



**Goals &  
Guardrails**

## **Interim Goal Monitoring Report**

Jefferson County Board of Education Meeting

December 17, 2024

# **Goal 4**

## **3rd Grade Literacy**

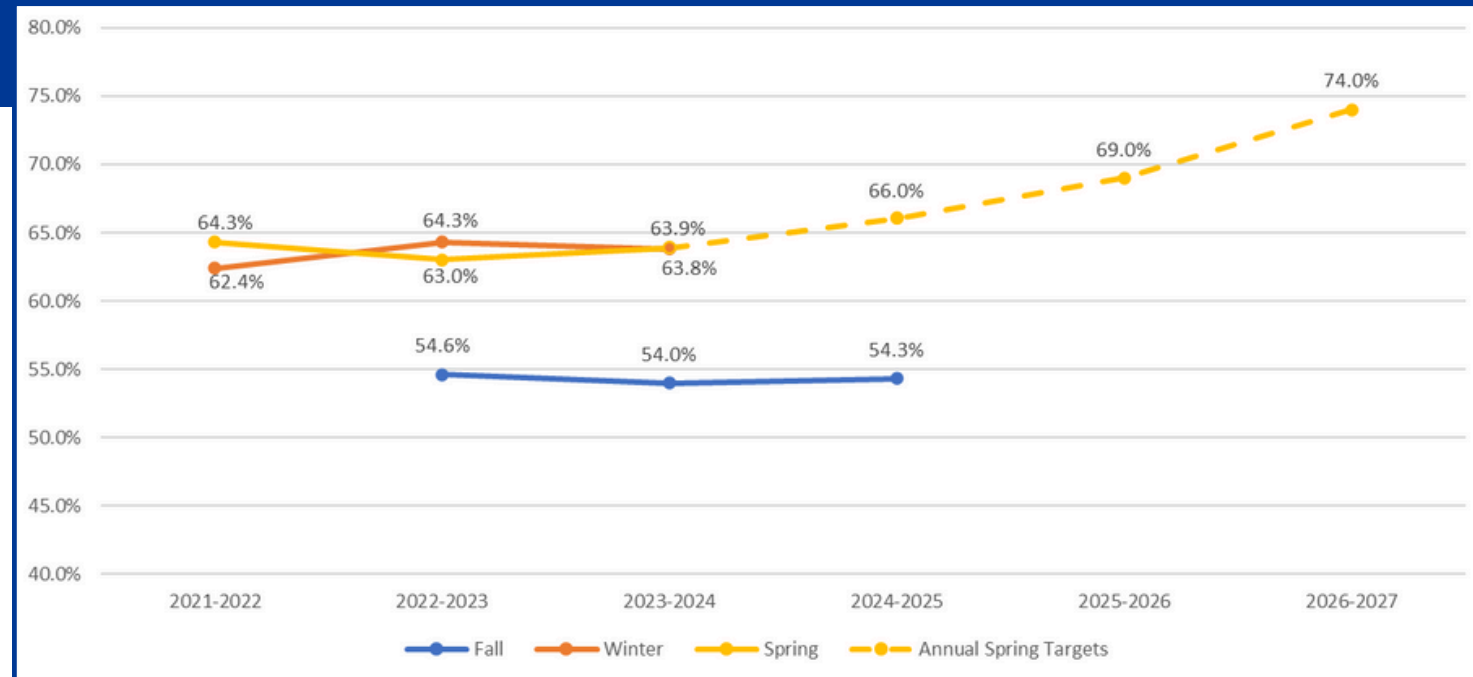
- **Interim Goal 4.1:** *1st Grade Reading*
- **Interim Goal 4.2:** *2nd Grade Reading*



# 1st Grade MAP Reading

Interim Goal 4.1

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.



**Evaluation: Off-Track**

## What Does the Data Tell Us?

- The percentage of **1st-grade** students meeting their achievement benchmark and/or meeting expected growth **increased slightly** from Fall 23 to Fall 24.
  - Student groups showing the largest increases:
    - African American (+2.1%)
    - ECE (+1.8%); White (+1.5%); F/RL (+1.3%)
- The achievement **gap** between White and African American students **decreased** by 2% since Fall 23, but is still sizable.
- Percentages **remain lower** in Fall 24 compared to Fall 22 for some student groups (All, Hispanic, Two or More, Multilingual Learners, Exceptional Child Education).

