

# Our Academic Commitment:



Jefferson County Public Schools is strengthening the student experience — making learning engaging, meaningful, and impactful for every child. Our goal is clear: every student demonstrates growth every year and feels supported, challenged, and proud of their progress.



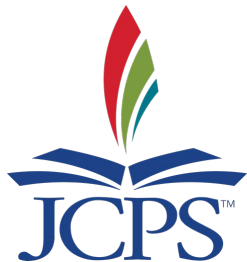
**Stabilize Instruction**



**Strengthen Systems**

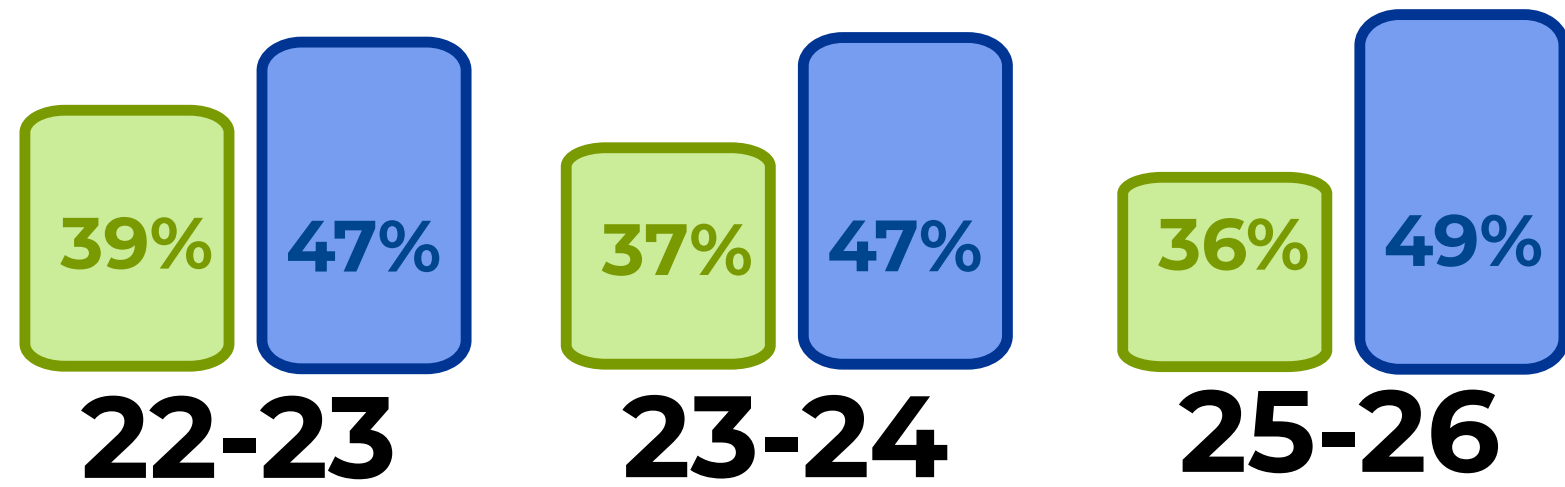


**Advance Learning**

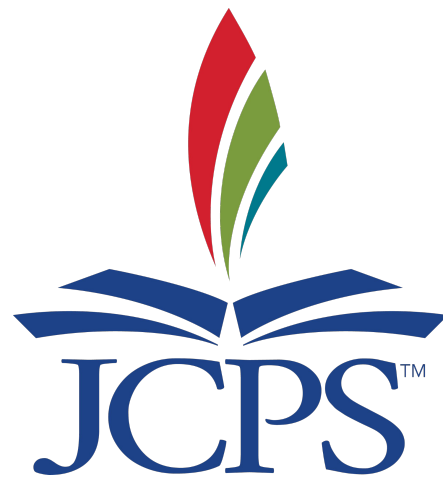
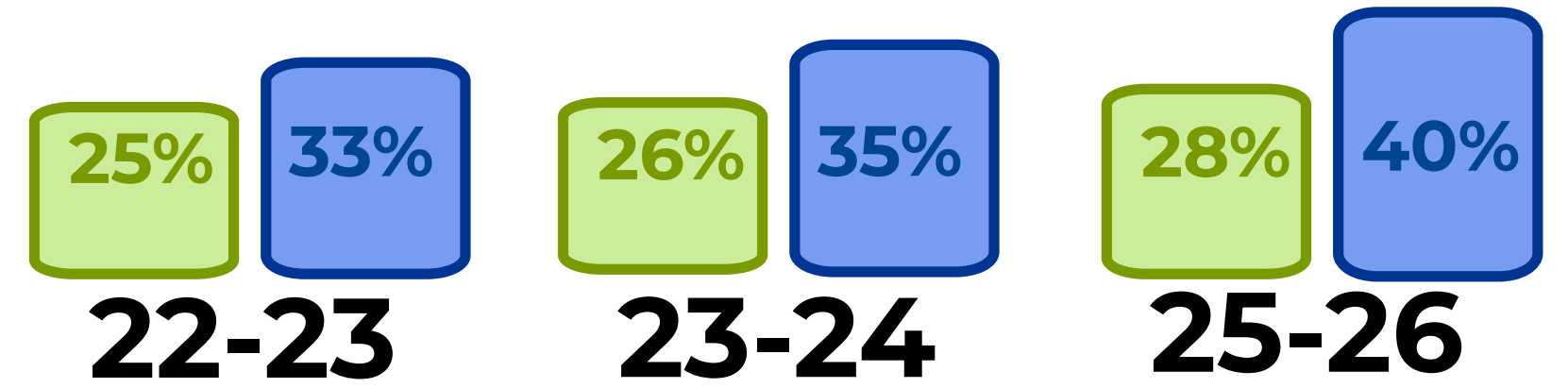


