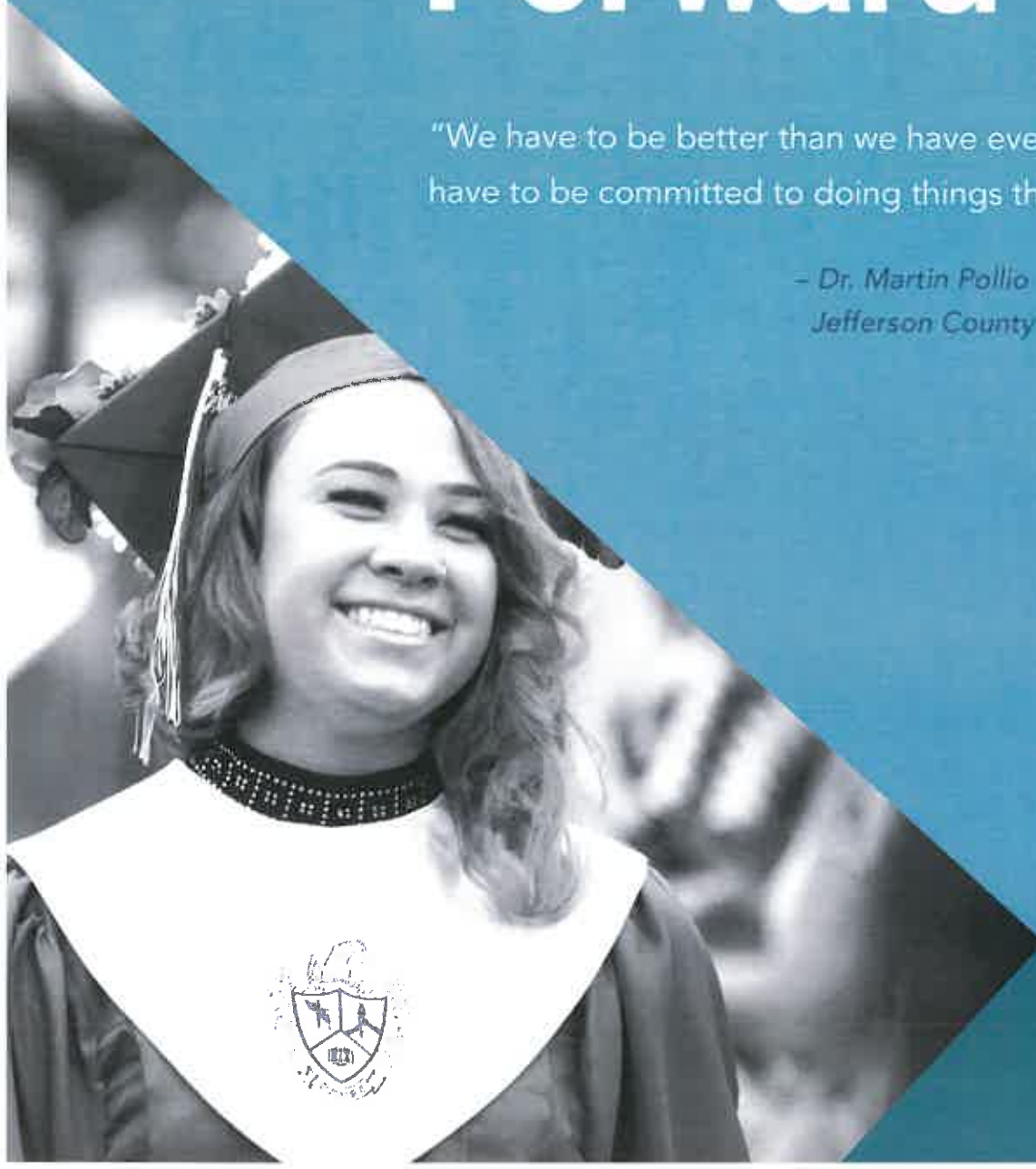JCPS™ JEFFERSON COUNTY
PUBLIC SCHOOLS

A New Path Forward

"We have to be better than we have ever been. We have to be committed to doing things the right way."

– Dr. Martin Pollio
Jefferson County Public Schools

JCPS

INTRODUCTION

As a leading school district, Jefferson County Public Schools (JCPS) provides unique learning opportunities to 98,000 students across 168 schools. Together, we aim to inspire, uplift, and enable our students to reach their greatest potential in an ever-changing world. All of our schools share an unwavering focus on three key pillars, which collectively are earning JCPS national recognition for our innovative approaches to education: Backpack of Success Skills, Racial Equity Policy, and Culture and Climate. By working together, we'll continue growing successful, thoughtful, and responsible citizens we all want for our community. Thank you for sharing our vision for unparalleled success and boundless opportunity for every single one of our students.

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JCPS FAQ

District Profile

Jefferson County Public Schools (JCPS) located in Louisville, Kentucky, is home to the 29th largest public school system in the country. The halls of JCPS schools are filled with students from across the globe, making this district a critical education partner for Kentucky's workforce and economic development initiatives. JCPS educates one in seven of Kentucky's public school students.

29th largest public school system in the United States (1 in 7 Kentucky students)

13% of the Kentucky's National Board Certified Teachers (432 of 3,292 total)

168 schools

6,738 teachers

66 magnet schools and programs that give parents and students school choice

Student Demographics

As the state's only majority-minority school system, JCPS has the most diverse student population in the commonwealth of Kentucky.

- 98,361 students (includes Pre-K)
- 12,393 special education (Exceptional Child Education [ECE]) students
- 62% qualify for free or reduced-price meals.
- 125 languages are spoken by JCPS students.
- 4,575 homeless students

White: 42.5%
Black: 36.5%
Hispanic: 11.5%
Other: 9.5%
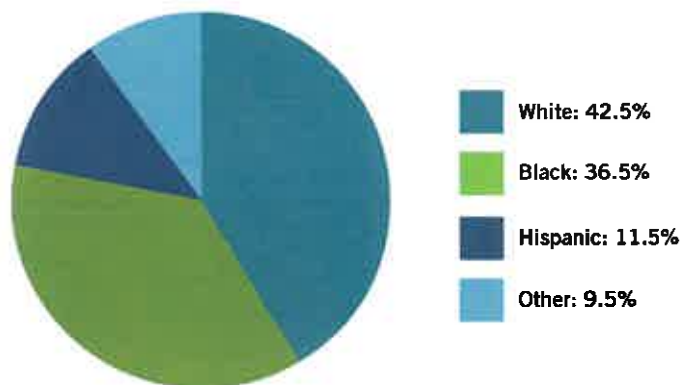
Peer Districts

The following districts are considered comparable to JCPS by the Council for Great City Schools in terms of size, student demographics, and population needs.

