



Cognia Diagnostic Review Report

**Results for:
Jefferson County Public Schools**

Nov. 18-21, 2024

Contents

- Introduction.....2**
 - Performance Standards Evaluation2
 - Insights from the Review3
- Effective Learning Environments Observation Tool (eleot) Results.....5**
 - eleot Narrative9
- Improvement Priorities11**
 - Improvement Priority 111
 - Potential Leader Actions:.....12
 - Improvement Priority 213
 - Potential Leader Actions:.....14
 - Your Next Steps14
- District Capacity in Diagnostic Review15**
- Team Roster17**
- Appendix18**
 - Cognia Performance Standards Ratings18
 - Key Characteristic 1: Culture of Learning18
 - Key Characteristic 2: Leadership for Learning20
 - Key Characteristic 3: Engagement of Learning24
 - Key Characteristic 4: Growth in Learning26
 - Student Performance Data.....29
 - Schedule30

Introduction

The Cognia Diagnostic Review is conducted by a team of highly qualified evaluators who examine the institution’s adherence and commitment to the research aligned to Cognia Performance Standards. The Diagnostic Review process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address areas that may be hindering efforts to reach those desired performance levels. The Diagnostic Review is a rigorous process that includes an in-depth examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

Standards help delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. Cognia Performance Standards were developed by a committee composed of educators from the fields of practice, research, and policy. These leaders applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement.

When this institution was evaluated, the Diagnostic Review Team used an identified subset of the Cognia Performance Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence they gathered, the Diagnostic Review Team arrived at a set of findings contained in this report.

As a part of the Diagnostic Review, stakeholders were interviewed by members of the Diagnostic Review Team about their perspectives on topics relevant to the institution’s learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidence and data to support the findings of the Diagnostic Review. The following table lists the numbers of interviewed representatives of various stakeholder groups.

Stakeholder Groups	Number
District-Level Administrators	36
Building-Level Administrators	28
School Board Members	5
Kentucky Department of Education Staff	7
Students	8
Parents	12
Total	96

Performance Standards Evaluation

Diagnostic Reviews are based primarily on the evaluation of evidence that reflects an institution’s ability to meet the expectations as defined by the essential Diagnostic Review Standards, which are a subset of the Cognia Performance Standards. These standards define the elements of quality that research indicates are present in an institution that is continuously improving. The standards provide the guideposts to becoming a better institution. The Diagnostic Review Team applies a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of each standard. The rubric scale is designed to

indicate the current performance of the institution. The Diagnostic Review Team's findings and the rubric for each standard are in this report's appendix.

Insights from the Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. Guided by evidence, the team arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

Strengths and Continuous Improvement:

The diversity and willingness of the Jefferson County Public Schools' (JCPS) professional staff, administration and school community to do whatever is needed to help students reach their fullest potential emerged as the most significant strength during the 2024-2025 district Diagnostic Review. The district has been very intentional in cultivating caring and equitable school environments. Survey results confirmed that 95% of staff members reported their school provided a caring and equitable environment (JCPS Comprehensive School Survey). During interviews, district staff members, parents and students noted that although there are 145 different languages spoken by students and families within the district, students are safe and welcomed. Family survey results confirmed that 85% of families agreed/absolutely agreed that adults "make us feel welcomed (1)." Stakeholders take pride in the student diversity, as well as the different educational and career pathway opportunities offered within the district.

Interviews with the district leadership, parents, staff members and students indicated that the district has been purposeful in developing and strengthening existing business and community partnerships to provide the district, schools, students and families with opportunities to receive support for their academic and non-academic needs. Through these partnerships, the district has been able to invest more resources in its highest-need schools. The district has extended learning for 10,000 students, provided students with additional levels of support (e.g., nurses, mental health practitioners), passed the first tax increase above 4% in the history of the district, secured over \$20,000,000 in philanthropic donations (e.g., Mackenzie Scott Foundation) and added new athletic facilities at all high schools. Additionally, it has partnered with a community agency (e.g., Evolve 502) to combat chronic absenteeism and increase mental health professionals, providing students and families access to community-based resources and services.

The Diagnostic Review Team also noted the district has established several strategies to transform the student learning experience, expand workforce and leadership development and provide additional financial resources and targeted supports to the lowest-performing schools. In 2018, the district established the Accelerated Improvement Schools (AIS) office to provide targeted support to schools with low academic performance. The office supports the district's strategic plan and vision and leads schools through school turnaround and continuous improvement processes. The district has allocated additional financial resources (e.g., AIS stipends) and has increased employee compensation by 14% over the past four years in AIS schools. Furthermore, the AIS office has provided professional development offerings focused on instructional transformation, talent development, turnaround leadership and improvement science. A review of meeting agendas and minutes revealed the AIS office has created a professional development plan that provides opportunities for administrators to engage in various learning activities to improve their professional knowledge and skills. In addition, the district has provided materials (e.g., Expeditionary Learning (EL) Language, My Perspectives, Illustrative Math) that promote consistent horizontal alignment of instructional materials with High-Quality Instructional Resources (HQIRs). In interviews, stakeholders noted experience with highly transient students throughout the district. Implementing uniform English and math curricular resources across school sites has helped promote students' learning experiences. It addresses the learning gaps students often experience as they transition from school to school. The district provides students with a variety of educational pathways (e.g., Academies of Louisville, Explore Pathways), as evidenced by interviews, survey results and a review of artifacts and documents. The district has



committed to a facility plan that includes 24 new school buildings over the next decade, technology improvements and a new school choice plan with dedicated resources for choice zone schools.