# KSA - Where We Were

## Reading Proficiency Levels



## Math Proficiency Levels



JCPS

Kentucky



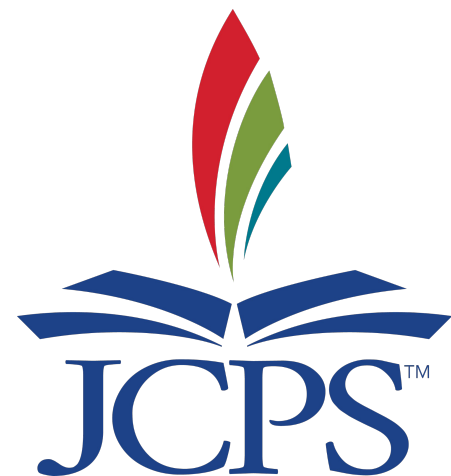
# 2024 JCPS Diagnostic Review

## What it is

- An independent review of how well JCPS is serving students
- Conducted by an outside organization (Cognia) in November 2024
- Examines:
  - Teaching and learning in classrooms
  - School leadership
  - District systems and support

## Why it matters

- **Overall performance is below where it should be;** JCPS rated in the second-lowest category in the state
- **Not all students are experiencing success;** Example: 18% of Black middle school students are reading on grade level compared to 45% of White students
- **Teaching is not consistent across schools;** Students are not guaranteed strong instruction in every classroom
- **Some system challenges have impacted learning;** Lost instructional time (e.g., transportation issues)
- **State accountability requires improvement;** 19 schools identified among the lowest-performing in KY



**Every student deserves strong, consistent teaching in every classroom.**

# District Improvement Priorities from 2024

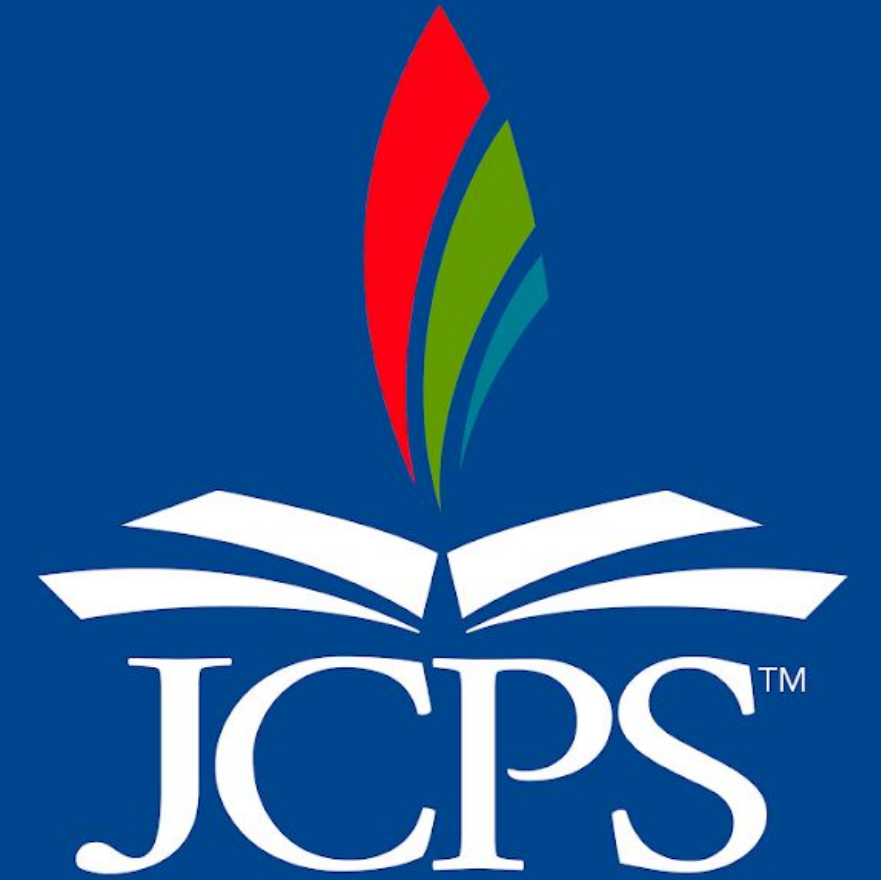
**Improvement Priority 1:** Consistently monitor and adjust instruction to meet the diverse learning needs of students

