 | 36 | 38 | 2 |
| Economically Disadvantaged | 73 | 69 | -4 | 28 | 33 | 5 | 37 | 39 | 2 |
| Disability-with IEP (Total) | 68 | 61 | -7 | 19 | 20 | 1 | 25 | 29 | 4 |

## Academic Current State: Postsecondary Readiness

- The class of 2024 had the highest postsecondary readiness rate in the history of the district with a rate of 82.1%. This is a 3.4% increase from 2023.
- Four high schools showed double-digit gain in transition readiness rates since last year (Fern Creek, PRP, Southern and Western).
- 57% of JCPS high schools increased or significantly increased their postsecondary readiness rate.
- 71% of JCPS high schools were at the medium or higher status for the current year.
- All except Asian students improved their post-secondary readiness rate with, with English Learners having the highest gain.

- The gap between African American and White students decreased from 21.6 to 17.

| Postsecondary Readiness Rate (with bonus) | 2022-23 | 2023-24 | Change |
|---|---|---|---|
| All Students | 78.7 | 82.1 | 3.4 |
| White | 88.3 | 89.4 | 1.1 |
| African American | 66.7 | 71.5 | 4.8 |
| Hispanic | 74.4 | 77.0 | 2.6 |
| Asian | 96.0 | 92.6 | -3.4 |
| Two or More Races | 84.7 | 85.9 | 1.2 |
| English Learners plus Monitored | 47.6 | 58.3 | 10.7 |
| Economically Disadvantaged | 72.8 | 76.5 | 3.7 |
| Disability-with IEP (Total) | 38.6 | 44.1 | 5.5 |

## Academic Current State: Graduation

- The average graduation rate is an all-time high of 88.2%, up from 87.0% the prior year
- The gap between African American and White students with graduation rate has continued to close. In 2017-18, there was almost a 5-percentage point gap in terms of 4-year graduation rate between African American and White students, now there is only a gap of .5%. African American 4-year graduation rate is at 88.9%, which is an all-time high for African American students in the district.
- 9 high schools increased their average graduation rate, 2 significantly increased, and 10 maintained.
- All A1 high schools remained above 80% for their 4-year graduation rate and 12 schools were above 90%.
- All student groups improved their graduation rate, with African American and White students showing the highest gains.
- The gap between African American and White students decreased from 2.0 to .5

| Average 4 & 5 Year Grad Rate | 2022-23 | 2023-2024 | Change |
|---|---|---|---|
| All Students | 87.0 | 88.2 | 1.2 |
| White | 89.0 | 89.4 | 0.4 |
| African American | 87.0 | 88.9 | 1.9 |
| Hispanic | 77.7 | 80.5 | 2.8 |
| Asian | 95.3 | 96.0 | 0.7 |
| Two or More Races | 87.0 | 87.6 | 0.6 |

| | | | |
|---|---|---|---|
| English Learners plus Monitored | 75.2 | 78.9 | 3.7 |
| Economically Disadvantaged | 84.5 | 85.8 | 1.3 |
| Disability-with IEP (Total) | 77.3 | 77.7 | 0.4 |

## Non-Academic Current State: Attendance

Overall, chronic absenteeism increased from 2022 (35%) to 2024 (38.9%). Middle school chronic absenteeism declined while an uptick is shown at the elementary and high school levels. Attendance rates slightly declined overall except for a slight increase at middle school.

| | % Chronic 2022 | % Chronic 2023 | % Chronic 2024 | % Attendance 2022 | % Attendance 2023 | % Attendance 2024 |
|---|---|---|---|---|---|---|
| Elementary | 26.6 | 29.6 | 30.8 | 92.0 | 91.6 | 91.3 |
| Middle | 37.5 | 41.4 | 40.7 | 89.2 | 88.4 | 88.6 |
| High | 46.0 | 48.0 | 49.7 | 85.3 | 85.6 | 85.1 |
| **All Students** | **35.0** | **38.0** | 38.9 | **89.3** | **89.0** | 88.8 |

**Source: IC End of Year**

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

The IMPACT survey is bi-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. A new construct, Emotional Well-Being and Belonging, was added in 2022. Under each domain, there were individual questions that staff members rated favorable or unfavorable. The results are shown as a percentage of favorability.

