

Interim Goal Monitoring Report

Jefferson County Public Schools

Goal 3: High School Academic Readiness

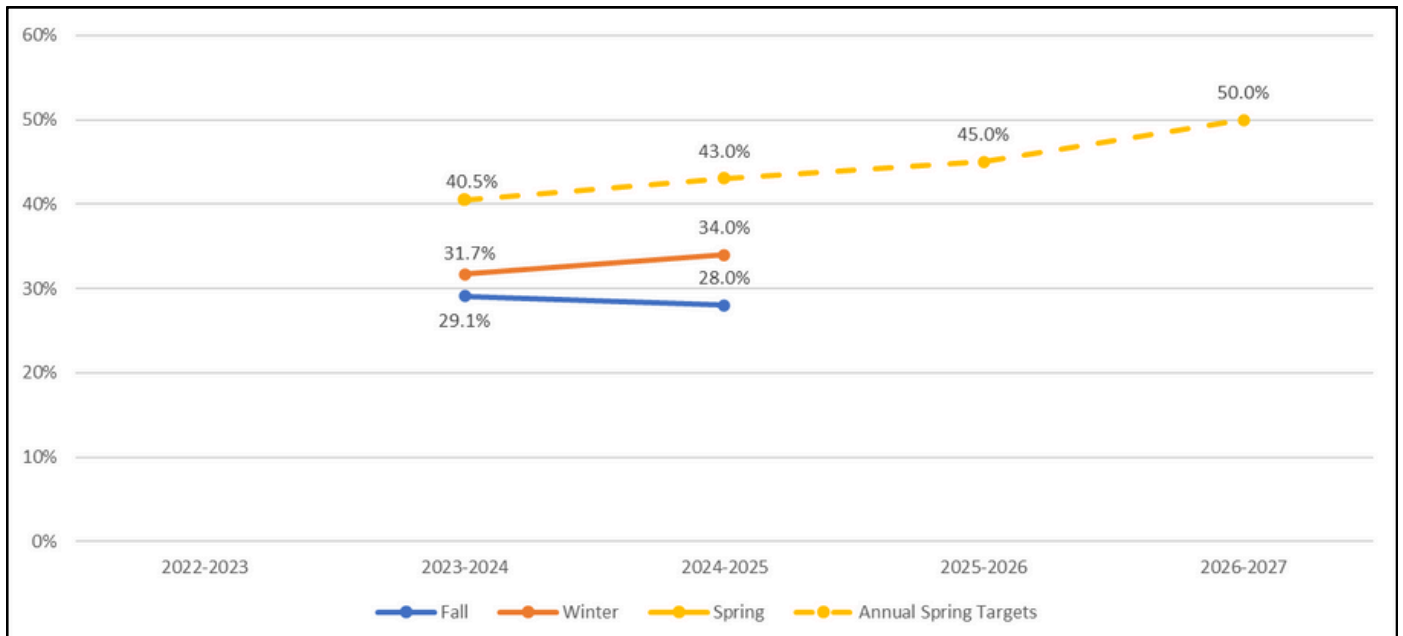


The percentage of 12th-grade students who score “ready” on the JCPS Academic Readiness measures will increase from % in August 2025 to % by June 2030.
(Baseline data and annual goals and targets will be established in August 2025)

Interim Goal 3.1 9th Grade CERT Reading Scores

Evaluation
On-Track

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.



Interim Goal 3.1: 9th Grade CERT Reading Scores

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.

	Fall			Winter			Spring		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
All Students	N/A	29.1%	28.0%	N/A	31.7%	34.0%	N/A	40.5%	April 2025
African American	N/A	14.9%	14.7%	N/A	17.9%	20.6%	N/A	27.2%	April 2025
Hispanic	N/A	19.4%	19.0%	N/A	20.2%	25.5%	N/A	27.9%	April 2025
Two or More	N/A	35.9%	32.7%	N/A	38.6%	38.6%	N/A	44.8%	April 2025
White	N/A	41.9%	42.6%	N/A	44.9%	48.3%	N/A	56.0%	April 2025
Free/Reduced Lunch	N/A	19.1%	19.4%	N/A	21.5%	24.9%	N/A	30.9%	April 2025
Multilingual Learners	N/A	6.3%	8.3%	N/A	7.6%	12.5%	N/A	16.1%	April 2025
Exceptional Child Education	N/A	6.6%	6.9%	N/A	8.5%	10.7%	N/A	16.2%	April 2025

What are we doing?

