

**Summative Performance Evaluation of Dr. Brian Yearwood
Superintendent, Jefferson County Public Schools
Jefferson County Board of Education
2025-2026 School Year**

On November 18, 2025, February 10, 2026, and June 30, 2026, the Board met in closed executive sessions to conduct preliminary and formative discussions of this summative performance evaluation of Dr. Yearwood. The performance evaluation of the Superintendent is governed by KRS 156.557 and Board Policy 02.14 and utilizes performance indicators for each of the seven leadership standards set forth in District Administrative Procedure 02.14 AP.2.

The following designations were used by the Board to indicate the Superintendent's performance in the seven leadership standards:

- (4) Exemplary:** Exceeds the standard
- (3) Accomplished:** Meets the standard
- (2) Developing:** Making progress toward meeting the standard
- (1) Improvement Required:** Progress toward meeting the standard is unacceptable

STANDARD 1: STRATEGIC LEADERSHIP- The Superintendent leads the development and implementation of District vision, mission, and goals while creating conditions to ensure that every student graduates high school with the knowledge and skills necessary to be successful in the 21st century.

Rating: Accomplished

Board Member comments to support the Superintendent's performance for this standard:

- Dr. Yearwood's entire year has been focused on stabilizing the District, making strategic cuts, and carrying out a strategic reorganization.
- By making cuts to Central Office positions based on the recommendations of department heads and by eliminating certain types of spending (e.g., school-based stipends, some contracts not yielding positive academic impact), Dr. Yearwood has managed to cut the deficit from \$188 million to \$40 million for next year.
- The focus of the reorganization – moving positions, eliminating positions, and creating positions – has been to better support student academic achievement.
- Dr. Yearwood's intent is to align all work of the reorganization to support Board and District priorities: financial stability, student growth in academic proficiency, and safety. Dr. Yearwood's recommendations have the District on the road to recovery, based on the evidence of progress shown for these priorities.

- The strategy for academic improvement includes having regional assistant superintendents of academics for elementary schools, middle schools, high schools, and schools identified in the bottom 5% of all state schools. The other assistant superintendents will focus on student support services, culture and climate, and improving the learning of the District's over 20,000 multi-lingual learners.
- Dr. Yearwood has focused on effective use of SROs and maintaining weapons detection. This makes it less likely that weapons will be brought into schools.
- Dr. Yearwood has focused on reduction in assaults, drug sales, weapons, bullying, and terroristic threatening in our schools which improves perceptions of safety by our parents, students, and staff, as revealed this past spring through our most recent Comprehensive School Survey.
- Dr. Yearwood consistently communicates high standards for each and every child.
- Dr. Yearwood instituted dashboards for individual schools.
- Dr. Yearwood interacts frequently with stakeholders.
- Dr. Yearwood continues to make progress in providing the necessary leadership to advance the District's vision, mission, and goals.
- The Superintendent continues to update community leaders and key stakeholders regarding the District's vision and expectations for student achievement while assisting the Board in developing, implementing, and monitoring the District's goals.
- The inherited budget crisis has required the majority of his energy to be devoted to resolving that issue. We are looking forward to his more focused attention to strategically advancing the District in the area of academics.
- Dr. Yearwood's vision aligns with the mission of ensuring each student thrives after graduating from JCPS. He acknowledges the challenges and is dedicated to ensuring our students benefit more from their education.

STANDARD 2: CULTURAL LEADERSHIP- The Superintendent understands the history, tradition, and multicultural differences of the District. He empowers all stakeholders to assist in shaping District culture and climate as they support efforts to improve teaching and learning for all.

Rating: Accomplished

Board Member comments to support the Superintendent's performance for this standard:

- Dr. Yearwood has supported schools in their effort to improve learning by enforcing a cell phone ban during the school day, despite the rise in suspensions that this policy has generated.
- The Superintendent has continued the emphasis on equitable support for our diverse and multilingual learners, which was reflected by growth in student and staff perceptions of the state of equity within our schools, as shown by this year's Comprehensive School Survey results.

