



## JCPS 2025-2026 Phase Two: The Needs Assessment for Districts

2025-2026 Phase Two: The Needs Assessment for Districts

**Jefferson County**  
**Brian Yearwood**  
3332 Newburg Rd  
Louisville, Kentucky, 40218  
United States of America

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## **2025-2026 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of district leadership teams and stakeholder groups (i.e., faculty, staff, representatives of school councils, Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved
- a timeline of the process
- the specific data sources reviewed and analyzed
- how and where the meetings were documented.

See Attachment

#### **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 will your results inform this year's plan?

See Attachment

## 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

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

See Attachment

## Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the district using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

### Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) 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.

See Attachment

5. Describe in narrative form the current climate and culture conditions of the district using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities

- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

**Example of Current Climate and Culture Narratives:**

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at their school.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.  
See Attachment

**Strengths**

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the district.

**Example:**

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.  
See Attachment

**Leverages/Assets**

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

**Examples:**

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.  
See Attachment

**COMMENTS**

Evaluate the Teaching and Learning Environment

- 
- 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

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

**COMMENTS**

See Attachment

8b. KCWP 2: Design and Deliver Instruction

Instructional programs 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

**COMMENTS**

See Attachment

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

**COMMENTS**

See Attachment

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

**COMMENTS**

See Attachment

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

**COMMENTS**

See Attachment

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No


● Yes

**COMMENTS**

See Attachment



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 JCPS Needs Assessment and Key Elements 2026	Jefferson County Public Schools Needs Assessment and Key Elements for Phase II of the 2025-2026 CDIP process.	<ul style="list-style-type: none"><li>•</li></ul>

# Comprehensive Improvement Planning for District

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## District Name: Jefferson County Public Schools The Needs Assessment Report 2025-2026

### 1. Protocol

*Clearly detail the process used to determine the priorities of this year's needs assessment. Include the following information in your response:*

- *names of district leadership teams and stakeholder groups (i.e., faculty, staff, representatives of school councils, Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved*
- *a timeline of the process*
- *the specific data sources reviewed and analyzed*
- *how and where the meetings were documented.*

As part of the development of the 2025-2026 Comprehensive District Improvement Plan, key stakeholders review multiple data sources as part of a thorough needs assessment. In late November, school and district leadership teams will analyze their 24-25 Kentucky Summative Assessment results and key performance indicators in academic and non-academic areas from the first six weeks of the 25-26 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. Our Cabinet Members, Academic and Schools Division Leaders, and Jefferson County Board of Education are involved in monitoring district- and school-level data regularly and prioritizing district work relative to those data. Cabinet meets weekly, while the Academic and Schools Division meets as a team monthly 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 are occurring in the 2025-2026 school year on key metrics. Meetings are documented through meeting agendas and meeting minutes.

Our principals meet monthly within their respective zones and levels throughout the year. During these meetings, the Superintendent and Chief of Schools share major initiatives and updates, while principals provide feedback and input. Zone- and level-specific meetings also allow for more targeted training and differentiated support in smaller groups. Additionally, Assistant Superintendents have regular meetings with their direct reports regularly to address needs and processes.

Beginning this school year (2025–2026), our MRI schools will lead data reviews with Cabinet

leadership to share outcomes, reflect on effective strategies, and identify supports needed. Additionally, schools will begin presenting data at Board meetings.

Lastly, district leadership provides a summary of the progress of district goals during regular board meetings of the Jefferson County Board of Education. Those reports outline progress toward the goal, followed by identified effective strategies, opportunities for growth, and next steps. The progress monitoring reports are available here:

<https://www.jefferson.kyschools.us/documents/about/leadership-%26-organization/board-of-education/goals-and-guardrails/progress-monitoring-reports%E2%80%94goals-and-guardrails/732158>.

## Cabinet

Sponsor: Superintendent

Cabinet Member	Position
Brian Yearwood	Superintendent
Angela Hosch	Interim 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	Chief, Human Resources
Edward Muns	Chief Financial Officer
Todd Kessinger	Chief JCPS Police Department
Katy Deferrari	Chief of Staff
John Marshall	Chief Equity Officer
Robert Moore	Chief of Schools
Robert Fulk	Chief Operations Officer
Lynn Reynolds	Special Assistant to the Superintendent
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, Enhanced Support Zone
Jill Handley	Assistant Superintendent, Multilingual Learners

Shalonda Foster	Assistant Superintendent, Academics High
Ronda Cosby	Assistant Superintendent, Academics Middle
DeNay Speaks	Assistant Superintendent, Academics Elementary
Matt Anderson	Assistant Superintendent, School Culture & Climate
Alicia Averette	Assistant Superintendent, Student Support Services

## Jefferson County Board of Education

Sponsor: Board Chair

Team Member	District
Gail Logan Strange	District 1
Tricia Lister	District 2
James Craig	District 3
Trevin Bass	District 4
Linda Duncan	District 5
Corrie Shull	District 6, Board Chair
Taylor Everett	District 7

## 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, elementary and middle school)
- CERT Data (collected 3 times per year, high school only)
- Transition readiness
  - Kindergarten Readiness (BRIGANCE®)
  - Post-secondary readiness and graduation rate
- Journey to Success (Ready)
  - 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**

Over the past two years, Jefferson County Public Schools (JCPS) has implemented the Board Goals and Guardrails aligned with community feedback and based on the Student Outcome Focused Governance (SOFG) framework. These Board Goals focused on improving academic readiness and growth in reading and math across key grade levels by 2030. Additionally, guardrails were established to ensure student safety, uphold racial equity, foster stakeholder collaboration, and promote fair resource allocation and balanced assessment practices. Interim metrics were used to provide timely, actionable data for monitoring progress toward these long-term outcomes.

JCPS is transitioning from its Goals and Guardrails to a new chapter of growth and improvement. Under the leadership of new Superintendent Dr. Brian Yearwood, the district is entering a phase focused on stabilization and transformation through three interconnected strategic priorities:

1. **Financial Stability** – The district is conducting a comprehensive review of expenditures to strengthen fiscal responsibility and ensure resources align with instructional, safety, and community priorities. Recommendations for both short- and long-term financial recovery will be presented to the Board, building public trust in JCPS’s financial management.
2. **Student Achievement** – Reinforcing the mission of academic growth for every student, JCPS is launching Phase One of the Academic Acceleration Plan. This plan emphasizes reading growth, measured by MAP, Lexile levels, and benchmark assessments through the “Every Student. Every Year.” campaign, the district is committing to one year of academic growth for every student annually, supported by rigorous instruction and enhanced teacher development.
3. **School Safety** – A districtwide safety review is underway to evaluate facilities, staffing, and policies. JCPS is strengthening partnerships with law enforcement, mental health providers, and community organizations to build a comprehensive, multi-layered safety system. Updated emergency protocols and social-emotional supports will ensure safe, inclusive environments across all schools.

To ensure transparency and community trust, Dr. Yearwood is prioritizing stakeholder engagement through districtwide listening sessions, school visits, and a forthcoming “What I Heard” report summarizing community input. Regular superintendent updates and engagement metrics will also be shared publicly. In summary, JCPS is transitioning from a governance framework centered on student outcomes and stakeholder decision-making to a focused district strategy that balances financial recovery, academic acceleration, and school safety. This evolution reflects a continued commitment to the district’s mission and vision while responding to current challenges and community priorities under new leadership. JCPS expects to have these immediate milestones accomplished by summer 2026:

- A board-approved financial recovery plan with measurable deficit reduction milestone
- A completed academic plan review guiding instructional improvements and supports

- Updated safety protocols ensuring consistent, secure learning environments districtwide

## Progress Monitoring and Support

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

- **Formative Systems Reviews (FSRs)**: The Formative Systems Review (FSR) is a system-focused, formative look at the implementation of improvement strategies and activities conducted twice per year. 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**: Monitors progress every 6 weeks 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.
- **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)**: Assistant Superintendents for each school zone 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.
- **District Improvement Goals**: New this year, school leadership will receive monthly reports to monitor progress toward the district goals in improving the number of students reaching reading and math benchmarks by 3%, reducing the number of chronic absent students by 3%, and reducing the number of referrals and suspensions by 5%. This includes behavior and attendance monitoring guidance and support strategies.

## 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 a 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 ranged 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 2025. During the assessment window, 62,356 of JCPS students in grades K-8 were assessed in math and reading. Altogether, approximately 93.5% of elementary and 91.5% 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. Currently, we analyze achievement and conditional growth benchmarks at the 60th percentile. Based on our preliminary analyses, the higher benchmark is a more accurate indicator of proficiency than the 50th percentile.

JCPS uses 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. For the 2025-2026 school year, we will use CERT as the interim assessment tool for the SAT.

### **Key Findings**

- 1) **Achievement Status:** While students held steady in Reading, they made significant gains in meeting 60th percentile benchmarks in Math from Spring 24 to Spring 25 (Chart 1).

While the overall high school students' average scores and percent meeting benchmarks on CERT either improved or remained steady from 23-24 to 24-25, there was a decline in Reading from Winter 2024 to Winter 2025. (Table 2).

- 2) **Inequities by Race/Ethnicity** When examining student groups, we see an increase in math achievement among all groups from Spring 23 to Spring 25. Patterns of inequities are shown in the percent of students meeting benchmarks across groups in both reading and math (Table 1).
- 3) **Inequities by Level** - When examining the variation in achievement by level, again parallel to national trends, there are inequities by level. Compared to Spring 2023 the greatest improvements in achievement were shown at the Elementary level in Math. Middle school students improved in Math from Spring 2023 to Spring 2025 while both Elementary and Middle school students held steady in Reading. (Charts 3a-3b).