What does this specific data tell us?

- The graph (on page one) compares how current 9th grade students have performed on the fall, winter, and spring Reading CERT assessments, compared to 9th grade students from the 2023-24 school year.
- This data tells us that 34% of all 9th grade students either met or exceeded the ACT college-ready benchmark in Reading on the Winter 2024-25 CERT assessment.

What are points of celebration?

- From Fall 2024-25 to Winter 2024-25, the percentage of 9th grade students meeting/exceeding college-ready benchmarks in Reading 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 percentage of current 9th grade students who met or exceeded the ACT college-ready benchmarks for reading increased 2.3 percentage points in Winter 2024-25 (34.0%) compared to the 9th grade students during the Winter 2023-24 (31.7%).

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

- A common High-Quality Instructional Resource (HQIR) for Literacy is being implemented in all high schools at each grade level. We have adopted myPerspectives for English (ELA) classes, 9-12th grades.

- The assessment cycle of literacy HQIR includes formative, mid-unit, and end-of-unit assessments paired with data analysis.
- All high schools have implemented schoolwide CERT testing systems in grades 9-11 to ensure practice for and support to students as they prepare for the state-required ACT in the Spring of Junior year. This is year 2 of CERT use in high schools.
- School-wide literacy plans have been created and implemented and are being monitored.
- The High School Assistant Superintendent's Office (High School Office) has intentionally built zone-wide systems and structures that consistently communicate and monitor academic readiness goals and HQIR implementation. For example:
 - Every Principals' Meeting is centered on district instructional shifts with an emphasis on clarity of goals, principal collaboration around best practices, and reminders about stakeholder communication about instructional expectations in order to build capacity in all high schools.
 - Small and diverse groups, called Principal Collaborative Teams (CTs), meet every 6 weeks in a school. Principals share their school's real-time progress towards goals, collaborate on a problem of practice, and provide collegial feedback to one another for systems improvement.
 - Zone leadership monitors and reports on academic readiness measures and strategies during weekly Cadence Meetings with Chief Moore and with Principals at each monthly Principals' Meeting.
- The High School Office has provided tools for principals to increase the implementation of systematic instructional leadership across the zone. For example:
 - The High School Office has developed and regularly references a district-level Name and Need tracker that shows individual students' academic readiness status.
 - Secondary Academics provided videos that explain the district HQIR look-fors for ELA (grades 9-12) and zone leaders use these in monthly principal meetings.
 - The High School Office has provided multiple opportunities for principals to share tools that they have developed and successfully implemented (i.e., intervention data trackers, student incentive ideas, approaches to testing, PLC support, and more).
 - Principals have conducted peer reviews of literacy plans (aligned to the district look-for document) and shared ideas regarding interventions at the high school level.
 - Principals and a selected staff member attend Data Literacy trainings to support analysis of and response to student performance data on CERT.
- CERT platform tools include "study halls" and modules for teachers to assign to students based on student performance data and/or as intervention to support student growth.
- Reports, including how often students are accessing additional resources in the CERT platform and how long they are spending on the CERT practice tests, help leaders and teachers incentivize students in giving their best effort.
- Principal Supervisors conduct thorough site visits at each school once a semester with a focus on HQIR implementation, feedback, and Principal coaching. Each Principal and Academic Instructional Coach (and often an Assistant Principal) conduct learning walks during these site visits, calibrate on the HQIR look-fors, and practice impactful coaching questions for teachers.
- Principal Supervisors ensure that next steps towards a school's deeper implementation of the HQIR are developed and documented at the end of the site visit and a follow-up date is calendared.

