

Interim Goal Monitoring Report

Jefferson County Public Schools

Goal 2: Middle School Academic Readiness



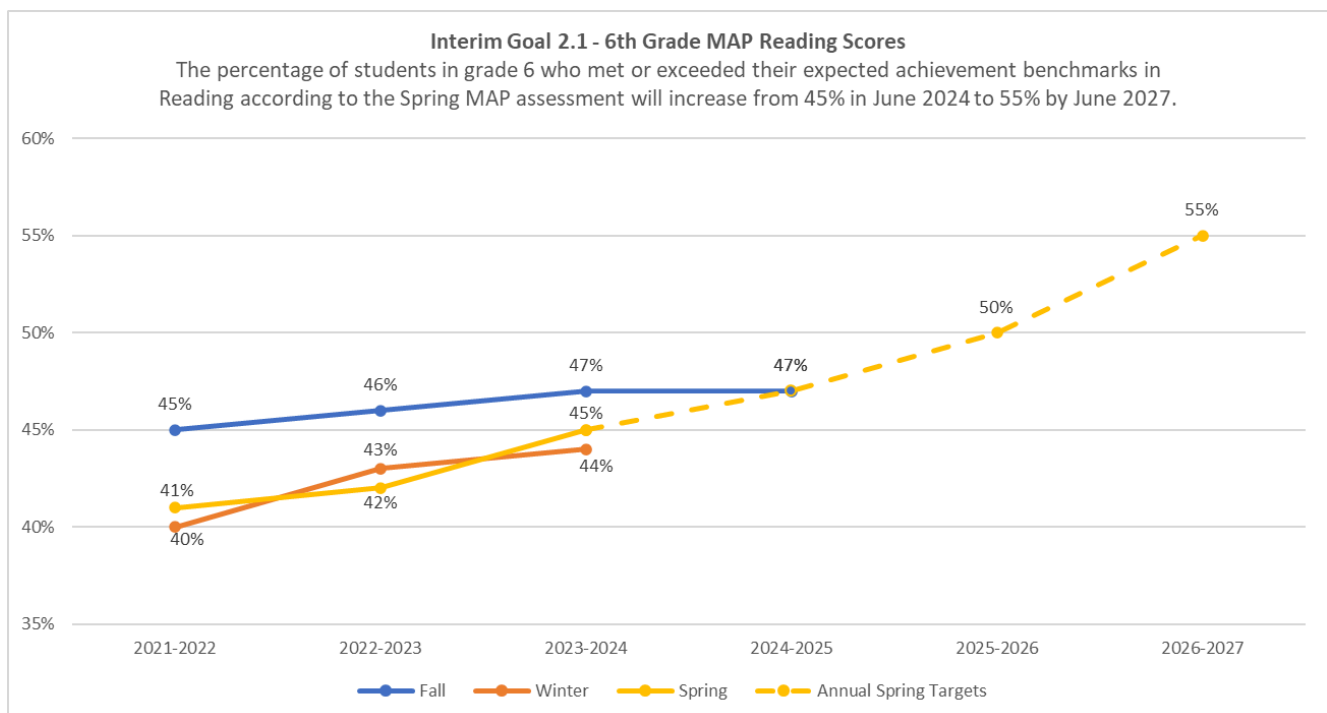
The percentage of 8th-grade students who score “ready” on the JCPS Academic Readiness measures will increase from % in June 2025 to % by June 2030.

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

Interim Goal 2.1 6th Grade MAP Reading Scores

Evaluation
Off-Track

The percentage of students in grade 6 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 2.1: 6th Grade MAP Reading Scores

The percentage of students in grade 6 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	45%	46%	47%	47%	40%	43%	44%	41%	42%	45%
African American	26%	29%	30%	34%	22%	27%	27%	23%	26%	27%
Hispanic	36%	36%	32%	33%	32%	34%	31%	35%	32%	28%
Two or More	50%	49%	58%	51%	45%	45%	52%	45%	43%	54%
White	62%	63%	65%	63%	57%	59%	61%	58%	60%	62%
Free/Reduced Lunch	34%	36%	36%	38%	30%	32%	33%	31%	32%	33%
Multilingual Learners	9%	11%	9%	8%	8%	11%	8%	9%	10%	8%
Exceptional Child Education	11%	16%	18%	17%	8%	14%	14%	11%	15%	15%

What are we doing?

What does this specific data tell us?

- The percentage of all 6th-grade students who met or exceeded their expected achievement benchmarks has increased by 1% for each of the previous three years and remained constant at 47% from the Fall of 2023-24 to the Fall of 2024-25.

