

Interim Goal Monitoring Report

Jefferson County Public Schools

Goal 1: Elementary School Academic Readiness



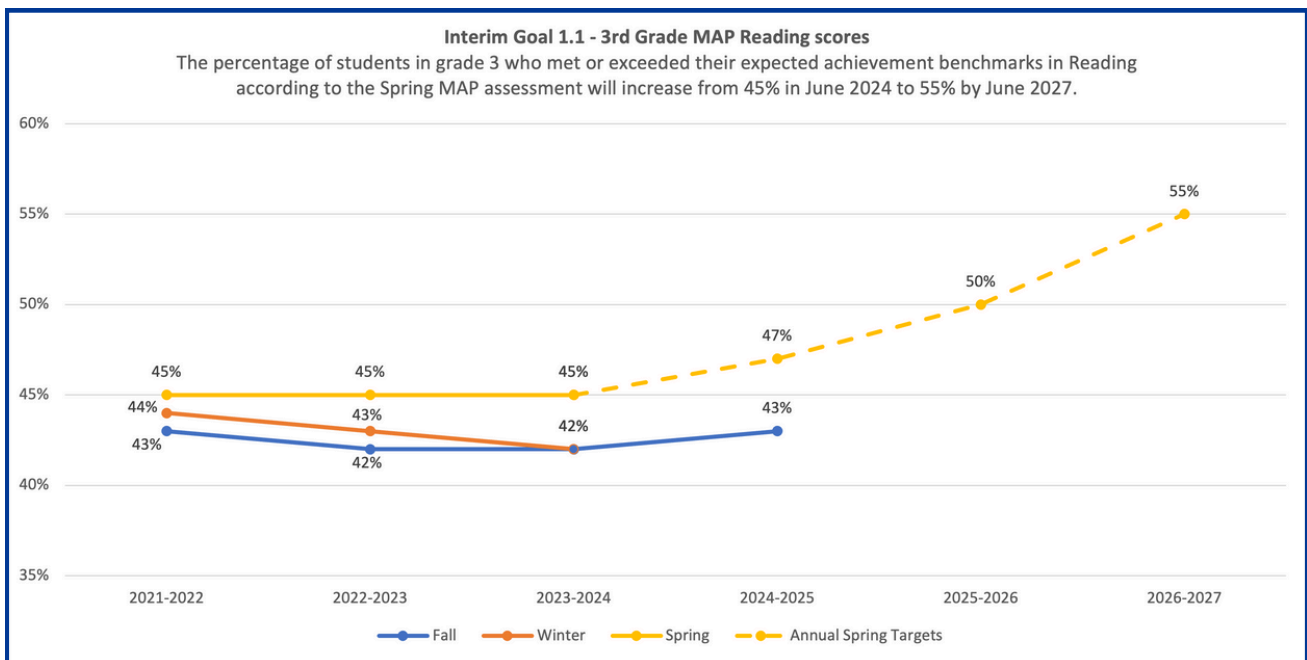
The percentage of 5th-grade students who score “ready” on the JCPS Academic Readiness measures will increase from % in June 2025 to % by June 2030.

(Baseline data and annual goals and targets will be established in August 2025)

Interim Goal 1.1 3rd Grade MAP Reading Scores

Evaluation
On-Track

The percentage of students in grade 3 who met or exceeded their expected achievement benchmarks in Reading, according to the Spring MAP assessment, will increase from 45% in June 2024 to 55% by June 2027.



Interim Goal 1.1: 3rd Grade MAP Reading Scores

The percentage of students in grade 3 who met or exceeded their expected achievement benchmarks in Reading according to the Spring MAP assessment will increase from 45% in June 2024 to 55% by June 2027.

	Fall				Winter			Spring		
	2021-22	2022-23	2023-24	2024-25	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	43%	42%	42%	43%	44%	43%	42%	45%	45%	45%
African American	28%	29%	29%	31%	29%	29%	28%	30%	30%	30%
Hispanic	30%	32%	29%	28%	32%	33%	29%	32%	35%	31%
Two or More	48%	48%	49%	49%	50%	47%	50%	49%	54%	52%
White	58%	55%	58%	58%	59%	56%	59%	61%	59%	61%
Free/Reduced Lunch	32%	33%	32%	35%	34%	34%	33%	35%	35%	34%
Multilingual Learners	23%	30%	23%	24%	25%	31%	26%	26%	33%	28%
Exceptional Child Education	19%	21%	25%	22%	18%	23%	25%	18%	25%	27%

What are we doing?