The district leaders exhibited a sense of urgency to ensure that all students receive rigorous, equitable and evidenced-based educational experiences. For instance, the district has created practices and processes centered around equity. This includes the creation of the Diversity, Equity and Poverty Programs (DEP), the adoption of an equity policy by the Board of Education and the use of the equity funding formula. Additionally, the district facilitates the Racial Equity Institute and Racial Equity and Leadership (REAL) meetings and uses the Racial Equity Analysis Protocol (REAP) process to filter all initiatives, practices and policies through the lens of equity. The Racial Equity Pillar serves as a non-negotiable for the support and equitable opportunities for all students across the district.

Data from document and artifact reviews and stakeholder interviews revealed strengths and improvement opportunities. For instance, the district has allocated additional financial resources (e.g., AIS stipends, AIS days) to support recruiting and retaining professional staff members. AIS days have been added to the teacher work calendar at AIS schools, providing eight additional days of professional development for staff members. However, the team found little evidence that these initiatives improved teacher retention, as many school stakeholders stated they had teacher vacancies and high teacher turnover rates. In addition, few stakeholders could speak to the process of how the stipends and extra days would continue once the school exited the AIS school zone. Furthermore, the district has established a strategy in its Vision 2020 plan that focuses on designing personalized and engaging learning environments and experiences in all content areas to facilitate students mastering academic standards and developing needed capacities and dispositions. Developing a systematic process for ensuring highly qualified teachers and/or highly trained substitute teachers would build upon the district's financial investment in curricular resources and help the district determine whether such investment is giving them a return. Student survey data revealed that 48% of middle/high school students agreed/absolutely agreed that "in the past 30 days, I had lessons that were changed to meet my needs (13)."

School and district leadership focus on many aspects of what is needed to ensure that students graduate prepared, empowered and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse world. Parents reported that there are many pathways to engage students in meaningful experiences within caring, supportive learning environments.

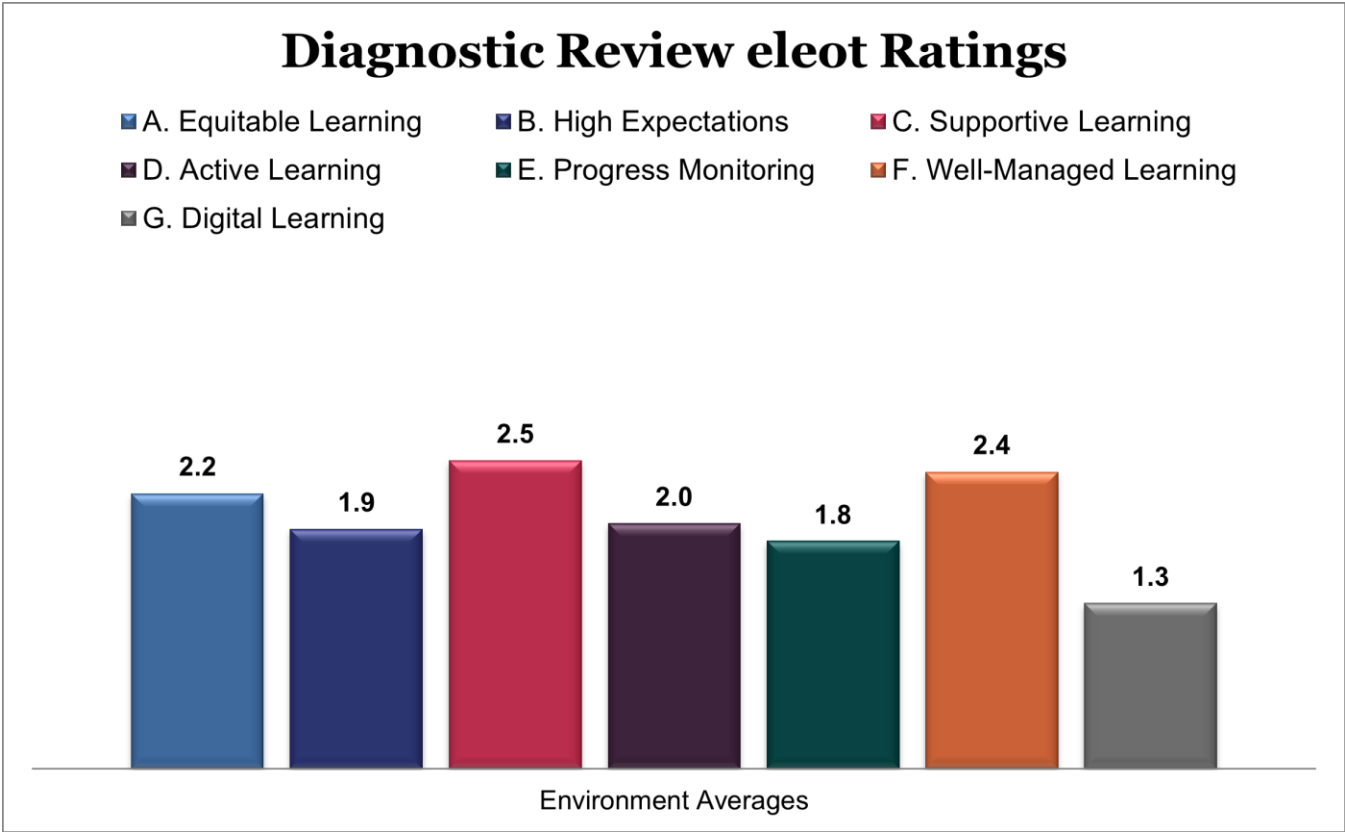
Some stakeholders indicated a need for more resources and support for multilingual learners (ML), i.e., English learners (ELs), and professional staff at JCPS. Stakeholders reported that with over 145 languages spoken in the district, some students lack the mental health and language support needed to access the district's various learning opportunities.