Chart 1: The chart below includes the percentage of students  $\geq 60^{\text{th}}$  percentile in grades K – 8.

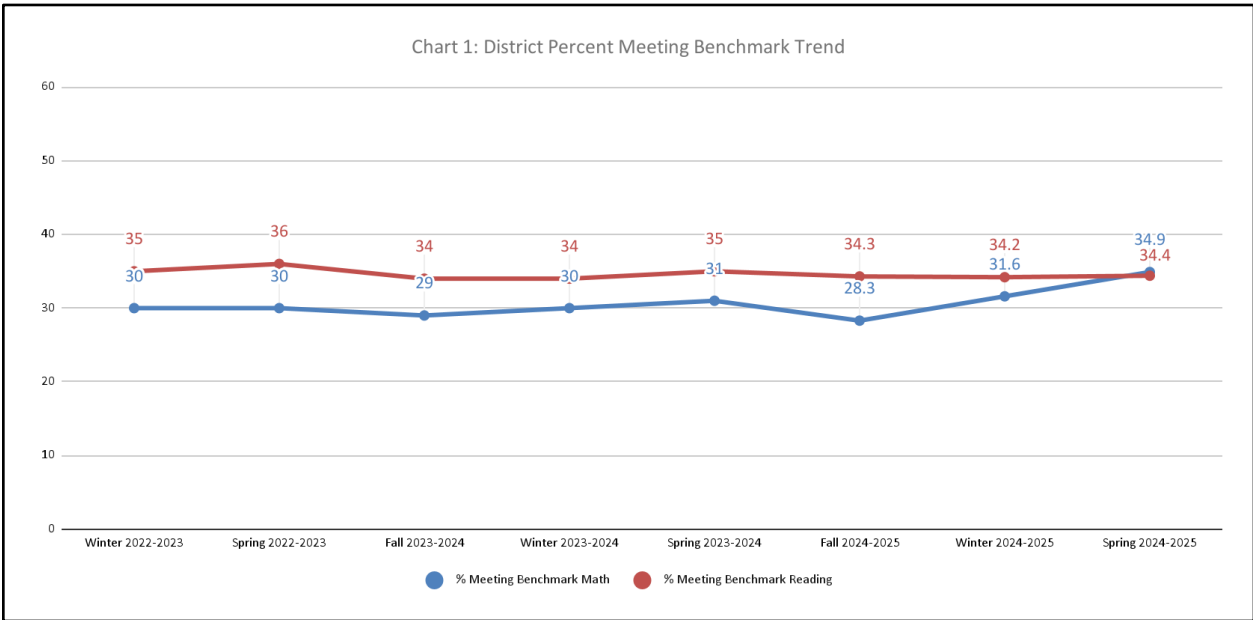


Table 1: The table below includes the percentage of students  $\geq 60^{\text{th}}$  percentile in grades K – 8 by race/ethnicity meeting benchmark.

Subgroup	% Meeting Benchmark Math Spring 2023	% Meeting Benchmark Math Spring 2024	% Meeting Benchmark Math Spring 2025	% Meeting Benchmark Reading Spring 2023	% Meeting Benchmark Reading Spring 2024	% Meeting Benchmark Reading Spring 2025
2 or More	34.4	34.8	38.2	41.4	41.6	40.1
Asian	58.6	59.1	63.3	57.7	56.3	55.7
Black	15.9	16.6	20.8	22.5	22.8	22.5
Hispanic	21.3	20.4	25.3	24.7	22.5	20.8
White	44.5	45.7	50.6	51.2	51.1	50.8

### Chart 3a & b.

The charts below include the percentage of students  $\geq 60^{\text{th}}$  percentile in grades K – 8 by meeting benchmark by grade level.

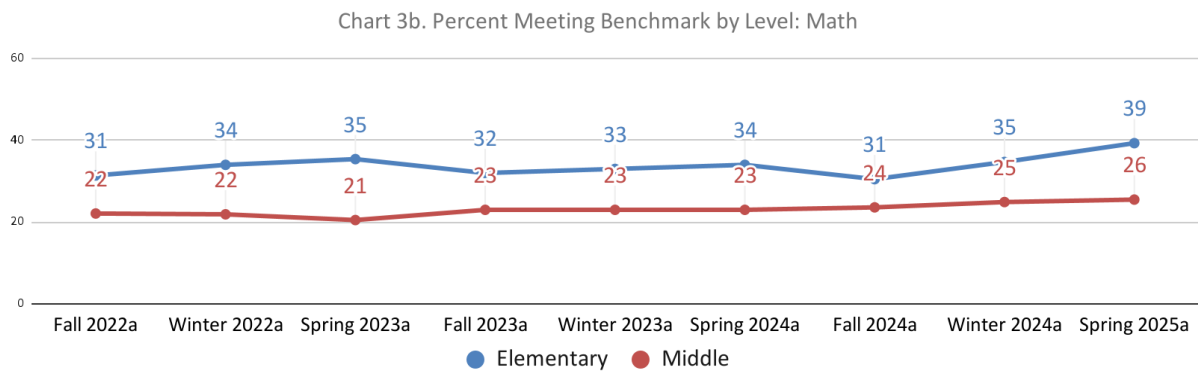
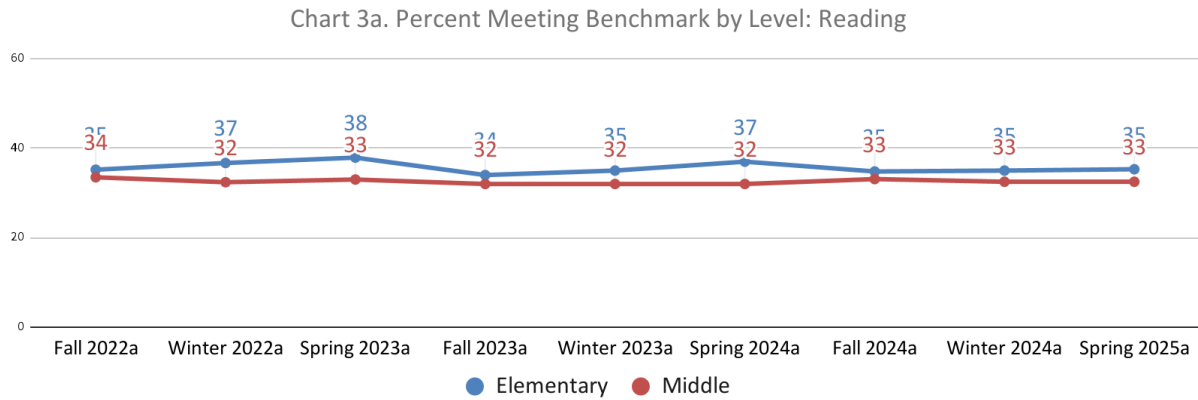


Table 1.

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
Fall 2024- 25	14	14	14	25
Winter 2024- 25	17	30	15	23
Spring 2024- 25	17	27	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. Over the past three years, JCPS students, staff, and parents have reported increasingly positive perceptions of their education experiences. All three groups showed consistent upward trends across multiple areas, particularly in overall satisfaction, school belonging, personal safety, and teaching quality. Student overall satisfaction rose from 68% in 2023 to 71% in 2025, while teacher satisfaction increased more sharply, from 72% to 79%. Parent satisfaction also rose, from 80% to 82%. These gains indicate a broad-based improvement in the quality of education and school services. Perceptions of school belonging improved as well, especially among students, whose ratings increased by five percentage points to reach 80% in 2025. Teachers and parents reported smaller but positive increases of two points each in this area (Chart 1).

Student perceptions of a caring environment also improved, with 87% responding positively in 2025, up 5 points from 2023. Teacher and parent ratings in this construct showed a slight but consistent improvement. Perceptions of personal safety followed a similar trend, with increases of 4 percentage points among students, 5 points among teachers, and 3 points among parents, reflecting districtwide progress in strengthening school culture and climate (Chart 1).

In addition to school climate, notable gains were also reflected in teaching and learning related constructs, such as teaching, success skills, and curriculum across stakeholder groups. Across these areas, more than 85% of respondents in each group provided positive ratings in every year from 2023 to 2025 (Chart 2).

Chart 1. CSS Culture and Climate by stakeholders

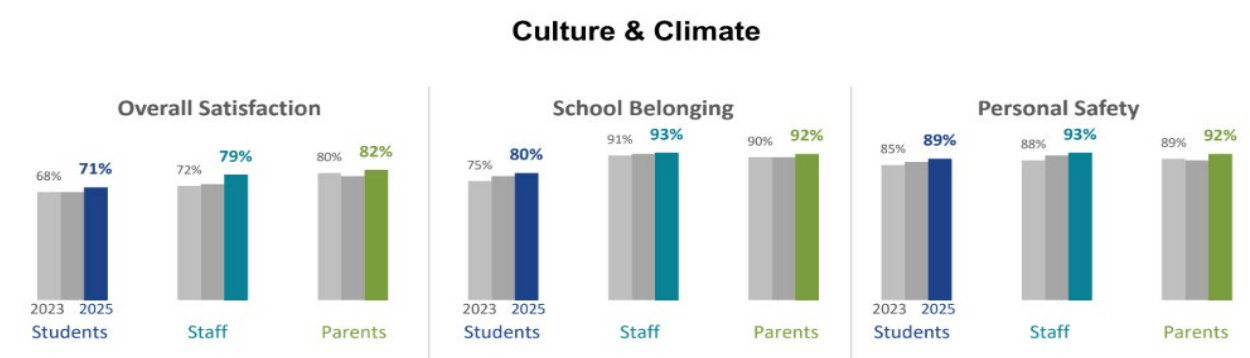
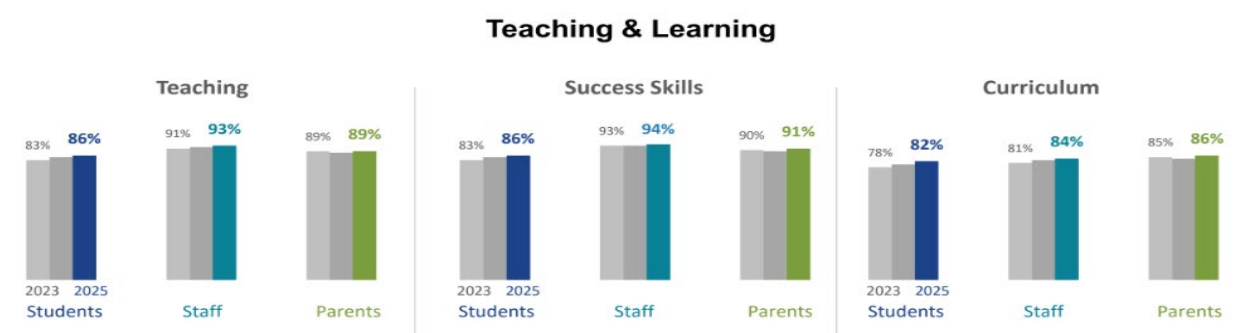