When comparing JCPS 2024 results since the last survey in 2022, JCPS increased favorability in all domains of the IMPACT survey with the Emotional Well-Being and Belonging domain having the greatest increase (up 6%). The chart below summarizes JCPS results by domain. This chart also outlines most and least favorable domain questions. The overall most favorable question is "How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?" (87%). The least favorable question include: "How important is it for your school to hire more specialists to help students?" (23%).

| IMPACT Domain and Change | Most Favorable Domain Question | Least Favorable Domain Question |
|---|---|---|
| **Educating All Students** <br> 74% <br> ▲ 1 <br> since last survey | How comfortable would you be incorporating new material about people from different backgrounds into your curriculum? (87%) | How often do adults at your school have important conversations about sensitive issues of diversity, even when they might be uncomfortable? (56%) |
| **Emotional Well-Being and Belonging** <br> 48% <br> ▲6 <br> since last survey | Overall, how much do you feel like you belong at your school? (69%) | How concerned are you about the emotional well-being of your colleagues as a result of their work? (25%) |
| **Feedback and Coaching** <br> 51% <br> ▲ 1 <br> since last survey | How useful do you find the feedback you receive on your teaching? (55%) | How much do you learn from the teacher evaluation processes at your school? (43%) |
| **Managing Student Behavior** <br> 56% <br> ▲ 2 <br> since last survey | How effective do you think you are at managing disruptive classes? (71%) | How often does student misconduct disrupt the learning environment at your school? (25%) |
| **Professional Learning** <br> 55% <br> ▲ 1 <br> since last survey | Overall, how supportive has the school been of your growth as a teacher? (68%) | How often do your professional development opportunities help you explore new ideas? (47%) |
| **Resources** <br> 45% <br> ▲ 4 <br> since last survey | For students who need extra support, how difficult is it for them to get the support that they need? (65%) | How important is it for your school to hire more specialists to help students? (23%) |
| **School Climate** <br> 55% <br> ▲ 2 <br> since last survey | To what extent are teachers trusted to teach in the way they think is best? (64%) | How positive are the attitudes of your colleagues? (46%) |
| **School Leadership** <br> 61% <br> ▲ 3 <br> since last survey | How clearly do your school leaders identify their goals for teachers? (71%) | When the school makes important decisions, how much input do teachers have? (47%) |
| **Staff-Leadership Relationships** <br> 73% <br> ▲ 3 <br> since last survey | When challenges arise in your personal life, how understanding are your school leaders? (83%) | At your school, how motivating do you find working with the leadership team? (57%) |

## Non-Academic Current State: Teach Upbeat (Teacher Engagement Survey)

The Teach Upbeat survey is given twice a year enabling JCPS to progress monitor teacher engagement to support teacher retention.  The overall engagement score did not change significantly from Spring of 2023 (70%) to Fall of 2023 (71%). When taking a closer look (Chart 1), teacher responses to the Work/Life Balance construct increased by 5 percentage points.  While two areas indicated a decrease in

perception of Parent/Teacher Communication and Instructional Leadership by 3 percentage points. Overall, our highest engagement category was Equity (92% agreement). Our lowest engagement categories were Compensation and Career Path and Diversity (69% agreement).

When looking at specific items (Chart 2), teachers significantly increased their rating for the workload expected of them is reasonable (+6%) and perception that they have the ability to balance their teacher workload to responsibilities outside of school (+6%). Supporting our pillar of Racial Equity, we also saw growth in teachers feeling prepared to engage in conversations about racism and other forms of discrimination in their school community (+3%). The item indicating a need for growth included rules for student behavior being consistently enforced by teachers (-6%). Our overall highest item with a 98% agreement rate indicated that teachers care about the wellbeing of students. Our overall lowest item with a 54% agreement indicated that teachers do not perceive that the diversity of staff is representative of the diversity of students.

Chart 1.



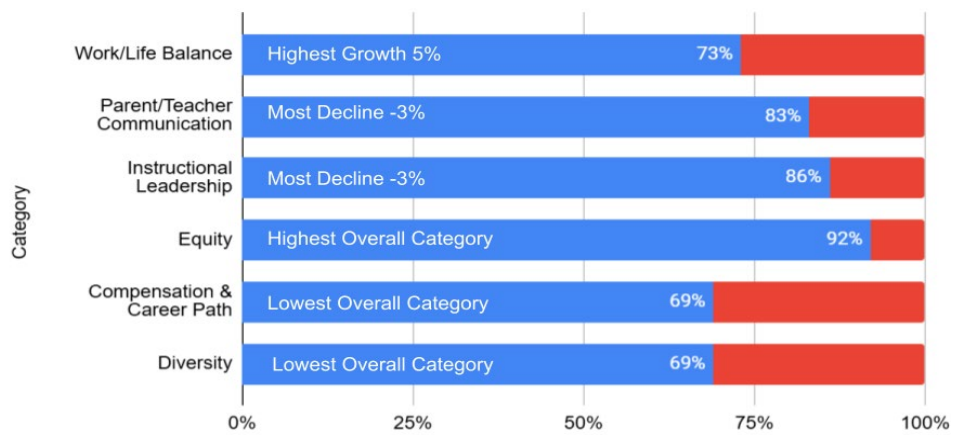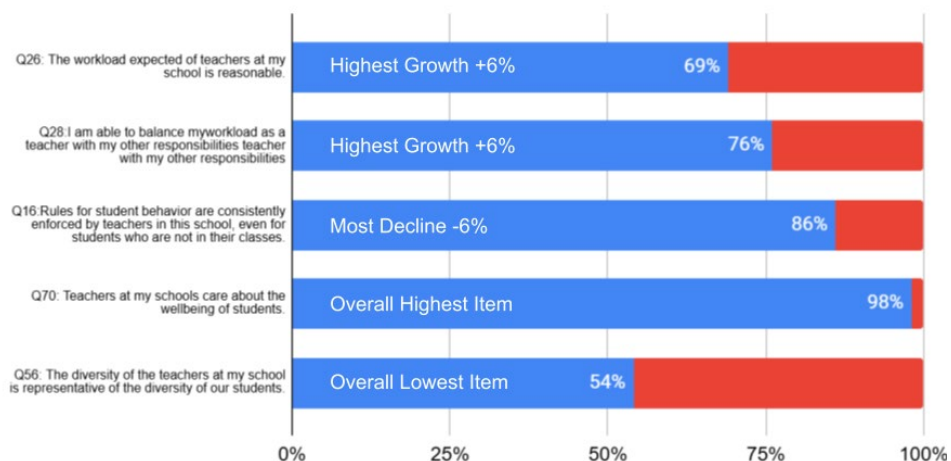Chart 2.