	Fall 21	Fall 22	Fall 23	Fall 24
<b>All students</b>	N/A	54.6%	54.0%	54.3%
<b>African American</b>	N/A	43.0%	41.4%	43.5%
<b>Hispanic</b>	N/A	42.8%	44.0%	41.3%
<b>Two or More</b>	N/A	62.4%	59.0%	59.5%
<b>White</b>	N/A	66.3%	67.6%	69.1%
<b>Free/Reduced Lunch</b>	N/A	46.0%	44.8%	46.1%
<b>Multilingual Learners</b>	N/A	43.9%	40.4%	40.3%
<b>Exceptional Child Education</b>	N/A	33.1%	30.4%	32.2%

# Improvement Strategies



## SUPPORT

- District-wide training of elementary teachers in high-quality instructional resources (HQIR)
- Teachers trained in Skills block literacy instruction
- Data literacy sessions three times per year with principals and academic instructional coaches
- PD opportunities by Academics and DEP



## IMPLEMENTATION

- Elementary Instructional Leadership Teams focus on developing and implementing evidence-based literacy plans and analyzing data to inform targeted next steps.
- District-wide walkthroughs in 60-100% ELA classrooms with coaching and feedback to principals
- As of November, more than 400 Kindergarten through second-grade ELA classes have been visited.
  - Highest Ratings: Quick checks for understanding and genuine student interest
  - Lowest Ratings: Variety of grouping strategies and unpacking learning targets
- K-2 Skills block - whole group pacing is aligned with recommended times suggested in the lesson plan; no/minimal loss of instructional time.



## MONITORING & COACHING

- District review and feedback on school literacy plans and racial equity plans
- Weekly meetings to review progress monitoring indicators and focus on next steps with specific schools.
- Vital sign reviews to progress monitor and reflect on support systems
- Formative Systems Reviews twice a year
- Next steps: Modeling unpacking learning targets; use diagnostic assessment (MAP Fluency) to better support small group differentiated learning