- Dr. Yearwood sets expectations for positive school climates that promote tolerance, acceptance, and civility, seeking less fighting inside our schools. He even considered limiting the number of fights a student can be involved in and still remain at that school, and is seeking better ways of de-escalation and providing services for repeat offenders.
- Dr. Yearwood created a new cabinet position called the Chief of Opportunity and Access to monitor how we ensure all students have the equitable support they need, inclusive of race, ethnicity, or special needs.
- Dr. Yearwood brings diverse stakeholders together at community forums to share concerns about how to accelerate learning.
- While Dr. Yearwood eliminated the position of Assistant Superintendent of Multilingual Learners, he ensured the preservation of those duties in the position of Executive Director of Multilingual Learners to spread best practices of how to teach students who are Multilingual Learners (ML) more efficiently and effectively. He supports the change of Newcomer Academy from grades 6-12 to 8-12, with the option to remain there through graduation or transition to a career academy or a middle school. He supports Accelerate to Graduate for students who are ML, ages 18-21.
- Dr. Yearwood attends a wide variety of events, including celebrations of diverse students such as Black Achievers Awards, Newcomer Academy graduations, community feedback sessions with stakeholders, private meetings with LUCE, and scholarship award events, delivering scholarships funded by staff and community partners, for the benefit of a diverse set of eight recipients.
- Dr. Yearwood is supportive of the Afrocentric curriculum implemented at W.E.B. DuBois Academy, Grace M. James Academy of Excellence, and other schools, giving African American students a context with which they can identify.
- Dr. Yearwood is implementing the new curriculum adopted for its relevance to students of many ethnicities in the process of learning English.
- Dr. Yearwood always includes diversity as part of his comments during Board meetings and is clearly aware of the complexities of this issue in our community.
- Dr. Yearwood has done a good job learning about the local culture in Louisville during his first year, but it will take time for him to learn all of the nuances.
- Dr. Yearwood creates and supports a community of learners that empowers others to reach high levels of performance to achieve each school's vision.
- Dr. Yearwood promotes understanding of and actively demonstrates sensitivity for multicultural practices. He is also responsive to the needs of diverse populations.
- Dr. Yearwood has taken the time to meet with the community stakeholders during challenging times. I've been approached several times with praise from stakeholders appreciating his dedication and commitment to the entire District.

Growth Opportunities:

- To continue to meet this standard, Dr. Yearwood will need to determine the future of the schools in the Choice Zone and how the Choice Zone fits into the overall strategy of the District.

- Dr. Yearwood is seeking a diverse teaching force, but the District is lagging in identifying and promoting Hispanic administrators.
- Dr. Yearwood should work to increase interaction and outreach to community, faith and governmental partners regarding societal issues impacting students.

STANDARD 3: HUMAN RESOURCE LEADERSHIP- The Superintendent leads the District in developing professional learning communities among a highly effective and diverse staff. He assists in the planning of professional development opportunities for all staff and develops and implements an effective staff performance evaluation system. The Superintendent provides technical advice to the Board to administer and negotiate labor contracts.

Rating: Accomplished

Board Member comments to support the Superintendent's performance for this standard:

- Dr. Yearwood has done massive amounts of work reviewing and analyzing recommendations from department heads regarding which positions to retain, change function, eliminate, or add in order to build a team properly prepared and aligned to achieve the top priorities: financial stability, academic growth and improvement in proficiency rates, and creating a safe school environment.
- Dr. Yearwood was very engaged with negotiating collectively-bargained agreements and was able to work collaboratively with all union representatives regarding salary negotiations this year. Stipends over “percent increases” were agreed to once negotiators decided to extend the present contract another year to let revenues catch up more with the expenses. He knows we had \$10 million to use for compensation for next year, and the stipend was what was negotiated.
- Staff provided generally positive responses on the Comprehensive School Survey on their perceptions of opportunities within the District, as well as their perception that equity is experienced on the job.
- There has been a noticeable improvement in hiring and retaining qualified staff, with the board being kept informed of teacher vacancies.
- Under Dr. Yearwood, Minority Teacher Recruitment (MTRP) Program continues to attract minority candidates who become teachers for us in some of the District’s highest-needs schools.
- As he gets to know more about the impact individuals are having on the growth of student achievement, I feel certain Dr. Yearwood will be holding senior staff accountable for falling short of intended outcomes. There must be evidence that more monitoring, in fact, leads to better outcomes.
- This has been a year with a large number of staffing changes and organizational restructuring. Dr. Yearwood has been involved in every aspect and has high expectations.
- Dr. Yearwood has demonstrated his understanding of the need for professional development for the staff and of the need to identify and hire effective staff in critical roles. He has identified strategies for appropriate and necessary training for school and District staff.
- Dr. Yearwood was very open and mindful when working through changes to the District’s organizational structure.
- Dr. Yearwood has had to conduct a very large number of interviews based on all the

changes in the organizational structure and job descriptions that have taken place. Assistant Superintendents, new Principal Supervisors, and new cabinet positions all had to be filled, requiring reliance on the interview committees to give their best recommendations.

Growth Opportunities:

- Equal opportunity, a diverse workforce, and equitable support according to needs should remain the Human Resources focus for Dr. Yearwood, even as we are under threat of losing federal grants because of the erroneous view of this administration that the District's equity policy promotes one group over others based on race.
- The Board needs to see a solid plan for addressing staffing and specifically exploring use of outside entities to accomplish this.
- More frequent updates to the Board during employee contract negotiations.