Chart 2. CSS Teaching and Learning by stakeholders



Source: JCPS Accountability, Research, and Systems Improvement (ARSI) – [CSS 2025 Brief](#)

### Behavioral Areas of Improvement

Overall JCPS shows a decline in the number of out of school suspensions. Both middle and high school had significant declines in the past 3 years, while elementary suspensions increased for 2024 and 2025.

Number of Out-of-School Suspensions	2022-2023	2023-2024	2024-2025
Elementary (A1)	1244	1298	1641
Middle (A1)	10596	9408	9344
High (A1)	10219	9668	9184
Total (all levels plus special schools)	24015	22418	22218

Source: JCPS Data Books

## 4. Current State

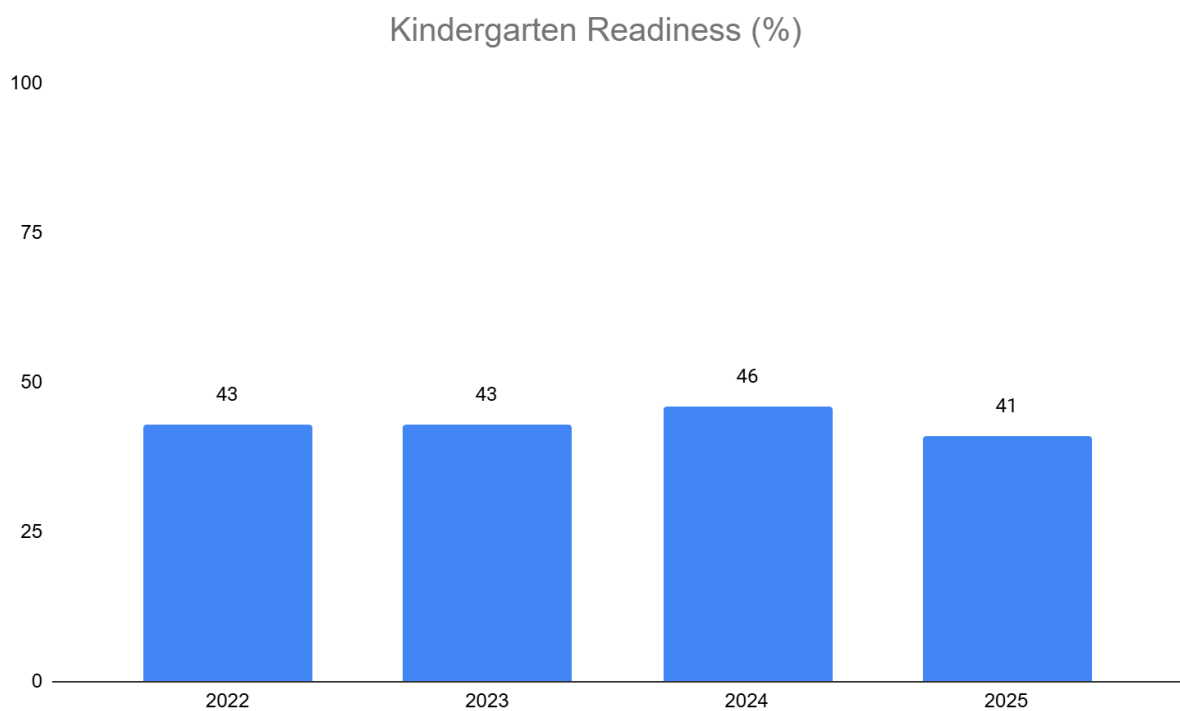
*Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.*

### Current State: Demographics

Our 2024-2025 enrollment for all grades is 96,198. Our student population is 36% African American, 33% White, 19% Latinx/Hispanic, and 12% Other. In total, JCPS is currently 67% of students of color. Approximately 63% of students are economically disadvantaged, 13% of the population are students with disabilities, and 22% of students are Multilingual Learners.

### Academic Current State: Kindergarten Readiness

Kindergarten readiness trend as measured by the Brigance is shown below. The percentage of students identified as kindergarten ready declined by 5% from 2024 to 2025.



### Academic Current State: 2024-25 Kentucky Summative Assessment (KSA) Results

#### OVERALL

- Proficiency rates increased for the “all student” group in Reading, Math, Social Studies & Writing

- Middle schools improve their proficiency rates in all content areas.
- High schools improve their proficiency rates in all content areas, except Reading.
- The district indicator levels maintained or improved the “change” rating at all levels.
- JCPS had 3 more schools that received blue or green ratings and 13 fewer schools that received a red rating.
- Post-secondary readiness is at an all-time high of 84.0%
- Average graduation Rate at an all-time high of 89.2%
- All A1 high schools had a 4-year graduation rate above 80% with 13 schools above 90%
- The achievement gap between African American and White students in postsecondary readiness and graduation rates closed

**Leverage Points:**

- Disparities in performance across demographic groups
- Areas of growth in foundational literacy
- Attendance challenges
- Increased student needs
- Rising opportunities to address diverse student needs
- More CSI and ATSI schools that need support

**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

**Overall State Ratings:**

- JCPS received an overall orange (low) rating at all three levels (ES, MS, HS). All levels stayed the same compared to last year.
- Eight schools received very high ratings (blue): Atherton HS, Bloom Elementary, Dupont Manual HS, Greathouse/Shryock Traditional, Brown MS, Brown HS, Noe MS, Norton Elementary

**Overall State Rating 2024-2025 (number of schools)**

	Elementary	Middle	High	Total	Compared to 23-24 SY
Blue	3	2	3	8	Up 2
Green	9	3	1	13	Up 1
Yellow	16	5	4	25	Up 5
Orange	34	9	6	49	Up 5
Red	27	7	7	41	Down 13
Total	89	26	21	136	

Note: Overall rating in the 24-25 school year was based on status AND state change scores

**2025 State Indicator Scores and Performance Ratings**

	Reading and Math	Science, Social Studies, and Writing	English Learner Progress	Quality of School Climate and Safety (QSCS)	Postsecondary Readiness	Graduation Rate	Total 2025	Compared to last year
Elementary	50.9	48.0	59.8	73.6			50.9	48.9
Middle	51.2	45.7	32.7	65.0			51.2	43.4
High	48.0	43.5	39.7	65.9	85.9	90.2	48.0	43.4

**Overall Federal Classifications 2025:**

- Overall, the number of CSI schools increased from 19 schools in 2024 to 41 in 2025.
- One school exited CSI status: Seneca High School
- TSI groups decreased from 35 in 2024 to 9 in 2025 (#Schools = 9)
  - TSI entry - Seneca HS
- ATSI schools were identified for the first time in 3 years (#Schools = 18)
  - Schools need 3 consecutive years of TSI to be classified as ATSI
  - ATSI entry - Carrithers MS, Crosby MS, Eastern HS, Farnsley MS, Fern Creek Elementary, Fern Creek HS, Highland MS, Jeffersontown Elementary, Kammerer MS, Lassiter MS, Meyzeek MS, Newburg MS, Price Elementary, Ramsey MS, Southern HS, Watterson Elementary, Western HS, Westport MS

**2025 Federal Classifications:**

CSI	2019	2020	2021	2022	2023	2024	2025
# Exit	9	NA	NA	13	9	6	1
# Enter	24	NA	NA	11	1	NA	21
# Remained	12			23	24	19	20
Total	36	NA	NA	34	25	19	41

**Change in TSI and ATSI Groups**

- 13 schools moved from TSI to CSI status in 2025
- 18 schools moved from TSI to ATSI status in 2025
- 4 schools came out of TSI status in 2025

TST and ATSI	21-22	22-23	23-24	24-25	TSI Change from 24 to 25	ATSI Entry
African American	43	29	24	2	-22	9
Students with Disabilities	38	30	27	6	-21	18
English Learners plus monitored	23	12	9	1	-8	4