The district has implemented programs and strategies to develop a culture of high-performing teams that foster collaboration, innovation, creativity and continuous improvement. The Diagnostic Review Team identified a need to provide all staff members with support to strengthen their professional practice working with MLs and at-risk students. The team suggests the implementation of instructional coaching cycles and professional learning options provided to teachers to ensure that staff receive the necessary resources and support to improve classroom instruction and ML outcomes.

Effective Learning Environments Observation Tool (eleot) Results

Cognia’s Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the Cognia Performance Standards. The tool provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and demonstrate knowledge, attitudes, and dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes.

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 406 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.6	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	60%	27%	11%	2%
A2	2.6	Learners have equal access to classroom discussions, activities, resources, technology, and support.	9%	31%	48%	12%
A3	2.9	Learners are treated in a fair, clear, and consistent manner.	5%	19%	59%	17%
A4	1.7	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions.	48%	34%	16%	2%
Overall rating on a 4-point scale:			2.2			

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	2.0	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	29%	50%	17%	4%
B2	2.1	Learners engage in activities and learning that are challenging but attainable.	21%	51%	25%	3%
B3	1.6	Learners demonstrate and/or are able to describe high quality work.	49%	39%	10%	1%
B4	1.9	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	29%	52%	16%	3%
B5	1.9	Learners take responsibility for and are self-directed in their learning.	30%	49%	17%	4%
Overall rating on a 4-point scale:			1.9			

C. Supportive Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.4	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	15%	43%	34%	9%
C2	2.4	Learners take risks in learning (without fear of negative feedback).	18%	35%	39%	8%
C3	2.5	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	10%	41%	40%	9%
C4	2.6	Learners demonstrate a congenial and supportive relationship with their teacher.	9%	32%	44%	15%
Overall rating on a 4-point scale:			2.5			

D. Active Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.0	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	29%	43%	24%	5%
D2	1.9	Learners make connections from content to real-life experiences.	40%	34%	23%	3%
D3	2.2	Learners are actively engaged in the learning activities.	14%	55%	26%	4%
D4	1.7	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	52%	30%	15%	4%
Overall rating on a 4-point scale:			2.0			

E. Progress Monitoring and Feedback Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.6	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	50%	38%	10%	2%
E2	2.1	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	23%	47%	27%	3%
E3	2.0	Learners demonstrate and/or verbalize understanding of the lesson/content.	23%	51%	23%	3%
E4	1.5	Learners understand and/or are able to explain how their work is assessed.	61%	31%	7%	1%
Overall rating on a 4-point scale:			1.8			

F. Well-Managed Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.6	Learners speak and interact respectfully with teacher(s) and each other.	9%	33%	44%	14%
F2	2.5	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	9%	42%	38%	12%
F3	2.1	Learners transition smoothly and efficiently from one activity to another.	30%	35%	27%	8%
F4	2.2	Learners use class time purposefully with minimal wasted time or disruptions.	19%	49%	24%	8%
Overall rating on a 4-point scale:			2.4			

G. Digital Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.5	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	70%	16%	11%	3%
G2	1.3	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	82%	9%	7%	1%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.	86%	8%	5%	1%
Overall rating on a 4-point scale:		1.3				

eleot Narrative

The Diagnostic Review Teams in Jefferson County Public Schools conducted 406 formal classroom observations in core content areas in 14 schools designated for more rigorous intervention (MRI). In addition, multiple informal observations occurred in classrooms and common areas. Collectively, these data provided insight into the seven learning environments in the schools having Diagnostic Reviews in the fall of 2024. Across the seven learning environments from the 2022-2023 Diagnostic Review to the 2024-2025 Diagnostic Review, 10 of the 28 total indicators had slightly improved, while 15 had declined and three remained the same. Overall, classroom observational data remained similar to that collected in 2022.

