



**Goals &  
Guardrails**

## **Goal Monitoring Report**

Jefferson County Board of Education Meeting

July 29, 2025

# **Goal 4**

3<sup>rd</sup> Grade Literacy





# VISION

All Jefferson County Public Schools students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world.

# MISSION

To challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments





# Goal 4

## 3rd Grade Literacy

### Theory of Action

If JCPS ensures that all students receive high-quality, evidence-based literacy instruction in the early grades (PreK–3), combined with timely interventions and aligned supports, then students will reach reading proficiency by the end of third grade, fostering a strong academic foundation that enables them to successfully engage with more complex content across all subject areas.

#### Key Actions:

- Implement high quality instructional resources with integrity
- Provide targeted, data-informed reading interventions
- Support educators with literacy-focused professional development
- Monitor progress with aligned, formative assessments
- Prioritize equity by addressing opportunity gaps early





# Goal 4

## 3rd Grade Literacy



### Research Indicates

- Third grade marks a pivotal shift from “learning to read” to “reading to learn.”
  - Independent Reading is a major contributor to vocabulary growth
  - Reading is the foundation for learning in all subjects.
- Reading achievement gaps widen rapidly after third grade
  - Proficient readers tend to accelerate, while those who struggle fall further behind due to less reading and limited exposure to advanced vocabulary and content
- Predictor of Future Success
  - 3rd grade reading proficiency strongly predicts high school graduation
  - Reading proficiency by third grade significantly impacts college and career readiness





# 3rd Grade Literacy

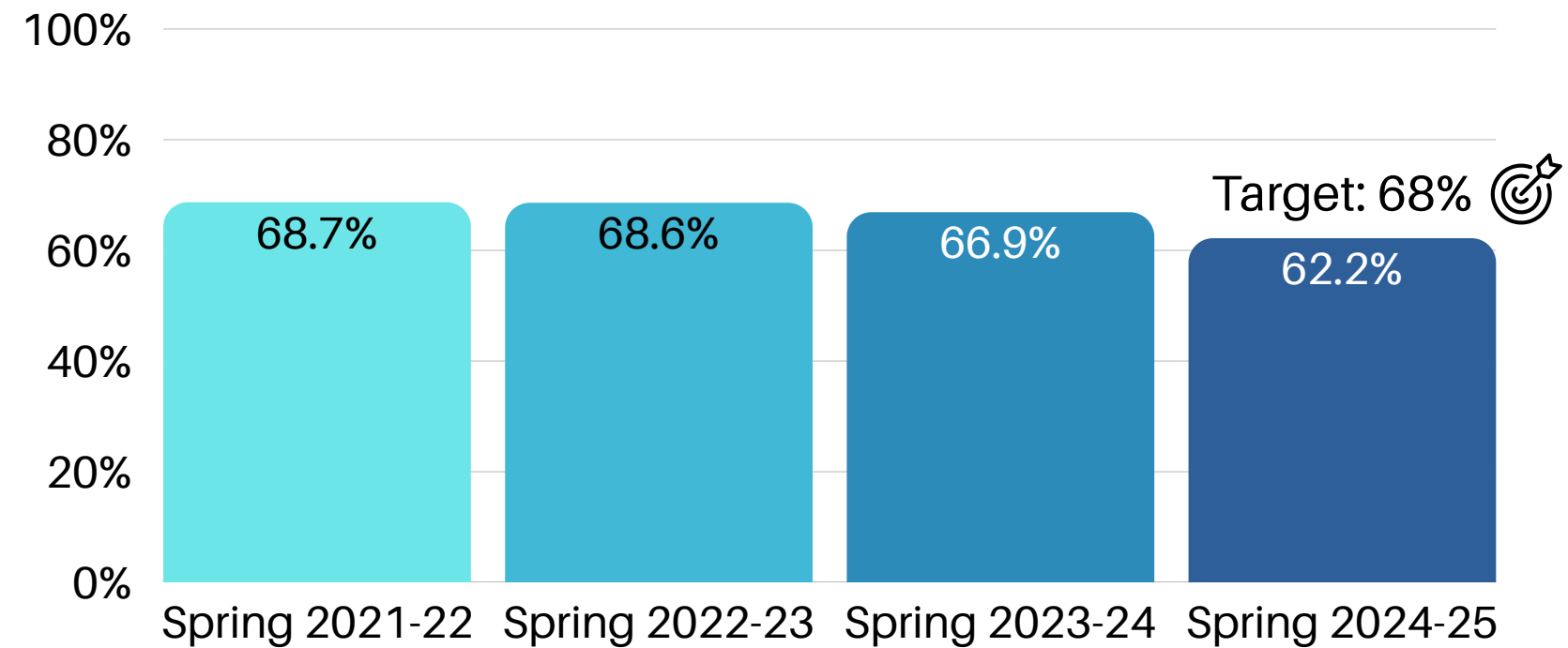
Goal 4 - The percentage of 3rd-grade students who met or exceeded their expected growth and/or achievement benchmarks (50th percentile) in Reading according to the Spring MAP assessment will increase from 66% in June 2024 to 81% by June 2030.

