



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

October 14, 2025

# Guardrail 3

Protect Inclusive  
Decision Making

**JCPS shall not make significant decisions without  
collaborating with impacted stakeholders**



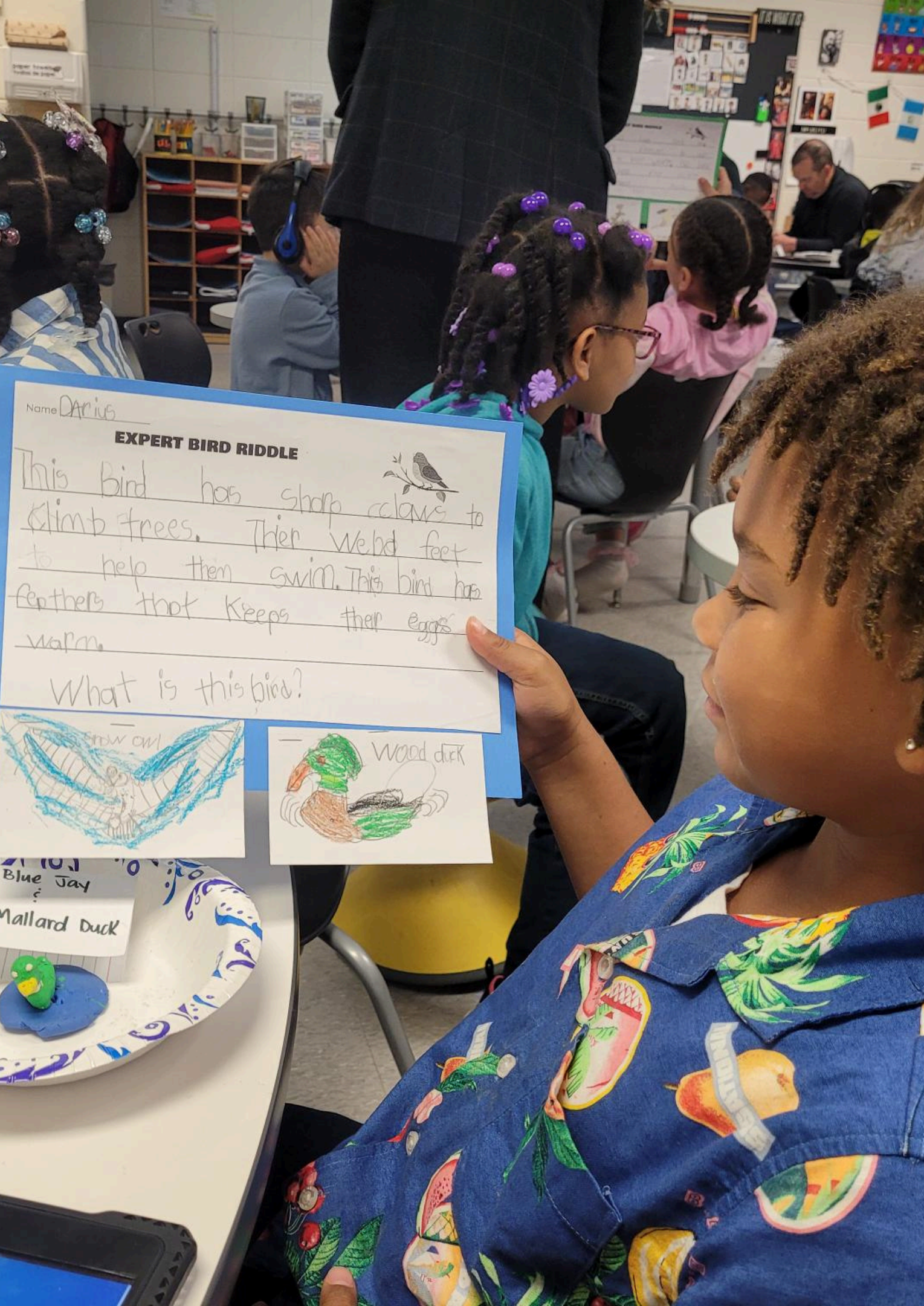
# VISION

All Jefferson County Public Schools students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world.

# MISSION

To challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments.





# Theory of Action

By actively engaging stakeholders and utilizing feedback mechanisms, JCPS aims to make decisions that are well-informed, equitable, and reflective of the various and unique needs of our community.



