



Student Outcomes Monitoring Report

Month: March

Year: 2026

Interim Goal 1B:

The percentage of first grade students that have met or exceeded the 70th percentile in growth, as measured by the NWEA MAP Growth Fall to Winter Reading Assessment, will increase from 21.9% in winter 2024 to 34% in winter 2028.

Connecting to Student Outcome Goal 1:

The percentage of 4th graders demonstrating proficient/advanced performance in Reading on the OSTP will increase from 25% in August 2024 to 40% by August 2030.

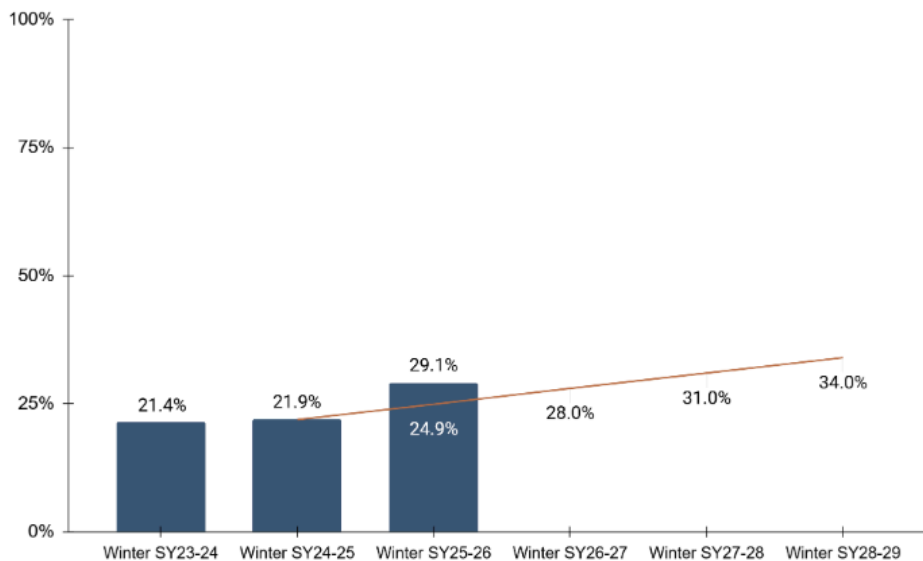
Goal/Interim Established Annual Targets:

2024-2025 (Baseline) 21.9%	2025 - 2026 24.9%	2026 - 2027 28%	2027 - 2028 31%	2028 - 2029 34%	2029 - 2030 N/A
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Goal/Interim Goal Status:

ON TRACK ▾

Data Snapshot



■ % of 1st Grade Students at/above 70th Percentile in Growth ■ Annual Target Aimline



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Interim Goal Rationale

Why Interim Goal 1B Matters

Our long-term goal is to increase the percentage of 4th grade students who are proficient or advanced in reading on the state assessment. To reach that goal, we must start much earlier. Research and our own data show that many of our students begin elementary school below the level needed to be on track for later reading success. If those students only make a typical year's growth each year, they are unlikely to catch up to proficiency by 4th grade. That is why this interim goal focuses on first grade reading growth.

On the NWEA MAP Growth assessment, the 50th percentile represents a typical year of academic growth. Our goal targets the 70th percentile, which signals accelerated growth of more than a year's progress in a year's time. By increasing the number of first graders achieving this level of growth, we are helping more students close early skill gaps and build the strong reading foundation necessary to meet our 4th grade proficiency target. This interim goal serves as an early and predictive indicator that we are on the right path toward our 2030 outcome.

Takeaway

If more of our youngest learners make accelerated reading growth now, more of our students will be prepared to meet 4th grade reading proficiency in the future.

Superintendent's Interpretation

What This Data Means

- Over the past two years (SY23-24 & SY24-25), the percentage of first graders reaching the 70th percentile in reading growth remained relatively flat at 21.4% and 21.9%.
- In Winter SY25-26, 29.1% of first grade students met or exceeded the 70th percentile in growth on the NWEA MAP Reading assessment.
- This represents a 7.2 percentage point increase from the previous year.
- The district exceeded its annual target by 4.2 percentage points, placing us **ON TRACK** with this interim goal.
- This level of improvement suggests that more students are experiencing accelerated reading growth, which is necessary to close early skill gaps.
- While this progress is encouraging, continued acceleration will be required over the next several years to reach the 2028 interim goal of 34%.

