



**Interim Guardrail Monitoring Report**  
Jefferson County Board of Education Meeting

March 18, 2025

# Guardrail 4

Protect Equitable  
Resourcing

**JCPS shall not allow inequitable resource allocation for ECE students and/or ML students.**





# Theory of Action

By strategically leveraging our resources to effectively accommodate the special learning needs of our ECE and ML students, we can ensure these students have equitable access to authentic and engaging instruction, optimizing their opportunities for academic success.





# Resource Allocation



## Create Equitable Learning Experiences

Allocate resources to appropriately address ECE and ML student needs.



## Increase ECE Student Access to Least Restrictive Environments (LRE)

Maximize access to general education courses for optimal instructional and social outcomes.



## Monitor Language Proficiency for ML Students

Track the percentage of ML students increasing performance level from year to year



## Increase Usage of Technology Assistance Services

Increase access to and usage of 21st century assistive technology in classrooms.





# Interim Guardrail 4.1

## ECE Least Restrictive Environment



### Research Indicates

**Improved Academic Outcomes:** Students achieve greater academic success in literacy and math when at least 80% of their learning occurs in general education classrooms.

**Improved Social Outcomes:** Inclusive settings provide better social opportunities and improve engagement, self-esteem, and peer relationships.

**Shared Benefits for All Students:** Inclusive settings benefits students with and without disabilities.



# ECE Least Restrictive Environment

Interim Guardrail 4.1

The percentage of ECE students whose least restrictive environment is 80% or more in general education programs will increase from 56.2% in June 2024 to 59.3% in June 2027.

## Points of Celebration

- The percentage of ECE Students whose LRE is 80% or more in general education programs increased by 2.6% from 2021-22 (53.6%) to 2023-24 (56.2%)

- Additional Data indicates:
- Elementary schools that increased the number of ECE students with 80% or more in general education setting are showing growth in Reading/Math MAP commensurate with non-ECE peers.
  - 25 High Schools have decreased the number of ECE students who spend time in a general classroom for 40% of the school day
  - 15 high schools have increased the number of ECE students with 80% or more in general education setting

### Evaluation: Off-Track

Interim Guardrail 4.1—ECE Least Restrictive Environment							Evaluation	
The percentage of ECE students whose least restrictive environment is 80% or more in general education programs will increase from 56.2% in June 2024 to 59.3% in June 2027.							Off-Track	
2021-2022	2022-2023	2023-2024	2024-2025		2025-2026		2026-2027	
Dec. 1 Count	Dec. 1 Count	Dec. 1 Count	Dec. 1 Count	Spring Count Update Scheduled for May 2025	Dec. 1 Count	Spring Count Update Scheduled for May 2026	Dec. 1 Count	Spring Count Update Scheduled for May 2027
53.6%	55.4%	56.2%	55.8%*	Goal 57.2%	TBD	Goal 58.2%	TBD	Goal 59.3%

Source: JCPS ECE LRE Report on Indicator 5

\* Data not yet officially published by the KDE on the [KY Special Education Indicator Dashboard](#)

Note: The percentage for spring goals will reflect real-time data that will be generated by the district in May.





# Interim Guardrail 4.1

## ECE Least Restrictive Environment

### Effective Strategies

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**Data Collection:** Record reviews, data accuracy, compliance tracking, data integrity in decision-making.

**Collaboration:** Practical programming discussions with all stakeholders, professional learning communities, co-teaching emphasis.

**Intentionality of Training:** Prioritizing district-wide comprehensive training, Cross-departmental training, collaboration with Greater Louisville Education Cooperative (GLEC), strong emphasis on co-teaching cohort training.

### Opportunities for Growth

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**Communication to promote awareness:** Data review and analysis using newly developed LRE report

**Personalized Support:** Ensure participation in general education programs continues to increase after transitioning from co-teaching cohort.

**GLEC Participation:** ECE Office encouraging more participation from schools to receive assistance with coteaching strategies and data analysis

### Next Steps

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**Continued Collaboration:** ECE Office will continue supporting schools to promote co-teaching, scheduling for ECE students, Professional Development focused on high leverage practices.

**Ongoing Assessment:** ECE Office will work with schools to identify students and assess current LRE effectiveness of Specially Designed Instruction (SDI).

**Support Inclusion:** ECE Instructional Coaches work with Academic Instructional Coaches to ensure support for ECE students in core content classes.