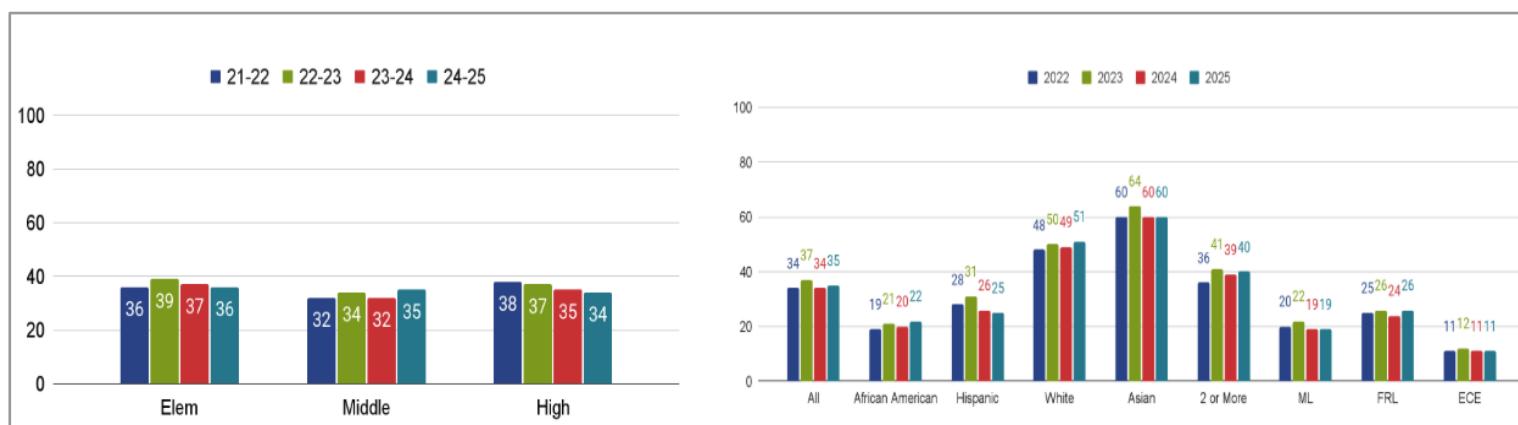
Economically Disadvantaged	14	7	7	0	-7	2
Hispanic	5	1	0	0	0	0
White	2	2	1	0	-1	0
Two or More Races	1	0	0	0	0	0

## Academic Current State: Reading and Math Proficiency

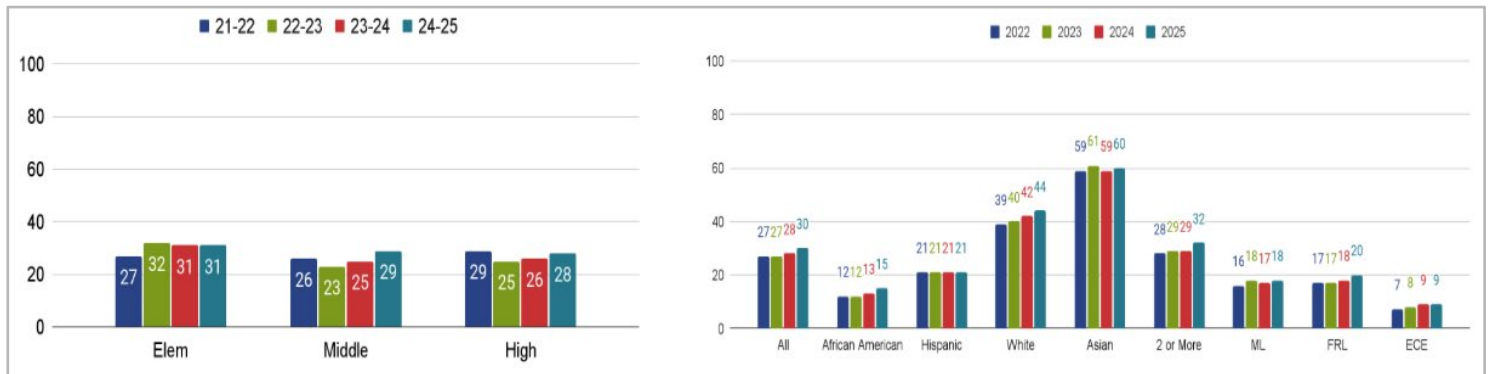
### Reading & Math Proficiency Rating Summary:

- Middle and High Schools had gains in proficiency rates for Reading and
- JCPS had all student groups except Hispanic maintained or improved in Reading
- No elementary student group improved their proficiency rates in reading and math (except African American, White, and EL - who stayed the same in reading) (2023 - every group improved, 2024 no elementary group improved)
- 96% of middle schools increased or significantly increased their reading and math indicator rating. (2023 - 50%, 2024 - 44%)
- Five middle school student groups improved their proficiency rates in reading and math, the gap between white and black students did not close.
- 66% of high schools increased or significantly increased their reading and math indicator rating. (2023 - 38%, 2024 - 32%)
- Seven high school student groups improved their proficiency rates in Math, the gap between white and black students closed slightly in Reading

### Reading Proficiency by Level and Student Group



## Math Proficiency by Level and Student Group



## Elementary Schools

### Reading & Math Indicator Performance Rating

- 45% of elementary schools increased or significantly increased their reading and math indicator rating. (2023 - 81%, 2024 - 40%)
- JCPS had 40 elementary schools that increased or significantly improved their reading and math indicator ratings, while 31 schools declined or saw a significant decrease in their ratings.

Elementary Reading Change from Prior Year ( <b>Increased</b> )							
Cur ren t		Declined Significantly	Declined	Maintained	Increased	Increased Significantly	
	Very High		2		1		3
	High		2	5	6		13
	Medium		4	3	4	1	12
	Low	3	13	7	17	4	44
	Very Low	1	6	3	5	2	17
		4	27	18	33	7	89

### % Proficient/Distinguished Difference by Student Groups

- The two or more races student group improved both their reading or math proficiency rates.
- The gap between African American and White students remained at 30.

Elementary Schools	Reading - % P/D			Math - % P/D		
	2024	2025	Change	2024	2025	Change
All Students	37	36	-1	31	31	0
White	52	52	0	45	46	1
African American	22	22	0	15	16	1
Hispanic	28	26	-2	24	23	-1
Asian	59	56	-3	60	58	-2
Two or More Races	40	42	2	31	34	3
English Learner plus Monitored	27	25	-2	24	24	0
Economically Disadvantaged	26	27	1	21	21	0
Disability-With IEP (Total)	14	14	0	12	11	-1

## Middle School

### Middle School Reading & Math Indicator Performance Rating

- 92% of JCPS middle schools increased or significantly increased their reading and math indicator rating (2023 -50%, 2024 - 46%)
- JCPS had 22 middle schools increase or significantly increase their reading and math indicator rating and 1 school declined

Middle Reading Change from Prior Year ( <b>Increased</b> )							
Cur ren		Declined Significantly	Declined	Maintained	Increased	Increased Significantly	
	Very High				1	2	3
	High					1	1
	Medium	1			2	2	5
	Low				6		6
	Very Low			1	7	1	9
		1		1	16	6	24

## % PD Difference by Student Groups

- In middle schools all student groups improved both their reading and math proficiency rates. The gap between African American and White students increased from 28 to 29 in reading, but remained steady at 28 in math.

Middle Schools	Reading - % P/D			Math - % P/D		
	2024	2025	Change	2024	2025	Change
All Students	32	35	3	25	29	4
White	46	50	4	39	44	5
African American	18	22	4	11	15	4
Hispanic	23	24	1	18	20	2
Asian	62	64	2	57	62	5
Two or More Races	38	38	0	28	30	2
English Learners plus Monitored	14	15	1	11	13	2
Economically Disadvantaged	22	25	3	15	19	4
Disability-with IEP (Total)	8	8	0	6	7	1

## High School

### High School Reading & Math Indicator Performance Rating

- 52% of JCPS high schools increased or significantly increased their reading and math indicator rating (2023-38%, 2024 - 33%)
- JCPS had 11 high schools increase or significantly increase their reading and math indicator rating and 2 schools declined

High School Reading Change from Prior Year <b>(Increased)</b>							
Cur ren		Declined Significantly	Declined	Maintained	Increased	Increased Significantly	
	Very High			1	2		3
	High						
	Medium		1	2			3
	Low			1	2	1	4
	Very Low		1	4	6		11
			2	8	10	1	21

## % Proficient/Distinguished Difference by Student Groups

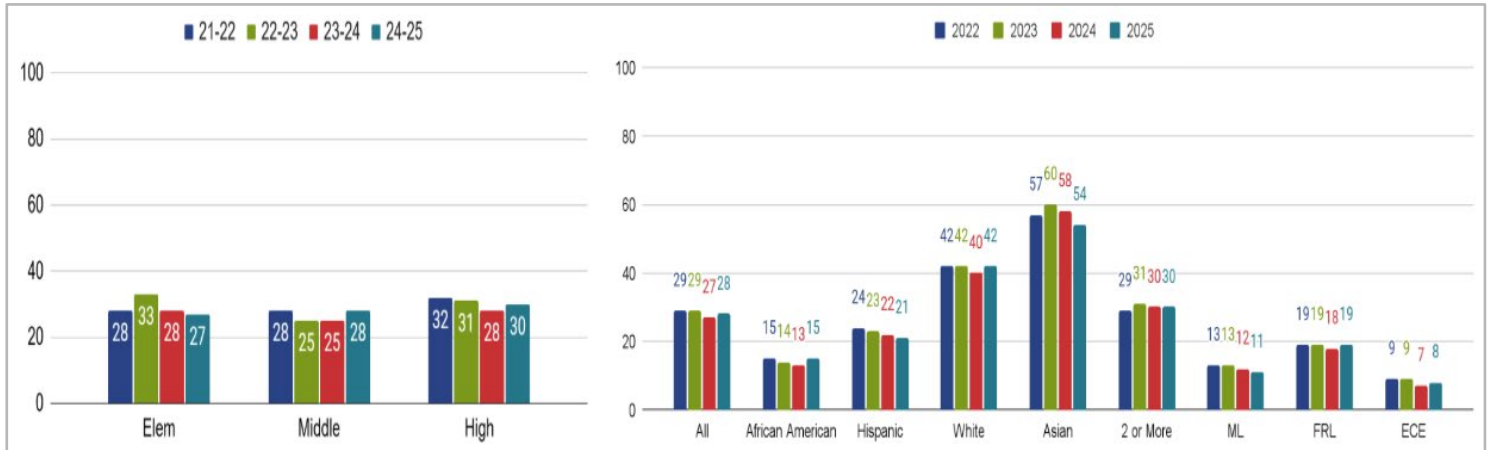
- In high schools all student groups improved in math.
- Additionally, African American, Asian, Two or More Races, EL, Economically Disadvantage, and Disability student groups improved their reading proficiency rates.
- The gap between African American and White students *decreased* from 31 to 29 in reading, and remained at 28 in math.