# KDE Quality of School Climate and Safety Survey

- The Quality of School Climate and Safety Survey (QSCS) was administered in conjunction with the state content assessments. Students were asked to provide feedback in several domains related to their school experience such as caring environment, belonging, and safety. Below are a few of the items showing student groups by level.
- In general, elementary school students gave higher ratings of school climate than middle or high school students.
- 34% of elementary schools, 58% of middle schools, and 90% of high schools increased or significantly increased their ratings of school climate and safety.
- African American and White students did not differ significantly in their perceptions of school climate or safety, and the gap decreased at the middle and high school levels.
- Except for African American middle school students, Middle and High school saw gains among student groups.

| | Elementary | | | | Middle | | | | High | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | Change | 21-22 | 22-23 | 23-24 | Change | 21-22 | 22-23 | 23-24 | Change |
| All Students | 73.6 | 73.4 | 72.8 | -0.6 | 61.9 | 61.6 | 62.0 | 0.4 | 60.0 | 60.4 | 63.1 | 2.7 |
| White | 74.8 | 74.7 | 74.1 | -0.6 | 62.7 | 62.0 | 62.5 | 0.5 | 60.5 | 60.4 | 63.9 | 3.5 |
| African American | 71.8 | 71.5 | 70.7 | -0.8 | 60.9 | 60.8 | 60.7 | -0.1 | 58.8 | 59.7 | 61.9 | 2.2 |
| Hispanic | 74.6 | 74.5 | 73.9 | -0.6 | 62.6 | 62.1 | 62.6 | 0.5 | 60.6 | 61.5 | 63.4 | 1.9 |
| Asian | 75.8 | 76.0 | 75.5 | -0.5 | 65.1 | 64.8 | 66.9 | 2.1 | 64.2 | 64.2 | 66.9 | 2.7 |
| Two or More Races | 73.4 | 72.6 | 72.0 | -0.6 | 60.4 | 60.7 | 61.5 | 0.8 | 58.0 | 58.6 | 60.7 | 2.1 |
| English Learners plus Monitored | 74.5 | 74.8 | 73.9 | -0.9 | 63.9 | 63.3 | 63.5 | 0.2 | 62.9 | 63.5 | 64.5 | 1.0 |
| Economically Disadvantaged | 73.0 | 72.6 | 71.8 | -0.8 | 61.3 | 61.0 | 61.4 | 0.4 | 58.9 | 59.7 | 62.3 | 2.6 |
| Disability-with IEP (Total) | 74.4 | 74.8 | 73.7 | -1.1 | 65.0 | 65.3 | 65.3 | 0.0 | 61.7 | 62.7 | 63.8 | 1.1 |

- JCPS continued with the goal around building relationships and making sure students knew there were caring adults ready to help them. In 2024, High school saw a significant increase in this area, middle school increased or held steady while elementary students declined.

- In 2024 90% of our elementary students agreed adults made sure they got what they needed to be successful, the middle school remained steady at 81% while high school had a significant increase from 2023 (73%) to 2024 (79%).
- Addressing students' social and emotional needs will remain a focus for our school leaders. While high school students significantly increased to 83% feeling welcome in their classroom, our middle held steady and elementary school students declined.
- Overall, variability in responses is shown across levels and groups. In the area of caring environment. Elementary student groups show the highest agreement for the past 3 school years (>=90%) except the 1% decline for African American students (89%). Middle school remained steady or showed positive change. High school students had significant increases among its subgroups.
- When asked if students felt like they were part of their school, elementary responded at 89% (no change), middle at 82% (a 2% increase) and high at 81% (a 4% increase).