Classroom observational data from the 2022-2023 Diagnostic Review to the 2024-2025 Diagnostic Review showed a lack of movement. Of the seven learning environments, two overall average ratings increased. The Supportive Learning Environment increased from 2.4 to 2.5 on a 4-point scale. The Well-Managed Learning Environment declined from 2.5 to 2.4. Likewise, the Digital Learning Environment decreased from 1.4 to 1.3.

In 2024, the highest-rated indicators were about positive interactions and relationships among adults and students. The school-level Diagnostic Review teams observed students in over half of the classrooms engaging in respectful conversations with adults, as instances of learners speaking and interacting “respectfully with teachers(s) and each other (F1)” were evident/very evident in 58% of classrooms and learners “treated in a fair, clear, and consistent manner (A3)” were evident/very evident in 76% of classrooms. These findings highlight opportunities for schools to build upon their practices and develop them into strengths.

The team was concerned about the lack of access to important resources for students in many classrooms. For example, in 60% of classrooms, it was evident/very evident that “learners have equal access to classroom discussions, activities, resources, technology, and support (A2).” It is crucial for students to feel a sense of belonging in their classrooms, and one way to foster this is through learning about each other. Observational data showed that learners who “demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions (A4)” were evident/very evident in 18% of classrooms.

An area for improvement that emerged during observations related to high expectations. In most classrooms, student learning tasks lacked the rigor of the Kentucky Academic Standards (KAS) for that content area or grade level. In 28% of classrooms, it was evident/very evident that “learners engage in activities and learning that are



challenging but attainable (B2)", and in 19% of classrooms, it was evident/very evident that "learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4)."

Another issue arose regarding how students' academic needs are addressed. In most classrooms, instruction was rarely adjusted to meet students' needs based on findings from an analysis of student data. The predominant teaching method was direct instruction, with students completing the same assignments. In addition, when students worked in small groups with their peers, they generally worked on the same assignments, as it was evident/very evident in 13% of classrooms that "learners engage in differentiated learning opportunities and/or activities that meet their needs (A1)." Middle/high school student survey results were congruent with observational data regarding students' academic needs being met. Forty-eight percent (48%) of middle/high school students agreed/absolutely agreed that "in the past 30 days, I had lessons that were changed to meet my needs (13)." Conversely, educator survey results showed that 79% agreed/absolutely agreed that "at my institution, we base our improvement efforts on learner's needs (5)", suggesting a disconnect between educators' perceptions related to meeting students' needs and observational data.

Along that same line, students seldom collaborated with their peers to learn. For instance, it was evident/very evident that "learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments (D4)" in 19% of classrooms. The lack of collaboration extended to peers working together online, as it was evident/very evident that "learners use digital tools/technology to communicate and work collaboratively for learning (G3)" in 6% of classrooms.

Student behavior was a concern of the team. For instance, it was evident/very evident in 50% of classrooms that "learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others (F2)." Many students reported that classroom disruptions make it difficult for them to learn. Adding to that, the lack of classroom practices and routines, and the extended travel time between classes collectively impede teaching and learning. Also, actively engaging students in their learning can eliminate some disruptive behaviors. In most of the schools that had Diagnostic Reviews, students rarely engaged in academic discourse. Learners engaging in "discussions/dialogues/exchanges with each other and the teacher predominate (D1)" were evident/very evident in 29% of classrooms.

While these findings highlight numerous growth opportunities, there were schools and classrooms demonstrating effective, high-quality instruction. The team encourages the district to carefully review the classroom observational data to identify and prioritize its next steps.



Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Diagnostic Review Team to have the greatest impact on improving student performance and organizational effectiveness.

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.

Findings:

The 2022-2023 Diagnostic Review Team observed instructional practices that were primarily teacher-driven and lesson design and instructional delivery at a low depth of knowledge level. Additionally, the previous team seldom observed students engaged in work that required higher-order thinking, as it was evident/very evident in 20% of classrooms that “learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).” Likewise, the current team found similar practices in 2024, as it was evident/very evident in 19% of classrooms that “learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing) (B4).”

The 2024-2025 Diagnostic Review Team found that the district needs to continue monitoring classroom instruction to ensure it meets the diverse, individual educational needs of students and that the level of rigor is aligned with the KAS. For instance, the district has committed to fostering continuous improvement by strategically and intentionally focusing on enhanced student outcomes. The district created grade-level look-fors to support this goal, promoting alignment and consistency in curricular implementation across all schools. According to the Accountability Research Systems Improvement [ARSI] Brief Comprehensive System Review Sample Report, scaffolding learning targets for students and ensuring all students have access to and are assessed on grade-level standards are areas identified for needed growth.

