

## Reading Outcomes

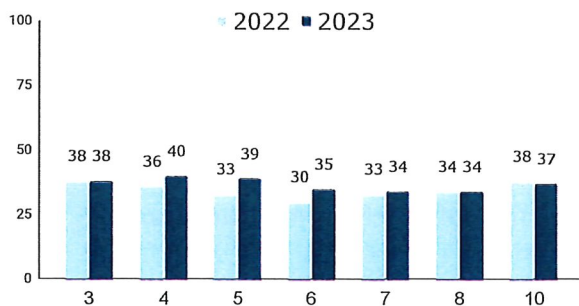
Almost 40% of JCPS students score proficient or higher on state Reading assessments. Kentucky uses state assessments to measure students' reading level and how they are progressing towards state reading standards. Standards help us know what all students should be able to do in each grade. More information about what it means to be a proficient reader at each grade level can be found at this [link](#).

This year's data shows that reading levels stay about the same from 3rd to 5th grades. When students move from 5th to 6th grade, reading levels tend to drop but then go back up by high school.

We know that foundational reading skills in early grades impacts student's ability to read in later grades.

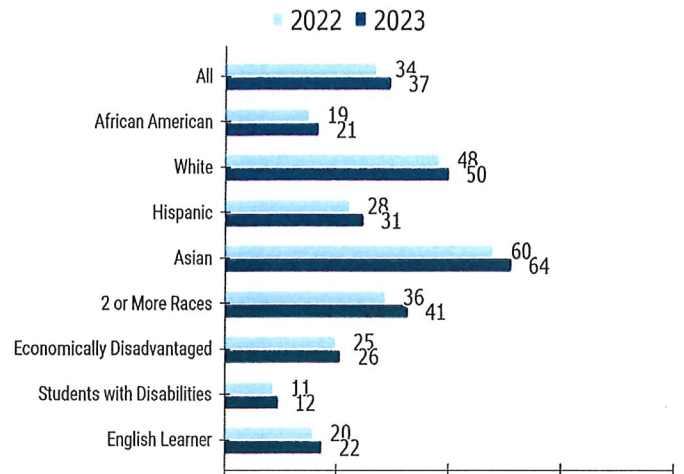
**Students who don't show strong foundational reading skills are more likely to be students of color and lower-income, and 85% of these students are not reading proficiently by the third grade.**

### Grade Level: % Proficient



While all student groups improved their reading levels from last year, JCPS data shows African American students are not reading at the same level as White students, and the same is true for students with disabilities and students who are English Learners.

### Student Group: % Proficient



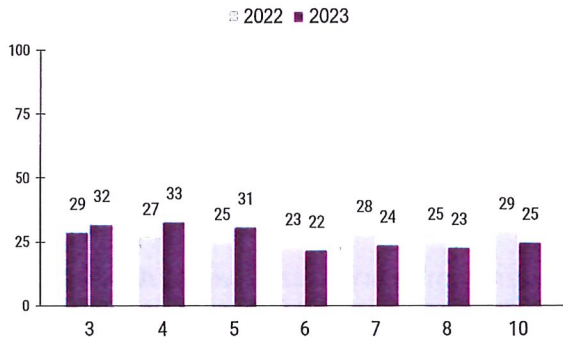
In our elementary schools where African American students are reading above-average, all other students also read at higher levels. In these same schools, African American students and their classmates show greater growth in reading skills and reading gaps between the two groups are smaller.

**JCPS data shows that when African American students read well, all other students are also stronger readers.**

## Math Outcomes

A little more than 1 in 4 students score proficient or higher on state Math tests. Students aren't doing as well in Math as in Reading. Performance tends to be higher at the elementary level than middle or high school level.

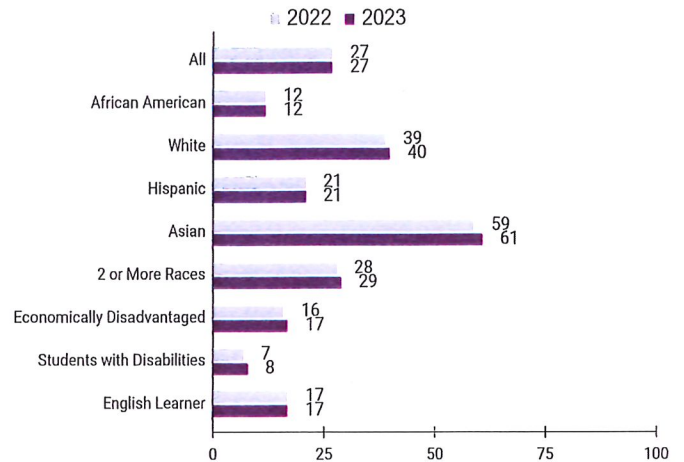
### Grade Level: % Proficient



There is a 28-point gap between African American and White students in math. Students with disabilities, students who are English Language Learners and students from low-income families are also less proficient in math.