# Inclusive Decision Making



## **Solicit Teacher Feedback**

Use the Upbeat Survey to gauge staff satisfaction with how their voices are heard in decision-making processes.



## **Monitor Message Effectiveness**

Track the percentage of messages read versus messages sent to ensure communication is not only shared but also received.



## **Foster Collaborative Problem-Solving**

Utilize school-based, representative teams to address current challenges and improve identified areas for growth.



# Guardrail 3

## Protect Inclusive Decision Making



### Research Indicates

**Improved Outcomes:** Teacher involvement in decision-making enhances retention and student achievement.

**Improved Culture:** Teachers value input on school culture and open communication with administrators.

**Informed Decisions:** Consistent communication empowers stakeholders, enabling informed decisions and positive student outcomes.

**Trust & Collaboration:** Transparent communication fosters trust, reduces misunderstandings, and promotes collaboration.

**Unified Efforts:** Regular communication and joint problem-solving create a unified strategy, aligning district support with school needs.

**Continuous Improvement:** Collaborative teams foster a culture of improvement through shared goals and aligned leadership.

# Staff Perceptions of Teacher Voice & Leadership

## Interim Guardrail 3.1

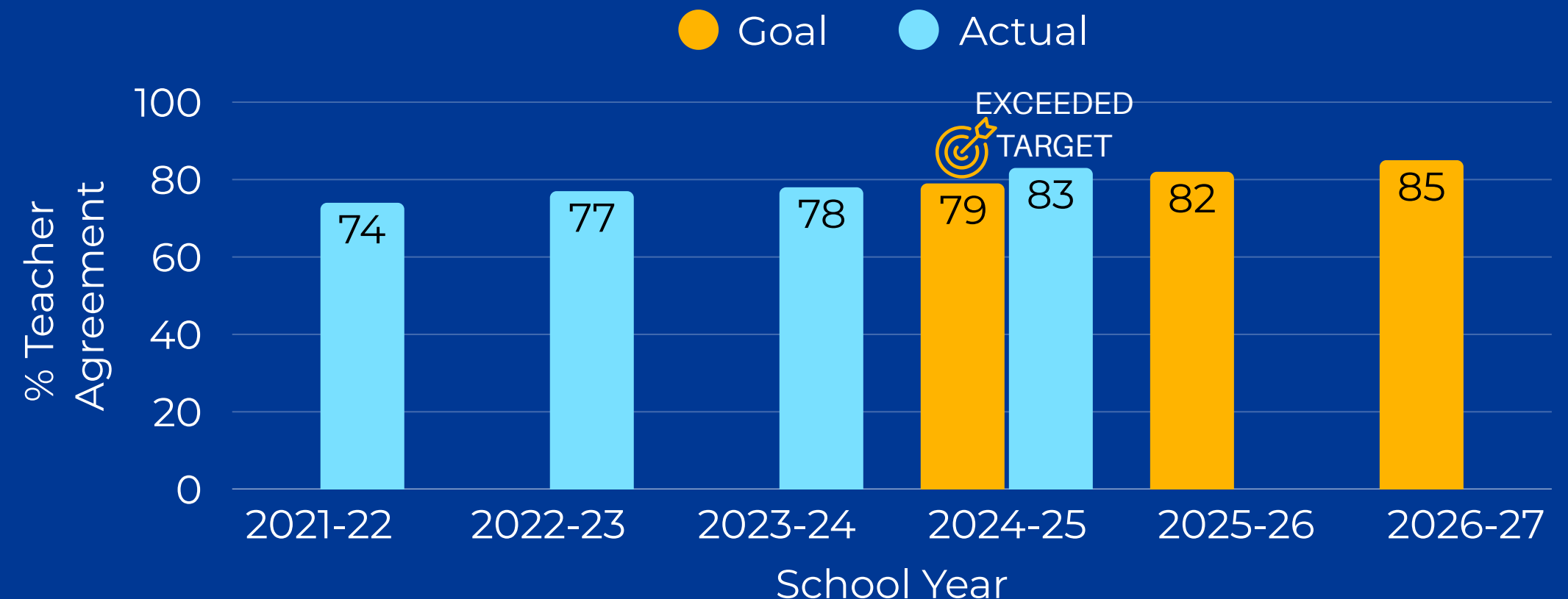
The percent of staff who give positive ratings on the teacher voice and leadership scales for the Upbeat Teacher Engagement Survey will increase from 78% in June 2024 to 85% in June 2027.