- Principal Supervisors lead the district Formative Systems Reviews (FSRs) each semester at each school. A deep dive into work products and school systems creates an opportunity to provide feedback and coaching to Principals on Professional Learning Community (PLC) work, student interventions, and teacher feedback and coaching.
- Principal Supervisors and Principals collaborate with Secondary Academics leaders to provide differentiated support to teachers and PLCs as determined by classroom learning walks and FSRs.
- Schools have developed CERT testing systems and practices that maximize student effort and support teachers in responding to student performance data.
- 260 ELA classroom observations have been completed based on Central Office Administrators' Observations as of 12/20/24.
- The percentage of classrooms where HQIR ELA Best Practice Success Indicators / Look Fors were observed:
 - 93% - Advanced planning
 - 75% - Routines and processes
 - 21% - Monitor and adjust instruction
 - 18% - Multimodal thinking and talking strategies

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

- 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.
- If the school district is successful in meeting the established annual targets for the next three school years, 50% of our 9th-grade students will still not meet ACT college-ready benchmarks in Reading; we must accelerate growth for all students.
- In order to improve students' reading skills at the high school level, as a district we must improve adult learning around adolescent literacy and school systems of intervention.
- In the classroom, high school teachers need more guidance and support for small group instruction during regular class periods in order to provide differentiated learning experiences without removing students from core instruction.
- The high school schedule provides very little flexibility for non-credit bearing, tiered intervention beyond the classroom setting. We need to develop a schedule model that is flexible enough to meet Tier 2 and Tier 3 student needs in real-time (and in larger schools averaging 1200+ students, especially) without removing students from credit bearing courses required for graduation or from career and technical education experiences.
- An increase in academic talk in high school ELA classrooms is needed. The current, most common instructional model remains teacher-centered, although that is slowly shifting as a result of the HQIR and its embedded instructional routines. We are collaborating with Secondary Academics leaders to develop targeted professional development around this need.

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

Next Steps | Strategies & Activities

Support/Training

- Explicit training of district HQIR look-fors is provided to Principals and Academic Instructional Coaches (AICs) bi-monthly by zone leaders in collaboration with Secondary Academics.
- Quarterly Academies, led by district Academics content specialists, focused on research-based practices and the HQIR are offered to instructional staff.
- Data Literacy trainings are held three times yearly with Principals and AICs to connect CERT data to the literacy HQIR and schoolwide literacy plans. Zone leaders collaborate with an outside consultant and Secondary Academics to facilitate these trainings.
- The JCPS Adolescent Literacy Training series is being provided for secondary Principals and a selected staff member by Secondary Academics to support high school staff in designing reading interventions for high school students.
- School-based coaching and PLC support are provided by district content leads and specialists.
- Additional HQIR coaching is provided by SAVAAS consultants for all high schools.
- Some principals, based on the availability of class coverage, have provided additional planning time for PLC teams during the school day, while others have offered paid time outside of the work day. This time is focused on data analysis, intervention planning, and unit planning. PLC teams have consistently expressed the need for additional planning time in Year 1.

Implementation

- myPerspectives is being implemented in all ELA classes (grades 9-12) as evidenced by high percentages of “advanced planning” observed through district classroom visits.
- Some variability in the effectiveness of the implementation exists, as evidenced by a lower percentage of classroom visits noting “routines and processes” embedded in the HQIR.
- As of December, district leadership has visited 260 ELA classrooms
 - Highest Ratings: 93% Advanced preparation and support, encouragement, and opportunities for all students
 - Lowest Ratings: 18% - Multimodal thinking and talking strategies
- “Multimodal thinking and talking strategies” are lacking in most high school ELA classrooms. The current, most common instructional model remains teacher-centered, direct instruction, although that is slowly shifting as a result of the HQIR and its embedded instructional routines. We are collaborating with Secondary Academics leaders to develop targeted professional development around this need.

- Classroom learning walks conducted by zone leaders, Principals, and AICs (as a part of site visits) are designed to support calibration and clarity of HQIR look-fors as well as increase impactful teacher coaching.
- School literacy leadership teams triangulate data (CERT, formative assessment, and mid/end-of-unit assessment) to identify and target differentiated supports as outlined in school literacy plans.
- Students practice testing conditions during CERT that mimic those of the ACT before sitting for the state-required ACT.
- Some schools use Paper, a 1:1 tutoring and online resource, to support student understanding of literacy concepts and gain feedback on writing. This can be especially helpful in classrooms with vacancies.
- Many high schools continue to promote cross-curricular Adolescent Literacy Model (ALM) strategies in all content and CTE classrooms that embed literacy as the foundation of the student experience and make literacy the responsibility of all teachers.
- The Adolescent Literacy Model (ALM) is a comprehensive literacy approach designed for intermediate, middle, and high school classrooms to integrate literacy into all content areas. This work focuses on these subdomains: Academic Dialogue, Vocabulary, Reading Comprehension, Writing to Learn, Writing to Demonstrate Learning, and Fluency.

