Goals & Guardrails

Interim Goal Monitoring Report

Jefferson County Board of Education Meeting

April 8, 2025

Goals 4 & 5

3rd Grade Literacy
8th Grade Numeracy



- **Interim Goal 4.3:** *3rd Grade Evidence of Learning Checks*
- **Interim Goal 5.3:** *8th Grade Evidence of Learning Checks*

Interim Goals 4.3 & 5.3

Evidence of Learning Checks (Curriculum-Aligned Interim Assessments)



Research Indicates

Curriculum-Aligned Interim Assessments

- **Create a continuous feedback loop with actionable, real-time data to help teachers provide targeted interventions**
- **Promote consistency between formative and summative assessments**
- **Positively impact student academic performance across various content areas and grade levels**
- **Promote student access of background knowledge before being asked to apply their skills**

Interim Goals 4.3 & 5.3

Evidence of Learning Checks (Curriculum-Aligned Interim Assessments)

Background / Context

- **Evidence of Learning Checks (ELCs) are formative measures, aligned to grade-level standards & high-quality instructional resources (HQIR)**
- **Literacy ELCs were developed in partnership with Cognia**
- **Math ELCs are directly aligned to the district math HQIR (IM)**
- **Kentucky Summative Assessment (KSA)-like in format**
- **ELC data enables teachers to meet student learning needs more responsively**



Evidence of Learning Checks
(Curriculum-Aligned Interim Assessments)

Interim Guardrails 4.3 & 5.3

4.3: The percentage of students in 3rd grade who had a passing score on the curriculum-based assessments in Reading will increase from x% in June 2025 to y% by June 2027.
5.3: The percentage of students in 8th grade who had a passing score on the curriculum-based assessments in Math will increase from x% in June 2025 to y% by June 2027.

Evaluation: New Metric

Indicators of Progress

- Natural step in the Math/Literacy System development across JCPS
- Data will inform item and standards analysis from a cross-section of schools
- Positive feedback from teachers in the pilot regarding:
  - Alignment to curriculum
  - Ease of use
  - KSA-like formatting
  - Future ELC question types
  - Data usefulness for small group instruction

	Fall		Spring		Pilot Next Steps
	# Schools in Pilot	# Students Assessed	# Schools in Pilot	# Students Assessed	
3rd Grade Reading Assessment	17	720	17	470	**Data Analysis underway by Cognia's psychometric team to determine passing scores, factoring:** • **Evaluation of the test** • **Number of times standards were assessed** • **Depth of knowledge of each question.**
8th Grade Math Assessment	**Math Assessment was not administered in Fall**		5	106	

Note: This is pilot information that will inform next cycle of assessments

Interim Goal 4.3 & 5.3

Evidence of Learning Checks (Curriculum-Aligned Interim Assessments)

Effective Strategies

- Data literacy and assessments ensure an accurate picture of the implementation and impact across the district
- Ongoing HQIR support through coaching and professional learning
- Small group learning using ELC data to facilitate differentiated support based on student needs
- Classroom protocols for active engagement in collaborative discourse, knowledge building, and strategy acquisition

Opportunities for Growth

- Continue to value performance-based assessments and authentic opportunities for students to demonstrate learning
- Maintain integrity of HQIR through intentional collaborative planning
- Aligned messaging from Academics and Schools Divisions with clear expectations and feedback loops
- Optimize data sharing and progress monitoring through Vital Signs protocols

Next Steps

- Data review and feedback sharing to ensure reliable and valid assessment data
- Analyze performance outcomes based on Depth of Knowledge and standard frequency
- Revision of Math and Literacy ELCs as needed
- Determine criteria for student performance outcomes with Cognia
- Summer professional learning for school administrative teams