Survey data showed that many educators considered the needs of their students and used data to deepen each learner's understanding of content. Educator survey data showed that 76% agreed/absolutely agreed that “at my institution, we deliver instruction that considers learners' needs, interests, and potential (8)” and 65% of educators agreed/absolutely agreed that “at my institution, we provide an instructional environment where all learners thrive (9).” In addition, the survey data also revealed that 89% of families agreed/absolutely agreed that “in the past 30 days, my child had lessons that prepared them for the future (13)” and 78% agreed/absolutely agreed that “in the past 30 days, my child had learning experiences that were unique to their needs (17).” Student survey data revealed that 48% of middle/high school students agreed/absolutely agreed that “in the past 30 days, I had lessons that were changed to meet my needs (13)” and 68% of elementary students agreed/absolutely agreed that “in the past 30 days, I had lessons that were changed to meet my needs (13).” Classroom observational data and stakeholder interview data, however, were significantly lower than survey data. For instance, observational data showed that it was evident/very evident in 13% of classrooms that “learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” Similarly, the 2022-2023 team's observational data showed that it was evident/very evident in 16% of classrooms that “learners engage in differentiated learning opportunities and/or activities that meet their needs (A1).” Furthermore, stakeholder interviews revealed a lack of resources and strategies to meet the learning needs of MLs.

A review of artifacts (e.g., English language arts [ELA] learning walks, Vision 2020, Student Outcomes-Focused Governance [SOFG] Goal Monitoring report) showed that the district identified the need to evaluate the alignment



between the community’s vision for student outcomes (goals) and current student performance/growth (reality). In addition, the Jefferson County Public Schools’ School-Based Decision Making (SBDM) Council document identified the need to continue providing highly effective professional development and learning informed by student learning outcomes and overall academic performance, as evidenced by the Kentucky Summative Assessment (KSA) and other district assessment tools. Furthermore, stakeholder interviews noted the growing population of MLs in the district and the need to provide differentiated support to schools based on the diverse needs of students. Although the Diagnostic Review Team saw evidence of professional learning community (PLC) meetings (e.g., framework), comprehensive literacy and math plans, racial equity policy, comprehensive district improvement plan (CDIP), formative systems review (FSR) and comprehensive systems review (CSR) processes, the team found little evidence of professional learning that addresses effective strategies or supports the diverse needs of MLs. Observational data revealed a lack of opportunities for learners to develop an appreciation for the differences in abilities, backgrounds and dispositions of one another. For example, it was evident/very evident in 18% of classrooms that “learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions (A4).”

The district has implemented a standard English language arts (ELA) curriculum called EL and comprehensive curriculum frameworks supported by a district-wide Literacy Handbook. This resource provides K-12 educators and school leaders with clear guidance on establishing literacy goals, building literacy teams and sustaining schoolwide literacy plans. Additionally, a comprehensive literacy plan enables ongoing monitoring and adjustments to instruction. Regular ELA learning walks further ensure that instructional practices align with the grade-level district look-fors. Similarly, in mathematics, a standardized curriculum and framework called Illustrative Math are in place and bolstered by a Math Handbook designed to guide K-12 educators and leaders in achieving instructional excellence. Comprehensive math plans provide a framework for district-wide continuous monitoring, adjustment and sustainability of effective math instruction.

While the district has made strides in implementing standardized curriculum programs and providing tools such as look-fors and handbooks, key areas exist where integrating these resources and practices into a comprehensive improvement process could be strengthened, such as embedding a structured feedback and evaluation system to maximize learning potential and guide systemic curriculum and instruction adjustments, when applicable. While walkthrough tools allow leaders to gather data on the implementation of the curriculum, the team found few formal mechanisms for teachers to provide feedback on the implementation of the curriculum or suggest adjustments to its components. Creating opportunities for teacher input is essential for ensuring that the curriculum remains responsive to the needs of both educators and learners.

Potential Leader Actions:

- Develop a structured feedback and evaluation system to maximize learning potential and guide systemic efforts of adjusting curriculum and instruction.
- Create a formal system for teachers to provide feedback on the curriculum's implementation or suggest adjustments to its components.
- Coordinate routine communication and collaboration amongst personnel in all zones to provide coaching and professional learning to address best practices for all teachers of MLs.

Improvement Priority 2

Develop and implement an ongoing monitoring process to ensure new and existing 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.

Findings:

The 2022-2023 Diagnostic Review Team identified an improvement priority based on Standard 26. The district has made some progress in addressing this improvement priority, such as developing and implementing a monitoring process for staffing, instruction and curriculum. The 2024-2025 Diagnostic Review Team, however, found that many aspects of the previous improvement priority continue to need attention. For example, the district created an ELA Comprehensive Literacy Plan and Monitoring Tool (dated October 15) that contains little data to indicate consistent monitoring. Furthermore, stakeholder interview data showed that the district requires the submission of various documents from AIS schools but rarely provides the schools with meaningful feedback. This is consistent with survey feedback (e.g., EL Curriculum Implementation Survey Results), in which respondents indicated the need for an increased response rate to collect representative feedback for improvement.

