Student Outcomes Focused Governance

PROGRESS MONITORING REPORT

CREIGHTON SCHOOL DISTRICT
SINCE 1884

Student Outcomes Focused Governance Goals

Goal 1: Decrease Minimal Proficiency in Math for All 8th Graders

The percent of 8th grade students that score minimally proficient on AASA Math will **decrease** from 73% in August 2023 to 48% by August 2028

Goal 2: Increase Math Proficiency for Black 8th Graders

The percent of 8th grade Black students that score proficient on AASA Math will increase from 0% in August 2023 to 28% by August 2028.

Goal 3: Increase English Proficiency for Emerging Multilinguals

The percent of emerging multilingual students that increase one or more levels on AZELLA will increase from 25% in August 2023 to 40% by August 2028.

Goal 4: Increase Reading Proficiency for All 3rd Graders

The percent of 3rd grade students that score proficient on AASA English Language Arts will increase from 18% in August 2023 to 41% by August 2028.

Goal 1

The percent of 8th grade students that score minimally proficient on AASA Math will decrease from 73% in August 2023 to 48% by August 2028.

Annual Target for 2026

The percent of 8th grade students that score minimally proficient on AASA Math will **decrease** from 79% in August 2025 to 64% by August 2026.

Interim Measure 1.1

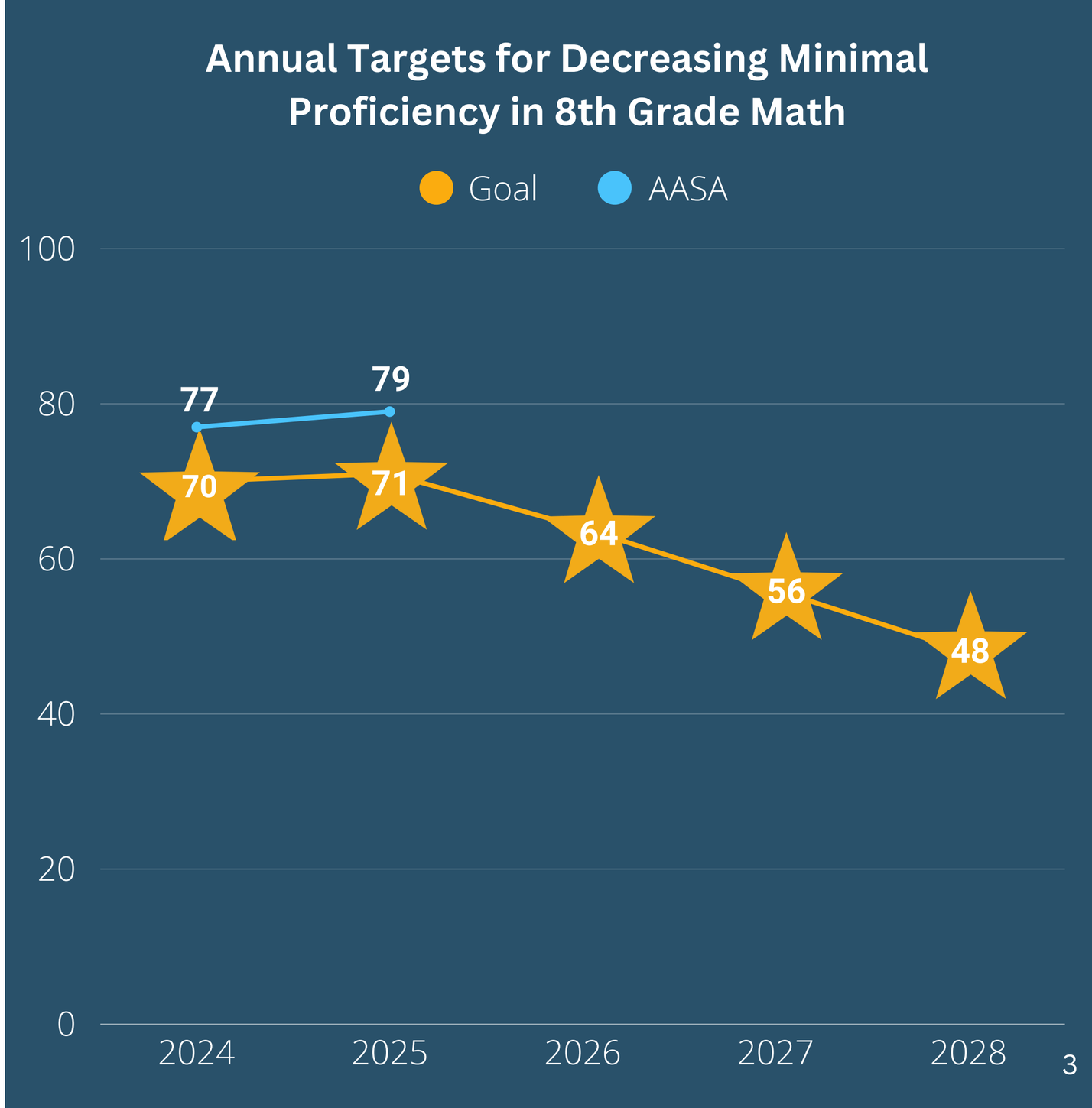
The percentage of 6th grade students who score minimally proficient on the DnA Math Post-Test will **decrease** from 65% on the 5th grade DnA Math Post-Test in May 2025 to 55% on the 6th grade DnA Math Post-Test in May 2026.