**Evaluation: On-Track**

## Data Trends

- Staff Perceptions on Teacher Voice and Leadership increased 5% from 23-24 (78%) to 24-25 (83%).
- Teacher Feedback: % in agreement increased by 8% from 23-24 (69%) to 77% (24-25).
- Leadership Opportunities: % in agreement increased by 2% from 23-24 (87%) to 89% (24-25).
- Participation Rate increased by 7% from 23-24 (81%) to 24-25 (88%)

## % of Staff Giving Positive Ratings for Teacher Voice and Leadership Questions on Spring Upbeat Survey



# Interim Guardrail 3.1

## Staff Perceptions of Teacher Voice & Leadership

### Effective Strategies

- Promoting inclusive decision-making during principal one-on-one coaching sessions with Upbeat Coaches.
- Implementing participative/empowering leadership best practices:
  - Conducting 1:1 meetings with each teacher at least quarterly
  - Expanding range of teacher leadership opportunities beyond traditional leadership team
  - Implementing a “flipped” open door policy by going out into school regularly to talk with and solicit feedback from teachers informally.

### Opportunities for Growth

- Addressing the Perception Gap on Active Input (e.g., 89% teachers believe they have leadership opportunities, but only 77% teachers believe they have opportunities for active input).
- Implementing one (of 5 available) data sharing options from the [Data Mining Protocol](#) (DMP) to enhance authentic teacher feedback:
  - Areas of Strength & Opportunity
  - Survey Result Changes Over Time
  - Gather Feedback on Possible Action Plans
  - Broad Data Dive
  - Specific Category or Item Focus

### Next Steps

- Collecting and Analyzing Fall 2025 Upbeat Data with Principals.
- Providing additional support and resources to principals during one-on-one coaching sessions.
- Sharing school-level data with teachers during faculty meetings, embedded PD, and/or teacher-led PLC discussions.
- Leveraging authentic ownership opportunities through the Collaborative Leadership Team’s (CLT) Problem of Practice work.