## Evaluation: Off-Track

### Trend Data

- Overall, the percentage of third grade students meeting achievement and/or growth benchmarks in Spring MAP Reading has not increased.
- No significant changes in achievement gaps

% 3rd Grade Students Met/Exceeded Expected Growth and/or Achievement Benchmark



3rd Grade Spring MAP Reading Assessment

	Spring 22	Spring 23	Spring 24	Spring 25
All students	68.7%	68.6%	66.9%	62.2%
African American	58.4%	57.3%	55.0%	50.3%
Hispanic	63.2%	66.3%	60.7%	55.8%
Two or More	72.1%	75.2%	72.3%	68.8%
White	77.7%	77.6%	78.4%	74.4%
Free/Reduced Lunch	62.9%	62.3%	59.5%	55.6%
Multilingual Learners	60.0%	65.1%	60.4%	52.5%
Exceptional Child Education	44.8%	57.6%	55.1%	46.6%



# Goal 4

## 3rd Grade Literacy

### Effective Strategies

- Instructional Leadership Teams facilitate use of High Quality Instructional Resources (HQIR), analysis of data, development of literacy plans ensuring targeted, evidence-based next steps.
- School literacy plans included multiple layers of assessment, reading improvement plans, tiered support, professional development for teachers, & communication with families.
- Teachers & school leaders participate in Language Essentials for Teachers of Reading and Spelling (LETRS) training

### Opportunities for Growth

- Frequency of coaching & feedback to school leadership will be based on a tiered system established by the zone level Assistant Superintendent.
- Frequent data reviews at the classroom/grade level to identify trends early and adjust grouping, instruction, and supports.
- Implement necessary adjustments to pacing for addressing individual learners needs
- Progress monitoring of interventions and assessments

### Next Steps

- Additional small group (skills block) instruction training for teachers.
- Deeper analysis of subgroup data needed to better address targeted areas for growth.
- Record “Refining” skills block lesson for all teachers to view.
- Targeted small group instruction addressing specific skill gaps
- Use of the JCPS Instructional System Monitoring Tool to set goals around literacy instruction.





**Goals &  
Guardrails**

## **Goal Monitoring Report**

Jefferson County Board of Education Meeting

July 29, 2025

# **Goal 5**

8<sup>th</sup> Grade Numeracy





# Goal 5

## 8th Grade Numeracy

### Theory of Action

If JCPS ensures that all students receive high-quality, evidence-based mathematics instruction throughout middle school (Grades 6–8), combined with timely, targeted interventions and aligned supports, then students will reach math proficiency by the end of 8th grade, preparing them for success in algebra and advanced coursework that is critical for college and career readiness.

#### Key Actions:

- Support educators with numeracy-focused, ongoing professional learning
- Implement high-quality instructional materials using diverse, student-centered strategies
- Prioritize conceptual understanding and real-world application of math concepts
- Use aligned, formative assessments to monitor progress and inform instruction
- Provide timely, data-driven interventions for students who need additional support





# Goal 5

## 8th Grade Numeracy



### Research Indicates

- Eighth-grade math proficiency sets the trajectory for high school and beyond.
  - Foundation for advanced math
  - Predictor of high school success
  - Access to challenging courses
- Achievement by 8th grade is a key predictor of college and career readiness.
- Proficiency in 8th grade is strongly linked to postsecondary degree attainment