Austin Independent, TX
Charlotte-Mecklenburg, NC
San Diego Unified, CA
Baltimore City Schools, MD

Duvall County, FL
Cobb County, GA
Long Beach (Los Angeles), CA

2019 LEGISLATIVE AGENDA

Hold Harmless Funding for Elementary and Secondary Education in the Context of State Tax Reform

As changes to the tax structure are being contemplated, the General Assembly should ensure that the revenue generated is sufficient for elementary and secondary education funding to be maintained or increased. JCPS endorses legislation that modernizes the Support Education Excellence in Kentucky (SEEK) formula to address the low percentage of state SEEK contributions for districts with increasing property values.

Oppose Use of Public Funds for Nonpublic Schools

JCPS endorses legislation that enhances and promotes public education and opposes the use of public dollars to fund or supplement nonpublic schools, such as vouchers or tuition tax credits.

Support Efforts to Increase School Safety

JCPS supports legislation and appropriate state funding aimed at providing assistance to districts to increase school safety, including increasing student mental health services and trauma-informed care. Further, JCPS supports legislation that allows retired police and military to become employed by schools without penalty to existing pension benefits.

Improve the Tribunal Process

JCPS supports the efforts of the Kentucky School Boards Association (KSBA), Kentucky Association of School Administrators (KASA), and Kentucky Association of School Superintendents (KASS) to alter the tribunal process for certified employees to achieve more consistent results and promote effective teaching while protecting due process rights of certified staff.

JCPS supports legislation to alter the tribunal process for certified employees so that the tribunal reflects the racial and ethnic composition of the student population of the district in which the employee works.

Ensure That the Superintendent Screening Committee Reflects the Racial and Ethnic Diversity of the Students Served and Includes Student Representation

JCPS supports legislation to ensure that the membership of a district's Superintendent Screening Committee generally reflects the racial and ethnic composition of the student population the district serves and includes at least one student representative on the committee.

Retain Local Control Over Student Assignment

JCPS supports keeping the responsibility for student assignment to schools with local school boards and strongly opposes legislation that reduces or eliminates local control of student assignment.

![Backpack of Success Skills logo]

Backpack of Success Skills

What is it?

The Backpack of Success Skills is a P–12 innovative educational initiative to ensure that every single JCPS student receives an education in which academic achievement and personal development go hand-in-hand in order to empower students with the tools they need to be successful students, professionals, and citizens of the world.

- Partnership with Google
- Launched August 2018
- Every student, every school participating
- Students will give defenses of their readiness at key transitions—5th grade, 8th grade, and 12th grade.

- Three Main Compartments:
    1. Numeracy and Literacy Readiness Descriptors
    2. The 5 Success Skills
    3. School Signature Items (skills customized by school)
- Required postsecondary plan as part of senior defense (e.g., college application, acceptance letter, housing information, evidence of the Free Application for Federal Student Aid [FAFSA] having been completed, communication with military recruitment)

Our Goal

Every school will work with every student to develop a digital backpack that will track his or her progress from P–12 ensuring that he or she attains key academic, cognitive, social, and self-management skills. This will ensure that every student is transition-ready in elementary school, middle school, high school, and college/career.

Why now?

The Backpack of Success Skills is the result of ten months of taking a long, hard look at our data; acknowledging where we are; articulating where we need to be; and clearly designing a plan that ensures that we increase learning and equip students with the skills they need to be successful in school and in life.

This initiative, developed with our educators and community partners, will be a national model, showing how a city can work together to provide equitable access and improved outcomes for every student—no matter what ZIP Code he or she lives in or what school he or she attends.

Key Benefits

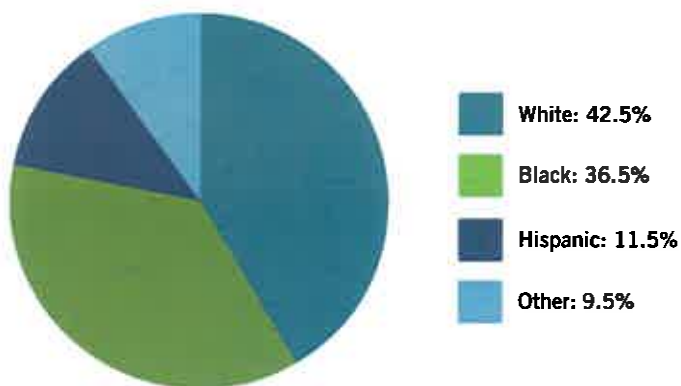| 01	02	03	04	05
Transforms teaching and learning by changing instructional practice to support all students.	Students are at the center, taking an active role in their learning experiences and responsibility for deciding which artifacts best represent their development of content knowledge and Success Skills during each step of their JCPS journey.	Students are continually challenged to reflect upon their learning, set goals, and create plans for ongoing improvement.	In order to have the kind of evidence needed for their backpacks, **all** students must have the opportunity to take part in rich, meaningful learning experiences.	Aligned expectations from school to school and teacher to teacher for transition readiness

RACIAL EQUITY POLICY

What is it?

- This policy is aimed at improving educational outcomes for students of color and shrinking the achievement gap.
- It will address the disproportionate number of students of color being suspended and not being referred for Advanced Placement and dual-credit options.
- There will be a shift in hiring practices that diversifies district faculty, staff, and administrators to reflect the student population.
- Mandatory training will be provided to include teacher effectiveness in serving a diverse population.
- The curriculum will be enhanced to be more inclusive of the diverse population and to prepare students for a 21st-century global economy.

What makes our policy unique?

- JCPS is the only district with a version of this policy that is comprehensive.
- JCPS is 1 of 11 public school districts in the country to pass a Racial Equity Policy.
- A shift in demographics: 51 to 54% of JCPS students are Students of Color.

Need for the Racial Equity Policy

1. Widening of the Achievement Gap
    - Students of Color (Non-White students, primarily African American and Latino) are falling further behind in academic achievement.

2. Disproportionality
    - Students of Color are disproportionately suspended.
    - Disproportionately low referrals for Advance Placement, dual-credit programs, etc.

3. Demographic Shifts
    - 51 to 54% of JCPS students are Students of Color.

JCPS Demographic Profile
98,361 Students *(Including Pre-K)*

White: 42.5%

Black: 36.5%

Hispanic: 11.5%

Other: 9.5%

Response to the Need for Better Outcomes

1. Passed unanimously, spring 2018

2. One of only 11 public school districts in the country to pass a Racial Equity Policy
   - Only district with version of the policy that is comprehensive

3. JCPS Advisory Council for Racial Equity
   - To advise the district for Racial Equity improvement
   - Engage the district and community on the progress of the Racial Equity Plans

4. Racial Equity Analysis Protocol Tool
   - Analysis tool for decisions made that may marginalize Students of Color

5. Each district department and each school must develop an ongoing plan with goals to improve educational outcomes for Students of Color. This plan will:
   - Reduce academic achievement gaps and disproportionality of discipline (behavior referrals, suspensions).
   - Increase access and participation of Students of Color in all academic-focused programs (examples: gifted/talented programs, magnet programs).
   - Improve hiring practices that diversify district faculty, staff, and administrators to mirror the diverse student population.
   - Provide mandatory training to improve teacher effectiveness in serving a more diverse student population.
   - Enhance the curriculum to be more inclusive of the diverse student population and prepare all students for a 21st-century global economy.
   - Use metrics for goals and action steps implemented in Racial Equity Plans.