# Parents & Staff Communication

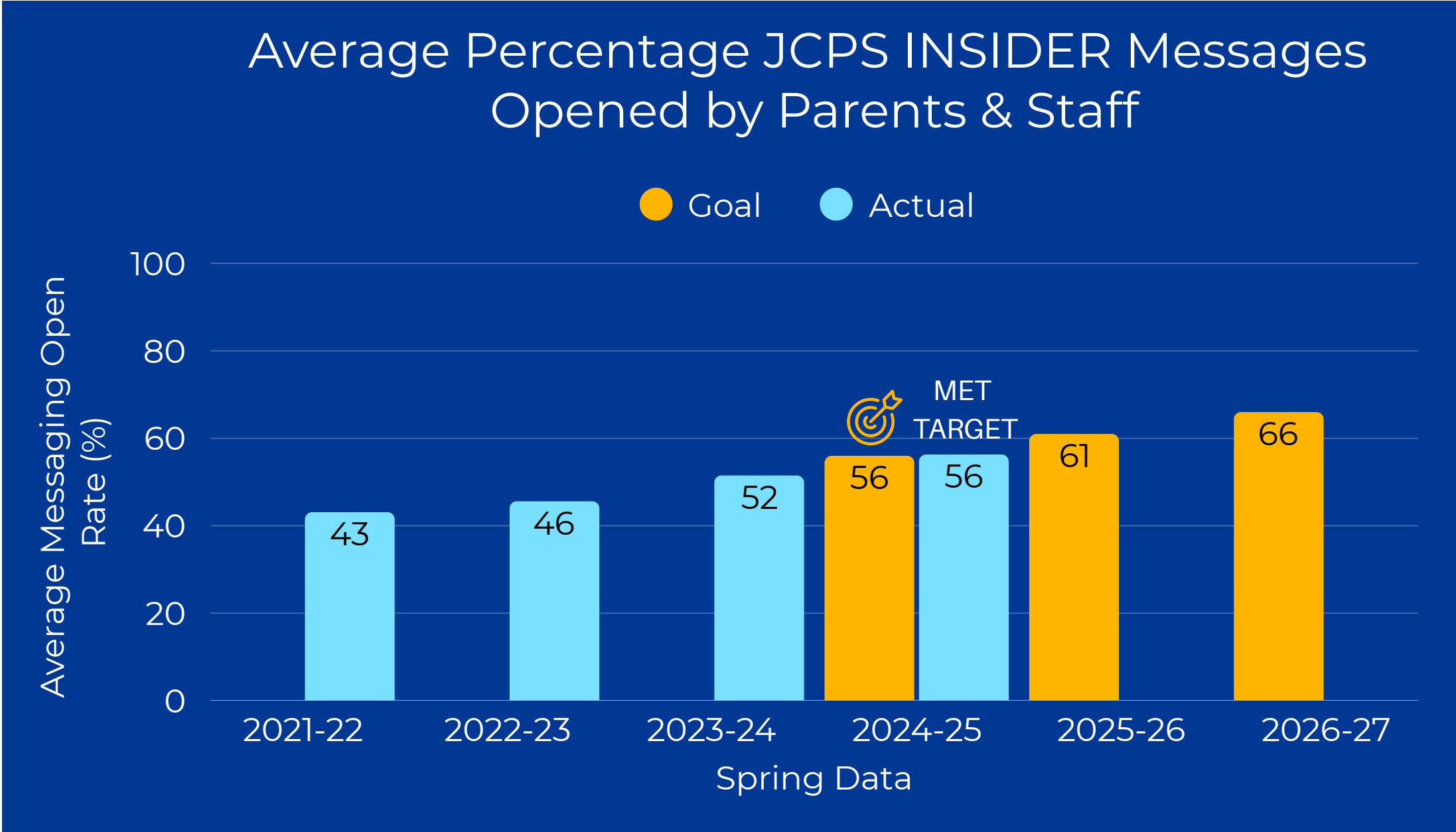
## Interim Guardrail 3.2

The average open rate for JCPS INSIDER Constant Contact messaging across the year will increase from 51.5% in June 2024 to 66% in June 2027.

Evaluation: On-Track

### Data Trends

- Overall open rate for the JCPS INSIDER & Board Updates increased by 4.8% from the Spring of 2023-24 (51.5%) to the Spring of 2024-25 (56.3%).
- The open rate for Spring 2024-25 (56.3%) exceeded the annual target (56%).
- The current open rate for the JCPS INSIDER and Board Update is higher than industry average open rates for email marketing.



# Interim Guardrail 3.2

## Parent and Staff Communication

### Effective Strategies

- Sharing district updates through JCPS INSIDER e-newsletters.
- Providing a separate staff edition and family edition to ensure messages reach the appropriate audiences.
- Including an INSIDER summary at the top of each newsletter, guided by parent feedback, to help readers quickly locate relevant items.
- Reducing delivery cadence to three times per week, resulted in steady increases in open rates.

### Opportunities for Growth

- Increasing the Staff Edition open rate (48.6%) to be comparable with the Family Edition open rate (58.3%) in the Spring.
- Addressing the limitations of the Engage platform, used to send INSIDER newsletters, as it lacks features Constant Contact provided—such as customizable preview text that can boost open rates—while JCPS works with Apptegy to resolve this.
- Exploring opportunities for Thrillshare Rooms usage in schools to support JCPS INSIDER communication efforts with families.

### Next Steps

- Exploring strategies to ensure all stakeholders know about the JCPS INSIDER and its role:
  - Introducing the INSIDER during new staff orientations.
  - Sharing INSIDER information with families at school open houses.
  - Providing INSIDER details at the Showcase of Schools.
- Advocating for Apptegy to add features to Engage like customizable preview text and other features that can help maintain and increase open rates.