A review of several artifacts and documents (e.g., Jefferson County Public Schools Curriculum Frameworks, Vision 2020, CDIP, comprehensive math plan) revealed the lack of monitoring processes to ensure new and existing initiatives are implemented with fidelity and evaluated for effectiveness. Although the district developed and implemented monitoring processes (e.g., comprehensive literacy plan, comprehensive math plan, school learning visits, allocation of additional staffing for AIS office, walkthrough schedules for math and literacy), a review of artifacts and documents, and interview data revealed a lack of evaluation that those processes were being implemented with fidelity. For instance, stakeholder interviews revealed that although district staff members conducted school walkthrough observations, they rarely provided follow up with the school staff or provided verbal or written feedback from their visits. This was consistent with school leader feedback in the Accountability Research Systems Improvement Brief District Formative System Review (FSR), which revealed that an area of growth was “using a consistent coaching and learning walk system to ensure every teacher receives frequent face-to-face feedback.” Additionally, stakeholder interviews and a review of documents (e.g., FSR) indicated the district had developed a quality-work protocol to calibrate and analyze the quality of student work and its alignment to grade-level standards on a regular basis; however, the team found a lack of the protocol being fully and consistently used by teachers for monitoring during PLC meetings. The Cognia survey data indicated that 83% of educators agreed/absolutely agreed that “in the past 30 days, I used a variety of information for decision-making that affected my area of responsibility (21)”, while 85% of families agreed/absolutely agreed that “the adults use many types of information to help children learn (9).” Lastly, a review of artifacts (e.g., ARSI Brief Comprehensive System Review) indicated that PLCs use a protocol to continuously monitor student progress towards mastery of grade-level standards and make instructional adjustments based on student assessment and student voice.

Interview data revealed that most stakeholders reported numerous teaching vacancies at AIS schools in the district. While the district has continued to prioritize AIS schools in their hiring process, stakeholders revealed that many schools rely on Option 6 or substitute teachers to fill their teaching vacancies. However, professional development for these teachers has been insufficient, especially in servicing at-risk and ML students. Interview data also indicated that the district does not prioritize providing substitute teachers for AIS schools.

The lack of certified teachers at AIS schools hampers the schools’ ability to implement the district instructional initiatives (e.g., effective teacher strategies, best practices), which are crucial for advancing student learning outcomes. Interview data also revealed that most stakeholders said that district hiring processes and practices for AIS schools have not had the desired outcome of attracting and retaining highly qualified teachers at AIS schools.



Potential Leader Actions:

- Use monitoring and evaluation data to inform decisions for adjustments, additions or elimination of programs, practices and initiatives.
- Design and implement a process to consistently use all available data to streamline initiatives and associated plans.
- Consider developing a tiered approach for district requirements that complements the Enhanced Support Zone shifts. This would provide more flexibility to comprehensive support and improvement (CSI) and MRI schools in addressing improvement priorities and accelerating improvement.
- Establish a system to foster systemic collaboration and consistent communication on school leadership practices across the zones.

Your Next Steps

The results of the Diagnostic Review provide the next step for guiding the improvement journey of the institution with their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Diagnostic Review Report will assist the institution in reflecting on current improvement efforts and adapting and adjusting their plans to continuously strive for improvement.

Upon receiving the Diagnostic Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Diagnostic Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.



District Capacity in Diagnostic Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the functioning and capacity of the district to determine its ability to manage an intervention in each school identified for comprehensive support and improvement (CSI). As outlined in 703 KAR 5:280, Section 4, the determination of the district's level of functioning and ability is based on an assessment of capacity in the following areas:

- The district demonstrates maintenance and communication of a visionary purpose and direction committed to high expectations for learning as well as shared values and beliefs about teaching and learning;
- The district leads and operates under a governance and leadership style that promotes and supports student performance and system effectiveness;
- The district establishes a data-driven system for curriculum, instructional design, and delivery, ensuring both teacher effectiveness and student achievement;
- The district ensures that systems are in place for accurate collection and use of data;
- The district ensures that systems are in place to allocate human and fiscal resources to support improvement and ensure success for all students; and
- The district ensures that a comprehensive assessment system, which generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement is implemented.

Following its review of extensive evidence and in consideration of the factors outlined above, the Diagnostic Review Team submitted the following assessment regarding the district's capacity to the Commissioner of Education:

- It is the consensus of the diagnostic review team that the district has the capacity to manage the intervention in each school identified for CSI.
- It is the consensus of the diagnostic review team that the district requires intensive support in order to successfully manage the intervention in each school identified for CSI.
- It is the consensus of the diagnostic review team that the district does not have the capacity to successfully manage the intervention in each school identified for CSI.

It is the consensus of the district Diagnostic Review Team that Jefferson County Public Schools has the capacity to manage the intervention in each school identified for CSI.

