



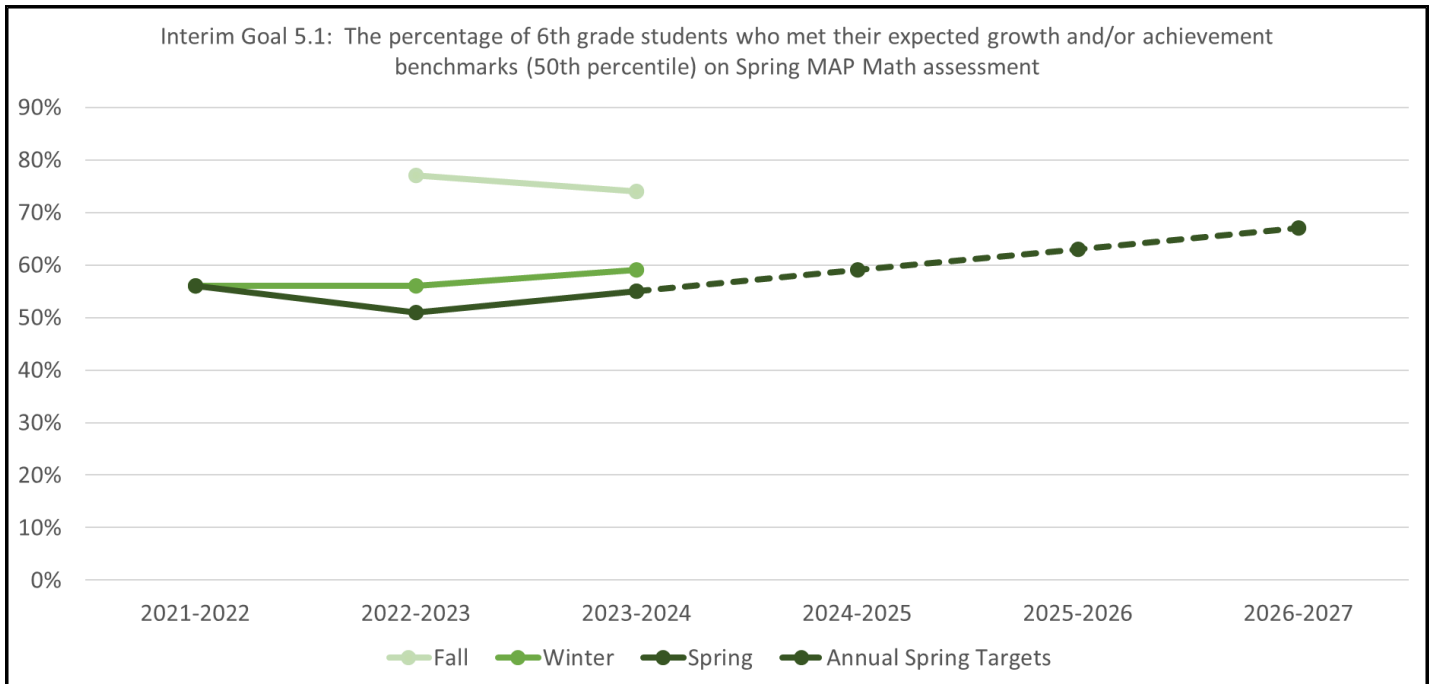
Jefferson County Board of Education Interim Goal Monitoring Report

August 2024

Goal 5 - 8th Grade Numeracy:

The percentage of 8th grade students who met their expected growth and/or achievement benchmarks (50th percentile) in Math according to the Spring Map assessment will increase from 61% in June 2024 to 73% by June 2030.

Interim Goal 5.1 - 6th Grade MAP Math Growth: The percentage of students in 6th grade who met or exceeded their expected growth and/or achievement benchmarks (50th percentile) in Math according to the Spring MAP assessment will increase from 55% in June 2024 to 65% by June 2027.	Evaluation
	On-Track



	Fall			Winter			Spring		
	21-22*	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6th Grade Students	N/A	77%	74%	56%	56%	59%	56%	51%	55%

*No Growth Data Fall 21-22 due to no testing in 20-21 (from Covid NTI)

Interim Goal 5.1: What Are We Doing?

