



Accreditation Report

Jefferson County Public Schools

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Executive Summary

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Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

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Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Jefferson County Public Schools (JCPS) is the only public school system for the metropolitan Louisville area. JCPS is the 28th largest district in the United States with 89 elementary schools, 23 middle schools, 19 high schools, and 24 specialized schools serving over 100,000 pre-school through high school students. Enrollment has risen steadily for the past 3 years.

The diversity of students enrolled in JCPS is considered an asset for our students, staff, and community. There are over 107 languages spoken at JCPS - in fact, our English as a Second Language (ESL) population has grown at a rate of 7% for the past three years. Fifty-one percent of the student population is White, 36% African-American, 7% Hispanic, 3% Asian, and 3% identify as other ethnic minorities. Sixty-four percent of JCPS students qualify for free or reduced lunch, and over 13,000 received exceptional childhood education (ECE) services in 2012. The number of JCPS students with autism grew by 15% from 2010 to 2011.

Over 6400 teachers are employed by JCPS and are guided by the Vision Statement "All JCPS students graduate prepared to reach their full potential and contribute to our society throughout life". JCPS teachers have an average of 11.2 years of experience and 83% have a master's degree or higher. In total, there are over 14,000 full-time employees under the leadership of Dr. Donna Hargens, who is in her second year of leadership as the Superintendent of JCPS.

Metro Louisville encompasses all of Jefferson County, Kentucky and is the largest city in the state, with nearly 750,000 people. For the past three years, the Census Bureau reports that 29.6% of Jefferson County residents aged 25+ years have at least a bachelor's degree while 8.6% of residents attended high school but have no diploma. Education, health care, and social assistance industries provide 24.9% of the area's jobs, by far the largest source of employment in Jefferson County. The median income for 2011 was \$45,149; however, 25.2% of children under 18 years were considered to be living below the poverty level.

The economic downturn has provided a challenge to the Louisville community and affected many JCPS students as evidenced by the increase in the number of students who qualify for free and reduced lunch from 55% in 2006-07 to 64% in 2012-13. JCPS has also seen a 50% increase in the number of homeless students in the last five years with 12,389 students homeless at some point during the 2011-12 school year. This translates to over 12% of JCPS students experiencing instability in living situations ranging from shelters to families doubling up in single family housing by staying in relative's or friend's homes. Fortunately, JCPS has uniquely strong, well-established partnerships with the Louisville community; both governmental and corporate. One such community partnership, Close the Deal, is between Greater Louisville Inc. (GLI), JCPS, and Louisville Metro Government. Close the Deal reaches out to students who would be the first in their family to pursue a college education. It began in 2008 as an effort to build a college-going culture at one local high school. That senior class met with financial aid, admissions, and college life representatives. Throughout the year, students met with representatives from their top-choice colleges or universities and visited campuses. The result was a 200 percent increase from the year before. Since then, the program has been expanded to five other JCPS high schools.

JCPS joined the 55,000 Degrees initiative in 2010, pledging with nearly two-dozen other education institutions and Louisville leadership to help the community earn at least 40,000 additional bachelor's and 15,000 additional associate's degree by the year 2020. JCPS is doing its part as a principal partner in the initiative by establishing five specific, highly ambitious goals for the district to achieve by 2020: (a) JCPS will

increase the high school graduation rate to 90 percent; (b) JCPS will increase the percentage of graduates going to a two- or four-year college to 85 percent; (c) JCPS will increase the percentage of General Educational Development (GED) recipients going to college to 40 percent; (d) JCPS will increase the percentage of graduates who are college-ready to 90 percent; and (e) JCPS will decrease the percentage of students who are retained in the ninth grade to no more than 6 percent.

The most recent partnership between JCPS and the Louisville community is Louisville Linked, a new initiative set to launch in 2013. Louisville Linked will build upon existing partnerships between JCPS and community-based service providers to link each child and family with structures and services to support their well-being and to nurture the development of personal resiliency. Combined with in-school work to address the cognitive and learning needs of each child, Louisville Linked is envisioned as a comprehensive system to respond to the individual needs of each child. Using the resources of an entire city, Louisville Linked will offer a rich variety of experiences that meet children where they are, and create the environment within which all children can achieve academic success and reach their fullest potential.

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System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

System's Purpose/Vision, Mission, Values, Focus Areas and Goals

The purpose and vision of Jefferson County Schools is that "All JCPS students graduate prepared to reach their full potential and contribute to our society throughout life." Our mission is to provide relevant, comprehensive, quality instruction in order to educate, prepare, and inspire our students to learn. We also have nine core values that represent the district and guide our work.

Development of Strategic Plan

On May 29, 2012, the Jefferson County Board of Education adopted a Strategic Plan to set a course for the district through 2015. The plan includes four focus areas with specific goals and strategies.

The Strategic Plan is the result of months of work that started in July when JCPS commissioned a Curriculum Management Audit (CMA), which provided an external, objective view of how well current JCPS systems and structures support student achievement. Auditors spoke with community leaders, employees, parents, and students. From that feedback, the first priority was to improve the current Central Office organizational structure to better support schools. These reviews compared our current status against audit standards, which reflect the characteristics of a high-performing organization. Those reviews provided very specific actions to take to ameliorate any discrepancies between where we are and the standards to which we aspire. Those recommendations are an integral part of the Strategic Plan.

The development of the Plan was truly a team effort. We received input from the superintendent, the cabinet, the school board, teachers, parents, students, and community stakeholders. To inform the plan, we held focus groups and larger meetings with key stakeholders. We received feedback from the superintendent's Summit with local business and non-profit community members, as well as feedback from students and staff via a survey.

In order to keep the district accountable to the Strategic Plan, the strategies underlying each focus area are the basis of the Comprehensive District Improvement Plan (CDIP). Strategies and action steps in the CDIP were developed collaboratively by the superintendent, cabinet members, and staff, with opportunities for feedback from the Board of Education and the community. The Strategic Plan also includes quality indicators that represent how the district will monitor the success of the strategic plan. These quality indicators include strategies such as achievement, graduation rate, college and career readiness, school safety, and increasing learning time. The Plan clearly identifies what we should be doing and gives us measurable outcomes. It will hold us accountable and ensure that we maintain our focus on students.

Program Offerings and Expectations for Students

Our expectations for our students, our school system, and our community are high. Every dollar JCPS spends, including every position, is focused on the goals and strategies that will best prepare all of our students for college, career, and life in a globally competitive environment.

Several strategies are being implemented to help support students in their learning:

Clear learning targets communicated with students: Rigorous learning targets are set and aligned to the Kentucky Core Academic Standards (KCAS). Teachers will reference the learning target throughout the lesson to make sure students understand the target and make connections to what they are learning.

Increased learning time: Opportunities for students to learn when they are outside of school will be increased as the district implements and expands Every1Learns so that students have increased access to community-based experiences for learning outside of school and increased access to computer-based interventions/supports such as Study Island and SuccessMaker. In addition, collaborations with local leaders, community partners on providing enrichment experiences for students that aim to increase their college and career readiness will continue to be increased.

Cultural Competency training: District-wide cultural competence training was provided to all schools in order to increase staff awareness of the 7 culturally responsive practices and principles, and in turn, promote positive staff-student interactions and relationships.

Student Response Teams (SRTs): A coordinated system of student support to help remove barriers to student learning time was implemented beginning in August 2012. School-based and district personnel are working together to address the mental health, emotional, and behavioral problems that may be impeding learning.

Professional Learning Communities (PLCSs): School-based PLCs are supported by school-based resource teachers, district content specialists and area assistant superintendents. PLCs are guaranteed time to analyze student work and assessment data, and identify targeted interventions based on student needs.

The success of the Strategic Plan calls for a commitment from the community and families to work with JCPS as partners to ensure that every student receives the extended learning time and the support needed to ensure mastery of all learning objectives. Again, the expectation is that "ALL JCPS students graduate prepared to reach their full potential and contribute to our society throughout life" and this expectation is at the center of everything JCPS embodies.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

JCPS has made many notable achievements during the past 3 years, some of which are highlighted below:

State Achievement Data: Overall, as a district, the state achievement data show that JCPS has risen in the district rankings. In the 2012 school year, the district ranked at the 23rd percentile. In the 2010-11 school year, JCPS ranked at the 9th percentile, and in the 2009-10 school year, the district ranked at the 6th percentile.

ACT scores: ACT scores show Jefferson County Public Schools (JCPS) students are making progress toward college readiness. District seniors last year (Class of 2012) achieved an average composite score of 19.1, an increase of four-tenths (.4) over the composite scores from the Class of 2011. District seniors gained in all tested areas and had greater gains in math and science than the state. JCPS juniors (Class of 2013) last year achieved an average 18.6 composite score, an increase of one-tenth (.1) from 2011 to 2012, but an overall increase of (.8) since 2009.

NAEP: The nation's largest urban school districts in December 2011 received a report card on their reading and math performance as part of The Nation's Report Card: Trial Urban District Assessment and JCPS students showed gains in both subjects and closed the white-black achievement gap in both areas. Fourth- and eighth-grade students in JCPS improved average scores in both reading and math on the rigorous national test. The 2011 data also shows that JCPS is closing the achievement gap between black and white students in reading for grade four and in math for grades four and eight.

Though the indicators below show that the district is moving in the right direction, they also indicate areas of improvement:

- Achievement: Though the achievement data indicate the trend is going in the right direction, the 23rd percentile ranking is far from good enough for our students. JCPS aims to move out of the Needs Improvement category to the Proficient/Distinguished category, and ultimately to be the best urban district in the country. In order to do this, we have shifted our resources so that the classroom is the center of our work. Major shifts and additions were made this past year in order to increase support to schools. District-wide resource teachers and school psychologists are now based full-time within schools. Assistant principals were added at the elementary school level in order to allow principals more time to provide instructional leadership and to provide counselors more time to support students' needs.