Monitoring & Coaching Systems

- District and Peer review/feedback is provided on school literacy plans and racial equity plans.
- Vital signs reviews are used to monitor progress and reflect on support systems.
- Formative System reviews are conducted each semester.
- Site Visits for curriculum implementation, learning walks, and Principal coaching are provided each semester.
- Additional coaching is provided by SAVAAS consultants for all high schools.
- Principal Collaborative Teams meet and share collegial feedback (every 6 weeks).
- Zone and school leadership professional growth goals are aligned with district goals.
- School leadership teams conduct learning walks to measure student engagement and implementation of grade-level standards.
- Leaders of “High Density” Multilingual Learner high schools (as defined by the Office of Multilingual Learners) participated in a study visit focused on supporting Multilingual Learners more effectively.
- Schools will examine Winter CERT assessment data for African-American and Multilingual Learners student groups to identify specific gaps in learning, allowing schools to tailor their approach to meet the needs of all students.
- Effective interventions will likely rely on small group instruction and/or Tier 2 and Tier 3 pull-outs, both of which are growth areas for the high school zone.

Goal 1 Definitions & Context

Relevant terms, definitions, and clarifications about CERT Reading testing:

- The College Equipped Readiness Tool (CERT) is an interim assessment tool based on ACT's College Readiness Standards.
- CERT was designed for administrators, teachers, and students as a means to provide actionable data on the most important set of standards students will be assessed upon, the College Readiness Standards. CERT also reports on state standards.
- Up to three times a year, students have the opportunity to take an age-appropriate, ACT-like assessment, receive instant feedback on their performance, and be taken through a suite of remediation tools.
- Teachers benefit from CERT's detailed reports that help tailor classroom instruction and reveal possible curricular gaps to teachers.
- Grades 9 and 10 participate in the fall, winter, and spring testing windows. CERT Testing windows correspond with MAP windows.
- 9th Grade English CERT Test consists of 50 English questions and has a 40 minute duration.

What the Data Does Not Tell 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 9th grade last year are now performing as 10th grade students, this year in Reading).
- 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.

