

Jefferson County Public Schools

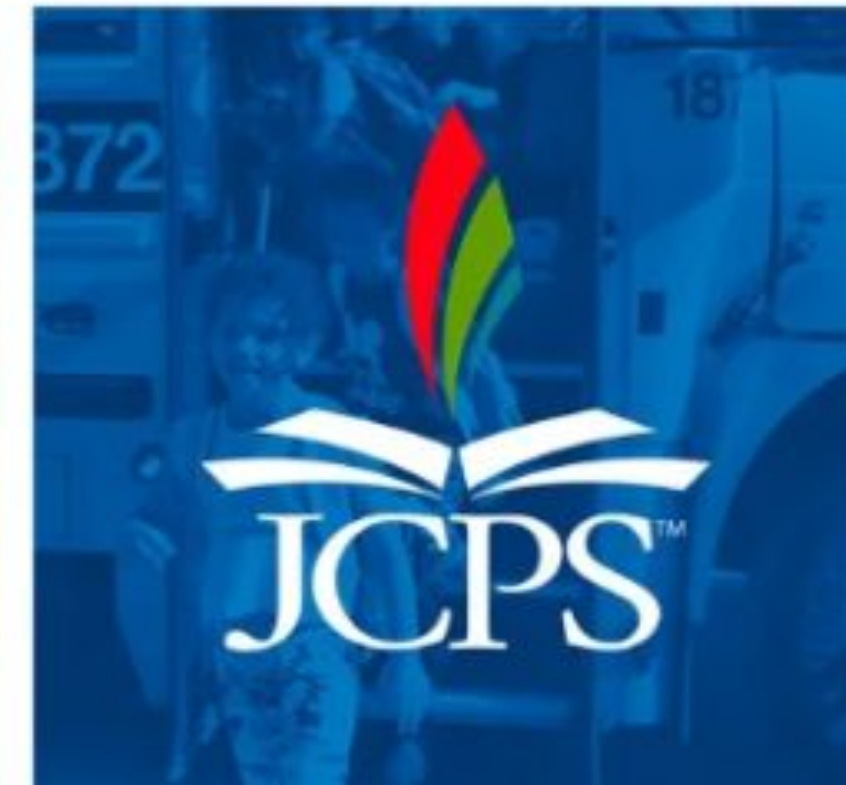
KASA New Superintendent Presentation

Capstone Project

2025-2026 Year in Review
May 19, 2026

Dr. Brian Yearwood
Superintendent

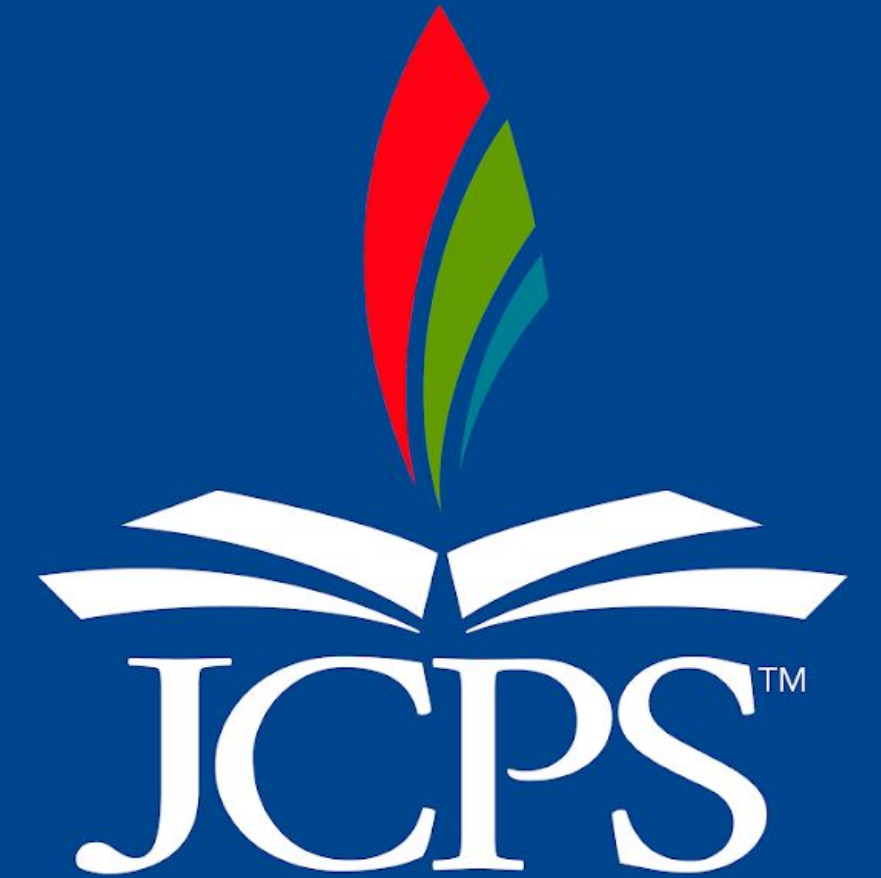
EVERY STUDENT. EVERY YEAR.