# Interim Guardrail 4.2

## English Language Progress



### Research Indicates

#### English Language Proficiency Improves Academic Outcomes:

- Targeted ELP instruction can have a 15-25% positive impact on academic outcomes.
- Higher ELP strongly correlates to:
  - Enhanced ability to comprehend and engage with academic content
  - Higher impact on content knowledge.
  - Higher assessment performance (1 pt. ELP score increase ~ 10% standardized test score increase).



# English Language Progress

Interim Guardrail 4.2

The percentage of Multilingual Learners showing growth on English Language Proficiency assessment (ACCESS for ELLs) by moving up a performance level category will increase from 56% in June 2023 to 63% by June 2027

**Evaluation:** Off-Track

## Points of Celebration

- The percentage of Multilingual Learners continues to grow in JCPS.
- While the percentage of MLs moving up a performance level has decreased slightly (-1.5%), the actual number of students demonstrating growth increased by 842, rising from 5,929 in 2022-23 to 6,771 in 2023-24.
- Language Service Data indicates:
  - 31% increase in On-Demand Interpretation usage
  - Face-to-Face Interpretation requests indicates 64% increase

Interim Guardrail 4.2—English Language Progress						Evaluation
The percentage of Multilingual Learners showing growth on English Language Proficiency assessment (ACCESS for ELLs) by moving up a performance level category will increase from 56% in June 2023 to 63% by June 2027.						Off-Track
School Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
# Students Tested*	7,576	10,598	12,450	Data Available May 2025	Data Available May 2026	Data Available May 2027
# Students Showing Growth	3,954	5,929	6,771			
% Students Showing Growth	52.2%	55.9%	54.4%	Goal 59%	Goal 61%	Goal 53%

Source: KSA Accountability Summary Report

\*Note: the number of students tested (above) reflects only the ML students’ scores that JCPS is accountable for based on two years of testing data (to be able to show growth).



# Interim Guardrail 4.2

## English Language Progress

### Effective Strategies

**Staffing:** English Language Development (ELD) Teacher allocations has increased by 38% from 2022-23 (294) to 2024-25 (406).

**Prioritized PD & Training:** Prioritized for high-density ML schools (8-school cohort) with monthly PLC sessions.

**Community Engagement:** Monthly gatherings with partners and stakeholders.

### Opportunities for Growth

**Capacity Building:** Increasing awareness, support and services via collaboration with departments and stakeholders.

**Programming (Re)Design:** ELD program refinement via data analysis, program evaluation, implementation, and impact.

**Streamlined Support:** Collaboration with Newcomer Academy and High Schools for older MLs with limited high school experience.

### Next Steps

**Additional Funding:** Additional \$650,000 allocated to support ML students in schools for 25-26.

**Additional Staffing:** ELD Staffing will increase by an additional 10% next year.

**Additional Training:** Targeted support for master schedulers, counselors, for ELD service types.





# Interim Guardrail 4.3

## Technology Support



### Research Indicates

**Reversal of Failing Trends:** Instruction in audio-enhanced classrooms led to a significant turnaround in test scores among high-need students.

**Improved Phonemic Awareness:** Sound field systems greatly enhance the teaching of phonemic awareness, particularly benefiting at-risk students.

**Improved English Proficiency:** Limited English Proficient students showed notable gains in English mastery and overall learning in audio-enhanced classrooms.

**Improved Speech Perception:** English Language Learners experienced significant improvements in speech perception with the use of sound field systems.



