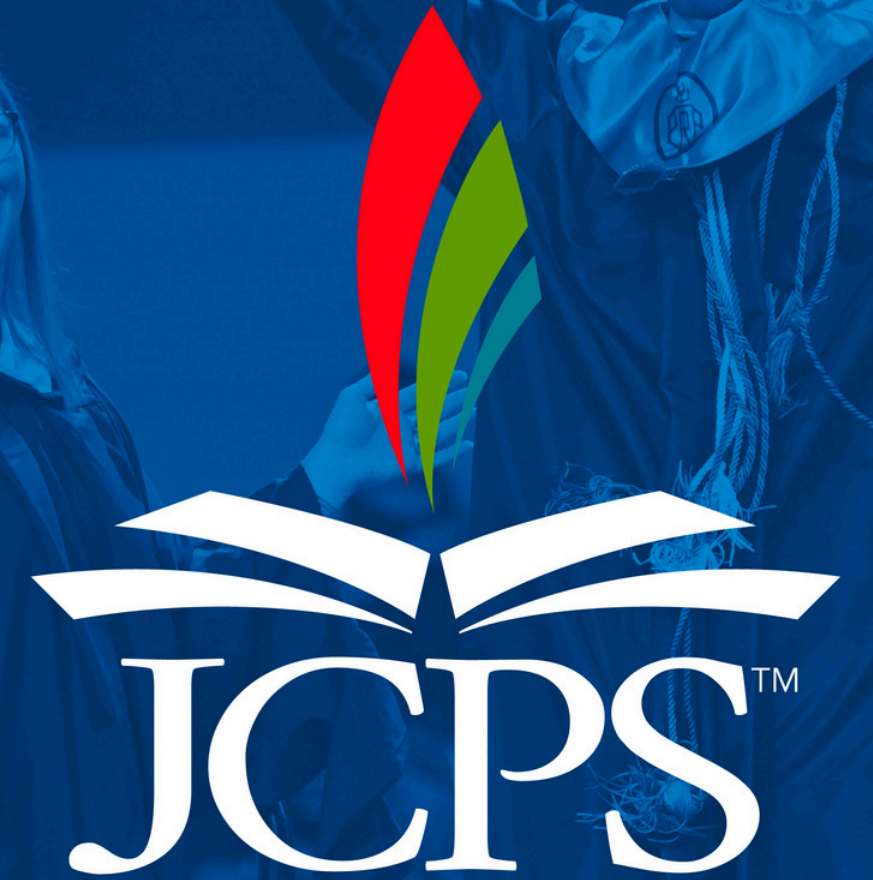


# JCPS Student Outcomes Focused Governance Goals & Guardrails Update

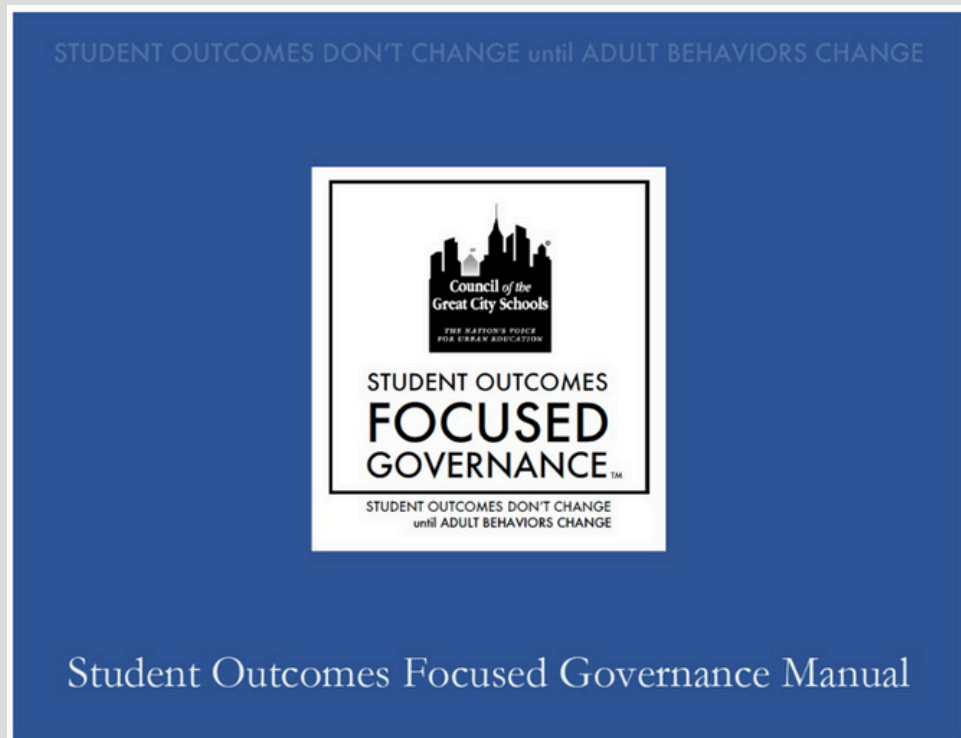
ARMAC Meeting  
April 16, 2025



# Student Outcomes Focused Governance

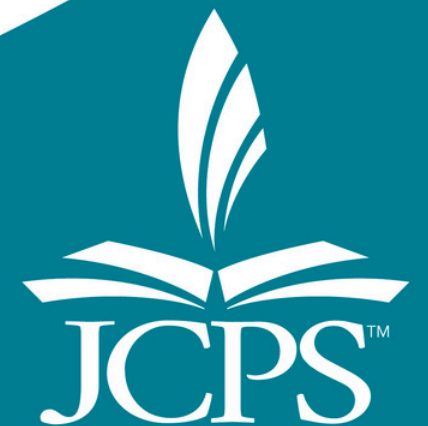
As part of the Student Outcomes-Focused Governance (SOFG) framework, the Jefferson County Board of Education (JCBE) established goals and guardrails to guide its decision-making.

These priorities, shaped by community input and a comprehensive needs assessment, will direct the Board's work over the next five years.



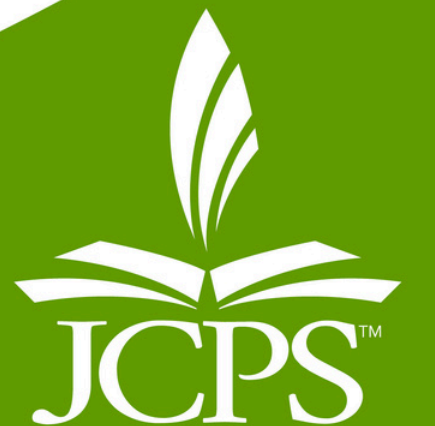
# Goals

- **Goal 1: Elementary School Academic Readiness:** 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. (Baseline data and annual goals and targets will be established in August 2025)
- **Goal 2: Middle School Academic Readiness:** 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. (Baseline data and annual goals and targets will be established in August 2025)
- **Goal 3: High School Academic Readiness:** 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. (Baseline data and annual goals and targets will be established in August 2025)
- **Goal 4: 3rd Grade Literacy:** The percentage of 3rd-grade students who met or exceeded their expected growth and/or achievement benchmarks (50th percentile) in Reading according to the Spring MAP assessment will increase from 66% in June 2024 to 81% by June 2030.
- **Goal 5: 8th Grade Numeracy:** The percentage of 8th-grade students who met or exceeded their expected growth and/or achievement benchmarks (50th percentile) in Math according to the Spring Map assessment will increase from 61% in June 2024 to 76% by June 2030.



# Guardrails

- **Guardrail 1: Protect Safety:** JCPS shall not allow unsafe conditions (either socially, emotionally, or physically).
- **Guardrail 2 Protect Racial Equity:** JCPS shall not make significant decisions without first ensuring alignment with the Racial Equity Plan.
- **Guardrail 3: Protect Inclusive Decision Making:** JCPS shall not make significant decisions without collaborating with impacted stakeholders.
- **Guardrail 4: Protect Fair Spending:** JCPS shall not allow inequitable resource allocation for ECE students and/or ML students.
- **Guardrail 5: Protect Appropriate Testing:** JCPS shall not utilize more than the minimum number of district-mandated assessments to monitor student outcomes





