



**Goals &
Guardrails**

Interim Goal Monitoring Report

Jefferson County Board of Education Meeting

January 28, 2025

Goal 3

High School
Academic Readiness

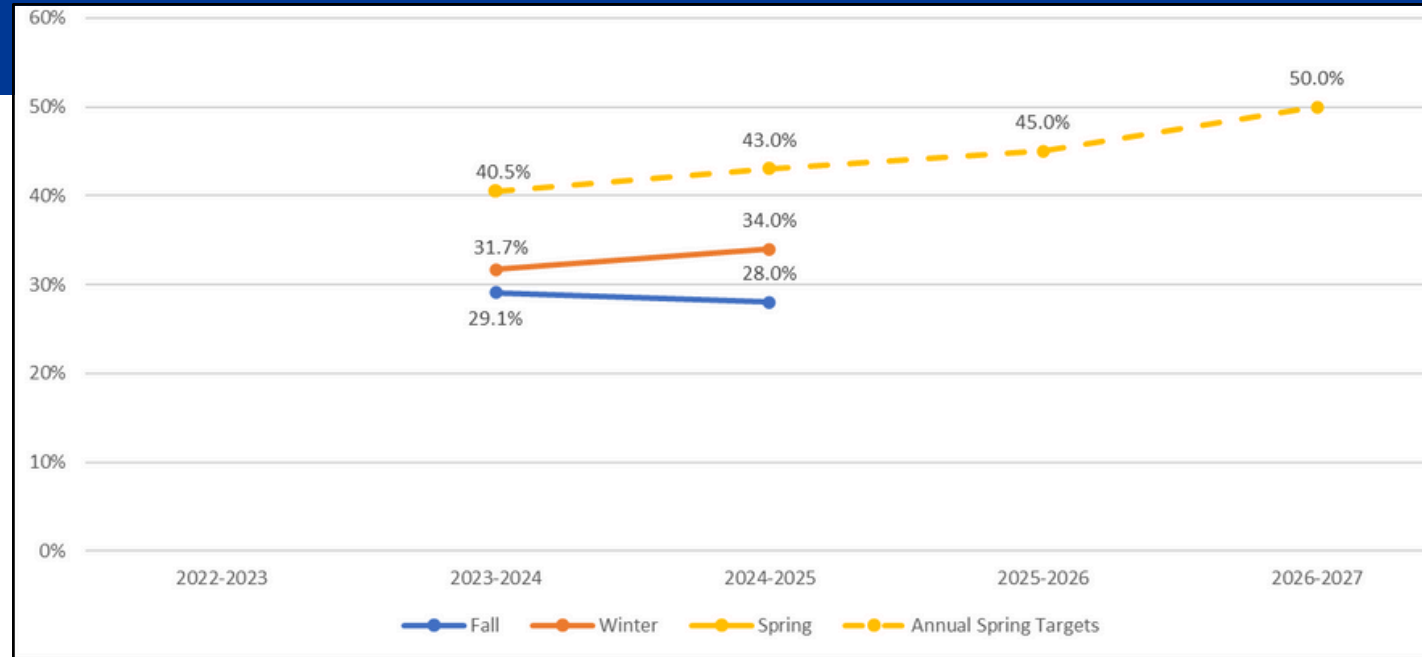
- **Interim Goal 3.1:** *9th Grade Reading*
- **Interim Goal 3.2:** *10th Grade Math*



9th Grade CERT Reading Scores

Interim Goal 3.1

The percentage of students in **grade 9** who met or exceeded their expected achievement benchmarks (ACT college ready benchmarks) in Reading according to the Spring CERT assessment will increase from **40.5%** in June 2024 to **50%** by June 2027.



Evaluation: On-Track

What Does the Data Tell Us?