| My teachers make me feel welcome in their class. | ES | | | | MS | | | | HS | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2021-22 | 2022-23 | 2023-24 | Change | 2021-22 | 2022-23 | 2023-24 | Change | 2021-22 | 2022-23 | 2023-24 | Change |
| All Students | 92 | 92 | 90 | -2 | 85 | 77 | 77 | 0 | 89 | 78 | 83 | 5 |
| White | 93 | 92 | 91 | -1 | 88 | 79 | 78 | -1 | 90 | 78 | 82 | 4 |
| African American | 89 | 88 | 86 | -2 | 82 | 73 | 74 | 1 | 87 | 77 | 81 | 4 |
| Hispanic | 95 | 94 | 93 | -1 | * | 81 | 83 | 2 | 90 | 84 | 87 | 3 |
| Asian | 96 | 97 | 95 | -2 | 92 | 86 | 89 | 3 | 94 | 85 | 87 | 2 |
| Two or more races | 91 | 89 | 88 | -1 | * | 73 | 76 | 3 | 86 | 73 | 77 | 4 |
| English Learner (EL) | 95 | 96 | 93 | -3 | * | 82 | 83 | 1 | 90 | 86 | 88 | 2 |
| Economically Disadvantaged | * | 90 | 90 | 0 | 84 | 75 | 77 | 2 | 87 | 78 | 83 | 5 |
| Disability-With IEP (Total) | * | 90 | 90 | 0 | * | 82 | 82 | 0 | * | 82 | 84 | 2 |

| I feel like I am part of my school. | ES | | | | MS | | | | HS | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2021-22 | 2022-23 | 2023-24 | Change | 2021-22 | 2022-23 | 2023-24 | Change | 2021-22 | 2022-23 | 2023-24 | Change |
| All Students | 89 | 89 | 89 | 0 | 80 | 80 | 82 | 2 | 75 | 77 | 81 | 4 |
| White | 91 | 91 | 91 | 0 | 81 | 82 | 84 | 2 | 77 | 78 | 83 | 5 |
| African American | 87 | 87 | 87 | 0 | 78 | 80 | 80 | 0 | 73 | 75 | 79 | 4 |
| Hispanic | 91 | 92 | 92 | 0 | * | 81 | 83 | 2 | 75 | 77 | 81 | 4 |
| Asian | 93 | 94 | 94 | 0 | 85 | 83 | 88 | 5 | 85 | 82 | 87 | 5 |
| Two or more races | 88 | 87 | 87 | 0 | * | 81 | 83 | 2 | 72 | 75 | 81 | 6 |
| English Learner (EL) | 90 | 92 | 91 | -1 | 79 | 78 | 83 | 5 | 82 | 81 | 84 | 3 |
| Economically Disadvantaged | * | 89 | 88 | -1 | 78 | 79 | 81 | 2 | 73 | 74 | 79 | 5 |
| Disability-With IEP (Total) | 88 | 89 | 87 | -2 | * | 80 | 81 | 1 | * | 76 | 79 | 3 |

| My school is a caring place. | ES | | | | MS | | | | HS | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2021-22 | 2022-23 | 2023-24 | Change | 2021-22 | 2022-23 | 2023-24 | Change | 2021-22 | 2022-23 | 2023-24 | Change |
| All Students | 94 | 93 | 92 | -1 | 80 | 81 | 81 | 0 | 78 | 80 | 84 | 4 |
| White | 96 | 94 | 95 | 1 | 82 | 82 | 83 | 1 | 79 | 80 | 86 | 6 |
| African American | 91 | 90 | 89 | -1 | 77 | 78 | 78 | 0 | 74 | 78 | 82 | 4 |
| Hispanic | 95 | 96 | 95 | -1 | * | 82 | 83 | 1 | 79 | 83 | 85 | 2 |
| Asian | 97 | 97 | 98 | 1 | 88 | 86 | 89 | 3 | 85 | 85 | 91 | 6 |
| Two or more races | 93 | 91 | 91 | 0 | * | 79 | 81 | 2 | 74 | 74 | 78 | 4 |
| English Learner (EL) | 95 | 96 | 94 | -2 | * | 84 | 84 | 0 | 84 | 85 | 87 | 2 |
| Economically Disadvantaged | * | 92 | 92 | 0 | 79 | 79 | 80 | 1 | 75 | 78 | 83 | 5 |
| Disability-With IEP (Total) | * | 93 | 91 | -2 | * | 83 | 84 | 1 | * | 80 | 82 | 2 |