STANDARD 4: MANAGERIAL LEADERSHIP- The Superintendent uses data analysis in budgeting, staffing and problem solving to make recommendations to the Board as they effectively and efficiently allocate resources and establish support systems for all District stakeholders.

Rating: Accomplished

Board Member comments to support the Superintendent's performance for this standard:

- Dr. Yearwood relies heavily upon data to help him track gaps in reading and math.
- Dr. Yearwood accepted the massive challenge of an \$188 million budget deficit and worked tirelessly with his Chiefs and others to pare down the deficit.
- Dr. Yearwood will be implementing five-year planning and forecasting, regularly reporting to the board and public, and implementing recommended policies that will alert the board anytime a projected expense exceeds the approved budget. Transparency is his mission.
- Dr. Yearwood monitors transportation efficiency, reviewing data with principals to make sure eligible students have a way of being brought to school and returned home within a set time.
- Dr. Yearwood successfully managed the closure of two schools to support facilities' needs.
- Dr. Yearwood monitors the district technology plan, encouraging our IT leaders to pursue the best ways to integrate AI into instruction to accelerate the learning of our students.
- Dr. Yearwood has exhibited the necessary skills to manage and direct the District during perhaps one of the most critical times in the District's history.

Growth Opportunity:

- Dr. Yearwood consider implementing a survey so the Board has feedback on management style with principals and department heads.

STANDARD 5: COLLABORATIVE LEADERSHIP- The Superintendent maintains a positive relationship with Board members as they work together to establish community support for the District's goals through effective two-way communications with students, staff, parents, business representatives, government leaders, community members, and the media.

Rating: Accomplished

Board Member comments to support the Superintendent's performance for this standard:

- Dr. Yearwood keeps a full schedule of meetings with his team individually and in weekly Cabinet meetings, meets with community members and groups, and meets regularly with JCTA to seek input on upcoming proposals.
- Dr. Yearwood regularly refers legal issues to our General Counsel for review and recommendations regarding policy formulation and policy interpretation.
- Dr. Yearwood has been receptive to feedback from community groups and employees and has reconsidered his position on various issues when needed.
- Last spring's Comprehensive School Survey yielded some positive data that showed growth from the previous year in areas of discipline, school climate, student sense of belonging, staff voice, and overall satisfaction.
- Dr. Yearwood communicates well in formal and informal settings, including in giving his Superintendent Reports at Board meetings and delivering remarks for big events like graduations and the State of the District address.
- Dr. Yearwood thinks about how parents can help their kids practice reading and math skills and how community partners can be more engaged in that effort.
- Dr. Yearwood works effectively and collaboratively with the Board, staff, and community members. His relationship and reliance on the legal and HR teams are extremely important at this juncture of his tenure to ensure he adheres to policies and legal nuances in Kentucky.
- Dr. Yearwood is available to discuss issues with Board members at their convenience and schedules weekly calls with board members.

Growth Opportunities:

- Continue to find ways to engage and collaborate with the community and District employees, particularly prior to big policy recommendations.
- Consider additional focus and training for media and stakeholder interactions.
- Improve relationships with all employee representative groups.

STANDARD 6: INFLUENTIAL LEADERSHIP- The Superintendent uses his position in the District and community to work with local, state, and federal officials to influence policies affecting the political, social, economic, legal, cultural, and ethical governance of public education.

Rating: Accomplished

Board Member comments to support the Superintendent's performance for this standard:

- Dr. Yearwood meets with the Mayor and other elected officials regularly to discuss pertinent issues and community announcements. He is also very willing to meet with legislators and stakeholders in Frankfort to discuss legislation.
- Dr. Yearwood is very good at finding common ground when conflicts arise with organizations such as JCTA.
- Dr. Yearwood demands ethical practices and requires investigation and/or removal of staff when needed.
- Dr. Yearwood seeks out and builds partnerships with community groups that support students and families.
- Dr. Yearwood successfully completed KASA's Executive Leadership Series for New Kentucky Superintendents, Cohort 14.

Growth Opportunity:

- Dr. Yearwood should continue to build relationships with stakeholders and community leaders, which is necessary to support key policies and change perceptions related to the advancement of the District.

STANDARD 7: INSTRUCTIONAL LEADERSHIP- The Superintendent supports and builds a system to effectively use District resources and research-based best practices for curriculum, instruction, and assessment in reducing achievement gaps and continuously improving teaching, learning and student achievement.

Rating: Accomplished

Board Member Comments to support the Superintendent's performance for this standard:

- Dr. Yearwood views the District's academic performance as an urgent situation requiring immediate action. To address this, Dr. Yearwood has pursued multiple strategies aimed at strengthening teaching and accelerating student learning.
- Dr. Yearwood has intentionally sought input from key stakeholders, meeting regularly with JCTA leadership while also engaging business partners and parents. PTA members have expressed a desire for even more opportunities to provide feedback and contribute to district decision-making.
- Dr. Yearwood is establishing systems to set expectations and monitor the work of academic coaches, regardless of the fact that principals now retain greater control over coaches funded at the school level.
- The District's reorganization of Assistant Superintendents is designed to strengthen academic oversight. Assistant Superintendents will now focus exclusively on academics, allowing them to spend more time in schools observing instructional practices and identifying both strengths and barriers to student learning.