**Standard 22:** Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

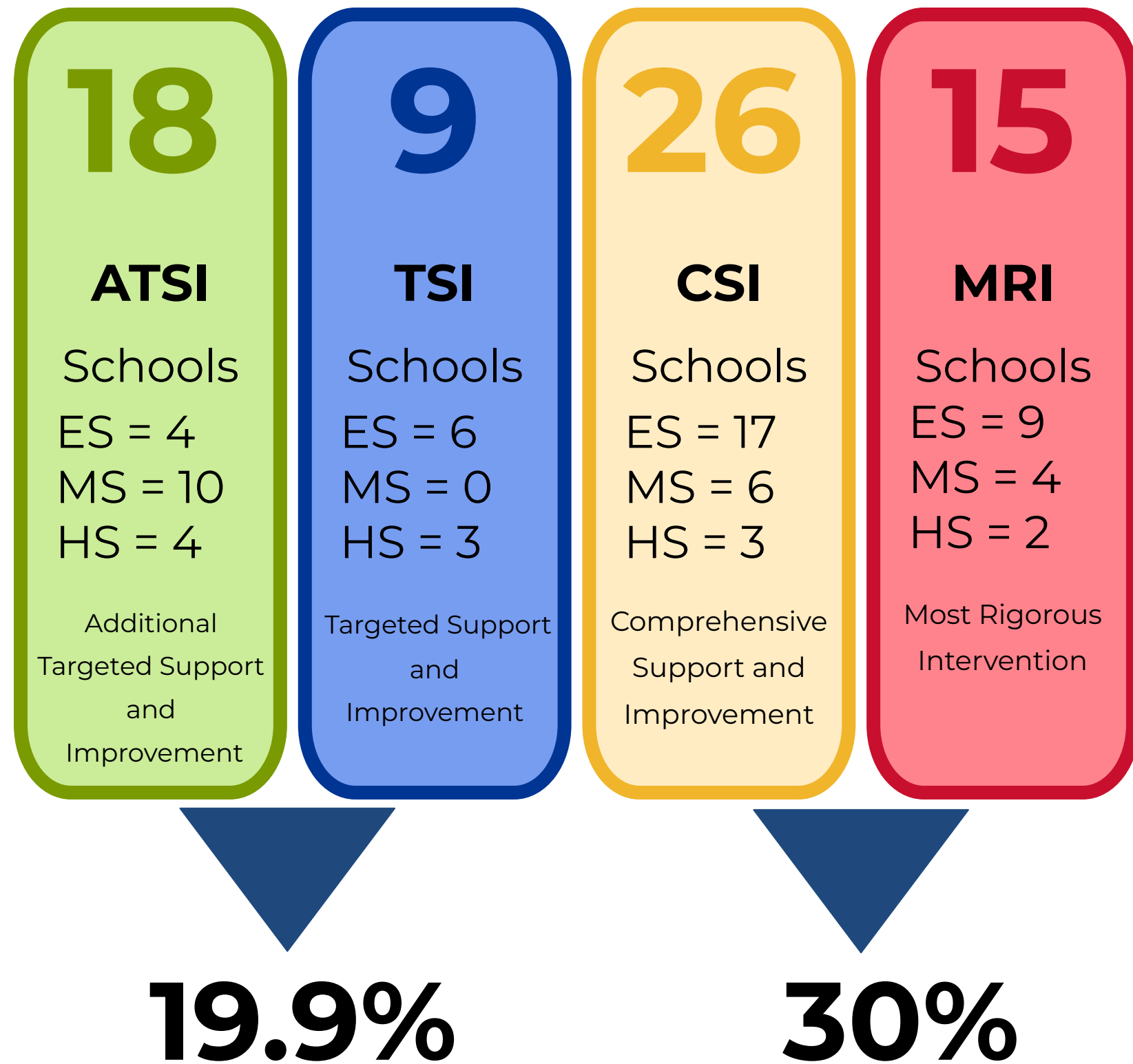
**Improvement Priority 2:** Develop and implement an ongoing monitoring process to ensure initiatives are implemented with fidelity, evaluated for effectiveness, and adjusted accordingly

**Standard 26:** Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

[Cognia Diagnostic Review Report: Jefferson County Public Schools November 2024](#)



## School Status



## Where We Are

The review didn't just identify what needs to improve—it made clear our current structure is not designed to deliver it consistently.

