

# Interim Goal Monitoring Report

Jefferson County Public Schools

## Goal 4: 3rd Grade Literacy

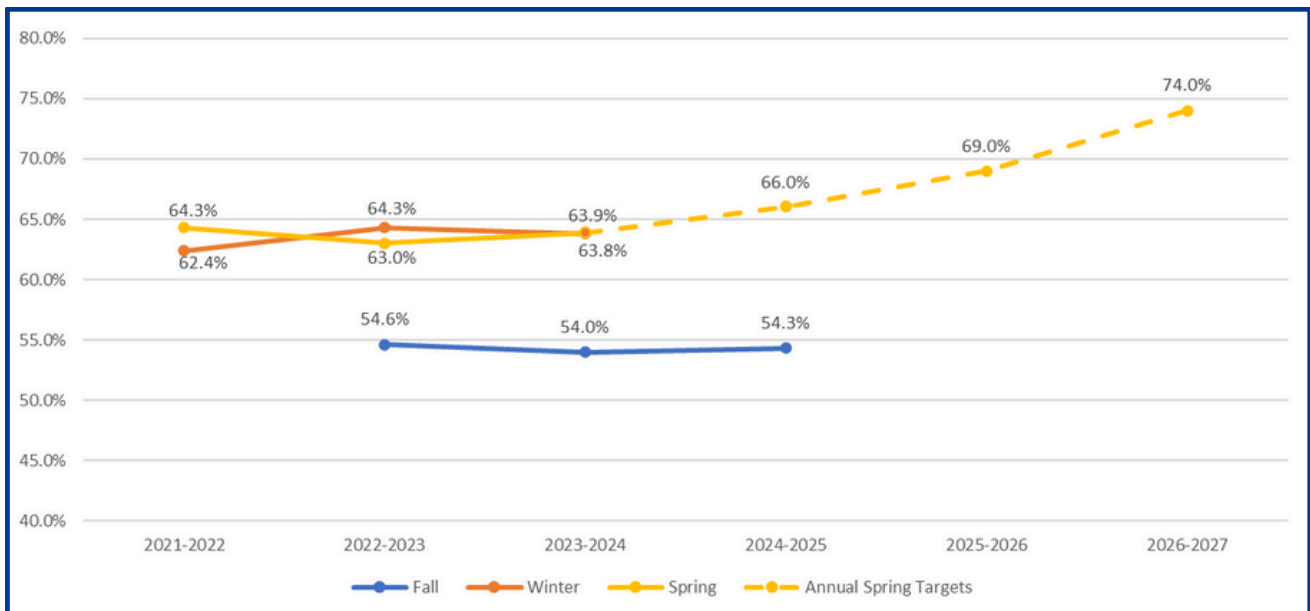


The percentage of 3rd-grade students who met or exceeded their expected growth and/or achievement benchmarks (50th percentile) in Reading according to the Spring MAP assessment will increase from 66% in June 2024 to 81% by June 2030.

### Interim Goal 4.1 1st Grade MAP Reading

**Evaluation**  
Off-Track

The percentage of students in 1st grade who met or exceeded their expected growth and/or achievement benchmarks (50th percentile) in Reading according to the Spring MAP assessment will increase from 64% in June 2024 to 74% by June 2027.



## Interim Goal 4.1: 1st Grade MAP Reading

The percentage of students in 1st grade who met or exceeded their expected growth and/or achievement benchmarks (50th percentile) in Reading according to the Spring MAP assessment will increase from 64% in June 2024 to 74% 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	N/A	54.6%	54.0%	54.3%	62.4%	64.3%	63.8%	64.3%	63.0%	63.9%
African American	N/A	43.0%	41.4%	43.5%	52.8%	54.6%	55.7%	55.3%	51.5%	54.5%
Hispanic	N/A	42.8%	44.0%	41.3%	56.5%	58.6%	55.9%	55.9%	59.1%	55.8%
Two or More	N/A	62.4%	59.0%	59.5%	62.3%	65.0%	66.7%	62.9%	63.1%	66.6%
White	N/A	66.3%	67.6%	69.1%	71.9%	74.1%	73.6%	74.1%	73.5%	74.6%
Free/Reduced Lunch	N/A	46.0%	44.8%	46.1%	56.0%	57.9%	57.4%	57.7%	56.2%	57.3%
Multilingual Learners	N/A	43.9%	40.4%	40.3%	55.7%	57.8%	54.8%	56.2%	59.3%	54.5%
Exceptional Child Education	N/A	33.1%	30.4%	32.2%	44.7%	48.7%	52.2%	47.4%	48.2%	50.5%