| Adults from my school make sure all students get what they need to be successful. | ES | | | | MS | | | | HS | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2021-22 | 2022-23 | 2023-24 | Change | 2021-22 | 2022-23 | 2023-24 | Change | 2021-22 | 2022-23 | 2023-24 | Change |
| All Students | 93 | 92 | 90 | -2 | 81 | 80 | 81 | 1 | 72 | 73 | 79 | 6 |
| White | 93 | 92 | 91 | -1 | 81 | 80 | 79 | -1 | 71 | 71 | 77 | 6 |
| African American | 92 | 90 | 88 | -2 | 80 | 80 | 81 | 1 | 72 | 73 | 78 | 5 |
| Hispanic | 94 | 94 | 93 | -1 | * | 85 | 84 | -1 | 76 | 78 | 82 | 4 |
| Asian | 96 | 96 | 95 | -1 | 83 | 84 | 87 | 3 | 78 | 79 | 82 | 3 |
| Two or more races | 92 | 91 | 91 | 0 | * | 78 | 79 | 1 | 67 | 67 | 73 | 6 |
| English Learner (EL) | 94 | 94 | 93 | -1 | * | 85 | 85 | 0 | 81 | 83 | 84 | 1 |
| Economically Disadvantaged | * | 92 | 90 | -2 | 81 | 81 | 81 | 0 | 72 | 72 | 79 | 7 |
| Disability-With IEP (Total) | 92 | 92 | 90 | -2 | * | 84 | 85 | 1 | * | 80 | 82 | 2 |

**Summary:  Climate and Culture Survey**
- Key takeaways from this portion of the state assessment data are 1) students reported feeling their schools cared about them and felt connected to their school, 2) high school showed positive change among all student groups concerning school being a caring place and having caring adults ready to help them, 3) there are differences between the younger and older students when reporting feeling welcomed in their classrooms. 4) While our younger students gave higher ratings, no change or declines were shown for all middle and high school students.

# 5. Priorities/Concerns

*Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.*

| Priorities/Concerns | Description |
|---|---|
| Racial Equity: Achievement and Achievement Gaps | Overall, variability in academic achievement between student levels and schools is a concern. While we had a slight increase in Math proficiency, we dipped in Reading back to the levels we were in 2022. When reviewing the 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 in the current state and trend sections, the achievement gap remains an area for improvement.  The gaps range from 27 to 30 points between African American and White students scoring proficient or higher.  While elementary saw a slight decrease in gap compared to 2023, the distance remains with 22% of African American students scoring proficient or higher in Reading and 15% in math, compared to 52% and 45% of White students respectively.  At the middle school level, 18% of African American students score proficient or higher in Reading and 10% in math, compared to 45% and 38% of White students respectively.   At the high school level, 20% of African American students score proficient or higher in Reading and 12% in math, compared to 50% and 40% of White students respectively. Based on this review, we will continue our focus on implementing the CDIP strategies that address our racial equity policy and well as transforming our instructional core. |
| Racial Equity: Behavior | Of all suspensions in the 2023-2024 school year, 66% are represented by African American students. Though the total number of suspensions increased exceeding pre-pandemic levels, our middle and high school had a slight decrease in suspension.  Building meaningful relationships by implementing practices that improve engagement, belonging, and empowerment for students, staff, and families is a priority and will be included in the 24-25 CDIP. |
| CSI School Identifications | Overall, the number of CSI schools continues to decline from 34 schools in 2022 to 25 in 2023 to 19 in 2024. We had 6 schools exit CSI status this year.  JCPS remains committed to school redesign and innovation strategies and will continue to support turnaround efforts to implement evidence-based practices within our CSI schools as outlined in our 24-25 CDIP. |

# 6. Strengths/Leverages

*Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve the areas of concern listed above.*

**Highlights from the past school year include the following:**

**Increased Proficiency–**
- Overall, math proficiency rates increased slightly from last year while reading proficiency rates dipped slightly to 2022 levels.
- Over the last three years, 28 schools have exited CSI status.
- TSI schools decreased from 44 in 2023 to 35 in 2024.

**Increased Postsecondary Readiness Rates and Graduation Rates–**
- The class of 2024 had the highest postsecondary readiness rate in the history of the district with a rate of 82.1%. This is a 3.4 % increase from 2023.
- All student groups improved their post-secondary readiness rate, with Two or More Races and African American students having the highest gains.
- The achievement gap between African American and White students was significantly reduced in postsecondary readiness rates. In the class of 2018, there was a 33.7% difference between African American and White students. In that year, only 30.6% of African American students were considered transition ready. In the class of 2024, 71,5% of African American students were post-secondary ready, and the gap dropped in 2022 to 24.6% and again in 2024 to an all-time low of 17.9%.
- For the most recent accountability cycle, the average (4 and 5 year) graduation rate increased from 82.9% in 2019 to an all-time high of 88.2% in 2024.
- The gap between African American and White students with graduation rate has continued to close. In 2017-18, there was almost a 5-percentage point gap in terms of 4-year graduation rate between African American and White students, now there is only a gap of .5%. African American 4-year graduation rate is at 88.9%, which is an all-time high for African American students in the district.
- 71% of our high schools showed improvement in graduation rates from 2023 to 2024 and 62% for White student, respectively.
- Our success in increasing both postsecondary readiness rates and graduation rates and closing the achievement gap in these areas is evidence of our focus on the CDIP strategies around racial equity plan (12), transition readiness (7), and personalized and engaging learning environments (4). The implementation of these key strategies and systems of support in place can be leveraged to address improving the proficiency rates and closing the achievement gap at all school levels.