High Schools	Reading - % P/D			Math - % P/D		
	2024	2025	Change	2024	2025	Change
All Students	35	34	-1	26	28	2
White	51	50	-1	40	42	2
African American	20	21	1	12	14	2
Hispanic	26	23	-3	17	18	1
Asian	60	62	2	60	63	3
Two or More Races	39	41	2	27	31	4
English Learners plus Monitored	6	7	1	5	7	2
Economically Disadvantaged	24	24	0	15	17	2
Disability-with IEP (Total)	8	9	1	5	8	3

## Academic Current State: Science, Social Studies, and Writing Proficiency Rating:

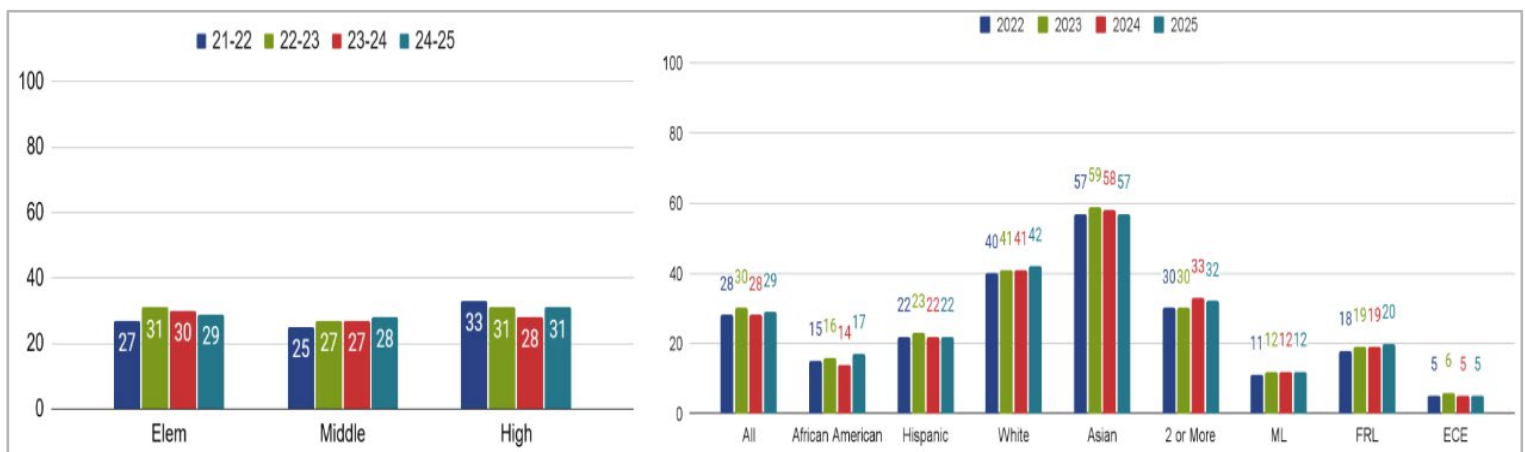
### Social Studies Proficiency by Level and Subgroup

- Middle and high schools had gains in proficiency rates
- All student groups maintained or improved, except Hispanic, Asian and ML



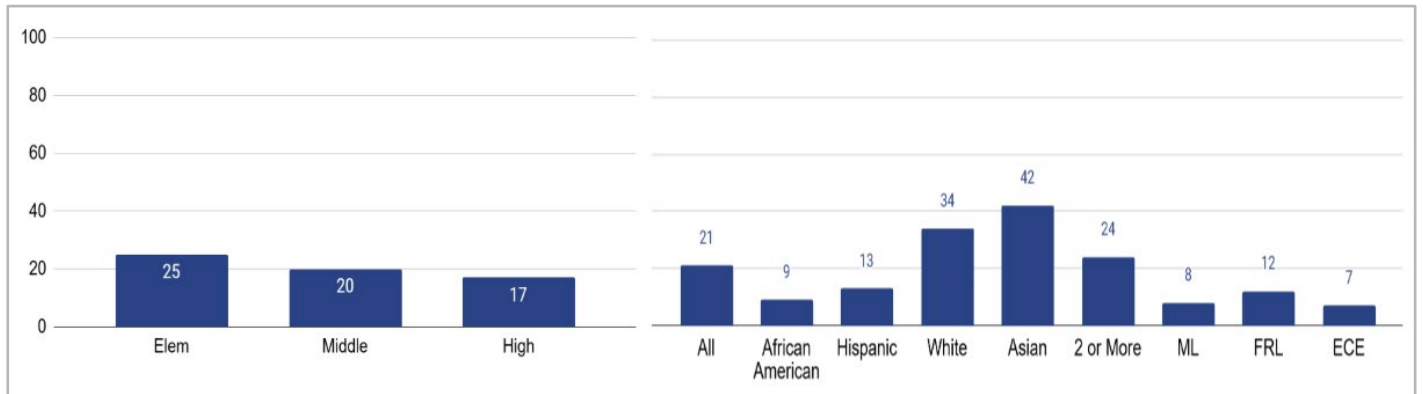
### Writing Proficiency by Level and Subgroup

- Middle and high schools had gains in proficiency rates
- Except for Asian and 2 or More, all other student groups maintained or improved





## Science Proficiency by Level and Subgroup



## Elementary Schools

### Science, Social Studies, and Writing Indicator Performance Rating

- 36% of JCPs elementary schools increased or significantly increased their science, social studies, and writing indicator rating (2024 - 44%, 2023 - 64%)
- 46% of schools declined or significantly declined (2024 -40%, 2023-30%)
- 35% of JCPs elementary schools were at the medium or higher status for the current year. (2024-38%, 2023-44%)

Elementary Schools Change from Prior Year ( <b>Increased</b> )							
C		Declined Significantly	Declined	Maintained	Increased	Increased Significantly	
	Very High		2		1	1	4
	High	1	2	3	4		10
	Medium	3	6	5	2	1	17
	Low	3	11	4	13	4	35
	Very Low	5	8	4	5	1	23
		12	29	16	25	7	89

### Science, Social Studies, and Writing % Proficient/Distinguished Difference by Student Group

- Five student groups showed improvement in science, and the African American student group demonstrated improvement in social studies.
- No improvements were shown for writing among the elementary student groups
- The gap between African American and White students increased for science but declined for social studies and writing.

Elementary Schools	Science - % P/D			Social Studies - %P/D			Writing - % P/D		
	2024	2025	Change	2024	2025	Change	2024	2025	Change
All Students	24	25	1	28	27	-1	30	28	-2
White	37	41	4	42	40	-2	43	41	-2
African American	10	12	2	13	14	1	15	15	0
Hispanic	16	16	0	21	20	-1	23	20	-3
Asian	42	39	-3	60	51	-9	58	57	-1
Two or More Races	27	29	2	29	28	-1	31	30	-1
English Learners plus Monitored	16	15	-1	20	18	-2	20	20	0
Economically Disadvantaged	15	17	2	18	18	0	20	19	-1
Disability-with IEP (Total)	10	11	1	13	10	-3	7	7	0

## Middle School

### Science, Social Studies, and Writing Indicator Performance Rating

- 83% of JCPs middle schools increased or significantly increased their science, social studies, and writing indicator rating. (2024 -46%, 2023-29%)
- 13% of Middle Schools declined or significantly declined (2024 - 33%, 2023 - 58%)
- 75% of JCPs middle schools were at the medium or higher status for the current year. (2024 - 21%, 2023- 21%)

Middle Schools Change from Prior Year <b>(Increased)</b>							
Cur ren		Declined Significantly	Declined	Maintained	Increased	Increased Significantly	
	Very High					2	2
	High			1		1	2
	Medium	1			1	1	3
	Low		1		8	2	11
	Very Low		1		4	1	6
		1	2	1	13	7	24

Note: The 2 new middle schools are not included because change data is unavailable.