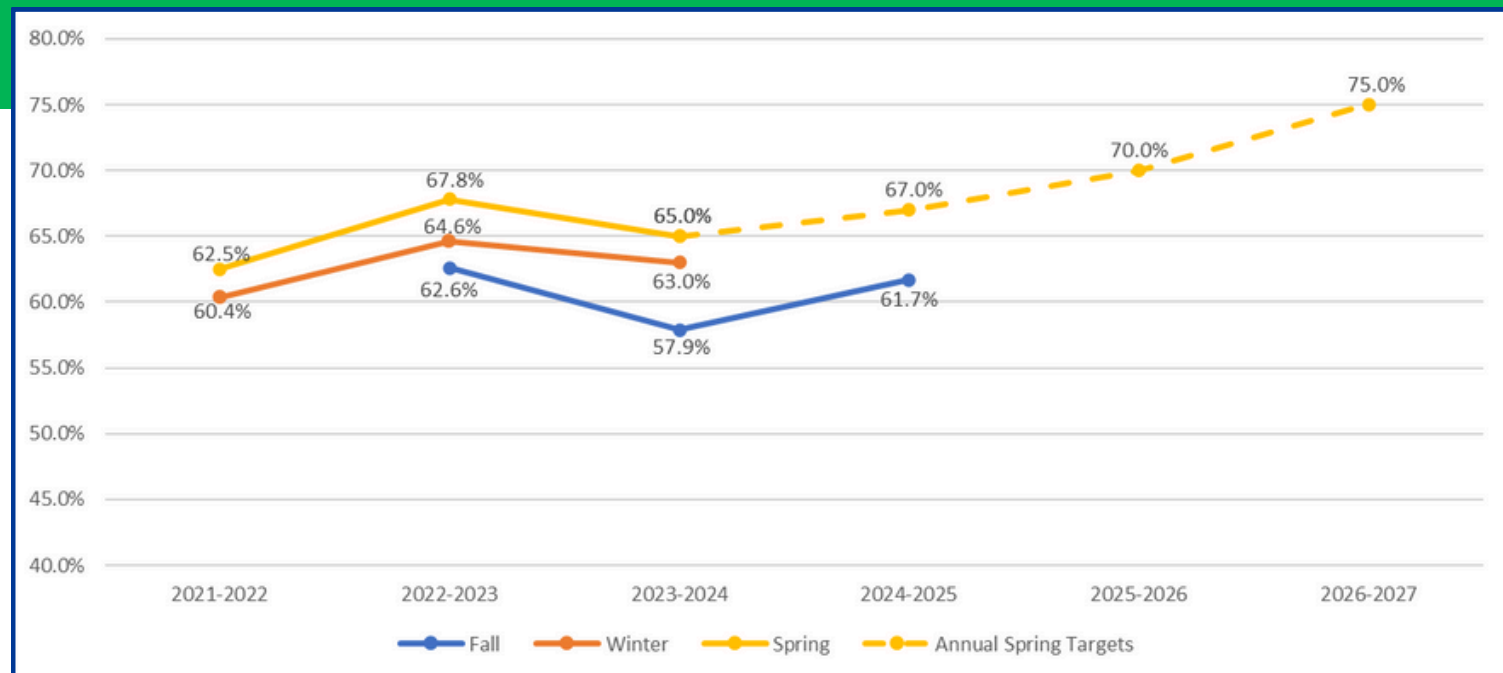


# 2nd Grade MAP Reading

## Interim Goal 4.2

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.

*Evaluation: On-Track*



### What Does the Data Tell Us?

- The percentage of **2nd-grade** students meeting their achievement benchmark and/or meeting expected growth **increased** for **every student group** from Fall 23 to Fall 24:
  - ECE (+5.7%); African American (+5.2%); Two or More Races (+5.2%)
  - All Students (+3.8%); F/RL (+3.3%)
  - Hispanic (+2.3%); White (+2.2%)
  - Multilingual Learners (+1.7%)
- The achievement **gap** between White and African American students **decreased** by 3% since Fall 23.
- The percentage of students in every subgroup (excluding ECE) meeting their achievement benchmark and/or expected growth **remains lower** than performance from two years ago (Fall 22).

	Fall 21	Fall 22	Fall 23	Fall 24
<b>All students</b>	N/A	62.6%	57.9%	61.7%
<b>African American</b>	N/A	55.5%	49.1%	54.3%
<b>Hispanic</b>	N/A	66.9%	63.0%	65.3%
<b>Two or More</b>	N/A	63.3%	53.1%	58.3%
<b>White</b>	N/A	64.7%	62.1%	64.3%
<b>Free/Reduced Lunch</b>	N/A	58.6%	53.1%	56.4%
<b>Multilingual Learners</b>	N/A	69.7%	65.8%	67.5%
<b>Exceptional Child Education</b>	N/A	57.7%	54.6%	60.3%



# 2nd Grade MAP Reading Improvement Strategies



## SUPPORT

- District-wide training of elementary teachers focused on reading instruction and implementation of HQIR
- Data literacy sessions three times per year with principals and academic instructional coaches
- PD opportunities by Academics and DEP
- MRI school specific academic instructional coach cohort provided by Academics
- District guidance on development of literacy plans, including rubrics to assess implementation



## IMPLEMENTATION

- For the first time, schools have developed literacy plans that include steps for strengthening Tier 1 instruction, assessing student progress, and providing targeted tiered support
- District-wide walkthroughs in 60-100% reading classrooms with coaching and feedback to principals
- As of November, more than 400 Kindergarten- through second-grade ELA classes have been visited.
  - Highest Ratings: quick checks for understanding and genuine student interest
  - Lowest Ratings: Variety of grouping strategies and unpacking learning targets
- K-2 Skills block - whole group pacing is aligned with recommended times suggested in the lesson plan; no/minimal loss of instructional time.



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