What does this specific data tell us?

- 6th grade students experienced a 4% increase in the percentage of students meeting or exceeding benchmarks in math from Spring 22-23 to Spring 23-24.
- 6th grade students experienced a 3% increase in the percentage of students meeting or exceeding benchmarks in math from Winter 22-23 to Spring 23-24.
- African American students experienced a 3% increase in the percentage of meeting or exceeding benchmarks in math from Spring 22-23 to Spring 23-24.
- All 6th grade student groups remained stable or showed increases from Spring 22-23 to Spring 23-24, except Hispanic and ECE students.
- Overall, there was a decrease in each sub-group of students for the percentage of students meeting or exceeding growth goal benchmarks between Spring of 21-22 and Spring of 23-24; however, every sub-group of students (except ML and ECE) experienced increases back toward 21-22 spring performances.

What does this specific data not tell us?

- This data does not tell us if there was an increase among all students scoring proficient in math from Spring of 21-22 and Spring of 23-24.
- This data does not tell us the number of ML students tested in 21-22 as compared to 23-24.

Where are points of celebration?

- Overall, the data indicates improvement among 6th grade students meeting or exceeding benchmarks over the past two years.
- The data indicates improvement among African American students, students of two or more races, and F/RL students from the 22-23 to 23-24 school years.
- The largest increases in math performance occurred between the 22-23 and 23-24 school years among students of two or more races (8% improvement).

Where are opportunities for continued improvement?

- A performance gap between the percentage of All Students meeting or exceeding growth benchmarks and the percentage of African American students meeting or exceeding growth benchmarks in math will be an area of focus.
- There is a trend related to decreases in the number of students meeting or exceeding math benchmarks (all groups) from winter to spring testing cycles; this will also be an area of focus.

What strategies and activities are currently implemented for middle school math?

- We are committed to the mission of Math to the Power of Me, a personalized, highly-relevant way to teach math. All leaders and teachers trained at the Principal + 4 Institute and Summer Curriculum Institutes.
- We have adopted common language/ K-12 of the [5 Practices](#) for Orchestrating Mathematical Discourse in Middle School.
- We are implementing common practice and use of [Math Language Routines](#). These practices are essential for ML students and beneficial for all students.
- We use a Triangulation of data, including MAP assessments, to assist with scheduling and clarifying next steps for student placement and support.
- We are developing Middle School Explore Pathway courses in collaboration with the math department to have engaging opportunities to support students who are not on track for 8th grade Algebra I.
- Our goal is to observe 60% of our adopted [Math Look-Fors](#) during unannounced classroom visits twice per year, conducted Assistant Superintendents, Executive Administrators, and other district leaders to check on implementation integrity.
- We conduct Formative Systems Reviews for all schools as formative check-point for implementation of the Six Systems for Strong Instructional Climate aligned to CSIP goals, strategies, and activities
- We are creating and implementing school-wide math plans to use data to inform Tier I instruction and make MTSS and professional learning decisions.

Interim Goal 5.1: What Are We Going to Do (Next Steps)?

- Zone Level Vital Signs reviews occur quarterly (with chief-level leadership and zone leaders) to analyze and discuss progress monitoring of goals and indicators; the dialogue serves to create feedback and coaching next steps for school leaders.
- Department Collaboration Meetings occur monthly (with department specialists/directors and zone leaders) to collaborate around data metrics and analysis. The product yields strategic plans to support schools.
- Collaborative Team Meetings occur monthly (with a small team of school leaders and zone leaders) to serve as checkpoints for progress monitoring on goals, implementation, and indicators including attendance, chronic absenteeism, suspension reduction, Journey to Success Defense of Learning and Milestones, and curriculum walkthroughs.
- Zone Level Cadence Meetings occur weekly (with the Chief of Schools and zone leaders) to review progress monitoring indicators and focus on weekly next steps with specific school leaders and school teams.
- Professional development opportunities, provided by the Academics Division, are ongoing during Principal and AIC meetings, Quarterly Academies, High Quality Instructional Resource Onboarding, etc.
- Professional development opportunities, provided by the Diversity, Equity and Poverty Division, are ongoing for principals and teachers.
- Data literacy sessions are provided three times per year to principals and Academic Instructional Coaches to assist with data triangulation and connect to school-wide math plans.
- Zone/level leadership teams monitor school-wide math plans and provide feedback.