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

## What are we doing?

### What does this specific data tell us?

- This data tells us what percentage of 1st-grade students who scored above the 50th percentile (defined as “meeting achievement benchmark”) on the MAP Reading Assessment during the Fall, Winter, and Spring testing windows for the past three years and/or met or exceeded their respective annual growth benchmarks.
- The percentage of 1st-grade students who met or exceeded their expected achievement benchmark and/or met or exceeded their expected growth has increased slightly (+0.3%) from the Fall of 2023-24 to the Fall of 2024-25, however some student groups have shown gains.

### What are points of celebration?

- The percentage of African American Students in 1st grade who met or exceeded their expected achievement benchmarks and/or met or exceeded their expected growth has increased by 2.1% from Fall 2023-24 (41.4%) through Fall 2024-25 (43.5%).
- The percentage of students in 1st grade identified as Exceptional Child Education, White, Free/Reduced Lunch who met or exceeded their expected achievement benchmarks and/or met or exceeded their expected growth has increased by more than 1% from Fall 2023-24 through Fall 2024-25.
- The percentage of students in 1st grade identified as Two or More Races who met or exceeded their expected achievement benchmarks and/or met or exceeded their expected growth has increased by 0.5% from Fall 2023-24 through Fall 2024-25.

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

- Elementary Instructional Leadership Teams (ILT) facilitate the implementation of High Quality Instructional Resources (HQIR), the analysis of data, and development of literacy plans to ensure targeted, evidence-based next steps.
- The Office of Schools Division, The Office of Academics Division, and EL (Literacy HQIR) consultant walkthrough observations indicate an increase in HQIR look-fors across all components of elementary literacy instruction. In addition, assistant superintendents and executive administrators are conducting walkthroughs and identifying HQIR look-fors, followed by feedback and coaching with school leaders.
- Walkthroughs of K-2 Skills block lessons have shown that whole group pacing is aligned with recommended times suggested in the lesson plan; there is no/minimal loss of instructional time; and materials are organized and accessible for small differentiated groups.
- All schools have completed a literacy plan that includes multiple layers of assessment (universal screeners, diagnostics, and benchmark), reading improvement plans for designated students with multiple tiers of support, professional development for teachers, and communication with families. Each literacy plan includes a school-specific SMART goal.
- Literacy teams triangulate individual student data to determine specific areas of need. In addition, principals attend quarterly data literacy sessions hosted by the Academics Division.
- School leaders utilize additional support from the district ELA team when applicable to reach goals and improve overall teacher instructional practices.
- JCPS teachers and administrators have been given the opportunity to participate in Language Essentials for Teachers of Reading and Spelling (LETRS) training.
- All schools participate in Formative Systems Reviews (FSR) that are designed to monitor the progress of effective implementation of strategies and activities to meet School Improvement Plan goals.
- Schools participate in Comprehensive Systems Review (CSR) that provide qualitative feedback to schools on their school's implementation of the JCPS Six Systems for a Strong Learning Climate based on student impact.