What does this specific data tell us?

- The percentage of all 3rd-grade students meeting or exceeding their achievement benchmarks increased by one percentage point from Fall 2023-24 to Fall 2024-25.
- The percentage of 3rd-grade students who are meeting or exceeding their achievement benchmarks increased from Fall 2023-24 to Fall 2024-25 for every student group (with the exception of Exceptional Child Education and Hispanic; White remained the same).
- The performance gap between All students and students identified as African American decreased from 13% in Fall 2023-24 to 12% in Fall 2024-25.

What are points of celebration?

- The percentage of 3rd-grade students identified as African American, Two or More, Free/Reduced Lunch, Multilingual Learners, and Exceptional Child Education who are meeting or exceeding their achievement benchmarks increased from Fall 2021-22 to Fall 2024-25.

What strategies and activities are currently being implemented where we are seeing success?

- Elementary Instructional Leadership Teams (ILT) have been designed to assist with implementing High-Quality Instructional Resources (HQIR), analyzing data, and developing literacy plans to ensure targeted, evidence-based next steps.

- As a result of improved foundational reading instruction, more students are meeting grade-level benchmarks in Kindergarten, 1st grade, and 2nd grade. Over time, this will positively impact 3rd-grade MAP Reading goals.
- The Office of Schools Division, The Office of Academics Division, and EL (Literacy Curriculum) consultant walkthrough observations indicate an increase in HQIR look-fors across all components of elementary literacy instruction.

Where are opportunities for continued improvement (based on the data)?

- The percentage of All 3rd-grade students meeting or exceeding their achievement benchmarks on Spring MAP Reading has remained at 45% for the previous three years.
- There remains an achievement gap between our African American Students and All Students.
- The achievement gap between our Hispanic Students and All Students has increased from Fall 2022-23 to Fall 2023-24 to Fall 2024-25.

What will we do to address our opportunities for continued improvement?

Next Steps | Strategies & Activities

Support/Training

- The Academics Division provides ongoing professional development opportunities during Principal and AIC meetings, Quarterly Academies, High-Quality Instructional Resource Onboarding, etc.
- The Diversity, Equity, and Poverty Division provides professional development opportunities, intentional feedback, and relevant tools/processes.
- 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 literacy plans.

Implementation

- Assistant Superintendents, Executive Administrators, and other District Leaders are conducting walkthroughs in 60%–100% of all ELA and Mathematics classrooms and providing coaching and feedback to principals, who will then provide coaching and feedback to teachers utilizing the [Math and ELA October Look Fors](#).
- As of October, over 120 3rd-5th grade ELA classes visited with the highest ratings for advanced preparation and quick checks for understanding; the lowest ratings were for various grouping strategies and unpacking learning targets.

Monitoring & Coaching Systems

- Elementary Zone leadership reviews Racial Equity Plans and school literacy plans to ensure alignment of goals and activities.

- The JCPS Literacy Plan articulates current/improvement plans. A Literacy Intervention Plan is embedded in the work. During the month of October, the Office of Schools Division team will review and provide feedback on each school's MTSS plan.
- Elementary schools and zone leadership have developed professional growth goals aligned with the district's goals, including opportunities for ongoing reflection.
- 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.
- Zone-Level Vital Signs reviews occur quarterly (District and Zone Leadership) to analyze and discuss progress monitoring of goals and indicators; the dialogue serves to create feedback and coach the next steps for school leaders.
- The Formative Systems Review (FSR) is a system-focused, formative review that will take place twice each year. District administrators review progress, analyze implementation data provided by school administrators, identify strengths, and give clear, specific feedback designed for further improvement.
- The Comprehensive Systems Review (CSR) is conducted on a three-year cycle. It provides qualitative feedback on a school's implementation of the JCPS Six Systems for a Strong Learning Climate based on student impact.

Goal 1 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 nationwide.

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 to meet 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 2021-22 school year through the 2023-24 school year. Note: MAP was not administered in Spring 2019-20 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 3rd-grade students scored above the 50th percentile for achievement benchmark on the MAP Reading Assessment for the previous three years during the Fall, Winter, and Spring testing windows.