Acknowledgments

Leadership is Never Individual

District	JCPS Board of Education	Dr. Demetrius Liggins	Mentor
1	Gail Logan Strange	Dr. Scott Hawkins	Executive Coach
2	Tricia Lister	JCPS Leadership Team	Cabinet & Principals
3	James Craig- Vice Chair	JCPS Teachers & Staff	All who work in the district
4	Trevin Bass	Students & Family	Our Why
5	Linda Duncan	The Community	Community Members-
6	Corrie Shull- Chair	Tina & Children	My Family
7	Taylor Everett		



Success is built through the people who believed in the work, carried the mission, and served students alongside us.”



**District 1:
Tricia Lister**



**District 2:
Corrie Shull
(Board Chair)**



**District 3:
James Craig**



**District 4:
Trevin Bass**



**District 5:
Gail Logan Strange**



**At-Large Member:
Linda Duncan**



**At-Large Member:
Taylor Everett**



**Jefferson County
Board of
Education**

JCPS Mission & Vision

Mission

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

Vision

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

Core Commitments: Every Student. Every Year.



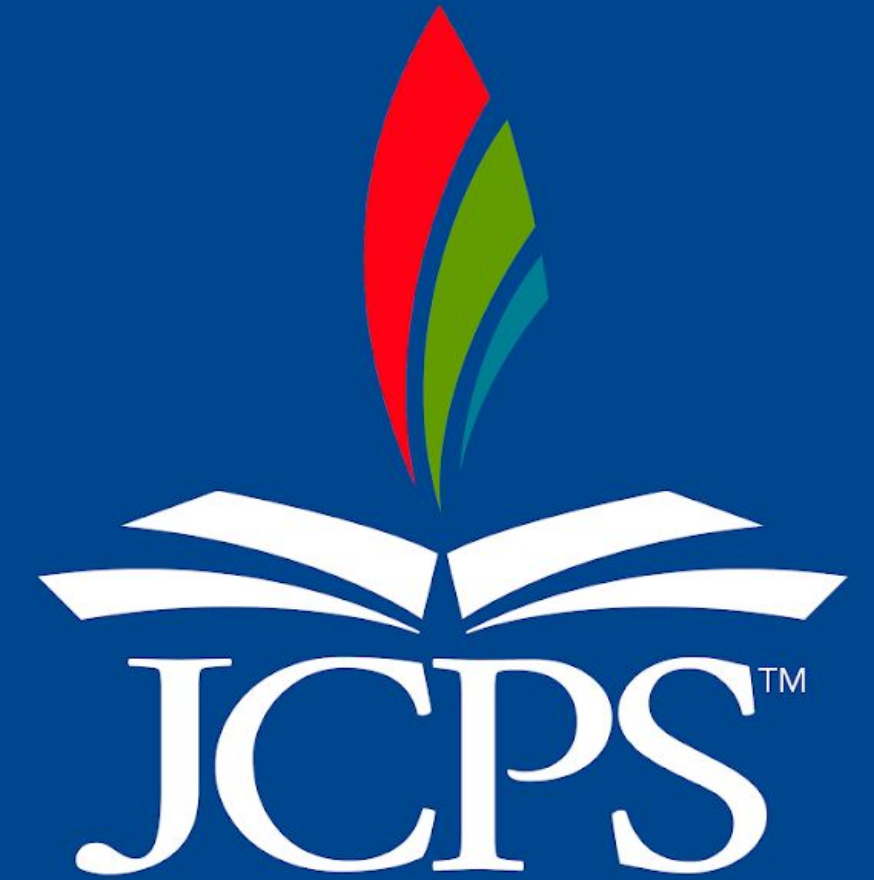
Safety & Belonging



**Academic Excellence
& Growth**



Care & Support



Purpose of Evaluation



Performance Alignment

Assess Superintendent Performance aligned to:

- Kentucky Performance Standards
- JCPS Student Outcomes-Focused Governance (SOFG)

Guiding Principles

Evaluation approach grounded in:

- Student-centered continuous improvement
- Evidence-based decision-making
- Board partnership



The Starting Line

Entry Conditions for the 2025-2026 School Year



\$188 Million
Structural Budget Deficit

- Significant Budget and Staffing Challenges
- Central Office Organizational Silos
- Persistent Achievement Gaps

The Strategic Response

Early Actions & Implementation Foundation



Reviewed **School Safety** Procedures



Prioritized **Classroom Instruction** and Supports



Reorganized **Central Office Services** to Better Support Schools



Established Clear **Academic Expectations** and Goals



Addressed **Staffing Needs** in Critical Positions

These initial steps establish the foundational **operational framework** necessary for achieving long-term student outcome goals.

Professional Growth Plan

Creating District Priorities



Early implementation evidence demonstrates progress in the following critical areas:

Financial Stability

Initiated a [comprehensive review of district expenditures](#) to support the development of a Board-approved [financial recovery plan](#) with measurable [deficit reduction](#) milestones.



Student Achievement

Launched a [districtwide academic review](#) to evaluate instructional systems and identify areas for improvement.



School Safety

Initiated a review of [safety](#) practices, including facilities, staffing, and protocols, while [strengthening partnerships](#) with law enforcement and mental health providers.



Mid-Year PGP

Across all priorities, implementation reflects a consistent emphasis on **transparency, stakeholder engagement, and alignment of actions** to clearly defined goals.

Standard 1: Strategic Leadership

Leading district vision, goals, and systems that support student success

Demonstrated Success

- Established three district priorities: financial stability, student achievement, and school safety
- Implemented five measurable district goals tied to achievement, attendance, and behavior
- Launched Academic & Culture Snapshots to increase transparency and monitoring

Gaining Momentum

- Transitioning from broad goals to actionable performance monitoring
- Improved alignment between district priorities and school implementation
- Positive teacher perception trends indicate strengthening system coherence

Next Steps

Deepen school-level implementation of continuous improvement cycles, and increase evaluation of strategy impact on student outcomes.

Key Evidence Table:

- [Superintendent PGP](#)
- [Academic & Culture Snapshot \(public performance monitoring system\)](#)
- [CDIP alignment to district goals](#)
- [State of the District Address \(vision + priorities communication\)](#)
- [Stakeholder engagement \(community forums informing priorities\)](#)



Standard 2: Cultural Leadership

Building inclusive, equitable, and supportive learning environments



Demonstrated Success

- Expanded stakeholder engagement through listening sessions and community feedback
- Increased opportunity and access through embedded equity-centered processes
- Elevated culture and climate within district planning and reporting
- Newcomer Academy's Accelerate 2 Graduate Class of 2026 is the school's largest ever.

Gaining Momentum

- Transitioning from broad goals to actionable performance monitoring
- Improved alignment between district priorities and school implementation
- Positive teacher perception trends indicate strengthening system coherence

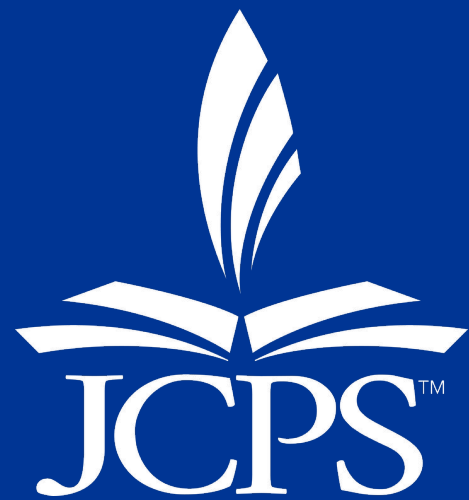
Next Steps

Expand use of high-leverage perception indicators such as trust and efficacy indicators within dashboards and monitoring systems.



Key Evidence Table:

- [Lau Plan- OML plan](#)
- Districtwide Surveys ([CSS](#), [Impact Survey](#), [Teach Upbeat](#))
- [Academic & Culture Snapshot](#)
- [Stakeholder Engagement Forums and Advisory Groups](#)



Standard 3: Human Resource Leadership

Developing and supporting effective educators and leaders



Demonstrated Success

- Strengthened leadership development through JCLA and mentoring systems
- Built pipeline of diverse educators through the Louisville Teacher Residency Program
- Increased consistency in evaluation and coaching practices

Gaining Momentum

- **Professional learning systems** becoming more collaborative and responsive
- **Positive staff perceptions** regarding growth opportunities and support
- **Improved alignment** between coaching, development, and instructional practice



Next Steps

Strengthen **evaluation-to-growth connections** and improve efficiency of hiring and placement systems to recruit and retain a diverse workforce.