**Strong School Connectedness and Sense of Belonging–**
- The KDE School Climate and Safety 2024 survey results showed that 34% of elementary schools,58% of middle schools, and 90% of high schools increased or significantly increased their ratings of school climate and safety. Except for African American middle school students, Middle and High school saw gains among student groups. Additionally, African American and White students did not differ significantly in their perceptions of school climate or safety, and the gap decreased at the middle and high school levels.

- The 24-25 CDIP strategy on strengthening meaningful relationships (6) can be adapted to providing personalized and engaging learning environments (4) with the aim of positively impacting other racial equity metrics such as discipline and attendance rates moving forward.

**Pivoting from Backpack of Success to Journey to Success**
- Approximately 19,700 5th, 8th, and 12th students held backpack defenses during the 2023-2024 school year. On average, a student uploaded 5 artifacts of success skills into their digital backpack. Student defenses and artifacts are at the center of the CDIP strategy Backpack of Success Skills (1) which is pivoting to Journey to Success this year. This strategy remains focused on students engaged in meaningful, authentic learning experiences where they can show their growth and mastery in multiple ways.  This strategy will continue to be a core focus in the 24-25 CDIP and will influence other key strategies, including implementing an authentic assessment system (I.e., L3 work), (3), personalized and engaging learning environments (4), professional deeper learning (7), and transforming our instructional core (8).

- We expect that implementation of these core strategies with integrity will lead to moving additional schools out of CSI status.

# 7. Evaluate the Teaching and Learning Environment:

# Key Elements Template

*Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.

| Key Elements | Is this an area of focus?<br><br>Yes/No | Specific Processes, Practices or Conditions Identified for Focus |
|---|---|---|
| **KCWP 1: Design and Deploy Standards**<br>Does our district continually assess, review, and revise curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success? | YES | As a district focused on academic innovation, our practices are grounded in three major ideas: student-centered environment, equity minded, and future focused. These three ideas ensure that we meet the social and emotional needs necessary to spark creativity and risk taking in a safe environment, while also providing equitable access to high quality instruction and learning opportunities for all students and grounding our work in scientific research and practitioner experience.<br><br>Upon the passage of Senate Bill SB 1 (2022), the authority to determine instructional materials was transferred from school-based decision making (SBDM) councils to the local superintendent.  Specifically, per KRS 160.345(2)(g), "the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy."<br><br>The JCPS model SBDM Policy has been revised to show this as well through the District SBDM Office in the Diversity, Equity, and Poverty Division, which provides support to SBDM councils across the district. The principal selection now requires a consultation with the SBDM and stakeholders.<br><br>The District utilizes the KDE High Quality Work recommendations to now choose curriculum for our schools based on these standards to ensure the instructional materials are:<br><br>• Aligned with the Kentucky Academic Standards (KAS); |

| | | |
|---|---|---|
| | | • Research-based and/or externally validated;<br>• Comprehensive to include engaging texts (books, multimedia, etc.), tasks and assessments;<br>• Based on fostering vibrant student learning experiences;<br>• Culturally relevant, free from bias; and<br>• Accessible for all students.<br><br>The process for selecting any additional High-Quality Instructional Resources or program is also aligned to the KDE process. This ensures high expectations and consistency for all learners across the district.<br><br>In sum, while the 2024 KSA results show a slight increase in Math from the prior year our reading proficiency rates dipped slightly to 2022 levels. There are still gaps among student groups and little growth at all levels. What the academic data tells us is that core instruction of grade-level content standards must be a priority. **JCPS will build coherence in student's instructional experience with the selection and implementation of common, district-wide high quality instructional resources.** |
| **KCWP 2: Design and Deliver Instruction**<br>Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research? | Yes | Instruction and the learning culture in JCPS are focused on student identity and community to meet the developmental needs of students and allow multiple opportunities for student choice and interest.<br><br>For the 2024-2025 school year both ELA and Math curriculums will be common across all grade levels (K-12). Teachers and school principals across JCPS have received professional learning on these HQIRs and this specific component.<br>Look-fors and best practice strategies have been identified for the K-12 HQIR curriculum and learning walk data is collected and analyzed every two months to check for fidelity of implementation and alignment with pacing guides. |