Takeaway

This year's strong gains show that our early literacy efforts are working, and if we sustain this momentum, we will be well-positioned to reach our 2028 goal and strengthen our path to 4th grade reading proficiency.

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Why We're Seeing These Results

Major Contributing Factors (What's Going Well)

- **Our progress in early literacy growth is not accidental. It is the result of intentional strategies we are implementing across the system. The following four strategic areas represent the core conditions necessary to accelerate student learning. While each area continues to evolve and improve, we are seeing positive momentum as we strengthen systems and move toward aspirational levels of implementation.**
 - Curriculum Strategy
 - Assessment Strategy
 - Instructional Monitoring and Support Strategy
 - Data-Informed Collaboration and Planning Strategy
- **Curriculum Strategy**
 - This strategy focuses on providing every student with access to high-quality, evidence-based materials, specifically aligned with the Science of Reading.
 - **District Reading Horizons V9 Adoption:** A major goal is increasing the number of elementary schools implementing Reading Horizons (RH) Version 9 as the supplemental phonemic awareness and phonics curriculum from 18 schools in May 2025 to 31 schools by May 2026.
 - **Implementation Standards:** Effective implementation includes teachers previewing daily lessons, delivering instruction within a 30-50 minute window, and providing at least 15 minutes of differentiated practice daily.
 - **Core Components:** The strategy prioritizes the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- **Assessment Strategy**
 - This area ensures that data collection is systematic and used to identify student needs early.
 - **Universal Screening:** The district uses NWEA MAP Growth as the universal screener, with a goal of assessing at least 95% of the student population within the first 30 days of enrollment.
 - **Layered Metrics:** Progress is tracked through multiple lenses, including diagnostics, progress monitoring, and Reading Horizons digital usage reports for real-time skill-check and multi-skill check data.
 - **Standardized Calendars:** Schools are moving toward developing monitored assessment calendars that outline all key testing dates (NWEA, Interims, WIDA, Diagnostics, Skill Checks, Multi-skill checks, and Progress Monitoring) as well as data analysis dates to ensure consistency.
- **Instructional Monitoring and Support Strategy**
 - This strategy focuses on the coaching cycles to ensure that high-quality materials are being taught effectively.
 - **Coaching Cycles:** Instructional Coaches at the elementary level document coaching cycles to refine teacher practice and accelerate student growth.

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- **"Look-Fors":** Leaders use specific Look-For forms during classroom visits to collect data on effective implementation, which determines areas for celebration or further calibration.
- **Reading Horizons Leadership Training:** The district is training all elementary Instructional Coaches to be "Reading Horizons Leaders" to provide site-based support.
- **Data-Informed Collaboration and Planning Strategy**
 - This area turns assessment data into actionable classroom instruction through collaborative structures.
 - **Data-Based Decision-Making (DBDM):** Teams use a clear data protocol to navigate through the stages of Plan, Instruct, Assess, and Reteach/Enrich.
 - **Professional Learning Communities (PLCs):** Grade-level teams are expected to review assessment data by the next scheduled PLC (within 5 school days) and create a reteaching plan and student outcome goals.
 - **Intervention Alignment:** If grade-level teams meet regularly to analyze data and reteach effectively, the "Theory of Action" suggests that interventions will close achievement gaps for struggling readers.

Takeaway

- The takeaway from these four strategic areas is that the district is transitioning to a model of literacy instruction where student growth is predictable and data-driven.