- Dr. Yearwood's organizational changes mean Principal Supervisors will assume responsibility for many of the operational duties principals face, enabling school leaders and academic administrators to focus more directly on instructional improvement.
- Changes at Newcomer Academy will allow multilingual learners greater continuity in their education by expanding services to students in grades 8–12 and those ages 18–21. In the Accelerate to Graduate pathway, students can remain at Newcomer through graduation while receiving specialized support tailored to their backgrounds.
- Neighborhood schools are becoming better equipped to enroll newly arrived multilingual learners. Resources for communicating with families that do not speak English have increased, and many staff members are developing Spanish-language skills and effectively using technology to improve student comprehension.
- Student engagement appears to be improving through increased participation in Explore Pathways programs and the Academies of Louisville, which now serve students in fifteen high schools and eight middle schools.
- Attendance trends are also moving in a positive direction, with reductions in chronic absenteeism. However, additional efforts are needed to hold parents accountable when students are not attending school regularly.
- Evidence of growing student engagement can also be seen in the increasing percentage of seniors who graduate college-ready and/or career-ready, including those earning industry certifications.
- Last year, 79% of graduating students completed high school college-ready and/or career-ready. Among seniors who were not living in poverty, that figure rose to 92%.
- Improving student attendance remains one of Dr. Yearwood's highest priorities.
- There is also hope that alternative schools can become more meaningful and engaging for students assigned there due to behavioral concerns. More engaging learning environments may help students recognize the value of attending and participating in school.
- Dr. Yearwood is encouraging the responsible use of artificial intelligence (AI) to enhance instruction and help students learn more efficiently. The District's Information Technology Department has become recognized nationally as a model for integrating AI to support learning.
- Another major focus is increasing monitoring of instructional practices, while remaining within the limits of the teachers' contract. The goal is to eliminate practices that may contribute to achievement gaps among different student groups.
- Dr. Yearwood has also established the expectation that every student should demonstrate at least one year's worth of academic growth each year. Initial growth targets are being developed based on a percentage of students in each teacher's classroom, with teachers collaborating to ensure goals remain realistic and attainable.
- To further support District priorities, a new cabinet-level position has been created in Strategy and Innovation and the new name of Opportunity and Access, both intended to help advance student success and equitable outcomes across the District.

- His presentations at Board meetings are detailed and comprehensive to allow us to see what his vision is and what steps are being taken toward that vision.
- Instructional leadership is one of Dr. Yearwood's strongest performance areas. From the hiring of the new Chief Academic Officer to the development of school dashboards that are publicly displayed, the implementation and recommended changes for academics and student outcomes will improve the District's performance across the board. He is extremely knowledgeable and adept at using data to develop strategies for academic success. We look forward to the District's academic improvement over the next 3-5 years.
- Dr. Yearwood is dedicated to making sure gaps in achievement are closed and resources are available for all students. He is aware of the challenges but provides confidence that together we will get to where we are trying to go.

COMPENSATION: Dr. Yearwood's contract allows the Board, at its discretion, to annually consider an increase in his salary and/or a lump sum payment if his performance in a given year would merit such consideration. Given recent and ongoing significant constraints on District finances, the Superintendent's compensation for the 2026-27 school year will remain at the 2025-26 level.

SUMMARY REPORT
Summative Performance Evaluation of Dr. Brian Yearwood
Superintendent, Jefferson County Public Schools
2025-2026 School Year

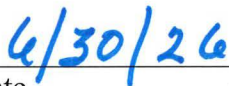
Pursuant to KRS 156.557 (6), Board Policy 02.14, and Administrative Procedure 02.14 AP.2, the Jefferson County Board of Education has completed the annual summative performance evaluation of Superintendent Brian Yearwood for the 2025-2026 school year.

The evaluation focused on the seven standards of leadership performance: strategic, instructional, cultural, human resource, managerial, collaborative, and influential. Each standard was evaluated based upon performance indicators approved by the Board.*

Superintendent Yearwood received a rating of **Accomplished** in the areas of **Strategic Leadership, Cultural Leadership, Human Resource Leadership, Managerial Leadership, Collaborative Leadership, and Instructional Leadership.**

Jefferson County Board of Education


Corrie Shull, Chairperson


Date


Brian Yearwood, Ed.D., Superintendent


Date

*For this year, the Board is waiving the application of a portion of Standard 7, District SOFG Goals and Interim Goals.