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

- The percentage of various student groups who met or exceeded their expected achievement benchmarks and/or met or exceeded their expected growth remains lower in Fall 2024-25 than Fall 2022-23.
- The percentage of students in grade 1 identified as Multilingual Learners who met or exceeded their expected achievement benchmarks and/or met or exceeded their expected growth has not shown improvement in two years, from Fall 2022-23 (43.9%) through Fall 2024-25 (40.3%).
- The percentage of students in grade 1 identified as Two or More Races who met or exceeded their expected achievement benchmarks and/or met or exceeded their expected growth has not shown improvement in two years, from Fall 2022-23 (62.4%) through Fall 2024-25 (59.5%).
- The percentage of students in grade 1 identified as Hispanic who met or exceeded their expected achievement benchmarks and/or met or exceeded their expected growth has decreased by 2.7% from Fall 2023-24 (44.0%) through Fall 2024-25 (41.3%).
- The performance gap between the percentage of White students and the percentage of African American students in grade 1 who met or exceeded their expected achievement benchmarks and/or met or exceeded their expected growth remains significant.

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

### *Next Steps | Strategies & Activities*

#### Support/Training

- Professional development opportunities, provided by the Academics Division, are ongoing during Principal and AIC meetings, Quarterly Academies, High-Quality Instructional Resource Onboarding, and etc.
- Professional development opportunities, intentional feedback, and relevant tools/processes are provided by the Diversity, Equity, and Poverty Division.
- 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.
- MRI School Specific AIC Cohort provided by Academics.

#### Implementation

- Assistant Superintendents, Executive Administrators, and other District Leaders have completed walkthroughs in 60%-100% of all ELA classrooms across all Elementary and AIS zones and are providing coaching and feedback to principals who will then provide coaching and feedback to teachers utilizing the [ELA & Math Look Fors](#).
- Assistant Superintendents and EAs In the Schools Division will analyze data to determine coaching next steps for principals.
- As of November, over 400 ELA classes (K-2) have been visited indicating the highest ratings for quick checks for understanding and genuine student interest; the lowest ratings were for miscellaneous 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. The Office of Schools Division reviews and provides feedback on each school's plan throughout the year. Based on current data, the Schools Division will work with principals to ensure literacy systems are effective.
- 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 coaching next steps for school leaders. Based on the most recent Vital Signs discussion, It is essential that school principals have strong systems for utilizing the diagnostic (Map Reading Fluency) and ensuring small group differentiated learning occurs.
- The Formative Systems Review (FSR) is a system-focused, formative look that will take place two times each year. District administrators review progress, analyze implementation data provided by school administrators, identify strengths, and give clear, specific feedback designed for further improvement.

## Goal 4 Definitions & Context

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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 2024-25 school year.

## What the Data Tells Us

This data tells us the sum of the percentages of current 1st-grade students who

- Scored above the 50th percentile (defined as “meeting achievement benchmark”) on the MAP Reading Assessment during the Fall, Winter, and Spring testing windows for the past three years BUT DID NOT meet their respective annual growth benchmarks ... and ...
- Scored above the 50th percentile (defined as “meeting achievement benchmark”) on the MAP Reading Assessment during the Fall, Winter, and Spring testing windows for the past three years AND MET their respective annual growth benchmarks ... and ...
- Met their growth benchmarks BUT DID NOT score above the 50th percentile (defined as “meeting achievement benchmark”) on the MAP Reading Assessment during the Fall, Winter, and Spring testing windows for the past three years.

## What the Data Does Not Tells Us

This 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 Kindergarten last year are now performing as 1st grade students, this year).