Barriers To Progress (What's Not Going Well)

- **While we are seeing progress across these four strategic areas, each also presents ongoing barriers that reflect where our systems are still developing and where focused improvement is needed to reach aspirational levels of implementation.**
 - Curriculum Strategy
 - Assessment Strategy
 - Instructional Monitoring and Support Strategy
 - Data-Informed Collaboration and Planning Strategy
- **Curriculum Strategy**
 - **Pacing Gaps:** Variations in the number of lessons completed across different grade levels and schools can lead to uneven student progress.
 - **Practice Opportunity:** Ensuring that every student receives at least 15 minutes of daily differentiated practice for every skill and that teachers follow the instructional framework and move into the We Do and You Do parts of the lesson delivery remains an implementation hurdle.
- **Assessment Strategy**
 - **Calendar Management:** The lack of a fully monitored, schoolwide assessment calendar that includes all key testing dates (NWEA, Interims, WIDA, Diagnostics, Skill Checks, Multi-skill checks, and Progress Monitoring), as well as data analysis dates, can disrupt the rhythm of data collection.
 - **External Benchmarking:** While the district uses Reading Horizons data, it must be balanced with normed assessments like NWEA to ensure a "complete picture" of student achievement.

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- **Instructional Monitoring and Support Strategy**
 - **Coaching Documentation:** The strategy relies on Instructional Coaches documenting coaching cycles to refine practice; inconsistent documentation can lead to gaps in teacher support.
 - **Calibration Needs:** There is an ongoing need for leaders to use "look-for" checklists consistently to celebrate success and calibrate instructional expectations across different sites.
- **Data-Informed Collaboration and Planning Strategy**
 - **Time Constraints:** Dedicating sufficient time for Reading Instruction within a regular school schedule and time for teams to analyze data collaboratively is a frequent obstacle.
 - **Protocol Consistency:** Moving from a general discussion to a structured "Plan, Instruct, Assess, Reteach/Enrich" protocol requires a high level of implementation discipline that is still evolving.

Takeaway

- The district's primary challenge is not the availability of resources, but the fidelity and speed of their implementation.

Next Steps

Deepening Existing Strategies

- **As we move forward, our focus is on strengthening and refining the initiatives already in place within these four strategic areas.**
 - Curriculum Strategy
 - Assessment Strategy
 - Instructional Monitoring and Support Strategy
 - Data-Informed Collaboration and Planning Strategy
- **Curriculum Strategy**
 - **Instructional Fidelity:** Aim for a consistent, effective delivery of one lesson per day within the targeted 30–50 minute window, utilizing the lesson preview and coaching videos.
 - **Differentiated Practice:** Ensure that every student receives at least 15 minutes of daily, differentiated practice tailored to every skill taught.
 - **Targeted Learning:** Utilize "Review & Transfer Days" and "Differentiated Practice" to refine how teachers bridge core instruction to independent application.
- **Assessment Strategy**
 - **Calendar Fidelity:** Develop and monitor a comprehensive schoolwide assessment calendar that includes all key testing dates (NWEA, Interims, WIDA, Diagnostics, Skill Checks, Multi-skill checks, and Progress Monitoring) and data analysis dates through PLCs.
 - **Data Triangulation:** Move beyond single-point assessments by aligning Reading Horizons digital usage and skill-check data with broader benchmark/normed assessments like NWEA, diagnostics, and progress monitoring data.



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- **Instructional Monitoring and Support Strategy**
 - **Coaching Cycles:** Ensure Instructional Coaches document formal coaching cycles that specifically refine teacher practice based on classroom observations.
 - **Calibration Tools:** Consistently use "look-for checklists" to collect data on implementation, then use those findings to determine where to focus site-based professional learning.
 - **Internal Advocacy:** Identify model classrooms at high-performing sites to model and spread best practices across the district.
- **Data-Informed Collaboration and Planning Strategy**
 - **Urgency in Analysis:** Adhere strictly to the "5 school day" window for reviewing assessment data during PLCs to ensure instructional adjustments are timely.
 - **Data-Based Decision-Making Protocol:** Implement a consistent data protocol (Plan, Instruct, Assess, Reteach/Enrich) to guide the analysis of student, classroom, and building-level data.
 - **Administrative Presence:** Deepen administrator involvement by having site leaders regularly attend data meetings to lead reading achievement initiatives and deploy necessary supports.