JCPS is building community awareness by making Racial Equity presentations for JCPS departments, schools, and affiliated groups; community forums; and citizen groups.
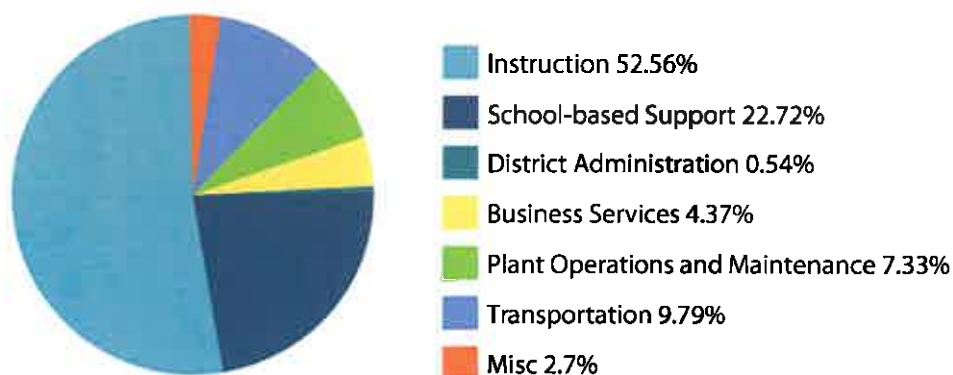
JCPS BUDGET FAQ

The 2018–20 biennial budget cut a total of $31.5 million (over two years) from JCPS funding. This includes cuts to programs that the legislature chose not to fund but that schools still must provide. Examples include textbooks and materials, professional development (which is required for all educators), programs that support teacher recruitment and retention, literacy development, student leadership programming, and support for the Georgia Chaffee Teenage Parent Program (TAPP).

The majority of JCPS's revenue comes from local taxation.
A breakdown of expenditures and revenue sources is below.

Expense Categories

- Instruction 52.56%
- School-based Support 22.72%
- District Administration 0.54%
- Business Services 4.37%
- Plant Operations and Maintenance 7.33%
- Transportation 9.79%
- Misc 2.7%

Revenue Sources

- Grants–Federal and Local 6.5%
- SEEK Program 16.3%
- Other State Revenues and Grants 33.2%
- Occupational Taxes 10.3%
- Other Local Taxes 4.7%
- Property Taxes 29.0%

SEEK Funding Formula

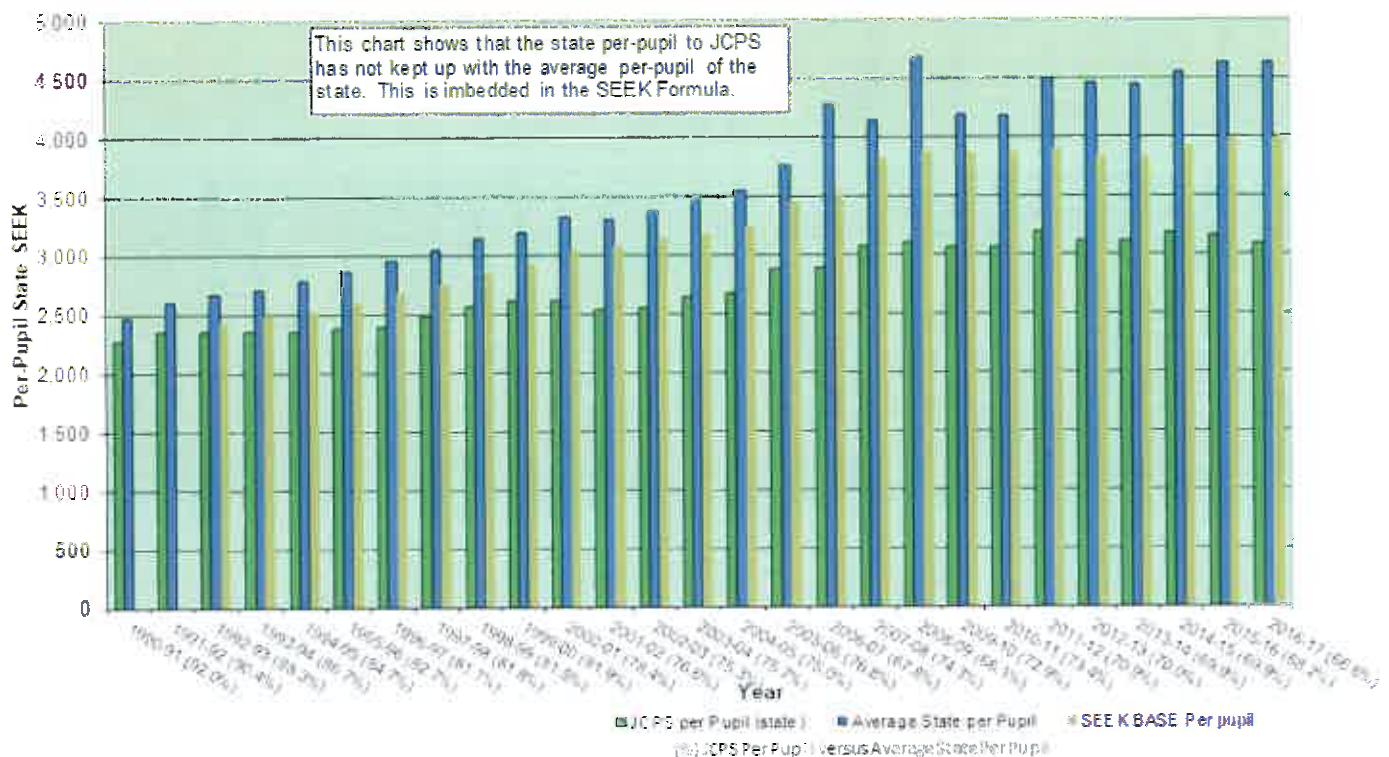JCPS receives only 52.4% of the adjusted state guaranteed base.

- FY2018-19, JCPS is projected to receive $2,905.66 per pupil compared to the $4,000 per pupil passed by the legislature.
- JCPS serves many at-risk students, including the following:
  1. 12.5% of students qualify for special education (ECE) services.
  2. 62,000 students qualifying for free or reduced-price meals.
  3. 4,575 homeless students.

Why?

The SEEK formula penalizes districts with growth in property assessments. Fall 2018 property assessments showing an increase of 1.75 percent resulted in a $5.9 million cut in SEEK funding to JCPS. In other words, as property values increase in Jefferson County, state funding per pupil declines.

JCPS SEEK Data: Stats Per Pupil Versus State Average Per Pupil

This chart shows that the state per-pupil to JCPS has not kept up with the average per-pupil of the state. This is imbedded in the SEEK Formula.