Key Evidence Table:

- [Teacher Residency](#)
- [Staffing/Vacancy Report](#)
- [Jefferson County Leadership Academy](#)
- [Central Office Reorganization](#)





Standard 4: Managerial Leadership

Aligning resources, operations, and systems to support district priorities

Demonstrated Success

- **Strengthened fiscal monitoring**, reporting, and operational accountability
- **Implemented clearer systems** for safety, facilities, and operational oversight
- Improved **cross-functional coordination** and resource monitoring

Gaining Momentum

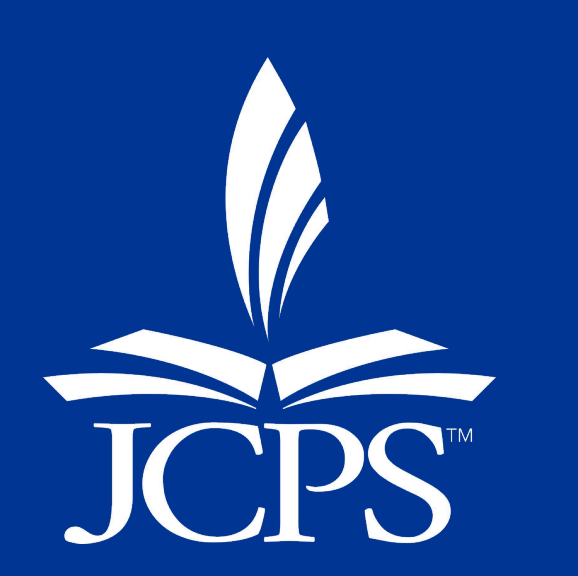
- **Increased transparency** in budgeting and financial forecasting
- **Independent audits and reviews** strengthening governance practices
- Greater emphasis on **data-informed decision-making** across divisions



Next Steps Address long-term facilities, staffing, and resource equity challenges while sustaining financial stability.

Key Evidence Table:

- [Alvarez and Marsal's Independent Forecast](#)
- [LBMC Audit](#)
- [ARMAC Meeting Agenda](#)
- [Resolution to study the safety of bus stops](#)



Standard 5: Collaborative Leadership

Strengthening partnerships, communication, and stakeholder engagement

Demonstrated Success

- Expanded stakeholder voice through community forums, surveys, and advisory structures
- Positive trend in perception data of school climate, student belonging, staff voice, and overall satisfaction
- Consistent community presence to support trust, alignment, and district vision

Gaining Momentum

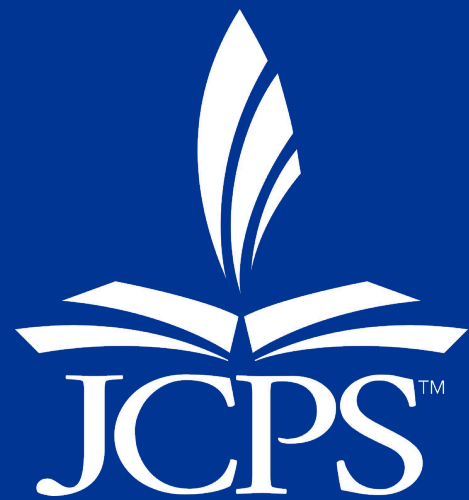
- More intentional use of perception data to improve responsiveness
- Improved alignment between district messaging and Board priorities
- Growing district-community partnerships to increase communication and engagement

Next Steps

Expand outreach to underrepresented groups and strengthen feedback loops showing how input drives decisions.

Key Evidence Table:

- [Community Champions Program](#)
- [Metro United Way Game Changer Award](#)
- [Build-A-Bed](#)
- [JCPS partnering with Dare to Care](#)
- [Louisville Chapter of Jack and Jill of America's 31st Annual Cotillion](#)





Standard 6: Influential Leadership

Strengthening partnerships, communication, and stakeholder engagement

Demonstrated Success

- **Strengthened relationships** with local, state, and federal leaders
- **Advocated publicly for district priorities** and student resources
- **Earned statewide and community recognition** for partnership and leadership

Gaining Momentum

- **Increased legislative confidence in district leadership** capacity by multiple meetings with legislators
- **Expanded Superintendent influence in accountability** and improvement efforts by increasing the Strategic Plan from 3-5 years
- **Stronger positioning of JCPS in statewide education conversations**
- **Building stronger connections with the Board**

Next Steps

Continue advocacy for policy reforms supporting CSI schools and strengthen Board understanding of governance roles.