# Interim Goals & Guardrails

## Goals and Annual Targets

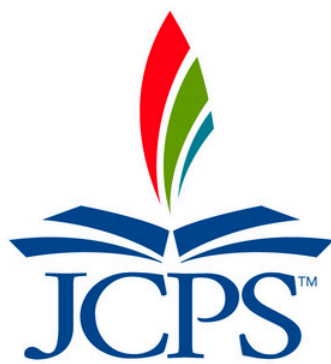
	Baseline	Annual Targets					Goal
	2024	2025	2026	2027	2028	2029	2030
<b>Goal 1: Elementary School Academic Readiness (5th grade) - <i>in development</i></b>		TBD	TBD	TBD	TBD	TBD	TBD
🌟 Interim Goal 1.1 3rd Grade Reading	45%	47%	50%	55%			
🌟 Interim Goal 1.2 4th Grade Math	39%	41%	44%	49%			
🌟 Interim Goal 1.3 4th Grade Milestones <i>in development</i>		TBD	TBD	TBD			
<b>Goal 2: Middle School Academic Readiness (8th grade) - <i>in development</i></b>		TBD	TBD	TBD	TBD	TBD	TBD
🌟 Interim Goal 2.1 6th Grade Reading	45%	47%	50%	55%			
🌟 Interim Goal 2.2 7th Grade Math	30%	32%	35%	40%			
🌟 Interim Goal 2.3 7th Grade Milestones <i>in development</i>		TBD	TBD	TBD			
<b>Goal 3: High School Academic Readiness (12th grade) - <i>in development</i></b>		TBD	TBD	TBD	TBD	TBD	TBD
🌟 Interim Goal 3.1 9th Grade Reading	41%	43%	45%	50%			
🌟 Interim Goal 3.2 10th Grade Math	16%	18%	21%	26%			
🌟 Interim Goal 3.3 10th Grade Milestones <i>in development</i>		TBD	TBD	TBD			
<b>Goal 4: 3rd Grade Literacy</b>	<b>66%</b>	<b>68%</b>	<b>70%</b>	<b>72%</b>	<b>75%</b>	<b>78%</b>	<b>81%</b>
🌟 Interim Goal 4.1 1st Grade Reading	64%	66%	69%	74%			
🌟 Interim Goal 4.2 2nd Grade Reading	65%	67%	70%	75%			
🌟 Interim Goal 4.3 3rd Grade Evidence of Learning Check <i>in development</i>		TBD	TBD	TBD			
<b>Goal 5: 8th Grade Numeracy</b>	<b>61%</b>	<b>63%</b>	<b>65%</b>	<b>67%</b>	<b>70%</b>	<b>73%</b>	<b>76%</b>
🌟 Interim Goal 5.1 6th Grade Math	55%	57%	60%	65%			
🌟 Interim Goal 5.2 7th Grade Math	57%	59%	62%	67%			
🌟 Interim Goal 5.3 8th Grade Evidence of Learning Check <i>in development</i>		TBD	TBD	TBD			

## Guardrails and Annual Targets




	2024	2025	2026	2027	2028	2029	2030
<b>Guardrail 1: Protect Safety</b>							
🌟 Interim Guardrail 1.1 Bullying/Harassment Resolution Time	53%	58%	63%	68%			
🌟 Interim Guardrail 1.2 Operations and IT Completion Time	<i>in development</i>						
🌟 Interim Guardrail 1.3 Staff Perceptions of Safety	73%	76%	78%	80%			
<b>Guardrail 2: Protect Racial Equity</b>							
🌟 Interim Guardrail 2.1 Equity Screener Scores	<i>in development</i>						
🌟 Interim Guardrail 2.2 REAP Decisions	90%	94%	97%	100%			
🌟 Interim Guardrail 2.3 Louisville Teacher Residency Retention Rate	87%	88%	89%	91%			
<b>Guardrail 3: Protect Inclusive Decision Making</b>							
🌟 Interim Guardrail 3.1 Staff Perceptions of Teacher Voice & Leadership	77%	79%	82%	85%			
🌟 Interim Guardrail 3.2 Parent & Staff Communication	52%	56%	61%	66%			
🌟 Interim Guardrail 3.3 Collaborative District and School Leadership Team	<i>in development</i>						
<b>Guardrail 4: Protect Fair Spending</b>							
🌟 Interim Guardrail 4.1 ECE Least Restrictive Environment	56%	57%	58%	59%			
🌟 Interim Guardrail 4.2 English Language Progress	56% (2023)	59%	61%	63%			
🌟 Interim Guardrail 4.3 Technological Support	<i>in development</i>						
<b>Guardrail 5: Protect Appropriate Testing</b>							
🌟 Interim Guardrail 5.1 Backpack Milestones	<i>in development</i>						
🌟 Interim Guardrail 5.2 Defense of Learning	<i>in development</i>						
🌟 Interim Guardrail 5.3 Assessment Integrity	<i>in development</i>						




JCPS Academic Readiness Measures represent a **local measure** of accountability for JCPS that values both standardized measures of academic assessment and success skills to form a more accurate picture of student learning.