Interim Measure 1.2

The percentage of 6th grade students who score high risk on FastBridge aMath will **decrease** from 50% in May 2025 to 40% on FastBridge aMath in May 2026.

Interim Measure 1.3

The percentage of 8th grade students who score minimally proficient on the DnA Math Post-Test will **decrease** from 71% on the 7th grade DnA Math Post-Test in May 2025 to 57% on the 8th grade DnA Math Post-Test in May 2026.



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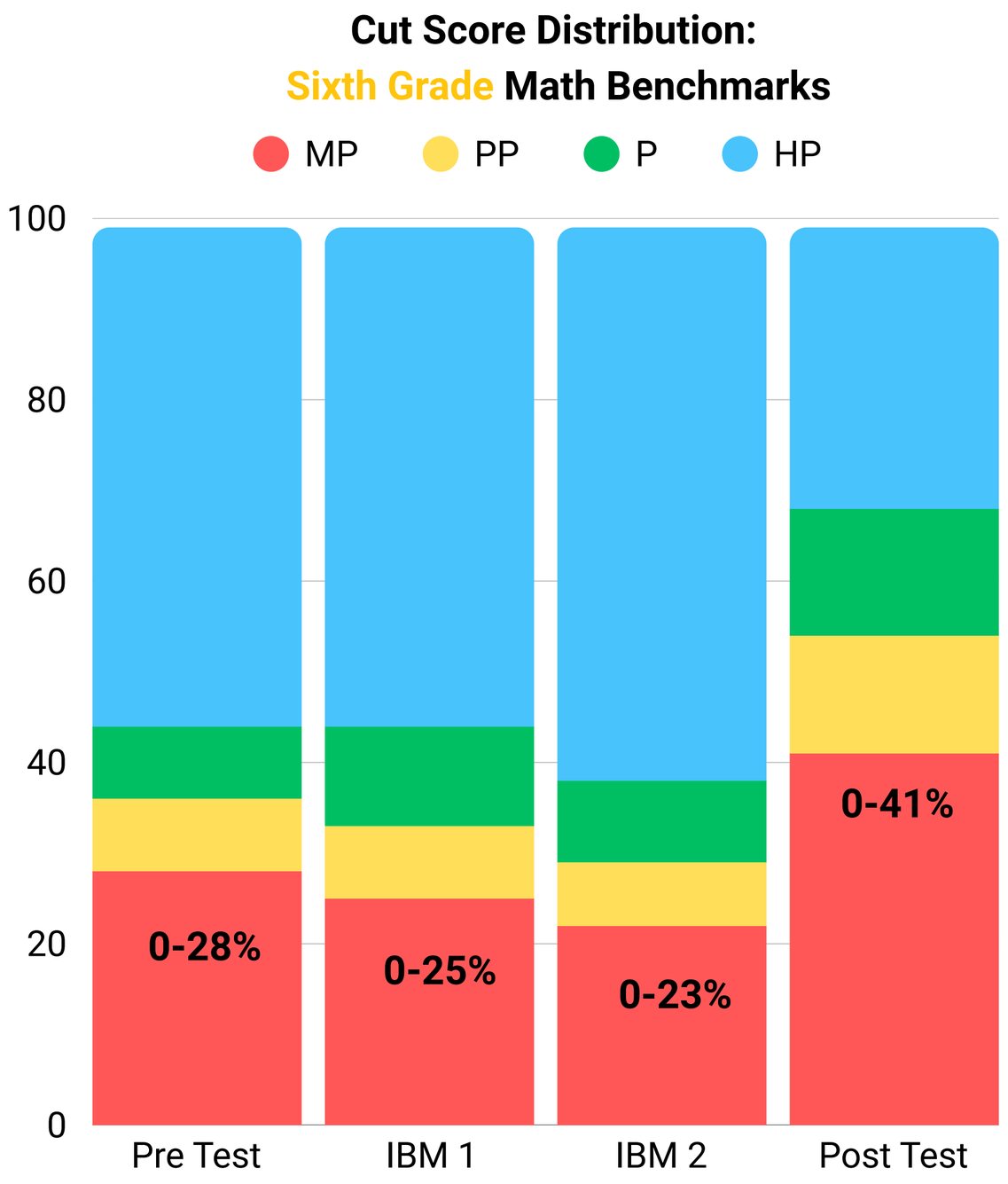
Throughout the year, sixth grade cut scores vary. These cut scores were calculated based on the previous year's sixth grade scores.
Example: Minimally proficient ranges over time are shown to the right.