Goal 5 Definitions & Context

- Measures of Academic Progress (MAP): A universal screener that measures a student's growth and academic achievement.
- MAP is a computer adaptive test, administered three times each year (Fall, Winter, Spring).
- MAP identifies a student's achievement level (National Percentile Ranking) compared to students at that grade level across the nation.
- MAP is an assessment that measures a student's growth over time and informs typical growth for individual students via growth projections and how his/her growth is ranked with like peers in the nation.
- Achievement Benchmark: Students are considered meeting achievement benchmarks if they score at or above the 50th percentile, meaning they scored higher than at least 50% of their peers nationally.
- Achievement is evidence of what a student has learned and can do (It is NOT an indicator of his/her ability)
- MAP Growth Typical score expected for matching peers within the NWEA norms study—those in the same grade who have the same RIT score in the first term, and the same Weeks of Instruction before testing. This score is expressed individually or as a percentage of those meeting/exceeding the growth score
- Growth is defined as the change in a student's score and improvement in achievement over time. MAP assessments measure growth.
- Progress is defined as growth targeted to an end result. For example, a student makes progress toward a standard. Using MAP assessments, educators can monitor progress toward desired results.
- This report covers data from administrations during the 2021-2022 school year through the 2023-2024 school year (Note: MAP was not administered in Spring SY19-20, due to the COVID-19 pandemic)
- The Math Assessment mostly focuses on algebra, geometry, statistics, probability, and complex number systems.

What the Data Tells Us

- The data in the charts above tells us what percentage of 6th and 7th grade students scored above the 50th percentile for achievement and/or who met their projected growth benchmark on the MAP Math Assessment for the last two years during the Fall, Winter, and Spring.

What the Data Does Not Tell Us

- The data does not tell us how cohorts of student groups progressed from one year to the next.



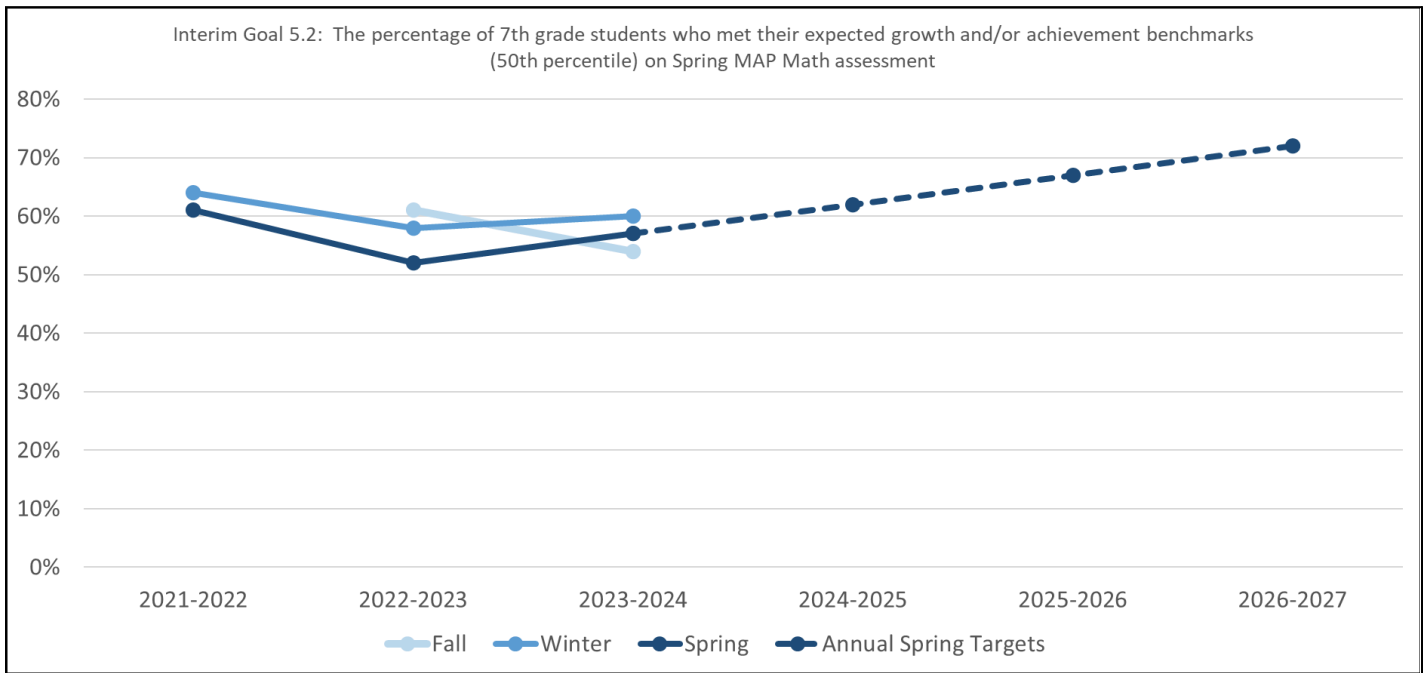
**Jefferson County Board of Education
Interim Goal Monitoring Report**