What are points of celebration?

- The achievement gap between African American students and White students in grade 6 who met or exceeded their expected achievement benchmarks decreased by 7 percentage points since Fall of 2021-2022.
- The percentage of 6th-grade students who met or exceeded their expected achievement benchmarks has increased since Fall of 2023-2024 for the following groups: African American - up 4%, Free/reduced price lunch students - up 2%, Hispanic students - up 1%.

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

- A common High-Quality Instructional Resource for literacy is being implemented in all middle schools.
- The assessment cycle of literacy HQIR includes formative, mid-unit and end-of-unit assessments paired with data analysis.
- School literacy leadership teams are triangulating data (MAP, CAPTI, and HQIR assessment data) to identify and target differentiated supports to maximize reading potential for individual students and student groups.
- School-wide literacy plans have been created, implemented and are being monitored.
- The Literacy Team will continue with data-driven interventions that are aligned to each school's Literacy Plan.

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

- Multiple student groups did not show improvement from Fall 2023-2024.
- The percentage of Exceptional Child Education Students in grade 6 who met or exceeded their expected achievement benchmarks decreased by 1% from Fall 2023-24 through Fall 2024-25; however, there has been a 6% increase from Fall 2021-22 (11%) to Fall 2024-25 (17%).
- The percentage of Multilingual Learner Students in grade 6 who met or exceeded their expected achievement benchmarks decreased by 3% from Fall 2022-23 (11%) through Fall 2024-25 (8%).
- The percentage of Hispanic Students in grade 6 who met or exceeded their expected achievement benchmarks has decreased 3% from Fall 2022-23 (36%) through Fall 2024-25 (33%).

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

Next Steps | Strategies & Activities

Support/Training

- Explicit training of instructional look-fors is being provided to Principals and Academic Instructional Coaches bi-monthly.
- Quarterly Academies focused on research-based practices and the HQIR are being provided to instructional staff.
- Data Literacy Conversations are held three times yearly with Principals and Academic Instructional Coaches to connect MAP and CAPTI data to the literacy HQIR and school-wide literacy plans.
- JCPS Adolescent Literacy series will be provided for secondary principals (plus one).
- HQIR Onboarding–Year 1 and Year 2 and Beyond Differentiated Pathways Trainings are currently being offered.
- School-based coaching and PLC support are provided by district content leads and specialists.
- Coaching is provided by EL Education consultants for schools identified based on the needs index created by ARSI and those federally categorized as MRI.

Implementation

- Schools will conduct Instructional Rounds in English Language Arts classes using monthly literacy look-fors to ensure access and implementation of HQIRs with Tier 1 instruction for all learners.
- School literacy leadership teams triangulate data to identify and target differentiated supports.
- As of October, district team visited more than 80 6th-8th grade ELA classes
 - Highest Ratings: Advanced preparation and supports, encouragement, and opportunities for all students-
 - Lowest Ratings: Unpacking learning targets and variety of grouping strategies
- Schools will promote cross-curricular learning in Explore classrooms that embeds literacy as the foundation of the student experience.

Monitoring & Coaching Systems

- District review and feedback on school literacy plans and racial equity plans
- Vital sign reviews to progress monitor and reflect on support systems
- Formative System reviews twice a year
- Zone and school leadership professional growth goals aligned to district goals
- Schools will examine Multilingual Learner assessment data to identify gaps in learning, allowing schools to tailor their approach to meet the specific needs of all students (CFA's, EL end-of-unit assessment, District-developed assessments (OTUS) in pilot schools).

Goal 2 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.

What the Data Tells Us

The data in the charts above tells us what percentage of 6th 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 the same cohorts of student groups progressed from one year to the next (e.g., how students who were in 6th grade last year are now performing as 7th grade students, this year).

The data does not tell us the number of students in each student subgroup that was tested during each respective testing window (e.g., the data does not indicate the number of Multilingual Learner students testing each year).

The data does not tell us the number of students that are identified in multiple student subgroups.

