



## JCPS 2025-2026 Phase Three: The Superintendent Gap Assurance

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## 2025-2026 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

### Gap Target Assurance

As superintendent of the district, I hereby certify either:

- No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.

- **Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.**

## **GAP Assurance for CDIP 2025-2026**

JCPS examined gap data from the 2023-2024 and 2024-2025 state accountability system to identify schools that have not met their target to reduce the gap in student achievement. Targeted Support and Improvement (TSI) identification is now required annually. Fall 2025 identification is based on three consecutive years of data (2022-2023, 2023-2024, and 2024-2025). We had no schools identified as TSI in both 2023-2024 and 2024-2025 that are still TSI schools based on the state accountability system. While Seneca High is identified as TSI, it should be noted that they exited ATSI status for students with disabilities. The table below lists the JCPS TSI schools based on Fall 2024 state assessment results.

### **JCPS TSI Schools**

Elementary	High
Chancey Elementary	Jeffersontown High
Cochrane Elementary	Seneca High
Lincoln Elementary	Waggener High
Minors Lane Elementary	
Okolona Elementary	
Wilkerson Elementary	

ATSI schools were identified for the first time in 3 years. Fall 2025 identification is based on subgroups performing as poorly as the bottom 5% for the All Student group for the past three years. When examining individual schools, JCPS identified the following schools as failing to reduce the gap in achievement within the same student group for three or more years

### **JCPS ATSI Schools**

Elementary	Middle	High
Fern Creek Elementary	Carrithers Middle	Eastern High
Jeffersontown Elementary	Crosby Middle	Fern Creek High
Price Elementary	Farnsley Middle	Southern High
Watterson Elementary	Highland Middle	Western High
	Kammerer Middle	
	Lassiter Middle	
	Meyzeek Middle	
	Newburg Middle	
	Ramsey Middle	
	Westport Middle	

The JCPS District Racial Equity Policy requires schools to develop a Racial Equity Plan that identifies gaps at their schools. Schools describe their strategies and actions to address their gaps in their CSIP and are monitored through the district's

Equity Monitoring Protocol Tool (EMPT). The district will also engage in the progress monitoring routines outlined above for TSI schools, including but not limited to Formative System Reviews, Vital Signs, and Comprehensive System reviews.

In terms of district support, Zone/Level Asst Sup. teams review district actions for TSI schools, provide feedback, and discuss emerging common needs across schools. Numerous strategies have been developed and implemented to support TSI schools in improving outcomes for student groups scoring in the bottom 5%. These include the following: ensuring each school has systems in place to support students in becoming transition ready, so they are well prepared to advance to the next grade level; providing extensive training opportunities for staff in a wide variety of areas, such as cultural competence, restorative practices, implicit bias, and trauma-informed care, to help reduce disproportionality in disciplinary practices; and offering support programs and services tailored to better serve Students of Color and other marginalized groups, such as our summer extended learning programs.

Most recently, JCPS is implementing a tier system of support for our TSI, ATSI, CSI and MRI schools. JCPS changed zone structures to include CSI schools in their demographic zone, leaving MRI and Choice Zone schools in our Enhanced Support Zone. These schools would receive additional structured support that includes but is not limited to: weekly visits from zone level leaders to monitor literacy plans, math plans, and school systems; zone and school level leader training in improvement science, fidelity of evidence of learning checks and/or required assessments and evidence of data analysis for systems improvement, three formative system reviews, and enhanced support week of professional learning. Additionally, many schools that were identified TSI or ATSI received a comprehensive school review.