Takeaway

- The district is transitioning from a compliance-based model of literacy instruction to a high-reliability system where student growth is intentional rather than accidental.

Activating New or Underdeveloped Strategies

- **This section outlines the additional actions we have identified as necessary to further accelerate student outcomes.**
 - Curriculum Strategy
 - Assessment Strategy
 - Instructional Monitoring and Support Strategy
 - Data-Informed Collaboration and Planning Strategy
- **Curriculum Strategy**
 - **Project LIFT (Literacy Impact For Today):** This is a new small-group after-school tutoring program specifically for 1st–4th graders. It uses 95 RAP (Reading Achievement Program) to provide targeted, high-dosage tutoring in phonics and foundational skills
 - **Enhanced Classroom Discussion:** A strategy currently being activated to move beyond basic literacy is the integration of high-level discussion techniques such as Turn and Talk, Jigsaw, and Partner Summarizing. The goal is to build oral language and critical thinking alongside decoding skills.
- **Assessment Strategy**
 - **Tiered Instructional Supports:** We are transitioning toward more defined Tier 2 and Tier 3 supports that are currently being mapped out to align with the existing Tier 1 curriculum.
- **Instructional Monitoring and Support Strategy**
 - **Coaching Cycle Fidelity:** While coaching exists, the district is working to ensure Instructional Coaches document formal coaching cycles to specifically refine

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teacher practice and accelerate growth.

- **Data-Informed Collaboration and Planning Strategy**
 - **Goal Setting:** An emerging focus area is requiring grade-level teams to create short-term, monthly student outcome goals by individual teacher and grade level, rather than only looking at long-term data.

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Appendix: 1A - 1st Grade Teacher Survey

The leadership team surveyed 1st grade teachers upon the completion of the NWEA Winter NWEA MAP Growth assessments. Below are some insights that emerged from their feedback.

Question: What is the single most important factor, in your opinion, that contributed to the district exceeding the 1st Grade Reading Growth target this year?

- **Reading Horizons (RH) V9 Curriculum:** The adoption and implementation of the new Reading Horizons Discovery V9 program, including the shift toward data-driven, flexible, skill-based grouping, was frequently cited as the most important factor.
- **Small Group Instruction:** Consistent, dedicated, and explicit small group instruction, often aligned with foundational literacy skills, was crucial for targeted reteaching, practice, and differentiation, benefiting students across all ability levels.
- **Explicit Phonics Instruction:** Consistent phonemic awareness practice, targeted phonics instruction, and training in phonics platforms and instruction contributed to the growth.

Concerns Raised:

- **Curriculum Management Concerns:**
 - The instructional time is affected due to the challenge of covering both Reading Horizons and HMH.
 - Reading Horizons contributes the most but the pacing is too fast that teachers that actually use data to drive their instruction fall well behind pacing.

Question: If you implemented any new strategies or routines this year, please briefly describe the one you feel had the biggest positive impact on reading growth.

- **Reading Horizons V9:** The new Reading Horizons program, specifically version 9, was frequently mentioned as being very effective due to its structure, routine, and skills, with some teachers optimizing their lesson flow and using the program's toolkits for small group instruction.
- **Small Group Instruction and Targeted Support:** Implementing small groups, sometimes for 3-4 times a week or during WIN time, and creating additional small group time for Tier 1+ readers helped target specific needs, build confidence, and improve fluency. One new strategy I implemented this year that had the biggest positive impact on reading growth was structured small-group instruction based on targeted skill deficits. After reviewing assessment data, I grouped students by specific needs (such as phonics patterns, fluency, or comprehension strategies) rather than overall reading level.
- **Specific Phonics and Vocabulary Strategies:** Strategies like decoding multisyllabic words, exposure to advanced phonetic spelling, explicit instruction, and using Elkonin boxes, along with teaching abstract vocabulary like "phonemes," positively impacted growth.



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- **Increased Practice and Routines:** Adding more practice time during morning work and centers helped with exposure to phonological skills, and consistently repeating the learning target in V9 lessons was a noted routine change.