Kentucky Ranks 34th in National Per-Pupil Spending, 43rd Among U.S. Largest Districts in State Revenue Per Pupil

Using data from the U.S. Census Bureau, Kentucky ranks 34th in the nation in per-pupil spending. Kentucky spends about $1,899 less per student than the national average ($11,762 average versus Kentucky $9,863). If you compare JCPS to its peers in the top 100 school districts in the United States by size, Kentucky's state revenue per student is 43rd out of 100 large school districts.

THE ACADEMIES OF LOUISVILLE

"What happens in our classrooms today impacts what happens in our world tomorrow. The academy model connects participating schools to committed business partners and links what students learn in the classroom to real-world experience so that all academy graduates are prepared for college, career, and life and are ready to compete in a global economy."

– Dr. Martin Pollio, Superintendent
Jefferson County Public Schools

164 Total Career Pathways
Industry sectors include the following:

- Agriculture, Food, and Natural Resources
- Arts, Media, and Communications
- Business Services, Finance, Marketing, and Logistics
- Culinary and Hospitality
- Education and Early Childhood
- Engineering; Science, Technology, Engineering, and Mathematics (STEM); and Manufacturing
- Government, Law, and Public Service
- Information Technology
- Reserve Officers Training Corps (ROTC)
- Skilled Trades

What is it?

Academies are small learning communities within JCPS high schools that allow all students to connect what they're learning in the classroom to the real world through a subject and career theme that interests them.

The Stats

- **14 high schools**
- **85 businesses**
- **17,600 students**
- **Dual-credit enrollment: 325**
- **Dual-credit opportunities: 18**
- **Industry certifications earned to date: 649**
- **Industry certifications that are valid for Transition Readiness: 442**

A New High School Experience
After four years in an Academy, students will graduate with the following:

- Direct career and industry exposure
- Industry and college field trips
- Job shadowing experience
- Junior and senior internships through SummerWorks
- Ability to earn college credits and industry credentials
- Ability to earn work experience through co-ops or apprenticeships
- Networking opportunities with local industry professionals
- Success skills and a postsecondary transition plan

Action

Transformed Instructional Core

Implement an aligned instructional core (i.e., standards, curriculum, instruction, assessment frameworks, and grading practices) and professional development system to create deeper-learning experiences for all students.

Process/Short-Term Metrics

% of educators trained in deeper-learning strategies

% of educators implementing deeper-learning experiences measured by observations

Passing rates in gateway courses (e.g., English I, Algebra I) measured through grades

% of schools implementing instructional systems work with fidelity

Long-Term Outcomes

Improved literacy and numeracy skills and growth

Increased transition-readiness rate

Increased quality of work in student digital portfolios

Action

Family Engagement
Improve outreach so families can have more access points to engage in their children's educational experiences.

Process/Short-Term Metrics

% of parental login to digital portfolio platform and Parent Portal

% of parent satisfaction, sense of belonging, and engagement from the CSS

Long-Term Outcomes

Increased student attendance

Reduced chronic absenteeism

Increased transition-readiness rate

Action

Professional Deeper Learning (Teacher Backpack)

Develop a professional learning system that provides a common understanding of deeper learning and deeper-learner constructs with clear exemplars to improve shared understanding districtwide.

Process/Short-Term Metrics

% of educators with professional learning experiences in deeper learning

% of students with evidence of success skills in their digital portfolio

Long-Term Outcomes

Increased number of teachers with microcredentials in personalizing instruction

Increased quality exhibitions and defenses across schools

Action

High-Performing Teams
Provide learning opportunities
for educators to learn together,
plan, and reflect upon and
improve professional practice.

Process/Short-Term Metrics

% of positive ratings on teacher
and school leadership items
from the TELL survey

% of educator sense of belonging
and satisfaction from the CSS

Long-Term Outcomes

Improved teacher and staff retention

Increased minority educator staffing

Action

Meaningful Relationships
Advocate practices that
improve engagement,
belonging, and empowerment
for students, staff, and families.

Process/Short-Term Metrics

% of sense of belonging, engagement,
and voice across stakeholder groups
from the CSS

% of positive ratings on teacher and
school leadership items from the
Teaching, Empowering, Leading and
Learning (TELL) survey

Long-Term Outcomes

Improved teacher and
staff retention

Decreased disproportion-
ality in suspensions
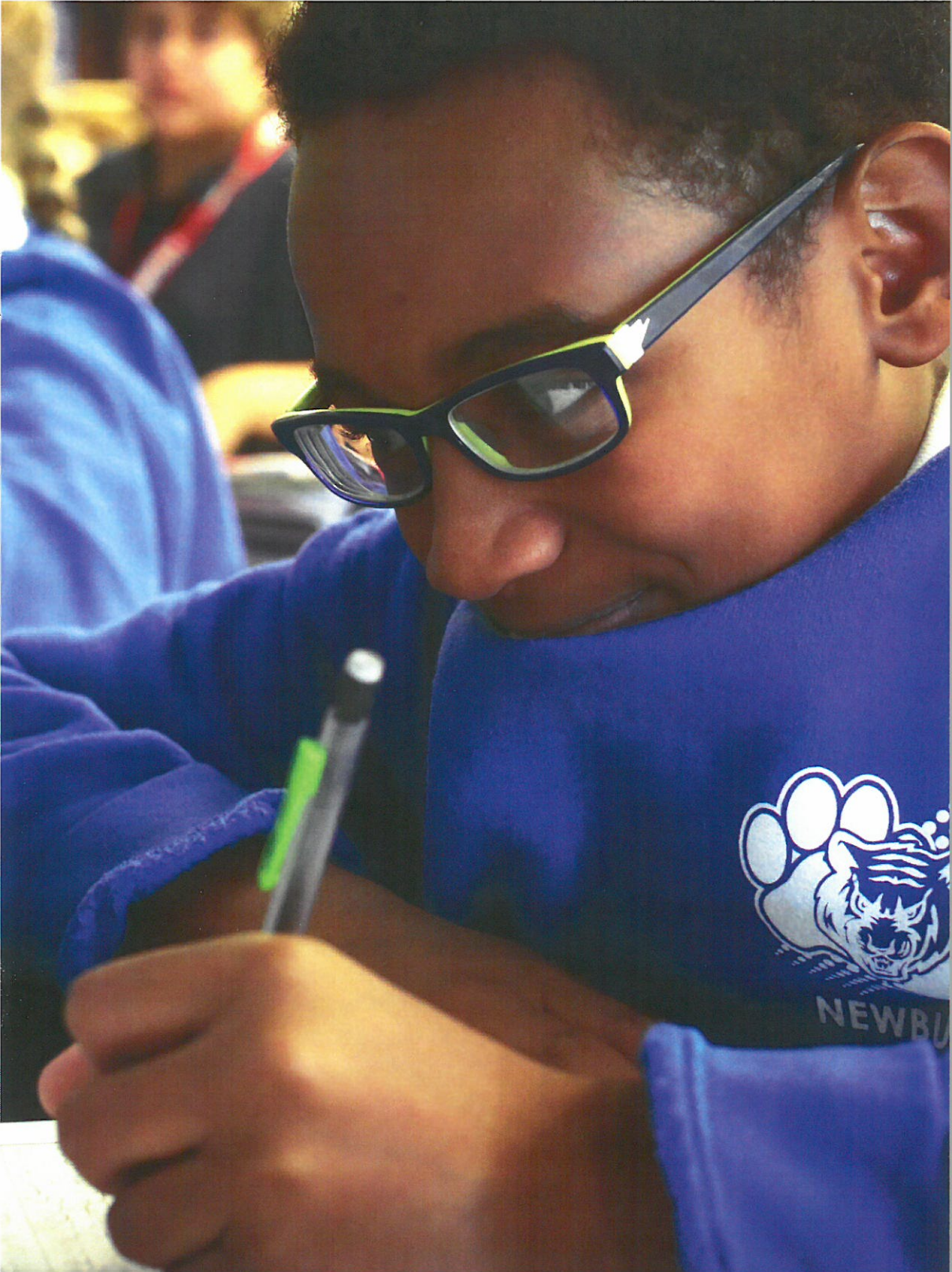
Organizational Coherence