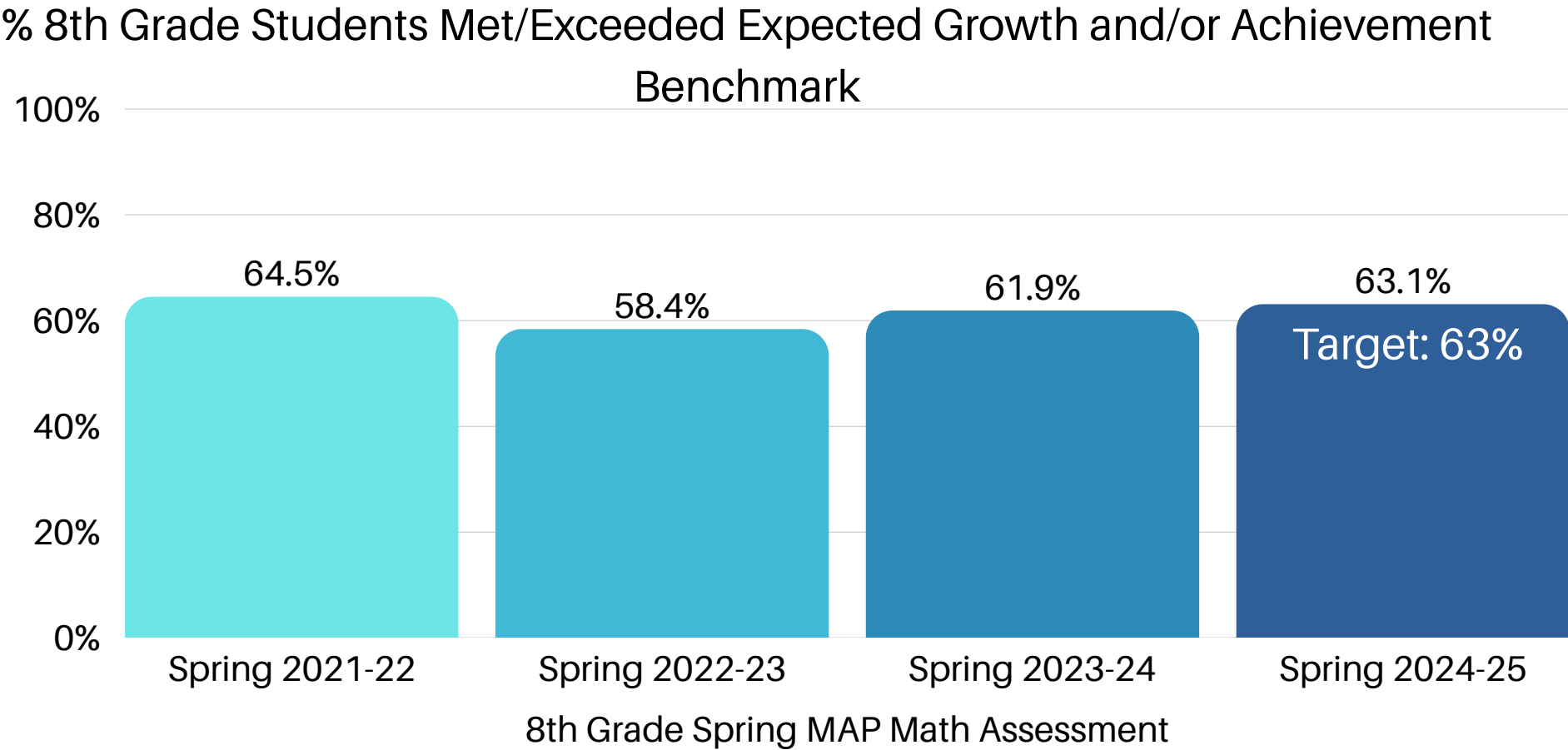
# 8th Grade Numeracy

Goal 5 - The percentage of 8th-grade students who met or exceeded their expected growth and/or achievement benchmarks (50th percentile) in Math according to the Spring MAP assessment will increase from 61% in June 2024 to 76% by June 2030.

## Trend Data

- The percentage of All students in grade eight who met/exceeded expected growth and/or achievement benchmarks has increased for the previous two school years (2022-23 through 2024-25).
- The Annual Target for 2024-25 (63%) was met.
- All student groups improved from the prior school year.

### Evaluation: On-Track



	Spring 22	Spring 23	Spring 24	Spring 25
All students	64.5%	58.4%	61.9%	63.1%
African American	56.1%	47.3%	52.9%	54.8%
Hispanic	62.8%	53.9%	57.8%	59.1%
Two or More	61.7%	62.5%	59.3%	61.3%
White	71.4%	67.5%	70.9%	71.8%
Free/Reduced Lunch	58.6%	51.0%	55.5%	57.5%
Multilingual Learners	58.3%	43.4%	50.7%	52.9%
Exceptional Child Education	53.2%	42.1%	49.7%	49.3%



# Goal 5

## 8th Grade Numeracy

### Effective Strategies

- Consistent use of the high-quality instructional resource (HQIR), Illustrative Mathematics (IM), aligns schools keeps them on pace with grade-level expectations.
- Effective implementation of IM is leading to stronger math communities, students sharing their thinking & building on each other's ideas, and engaging in meaningful math conversations.
- Schools have adopted regular MAP & formative assessment analysis to inform instructional adjustments and student groupings for intervention.

### Opportunities for Growth

- Persistent gaps remain among African American students, Multilingual Learners, ECE students, & students qualifying for free or reduced lunch.
- Not all schools have a fully developed or consistently implemented Tier 2 intervention model in math.
- Integrating formative assessment data (beyond MAP) to make timely adjustments to instruction.
- Integrating real-world math into Explore to boost engagement and deepen learning.

### Next Steps

- Refine support systems with focus on consistent scheduling, progress monitoring, and resource alignment for students not meeting benchmarks.
- Deepen PLC capacity to analyze student work and use formative data for instructional decisions.
- Strengthen classroom walk-throughs and feedback cycles specific to math instruction, aligned with JCPS Numeracy Look-Fors.
- Align principal collaborative groups with IM implementation focus.