Interim Goal Monitoring Report

Jefferson County Public Schools

Goal 3: High School Academic Readiness

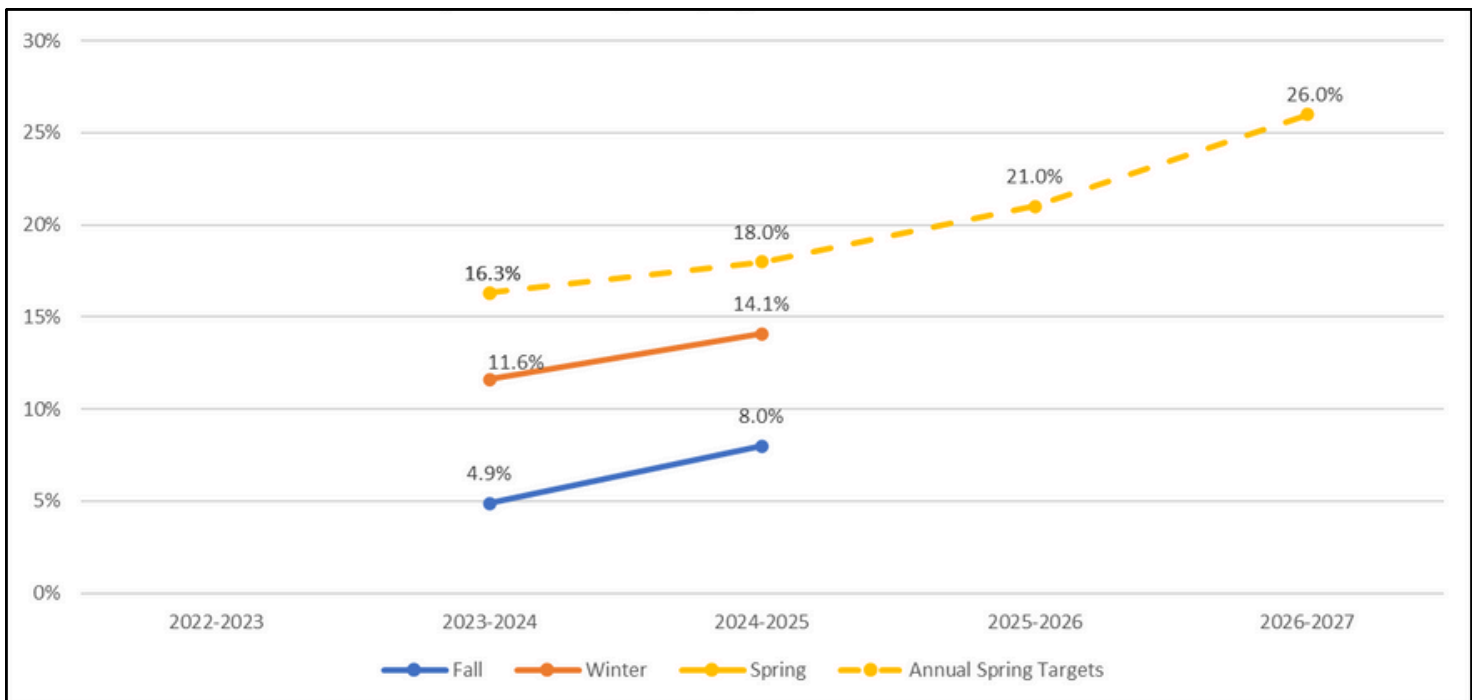


The percentage of 12th-grade students who score “ready” on the JCPS Academic Readiness measures will increase from % in August 2025 to % by June 2030. (Baseline data and annual goals and targets will be established in August 2025)

Interim Goal 3.2 10th Grade CERT Math Scores

Evaluation
On-Track

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.



Interim Goal 3.2: 10th Grade CERT Math Scores

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.

	Fall			Winter			Spring		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
All Students	N/A	4.9%	8.0%	N/A	11.6%	14.1%	N/A	16.3%	April 2025
African American	N/A	2.4%	5.9%	N/A	5.5%	9.0%	N/A	8.7%	April 2025
Hispanic	N/A	2.9%	6.4%	N/A	6.2%	11.3%	N/A	10.6%	April 2025
Two or More	N/A	3.9%	7.0%	N/A	9.8%	11.4%	N/A	11.3%	April 2025
White	N/A	6.7%	8.8%	N/A	17.0%	17.6%	N/A	23.7%	April 2025
Free/Reduced Lunch	N/A	2.8%	5.9%	N/A	5.7%	9.6%	N/A	9.8%	April 2025
Multilingual Learners	N/A	5.1%	7.6%	N/A	5.2%	12.0%	N/A	9.8%	April 2025
Exceptional Child Education	N/A	1.2%	3.2%	N/A	3.5%	5.6%	N/A	6.6%	April 2025

*CERT was administered for the first time in the 23-24 school year

What are we doing?

What does this specific data tell us?

- This data tells us that 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.
- The graph (on page one) compares how current 10th grade students have performed on the fall, winter, and spring Math CERT assessments, compared to 10th grade students from the 2023-24 school year.

What are points of celebration?

- From Fall 2024-25 to Winter 2024-25, the percentage of 10th grade students meeting/exceeding college-ready benchmarks in Math 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%)
- The percentage of current 10th grade students who met or exceeded the ACT college-ready benchmarks for Math increased 2.5 percentage points in Winter 2024-25 (14.1%) compared to the 10th grade students during the Winter 2023-24 (11.6%).
- The percentage of Multilingual Learners who met/exceeded ACT college-ready Math benchmarks during the Winter assessment in 2024-25 (12%) increased significantly (6.8 percentage points) compared to the 10th grade students during the 2023-24 winter CERT assessment (5.2%).