August 2024

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The percentage of 8th grade students who met their expected growth and/or achievement benchmarks (50th percentile) in Math according to the Spring Map assessment will increase from 61% in June 2024 to 73% by June 2030.

<p>Interim Goal 5.2 - 7th Grade MAP Math Growth: The percentage of students in 7th grade who met or exceeded their expected growth and/or achievement benchmarks (50th percentile) in Math according to the Spring MAP assessment will increase from 57% in June 2024 to 67% by June 2027.</p>	Evaluation
	On-Track



	Fall			Winter			Spring		
	21-22*	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7th Grade Students	N/A	61%	54%	64%	58%	60%	61%	52%	57%
*No Growth Data Fall 21-22 due to no testing in 20-21 (from Covid NTI)									

Interim Goal 5.2: What Are We Doing?

What does this specific data tell us?

- 7th grade students experienced a 5% increase in the percentage of students meeting or exceeding benchmarks in math from Spring 22-23 to Spring 23-24.
- 7th grade students experienced a 2% increase in the percentage of students meeting or exceeding benchmarks in math from Winter 22-23 to Spring 23-24.
- African American students experienced a 4% increase in the percentage meeting or exceeding benchmarks in math from Spring 22-23 to Spring 23-24.
- All 7th grade student groups remained stable or showed increases from Spring 22-23 to Spring 23-24, except Hispanic and ML students.
- Overall, there was a decrease in each sub-group of students for the percentage of students meeting or exceeding growth goal benchmarks between Spring of 21-22 and Spring of 23-24; however, every sub-group of students (except ML and ECE) experienced increases back toward 21-22 spring performances.

What does this specific data not tell us?

- This data does not tell us if there was an increase among all students scoring proficient in math from Spring of 21-22 and Spring of 23-24.
- This data does not tell us the number of ML students tested in 21-22 as compared to 23-24.

Where are points of celebration?

- Overall, the data indicates improvement among 7th grade students meeting or exceeding benchmarks over the past two years.
- The data indicates improvement among African American students, students of two or more races, and F/RL students from the 22-23 to 23-24 school years.
- The largest increases in math performance occurred between the 22-23 and 23-24 school years among students of two or more races (6% improvement).
- The data shows improvement in the percentage of 7th grade ECE students meeting or exceeding benchmarks in math over the 22-23 to 23-24 school years.

Where are opportunities for continued improvement?

- A performance gap between the percentage of All Students meeting or exceeding growth benchmarks and the percentage of African American students meeting or exceeding growth benchmarks in math will be an area of focus.
- There is a trend related to decreases in the number of students meeting or exceeding math benchmarks (all groups) from winter to spring testing cycles; this will also be an area of focus.

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