## Science, Social Studies, and Writing % Proficient/Distinguished Difference by Student Group

- Middle Schools showed improvement among all student groups in science, social studies, and writing, except for the two or more races group, which declined in both social studies and writing.
- The gap between African American and White students increased from 21 to 17 in science, but increased in science from 24 to 25 and writing from 24 to 27. (2023 social studies decreased from 27 to 24 in social studies but *increased* from 23 to 25 in writing)

Middle Schools	Science - % P/D			Social Studies - %P/D			Writing - % P/D		
	2024	2025	Change	2024	2025	Change	2024	2025	Change
All Students	13	20	7	25	28	3	27	29	2
White	22	33	11	37	41	4	40	41	1
African American	5	7	2	12	16	4	13	17	4
Hispanic	8	12	4	21	21	0	20	23	3
Asian	33	46	13	58	58	0	60	54	-6
Two or More Races	14	23	9	31	30	-1	35	33	-2
English Learners plus Monitored	4	5	1	7	8	1	6	9	3
Economically Disadvantaged	7	11	4	17	19	2	17	20	3
Disability-with IEP (Total)	4	6	2	5	8	3	4	4	0

## High School

### Science, Social Studies, and Writing Indicator Performance Rating

- 62% of JCPS high schools increased or significantly increased their science, social studies, and writing indicator rating. (2024 - 38%, 2023 - 33%)
- 14% of high schools declined or significantly declined. (2024 - 29%, 2023 - 33%)
- 29% of JCPS high schools were at the medium or higher status for the current year. (2024 - 29%, 2023 - 29%)

High Schools Change from Prior Year <b>(Increased)</b>							
Cur ren		Declined Significantly	Declined	Maintained	Increased	Increased Significantly	
	Very High				1	2	3
	High				1	1	2
	Medium				1		1
	Low		1	1	2	1	5
	Very Low		2	4	4		10
			3	5	9	4	21

## Science, Social Studies, and Writing % Proficient/Distinguished Difference by Student Group

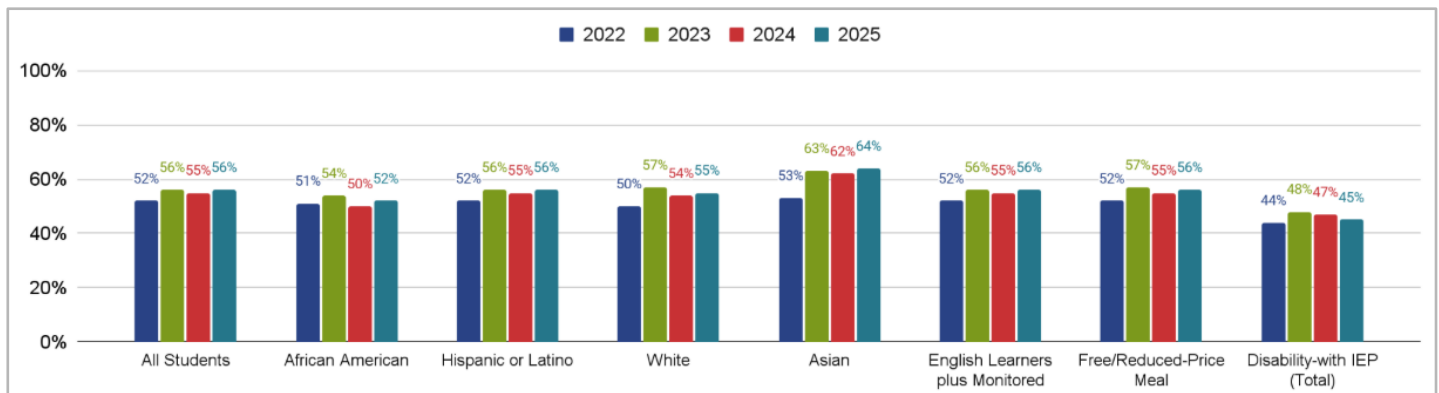
- One student group improved their writing proficiency rate (2023- 3) No improvement was shown among student groups in social studies or science proficiency rates.
- The gap between African American and White students decreased from 12 to 8 in science, and 30 to 28 in social studies, and 29 to 26 in writing (2023 - from 16 to 12 in science, and 28 to 26 in writing, and remained at 29 in social studies)

High Schools	Science - % P/D			Social Studies - %P/D			Writing - % P/D		
	2024	2025	Change	2024	2025	Change	2024	2025	Change
All Students	5	17	12	28	29	1	28	31	3
White	9	28	19	41	44	3	40	45	5
African American	1	6	5	13	16	3	14	19	5
Hispanic	3	10	7	23	21	-2	22	23	1
Asian	20	40	20	56	54	-2	56	61	5
Two or More Races	4	17	13	31	33	2	33	34	1
English Learners plus Monitored	0	1	1	5	5	0	5	4	-1
Economically Disadvantaged	2	9	7	18	19	1	18	21	3
Disability-with IEP (Total)	0	3	3	6	7	1	5	5	0

## 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.

### English Learner Progress by Student Group



## Elementary Schools

- 36% (2023 - 90%) of JCPS elementary schools increased or significantly increased their English Learner Progress indicator rating, 8% declined or significantly declined.
- 97% (2023 - 100%) of JCPS elementary schools were at the medium or higher status for the current year.

Elementary School EL Progress Change from Prior Year <b>(Increase)</b>							
C r		Declined Significantly	Declined	Maintained	Increased	Increased Significantly	
	Very High	3	2	1	15	2	24
	High	11	4		6		23
	Medium	9	5		2		20
	Low	1					1
	Very Low	1					1
		25	11	1	23	2	69



## Middle Schools

- 58% (2023 - 36%) of JCPS middle schools increased or significantly increased their English Learner Progress indicator rating.
- 47% (2023 - 36%) of JCPS middle schools were at the medium or higher status for the current year.
- 

Middle School EL Progress Change from Prior Year ( <b>Decrease</b> )							
Cur ren		Declined Significantly	Declined	Maintained	Increased	Increased Significantly	
	Very High						0
	High					3	3
	Medium			1	2	3	6
	Low		3	1	3		8
	Very Low	1		1			2
		1	3	3	5	6	19

## High Schools

- 56% (2023 -25%) of JCPS high schools increased or significantly increased their English Learner Progress indicator rating.
- 75% (2023 - 75%) of JCPS high schools were at the medium or higher status for the current year.

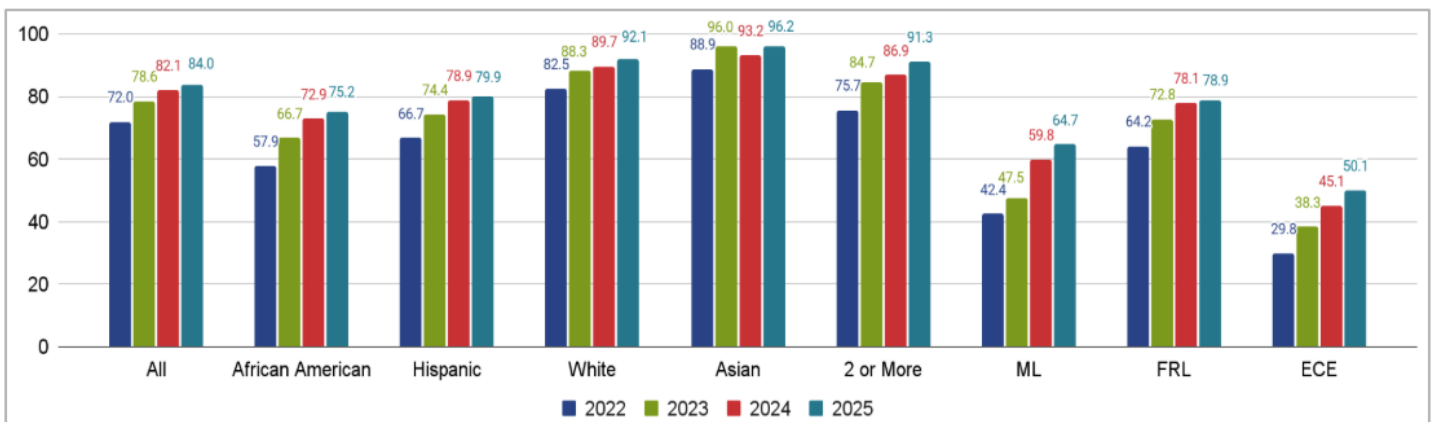
High School Change from Prior Year ( <b>Maintain</b> )							
Cur ren		Declined Significantly	Declined	Maintained	Increased	Increased Significantly	
	Very High						0
	High		2	1	1	4	8
	Medium				4		4
	Low		3	1			4
	Very Low						0
		0	5	2	5	4	16

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

	Elementary				Middle				High			
	2022	2023	2024	Change	2022	2023	2024	Change	2022	2023	2024	Change
All Students	61	73	69	-4	36	28	33	5	38	36	38	2
White	58	72	70	-2	29	28	31	3	40	36	30	-6
African American	62	73	66	-7	41	30	32	2	38	38	36	-2
Hispanic	62	73	71	-2	35	29	35	6	39	34	39	5
Asian	59	75	74	-1	37	34	33	-1	37	34	41	7
English Learners plus Monitored	61	73	69	-4	36	28	33	5	38	36	38	2
Economically Disadvantaged	61	73	69	-4	36	28	33	5	38	37	39	2
Disability-with IEP (Total)	53	68	61	-7	29	19	20	1	35	25	29	4

## Academic Current State: Postsecondary Readiness

### Post Secondary Readiness Rates by Student Group



## Post Secondary Readiness Indicator Performance Rating

- 71% (2023 - 71%) of JCPS high schools were at the medium or higher status for the current year.

		Change from Prior Year <b>(Increased)</b>					
Cur ren		Declined Significantly	Declined	Maintained	Increased	Increased Significantly	
	Very High			1	3		4
	High	1		2	1	2	6
	Medium		2		3		5
	Low	1	1		2		4
	Very Low	1			1		2
		<b>3</b>	<b>3</b>	<b>3</b>	<b>10</b>	<b>2</b>	<b>21</b>

### Postsecondary Readiness Rate (with bonus)

- 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% (2023 - 81%) of JCPS high schools increased or significantly increased their postsecondary readiness rate.