- <28% correct on the pretest to
- <25% correct on IBM 1 to
- <23% on IBM 2
- And increase to <41% on post



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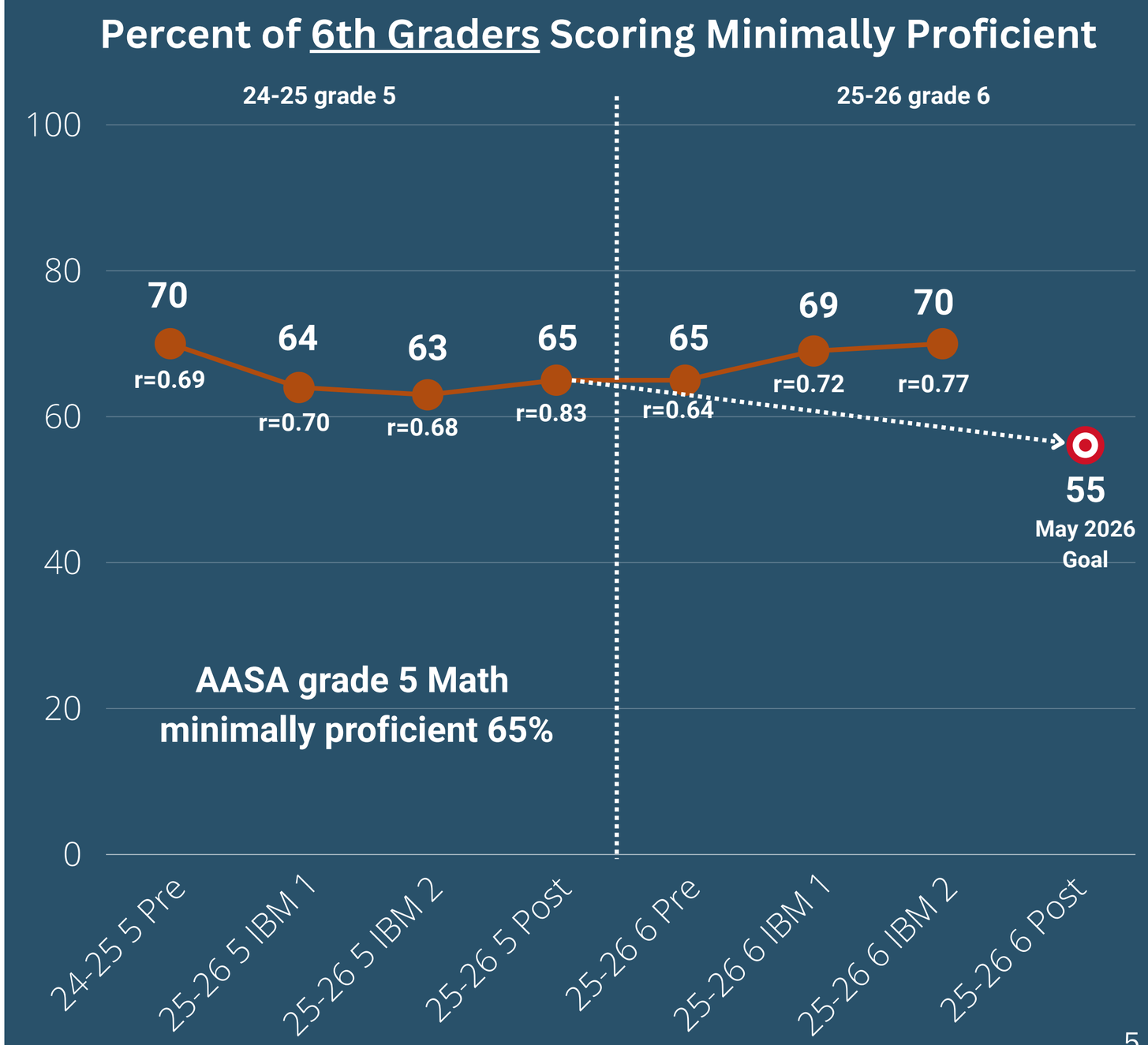
Analysis

- The Interim Benchmark 2 (IBM 2) Minimally Proficient rate for grade 6 students is 5 points higher than the pretest and 1 point higher than IBM 1.