The CMA found that JCPS had too many programs. In response, the district has moved away from programs in support of processes. PLCs are being systemically implemented to support conversations between teachers and to increase time spent reflecting on data to inform instruction. Increased learning time is being emphasized through the community partnerships so that students have access to interventions such as Study Island and SuccessMaker outside of school, including at home and in community-based organizations. The district has organized SRTs to help schools remove barriers to learning so that schools have one centralized location to call for help with students' socio-emotional and behavioral needs. Too many students were losing valuable instructional time to out-of-school suspensions, and the SRT process is aimed at increasing students' amount of instructional time in the classroom.

- Achievement Gap: The distance to proficiency for students from different groups including Free/Reduced Lunch, African-American, Hispanic, LEP, and ECE continues to lag greatly behind from White, Asian, and Paid Lunch students. The gaps, in many areas, are

substantial, and are reflective of the societal inequities evident and apparent in not only Jefferson County but in the state and nation. JCPS is determined to close the achievement gap and is taking a multi-faceted approach which combines the importance of building relationship with students, coordinating early interventions, and disaggregating data.

JCPS is a diverse district among students and staff and the foundation to closing the achievement gap was first to ensure that JCPS promotes positive teacher-student interactions. All staff and district personnel have received Cultural Competence training to increase staff awareness of culturally responsive practices and principles, and in turn, promote positive staff-student relationships. Lastly, our data systems have been improved so that staff and administrators have access to disaggregated data, not only with achievement but with other key student outcome indicators such as absences, suspensions, student survey data with satisfaction, and college and career readiness data.

- Graduation Rate: The graduation rate for JCPS slightly decreased to 67.8% in the most recent state data available (2011), which is about the same graduate rate from 2007-2008. In other words, the graduation rate has remained relatively flat, while during the same period of time, the state's freshman graduation rate rose 3 percentage points to 78%. Ultimately, our JCPS purpose is for students to graduate prepared, so this trend is unacceptable. College Access Time (CAT) has been implemented so that there is dedicated, regularly scheduled time for students to meet with their peers and school staff personnel to develop academic and social skills towards college and career readiness as well as foster resiliency, learning skills, transition knowledge, and positive relationships. JCPS continues to increase our collaborations with local leaders, community partners, such as GLI and Metro Government, and the Kentucky Department of Education (KDE), on providing enrichment experiences for students who aim to increase their college and career readiness, and collaborate with institutions of higher education to increase dual and articulated credit opportunities.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Though there are many contributing factors which shape JCPS, two most prominently influence the Strategic Plan and our Mission which is "To provide relevant, comprehensive, quality instruction in order to educate, prepare, and inspire our students to learn".

First, JCPS is a district where diversity is valued and providing school choice is a priority. For nearly 35 years, one of the nationally recognized hallmarks of JCPS has been an unyielding commitment to diversity. The district has withstood multiple legal challenges, all the way to the U.S. Supreme Court, to defend this commitment. While other districts in the country, perceiving a diminution of support at the judicial level, have quietly retreated from the hard-won victory of *Brown v. Board of Education* and allowed their schools to re-segregate, JCPS has stood firm. The district has worked diligently over the years to revise the plan in a way that allows parents to have choice in schools for their children and the opportunity to send their children to schools close to their homes, all while maintaining diversity. In the current student assignment plan, JCPS changed the way it defines diversity to more accurately reflect its very diverse students. In conformity with the holdings of the U.S. Supreme Court decision, *Parents Involved in Community Schools v. Seattle School District No. 1 et al.*, 2007, diversity is defined using census data in three categories: area income, educational level of neighborhood residents, and the makeup of a neighborhood. Most recently, the student assignment plan was challenged and upheld by the Kentucky State Supreme Court in 2012. The current student assignment plan features 13 clusters, giving students an average of six school choices per cluster. Each cluster meets district goals for diversity, capacity, and reduction of travel time. To provide even more school choices for JCPS parents, eighteen different elementary district-wide magnet programs housed in 27 schools are available to JCPS elementary students. Ten district-wide middle school magnet programs at thirteen locations are available to JCPS middle school students. There are six district-wide magnet high schools, each with one or more distinct programs that range from pre-law to vocal music.

Second, JCPS engaged in a series of external reviews over the last year that served as a comprehensive needs assessment to guide its work. The CMA followed by an organizational review, both conducted by Phi Delta Kappa International in the fall of 2011, provided a roadmap for implementing the Strategic Plan and achieving the JCPS Mission. Much of our work for the 2012 school year has been framed by the recommendations generated from these two reviews. The CMA recommendations, which contained 24 findings and 10 recommendations, included the review and evaluation of all policies related to central office job descriptions and functions, departmental reporting relationships, and the organization of senior leadership who report directly to the superintendent. The CMA led to a major reorganization of the superintendent's cabinet from 17 members to 6 members: a Chief Academic Officer (CAO), a Chief Operations Officer (COO), an Executive Director of Communications and Community Relations, an Assistant Superintendent of Diversity, Equity, and Poverty Programs, a Chief Financial Officer (CFO), and an Executive Director of Data Management, Planning, and Program Evaluation. Only the CFO and the Executive Director of Data Management, Planning, and Program Evaluation were direct reports to the former Superintendent. Major changes to central office departments and functions were reorganized under the new senior management structure. Another major change beginning this school year was the division of the geographic region served by JCPS into 6 academic achievement areas which each area including all grade levels. Overseen by the CAO, each academic achievement area is led by an Assistant Superintendent. Until this year, JCPS was organized by academic level (i.e., elementary, middle, high). The previous structure resulted in an unbalanced system where one Assistant Superintendent oversaw 90 schools. The current system results in each of the 6 Assistant Superintendents overseeing between 21 and 23 schools and is designed to facilitate vertical alignment and increased support for transitions.

2012. The assessment team found that the CMA report generally aligned with both the KDE Standards and Indicators for School Improvement (SISI) and the 2012 AdvancED Standards for Quality School Systems. The team identified four recommendations for improvement in the areas of (1) using data to monitor and adjust curriculum, instruction, and assessment; (2) ensuring that curriculum is rigorous and appropriately relevant for all students; (3) developing a culture in which all stakeholders are collectively accountable for maintaining and improving conditions that support student learning, and (4) ensuring that families are engaged in meaningful ways. The district has addressed these recommendations throughout the Strategic Plan. KDE has also provided leadership and valuable resources to the district by working collaboratively with JCPS staff to support our priority schools and address the critical issues identified in these external reviews.

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Self Assessment

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Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

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Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The system's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •District purpose statements - past and present •Survey results •Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the district's purpose •Minutes from meetings related to development of the district's purpose and direction •Documentation or description of the process for creating the district's purpose including the role of stakeholders •Copy of strategic plan referencing the district purpose and direction and its effectiveness 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures outline the expectations for schools regarding a process for review, revision, and communication of a purpose for student success. System personnel monitor each school and sometimes provide feedback for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none"> •Examples of school purpose statements if different from the district purpose statement •Survey results •Examples of written stakeholder communications or marketing materials that portray the school purpose and direction •Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements •DIPP 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership maintains high expectations for professional practice.	<ul style="list-style-type: none"> •Examples of schools' continuous improvement plans •The district strategic plan •Survey results •Statements of shared values and beliefs about teaching and learning •Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs •Statements or documents about ethical and professional practices •Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	<ul style="list-style-type: none"> •The district strategic plan •Survey results •The district data profile •Communication plan and artifacts that show two-way communication to staff and stakeholders •Agenda, minutes from continuous improvement planning meetings •Examples of schools' continuous improvement plans 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite

sources of evidence the External Review team members may be interested in reviewing.

Over the past year, the district leadership and board of JCPS has engaged in a systematic and comprehensive process to develop a Strategic Plan that will set the course of the district through 2015. This effort included the development of a new vision, mission, and core values that guide and focus our daily work. The development of the Strategic Plan was a team effort and we received input from the Superintendent, the cabinet, the school board, teachers, parents, students, and community stakeholders. To inform the Plan we held meetings with key stakeholders, such as the Superintendent's Summit with local business, non-profit community members, staff and students; and gathered feedback from over 200 others through surveys. Stakeholder groups are also represented in our CDIP which represents the 3-5 action steps to accomplish the strategies set forth in the Strategic Plan.

The Strategic Plan makes our priorities clear, ensures full transparency, and uses measurable outcomes to hold us accountable for maintaining a focus on what will benefit our students. The Plan represents the journey to becoming the best urban district in the nation so that we can realize our vision of "all JCPS students graduate prepared to reach their full potential and contribute to our society throughout life." Our vision is clearly focused on student success and the plan includes success measures and leading indicators which serve to monitor our progress along the way. We keep our vision in the forefront of all of our work, including beginning each public board meeting by reading the vision statement. The Strategic Plan is also displayed prominently on our website and we have other publication formats that are distributed to the public.

Each school within Jefferson County also engages in a comprehensive process to develop, review, and communicate the school's purpose for student success. Each school includes their purpose/mission statement as part of their executive summary in their comprehensive school improvement plan (CSIP). Schools' mission statements are also communicated to parents and community members through their websites and newsletters.

District personnel, monitor and maintain data about each school and provide feedback to improve implementation of the school improvement efforts outlined in school plans. CPS has reorganized the central office structure from three areas (elementary, middle, high school) into six achievement areas spanning the PK-12 grades. Each achievement area is headed by an Assistant Superintendent with an Evaluation Transition Coordinator (ETC) who support the work of the schools in their area. The Assistant Superintendents report to the CAO, Dr. Dewey Hensley. Each Assistant Superintendent maintains a data dashboard on each school to track key indicators of progress. The achievement area team meets with their schools on a regular process to review both academic and non academic data, discuss progress and identify needs.