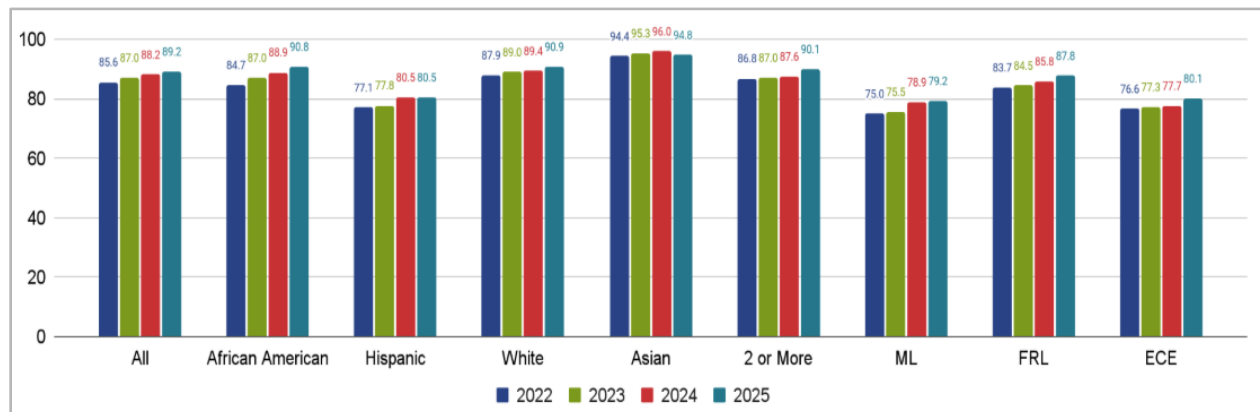
Postsecondary Readiness Rate (with bonus)	2021-22	2022-23	2023-24	Change
All Students	71.9	78.7	81.1	2.4
White	82.5	88.3	89.4	1.1
African American	57.9	66.7	71.5	4.8
Hispanic	66.7	74.4	77.0	2.6
Asian	88.6	96.0	92.6	-3.4
Two or More Races	75.7	84.7	85.9	1.2
English Learners plus Monitored	42.2	47.6	58.3	10.7
Economically Disadvantaged	64.2	72.8	76.5	3.7
Disability-with IEP (Total)	29.8	38.6	44.1	5.5

## Academic Current State: Graduation

### 2024 Graduation Rate Highlights:

- 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.
- African American students superseded white students when comparing 4 yr graduation rates.

### Graduation Rate by Student Group



## Graduation Rate Indicator Rating

- 52% (2023 - 38%) of JCPS high schools were at the medium or higher status for the current year.

Graduation Rate Change from Prior Year <b>(Increased)</b>							
Cur ren		Declined Significantly	Declined	Maintained	Increased	Increased Significantly	
	Very High			3			3
	High			2			2
	Medium			2	3	1	6
	Low			1	4	1	6
	Very Low			2	2		4
		0	0	10	9	2	21

### Average 4 & 5 Year Graduation Rate:

- 52% (2023 - 76%) of JCPS high schools increased or significantly increased their graduation rate, while no schools declined or significantly declined.

Average 4 & 5 Year Grad Rate	2021-2022	2022-2023	2023-2024	Change
All Students	85.6	87.0	88.2	1.2
White	87.9	89.0	89.4	0.4
African American	84.7	87.0	88.9	1.9
Hispanic	77.1	77.7	80.5	2.8
Asian	94.4	95.3	96.0	0.7
Two or More Races	86.8	87.0	87.6	0.6
English Learners plus Monitored	75.0	75.2	78.9	3.7
Economically Disadvantaged	83.7	84.5	85.8	1.3
Disability-with IEP (Total)	76.6	77.3	77.7	0.4

### Non-Academic Current State: Attendance

Overall, the district made substantial progress improving attendance and reducing chronic absenteeism. JCPS has improved attendance rates by over 1% from 2024 to 2025. In addition, the percentage of students who are chronically absent has decreased by 5% from 2024 to 2025, representing over 5,000 fewer chronically absent students.

	% Chronic 2023	% Chronic 2024	% Chronic 2025	% Attendance 2023	% Attendance 2024	% Attendance 2025
JCPS	38.3	38.1	33.1	89.7	89.7	90.9

Source: KDE School Report Card

### 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 was: “How important is it for your school to hire more specialists to help students?” (23%).

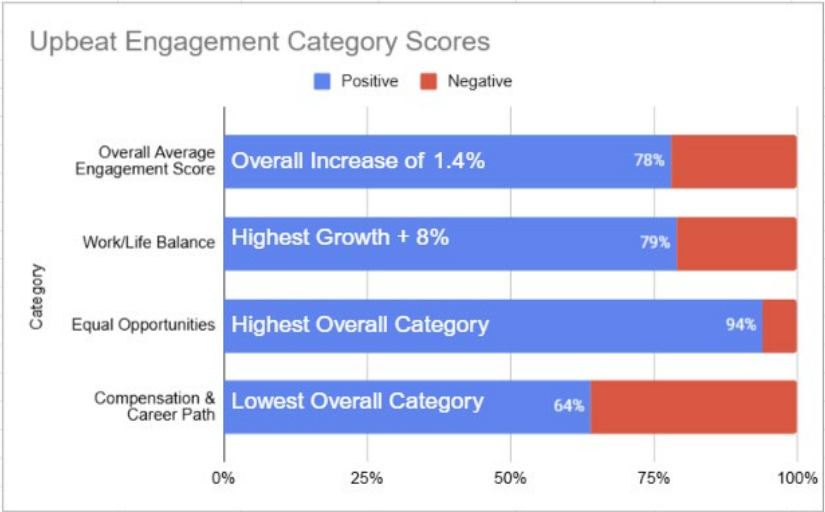


## 2023-24 Impact Kentucky Working Conditions Survey JCPS Results

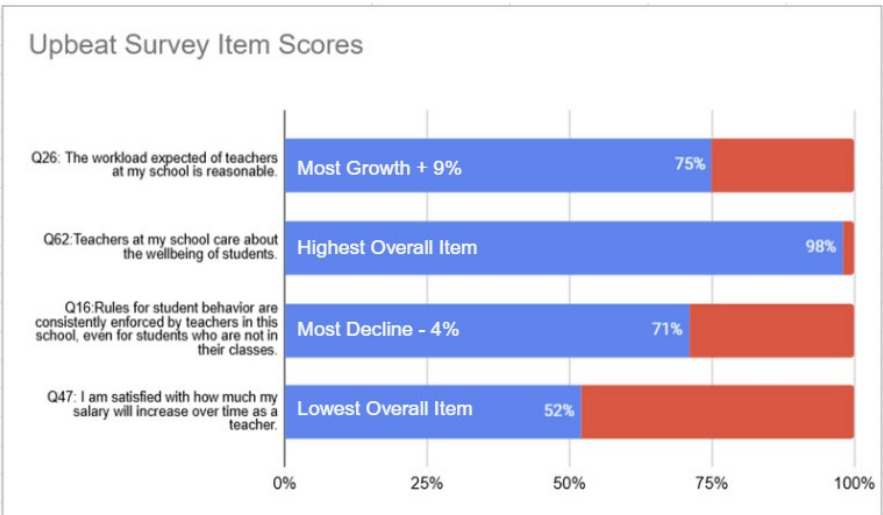
IMPACT Domain and Change	Most Favorable Domain Question	Least Favorable Domain Question
<b>Educating All Students</b> 74% ▲1 since last survey	How comfortable would you be incorporating new material about people from different backgrounds into your curriculum? (87%)	How often do adults at your school have important conversations about sensitive issues of diversity, even when they might be uncomfortable? (56%)
<b>Emotional Well-Being and Belonging</b> 48% ▲6 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%)
<b>Feedback and Coaching</b> 51% ▲1 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%)
<b>Managing Student Behavior</b> 56% ▲2 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%)
<b>Professional Learning</b> 55% ▲1 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%)
<b>Resources</b> 45% ▲4 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%)
<b>School Climate</b> 55% ▲2 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%)
<b>School Leadership</b> 61% ▲3 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%)
<b>Staff-Leadership Relationships</b> 73% ▲3 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 to support teacher retention. The overall engagement score increased by 1.4% from Fall 2024 to Spring 2025. Teacher responses indicated an increase in positive perception of Work/Life Balance by +8 percentage points. Overall, our highest engagement category was Equal Opportunities (94% agreement). No categories indicated a significant decrease in teacher perceptions. The lowest category was Compensation and Career Path at 69% agreement, but perceptions increased by 3 percentage points indicating movement in the right direction.



Analysis of individual survey items indicated most growth in positive perceptions that the workload expected of them is reasonable (+9%). Individual items indicating a need for growth included rules for student behavior being consistently enforced by teachers (-4%). Our overall highest item with a 98% agreement rate indicated that teachers care about the wellbeing of students. Our overall lowest item with a 52% agreement indicated that teachers are satisfied with how much their salary will increase over time as a teacher.