Goal

Educators create healthy, caring, equitable cultures and learning environments to engage, empower, and support students, staff, and families.

Educators provide students with deeper, more personalized learning experiences to improve their learning and growth.

Culture and Climate

Goal

Systems, work, and funding function equitably for students, families, and the community from preschool through high school.

The necessary infrastructure and supports are in place to promote deeper-learning practices, provide equitable access to systems, and engage students and families effectively.

Action

Coherent Systems and Processes

Implement common performance management practices, processes, and routines focused on (1) reviewing current data related to strategic goals, (2) defining actions that will improve data to meet goals, (3) conducting systematic reviews of district corrective action plans, and (4) supporting schools in their development of systems to support a healthy learning environment.

Process/Short-Term Metrics

Regular cycle of review of strategies, targets, and gap-to-goal analysis at Cabinet meeting, school leadership team meeting, and Board meeting as demonstrated by agenda/minutes

% of central office satisfaction ratings

Long-Term Outcomes

Improved district star ratings on state accountability

Reduced number of Comprehensive Support and Improvement (CSI)/ Targeted Support and Improvement (TSI) schools

Removal of corrective action status

Renewed accreditation status

Action

Community Partnerships
Leverage community partners
to provide equitable, personalized
learning experiences and targeted
support for students.

Process/Short-Term Metrics

of Academies of Louisville
business partnership reports

% of students participating
in work-based experiences

% of students with dual credit

Long-Term Outcomes

Decreased dropout
and retention rates

Increased college- and
career-readiness rates

Increased graduation rate
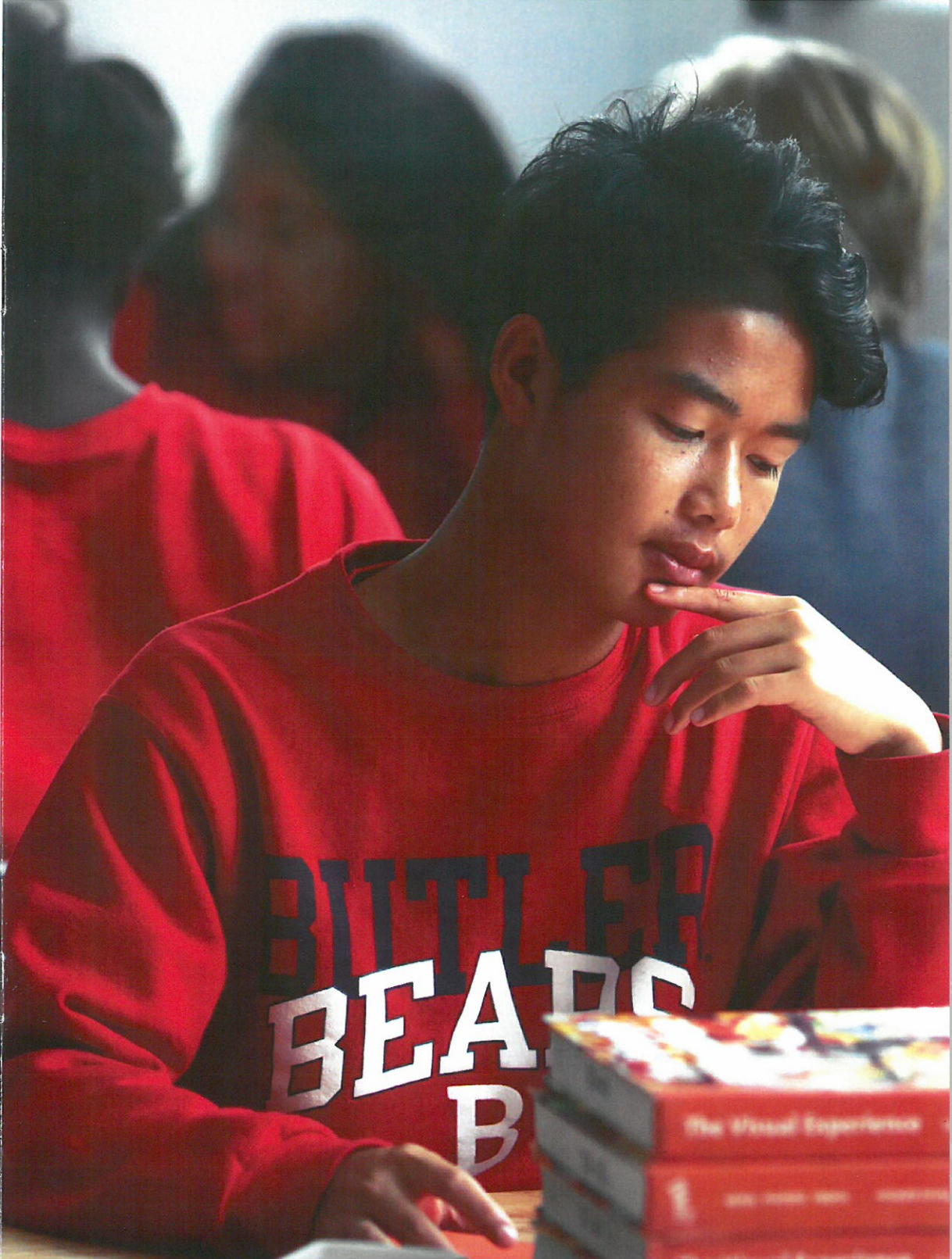
Action

Racial Equity Policy
Implement JCPS Racial
Equity Policy, and monitor
plans districtwide.