District and school leadership are committed to a culture that is based on shared values and beliefs about teaching and learning which support challenging, equitable educational programs for all students. This commitment to shared values is evident by our efforts in establishing core values that guide our daily work. Our Strategic Plan includes several strategies aimed at providing equal access to programs, services, and opportunities to advance achievement for all students. The focus on providing challenging educational programs and equitable learning experiences arose in part from the findings and recommendations in the CMA report. The CMA team found that the educational program a JCPS student experiences varies across schools. They recommended that the district review curriculum areas, educational programs, and interventions to determine equality of access, then supervise and monitor the implementation of the intended curriculum so that all students have access to comparable instructional and curricular experiences. We have begun to implement many of the recommendations from the CMA report in this area, but this will continue to be important work that we focus on over the next few years.

JCPS is also committed to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills as evident by our Strategic Plan. Our plan includes work on aligning curriculum to meet the needs of the whole child; institutionalizing instructional best practices; and developing capabilities of students. In order to reach these outcomes, the

district is committed to building the capacity of schools through PLCs that will support professional practice and create a shared ownership of achievement for each child. Again, much of the work in this area was identified in the CMA report which provided the district with specific actions to ameliorate discrepancies between where we are currently and the standards to which we aspire.

JCPS engages in a continuous improvement process for improving student learning and the conditions that support learning, as evidenced by the implementation of the CMA recommendations and the Strategic Plan. We track our progress in implementing these improvement efforts through the leading indicators and success measures identified in the Strategic Plan and report to the public on a regular basis. Our improvement goals have measurable performance targets that represent a broad range of data including performance targets from the state accountability model as well as other data that support those performance targets, such as extended learning time and professional development opportunities. We are confident that when we work together to implement our Strategic Plan, we will increase student learning.

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Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices promote conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management at all levels of the system.	<ul style="list-style-type: none"> •School handbooks •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •Staff handbooks •Student handbooks •CMA Recommendation on policies 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations, and functions as a cohesive unit.	<ul style="list-style-type: none"> •List of assigned staff for compliance •Governing authority minutes relating to training •Proof of legal counsel •Historical compliance data •Governing code of ethics •Assurances, certifications •Governing authority training plan •Governing authority policies on roles and responsibilities, conflict of interest •Findings of internal and external reviews of compliance with laws, regulations, and policies 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a clear distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none"> •District strategic plan •Stakeholder input and feedback •Roles and responsibilities of school leadership •Roles and responsibilities of district leadership •Examples of school improvement plans •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings •Communications regarding governing authority actions •KSBA training, SBDM trainings 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of decisions aligned with the district's purpose and direction •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the district's strategic plan •Examples of improvement efforts and innovations in the educational programs •Professional development offerings and plans 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	<ul style="list-style-type: none"> •Communication plan •Copies of surveys or screen shots from online surveys •Survey responses •Examples of stakeholder input or feedback resulting in district action •Involvement of stakeholders in district strategic plan 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The criteria and processes of supervision and evaluation include references to system-wide professional practices and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted•Governing body policy on supervision and evaluation•Representative supervision and evaluation reports•Job specific criteria•Revisions of job descriptions	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

JCPS is governed by a seven member Board of Education. The overall responsibility of the Board is to increase the development, operation and improvement of the school district. A summary of governance/leadership actions taken by the Board of Education since July, 2011 includes the following:

- Hired Phi Delta Kappa International to do a CMA of the district. This audit was similar to a financial audit, but instead it examined the district's curriculum design and delivery system. The CMA made 10 recommendations and suggested actions for governance and leadership under each recommendation. As of this writing, 13% of the recommendations have been completed and 70% have been initiated.
- Hired a new superintendent and established with her strategic priorities for her first 90 days of leadership. The 90-day plan included three key items: assess the needs of our students and schools and the performance of JCPS; install a long range planning process to achieve a unified vision; and take immediate short term actions on things that could not wait. The 90-day plan expanded to next steps (90 days and beyond) and set the stage for the district's strategic plan. A scorecard for completed actions can be found on the district's webpage under the Superintendent's tab.
- Reorganized and streamlined the administrative organization of the school district. This reorganization was one of the CMA recommendations that "could not wait." The reorganization was extensive. It involved reorganizing the Superintendent's Cabinet from 17 members to 6 members.

The six Cabinet members head up six divisions that include: Academic Services; Operations; Diversity, Equity and Poverty Programs; Community Relations and Communications; Financial Services; and Data Management, Planning and Program Evaluation.

Within Academic Services, schools were reorganized from a three school level organization (elementary, middle and high) to six academic service areas that include schools from each level. Also, central office based resource teachers were repositioned into schools and assistant principals were added to most elementary schools.

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- Developed and approved (December, 2011) Board operating principles. These principles are used to guide Board members' conduct, practices and performance in the following areas: Board and Superintendent leadership; decision-making; communication and community relations.
- Developed and approved in (May, 2012) the district's Strategic Plan. The Plan contains the district's vision, mission and core values. It also includes four focus areas (increased learning, graduation and beyond, stakeholder involvement/engagement; and safe, resourced, supported and equipped schools) that has a goal, strategies to meet the goal, success measures and leading data indicators.
- Continued to review and revise policies as recommended by the CMA and the Kentucky School Boards Association. When totally revised the district's policy manual will have eleven sections. As of this writing six of the sections have gone through a first reading by the Board. Within the other five sections, certain individual policies have been considered and approved.
- Oriented three newly elected Board members (November, 2012) along with current members on governance/operating principles; the budget development process; and student achievement, where the district is in regard to Strategic Plan, success measure and strategies.
- Approved the CDIP that contains actions steps for each strategy listed in the Strategic Plan.

The Board of Education formally meets twenty-one times a year. It also has three subcommittees that meet regularly in the areas of policy development, facilities and maintenance, and finance and budget.

With the Board of Education setting the direction for the district, student achievement and improvements drive the core work. Progress reports are made to the Board, usually on a quarterly basis.

The clear set of directions, driven by data, and follow-up has positioned our district to be successful.

Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Overall Rating: 1.92

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide most students across the system with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Some individualized learning activities for each student are evident randomly or in some but not all schools.	<ul style="list-style-type: none"> •Graduate follow-up surveys •Learning expectations for different courses and programs •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Lesson plans •Posted learning objectives •Descriptions of instructional techniques •Walk-through documents 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	System personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the goals for achievement and instruction and statements of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the system's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Lesson plans aligned to the curriculum •Common assessments •Program descriptions •Curriculum guides •Curriculum writing process •Products – scope and sequence, curriculum maps •Course or program descriptions Agenda and Feedback 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers in most schools sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Examples of teacher use of technology as an instructional resource •Student work demonstrating the application of knowledge •Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices •Examples of student use of technology as a learning tool 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Supervision and evaluation procedures •Administrative classroom observation protocols and logs 	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	Some system staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels, content areas, and other system divisions. Staff members promote discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among system personnel. System personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Professional development funding to promote professional learning communities •Agendas and minutes of collaborative learning committees •Examples of cross curricular or program projects, interdisciplinary instruction, and classroom action research projects •District Strategic Plan 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	Most teachers in the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	Some system personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for system personnel.	<ul style="list-style-type: none"> •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Records of meetings and informal feedback sessions •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process.	<ul style="list-style-type: none"> •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Examples of learning expectations and standards of performance •Samples of exemplars used to guide and inform student learning 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	Most school personnel participate in a structure designed by the system that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Description of formalized structures for adults to advocate on behalf of students •Curriculum and activities of structures for adults advocating on behalf of students 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers across the system use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in most or all schools across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Sample report cards for each program or grade level and for all courses and programs •District quality control procedures including the monitoring of grading practices across all schools •Policies, processes, and procedures on grading and reporting •Sample communications to stakeholders about grading and reporting 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the system or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •District professional development plan involving the district and all schools •District quality control procedures showing implementation plan for professional development for district and school staff 	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). System and school personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none"> •Data used to identify unique learning needs of students •List of learning support services and student population served by such services •Schedules, lesson plans, or example student learning plans showing the implementation of learning support services 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

JCPS has conducted a review of the district curriculum, instructional design, and assessment practices as aligned to the AdvancEd standards. The district has made strides to ensure the written curriculum is congruent to the KCAS. The summary below highlights our strengths and directions for future work.

District curriculum maps are available to all teachers, providing students with opportunities for equitable and challenging learning experiences. Specialists work with resource teachers to monitor, adjust, and review district curriculum maps and units that provide evidence of vertical alignment. However, there is limited evidence that district systems are in place to ensure both vertical and horizontal alignment.

A similar process is in place to review district common assessments to ensure alignment with standards and curriculum documents. Walk-through documents that focus on standards-based instruction are being created for all content areas. There is currently no systemic plan for monitoring instruction.

Evidence indicates inconsistent use of instructional strategies that engage students. The district is working to identify best instructional strategies to focus this work in all schools.

Teacher evaluation performance criteria/indicators are aligned with the system's values/beliefs, the approved curriculum, student engagement, and the use of standards. There is no systemic process for monitoring instructional practices. The district is involved in exploration and training for a new professional growth and evaluation system.

Teachers participate in PLCs that meet formally and informally and are in the early stages of data analysis. District leaders deliver a strong and consistent message of collaboration around student achievement.

Many teachers communicate learning targets to inform students of learning expectations. Teachers sometimes provide exemplars that guide and inform student learning. Some teachers use daily formative assessments to inform/guide instruction and provide students with feedback. The district has started to train teachers with using formative assessment tools.

There are programs in place for mentoring, coaching, and new teacher induction. The new teacher induction orientation provides the teachers with information on district services. Subsequent professional development sessions are scheduled to address various other needs.

One support system is College Access Resource Teachers (CARTS), who work to provide improved lessons/structures supporting CAT, an advisory program connecting small groups of students to an adult advisor. Personnel visit schools to conduct walk-throughs and provide coaching. Other support systems include the department chair and cohort teacher meetings.

One of the strategic goals focuses on stakeholder involvement/engagement. It is the district's goal to provide parents, communities and partners with opportunities to enrich the students' educational experiences. The district has designed and implemented opportunities to engage families, however; methods to evaluate are not systematically implemented.