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Goal 2: Middle School Academic Readiness



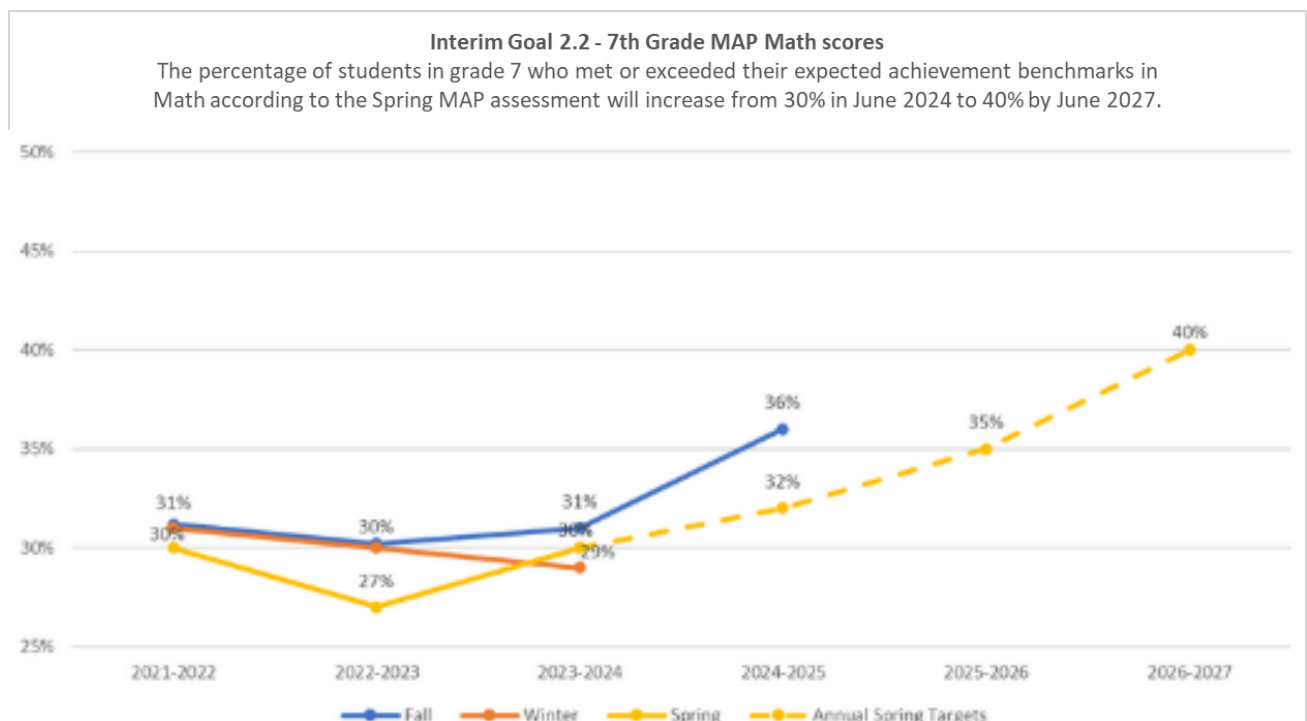
The percentage of 8th-grade students who score “ready” on the JCPS Academic Readiness measures will increase from __% in June 2025 to __% by June 2030.

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

Interim Goal 2.2 7th Grade MAP Math Scores

Evaluation
On-Track

The percentage of students in grade 7 who met or exceeded their expected achievement benchmarks in Math according to the Spring MAP assessment will increase from 30% in June 2024 to 40% by June 2027.



Interim Goal 2.2: 7th Grade MAP Math Scores

The percentage of students in grade 7 who met or exceeded their expected achievement benchmarks in Math according to the Spring MAP assessment will increase from 30% in June 2024 to 40% 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	31%	30%	31%	36%	31%	30%	29%	30%	27%	30%
African American	13%	12%	15%	20%	13%	11%	13%	12%	10%	14%
Hispanic	21%	23%	20%	23%	21%	23%	20%	22%	20%	18%
Two or More	33%	35%	34%	41%	34%	36%	31%	33%	33%	32%
White	46%	46%	47%	53%	46%	46%	46%	45%	43%	44%
Free/Reduced Lunch	19%	20%	19%	25%	20%	19%	18%	19%	17%	18%
Multilingual Learners	3%	5%	6%	9%	3%	6%	6%	4%	4%	6%
Exceptional Child Education	6%	6%	8%	10%	6%	6%	6%	6%	5%	7%

**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 all 7th-grade students who met or exceeded their expected achievement benchmarks increased by 5% from Fall 2023-24 (31%) to Fall 2024-25 (36%).

What are points of celebration?

- The percentage of students in grade 7 who met or exceeded their expected achievement benchmarks according to the fall MAP Math assessment increased for **every student group** over the previous four years from Fall 2021-22 to Fall 2024-25. It also increased from the previous year from Fall 2023-24 to Fall 2024-25.
- The percentage of Two or More Races Students in grade 7 who met or exceeded their expected achievement benchmarks increased by 7% from Fall 2023-24 (34%) through Fall 2024-25 (41%).
- The percentage of African American Students in grade 7 who met or exceeded their expected achievement benchmarks increased by 5% from Fall 2023-24 (15%) through Fall 2024-25 (20%).
- The performance gap between the percentage of All students and African American students in grade 7 who met or exceeded their expected achievement benchmarks decreased by 2 percentage points from Fall 2021-22 (18%) through Fall 2024-25 (16%).