What the Data Does Not Tells Us

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

The data does not tell us the number of students identified in multiple populations.

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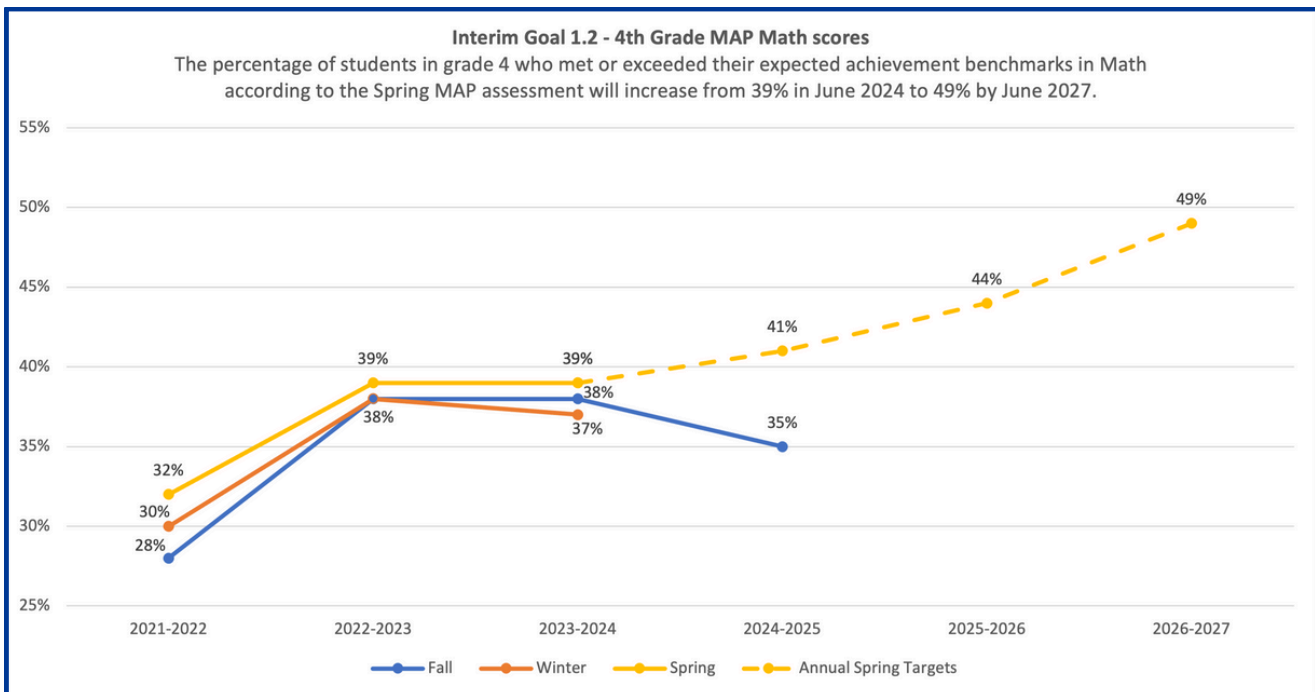
The percentage of 5th-grade students who score “ready” on the JCPS Academic Readiness measures will increase from % in June 2025 to % by June 2030.

(Baseline data and annual goals and targets will be established in August 2025)

Interim Goal 1.2 4th Grade MAP Math Scores

Evaluation
Off-Track

The percentage of students in grade 4 who met or exceeded their expected achievement benchmarks in Math according to the Spring MAP assessment will increase from 39% in June 2024 to 49% by June 2027.



Interim Goal 1.2: 4th Grade MAP Math Scores

The percentage of students in grade 4 who met or exceeded their expected achievement benchmarks in Math according to the Spring MAP assessment will increase from 39% in June 2024 to 49% by June 2027.

