



**Goals &
Guardrails**

Goal Monitoring Report

Jefferson County Board of Education Meeting

August 19, 2025

Goals 1, 2, & 3

Elementary School Academic Readiness
Middle School Academic Readiness
High School Academic Readiness



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.



Goals 1, 2, & 3

Elementary, Middle, and High School Academic Readiness

Theory of Action

If students meet grade-level reading and math achievement benchmarks, while successfully completing defenses of learning that integrate academic knowledge, critical thinking, and communication skills, then students will be more academically prepared to transition successfully into their subsequent educational endeavors.

Key Strategies:

- High Quality Instructional Resources & Experiences
- Milestones (K-4, 7-8, 9-11)
- Consistent Rubrics and Exemplars
- Progress Monitoring Systems for Literacy and Math
- Unpacked Learning Targets Aligned to Grade-Level Standards
- Backwards Planning With Authentic Assessment

Implementing these strategies equips students to create high-quality defenses of learning and drives academic growth.



Goals 1,2, & 3

Elementary, Middle, and High School Academic Readiness



Research Indicates





- **Regular monitoring of reading and math** performance is critical for keeping students on track.
- **Key Milestones** in upper elementary and middle grades help guide students through educational transitions.
- **Performance-based assessments** offer a meaningful way for students to demonstrate readiness and deeper learning.
- **An ongoing feedback loop is essential** for fostering self-directed learning and timely intervention.
- **Policies aimed at increasing post secondary readiness** must prioritize early monitoring and support in the middle grades to set students on a successful academic path.





JCPS Academic Readiness Measures represent a **local measure** of accountability for JCPS that values both standardized measures of academic assessment and success skills to form a more accurate picture of student learning.

JCPS ACADEMIC- READINESS MEASURES

PROCESS Quality Work + High-Quality Pedagogy		STANDARDIZED ASSESSMENT BENCHMARK Focused on Reading and Math	DEFENSE OF LEARNING BENCHMARK Focused on Success Skills	ACADEMIC READINESS BENCHMARK										
WHEN WE FOCUS ON: <ul style="list-style-type: none">✓ Quality Work Protocols✓ Milestone Experiences✓ Consistent Rubrics and Exemplars✓ Fidelity to the Instructional Systems Monitoring Tool✓ Unpacked Learning Targets Aligned to Grade-level Standards✓ Backward Planning with Authentic Assessment WE WILL SEE: <ul style="list-style-type: none">✓ High-Quality Artifacts✓ Personalized Defenses of Learning✓ Interdisciplinary Learning and Increased Engagement✓ Academic Growth and Achievement✓ Effective Interventions and Supports 	ELEMENTARY	3.5 ↑ SCORE: READY	3.5 ↑ SCORE: READY	Progressing With Support: Meeting Standardized Assessment Benchmark OR Defense of Learning Benchmark <hr/> Ready: Meeting Standardized Assessment Benchmark AND Defense of Learning Benchmark										
	 Ready for the sixth grade!	<table><tr><th>Reading</th><th>Math</th></tr><tr><td>1. 100-150</td><td>100-150</td></tr><tr><td>2. 151-201</td><td>151-203</td></tr><tr><td>3. 202-213</td><td>204-218</td></tr><tr><td>4. 214-350</td><td>219-350</td></tr></table> Note: 4 = P/D	Reading		Math	1. 100-150	100-150	2. 151-201	151-203	3. 202-213	204-218	4. 214-350	219-350	Presentation of Student Learning and Growth: Defense of Learning Rubric 1-Needs Improvement 2-Developing Understanding 3-Approaching Readiness 4-Ready or Excelling
	Reading	Math												
	1. 100-150	100-150												
	2. 151-201	151-203												
	3. 202-213	204-218												
4. 214-350	219-350													
MIDDLE	3.5 ↑ SCORE: READY	3.5 ↑ SCORE: READY												
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SECONDARY	3.5 ↑ SCORE: READY	3.5 ↑ SCORE: READY												
 Postsecondary-Ready!	<table><tr><th>Reading</th><th>Math</th></tr><tr><td>1. 15 ↓</td><td>14 ↓</td></tr><tr><td>2. 16-17</td><td>15-16</td></tr><tr><td>3. 18-19</td><td>17-18</td></tr><tr><td>4. 20 ↑</td><td>19 ↑</td></tr></table> Note: 4 = Benchmark on ACT	Reading	Math	1. 15 ↓	14 ↓	2. 16-17	15-16	3. 18-19	17-18	4. 20 ↑	19 ↑	Presentation of Student Learning and Growth: Defense of Learning Rubric 1-Needs Improvement 2-Developing Understanding 3-Approaching Readiness 4-Ready or Excelling		
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3. 18-19	17-18													
4. 20 ↑	19 ↑													


Goals 1,2, & 3 - Academic Readiness

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

Evaluation: New Metric

Trend Data

- The percentage of students who met both academic assessment benchmarks AND defense of learning benchmarks across levels were comparable:
 - 39.0% (5th)
 - 37.6% (8th)
 - 36.7% (12th)
- Significant gaps exist between student groups.
- Participation rates across levels were between 70.4% - 81.1%
 - 81.1% (5th)
 - 70.4% (8th)
 - 73.1% (12th)