Process/Short-Term Metrics

% of central office departments
and schools implementing at least
one strategy for achieving and
maintaining racial educational
equity, aligned with the system-
wide plan as evidenced by the
Equity Scorecard metrics

% of students of color with
enrichment opportunities

% of staff trained in professional
development grounded in racial equity

% of students of color identified for
gifted/talented program

Long-Term Outcomes

Reduced disproportionality in
behavior referrals, suspensions,
and Exceptional Child Education
(ECE) placements

Reduced achievement gaps
through increased proficiency
and growth in literacy and
numeracy among students
of color

Action

Personalized and Engaging Learning Environments

Provide engaging educational programs; relevant, career-focused experiences; and comprehensive support services by personalizing learning environments, transforming the *alternative schools,* and expanding and monitoring the *Academies of Louisville model.*

Process/Short-Term Metrics

% of student sense of belonging and engagement on the CSS

# of suspensions and behavior referrals

Absenteeism/Attendance rates

% of students enrolled in Advance Program coursework

Long-Term Outcomes

Decreased dropout and retention rates

Increased college- and career-readiness rates

Increased graduation rate

Decreased number of suspensions and behavior referrals
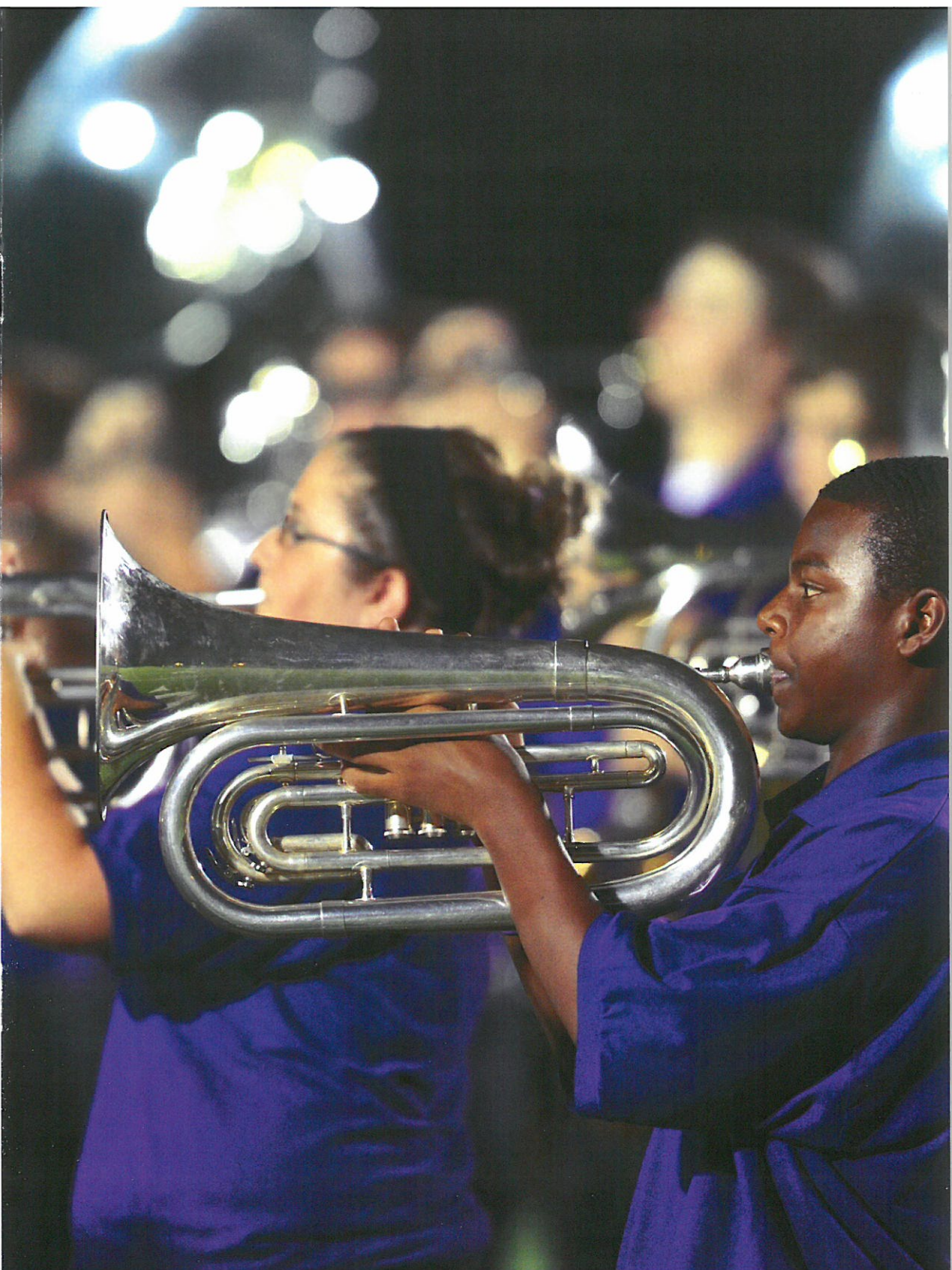
Action

School Redesign and Innovation
Support turnaround efforts to implement evidence-based and innovative systems of support.

Process/Short-Term Metrics

% of funding for CSI/TSI schools

Long-Term Outcomes

Improved school star ratings on state accountability

Reduced number of CSI/TSI schools
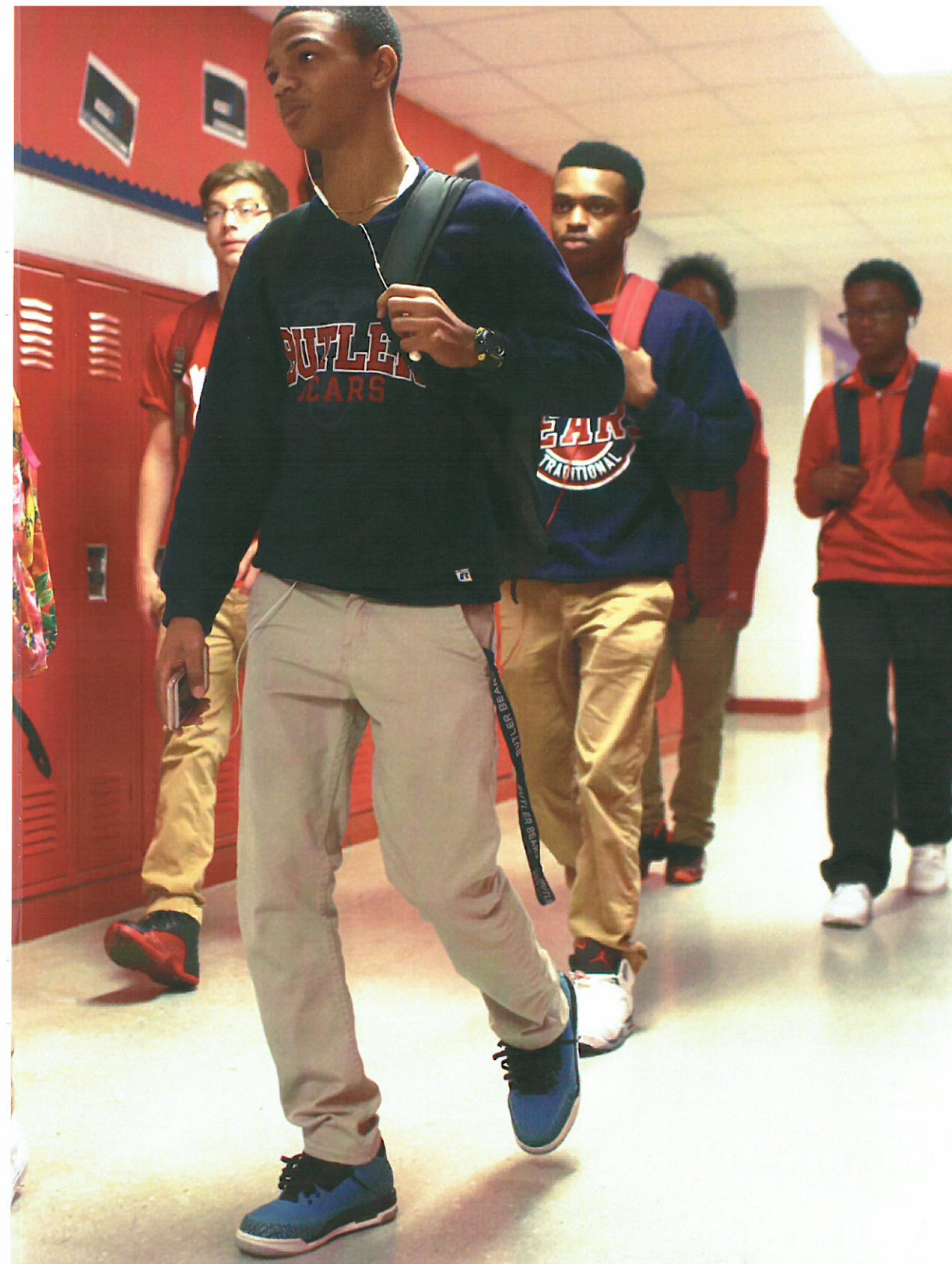
Action