JCPS keeps families and the community informed about educational announcements and student achievements through a variety of internet

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and mobile platforms. The JCPS website contains information that assists parents and community members in a variety of ways. The JCPS Parent Portal is a means to track student progress in school. The goal is to cultivate a reciprocal partnership and dialogue between JCPS parents/guardians and teachers. An additional avenue of communication is The Parent Connection, which is an online monthly magazine. It is also mailed to homes to ensure all parents/guardians are informed.

The 15th District PTA works to ensure that parents and community partners are equipped with the resources and information through advocacy workshops. The district has partnered with the city of Louisville to design a website (www.raisethebarlouisville.org) that explains the Common Core Standards and the accountability system in a user friendly way for parents and the community.

Schools have local policies regarding the requirements for engaging families in meaningful ways in the school community. In order to help students develop, schools must provide engaging learning opportunities that allow students to experience membership in a safe and caring community.

Our online system for tracking professional development hours is pdCentral. A plan is underway to conduct a district-wide professional development needs assessment of the extent to which PdCentral meets the needs of its users.

Every1Learns involves community organizations that offer after-school programs and provides support in reading and math using district online programs connected to daily learning at school. Enrichment opportunities are also available.

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with behavior and learning needs. Struggling students are provided with interventions at increasing levels of intensity to accelerate their rate of learning and progress is closely monitored.

Each 6-12 grader has an Individual Learning Plan (ILP) that is reviewed on a yearly basis. These plans include career, education, intervention, and gifted services plans. Each school is responsible for creating and updating their ILP Action Plan.

Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Overall Rating: 2.88

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> •School budgets or financial plans for last three years •District budgets or financial plans for the last three years 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is usually protected. System and school leaders attempt to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the purpose and direction of the system and its schools.	<ul style="list-style-type: none"> •District strategic plan showing resources support for district •Survey results •Alignment of district budget with district purpose and direction •Examples of efforts of school leaders to secure necessary material and fiscal resources •District quality assurance procedures showing district oversight of schools pertaining to school resources •Examples of school calendars •Alignment of school budgets with school purpose and direction 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with all stakeholders. All system and school personnel as well as students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •School safety committee responsibilities, meeting schedules, and minutes •District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments •Survey results •Policies, handbooks on district and school facilities and learning environments •Documentation of compliance with local and state inspections requirements •Example systems for school maintenance requests •Example maintenance schedules for schools 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has policies and procedures for strategic resource management. The system employs a long-range strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor implementation and completion.	<ul style="list-style-type: none"> •District quality control procedures showing the monitoring of compliance with district expectations for school facilities, learning environments •District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems •Survey results •Policies, handbooks on district and school facilities and learning environments •Evaluation results of the effectiveness of the district strategic plan or indicators of changes resulting in the evaluation of the effectiveness of the strategic plan 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. The system implements and evaluates processes to ensure qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school and system personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Evaluation procedures and results of education resources •Data on media and information resources available to students and staff •Survey results 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a fully functional technology infrastructure, working equipment, and a technical support staff to meet the teaching, learning, and operational needs of stakeholders. System and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •District quality control procedures that monitor the effectiveness of technology services at the district-level and school-level •Survey results •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •District technology plan and budget to improve technology services and infrastructure for the district-level and school-level •Policies relative to technology use at the district-level and school-level 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •Survey results •Student assessment system for identifying student needs •Rubrics on developmentally appropriate benchmarks; e.g. early childhood education •List of support services available to students 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Description of referral process •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

STRENGTHS

JCPS has a myriad of processes to insure that resources and services are aimed for students' success. Many mechanisms have been inserted by a new administrative team with tools to promote lasting impact on student achievement. The PLCs reflect not only a focus on needs of each student, but also a unified and renewed effort to focus on student achievement. The five-star schools reflect the district's commitment to student career paths. The "Big Rock" strategies are pathways to insure proper focus. Expense blueprints point to a new era of stewardship and accountability. The systems and processes in Facilities provide great support. The five-star career themes and ILPs are strategies in keeping kids on the right path to success. The SRTs and the Crisis Response Teams are indicative of a system that is poised to be student-centered.

DEVELOPMENTAL AREAS

Categories for growth include: protecting and expanding on instructional time; insuring that efforts toward continuous improvement of

instruction and operations always include achievement when considering the direction of the system and its schools; confirm that all resources are focused on the Strategic Plan; and continuously strive to integrate technology resources that are needed for schools to succeed at high levels. The administrative and instructional teams are poised to catapult into a new era with a new Strategic Plan, and strategies that are centered on students that will result in improved student achievement, decreased achievement gaps, substantially diminished drop-out rates, and students that are fully career and college ready. The JCPS team will insure that all students will graduate prepared to reach their full potential and to contribute to society.

In JCPS, the policies, processes, and procedures ensure that system and school leaders have access to hire, place, and retain qualified professional support staff. System and school leaders systemically determine the number of personnel necessary to fill all roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout JCPS. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.

Instructional time, material resources, and resources are sometimes focused on supporting the purpose and direction of JCPS. Instructional time is usually protected. System and school leaders attempt to secure material and fiscal resources to meet the needs of all students and improve effectiveness. System and school leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include examining the purpose and direction of the system and its schools.

JCPS has adopted or created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment, and has shared these definitions and expectations. System and school personnel and students are accountable for maintaining these expectations. Valid measures are in place for continuous tracking of conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. Results of improvement efforts are evaluated.

Facilities are maintained to insure the safety, health, and welfare of students, faculty, and staff. There are a variety of checks and balances where a myriad of processes are sustained in order to provide optimal upkeep.

JCPS has policies and procedures for strategic resource management, and employs long-range strategic planning processes in the areas of budget, facilities, and other strategic system components. The strategic planning process is reviewed for effectiveness when necessary. Strategic plans are implemented with fidelity by the governing body and system leaders have built-in measures used to monitor implementation and completion.

JCPS provides, coordinates, and evaluates the effectiveness of information resources and related personnel to provide students and school and system personnel access to media and information resources. JCPS strives to hire quality personnel to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information.

JCPS is a system that provides a fully functional technology infrastructure, working equipment, and a technical support staff to meet the teaching, learning, and operational needs of stakeholders. System and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.

The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to evaluate high stakes programs. It is a goal to use data outcomes to revise programs or program implementation to more effectively meet the needs of all students.

The JCPS system has a process to determine the counseling, assessment, referral, educational, and career planning needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs which lead to improved outcomes for our students.

Please refer to each indicator summaries for further explanation, detail, and evidence.

DRAFT

Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance •Survey results •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •Documentation or description of evaluation tools/protocols 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	Processes and procedures for collecting, analyzing, and applying learning from data sources are documented and used by professional and support staff throughout the district. Data sources provide a picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •Survey results •List of data sources related to district effectiveness •Examples of data used to measure the effectiveness of the district systems that support schools and learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Written protocols and procedures for data collection and analysis 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Training materials specific to the evaluation, interpretation, and use of data •Survey results •Documentation of attendance and training related to data use 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate mixed levels of improvement, and system and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Examples of use of results to evaluate continuous improvement action plans •Agendas, minutes of meetings related to analysis of data •Student surveys •Evidence of student readiness for the next level •Evidence of student success at the next level •Evidence of student growth 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and to all stakeholder groups.	<ul style="list-style-type: none">•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement•District quality control procedures for monitoring information about student learning, systems that support learning, and the achievement of school improvement goals•Communication plan regarding student learning, systems that support learning, and achievement of school improvement goals to stakeholders	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

JCPS has a Data Management, Planning, and Program Evaluation Division (DMPPE). This division has processes designed to train professional and support staff in the interpretation and use of data, particularly on academic, non-academic, school climate, and demographic information. During these processes, academic, non-academic, and school climate data are used to assess progress toward meeting improvement targets and accountability goals in student learning.

Data Tools, Training, & School Usage

From a statewide testing perspective, staff workshop models have been developed and used throughout the system so that professional and support staff (e.g., principals, building assessment coordinators) can make sense and -more importantly- use data for continuous improvement. For example, schools are to use Delivery Targets, provided by KDE, to set their schools' improvement goals. The Delivery Targets will help keep schools focused on this piece. In coordination with the staff workshop model, a "goal calculator" was developed by DMPPE to assist schools with understanding the new School Report Card and the Delivery Targets as schools work on their CSIP. Training workshops were provided for schools to assist with their CSIP development.

College and Career Readiness is a primary focus of JCPS (Strategic Plan - Goal 2) and the state. JCPS has developed a dashboard to track individual student's progress towards reaching the college ready benchmarks on the ACT and career ready benchmarks. Middle and high schools consistently use their EPAS (EXPLORE, PLAN, and ACT data) to determine the progress of their students. If students are not meeting the college ready benchmarks, they are provided interventions. Additionally, JCPS is a participant in the 55k initiative along with the local government, which has a goal of increasing the number of college degrees. Lastly, JCPS staff will use the Student Tracker. This data

tool allows school and district staff to examine college attendance rates, college enrollment, persistence in college, and degree attainment.

Data tools that are available to schools and the public at-large are the Data Books and School Profiles. These resources were started over ten years ago and contain data that central office, schools, and the public can use on-line when examining school and district level data.

Formative and Summative Data

From a benchmark assessment system perspective, we have CASCADE/MAP and the Dashboard. We use this interim assessment data to improve instruction and student achievement. The purpose of JCPS benchmark assessments is to help improve teaching practices- not for teacher. We use these data mostly to guide and inform instruction. The assessment data is linked to district-wide pacing guides so that we reinforce the alignment among curriculum, instruction, and assessment.

From a school, classroom-based perspective, we use data analysis protocols in our system of PLCs. The analysis is based on the PLC's common assessment of essential learning which identifies: (a) students who need additional time and support to achieve proficiency on an essential learning, (b) students who need enrichment and extended learning since they are highly proficient, (c) areas where students are struggling as well as strategies to address their needs, and (d) the PLCs own struggles as well as a plan for action. We have 13 pilot schools working with the DuFours on the PLC implementation in JCPS. Through the use of various PLC's, schools analyze student work and teachers determine what individual students need in order to progress.