All student groups maintained or improved their math performance from last year. Yet, the math performance gap between African American and White students is about the same as before the pandemic. **To close the gap, JCPS must help African American students grow at a faster rate.**

### Student Group: % Proficient



In our elementary schools where African American students are above-average in math, all other students also do better in math. In these same schools, African American students and their classmates show greater growth in math skills and math growth gaps between the two groups are smaller.

**JCPS data shows that when African American students perform well in math, all other students are stronger in math.**

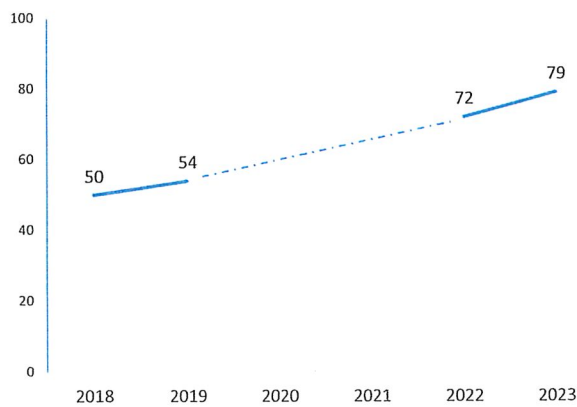
Furthermore, research shows that middle school math performance impacts future opportunities to learn and is related to disparities in students' high school mathematics achievement and growth. There is a strong connection between math proficiency and future academic, economic and job success.

## Postsecondary Readiness

Students are considered postsecondary ready when they demonstrate the necessary knowledge, skills, and dispositions to successfully transition to the next level of their educational career. More information about readiness is measured in the state accountability system can be found at this [link](#).

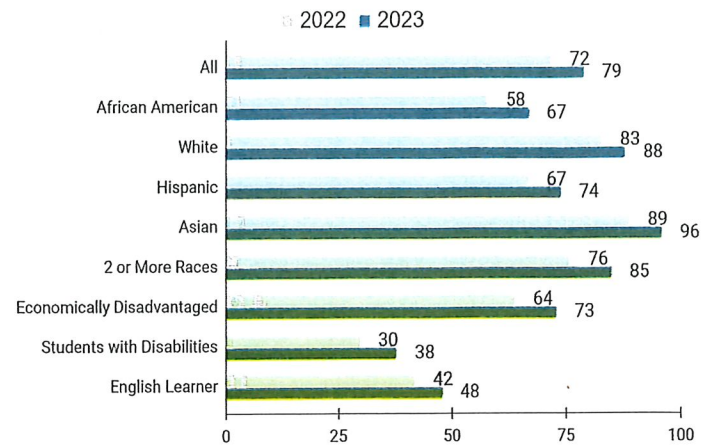
About 79% of 2022 JCPS graduates tested ready for college or work after high school. This is an increase of almost 30 percentage points in five years. However, the current data still shows that 1 in 5 graduates are not ready for college or work. Please note on the chart below that the state accountability data was not available during the pandemic.

### Readiness Rates by Year



### Readiness Rates by Student Groups

Student readiness varies greatly across student groups. While there is a 21-point gap between African American and White Students, the gap has continued to close. Students with Disabilities and English Learners have the lowest readiness rates.



In schools with the smallest gaps in readiness rates between African American students and non-African American students, more African American students are *college* ready. There is also a bigger gap between African American students and non-African American students in college readiness than in work readiness.

**To close the gap, JCPS must help African American students meet college readiness benchmarks.**

Student readiness varies greatly across high schools, from 48% to 100%. Students who have failed at least one core subject course (English, Math, Science, or Social Studies) are less likely to be college or work ready than students who passed their core courses.

**To increase readiness rates, JCPS must work with all students to ensure that they pass their core courses and stay on track for promotion.**