- **34.0%** of all 9th grade students either **met or exceeded** the ACT **college-ready benchmark** in **Reading** on the Winter 2024-25 CERT assessment.
- From Fall 2024-25 to Winter 2024-25, the percentage **increased for every student group**: Hispanic (+6.5%); All (+6.0%); African American (+5.9%); Two or More (+5.9%); White (+5.7%); Free/Reduced Lunch (+5.5%); Multilingual Learners (+4.2%); Exceptional Child Education (+3.8%).
- The **Achievement Gap** between African American and White students decreased slightly (-0.2%) from Fall 2024-25 to Winter 2024-25, but **remains significant** (27.7%).
- Performance for **Multilingual Learners** (12.5%) and **Exceptional Child Education** students (10.7%) **remains significantly lower** than their 9th grade peer groups.

	Fall 23-24	Fall 24-25	Winter 23-24	Winter 24-25
All students	29.1%	28.0%	31.7%	34.0%
African American	14.9%	14.7%	17.9%	20.6%
Hispanic	19.4%	19.0%	20.2%	25.5%
Two or More	35.9%	32.7%	38.6%	38.6%
White	41.9%	42.6%	44.9%	48.3%
Free/Reduced Lunch	19.1%	19.4%	21.5%	24.9%
Multilingual Learners	6.3%	8.3%	7.6%	12.5%
Exceptional Child Education	6.6%	6.9%	8.5%	10.7%



9th Grade CERT Reading Scores Improvement Strategies



SUPPORT

- Explicit training in high-quality instructional resources (HQIR) provided to Principals and AICs
- Quarterly Academies focused on research-based practices for instructional staff led by content specialists
- JCPS Adolescent Literacy Training provided for Principals and instructional staff focused on designing Reading Interventions for High School Students.



IMPLEMENTATION

- School Literacy Leadership Teams triangulate data (CERT, formative assessment, and mid/end-of-unit assessment) to identify and target differentiated supports as outlined in literacy plans.
- Students practice ACT-like testing conditions during CERT assessments to prepare for testing environment
- As of December, more than 260 high school ELA classes were visited.
 - Highest Ratings: Advanced preparation and supports, encouragement, and opportunities for all students
 - Lowest Ratings: Multi-modal thinking and talking strategies



MONITORING & COACHING

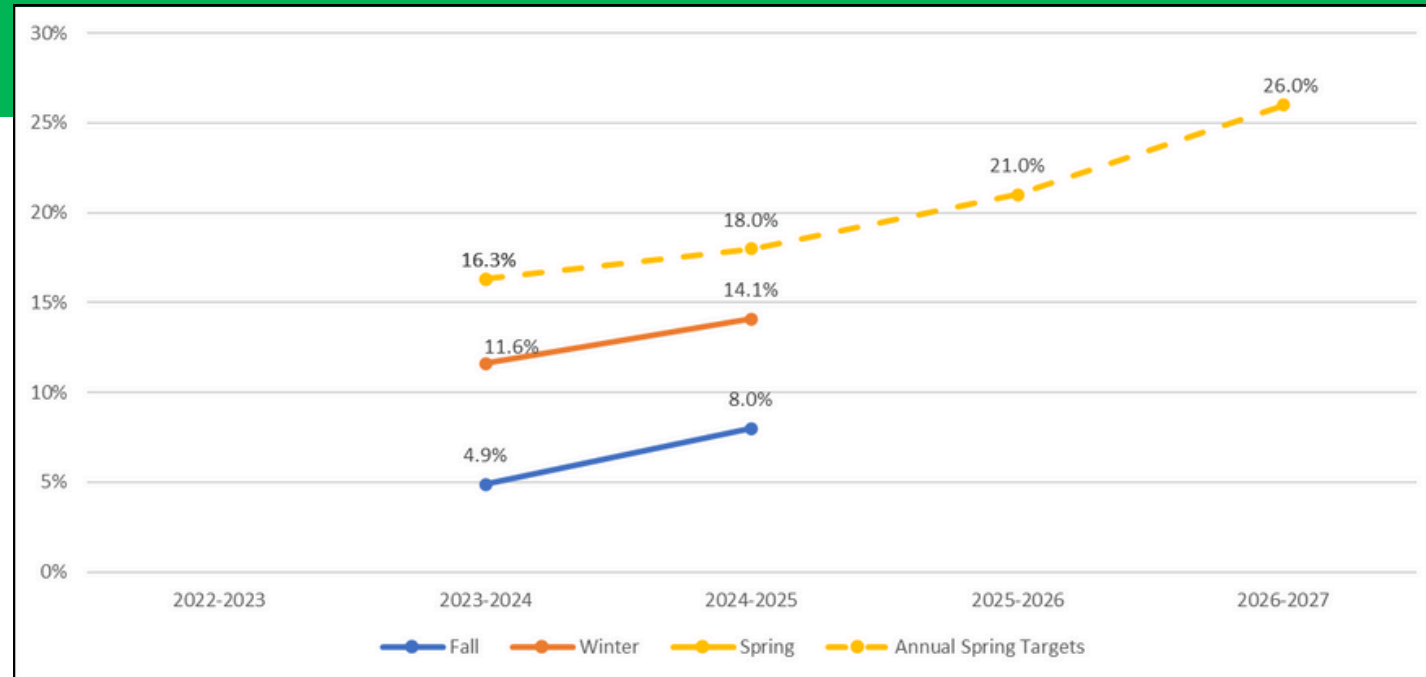
- District and peer review/feedback on school literacy plans and racial equity plans
- Site Visits for curriculum implementation learning walks and principal coaching each semester.
- Vital sign reviews to progress monitor and reflect on support systems
- School leaders with high concentration of Multilingual Learners participated in study focused on supporting ML students more effectively.