Program Evaluations

From a program evaluation perspective, JCPS uses a results-oriented approach so that data can be used to improve schools and classrooms. The evaluation team develops a program profile, conducts the evaluation processes and activities, and reports the evaluation results and recommendations to key stakeholders. During the evaluation process, evaluators visit schools and observe classrooms, interview students/teachers, and assess for what is working and what is not. After a review of the program processes and outcomes, the evaluation team makes recommendations such as reduction, expansion, elimination, or adjustment of the program. One growth area recommended by the CMA that the department is beginning to pursue is adding a cost-benefit analysis to the program evaluations.

Stakeholder Involvement

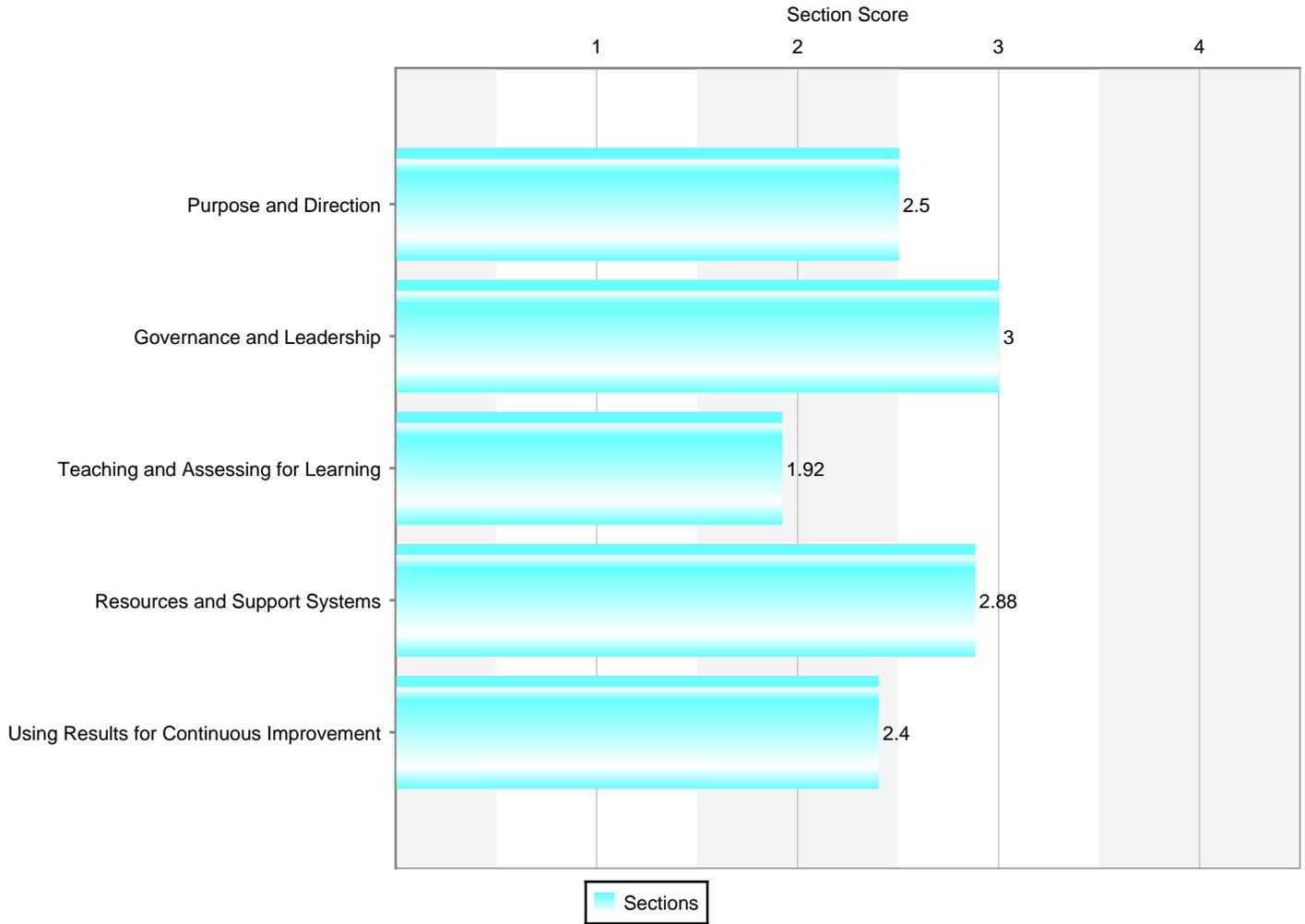
System and school leaders monitor system and school effectiveness data and use that data to set goals. School and system role groups meet to discuss their data, including what is working and what needs improvement. This data is then communicated through a wide variety of methods, such as: School-Based Decision Making Council meetings, parent meetings, community forums, newspaper and other news media, websites, mailings/newsletters, and school role group meetings. The data is presented in a manner that meets the needs of the audience.

Stakeholder opinions are collected annually through the district's Comprehensive School Survey. This survey is administered to certified - school based, certified - office based, classified - school based, classified - office based, parents, and students. This survey has been used, being modified periodically, for over 10 years. The responses can be found using an interactive website. This interactive tool allows the user to examine data at the school level or higher. Additionally, the responses can be disaggregated by demographic variables. Finally, it allows comparisons between the district averages with the school averages using a color-coded approach. Additional surveys JCPS uses include the TELL survey (administered every two years from KDE to staff) and the AdvancEd Survey (this is the first year this survey was administered to staff, parents, and students).

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Report Summary

Scores By Section



Assurances Report

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AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	
The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes	JCPSQualityAssurance.docx
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	CBE2012FinalReport.pdf
The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	CDIP1213.pdf
The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	SafetyProcManual.pdf
<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> •Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction •Mission and purpose of the institution •Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership •Grade levels served by the institution •Staffing, including administrative and other non-teaching professionals personnel •Available facilities, including upkeep and maintenance •Level of funding •School day or school year •Establishment of an additional location geographically apart from the main campus •Student population that causes program or staffing modification(s) •Available programs, including fine arts, practical arts and student activities 	Yes	

Stakeholder Feedback Diagnostic

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Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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Criteria for Assessing Stakeholder Feedback

Statement or Question	Response	Evidence	Rating
Select the rubric level obtained from the Stakeholder Feedback Worksheet.	Level 3: Minimum response rate was met. All surveys had an average item value of 3.20 or above (on a 5.0 scale).	<ul style="list-style-type: none">•Evidence of survey responses•Evidence of survey response rates	Level 3

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Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Jefferson County Public School District met the standards for response rates on the AdvancED surveys. In total, there were 19,742 elementary school students, 31,365 middle and high school students, 21,189 parents, and 7,873 staff who responded to the surveys.

All stakeholders rated Standard 1: Purpose and Direction as the highest rated standard.

Student (Elementary) -2.93 on 3 point scale

Student (Middle/High) -3.90 on 5 point scale

Parent (All Levels) -4.20 on 5 point scale

Staff - 4.37 (All Levels) on 5 point scale

Overall, elementary students responded that they were engaged in schools, have access to help and resources with teachers that prepare them. On the Student (Elementary) Survey, the highest rated questions were:

- 1) (Standard 1) "In my school my principal and teachers want every student to learn" (2.95)
- 2) (Standard 1) "In my school I am learning new things that will help me" (2.90 on a 3 point scale)
- 3) (Standard 2) "In my school my teachers want me to do my best work" (2.97 on a 3 point scale)
- 4) (Standard 3) "My teachers tell me how I should behave and do my work" (2.91 on a 3 point scale)
- 5) (Standard 3) "My teachers care about students" (2.90 on a 3 point scale)
- 6) (Standard 4) "My school has computers to help me learn" (2.95 on a 3 point scale)
- 7) (Standard 4) "My school has many places where I can learn, such as the library" (2.93 on a 3 point scale)
- 8) (Standard 5) "My principal and teachers help me to be ready for the next grade" (2.93 on a 3 point scale)

Middle and high school students indicated that they receive a high quality education, with high expectations and services available to help them succeed. On the Student (Middle and High) Surveys, the highest rated questions were:

- 1) (Standard 1) "In my school, programs and services are available to help me succeed" (4.09)
- 2) (Standard 1) "In my school, the purpose and expectations are clearly explained to me and my family" (4.02)
- 3) (Standard 1) "In my school, a high quality education is offered" (4.01)
- 4) (Standard 2) "In my school, the principal and teachers have high expectations of me" (4.12)
- 5) (Standard 3) "All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught" (4.01)
- 6) (Standard 3) "My school gives me multiple assessments to check my understanding of what was taught" (4.00)
- 7) (Standard 4) "In my school, I can participate in activities that interest me" (4.01)

Overall, parents responded that schools are safe and supported, with opportunities and services available to their students. On the Parent Survey, the highest rated questions were:

- 1) (Standard 1) "Our school's purpose statement is clearly focused on student success" (4.34)
- 2) (Standard 1) "Our school has established goals and a plan for improving student learning" (4.23)
- 3) (Standard 2) "Our school has high expectations for students in all classes" (4.33)
- 4) (Standard 3) "My child knows the expectations for learning in all classes" (4.28)
- 5) (Standard 3) "My child has up-to-date computers and other technology to learn" (4.20)
- 6) (Standard 4) "Our school provides a safe learning environment" (4.29)

- 7) (Standard 4) "Our school provides opportunities for students to participate in activities that interest them" (4.24)
- 8) (Standard 4) "Our school ensures that the facilities support student learning" (4.24)
- 9) (Standard 4) "Our school provides qualified staff members to support student learning" (4.23)
- 10) (Standard 4) "Our school provides students with access to a variety of information resources to support their learning" (4.21)

District staff indicated their schools have a continuous improvement process that involves high expectations, holding staff accountable, and monitoring data to improve practice. On the Staff Survey, the highest rated questions were:

- 1) (Standard 1) "Our school's purpose statement is clearly focused on student success" (4.55)
- 2) (Standard 1) "Our school has a continuous improvement process based on data, goals, actions, and measures for growth" (4.42)
- 3) (Standard 1) "Our school's purpose statement is supported by policies and practices adopted by the school board or governing body" (4.35)
- 4) (Standard 2) "Our school's leaders expect staff members to hold all students to high academic standards" (4.47)
- 5) (Standard 2) "Our school's leaders hold all staff members accountable for student learning" (4.36)
- 6) (Standard 4) "Our school provides qualified staff members to support student learning" (4.37)
- 7) (Standard 4) "Our school maintains facilities that contribute to a safe environment" (4.37)
- 8) (Standard 5) "Our school leaders monitor data related to student achievement" (4.35)
- 9) (Standard 5) "Our school leaders monitor data related to school continuous improvement goals" (4.35)

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

This is the first year the AdvancEd surveys have been administered. Therefore no trend data is available at this time. (Trend data does exist using the JCPS Comprehensive School Survey. See below for trend information.)