	READY: Meeting Standardized Assessment Benchmark AND Defense of Learning Benchmark		
	ELEMENTARY	MIDDLE	HIGH
All Students	39.0%	37.6%	36.7%
African American	24.5%	24.4%	18.4%
Hispanic	27.0%	26.0%	23.7%
Two or More	44.0%	39.1%	45.5%
White	54.6%	53.7%	53.3%
Free/Reduced Lunch	28.2%	27.0%	23.0%
Exceptional Child Education	12.7%	7.4%	8.0%
Multilingual Learners	11.9%	8.6%	4.2%

Goal 1: Elementary School Academic Readiness

*The percentage of 5th-grade students who score “ready” on the JCPS Academic Readiness measures will increase from % in June 2025 to % by June 2030.
(Baseline data and annual goals and targets will be established in August 2025)*

Effective Strategies

- Schools are required to meet regularly to progress monitor Math, Literacy, & Journey to Success systems.
- Comprehensive professional learning around the implementation of HQIRs.
- School leaders supported systems to build capacity and sustainability of implementation of HQIRs and best practices in literacy and math, including regular teacher observations, coaching and feedback cycles, and HQIR professional learning.

Opportunities for Growth

- Intensify focus on Skills Block, ALL Block, and small group, differentiated instruction.
- Refining and documenting action steps based on student demographic data.
- Reflect on how student learning experiences encompass diversity of voice, representation, and ways of knowing by using the ARE tool
- Embed Success Skills into daily lesson planning and provide students with ongoing opportunities to reflect on their growth, and analyze their progress toward readiness for future success.

Next Steps

- Schools Division leadership will provide increased progress monitoring feedback on Math, Literacy, & Journey to Success systems.
- Schools will be required to set measurable goals based on student data, demographics, and school priorities.
- Schools Division Leadership will host Formative Systems Reviews In the fall to document school progress on aligned strategies for success.
- Ongoing professional learning will be provided at the district level for content specific work and JTS support.



Goal 2: Middle School Academic Readiness

*The percentage of 8th-grade students who score “ready” on the JCPS Academic Readiness measures will increase from % in June 2025 to % by June 2030.
(Baseline data and annual goals and targets will be established in August 2025)*

Effective Strategies

- Schools are required to meet regularly to progress monitor Math, Literacy, & Journey to Success systems.
- Comprehensive professional learning around the implementation of HQIRs.
- School teams triangulate data (MAP and HQIR assessment data) to identify and target differentiated supports.
- Cross-curricular learning opportunities are offered in Explore classrooms.
- Teams conducted instructional walkthroughs in EL and math classes.

Opportunities for Growth

- Focus on improving the percentage of 8th graders who meet or exceed their expected academic readiness benchmarks.
- Foster Vibrant Learning Experiences in all content areas.
- Deepen interdisciplinary learning experiences in Explore classrooms.
- Continue new teacher professional learning and capacity building at the school level around implementation of HQIRs.

Next Steps

- Train principals and Academic Instructional Coaches on high leverage Instructional practices aligned to the HQIR.
- Hold data literacy conversations with principals and AICs to connect MAP data to HQIR and school-wide Tier 2 and 3 systems of support.
- Support schools with coaching and PLC sessions by district content leads and specialists.
- Schools Division Leadership will host Formative Systems Reviews In the fall to document school progress on aligned strategies for success. Vital Signs data will also be reviewed for next steps and trends.

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 June 2025 to % by June 2030.
(Baseline data and annual goals and targets will be established in August 2025)*

Effective Strategies

- Implementation of the use of resources provided in CERT
- Increased access to high rigor courses (i.e., Dual Credit, AP, IB, etc.)
- Shifts in the test administration environment to better mimic the college admissions exam
- Implementation and monitoring of new HQIR in all English and Algebra 1 classes
- Zone-wide systems and structures to communicate and monitor academic readiness goals
- Collaboration with the Academics Division to provide various professional learning opportunities to school leaders

Opportunities for Growth

- Strengthen the alignment of local Academic Readiness measure to the state Academic Readiness parameters (i.e. Postsecondary Readiness)
- Focus on gaps that persist among African-American, ML, ECE, and free or reduced lunch students
- Establish consistent expectations across schools for use of CERT data and resources
- Implement Tier 2 and Tier 3 supports more strategically based upon HQIR assessment data and CERT data

Next Steps

- Expand HQIR use to Geometry and Algebra 2
- Increase the intentional use of CERT data by leaders and PLCs to develop and implement tiered interventions and differentiated student supports
- Increase collaboration with the Office of Multilingual Learners to provide better student supports in high-density ML schools
- Provide intentional and increased professional learning opportunities for principals in collaboration with Academics
- Use of the JCPS Instructional Systems Monitoring Tool to set academic goals and monitor progress