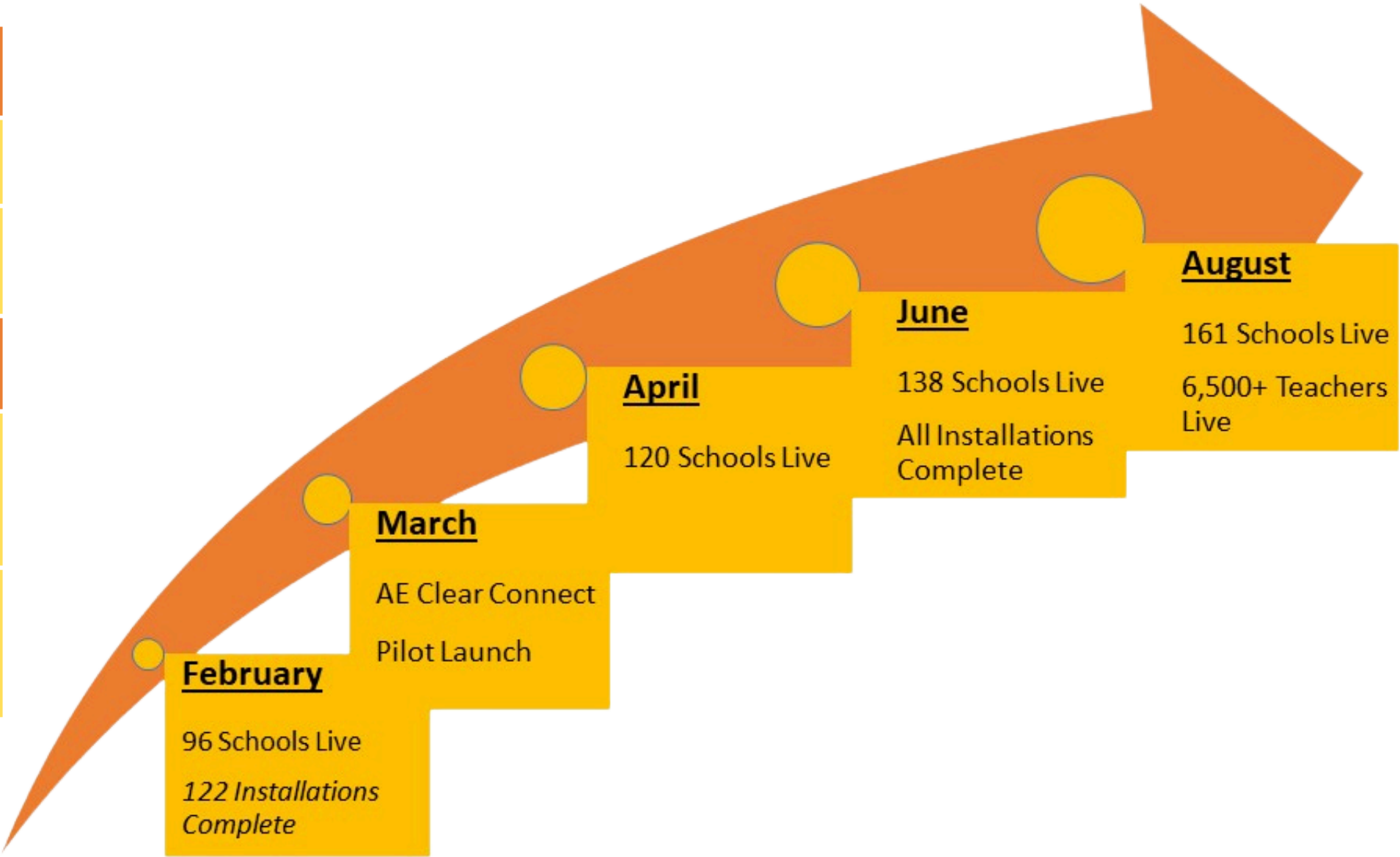
# Technology Support

Interim Guardrail 4.3

The use of technology assistance services will increase from x in June 2025 to y in June 2027.

## Evaluation: New Metric

Interim Guardrail 4.3—Technology Support					Evaluation	
The use of technology assistance services will increase from x in June 2025 to y in June 2027.					New Metric	
Interim Metrics: Number of JCPS Schools Completed Audio Enhancement Installation in Every Classroom						
2021-2022	2022-2023		2023-2024		2024-2025	
Spring	Fall	Spring	Fall	Spring	Fall	Spring as of February
0	10	31	56	75	90	122



# Interim Guardrail 4.3

## Technology Support

### Effective Strategies

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**Teacher Testimonies:** Indicate effective implementation and positive impact in classrooms for engagement and safety.

**Collaboration between OML and IT to support ML Students:**

- **Translation Assistant:** Available to all schools to translate documents instantly.
- **Product Pilots:** PocketTalk devices and iPads with translation software.

### Opportunities for Growth

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**Installation Completion:**

Projected to be completed by end of 2024-25 school year

**Additional Training:** For schools and/or classrooms teachers regarding effective usage in classrooms (for teacher and student use).

**Development of Analytics/Metrics:** Assess usage and correlation instructional impact in classrooms that are utilizing Audio Enhancement

### Next Steps

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**Continued Support for Existing Technologies:** OML will continue support schools and IT on the effective use of Lexmark Translation Assistant

**Audio Enhancement Clear Connect Pilot:** Real-time translation and transcription technology available in classrooms.