| KCWP 3: Design and Deliver Assessment Literacy<br><br>Does our district have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative? | YES | JCPS is committed to establishing and achieving high expectations and goals for all students through the implementation of a balanced assessment system. The district uses a common assessment tool (MAP) to assess student growth in reading and math three times per year in grades K-8. Students in grades K-3 are assessed in MAP Fluency. At the high school level, students are assessed three times a year with CERT. School and District-level reports are available that provide disaggregated data by student group and communicate trends over time.<br><br>With the adoption of the JCPS Goals and Guardrails by the Jefferson County Board of Education (JCBE) in 2024. The readiness goals set by the JCBE include a localized accountability system of academic measures MAP (K-8), ACT (11-12) and student Success Skills (Defenses of Learning).<br><br>For support, the Journey to Success Playbook details the systems needed to support student learning and the data needed to meet the JCPS Academic Readiness Measures. Additionally, NWEA Virtual Coaching is available at no cost to schools throughout the 24-25 school year to build capacity around assessment literacy and ensure that leaders understand how to use assessments to improve practice.<br><br>This year, JCPS has pivoted to Journey to Success. This is a refinement of our prior Backpack of Success Skills. Journey to success will still include a defense of learner but with a standardized rubric and milestones. A Journey to Success playbook is available to help educators transform the student experience in JCPS by focusing on each student's journey as a learner. All K-12 students are engaged in learning opportunities that promote creativity, innovation, and collaborative problem-solving in all content areas through our Journey to Success. Students have multiple opportunities and voice and choice for how they produce evidence in the five Success Skills: prepared and resilient learner, emerging innovator, |

| | | effective communicator, productive collaborator, and globally and culturally competent citizen. Journey to Success serves as a roadmap to high-quality student learning at JCPS. We have a consistent Districtwide process for measuring K-12 student success that takes place at both transition years and interim years, and focuses on four key components: Success Skills, Artifacts and Student Reflection, Milestones, and Defenses of Learning at key transition points—fifth, eighth, and twelfth grades. |
| :--- | :---: | :--- |
| | | In sum, the JCPS Academic Readiness Goals represent an internal measure of accountability for JCPS Schools that values both standardized measures of assessment and success skills to form a more accurate picture of student achievement. J**CPS is at the early stages of implementing common expectations of the skills and competencies needed for students to successfully transition to the next level.** This collaborative work with teachers and leaders has led to the development of standardized rubrics, scoring protocols, student and teacher supports, resulting in a uniform way to elicit, interpret, and act on meaningful evidence of student learning. We will continue this collaborative work to refine implementation along the way. |
| **KCWP 4: Review, Analyze and Apply Data**<br>Does our district communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning? | Yes | The monitoring and evaluation of the impact of instruction on learner success has been revised for heightened intentionality and accountability, as outlined in the District Improvement Model. The Improvement Model is comprised of three key reviews: Formative Systems Review, Comprehensive Systems Review and Vital Sign Reviews.<br><br>The Formative Systems Review (FSR) is a system-focused, formative look at implementation of instructional strategies and activities. This progress-monitoring review provides feedback and next-step coaching and |

| | | is used to calibrate needs and support. The FSR is designed to monitor the progress of effective implementation of strategies and activities to meet School Improvement Plan goals. Progress is monitored for each JCPS Pillar. District administrators review progress, analyze implementation data provided by school administrators, identify strengths, and give clear, specific feedback designed for further improvement. School teams receive feedback on Focus Priority Criteria within each System and include questions for further consideration and coaching. Collaborative next steps are developed towards system implementation and are key to improving student outcomes. |
| | | |
| | | During the Formative Systems Review (FSR), System 2 (Effective Use of Data), has priority criteria to determine how well the system is being implemented. Every school/PLC has a deep commitment to using data to monitor individual student progress on Priority Standards, and to drive school-wide decisions. |
| | | |
| | | The Comprehensive System Review (CSR) provides rich qualitative data and feedback on the JCPS Six Essential Systems for a Strong Learning Climate in schools focused on the student experience.  All school should receive a CSR every 3 years. |
| | | |
| | | Vital Sign reviews occur every six weeks at the district and school level. The Vital Sign report provides trend and disaggregated data on key indicators of student outcomes associated with the JCPS Six Essential Systems, Three Pillars, and Goals & Guardrails. The key indicators are the high-leverage research-based data points that lead to actionable steps for improving student learning experiences. |
| **KCWP 5: Design, Align and Deliver Support** | YES | While Senate Bill 1 provides equitable access to curriculum for all K-12 students in JCPS, additional resources and support have been |

| Has our district established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students? | | provided to our Choice Zone and Accelerated Improvement Schools. AIS schools and schools within the Choice Zone have access to instructional leads and Specialists identified to implement professional learning opportunities and resources and support to eliminate achievement and opportunity gaps.

A key professional learning objective is to provide professional development to 100% of K-12 teachers implementing our new HQIR and differentiating the curriculum to best meet the needs of multilingual learners, learners with disabilities, and gifted learners. The professional development is available to all staff. The sessions are differentiated by skill level; as well as the staff member's role (substitute teachers, instructional assistants, teacher, or administrator).

All JCPS PD facilitators have been trained on the characteristics of High-Quality Professional Learning. These characteristics include the importance of coaching, expert support, feedback, reflection, and continuous adult learning to improve student outcomes. One such practice that is explicitly trained is how to collaboratively analyze professional learning data to improve quality of learning and thus, student performance. With the implementation of the K-12 Reading and Math curriculum, schools have continued districtwide learning and provided further collaboration at their sites for educators. Additionally, the District offers monthly academy sessions based on teacher feedback and identified needs, collaboration around the curriculum, and other needs at the Academic Instructional Coach and department chair meetings.