# JCPS ACADEMIC- READINESS MEASURES

PROCESS Quality Work + High-Quality Pedagogy		ACADEMIC ASSESSMENT BENCHMARK Focused on Reading and Math	DEFENSE OF LEARNING Focused on Success Skills	COMPOSITE SCORE										
<p><b>WHEN WE FOCUS ON:</b></p> <ul style="list-style-type: none"> <li>✓ Quality Work Protocols</li> <li>✓ Backpack Milestones</li> <li>✓ Consistent Rubrics and Exemplars</li> <li>✓ Progress Monitoring Systems for Literacy and Math Plans</li> <li>✓ Unpacked Learning Targets Aligned to Grade-Level Standards</li> <li>✓ Backwards Planning With Authentic Assessment</li> </ul> <p><b>WE WILL SEE:</b></p> <ul style="list-style-type: none"> <li>✓ High-Quality Artifacts</li> <li>✓ Personalized Defenses of Learning</li> <li>✓ Interdisciplinary Learning and Increased Engagement</li> <li>✓ Academic Growth and Achievement</li> <li>✓ Effective Interventions and Supports</li> </ul>	<p><b>ELEMENTARY</b></p>	<p><b>3.5 ↑ SCORE: READY</b></p>	<p><b>3.5 ↑ SCORE: READY</b></p>	<p><b>3.4 ↓</b> Ready w/Support</p>										
	 <p>Ready for the sixth grade!</p>	<table> <tr> <th>Reading</th> <th>Math</th> </tr> <tr> <td>1. 100-150</td> <td>100-150</td> </tr> <tr> <td>2. 151-201</td> <td>151-203</td> </tr> <tr> <td>3. 202-213</td> <td>204-218</td> </tr> <tr> <td>4. 214-350</td> <td>219-350</td> </tr> </table> <p>Note: 4 = P/D</p>	Reading	Math	1. 100-150	100-150	2. 151-201	151-203	3. 202-213	204-218	4. 214-350	219-350	<p><b>Presentation of Student Learning and Growth:</b></p> <p><b>Defense of Learning Rubric</b></p> <p>1-Needs Improvement 2-Developing Understanding 3-Approaching Readiness 4-Ready or Excelling</p>	<p><b>3.5 ↑</b> Ready</p>
	Reading	Math												
	1. 100-150	100-150												
	2. 151-201	151-203												
	3. 202-213	204-218												
4. 214-350	219-350													
<p><b>MIDDLE</b></p>	<p><b>3.5 ↑ SCORE: READY</b></p>	<p><b>3.5 ↑ SCORE: READY</b></p>	<p><b>3.4 ↓</b> Ready w/Support</p>											
 <p>Ready for the ninth grade!</p>	<table> <tr> <th>Reading</th> <th>Math</th> </tr> <tr> <td>1. 100-150</td> <td>100-150</td> </tr> <tr> <td>2. 151-213</td> <td>151-218</td> </tr> <tr> <td>3. 214-224</td> <td>219-230</td> </tr> <tr> <td>4. 225-350</td> <td>231-350</td> </tr> </table> <p>Note: 4 = P/D</p>	Reading	Math	1. 100-150	100-150	2. 151-213	151-218	3. 214-224	219-230	4. 225-350	231-350	<p><b>Presentation of Student Learning and Growth:</b></p> <p><b>Defense of Learning Rubric</b></p> <p>1-Needs Improvement 2-Developing Understanding 3-Approaching Readiness 4-Ready or Excelling</p>	<p><b>3.5 ↑</b> Ready</p>	
Reading	Math													
1. 100-150	100-150													
2. 151-213	151-218													
3. 214-224	219-230													
4. 225-350	231-350													
<p><b>SECONDARY</b></p>	<p><b>3.5 ↑ SCORE: READY</b></p>	<p><b>3.5 ↑ SCORE: READY</b></p>	<p><b>3.4 ↓</b> Ready w/Support</p>											
 <p>Postsecondary-Ready!</p>	<table> <tr> <th>Reading</th> <th>Math</th> </tr> <tr> <td>1. 15 ↓</td> <td>14 ↓</td> </tr> <tr> <td>2. 16-17</td> <td>15-16</td> </tr> <tr> <td>3. 18-19</td> <td>17-18</td> </tr> <tr> <td>4. 20 ↑</td> <td>19 ↑</td> </tr> </table> <p>Note: 4 = Benchmark on ACT</p>	Reading	Math	1. 15 ↓	14 ↓	2. 16-17	15-16	3. 18-19	17-18	4. 20 ↑	19 ↑	<p><b>Presentation of Student Learning and Growth:</b></p> <p><b>Defense of Learning Rubric</b></p> <p>1-Needs Improvement 2-Developing Understanding 3-Approaching Readiness 4-Ready or Excelling</p>	<p><b>3.5 ↑</b> Ready</p>	
Reading	Math													
1. 15 ↓	14 ↓													
2. 16-17	15-16													
3. 18-19	17-18													
4. 20 ↑	19 ↑													