Authentic Assessment System

Meaningfully assess student learning, and provide feedback throughout the school year to adjust instruction and interventions to meet the needs of each student.

Process/Short-Term Metrics

% of educators trained in assessment literacy

% of educators adjusting instruction based on formative assessment data

% of student engagement on the Comprehensive School Survey (CSS)

% of schools implementing multiple demonstrations of learning

Long-Term Outcomes

Increased student-led conferences presenting goals, work, and assessment outcomes

Increased quality of work in student digital portfolios

Increased transition-readiness rate

Action

Improved School Supports
Equitably align resource allocation with strategic priorities for physical, instructional, and human resource infrastructure in ways that meet student learning needs.

Process/Short-Term Metrics

% of instructional and non-instructional school staffing

% of National Board Certified Teachers (NBCT) in the classroom

% of schools in High Growth category in literacy and numeracy (MAP)

% of schools in High Achievement category in literacy and numeracy (MAP)

Long-Term Outcomes

Improved teacher and staff retention

Improved literacy and numeracy skills

Action

Transition-Readiness Continuum

Define and monitor transition readiness of critical skills needed at key points in student development; provide various supports for students who are not transition-ready, including extended learning time.

Process/Short-Term Metrics

% of fifth-, eighth-, and twelfth-grade students meeting defense/capstone requirements

% of students on track to graduate

% kindergarten-ready (BRIGANCE)

% of students participating in extended learning

% meeting growth on MAP in literacy and numeracy

Long-Term Outcomes

Decreased ninth-grade dropout rate

Increased transition-readiness rate

Increased graduation rate

Increased college- and career-readiness rate

Increased college-going rate

Action

Modernized Facilities Plan
Develop a facilities planning process to address the most critical three-year renovation needs.

Process/Short-Term Metrics

% of spending on critical maintenance needs

Long-Term Outcomes

Increased number of Early Childhood Centers

Increased number of new buildings

Improved facility conditions index for quartile 4 schools

Action

Backpack of Success Skills
Identify, implement, and support Backpack of Success Skills: (1) What do students need to be able to do? (2) What experiences will get them there? (3) How will they demonstrate skills?

Process/Short-Term Metrics

% of students with evidence of success skills in their digital portfolio

% of classrooms implementing and meeting high-quality deeper-learning principles

% of students meeting literacy and numeracy benchmarks as indicated by Measures of Academic Progress (MAP)

Long-Term Outcomes

Improved literacy and numeracy skills

Increased college- and career-readiness rates

Increased graduation rate

Improved National Assessment of Educational Progress (NAEP) scores

Action

School Choice Plan
Clarify, restructure, and expand choice programs to better meet student and family needs.

Goal

Students are active participants in defining ambitious learning goals and engaging in their progress.

Students demonstrate their deeper learning with the capacities, dispositions, and skills needed to transition successfully to the next level from preschool to graduation.

Process/Short-Term Metrics

% satisfaction with schools

Approved systems for the application, evaluation, and monitoring of charters, alternative programs, and magnet programs

Long-Term Outcomes

Accepted charter applications with high rubric scores

Positive performance metrics for charter schools

Improved JCPS market share

Improved quality of magnets

Learning

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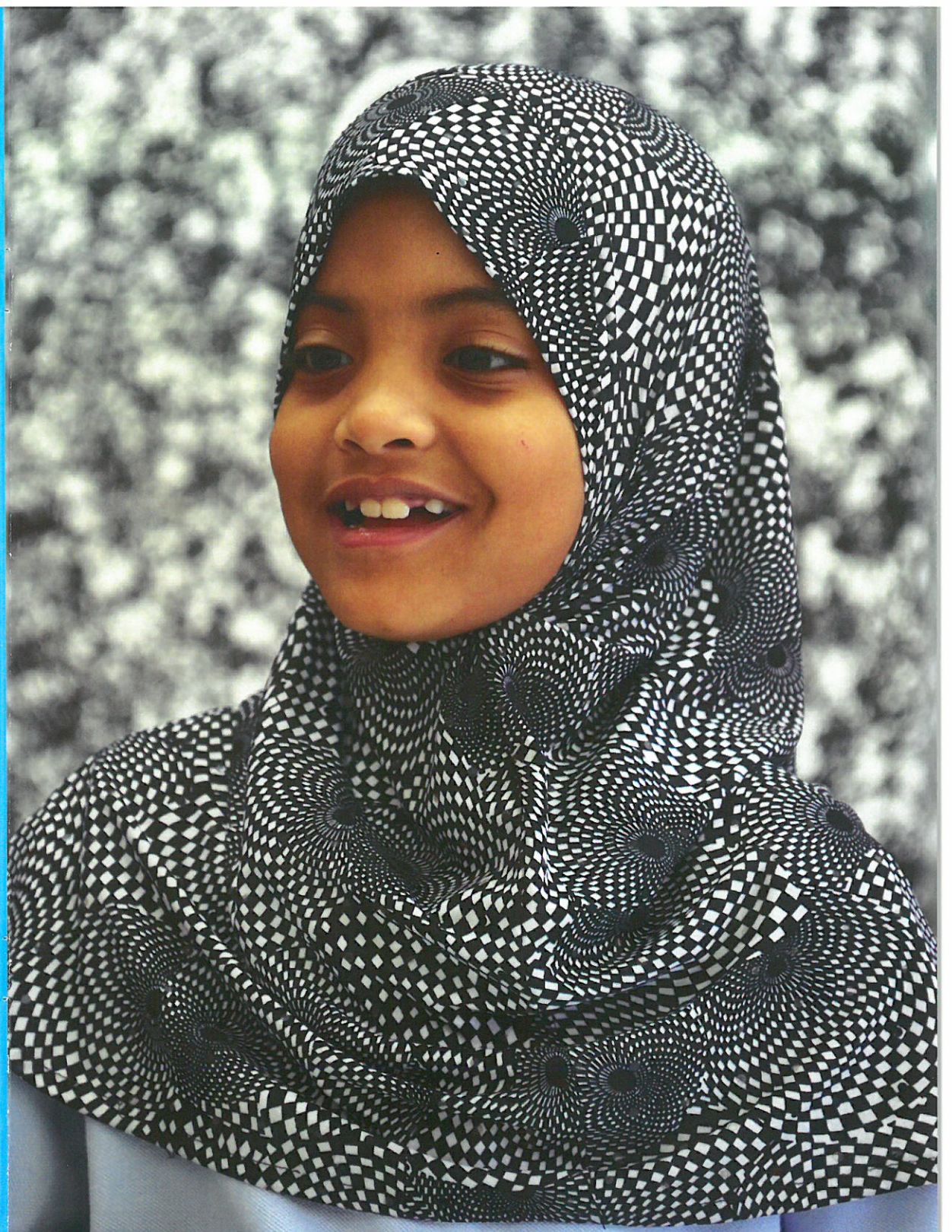
Action