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

In general, both surveys indicate that students feel connected to teachers and schools and have access to services and resources they need to be successful. Parents indicate that their students are prepared for the next level, and staff indicate that they are regularly involved with looking at data for continuous improvement efforts.

On the Elementary School Survey some similar questions that are consistent with the AdvancED survey include (percent agree as marked by "Agree" or "Strongly Agree" on a 4 point scale):

- 1) "I learn interesting and useful things at school" (2011 - 96% agree, 2012 - 96% agree)
- 2) "My principal is a good leader" (2011 - 94% agree, 2012 - 94% agree)
- 3) "I have great teachers" (2011 - 93% agree, 2012 - 93% agree)
- 4) "I feel my teachers really care about me" (2011 - 92% agree, 2012 - 92% agree)
- 5) "My school has new computers and other technology" (2011 - 88% agree, 2012 84% agree)

On the Middle School Survey some similar questions that are consistent with the AdvancED survey include (percent agree as marked by "Agree" or "Strongly Agree" on a 4 point scale):

- 1) "I learn interesting and useful things at school" (2011 - 90% agree, 2012 - 90% agree)
- 2) "My teachers provide academically challenging content" (2011 - 88% agree, 2012 - 87% agree)

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- 3) "My principal provides effective leadership at my school" (2011 - 87% agree, 2012 - 85% agree)
- 4) "Teachers at my school provide effective teaching" (2011 - 86% agree, 2012 - 85% agree)
- 5) "I feel my teachers really care about me" (2011 - 79% agree, 2012 - 79% agree)

On the High School Survey some similar questions that are consistent with the AdvancED survey include (percent agree as marked "Agree" or "Strongly Agree" on a 4 point scale):

- 1) "I believe I will be prepared to go to the next grade level in school" (2011 - 93% agree, 2012 - 92% agree)
- 2) "I learn interesting and useful things at school" (2011 - 85% agree, 2012 - 84% agree)
- 3) "My teachers provide academically challenging content" (2011 - 84% agree, 2012 - 84% agree)
- 4) "My school does a good job of preparing me for college" (2011 - 83% agree, 2012 - 82% agree)
- 5) "Teachers at my school provide effective teaching" (2011 - 79% agree, 2012 - 78% agree)

On the Parent Survey some similar questions that are consistent with the AdvancED survey include (percent agree marked as "Agree" or "Strongly Agree" on a 4 point scale):

- 1) "My child will be able to go to college after graduating from JCPS" (2011 - 95% agree, 2012 - 96% agree)
- 2) "I believe my child feels safe and secure at school" (2011 - 95% agree, 2012 - 95% agree)
- 3) "I have opportunities to talk about my child's progress with his/her teacher(s)" (2011 - 94% agree, 2012 - 95% agree)
- 4) "I believe my child will be prepared to go to the next grade level in school" (2011 - 93% agree, 2012 - 93% agree)
- 5) "My child's school is equipped with up-to-date computers and other technology" (2011 - 92% agree, 2012 - 93% agree)

On the School-based Certified Survey some similar questions that are consistent with the AdvancED survey include (percent agree marked as "Agree" or "Strongly Agree" on a 4 point scale):

- 1) "I consistently use classroom assessment information to guide my teaching" (2011 - 99% agree, 2012 - 99% agree)
- 2) "Teachers at my school provide effective instruction" (2011 - 98% agree, 2012 - 97% agree)
- 3) "At my school, teachers talk to students about their progress" (2011 - 98% agree, 2012 - 97% agree)
- 4) "My school is highly involved in continuously improving instruction" (2011 - 96% agree, 2012 - 96% agree)
- 5) "At my school, teachers provide regular communication to parents/guardians on student's progress" (2011 - 96% agree, 2012 - 96% agree)

An additional survey used with teachers is the Kentucky TELL survey. This survey is administered every other year, starting in 2011. Some of the items consistent with AdvancED staff survey were (% "Agree):

- 1) "Teachers provide parent/guardians with useful information about student learning" (95% agree)
- 2) "The school leadership facilitates using data to improve student learning" (93% agree)
- 3) "Professional learning opportunities are aligned with the school's improvement plan" (93% agree)
- 4) "Teachers are held to high professional standards for delivering instruction" (92% agree)
- 5) "Teachers use assessment data to inform their instruction" (91% agree)
- 6) "Teachers are encouraged to participate in school leadership roles" (90% agree)
- 7) "Teachers are encouraged to try new things to improve instruction" (90% agree)
- 8) "The faculty work in a school environment that is safe" (89% agree)

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The standards which had the lowest level of group satisfaction or approval were:

- Student (Elementary) - Standard 2: Governance and Leadership (2.73 on 3 point scale)
- Student (Middle/High) -Standard 4: Resources and Support Systems (3.63 on 5 point scale)
- Parent - Standard 2: Governance and Leadership (4.11 on 5 point scale)
- Parent - Standard 3: Teaching and Assessing for Learning (4.11 on 5 point scale)
- Staff - Standard 3: Teaching and Assessing for Learning (4.13 on 5 point scale)

It is important to note that even the lowest average standards are still rated relatively high among elementary students, parents, and staff. The Middle/High student surveys were consistently rated the lowest across all content areas of the surveyed groups.

In general, students gave lower ratings in the area of relationships and respect at the schools. Parents indicated lower ratings for the role of the governing body and the school's ability to meet individual student needs, while staff gave lower ratings in the area of professional support.

On the Student (Elementary) Survey, the lowest rated questions were:

- 1) (Standard 2) "In my school students treat adults with respect" (2.53 on 3 point scale)
- 2) (Standard 2) "In my school I am treated fairly" (2.68 on 3 point scale)
- 3) (Standard 3) "My teachers ask my family to come to school activities" (2.59 on 3 point scale)
- 4) (Standard 5) "My principal and teachers ask me what I think about schools" (2.47 on 3 point scale)

On the Student (Middle and High) Survey, the lowest rated questions were:

- 1) (Standard 1) "In my school, all students are treated with respect" (3.45 on 5 point scale)
- 2) (Standard 2) "In my school, students treat adults with respect" (3.19 on 5 point scale)
- 3) (Standard 3) "All of my teachers change their teaching to meet my learning needs" (3.35 on 5 point scale)
- 4) (Standard 4) "In my school, students respect the property of others" (3.10 on 5 point scale)
- 5) (Standard 4) "In my school, students help each other even if they are not friends" (3.15 on 5 point scale)
- 6) (Standard 4) "In my school, the building and grounds are safe, clean, and provide a healthy place for learning" (3.52 on 5 point scale)
- 7) (Standard 5) "My school considers students' opinions when planning ways to improve the school" (3.46 on 5 point scale)

On the Parent Survey, the lowest rated questions were:

- 1) (Standard 1) "Our school's purpose statement is formally reviewed and revised with involvement from parents" (4.02 on 5 point scale)
- 2) (Standard 2) "Our school's governing body does not interfere with the operation or leadership of our school" (3.93 on 5 point scale)
- 3) (Standard 3) "All of my child's teachers meet his/her learning needs by individualizing instruction" (3.93 on 5 point scale)
- 4) (Standard 3) "All of my child's teachers keep me informed regularly of how my child is being graded" (4.00 on 5 point scale)
- 5) (Standard 3) "My child sees a relationship between what is being taught and his/her everyday life" (4.03 on 5 point scale)
- 6) (Standard 4) "Our school ensures the effective use of financial resources" (4.00 on 5 point scale)

On the Staff Survey, the lowest rated questions were:

- 1) (Standard 3) "In our school, staff members provide peer coaching to teachers" (3.95 on 5 point scale)
- 2) (Standard 3) "In our school, all school personnel regularly engage families in their children's learning progress" (3.97 on 5 point scale)
- 3) (Standard 3) "In our school, a formal process is in place to support new staff members in their professional practice" (4.02 on 5 point scale)
- 4) (Standard 3) "All teachers in our school provide students with specific and timely feedback about their learning" (4.06 on 5 point scale)
- 5) (Standard 3) "All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria" (4.08 on 5 point scale)
- 6) (Standard 5) "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data" (4.06 on 5 point scale)

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

This is the first year the AdvancED surveys have been administered. Therefore, no trend data is available at this time. Trend data does exist using the JCPS Comprehensive School Survey. See below for trend information.

What are the implications for these stakeholder perceptions?

Overall, JCPS students, parents and staff had positive responses to the AdvancED survey. The highest rated standard across all stakeholder groups was Standard 1: Purpose and Direction. This finding is directly related to the work that the district leadership and board engaged in over the past year to develop and adopt a Strategic Plan that sets a course for the district through 2015. This effort involved creating a new vision, mission and core values that guides our daily work. The development of the strategic plan was a team effort and we received input from the superintendent, the cabinet, the school board, teachers, parents, students, and community stakeholders.