	Fall				Winter			Spring		
	2021-22	2022-23	2023-24	2024-25	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	28%	38%	38%	35%	30%	38%	37%	32%	39%	39%
African American	11%	21%	22%	20%	12%	20%	21%	14%	21%	22%
Hispanic	15%	27%	28%	23%	20%	27%	27%	23%	29%	28%
Two or More	31%	38%	46%	39%	31%	38%	42%	32%	41%	43%
White	42%	55%	54%	52%	47%	54%	53%	47%	56%	55%
Free/Reduced Lunch	16%	27%	27%	25%	19%	26%	27%	21%	27%	27%
Multilingual Learners	9%	22%	22%	17%	12%	23%	21%	15%	24%	22%
Exceptional Child Education	9%	17%	16%	15%	8%	15%	17%	11%	16%	17%

**A new algorithm is being used for MAP Math Growth tests starting in Fall 2024. The update exposes students to more grade-level content (70-90 percent of items) as students navigate through assessments. The test remains adaptive; however, preference is given to grade-level content. Caution should be used when comparing previous years' mathematics results due to changes in the tests.*

What are we doing?

What does this specific data tell us?

- The percentage of 4th-grade students meeting or exceeding their achievement benchmarks across every student group decreased from Fall 2023-24 to Fall 2024-25.

What are points of celebration?

- The percentage of All Student in 4th grade who are meeting or exceeding their achievement benchmark declined from last year but increased from 28% in Fall 2021-22 to 35% in Fall 2024-25.

What strategies and activities are currently being implemented where we are seeing success?

- Elementary Instructional Leadership Teams (ILT) have been designed to assist with implementing HQIR, analyzing data, and developing math plans to ensure targeted evidence-based next steps.
- For the first time, elementary schools have developed math plans that include steps for strengthening Tier 1 instruction, assessing student progress, and providing targeted tiered support.

Where are opportunities for continued improvement (based on the data)?

- The percentage of 4th-grade students who are meeting or exceeding their achievement benchmarks declined in every student group from Fall 2023-24 to Fall 2024-25.
- Hispanic, Two or more, and ML students showed the most significant decrease.

What will we do to address our opportunities for continued improvement?

Next Steps | Strategies & Activities

Support/Training

- All elementary teachers, elementary school leaders, and elementary zone leaders have participated in professional development focused on mathematics instruction and the implementation of HQIR.
- The Diversity, Equity, and Poverty Division provides professional development opportunities, intentional feedback, and relevant tools/processes.
- Data literacy sessions are provided to principals and Academic Instructional Coaches three times per year to assist with data triangulation and connect to school-wide math plans.
- The Academics Division provides ongoing professional development opportunities during Principal and AIC meetings, Quarterly Academies, High-Quality Instructional Resource Onboarding, etc.
- The Academics Division has guided the development of math plans, including rubrics to assess implementation, quarterly academies, and professional learning.

Implementation

- Assistant Superintendents, Executive Administrators, and other District Leaders are conducting walkthroughs in 60%–100% of all ELA and Mathematics classrooms and providing coaching and feedback to principals, who will then provide coaching and feedback to teachers utilizing the [Math and ELA October Look Fors](#).
- As of October, over 390 3rd-5th grade math classes visited, with the highest rating for routines and procedures and the lowest rating for unpacking learning targets.

Monitoring & Coaching Systems

- Elementary Zone leadership reviews Racial Equity Plans and school math plans to ensure alignment of goals and activities.
- Elementary schools and zone leadership have developed professional growth goals aligned with the district's goals, including opportunities for ongoing reflection.
- Zone-Level Vital Signs reviews occur quarterly (District and Zone Leadership) to analyze and discuss progress monitoring of goals and indicators; the dialogue serves to create feedback and coach the next steps for school leaders.
- 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.

- The Formative Systems Review (FSR) is a system-focused, formative review that will take place twice each year. District administrators review progress, analyze implementation data provided by school administrators, identify strengths, and give clear, specific feedback designed for further improvement.
- The Comprehensive Systems Review (CSR) is conducted on a three-year cycle and provides qualitative feedback on a school's implementation of the JCPS Six Systems for a Strong Learning Climate based on student impact.

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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 4th grade students scored above the 50th percentile for achievement benchmark on the MAP Math Assessment for the previous three years during the Fall, Winter, and Spring testing windows.

*An enhanced algorithm is being used for MAP Math Growth tests. The update exposes students to more grade-level content (70-90 percent of items) as students navigate through assessments. Caution should be used when comparing previous years' mathematics results for grades 3-8 due to changes in the tests. The 2020 Norms have not been updated to reflect changes in achievement and growth.

What the Data Does Not Tells Us

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

The data does not tell us the number of students identified in multiple populations.