Key Evidence Table:

- [Federal Partnerships to Protect Student Resources](#)
- [Testifying before State Senate](#)
- [Partnering with Dare to Care to address federal pause in SNAP](#)
- [Champion of Ethics Guidelines](#)
- [JCPS Superintendent opposes Senate Bill 1 that would give him more authority](#)



Standard 7: Instructional Leadership

Strengthening instructional systems to improve teaching and student achievement

Demonstrated Success

- Deployed Academic & Culture Snapshot monitoring systems
- Expanded access to career-connected learning to Academies of Louisville and Middle School Explorer
- Increased alignment between curriculum, instruction, and postsecondary readiness

Gaining Momentum

- Improved coordination between Schools and Academics divisions
- Increased responsiveness to school-level instructional needs despite reduced staffing capacity
- Stronger alignment of district supports despite staffing reductions

Next Steps

Develop a unified district-wide instructional monitoring framework with common expectations, walkthrough tools, and criterion-based assessments.

Key Evidence Table:

- [Academic and Culture Snapshot](#)
- [Academies of Louisville](#)
- [Reorganized Academic Support Strategy](#)



Interpreting the Progress

Understanding the 2026 Diagnostic Picture

Areas Demonstrating Progress

Academic Growth

Systemwide gains in mathematics and targeted improvement in Grade 9 reading.

Fiscal Transparency

Independent audits and strengthened public accountability structures restored confidence in district financial oversight.

Organizational Infrastructure

Expanded implementation of equity-focused systems and leadership development structures.

School Safety

Guardrail 1 safety protocols established with greater systemwide consistency.

Persistent Challenges

Early Literacy

Grade 3 reading outcomes indicate a need for accelerated literacy improvement efforts.

Facilities & Infrastructure

Operational and maintenance challenges continue to impact district efficiency and school environments.

Instructional Monitoring

The absence of a consistent districtwide classroom observation structure limits visibility into instructional quality and implementation.

Progress Toward PGP Expected Outcomes

Demonstrated Progress and Early Impact

Early implementation evidence demonstrates progress in the following critical areas:

Financial Stability

Actions Taken

- Developed Board-approved, [external-audited](#) recovery framework
- [Aligned spending](#) to district priorities
- Increased financial transparency

Evidence of Progress

- Improved fiscal monitoring processes
- Stronger budget alignment structures
- Early implementation of expenditure review systems

Student Achievement

Actions Taken

- Launched [Academic & Culture Snapshot](#)
- Established district wide academic goals
- Initiated [curriculum/instructional review](#)

Evidence of Progress

- District goals aligned to measurable outcomes
- Increased consistency in academic focus across schools
- Increased instructional focus across schools

School Safety

Actions Taken

- Reviewed district safety systems and protocols
- Expanded [collaboration](#) with community agencies
- Increased emphasis on [supportive school environments](#)

Evidence of Progress

- Strengthened cross-department coordination
- Improved alignment of safety procedures
- Focus on prevention and response systems

Early implementation evidence in a baseline year demonstrates measurable progress across each strategic priority while establishing a stronger foundation for long-term district improvement.

Our Core Commitments

Every Student. Every Year.

Jefferson County Public Schools is grounded in a shared commitment to student success through [three core promises](#) to our families.



Safety & Belonging

Students cannot learn if they do not feel safe, seen, and valued. Schools must be [welcoming environments](#) where every student feels connected.



Academic Excellence

Every student deserves the opportunity to reach their full potential through [challenging, consistent, and supported learning](#).



Care & Support

Educating the whole child requires [strong relationships](#) and coordinated supports to address academic, social, and emotional needs.

"Every decision, every action, and every improvement effort is grounded in a shared commitment to student success."

Action Steps for 2026-2027



Financial Stabilization

Ensure long-term [sustainability and alignment](#) of resources with the new [Strategic Investment Cycle Review Framework](#).



Unified Academics Structure

Aligning [Schools and Academics](#) within one division to improve coherence, support, and responsiveness.



Criterion-Based Assessment

Implementation of more comprehensive, criteria-based progress monitoring and diagnostic system designed to [strengthen alignment](#) among instruction, assessment, intervention supports, and student learning outcomes.

Success of our systems depends on consistent execution across schools, alignment to classroom practice, strong stakeholder trust and communication.

From Stabilization to a Destination District

We are positioned to make

**EVERY STUDENT.
EVERY YEAR.**

a reality for our district.