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

- School math leadership teams utilize data to identify student needs and develop targeted 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 provide data-driven interventions aligned to each school’s Math Plan.
- District Math Resource Staff support teachers with training, resources, instructional strategies, and data analysis.
- All high schools have implemented schoolwide CERT testing systems in grades 9-11 to ensure practice for and support to students as they prepare for the state-required ACT in the Spring of Junior year. This is year 2 of CERT use in high schools.
- The Office of the Assistant Superintendent for High Schools (High School Office) has intentionally built zone-wide systems and structures that consistently communicate and monitor academic readiness goals and HQIR implementation (Algebra 1 only, 9th grade) in SY 2024-25). For example:
 - Every Principals’ Meeting is centered on district instructional shifts with an emphasis on clarity of goals, principal collaboration around best practices, and reminders about stakeholder communication about instructional expectations in order to build capacity in all high schools.
 - Small and diverse groups called Principal Collaborative Teams (CTs) meet every 6 weeks in a school. Principals share their school’s real-time progress towards goals, collaborate on a problem of practice, and provide collegial feedback to one another for systems improvement.
 - Zone leadership monitors and reports on academic readiness measures and strategies during weekly Cadence Meetings with Chief Moore and with Principals at each monthly Principals’ Meeting.
- The High School Office provides tools for principals to increase the implementation of systematic instructional leadership across the zone. For example:
 - The High School Office developed and regularly references a district-level Name and Need tracker that shows individual students’ academic readiness status.
 - Secondary Academics provided videos that explain the district HQIR look-fors for Math (Algebra 1, grade 9) and zone leaders use these in monthly principal meetings.
 - Principals have conducted peer reviews of math plans (aligned to the district look-for document) and shared ideas regarding interventions at the high school level.
 - The High School Office has provided multiple opportunities for principals to share tools that they have developed and successfully implemented (i.e., intervention data trackers, student incentive ideas, approaches to testing, PLC support, and more).
 - CERT platform tools include “study halls” and modules for teachers to assign to students based on student performance data and/or as an intervention to support student growth.
 - Reports, including how often students are accessing additional resources in the CERT platform and how long they are spending on the CERT practice tests, help leaders and teachers incentivize students to give their best effort.

- Principal Supervisors conduct thorough site visits at each school once a semester with a focus on HQIR implementation, feedback, and Principal coaching. Each Principal and Academic Instructional Coach (and often an Assistant Principal) conducts learning walks during these site visits, calibrates the HQIR look-for, and practices impactful coaching questions for teachers. Principal Supervisors ensure that the next steps towards a school's deeper implementation of the HQIR are developed and documented at the end of the site visit, and a follow-up date is calendared.
- Principal Supervisors lead the district Formative Systems Reviews (FSRs) each semester at each school. A deep dive into work products and school systems creates an opportunity to provide feedback and coaching to Principals on Professional Learning Community (PLC) work, student interventions, and teacher feedback and coaching.
- Principal Supervisors and Principals collaborate with Secondary Academics leaders to provide differentiated support to teachers and PLCs as determined by classroom learning walks and FSRs.
- Schools have developed CERT testing systems and practices that maximize student effort and support teachers in responding to student performance data.
- 100+ Math classroom observations have been completed (Algebra 1 only, 9th grade) based on Central Office Administrators' Observations as of 12/20/24.
- Percentage of classrooms where HQIR Mathematics Best Practice Success Indicators / Look Fors were observed:
 - 80% - *Routines and procedures*
 - 62% - *Participation in math community*
 - 61% - *Lesson structures*
 - 17% - *Learning targets*

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

- 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%).
- If JCPS succeeds in meeting the established annual targets for the next three school years, 74% of our 10th-grade students will still not meet ACT college-ready benchmarks in math; we must accelerate growth for all students.
- In order to improve students' math skills at the high school level, we must improve schoolwide systems of intervention.
- In the classroom, high school teachers need more guidance and support for small group instruction during regular class periods in order to provide differentiated learning experiences without removing students from core instruction.
- The high school schedule provides very little flexibility for non-credit-bearing, tiered interventions beyond the classroom setting. We need to develop a schedule model that is flexible enough to meet Tier 2 and Tier 3 student needs in real-time (and in larger schools averaging 1200+ students, especially) without removing students from credit-bearing courses required for graduation or from career and technical education experiences.

- We need to increase academic talk in high school math classrooms. The current, most common instructional model remains teacher-centered, although that is slowly shifting as a result of the HQIR and its common, embedded instructional routines (currently only for Algebra 1 teachers). We are collaborating with Secondary Academics leaders to develop targeted professional development around this need.
- Recruitment of certified math teachers at the middle and high school levels must continue.
- As of 12/30/24, 11 high school math teacher vacancies and 1 middle school math teacher vacancy existed across the 27 schools in the high school zone.