# Collaborative District and School Leadership Team

## Interim Guardrail 3.3

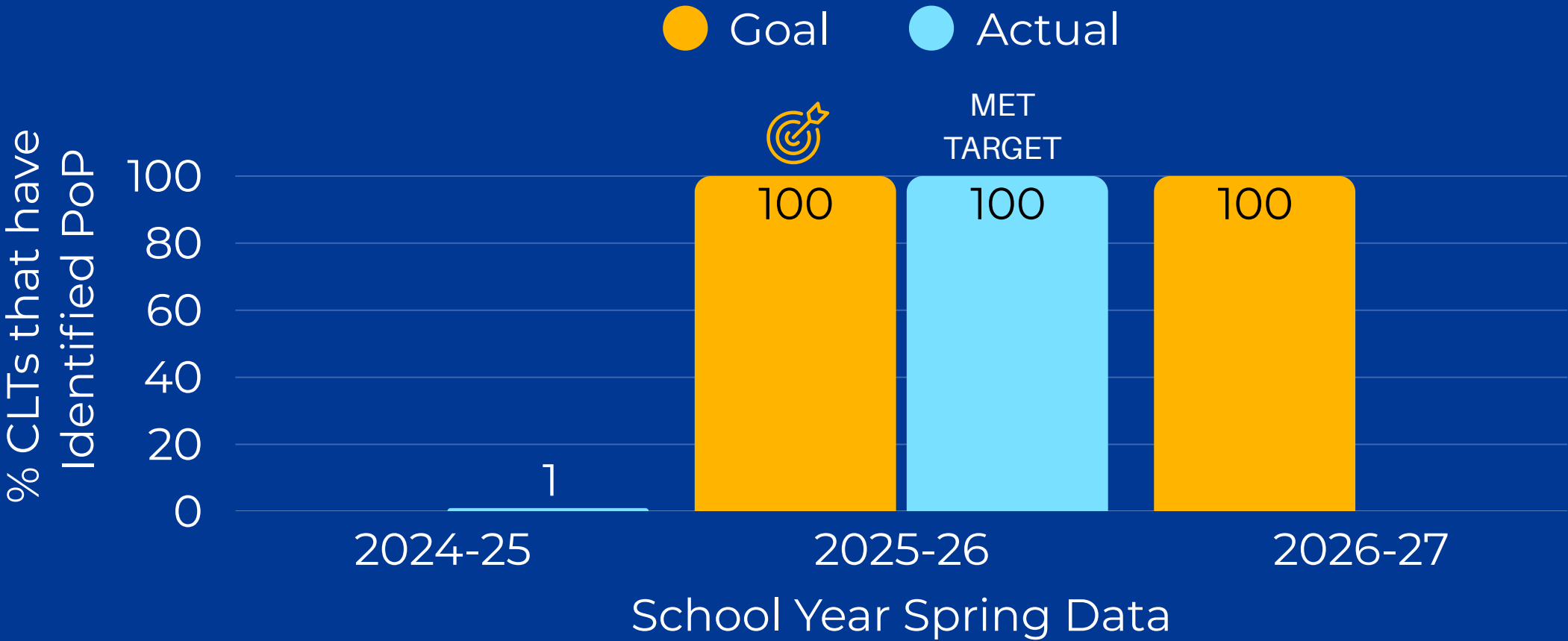
The percentage of collaborative teams that have an identified problem of practice will increase from 0% in June 2024 to 100% by June 2027.

**Evaluation: On-Track**

### Data Trends

- 100% of Schools have an established Collaborative Leadership Team (CLT)
- 100% of CLTs have identified a Problem of Practice (PoP)
- Common Themes in Problems of Practice:
  - Instructional Rigor & Academic Growth (35)
  - Student Behavioral and Social/Emotional Needs (30)
  - Family & Community Engagement (25)
  - Systems, Structures \* Data Use (22)
  - Teacher Support, Well-being, & Professional Development (20)
  - Equity, Inclusion, & Culturally Responsive Practices (15)

### Percentage of School CLTs that have Identified a Problem of Practice



# Interim Guardrail 3.3

## Collaborative District and School Leadership Team

### Effective Strategies

- Establishing Collaborative Leadership Teams (CLTs) in every school to begin work during the 2024–25 school year.
- Utilizing their Zone/Level’s CLT Hub in all schools.
- Providing all schools with specific and personalized feedback/coaching to support design and implementation of their Problem of Practice (PoP).
- Developing and refining training and resources for principals and CLT Co-Chairs (e.g., collaborative consensus-building).

### Opportunities for Growth

- Aligning their PoP with school goals and values through ongoing refinement.
- Ensuring diverse perspectives and distributing responsibilities within CLTs.
- Building cross-school learning communities where teams share strategies, challenges, and lessons learned.

### Next Steps

- Executing action plans at their schools.
- Providing technical support to CLTs and coaching by checking in during October, January, and April, and respond as needed upon request.
- Providing district updates in December and May on progress, impact, and next steps.
- Establishing a new goal for this guardrail.