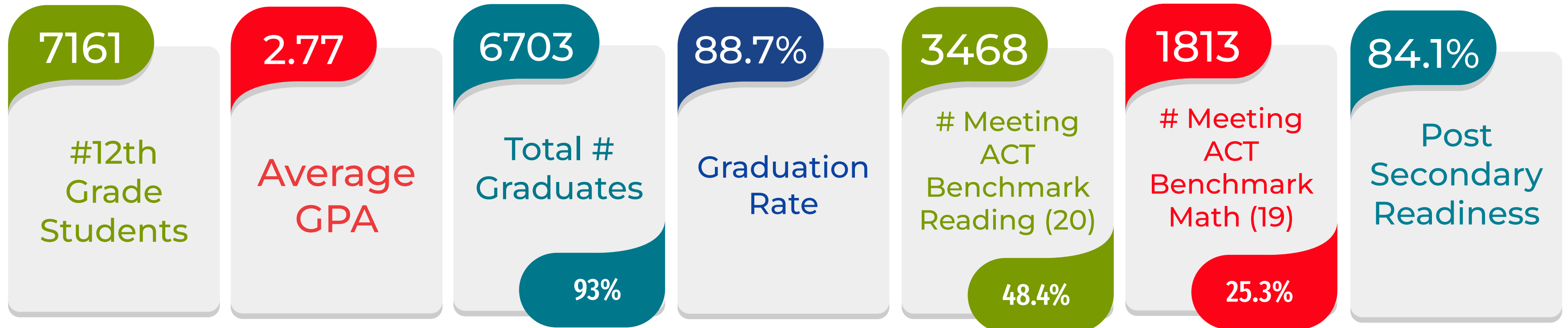
**2024 = 19 CSI/MRI Schools**

**2025 = 41 CSI/MRI Schools**

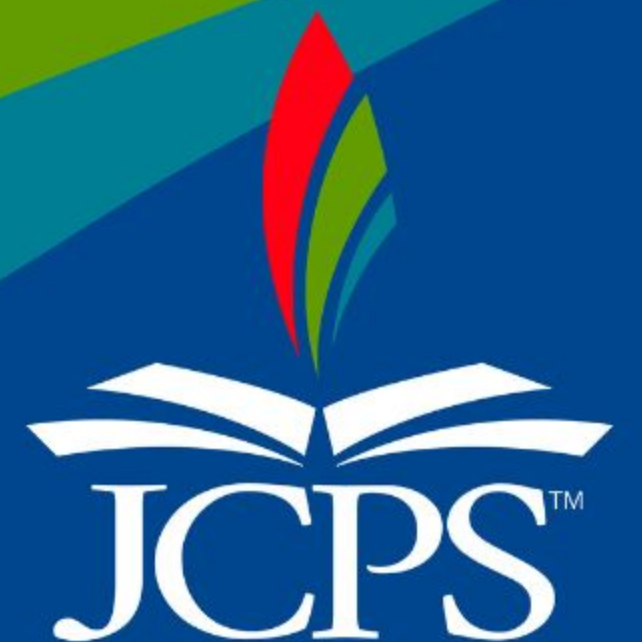
**Increase of 116%**

# How do we ensure that the *JCPS Diploma* is supported by high academic achievement?

## 2024-2025 High School Data



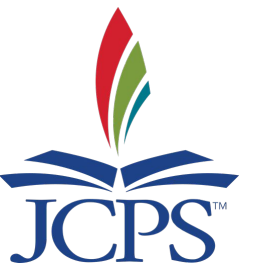
**When too many of our students are not yet succeeding, maintaining the status quo is not an option. We have a *responsibility* to change how we work so every student has access to strong teaching and real opportunity.**