Louisville Promise
Engage in the communitywide development of a system infrastructure to support each student in postsecondary success.

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Process/Short-Term Metrics

Louisville Promise data analytics reports

———

Long-Term Outcomes

Improved college- and career-readiness rates

Improved graduation rates

Increased transition-readiness rate

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Dear community members,

As a leading school district, Jefferson County Public Schools (JCPS) provides transformative learning opportunities to more than 98,000 students across Louisville. Together, we aim to inspire, uplift, and enable our students to reach their greatest potential in an ever-changing world.

I am very proud to present *Vision 2020 In Action*, a detailed plan that outlines our district's path to success over the next two years. *Vision 2020 In Action* identifies the transformative work happening within our district. We are creating a new standard of excellence, which enables all of us at JCPS to be the BEST we have ever been.

All of our schools share an unwavering focus on three key pillars that are collectively earning JCPS national recognition for our innovative approaches to education. The core work includes 1) ensuring students are learning as evidenced by their Backpack of Success Skills, 2) elevating our focus on equity by implementing the newly adopted Racial Equity Policy, and 3) continuing our laser focus on a healthy and positive school Culture and Climate so that all students and staff feel a true sense of belonging. In total, this plan details 17 action steps we are implementing to reach our goal of seeing every JCPS student graduate transition-ready and inspired to reach his or her full potential.
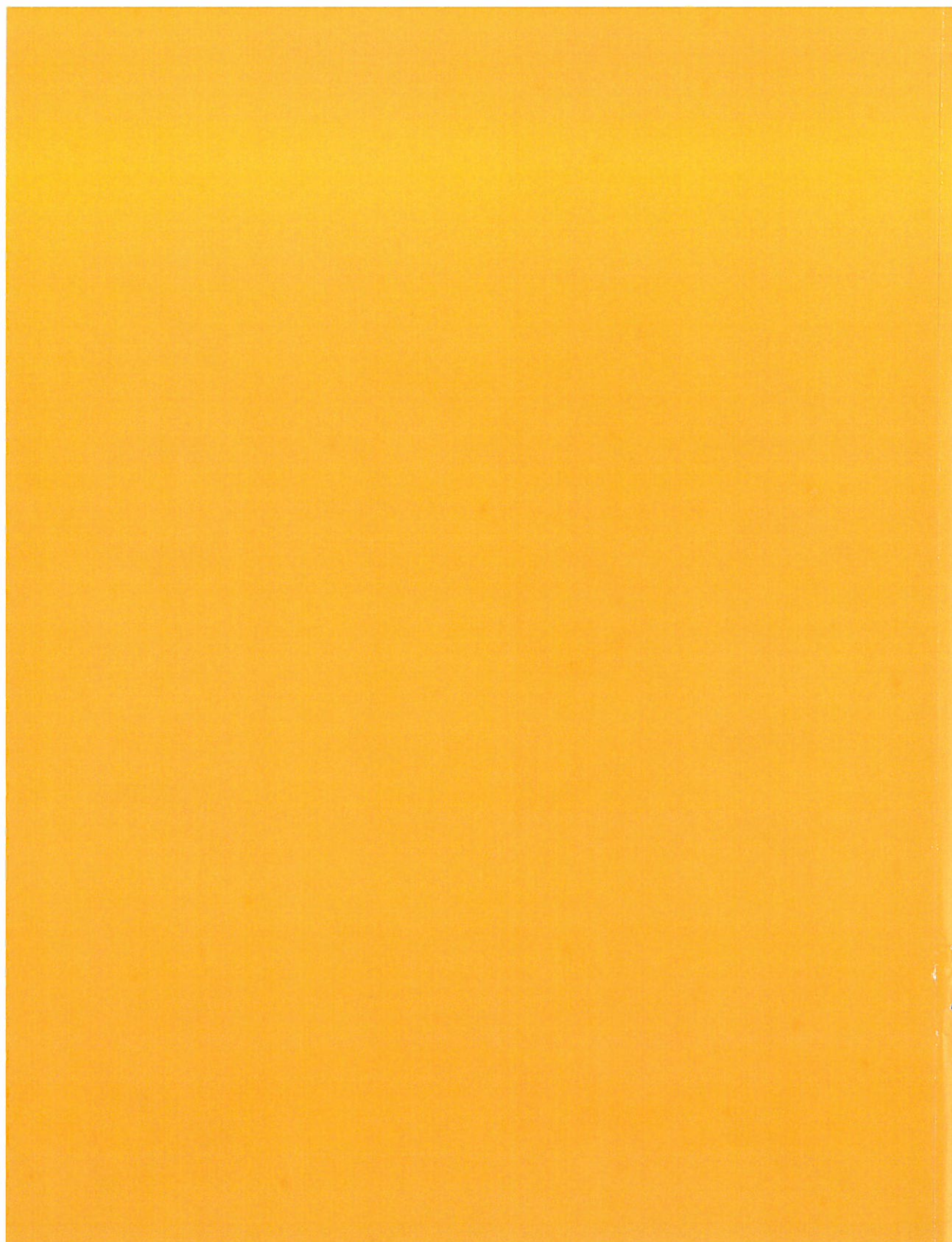
Whether you're a JCPS parent or a member of our business community ready to volunteer your time, talent, or resources to help close opportunity gaps for students, I hope you'll join me as we launch *Vision 2020 In Action*. By working together, we'll continue growing successful, thoughtful, and responsible citizens we all want for our community.

Thank you for sharing our vision for unparalleled success and boundless opportunity for every single one of our students.

Dr. Marty Pollio
Superintendent
Jefferson County Public Schools

VISION 2020 IN ACTION