10th Grade CERT Math Scores

Interim Goal 3.2

The percentage of students in **grade 10** who met or exceeded their expected achievement benchmarks (ACT college-ready benchmarks) in Math according to the Spring CERT assessment will increase from **16.3%** in June 2024 to **26%** by June 2027.



Evaluation: On-Track

What Does the Data Tell Us?

- **14.1%** of all 10th grade students either **met or exceeded the ACT college-ready benchmark** in **Math** on the Winter 2024-25 CERT assessment.
- From Fall to Winter 2024-25, the **percentage increased for every student group**: White (+8.8%); All (+6.1%); Hispanic (+4.9%); Multilingual Learners (+4.4%); Two or More (+4.4%); Free/Reduced Lunch (+3.7%); African American (+3.1%); Exceptional Child Education (+2.4%)
- While every group improved, the **Achievement Gap** between African American and White students **increased** by **5.7 percentage points** from Fall 2024-25 (2.9%) to Winter 2024-25 (8.6%).

	Fall 23-24	Fall 24-25	Winter 23-24	Winter 24-25
All students	4.9%	8.0%	11.6%	14.1%
African American	2.4%	5.9%	5.5%	9.0%
Hispanic	2.9%	6.4%	6.2%	11.3%
Two or More	3.9%	7.0%	9.8%	11.4%
White	6.7%	8.8%	17.0%	17.6%
Free/Reduced Lunch	2.8%	5.9%	5.7%	9.6%
Multilingual Learners	5.1%	7.6%	5.2%	12.0%
Exceptional Child Education	1.2%	3.2%	3.5%	5.6%



10th Grade CERT Math Scores Improvement Strategies



SUPPORT

- District content specialists host quarterly academies focused on research-based practices and the HQIR
- Math-specific professional development are ongoing, including school-level embedded PD.
- School-based coaching/support provided by district content leads and specialists.
- Crosswalk between CERT skills and KY standards is in development to support targeted instruction



IMPLEMENTATION

- As of December, over 100 high school math classes visited.
 - Highest Ratings: Routines and procedures
 - Lowest Ratings: Learning targets
- Illustrative Math (IM) is being implemented in all Algebra 1 classes as evidenced by high observations of “routines and procedures”
- Classroom learning walks are designed to support calibration and clarity of HQIR look-fors and to strengthen teacher coaching/feedback



MONITORING & COACHING

- Principal Collaborative Teams meet and share collegial feedback every six weeks
- Additional coaching is provided by IM consultants
- Formative System Reviews and Vital sign Reviews used to progress monitor and reflect on support systems
- Differentiated support is provided to teachers and PLCs as determined by classroom learning walks and FSRs