During the superintendent's presentation and interview, it was evident the district has established maintenance and communication of a visionary purpose and direction through fostering a shared vision, mission and beliefs, which have shaped the culture around teaching and learning. The district improvement plan integrates elements from the past, present and future including strategies from Vision 2020 In Action, the JCPS Future States and the new Jefferson County Board of Education (JCBE) Goals and Guardrails. The Academies of Louisville and Explore Pathways have contributed to the district's increase in post-secondary readiness from below 50% in 2017 to 82.3% in 2024. In like manner, the average graduation rate of A1 schools improved from 80% in 2017 to 88.2% in



2024. The implementation of common HQIRs for literacy and math, coupled with the Goals and Guardrails, serve as a framework for attaining high expectations for teaching and learning. Evidence revealed a plan for Enhanced Support Zone shifts including a tiered system of support for CSI, MRI and Choice Zone schools as well as creating a partnership of support between the AIS office and the Academics division. Nevertheless, some stakeholders were unaware of the Enhanced Support Zone. A strategy to communicate the outlined plan to stakeholders was not evident and it remains unclear if a communication strategy exists. The district operates under a governance and leadership style that promotes and supports student performance. The Jefferson County Board of Education (JCBE) adopted the Council of the Great City Schools Student Outcomes-Focused Governance (SOFG) Framework to develop and approve Goals and Guardrails for the next five years. Further, district leaders developed interim metrics and reported progress toward meeting these goals during board meetings. The district ensures systems are in place for accurate data collection and use of data. Evidence revealed the district has developed comprehensive literacy and math plans with curriculum frameworks, learning walks and monthly look-for documents. The district has established a data-driven system for curriculum, instructional design and delivery, ensuring both teacher effectiveness and student achievement. Data is collected and monitored through Vital Signs, Formative System Reviews (FSR), Comprehensive System Reviews (CSR), PLCs and equity-driven tools and practices (i.e. Racial Equity Analysis Protocol (REAP), Affirming Racial Equity (ARE) tools). Furthermore, the district has established an equity funding formula to allocate human and fiscal resources to support and improve student success. Finally, a 14% raise was provided across the district over the last four years as well as additional stipends to support staffing in the Enhanced Support Zone. However, the additional AIS Executive Administrator (ER) position remains vacant, and AIS personnel have subbed for vacant positions within the district. Interviews indicated human resources practices such as not filling vacant positions and using AIS personnel to substitute in schools are impeding the intent of hiring and retaining high-quality staff. Additionally, stakeholder interviews revealed the expectations for collaboration among divisions and other support structures were not clear, resulting in limited differentiation provided to AIS schools.

Team Roster

The Engagement Review Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete Cognia training and elect certification to ensure knowledge and understanding of the Cognia tools and processes. The following professionals served on the Diagnostic Review Team.

Team member name	Brief biography
James Driscoll	James Driscoll currently serves as the superintendent for Tempe Elementary School District. His previous experience includes teaching, dean of students, assistant principal, principal, director of special education, district hearing officer, assistant superintendent for east area schools and assistant superintendent of human resources. He also serves on the executive board of the Arizona School Administrators Association. James serves as a Lead Evaluator for Diagnostic Reviews with Cognia.
Leesa Moman	Leesa Moman is an Educational Recovery Leader (ERL) with the Kentucky Department of Education. In that position, she provides support to identified schools classified as targeted support and improvement (TSI). She has over 40 years of experience assisting schools and districts as they build systems of continuous improvement, resulting in increased student academic performance. Leesa has served as a teacher, special education consultant, principal, director of special education and assistant superintendent in Daviess County Public Schools in Owensboro, Kentucky. She has also served as an adjunct professor at Brescia University and Western Kentucky University.
Soraya Matthews	Soraya has over 20 years of experience in education. She is the Chief Officer for Unity, Belonging, and Student Efficacy for the Fayette County Public Schools in Lexington, Kentucky. Soraya has served in many capacities within the educational system, including teacher, instructional supervisor, principal, district leader, state school director with the Kentucky Department of Education, director of teaching and learning, innovative programs director, adjunct professor and federal grant program director.
Donna Bumps	Donna Bumps is an Educational Recovery Leader (ERL) with the Kentucky Department of Education. She has been an educator for 25 years, primarily serving at the middle and high school leadership levels. As an ERL, Donna works closely with schools as she helps them create systems and processes for school improvement.
Kim Bullard	Kim Bullard is an Educational Recovery Leader (ERL) with the Kentucky Department of Education. She has 24 years of experience in education, including being a teacher, math coach, instructional coach and assistant principal of curriculum, instruction, and assessment. As an ERL, she has worked closely with district and school-level leadership to develop systems, improvement plans and processes to sustain school turnaround.
Wes Cottongim	Wes Cottongim has 20 years of experience in K-12 public education. He is currently an assistant professor of Education Administration at Western Kentucky University (WKU), where he teaches aspiring and current school administrators. He also serves as a consultant for the Kentucky Center for School Safety. Wes served as an administrator for approximately 12 years.