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

Next Steps | Strategies & Activities

Support/Training

- Explicit training of district HQIR look-fors is provided to Principals and Academic Instructional Coaches (AICs) bi-monthly by zone leaders in collaboration with Secondary Academics.
- Quarterly Academies, led by district Academics content specialists, focused on research-based practices and the HQIR are offered to instructional staff.
- Ongoing Math professional development opportunities are provided at the school and district level, including embedded professional development.
- School-based coaching and PLC support are provided by district content leads and specialists.
- Crosswalk between CERT skills and Kentucky Standards is in development to support targeted instruction.

Implementation

- As of December, district leadership has visited 100+ Math classrooms (Algebra 1 only, 9th grade)
 - Highest Ratings: 80% - Routines and procedures
 - Lowest Ratings: 17% - Learning targets
- Illustrative Math (IM) is being implemented in all Algebra 1 classes (grade 9) as evidenced by high percentages of “routines and procedures” observed through district classroom visits.
- Some variability in the effectiveness of the implementation exists, as evidenced by a lower percentage of classroom visits noting “routines and processes” embedded in the HQIR.
- “Learning targets” are lacking in most high school Algebra 1 classrooms. This look-for focuses on evidence of learning targets having been unpacked with students -- not just the presence of learning targets. We are collaborating with Secondary Academics leaders to develop targeted professional development to build teacher skills in this area.

- Classroom learning walks conducted by zone leaders, Principals, and AICs (as a part of site visits) are designed to support calibration and clarity of HQIR look-fors as well as increase impactful teacher coaching.
- Students practice testing conditions during CERT that mimic those of the ACT before sitting for the state-required ACT.
- Our immediate next steps include:
 - Implementing with integrity Math plans designed to strengthen Tier 1 instruction, assess student progress, and provide targeted support in Tier 2 and Tier 3
 - Continuing math instruction and assessments aligned to grade level standards
 - Practicing testing conditions that mimic those of the ACT before sitting for the state-required ACT.
 - Using Paper, a 1:1 tutoring and online resource, to support student understanding of math concepts. This can be especially helpful in classrooms with vacancies.

Monitoring & Coaching Systems

- Vital signs reviews are used to monitor progress and reflect on support systems.
- Formative System reviews are conducted each semester.
- Site Visits for curriculum implementation, learning walks, and Principal coaching are provided each semester.
- Additional coaching is provided by IM consultants for all high schools.
- Principal Collaborative Teams meet and share collegial feedback (every 6 weeks).
- Zone and school leadership professional growth goals aligned with district goals.
- School leadership teams conduct learning walks to measure student engagement and implementation of grade-level standards.
- Leaders of “High Density” high schools (as defined by the Office of Multilingual Learners) participated in a study visit focused on supporting Multilingual Learners more effectively.
- Schools will examine Winter CERT assessment data for African-American and Multilingual Learners student groups to identify specific gaps in learning, allowing schools to tailor their approach to meet the needs of all students.
- Effective interventions will likely rely on small group instruction and/or Tier 2 and Tier 3 pull-outs, both of which are growth areas for the high school zone.

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Relevant terms, definitions, and clarifications about CERT Math testing:

- The College Equipped Readiness Tool (CERT) is an interim assessment tool based on ACT's College Readiness Standards.
- CERT was designed for administrators, teachers, and students as a means to provide actionable data on the most important set of standards students will be assessed upon, the College Readiness Standards. CERT also reports on state standards.
- Up to three times a year, students have the opportunity to take an age-appropriate, ACT-like assessment, receive instant feedback on their performance, and be taken through a suite of remediation tools.
- Teachers benefit from CERT's detailed reports that help tailor classroom instruction and reveal possible curricular gaps to teachers.
- Grades 9 and 10 participate in the fall, winter, and spring testing windows. CERT Testing windows correspond with MAP windows.
- 10th Grade Math CERT Test consists of 60 Mathematics questions and has a 60 minute duration.

What the Data Does Not Tell Us

- The data in this report 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 10th grade last year are now performing as 11th grade students, this year).
- The data in this report 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 in this report does not tell us the number of students that are identified in multiple student subgroups.