# Comparing with Districts with Higher Performance

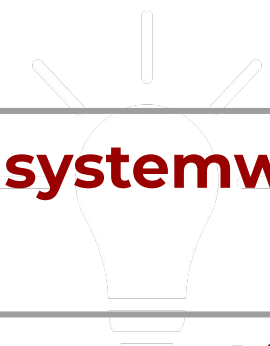
District	Combined Proficiency Performance	Practices Driving Stronger Results
JCPS (~90K)	~20–25% proficient	Inconsistent implementation and lack of clear, systemwide expectations for instruction
Charlotte-Mecklenburg, NC (~140K)	~40-45%	Consistent curriculum and clear instructional expectations drive higher proficiency
Gwinnett County, GA (~180K)	~45-50%	System coherence across curriculum, assessment, and instruction produces top-tier outcomes
Hillsborough County, FL (~220K)	~33-38%	Strong Tier 1 instruction and coaching systems improve student achievement
Miami-Dade, FL (~330K)	~33-38%	Early literacy focus and aligned systems accelerate district wide improvement
Broward County, FL (~250K)	~33-38%	Standards-aligned instruction and monitoring systems strengthen math growth

Scale is not the barrier — system coherence and instructional consistency drive results.

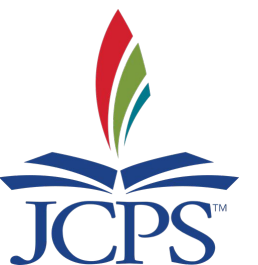


# Comparing with Districts with Higher Performance

District	Combined Proficiency Performance	Practices Driving Results
<b>JCPS (~90K)</b>	<b>~20–25% proficient</b>	<b>Inconsistent implementation and lack of clear, systemwide expectations for instruction</b>
Katy ISD, TX (~85K)	~50–60%	System coherence across curriculum, assessment, and instruction produces top-tier outcomes
Fulton Co, GA (~88K)	~60–75%	Strong literacy focus with targeted supports K-12 with timebound progress monitoring improves student achievement
Prince William Co., VA (~91K)	~60–80%	Aligned systems with clear goals and accountability for continuous district improvement
Wake Co, NC (~160K)	~60–65%	Systems coherence with a clear instructional framework
Fairfax Co, VA (~176K)	~65–75%	High expectations of students aligned with strong curriculum resources and teacher development.



**Large, complex districts can achieve strong results — when systems are aligned and instruction is consistent.**



**Decades of research are clear — districts improve when they ensure strong, consistent instruction in every classroom, supported by aligned systems and continuous monitoring. That is exactly the work we are organizing around.**



## **Stabilize Instruction**

**Research:  
High Quality Curriculum +  
Strong Tier 1**

**Action:  
Consistent, grade-level  
teaching in every classroom**



## **Strengthen Systems**

**Research:  
Data cycles + System Coherence**

**Action:  
Aligned supports, monitoring,  
and adjustment both for  
Proficiency and MTSS**



## **Advance Learning**

**Research:  
Instructional Leadership +  
Coaching**

**Action:  
Feedback loops to ensure  
strong teaching and  
measurable student growth**

*Sources: EdReports; RAND Corporation; TNTP—The Opportunity Myth; John Hattie; DuFour; Institute of Education Sciences; Cognia (Standards 22 & 26); Michael Fullan; Wallace Foundation; Jim Knight.*

# Current Structure

## Multiple Departments → Schools

- Different teams supporting schools separately without a unified approach
- Overlapping roles and responsibilities
- Schools receive mixed messages and priorities
- Support depends on who you get, not what you need

Diagnostic Review 2024

# Future Structure

## One Aligned Academic System → Schools

Move from fragmented supports to one aligned academic system:

- Align curriculum, professional learning, and school support under one vision

Clarify roles so schools receive consistent, coordinated support:

- Connect principal supervision directly to instructional improvement work

Deploy coaching and resources based on school needs and data:

- Reduce initiative overload to focus on highest-impact instructional priorities

Strengthen monitoring to ensure strategies are implemented and working:

- Use data to adjust quickly and improve results across all schools

## Regional Leadership Team → Schools

- Principal Supervisor (supports principal leadership)
- Leads and Coaches (provide targeted coaching)