# Monitoring Calendar

Board Meeting Date	Status	Goals & Guardrails
November 12, 2024	✓	Interim Goals 1.1 (3rd Grade Reading) & 1.2 (4th Grade Math)
December 3, 2024	✓	Interim Goals 2.1 (6th Grade Reading) & 2.2 (7th Grade Math)
December 17, 2024	✓	Interim Goals 4.1 (1st Grade Reading) & 4.2 (2nd Grade Reading)
January 28, 2025	✓	Interim Goals 3.1 (9th Grade Reading) & 3.2 (10th Grade Math)
February 25, 2025	✓	Guardrail 3: Protect Inclusive Decision Making
March 18, 2025	✓	Guardrail 4: Protect Equitable Resourcing
April 8, 2025	✓	Interim Goals 4.3 (3rd Grade ELCs) & 5.3 (8th Grade ELCs)
May 13, 2025		Interim Goals 1.3 (4th Grade Milestones); 2.3 (7th Grade Milestones); 3.3 (10th Grade Milestones)
June 24, 2025		Guardrail 5: Protect Appropriate Testing
July 8, 2025		Goal 4: 3rd Grade Literacy & Goal 5: 8th Grade Numeracy
July 29, 2025		Goal 1: Elementary School Readiness & Goal 2: Middle School Readiness
August 19, 2025		Goal 3: High School Readiness



## JCPS Goals & Guardrails Website



# Goals & Guardrails

### Jefferson County Board of Education

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 guide the Board's decision-making. The JCBE approved five goals and five guardrails.

 [Progress Monitoring Reports](#)

#### Resources

[Goals and Annual Targets](#)

[Progress Monitoring Calendar](#)

[Academic Readiness Measures](#)

[SOFG Manual](#)

#### Listening Sessions

[Needs Assessments](#)

[Analysis](#)



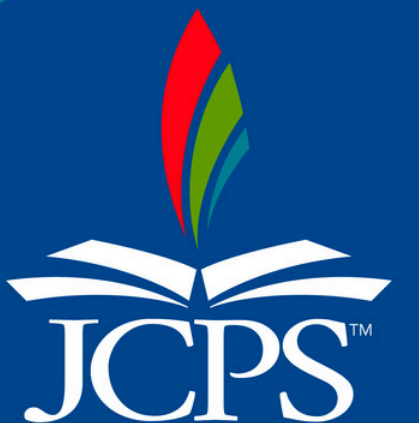
# Report Format

## Goal Report:

- Trend Data
- Status
- Interpretation
- Effective Strategies
- Growth Opportunities
- Next Steps

## Guardrail Report:

- Theory of Action
- Research
- Trend Data
- Status
- Interpretation
- Effective Strategies
- Growth Opportunities
- Next Steps