- The percentage of Free/Reduced Lunch Students in grade 7 who met or exceeded their expected achievement benchmarks increased by 6% from Fall 2023-24 (19%) through Fall 2024-25 (25%).
- The percentage of Hispanic Students in grade 7 who met or exceeded their expected achievement benchmarks increased by 3% from Fall 2023-24 (20%) through Fall 2024-25 (23%).
- The percentage of Multilingual Learners in grade 7 who met or exceeded their expected achievement benchmarks increased by 3% from Fall 2023-24 (6%) through Fall 2024-25 (9%).
- The percentage of ECE students in grade 7 who met or exceeded their expected achievement benchmarks increased by 2% from Fall 2023-24 (8%) through Fall 2024-25 (10%).

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

- A common High-Quality Instructional Resource for Math is currently being implemented in all middle schools.
- Before new strategies are introduced, schools will utilize the IM assessment practices (Check Your Readiness) that identify gaps in student learning.
- School math leadership teams are triangulating data (MAP and HQIR assessment data) to identify and target differentiated supports to maximize potential for individual students and student groups.
- School-wide math plans have been created and are being implemented and monitored.
- Math Teams will continue with data-driven interventions that are aligned to each school's Math Plan.
- Principals, instructional leaders, and math teachers were trained over the summer and remain committed to the mission of Math to the Power of Me. The training is currently being offered to newly hired staff.

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

- The percentage of All Students in grade 7 who met or exceeded their expected achievement benchmarks has an overall upward trend from Fall 2021-22 through Fall 2024-25; however, the majority of every student group (except White) are not meeting established benchmarks on the Fall MAP Math assessment.
- The percentage of Multilingual Learner Students in grade 7 who met or exceeded their expected achievement benchmarks increased by 3% from Fall 2023-24 through Fall 2024-25; however, there remains a 27% point performance gap between the percentage of Multilingual Learner Students in grade 7 who met or exceeded their expected achievement benchmarks (9%) and the percentage of All Students in grade 7 who met or exceeded their expected achievement benchmarks (36%).
- The percentage of Exceptional Child Education Students in grade 7 who met or exceeded their expected achievement benchmarks increased by 2% from Fall 2023-24 through Fall 2024-25; however, there remains a 26% point performance gap between the percentage of Exceptional Child Education Students in grade 7 who met or exceeded their expected achievement benchmarks (10%) and the percentage of All Students in grade 7 who met or exceeded their expected achievement benchmarks (36%).

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

Next Steps | Strategies & Activities

Support/Training

- Explicit training of instructional look-fors is being provided to principals and Academic Instructional Coaches bi-monthly.
- Quarterly Academies focused on research-based practices and the HQIR are being provided to instructional staff.
- Data Literacy Conversations are held three times yearly with Principals and Academic Instructional Coaches to connect MAP data to the math HQIR and school-wide math plans.
- HQIR Onboarding—Year 1 and Year 2 and Beyond Differentiated Pathways trainings are offered.
- School-based coaching and PLC support are provided by district content leads and specialists.

Implementation

- Math plans that strengthen Tier 1 instruction, assess student progress, and provide targeted tiered support.
- As of October, district team visited more than 130 6th-8th grade Math classes -
 - Highest Ratings: Establishing routines and procedures
 - Lowest Ratings: Unpacking learning targets
- Schools will conduct Instructional Rounds in math classes using monthly IM Curriculum look-fors to ensure access and implementation of HQIRs with Tier 1 instruction for all learners.
- Schools are promoting cross-curricular learning in Explore classrooms that embeds effective mathematics teaching practices as the foundation of the student experience.

Monitoring & Coaching Systems

- District review and feedback on school math plans and racial equity plans
- Vital sign reviews to progress monitor and reflect on support systems
- Formative System reviews twice a year
- Zone and school leadership professional growth goals aligned with district goals
- Schools will examine Multilingual Learner assessment data to identify gaps in learning, allowing schools to tailor their approach to meet the specific needs of all students (CFA's, IM end-of-unit assessment, District-developed assessments (OTUS) in pilot schools).

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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 7th 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 the same cohorts of student groups progressed from one year to the next (e.g., how students who were in 7th grade last year are now performing as 8th grade students, this year).

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