**All working together with one clear focus:  
*Strong teaching in every classroom***

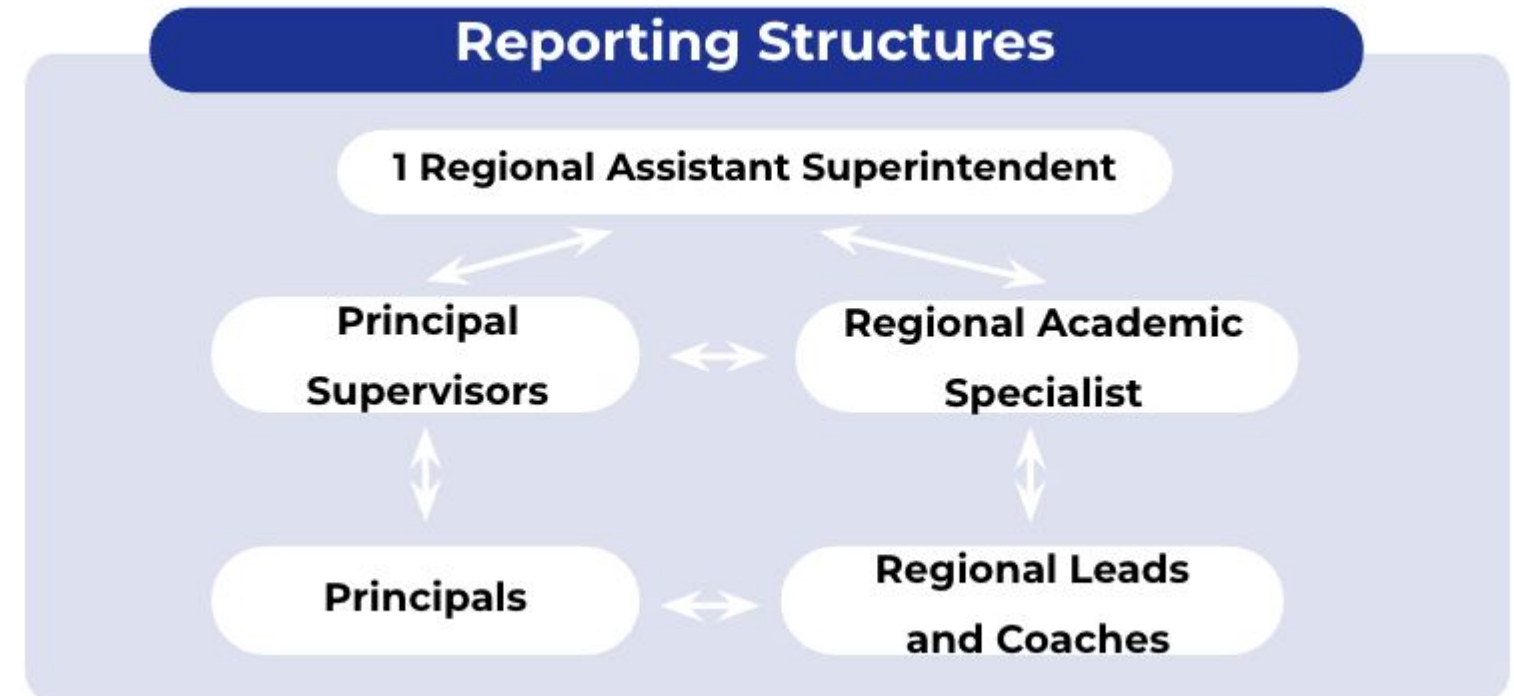


**The system we design determines the results we get.**



## Shared Accountability

- ✓ High expectations for students must be matched with strong support for teachers.
- ✓ Everyone has a clear role in improving student learning.
- ✓ Leaders and teachers working together to solve problems and improve instruction.
- ✓ We build trust through clear communication and consistent support.
- ✓ We focus on continuous improvement - not one-time results.



## ✓ New Approach

- Every student, every year!
- Coherent curriculum used consistently across all schools
- Tier 1 instruction as the primary driver of student success
- Frequent coaching and feedback to improve instruction
- MTSS used to strengthen instruction, not as a separate system
- Continuous improvement cycles replace static planning

## ✗ What it's NOT

- ❑ Teaching to the test to raise scores
- ❑ Focusing on isolated skills and activities
- ❑ Lowering the level of work when students struggle
- ❑ Covering content quickly without ensuring understanding
- ❑ Multiple disconnected programs and initiatives

## Classroom Impact

- ★ Students using critical thinking skills, not just choosing answers
- ★ Students reading, writing, discussing, and solving problems
- ★ All students working on grade-level tasks with support as needed
- ★ Teachers checking for understanding and adjusting instruction in real time
- ★ Consistent lessons and expectations across classrooms and schools

**What may feel like a shift back is actually a shift forward — toward teaching that is more rigorous, more engaging, and more effective for students because of coherence.**