All JCPS schools are expected to complete a school literacy and math plan each fall. The plan includes the following components: data and assessment goal, instruction goal, intervention instruction goal, data-based |

| | | decision-making goal, leadership team goal, professional learning goal, community and family involvement goal, and a reflection. Monitoring occurs in the fall and winter by the zone level Assistant Superintendents and the Chief of Schools.  This process is used as part of a larger progress monitoring approach to ensure that all students have access to the same quality programs and academic experiences.<br><br>In sum, 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 focus on supporting our schools as they implement the K-12 HQIR such that instruction, intervention, and supports are aligned to meet the identified needs of all learners.** |
|---|---|---|
| **KCWP 6: Establishing Learning Culture and Environment**<br>Has our district intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions? | Yes | JCPS is utilizing our Racial Equity District policy to improve the implementation of culturally responsive instruction, as evidenced by our [Diversity, Equity and Poverty Anchor Documents](#) (i.e., Equity Monitoring Protocol Tool, Affirming Racial Equity Tool, Racial Equity Analysis Protocol).<br><br>Additionally, to increase student availability to high-quality instructional resources both in school and at home, JCPS is a 1:1 district with students having access to wi-fi enabled Chromebooks or iPads for use in school and at home as a key equity measure. |

***8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes?***

Our district is moving towards a strategic plan that creates a learning environment where learners are at the center. Process, practices and conditions that will support this desired change will be included in the CDIP and will include the following key strategies:

1) **KCWP 1: Implementing district-wide literacy and math curriculum**: While we had a slight increase in Math proficiency, we dipped in Reading back to the levels we were in 2022. When reviewing the school-level disaggregation, we have a large range of performance among our schools. What the academic data tells us is that core instruction of grade-level content standards must be a priority. JCPS will build coherence in student's instructional experience with the selection and implementation of common, district-wide high quality instructional resources.

2) **KCWP 3: Developing Authentic Performance Assessment System:** Assessments in which learners demonstrate learning by applying their competency, knowledge, and skills by creating products and performances that relate to the enterprises of the real, career, and civic world. Educators and students will often use collaboratively developed purposes or goals, scoring guides, rubrics, and other methods to evaluate whether the performance or product demonstrates that students have learned to the expected standards. Authentic assessments are not only useful for determining what has been learned previously, they are themselves a meaningful learning experience. Some common authentic performance assessments include defenses of learning, capstones and community service projects, student-led portfolio conferences, exhibitions of learning, and many types of authentic writing.

   In JCPS, this work is reflected in our new launch of Journey to Success. With Journey to Success all K-12 students are engaged in learning opportunities that promote creativity, innovation, and collaborative problem-solving in all content areas through our Journey to Success. Students have multiple opportunities and voice and choice for how they produce evidence in the five Success Skills: prepared and resilient learner, emerging innovator, effective communicator, productive collaborator, and globally and culturally competent citizen. Journey to Success serves as a roadmap to high-quality student learning at JCPS. We have a consistent Districtwide process for measuring K-12 student success that takes place at both transition years and interim years, and focuses on four key components: Success Skills, Artifacts and Student Reflection, Milestones, and Defenses of Learning at key transition points—fifth, eighth, and twelfth grades.

   Instruction and the learning culture in JCPS are focused on student identity and community to meet the developmental needs of students and allow multiple opportunities for student choice and interest. JCPS is committed to establishing and achieving high expectations and goals for all students through the implementation of a balanced assessment system. The District uses a common assessment tool (MAP) to assess student growth in reading and math three times per year in grades K-8. Students in grades K-3 are assessed in MAP Fluency. At the high school level, students are assessed three times a year with CERT. With the adoption of the JCPS Goals and Guardrails in 2024, the readiness goals include a

localized accountability system of academic measures MAP (K-8), ACT (11-12) and student Success Skills (Defenses of Learning). The JCPS Academic Readiness Goals represent an internal measure of accountability for JCPS Schools that values both standardized measures of assessment and success skills to form a more accurate picture of student achievement. JCPS is at the early stages of implementing common expectations of the skills and competencies needed for students to successfully transition to the next level.  This collaborative work with teachers and leaders has led to the development of standardized rubrics, scoring protocols, student and teacher supports, resulting in a uniform way to elicit, interpret, and act on meaningful evidence of student learning. We will continue this collaborative work to refine implementation along the way.

3) **KCWP 5: Allocating support and resources to promote positive, equitable and inclusive learning experiences for all students:** JCPS is showing early wins in the implementation of future state strategies, particularly around resourcing high poverty schools.  JCPS had six schools exit CSI (comprehensive support and improvement) status this year, and 28 schools exit in the last three years. The number of TSI schools decreased from 44 in 2023 to 35 in 2024. However, 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 focus on supporting our schools as they implement the K-12 HQIR such that instruction, intervention, and supports are aligned to meet the identified needs of all learners.