**Goals &  
Guardrails**

## **Interim Goal Monitoring Report**

Jefferson County Board of Education Meeting

January 28, 2025

# Goal 3

High School  
Academic Readiness

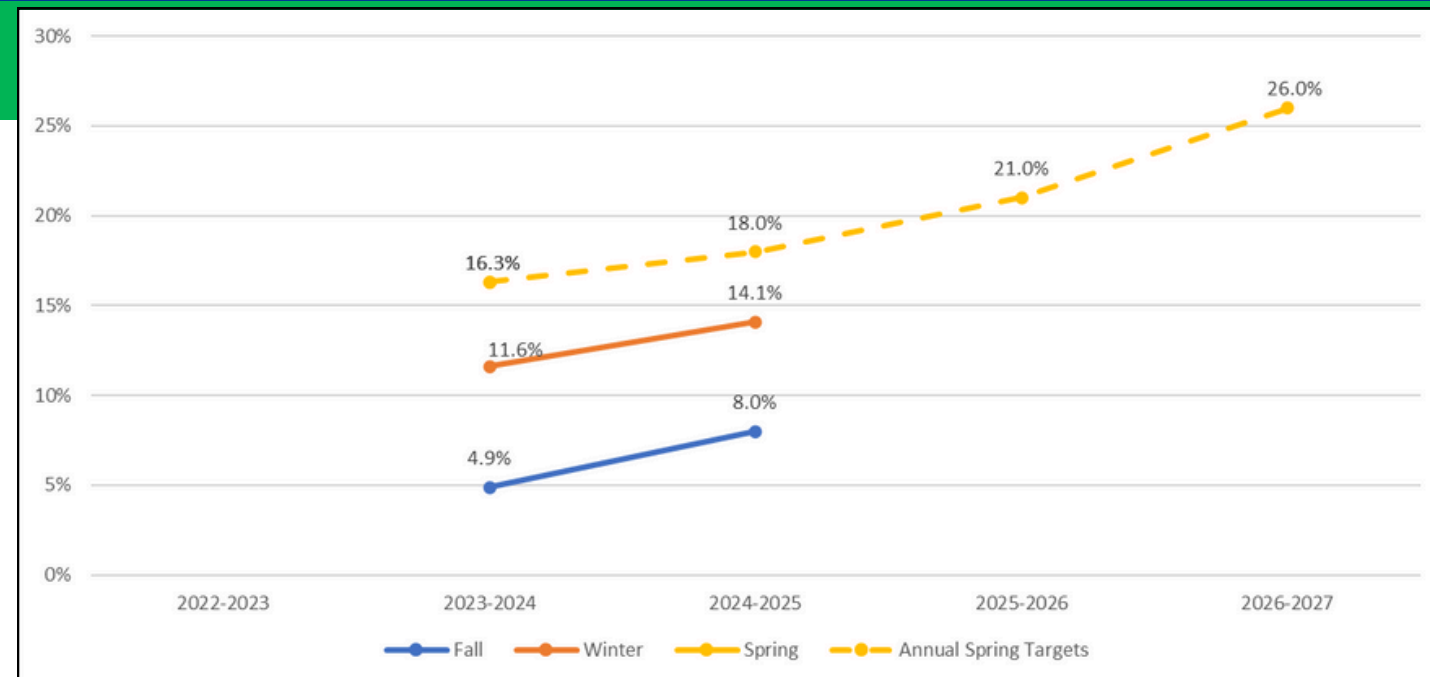
- **Interim Goal 3.1:** *9th Grade Reading*
- **Interim Goal 3.2:** *10th Grade Math*



# 10th Grade CERT Math Scores

Interim Goal 3.2

The percentage of students in **grade 10** who met or exceeded their expected achievement benchmarks (ACT college-ready benchmarks) in Math according to the Spring CERT assessment will increase from **16.3%** in June 2024 to **26%** by June 2027.



	Fall 23-24	Fall 24-25	Winter 23-24	Winter 24-25
All students	4.9%	8.0%	11.6%	14.1%
African American	2.4%	5.9%	5.5%	9.0%
Hispanic	2.9%	6.4%	6.2%	11.3%
Two or More	3.9%	7.0%	9.8%	11.4%
White	6.7%	8.8%	17.0%	17.6%
Free/Reduced Lunch	2.8%	5.9%	5.7%	9.6%
Multilingual Learners	5.1%	7.6%	5.2%	12.0%
Exceptional Child Education	1.2%	3.2%	3.5%	5.6%

**Evaluation:** On-Track

## What Does the Data Tell Us?

- **14.1%** of all 10th grade students either **met or exceeded the ACT college-ready benchmark** in **Math** on the Winter 2024-25 CERT assessment.
- From Fall to Winter 2024-25, the **percentage increased for every student group**: White (+8.8%); All (+6.1%); Hispanic (+4.9%); Multilingual Learners (+4.4%); Two or More (+4.4%); Free/Reduced Lunch (+3.7%); African American (+3.1%); Exceptional Child Education (+2.4%)
- While every group improved, the **Achievement Gap** between African American and White students **increased** by **5.7 percentage points** from Fall 2024-25 (2.9%) to Winter 2024-25 (8.6%).