The stakeholder groups differed in the standards that they rated the lowest. However, it is important to note that even the lowest average standards are still rated relatively high among the groups. Elementary school students gave the lowest ratings for Standard 2: Governance and Leadership, while middle and high school students gave the lowest ratings to Standard 4: Resources and Support Systems. Overall, students gave lower ratings in the area of relationships and respect at the schools. There are several strategies in our District Plan that will help address this issue, including (1.9) creating a coordinated system of student support and (4.4) developing a comprehensive system of proactive student supports and interventions that ensure all students are safe, feel secure, and possess a sense of belonging. One specific activity includes providing district wide training on bullying prevention and effective student response teams to impact school culture.

In general, parents gave lower ratings to Standard 2: Governance and Leadership and 3: Teaching and Assessing for Learning. Parents indicated lower ratings for the role of the governing body and the school's ability to meet individual student needs. There are several strategies in our district plan that speak to these concerns. Our district is in the process of reviewing and revising JCPS Board policies as a basis for quality educational programs and practices (4.1), which will help provide clear expectations about the role of governing bodies in the operation of the schools. This work began as part of the recommendations from the Curriculum Management Audit. We are also working on designing and implementing a system to align the written, taught, and tested curriculum that allows teachers to be creative and to differentiate the curriculum to engage and meet the needs of the whole child (1.1).

Staff gave lower ratings to Standard 3: Teaching and Assessing for Learning, in particular the area of professional support and engaging families in their children's learning progress. Our Strategic Plan includes work on creating a system of targeted professional development (4.9) as well as creating a system of support for collaboration in Professional Learning Communities (4.10). By building capacity for schools

to develop Professional Learning Communities, teachers and administrators will develop a collective vision for and shared ownership of achievement for each child. We will achieve this shared ownership of achievement for each child in part by collaborating with different stakeholder groups to increase the "concerted cultivation mindset" among parents in the community so that they become our partners in the educational cultivation of our children (3.5).

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

JCPS uses the Comprehensive School Survey to measure perceptions of various stakeholder groups - parents, staff (certified or classified; school-based or non-school based), students (elementary, middle, and high). Survey data has available on-line starting with the 2000-2001 school year. The districts comprehensive survey online tool allows schools to view their results and disaggregate them based on a range of variables including student race, lunch status, grade, etc.

In general, students on both AdvanceEd and JCPS Comprehensive surveys indicate a concern about respect, while parents are concerned about the amount of individual attention their student receives at school, and staffs indicate a desire for more professional support.

On the Elementary School Survey some similar questions that are consistent with the AdvancEd survey include (percent agree marked as "Agree" or "Strongly Agree" on a 4 point scale):

- 1) "I get individual attention from my teachers to help me learn better" (2011 - 79% agree, 2012 - 78% agree)
- 2) "My teachers frequently talk about my school progress with my parent(s)/guardian(s)" (2011 - 81% agree, 2012 - 79% agree)
- 3) "I can give opinions in class that disagree with the opinions of other students" (2011 - 85% agree, 2012 - 85% agree)
- 4) "My teachers respect my opinion in class even if it disagrees with their opinions" (2011 - 88% agree, 2012 - 87% agree)

On the Middle School Survey some similar questions that are consistent with the AdvancED survey include (percent agree as marked "Agree" or "Strongly Agree" on a 4 point scale):

- 1) "I think school is fun and challenging" (2011 - 64% agree, 2012 - 64% agree)
- 2) "I receive individual attention from my teachers to help me learn better" (2011 - 67% agree, 2012 - 65% agree)
- 3) "My teachers provide regular communication to my parent(s)/guardian(s) on my progress" (2011 - 70% agree, 2012 - 67% agree)
- 4) "I feel comfortable stating my opinions in class even if it disagrees with the opinions of other students" (2011 - 79% agree, 2012 - 77% agree)
- 5) "My teachers respect my opinion in class even if it disagrees with their opinions" (2011 - 79% agree, 2012 - 79% agree)
- 6) "I feel that I belong in my school" (2011 - 80% agree, 2012 - 79% agree)

On the High School Survey some similar questions that are consistent with the AdvancED survey include (percent agree marked as "Agree" or "Strongly Agree" on a 4 point scale):

- 1) "My teachers provide regular communication to my parent(s)/guardian(s) on my progress" (2011 - 62% agree, 2012 - 59% agree)
- 2) "My school is clean" (2011 - 61% agree, 2012 - 60% agree)
- 3) "I think school is fun and challenging" (2011 - 62% agree, 2012 - 64% agree)
- 4) "I receive individual attention from my teachers to help me learn better" (2011 - 72% agree, 2012 - 70% agree)
- 5) "I really like other students in my school" (2011 - 78% agree, 2012 - 73% agree)
- 6) "My teachers respect my opinion in class even if it disagrees with their opinions" (2011 - 77% agree, 2012 - 76% agree)

On the Parent Survey some similar questions that are consistent with the AdvancED survey include (percent marked "Agree" or "Strongly

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Agree" on a 4 point scale):

- 1) "My child receives individual attention from the teachers to help him/her learn better" (2011 - 84% agree, 2012 - 86% agree)
- 2) "The superintendent and central office administrators provide effective leadership in support of my child's school" (2011 - 81% agree, 2012 - 89% agree)
- 3) "The Site-Based Decision Making Council has helped to improve my child's school" (2011 - 88% agree, 2012 - 89% agree)

On the School-based Certified Survey the JCPS questions that align with the lower rated AdvancEd questions, were rated high on JCPS's survey. This is similar to the AdvancEd questions since the lowest rated questions on the AdvancED survey were slightly rated below (3.95) a 4 ("Agree").

An additional survey used with teachers is the Kentucky TELL survey. This survey is administered every other year, starting in 2011. Some of the items consistent with AdvancEd staff survey were (% "Agree):

- 1) "Parents/guardians are influential decision makers in this school" (56% agree)
- 2) "Parents/guardians support teachers, contributing to their success with students" (59% agree)
- 3) "State assessment data are available in time to impact instructional practices" (59% agree)
- 4) "Professional development is evaluated and results are communicated to teachers" (64% agree)
- 5) "Teachers feel comfortable raising issues and concerns that are important to them" (66% agree)
- 6) "Teachers are assigned classes that maximize their likelihood of success with students" (66% agree)
- 7) "There is an atmosphere of trust and mutual respect in this school" (69% agree)
- 8) "Teachers have autonomy to make decisions about instructional delivery (i.e. pacing materials and pedagogy)" (69% agree)
- 9) "The faculty has an effective process for making group decisions" (70% agree)
- 10) "Professional development is differentiated to meet the needs of individual teachers" (70% agree)
- 11) "The school leadership consistently supports teachers" (72% agree)

Student Performance Diagnostic

DRAFT

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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Assessment Scores

Label	Question	Value
1. Quality Score	Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
2. Alignment Score	Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
3. Disaggregation/Analysis Score	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
4. Student Results Status Score	Enter the average student results status score from the Student Performance Worksheet.	2.0

Label	Question	Value
5. Improvement Score	Enter the average improvement score from the Student Performance Worksheet.	2.0

Label	Question	Value
6. Overall Student Performance Score	Enter the average overall student performance score from the Student Performance Worksheet.	2.0

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

This is the first year of Kentucky's New Accountability model. This model has five components: achievement, gap, growth, college and career ready (middle and high), and graduation (high).

When examining achievement scores in the core content areas of reading, mathematics, science, social studies, and writing/language mechanics, the areas where JCPS outperformed the state in percent of students that scored "proficient" or "distinguished" were in high school math (46.4% to 40.0%), high school science (31.3% to 30.3%), and high school writing (45.2% to 43.8%).

Kentucky's New Model uses growth percentiles as part of the schools' and district's accountability score. The method used to determine this categorizes approximately 60% of the students as making "typical" or "high" growth in both reading and mathematics. JCPS outperformed the state in growth in elementary school reading (63.4% to 60.5%), high school reading (59.3% to 59.0%), and high school math (63.2% to 57.9%).

Describe the area(s) that show a positive trend in performance.

JCPS's percentile rank was the 23rd percentile for the 2011-2012 school year. This represents an increase from the 6th percentile rank in 2009-2010 and from the 9th percentile rank in 2010-2011.

Trend performance is difficult to measure by content areas since this past year represents a baseline year due to changes in the accountability system and related assessments. Further there were new standards in reading and mathematics. Science and social studies were still using the previous state standards (middle and high school), but the assessments were changed. Assuming the assessments are comparable, the areas showing an increase were elementary science, elementary social studies, middle school science, and middle school social studies.

A component of Kentucky's New Model includes the percent of middle and high school students classified as college and/or career ready. For high school students, the percentage of students classified as college and career ready has grown from 31% in 2009-2010 to 33% in 2010-2011 to 45.2% in 2011-2012. This gain of over 10% from 31% to 45% has been primarily attributed to interventions provided by schools as well as better monitoring procedures (e.g., College Career Ready Data Dashboard). On the EXPLORE exam for eighth grade students, the percent of students meeting the EXPLORE college ready benchmarks increased from the previous year in English and reading (science is not used in this part of the model).

Which area(s) indicate the overall highest performance?

The content areas with the highest percent (50% or higher) of "proficient" and "distinguished" students were:

- Elementary school science 55.3%

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- High school reading 51.3%
- Elementary school social studies 50.7%

Examining the percent of students reaching proficiency is useful. However, it is important to note that the reading and mathematics standards and assessments are based on the new common core standards, while the science and social studies standards are based on Kentucky's Core Content. The science and social studies standards will be transitioning to the new standards once they are finalized.

When examining the college ready data for the EXPLORE (8th grade) 54% of the students met the English college ready benchmark.

When examining the college ready data for the PLAN (10th grade) 50% of the students met the English college ready benchmark.

When examining the percent of students meeting the Council of Post-Secondary Education's college ready ACT benchmarks, there was no content that had over 50% of the students classified as college ready. English was the closest at 46.9% of students meeting benchmark.

Which subgroup(s) show a trend toward increasing performance?

Trend performance is difficult to measure by content areas since this past year was a baseline year and there were new standards in reading and mathematics. Science and social studies were still using the previous state standards (middle and high school), but the assessments were changed. Assuming the assessments are comparable, the content areas and subgroups showing the greatest increases were:

- Hispanic elementary school social studies (9.78% increase)
- Free/Reduced lunch elementary school social studies (5.04% increase)
- African-American elementary school science (2.56% increase)
- African-American elementary school social studies (2.39% increase)

Between which subgroups is the achievement gap closing?