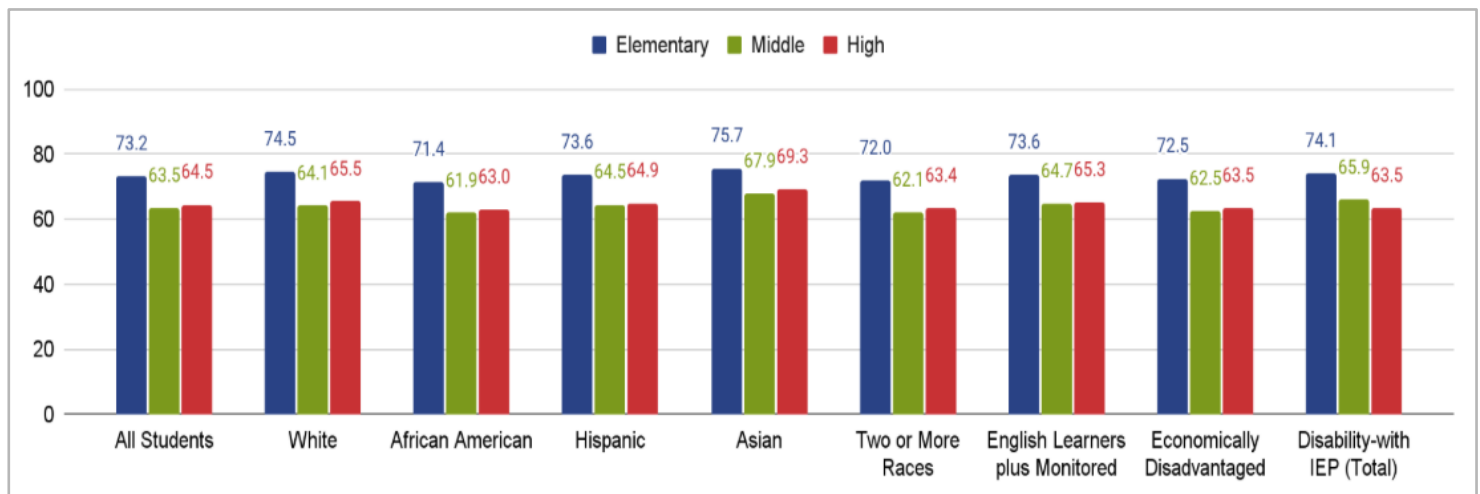


## KDE Quality of School Climate and Safety Survey

### QSCS Summary:

- 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.

### QSCS Ratings by Student Group



## Elementary Schools Indicator Ratings

- 27% (2023 - 42%) of JCPS elementary schools were at the medium or higher status for the current year.
- 34 % (2023 - 47%) of JCPS elementary schools increased or significantly increased their school climate and safety indicator rating, 27% declined or significantly declined.

QSCS Change from Prior Year <b>(Maintained)</b>							
Current		Declined Significantly	Declined	Maintained	Increased	Increased Significantly	
	Very High						<b>0</b>
	High		1	3	6		10
	Medium		1	5	7	1	14
	Low	1	15	23	15	3	57
	Very Low	1	5		2		8
		2	22	31	30	4	89

## Middle Schools Indicator Ratings

- 21% (2023 - 13%) of JCPS middle schools were at the medium or higher status for the current year.
- 58% (2023 - 29%) of JCPS middle schools increased or significantly increased their school climate and safety indicator rating.
- 

QSCS Change from Prior Year <b>(Maintained)</b>							
Cur ren		Declined Significantly	Declined	Maintained	Increased	Increased Significantly	
	Very High						0
	High						0
	Medium				5		5
	Low			8	7		15
	Very Low	1		1	2		4
		1	0	9	14	0	24

*Note: The 2 new middle schools are not included because change data is unavailable.*

## High Schools Indicator Ratings

- 86% (2023 - 67%) of JCPS high schools were at the medium or higher status for the current year.
- 90% ( 2023 - 71% ) of JCPS high schools increased or significantly increased their school climate and safety indicator rating..

QSCS Change from Prior Year <b>(Increased)</b>							
Cur ren		Declined Significantly	Declined	Maintained	Increased	Increased Significantly	
	Very High				1	2	3
	High				2	1	3
	Medium			1	9	2	12
	Low			1	2		3
	Very Low						0
		0	0	2	14	5	21

## QSCS % Agreement

- 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.
- Except for African American middle school students, Middle and High school saw gains among student groups.
- The gap between African American and White students increases at all school levels.

	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

## Individual Survey Item Results

- 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.
- 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 ( $\geq 90\%$ ) 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 students 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			
	21-22	22-23	23-24	Change	21-22	22-23	23-24	Change	21-22	22-23	23-24	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			
	21-22	22-23	23-24	Change	21-22	22-23	23-24	Change	21-22	22-23	23-24	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			
	21-22	22-23	23-24	Change	21-22	22-23	23-24	Change	21-22	22-23	23-24	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			
	21-22	22-23	23-24	Change	21-22	22-23	23-24	Change	21-22	22-23	23-24	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

## 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 schools 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.

## 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?  Yes/No	Specific Processes, Practices or Conditions Identified for Focus
<p><b>KCWP 1: Design and Deploy Standards</b></p> <p>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?</p>	YES	<p>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.</p> <p>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.”</p> <p>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 <a href="#">principal selection</a> now requires a consultation with the SBDM and stakeholders.</p> <p>The District utilized the KDE High Quality Work recommendations to choose curriculum for our schools based on these standards to ensure the instructional materials are:</p> <ul style="list-style-type: none"> <li>• Aligned with the Kentucky Academic Standards (KAS);</li> </ul>

		<ul style="list-style-type: none"> <li>• Research-based and/or externally validated;</li> <li>• Comprehensive to include engaging texts (books, multimedia, etc.), tasks and assessments;</li> <li>• Based on fostering vibrant student learning experiences;</li> <li>• Culturally relevant, free from bias; and</li> <li>• Accessible for all students.</li> </ul> <p>The process for selecting any additional <a href="#">High-Quality Instructional Resources</a> or program is also aligned to the KDE process. This ensures high expectations and consistency for all learners across the district.</p> <p>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. <b>JCPS will build coherence in student's instructional experience with the selection and implementation of common, district-wide high quality instructional resources.</b></p>
<b>KCWP 2: Design and Deliver Instruction</b> 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	<p>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.</p> <p>Since the 2024-2025 school year both ELA and Math curricula have been common across all grade levels (K-12). Teachers and school principals across JCPS have received professional learning on these HQIRs and this specific component.</p> <p>Look-fors and best practice strategies have been identified for the K-12 HQIR curriculum and learning walk data is collected and analyzed to check for integrity of</p>

		implementation. The walkthrough tool is being revised for the 25-26 school year.
<b>KCWP 3: Design and Deliver Assessment Literacy</b> 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	<p>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 <a href="#">District-level reports</a> are available that provide disaggregated data by student group and communicate trends over time.</p> <p>New this school year, JCPS will provide guidance on using Lexiles to measure student growth and personalize instruction. By aligning reading materials with each student's ability, we can ensure the right level of challenge and engagement. Regularly monitoring and discussing progress will help build student confidence and ownership of their learning.</p> <p>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).</p> <p>Our <a href="#">Journey to Success Playbook</a> 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 <a href="#">Journey to Success</a>. 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.</p>

		<p>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.</p> <p>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. <b>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.</b> 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.</p>
<p><b>KCWP 4: Review, Analyze and Apply Data</b></p> <p>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?</p>	Yes	<p>The monitoring and evaluation of the impact of instruction on learner success has been revised for heightened intentionality and accountability, as outlined in the <a href="#">District Improvement Model</a>. The Improvement Model consists of three key reviews: Formative Systems Review, Comprehensive Systems Review and Vital Sign Reviews.</p> <p>The Formative Systems Review (FSR) is a system-focused, formative look at implementation of instructional strategies and activities, and is monitored and recorded on the Instructional Systems Monitoring Tool (ISMT). This progress-monitoring review provides feedback and next-step coaching, and is used to calibrate needs and support. The FSR</p>



		<p>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 Instructional Activities and include questions for further consideration and coaching. Collaborative next steps are developed towards system implementation and are key to improving student outcomes.</p> <p>During the Formative Systems Review (FSR), Strategy 4 (Consistent Progress Monitoring and Data Analysis), has priority activities 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.</p> <p>The <a href="#">Comprehensive System Review</a> (CSR) provides rich qualitative data and feedback on the JCPS instructional strategies as well as culture and climate data in schools focused on the student experience. All schools receive a CSR every 3 years.</p> <p>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 Academic Readiness, Learning, and Culture and Climate. The key indicators are the high-leverage research-based data points that lead to actionable steps for improving student learning experiences.</p> <p>We are also implementing new progress monitoring systems this year, where our MRI schools will lead data reviews with Cabinet</p>
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		<p>leadership to share outcomes, reflect on effective strategies, and identify supports needed. Additionally, schools will begin presenting data at Board meetings.</p>
<p><b>KCWP 5: Design, Align and Deliver Support</b></p> <p>Has our district established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?</p>	YES	<p>While Senate Bill 1 provides equitable access to curriculum for all K-12 students in JCPS, additional resources and support have been provided to Enhanced Support Zone Schools. These schools have access to instructional leads and Specialists identified to implement professional learning opportunities and resources and support to eliminate achievement and opportunity gaps.</p> <p>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).</p> <p>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</p>

		<p>Academic Instructional Coach and department chair meetings.</p> <p>All JCPS schools are expected to complete an Instructional Systems Monitoring Tool (ISMT) that includes their school literacy and math plan, as well as CSIP Phase III each fall. The plan includes the following components: Goal Setting, Strategies and Activities, Measures of Success, Phase III CSIP, and links to other district monitoring plans such as the Attendance Plan and Behavior Data Review. Progress monitoring occurs three times a year by the zone level Assistant Superintendents and the Chief of Schools. This process ensures congruence of our goals, improvement strategies, and planning and 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.</p> <p>In sum, our MAP disaggregated data tells us we have an over-representation of students in the lowest decile range, especially among students of color. <b>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.</b></p>
<p><b>KCWP 6: Establishing Learning Culture and Environment</b></p> <p>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?</p>	Yes	<p>JCPS is utilizing our Racial Equity District policy to improve the implementation of culturally responsive instruction, as evidenced by our <a href="#">Diversity, Equity and Poverty Anchor Documents</a> (i.e., Equity Monitoring Protocol Tool, Affirming Racial Equity Tool, Racial Equity Analysis Protocol).</p>

***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:** Our MAP disaggregated data tells us we have an over-representation of students in the lowest decile range, especially among students 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.