Appendix

Cognia Performance Standards Ratings

Key Characteristic 1: Culture of Learning

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
1. Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.	Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision-making that embody the values of respect, fairness, equity, and inclusion and are free from bias.	3
2. Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.	Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.	Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.	Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented, and are consistent with and based on its stated values.	Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.	3

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
3. Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.	Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus that are rarely based on data about learners.	Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus that are sometimes based on data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.	2
5. Professional staff members embrace effective collegiality and collaboration in support of learners.	The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.	3
6. Professional staff members receive the support they need to strengthen their professional practice.	Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.	Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.	Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.	Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.	3

Key Characteristic 2: Leadership for Learning

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers, continuously, with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
7. Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.	Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed Trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.	2
8. The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.	The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.	The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.	The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.	The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.	3

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
9. Leaders cultivate effective individual and collective leadership among stakeholders.	Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.	Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.	Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.	3
10. Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.	Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.	Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.	Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.	Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.	2

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
11. Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.	Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.	Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.	Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.	Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.	2
12. Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.	Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness and effectiveness for all learners.	3

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
15. Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.	Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.	Professional staff members sometimes analyze learners' needs, current, and trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.	Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.	Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.	3

Key Characteristic 3: Engagement of Learning

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
17. Learners have equitable opportunities to realize their learning potential.	Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.	Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members know their learners well-enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.	Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.	2
18. Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.	Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk-taking, collaboration or design-thinking.	Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk-taking, collaboration and design-thinking.	3

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
21. Instruction is characterized by high expectations and learner-centered practices.	Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.	Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.	Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.	Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.	2
22. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.	Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.	Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.	Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.	Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.	2

Key Characteristic 4: Growth in Learning

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
24. Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.	Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.	3
25. Leaders promote action research by professional staff members to improve their practice and advance learning.	Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.	Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.	Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.	Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.	3

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
26. Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.	Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.	2
27. Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.	The Institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.	The Institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.	The Institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	The Institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.	3
28. With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.	Professional staff members rarely engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.	Professional staff members sometimes engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members regularly engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	Professional staff members consistently engage with learners to help them recognize their talents and potential, and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.	3

Standard number and statement	Level 1: Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.	Level 2: Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.	Level 3: Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.	Level 4: Demonstrating noteworthy practices producing clear results that positively impact learners.	Team rating
29. Understanding learners' needs, and interests drives the design, delivery, application, and evaluation of professional learning.	Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.	Professional learning is occasionally learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.	Professional learning is learner-centered, designed around the principles that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.	Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.	2
30. Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.	Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.	Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.	3

Student Performance Data

District Name: Jefferson County Public Schools

2023-2024 Kentucky Summative Assessment (KSA) Performance Results

School	%P/D Reading 3/4/5, 6/7/8, 10	%P/D Math 3/4/5, 6/7/8, 10	%P/D Science 4, 7, 11	%P/D Social Studies 5, 8, 11	%P/D Editing and Mechanics 5, 8, 11	%P/D On Demand Writing 5, 8, 11
Coleridge-Taylor Montessori Elementary	*28/18	*/22/*	17	7	11	7
Dr. William H. Perry Elementary School	9/20/15	*/*/12	*	5	11	*
Engelard Elementary	*9/8	*/**	*	*	13	*
Frederick Law Olmsted Academy North	17/18/10	12/16/9	4	13	16	8
Iroquois High	*	*	*	9	12	7
Jacob Elementary	15/14/11	7/11/*	*	9	17	*
Kennedy Elementary	8/18/21	*/**	*	17	13	11
King Elementary	*/**	*/**	*	*	*	*
Maupin Elementary	*/**	*/**	*	6	20	4
McFerran Preparatory Academy	4/12/14	5*/10	*	7	11	4
Mill Creek Elementary	14/16/8	*/18/9	13	7	5	*
Stuart Middle School	18/16/9	*/**	*	8	11	*
The Academy @ Shawnee (High School)	9	6	*	10	*	*
Thomas Jefferson Middle	13/14/14	*/12/8	*	13	13	8

*Student performance level data were suppressed for public reporting.

Schedule

Monday, November 18, 2024

Time	Event	Where	Who
4:00 p.m. – 5:00 p.m.	Superintendent Presentation	District Office	Diagnostic Review Team Members
5:30 p.m. – 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, November 19, 2024

Time	Event	Where	Who
7:30 a.m.	Team arrives at JCPS District Office	District Office	Diagnostic Review Team Members
8:00 a.m. – 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	District Office	Diagnostic Review Team Members
4:00 p.m. – 5:00 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
5:00 p.m. – 8:00 p.m.	Team Work Session #2	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, November 20, 2024

Time	Event	Where	Who
7:30 a.m.	Team arrives at institution(s)	District Office	Diagnostic Review Team Members
7:45 a.m. – 3:45 p.m.	Team visits schools and Sam Swope Scout Center to meet with principals of CSI and MRI schools	Schools/Scout Center	Diagnostic Review Team Members
3:45 p.m. – 4:45 p.m.	Team returns to hotel	Hotel	Diagnostic Review Team Members
5:00 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Thursday, November 21, 2024

Time	Event	Where	Who
8:00 a.m. – 12:00 p.m.	Final Team Work Session	District Office	Diagnostic Review Team Members