# 10th Grade CERT Math Scores Improvement Strategies



## SUPPORT

- District content specialists host quarterly academies focused on research-based practices and the HQIR
- Math-specific professional development are ongoing, including school-level embedded PD.
- School-based coaching/support provided by district content leads and specialists.
- Crosswalk between CERT skills and KY standards is in development to support targeted instruction



## IMPLEMENTATION

- As of December, over 100 high school math classes visited.
  - Highest Ratings: Routines and procedures
  - Lowest Ratings: Learning targets
- Illustrative Math (IM) is being implemented in all Algebra 1 classes as evidenced by high observations of “routines and procedures”
- Classroom learning walks are designed to support calibration and clarity of HQIR look-fors and to strengthen teacher coaching/feedback



## MONITORING & COACHING

- Principal Collaborative Teams meet and share collegial feedback every six weeks
- Additional coaching is provided by IM consultants
- Formative System Reviews and Vital sign Reviews used to progress monitor and reflect on support systems
- Differentiated support is provided to teachers and PLCs as determined by classroom learning walks and FSRs







**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.





# 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.



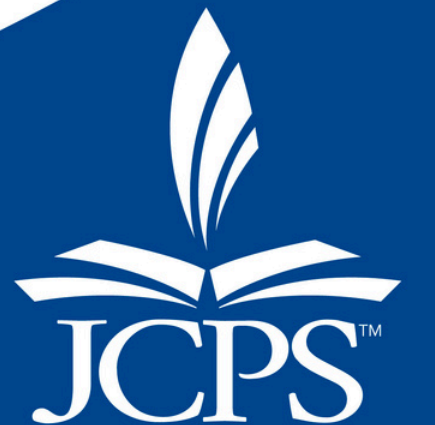
# Board Trainings & Self Assessments

## **Board Trainings:**

- January 20-21, 2023
- November 10, 2023
- September 13, 2024
- March 7, 2025

## **Quarterly Self Assessments:**

- April 8, 2025 (latest one) with score of 70





# Self Assessment Rubric: Example

VISION & GOALS: The Board will, in collaboration with the Superintendent, adopt goals that are student outcomes focused.			
Not Student Outcomes Focused (0)	Approaching Student Outcomes Focus (10)	Meeting Student Outcomes Focus (25)	Mastering Student Outcomes Focus (35)
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted <b>goals</b>.</p> <p>The Board has not consistently demonstrated the ability to distinguish between <b>inputs</b>, <b>outputs</b>, and <b>outcomes</b>.</p> <p>The Board has not hosted opportunities to listen to the vision of the community during the previous thirty-six month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>The Board has adopted, in collaboration with the Superintendent, goals.</p> <p>The Board has adopted only <b>SMART</b> goals that include a specific <b>measure</b>, <b>population</b>, <b>starting point</b>, an <b>ending point</b>, a <b>starting date</b>, and an <b>ending date</b>.</p> <p>The Board has adopted no fewer than one and no more than five goals. Fewer goals allow for greater focus; more allow for less.</p> <p>The Superintendent has adopted, in collaboration with the Board, one to three <b>interim goals</b> to progress monitor each goal, and each interim goal is SMART.</p> <p>The status of each interim goal is able to be updated multiple times during each school year.</p> <p>The Board publicly posted the goals for public comment prior to adoption.</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The Board's goals all pertain to desired <b>student outcomes</b>.</p> <p>In addition to the goal ending points, the Board has adopted <b>annual targets</b>, goal ending points for each year leading up to the ending dates. The Superintendent has provided interim goal ending points for each year leading up to the ending date.</p> <p>All interim goals pertain to <b>student outputs</b> or student outcomes, not inputs or adult outputs.</p> <p>The Board included students, parents, staff, and community members in the goal development process.</p> <p>All Board goals last from three to five years; all interim goals last from one to three years.</p> <p>The goals and interim goals will challenge the organization and will require change in adult behaviors.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>The Board used a process that included students, parents, staff, and community members in a way that leads them to express ownership of the adopted goals.</p> <p>All of the interim goals are predictive of their respective goals, and are influenceable by the Superintendent (and the Superintendent's team). Predictive suggests that there is some evidence of a correlation between the interim goal and the goal. Influenceable suggests that the Superintendent -- and through them, the staff -- has authority over roughly 80% of whatever the interim goal is measuring.</p> <p>The Board relied on a root cause analysis, comprehensive student needs assessment, and/or similar research-based tool to inform identification of and prioritization of potential goals.</p>



# Questions