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

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

# Interim Goal Monitoring Report

Jefferson County Public Schools

## Goal 4: 3rd Grade Literacy

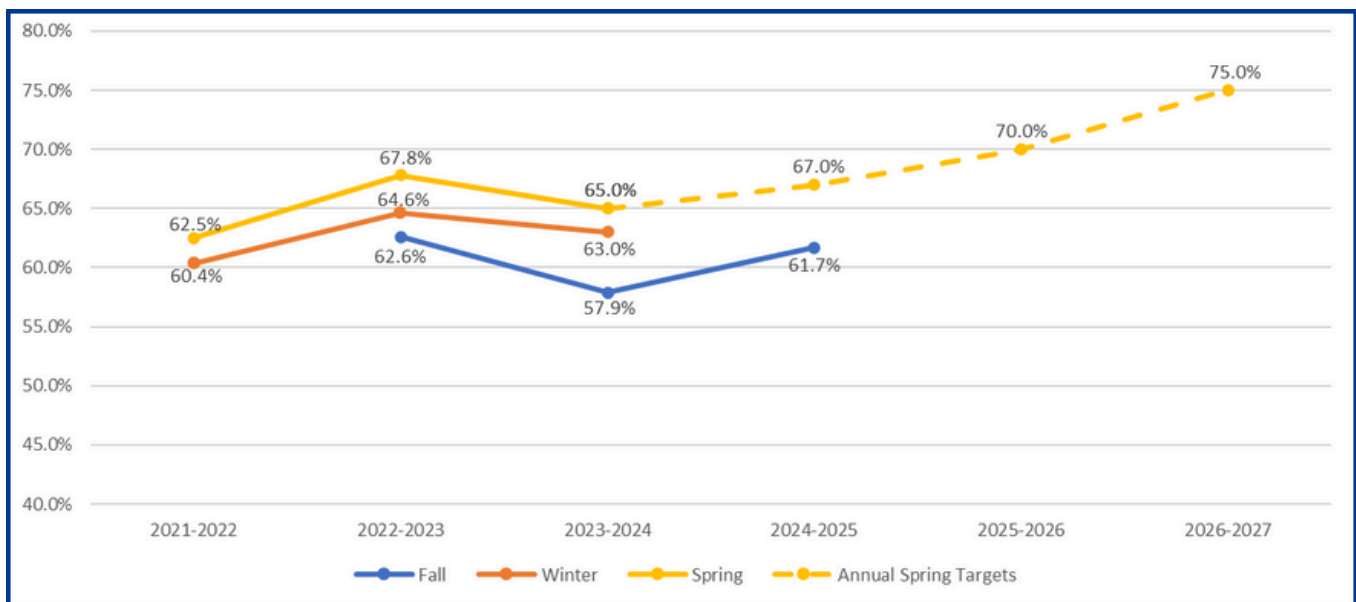


The percentage of 3rd-grade students who met or exceeded their expected growth and/or achievement benchmarks (50th percentile) in Reading according to the Spring MAP assessment will increase from 66% in June 2024 to 81% by June 2030.

### Interim Goal 4.2 2nd Grade MAP Reading

**Evaluation**  
On-Track

The percentage of students in 2nd grade who met or exceeded their expected growth and/or achievement benchmarks (50th percentile) in Reading according to the Spring MAP assessment will increase from 65% in June 2024 to 75% by June 2027.



## Interim Goal 4.2: 2nd Grade MAP Reading

The percentage of students in 2nd grade who met or exceeded their expected growth and/or achievement benchmarks (50th percentile) in Reading according to the Spring MAP assessment will increase from 65% in June 2024 to 75% 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	N/A	62.6%	57.9%	61.7%	60.4%	64.6%	63.0%	62.5%	67.8%	65.0%
African American	N/A	55.5%	49.1%	54.3%	51.1%	54.9%	53.2%	50.9%	56.5%	54.2%
Hispanic	N/A	66.9%	63.0%	65.3%	51.7%	60.2%	55.7%	53.7%	63.8%	60.0%
Two or More	N/A	63.3%	53.1%	58.3%	63.4%	63.2%	66.2%	66.4%	69.5%	69.1%
White	N/A	64.7%	62.1%	64.3%	68.7%	74.1%	73.2%	73.4%	78.1%	75.4%
Free/Reduced Lunch	N/A	58.6%	53.1%	56.4%	53.6%	57.4%	57.2%	54.9%	61.2%	58.7%
Multilingual Learners	N/A	69.7%	65.8%	67.5%	53.6%	61.8%	58.1%	52.4%	64.5%	59.0%
Exceptional Child Education	N/A	57.7%	54.6%	60.3%	42.0%	53.3%	52.0%	42.5%	52.4%	52.3%

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

## What are we doing?

### What does this specific data tell us?

- This data tells us what percentage of 2nd-grade students who scored above the 50th percentile (defined as “meeting achievement benchmark”) and/or met or exceeded their respective annual growth benchmarks on the MAP Reading Assessment during the Fall, Winter, and Spring testing windows for the past three years.
- The percentage of 2nd grade students who met or exceeded their expected achievement benchmark and/or met or exceeded their expected growth increased by 3.8% from the Fall of 2023-24 (57.9%) to the Fall of 2024-25 (61.7%).