# Our Academic



**Every student deserves strong teaching in every classroom.  
We are organizing our system to make that a reality.**



**Stabilize Instruction**

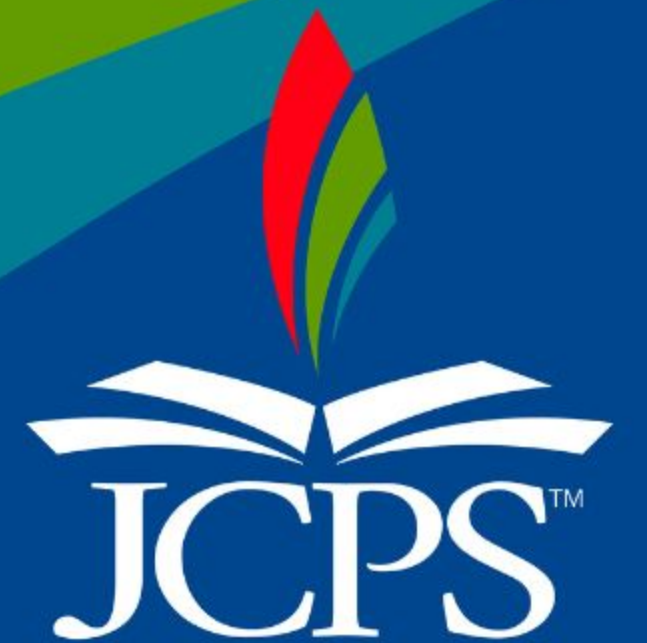


**Strengthen Systems**



**Advance Learning**

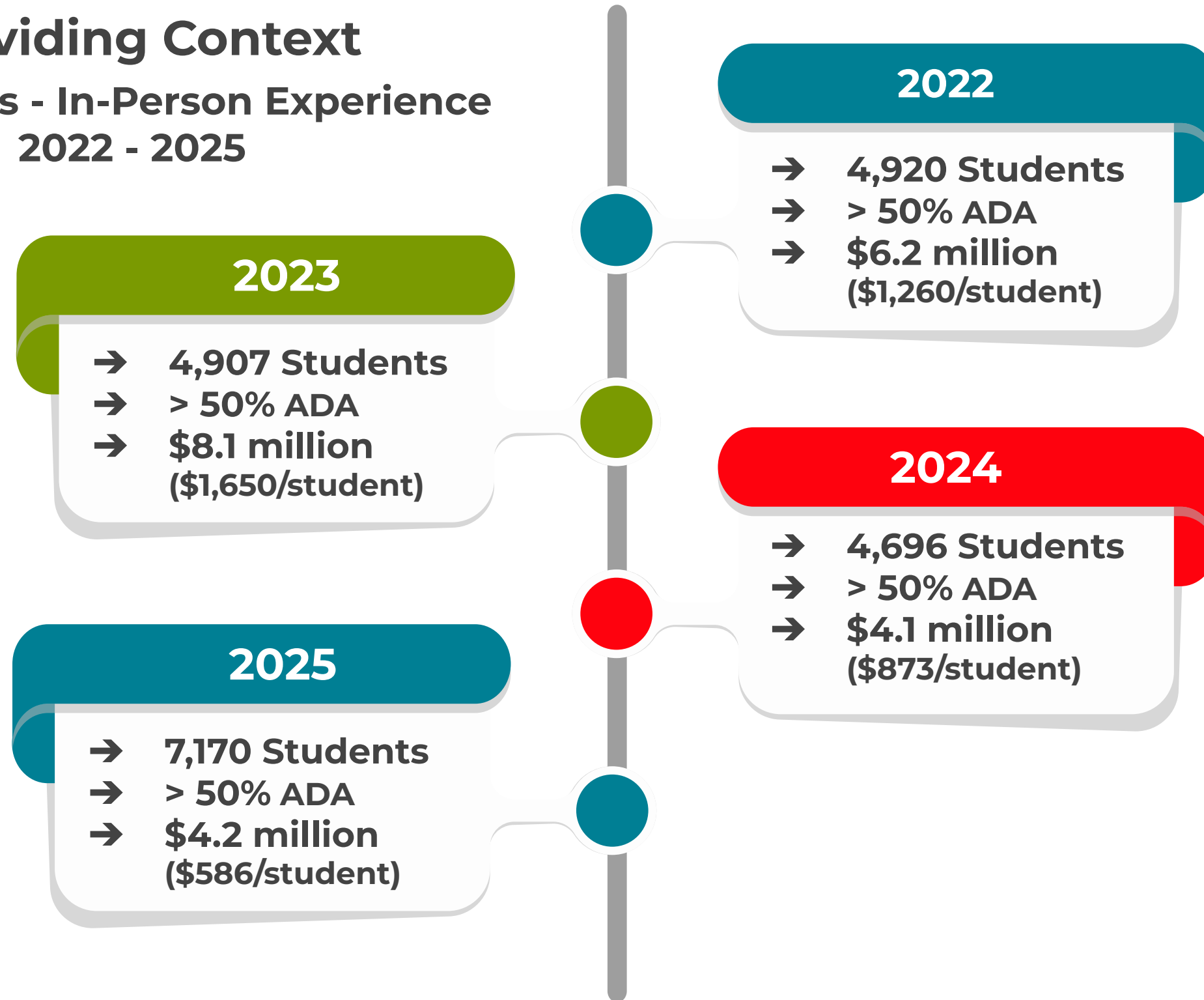
# *JCPS SUMMER LEARNING 2026*



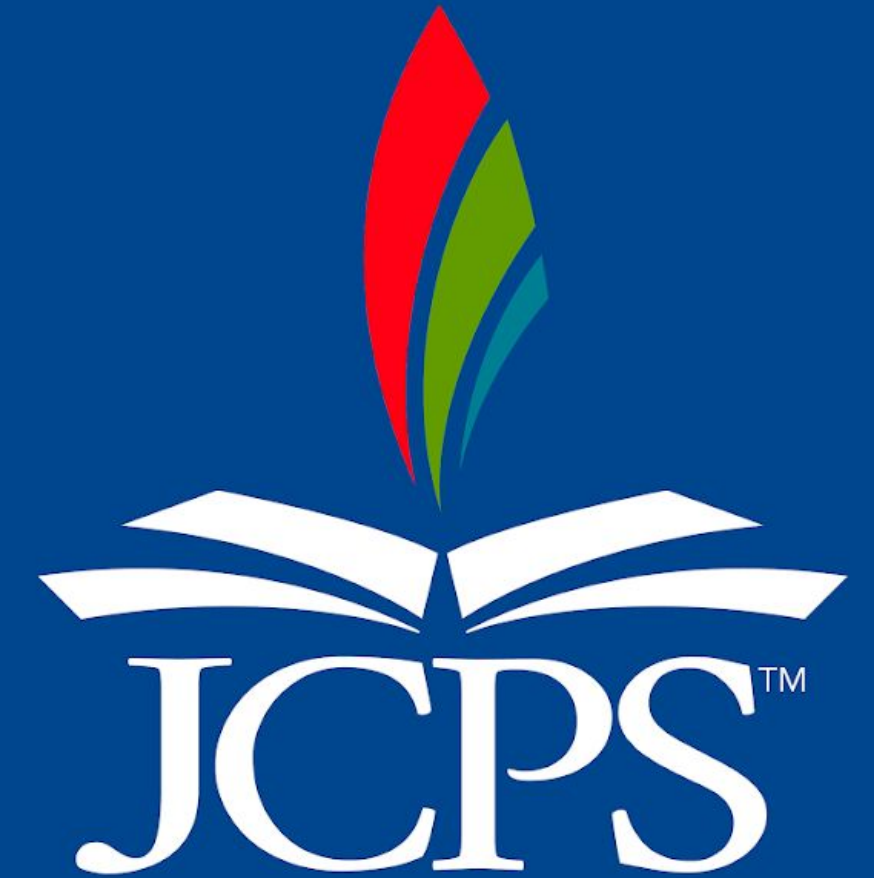
# JCPS Summer Learning

## Providing Context

### School Sites - In-Person Experience 2022 - 2025



*Cost represents payroll expenses only for school and community sites.  
Cost of materials, supplies and transportation costs are not included here.*



# JCPS Summer Learning



Successes	Challenges
<ul style="list-style-type: none"><li>→ Students with consistent attendance experienced stronger growth and less learning loss than district peers across all grade levels.</li><li>→ Per pupil spending decreased over time as planning, preparation, and execution became more efficient.</li></ul>	<ul style="list-style-type: none"><li>→ Student attendance at school sites consistently fell well below targeted benchmarks.</li><li>→ Current financial constraints prohibit us from sustaining the historical scope of our summer programming.</li></ul>

## 2026 Strategic Pivot

- ❑ Delivered through a school-based model
- ❑ Financed through multiple funding sources
- ❑ Empowering individual schools to customize programming

# JCPS Summer Learning

*Summer learning is being designed as a targeted, data-informed strategy to address both unfinished learning and strong transitions into the next school year.*

## Current Status:

- **21** unique school-based summer program proposals have been submitted for review (targeting 2,719 students for in-person learning).
- **47** additional schools are currently working on summer program proposals.
- Proposals anchored by **measurable goals**, not just lists of activities.
- Programs aimed at **removing barriers** and responding to **specific student groups**.



**Stabilize Instruction**

Preventing Summer  
Regression & Retention



**Strengthen Systems**

Strengthening Transition  
into Kindergarten, Sixth,  
and Ninth Grade



**Advance Learning**

Accelerating Learning

***Thank You!***

***Questions***