When looking at the percent of students that scored "proficient" or "distinguished", JCPS outperformed or scored the same as the state in the following areas for "Gap" students (i.e., African-American, Hispanic, Native American, LEP, Free/Reduced Lunch and Students with Disabilities): high school reading (38.4% JCPS to 38.4% State), high school math (35.1% JCPS to 27.9% State), high school science (19.3% JCPS to 18.5% State), and high school writing (34.4% JCPS to 31.5% State).

When comparing subgroups of JCPS with similar subgroups of the state, some of the results include:

- African-American - The largest positive difference for this group is in high school mathematics (JCPS scored 4.1% higher than the state). Other areas where this group outperformed the state were high school writing, high school science, and high school reading.
- Disability (with IEP not including alternate assessment students) - The largest positive difference for this group is in high school reading (JCPS scored 3.1% than the state). Other areas where this group outperformed the state were high school mathematics, high school writing, and high school science.
- Free/Reduced Lunch - The largest positive difference for this group is in high school mathematics (JCPS scored 6.1% higher than the state). Another area where this group outperformed the state was in high school writing.
- Hispanic - The largest positive differences for this group are in elementary school writing (5th grade - JCPS scored 6.5% higher than the

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state), elementary school reading (5th grade- JCPS scored 5.2% higher than the state), high school mathematics (JCPS scored 14.4% higher than the state), high school science (JCPS scored 6.1% higher than the state), high school social studies (JCPS scored 6.4% higher than the state), and high school writing (10th grade- JCPS scored 6.9% higher than the state; 11th grade- JCPS scored 7.9% higher than the state). Other areas where this group outperformed the state were elementary school reading (3rd grade), elementary school mathematics (3rd and 5th grade), elementary school social studies (5th grade), high school reading, and middle school reading (7th grade).

- LEP - The largest positive difference for this group is in high school mathematics (JCPS scored 3.1% higher than the state). Other areas where this group outperformed the state were high school writing, high school science, and high school social studies.

Which of the above reported findings are consistent with findings from other data sources?

Using the NAEP Trial Urban District (TUDA) Snapshot Report, the following positive data findings were consistent with reported data:

- The percentage of 4th grade students in mathematics scoring at or above "basic" in 2011 was 8% greater than that in 2009 (from 72% in 2009 to 78% in 2011), but for those scoring at or above "proficient" there was not a significant difference between 2009 and 2011
- The average mathematics 8th grade score was 3 points higher in 2011 than in 2009 (from 271 to 274)
- 4th grade Hispanic student performance gap in mathematics was 17 points narrower than in 2009

According to the TUDA report, JCPS was higher than other TUDA public large city schools in the following areas:

- 4th grade mathematics (2011)
- 4th grade reading (2011)
- 8th grade reading (2011)
- 8th grade science (2009 - most recent)
- 8th grade science (2009 - most recent)

Additional data sources that JCPS uses that provide results consistent with those reported include CASCADE and MAP.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

When examining achievement scores in the core content areas of reading, mathematics, science, social studies, and writing/language mechanics, the areas where JCPS most significantly underperformed (7% or greater difference) the state in percent of students that scored "proficient" or "distinguished" were middle school reading (38% to 46.8%), middle school mathematics (32.8% JCPS to 40.6% state), elementary school science (55.3% to 68.8%), middle school science (47.6% JCPS to 61.8% state), elementary social studies (50.7% JCPS to 59.8% state), middle school social studies (47.7% JCPS to 58.6% state), middle school writing (31.5% JCPS to 41.4% state) middle school language mechanics (29.9% JCPS to 38.4% state), and high school language mechanics (42.4% JCPS to 50.7% state).

Examining growth percentiles, JCPS underperformed the state in growth in middle school mathematics (56.8% JCPS to 60.4% state). Both elementary school and middle school mathematics were slightly behind the state (59.9 JCPS to 60.4 state).

Describe the area(s) that show a negative trend in performance.

Trend performance is difficult to measure by content areas since this past year represents a baseline year and there were new standards in reading and mathematics. Science, social studies and writing were still using the previous state standards (middle and high school), but the assessments were changed. Assuming the assessments are comparable, the areas showing a decrease were elementary writing, middle school writing, and high school writing.

On the EXPLORE exam for eighth grade students, the percent of students meeting the EXPLORE college ready benchmarks decreased from the previous year in mathematics (science is not used in this part of the model).

Which area(s) indicate the overall lowest performance?

The content areas with the lowest percent (40% or lower) of "proficient" and "distinguished" students were:

- High school social studies 38.1%
- Middle school reading 38.0%
- Elementary school mathematics 35.4%
- Middle school mathematics 32.8%
- Middle school writing 31.5%
- High school science 31.3%
- Middle school language mechanics 29.9%
- Elementary school writing 29.8%

Examining percentages of proficiency is useful. However, it is important to note that the reading and mathematics standards and assessments are based on the new common core standards, while the science and social studies standards are based on Kentucky's Core

Content. The science and social studies standards will be transitioning to the new standards once they are finalized.

When examining the college ready data for the EXPLORE (8th grade):

- 34% of the students met the reading college ready benchmark
- 24% of the students met the mathematics college ready benchmark
- 12% of the students met the science college ready benchmark

When examining the college ready data for the PLAN (10th grade):

- 38% of the students met the reading college ready benchmark
- 23% of the students met the mathematics college ready benchmark
- 17% of the students met the science college ready benchmark

When examining the percent of students not meeting the Council of Post-Secondary Education's ACT college ready benchmarks, the content areas that had fewer than 40% of the students meeting the college ready benchmarks were:

- 37% of the students met the reading college ready benchmark
- 38% of the students met the mathematics college ready benchmark

Which subgroup(s) show a trend toward decreasing performance?

Trend performance is difficult to measure by content areas since this past year represented a baseline year and there were new standards in reading and mathematics. Science and social studies were still using the previous state standards (middle and high school), but the assessments were changed. Assuming the assessments are comparable, the areas and groups showing the greatest decreases were:

- LEP elementary school science (3.93% decrease)
- Hispanic elementary school science (3.08% decrease)
- ECE elementary school social studies (3.26% decrease)
- Hispanic middle school social studies (2.36% decrease)

Between which subgroups is the achievement gap becoming greater?

When looking at the percent of students that score "proficient" or "distinguished", JCPS significantly underperformed (7% or greater difference) the state in the following areas for "Gap" students (African-American, Hispanic, Native American, LEP, Free/Reduced Lunch and Students with Disabilities): middle school reading (27.6% JCPS to 30.8% state), elementary school science (45.3% JCPS to 59.4% state), middle school science (36.5% JCPS to 50.1% state), elementary school social studies (40.3% JCPS to 48.9% state), middle school social studies (36.9% JCPS to 46.0% state), middle school writing (23.2% JCPS to 30.8% state), middle school language mechanics (20.3% JCPS to 27.6% state), and high school language mechanics (30.4% JCPS to 38.6% state).

When comparing subgroups of JCPS with similar subgroups of the state, some of the results include:

- African-American - The largest negative differences for this group were in elementary school science (6.8% difference) and middle school science (7.0% difference). Another area where this group underperformed the state by 5% or more was in middle school writing (5.0% difference).

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- Disability (alternate assessment only) - this group of students were severely behind the similar state group in all content areas in all grades. The differences ranged from 4.7% behind to 18% behind, with numerous contents and grade levels double digits behind the state.
- Disability (with IEP not including alternate assessment) - The largest negative differences for this group were in elementary school reading (3rd - 12.1% difference), elementary school social studies (5th - 12.6% difference), and elementary school science (4th - 16.2% difference). Other areas where this group underperformed the state by 5% or more were elementary school mathematics (3rd, 4th, and 5th), elementary school language mechanics (4th), elementary school reading (4th and 5th), middle school reading (6th, 7th, and 8th), middle school social studies (8th), middle school writing (6th), middle school mathematics (6th and 7th), and middle school science (7th).
- Free/Reduced Lunch - The largest negative differences for this group were in elementary school science (4th - 15.8% difference), high school language mechanics (10.3% difference), middle school writing (6th - 10% difference), middle school reading (7th - 10% difference), middle school social studies (8th - 10.9%), and middle school science (7th - 15.4% difference). Other areas where this group underperformed the state by 5% or more was in elementary school mathematics (4th and 5th), elementary school reading (3rd and 4th), elementary school language mechanics (4th), elementary school social studies (5th), middle school mathematics (6th, 7th, and 8th), middle school writing (8th), middle school reading (6th and 8th), and middle school language mechanics (6th).
- Hispanic - The largest negative differences for this group were in elementary school science (4th - 5.6% difference) and elementary school language mechanics (4th - 6.8% difference).
- LEP - The largest negative differences for this group were in elementary school mathematics (5th - 10% difference) and elementary school science (4th - 12.6% difference). Other areas where this group underperformed the state by 5% or more were elementary school mathematics (4th), elementary school language mechanics (4th), and elementary school social studies (5th), middle school writing (6th), middle school language mechanics (6th), middle school reading (6th and 7th), middle school mathematics (6th and 7th), and middle school science (7th).

Which of the above reported findings are consistent with findings from other data sources?

Using the NAEP Trial Urban District (TUDA) Snapshot Report, the following data findings were consistent with reported data in 2009 and 2011 that did not show significant gains from 2009 to 2011. These areas were:

- 4th grade mathematics Black students
- 4th grade mathematics free/reduced lunch students
- 8th grade mathematics Black students
- 8th grade mathematics free/reduced lunch students
- 4th grade reading Black students
- 4th grade reading free/reduced lunch students
- 8th grade reading Black students
- 8th grade reading free/reduced lunch students

Additional data sources that JCPS uses that provide results consistent with those reported include CASCADE and MAP.