### What are points of celebration?

- The percentage of students in every identified student group who met or exceeded their expected achievement benchmarks and/or met or exceeded expected growth increased from Fall 2023-24 through Fall 2024-25.
  - African American; Two or More Races, Exceptional Child Education: increased by more than 5%
  - All Students, Free/Reduced Lunch: increased by more than 3%
  - Hispanic, White: increased by more than 2%
  - Multilingual Learners: increased by more than 1%
- The achievement gap between White and African American students decreased by 3% since Fall 2023-24.



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

- Elementary Instructional Leadership Teams (ILT) have been designed to facilitate the implementation of High Quality Instructional Resources (HQIR), the analysis of data, and development of literacy plans ensuring targeted, evidence-based next steps.
- All schools have a Literacy Team In place as part of the Literacy Plan to both guide Instruction and school systems.
- As a result of improved foundational reading instruction, there is an increase of students 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.
- In 2nd grade, the EL curriculum continues to build on writing, so students have more opportunities to write. We see that fewer students are flagged for reading difficulties in 2nd grade, so more students can encode (write) and decode (read) without scaffolds. MAP shifts from reading to the students in 2nd grade. In response, teachers are building reading stamina with students to prepare them to read longer passages and texts.

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

- Based on Fall 2024-25 MAP data, the percentage of students in every identified student group (excluding Exceptional Child Education) who met or exceeded their expected achievement benchmarks and/or met or exceeded expected growth remains lower than student performance from two years ago (Fall 2022-23).

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

*Next Steps | Strategies & Activities*

### Support/Training

- Professional development opportunities, provided by the Academics Division, are ongoing during Principal and AIC meetings, Quarterly Academics, High-Quality Instructional Resource Onboarding, etc.
- Professional development opportunities, intentional feedback, and relevant tools/processes are provided by the Diversity, Equity, and Poverty Division.
- 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.
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## Implementation

- Assistant Superintendents, Executive Administrators, and other District Leaders have completed walkthroughs in 60%-100% of all ELA classrooms across elementary zones and AIS schools and have provided coaching and feedback to principals who will then provide coaching and feedback to teachers utilizing the [ELA & Math Look Fors](#).
- As of November, over 400 ELA classes (K-2) have been visited indicating the highest ratings for quick checks for understanding and genuine student interest; the lowest ratings were for miscellaneous grouping strategies and unpacking learning targets. Therefore, next steps will include modeling unpacking learning targets and working to use the diagnostic (MAP Reading Fluency MRF) to better support small group differentiated learning.

## 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. The Office of Schools Division reviews and provides feedback on each school's plan throughout the year.
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- The Formative Systems Review (FSR) is a system-focused, formative look that will take place two times 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) takes place on a three-year cycle and provides qualitative feedback regarding a school's implementation of the JCPS Six Systems for a Strong Learning Climate based on student impact.

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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

This data tells us the sum of the percentages of current 2nd-grade students who

- Scored above the 50th percentile (defined as “meeting achievement benchmark”) on the MAP Reading Assessment during the Fall, Winter, and Spring testing windows for the past three years BUT DID NOT meet their respective annual growth benchmarks ... and ...
- Scored above the 50th percentile (defined as “meeting achievement benchmark”) on the MAP Reading Assessment during the Fall, Winter, and Spring testing windows for the past three years AND MET their respective annual growth benchmarks ... and ...
- Met their growth benchmarks BUT DID NOT score above the 50th percentile (defined as “meeting achievement benchmark”) on the MAP Reading Assessment during the Fall, Winter, and Spring testing windows for the past three years.

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