- Fifteen 6th grade standards are assessed on each benchmark.
  - Ten of the standards that were assessed have been taught.
  - 6th grade curriculum maps were not adjusted this year.

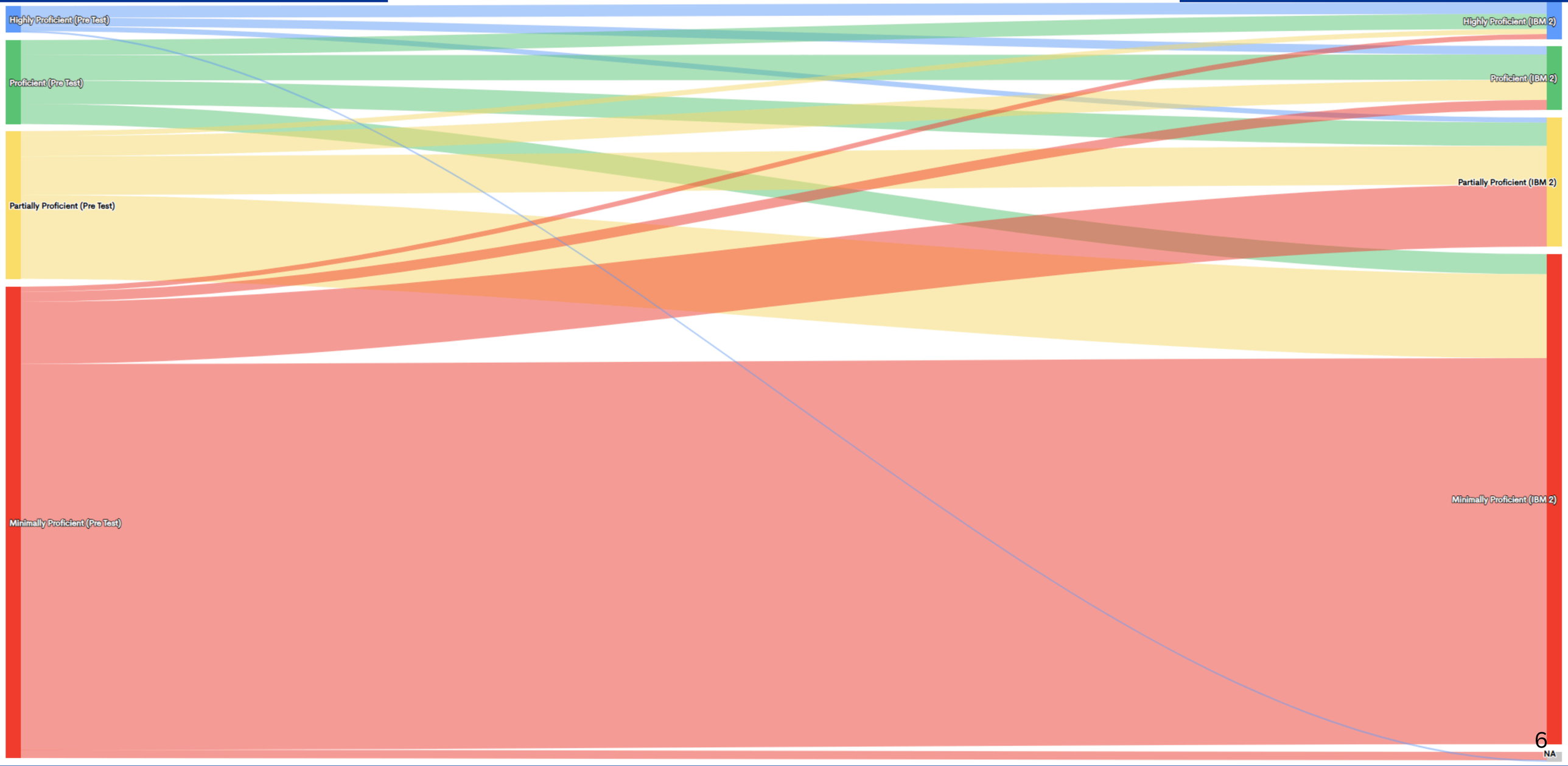
We are currently BELOW TARGET to reach Interim Measure 1.1.

Data Source: DnA Assessments (25-26 cuts)



6th Grade

Minimally Proficient	16.4% (46) moved up	81.9% (230) stayed the same	0.0% (0) moved down
Partially Proficient	17.0% (15) moved up	26.1% (23) stayed the same	56.8% (50) moved down
Proficient	18.0% (9) moved up	30.0% (15) stayed the same	52.0% (26) moved down
Highly Proficient	0.0% (0) moved up	43.8% (7) stayed the same	50.0% (8) moved down



Interim Measure 1.2

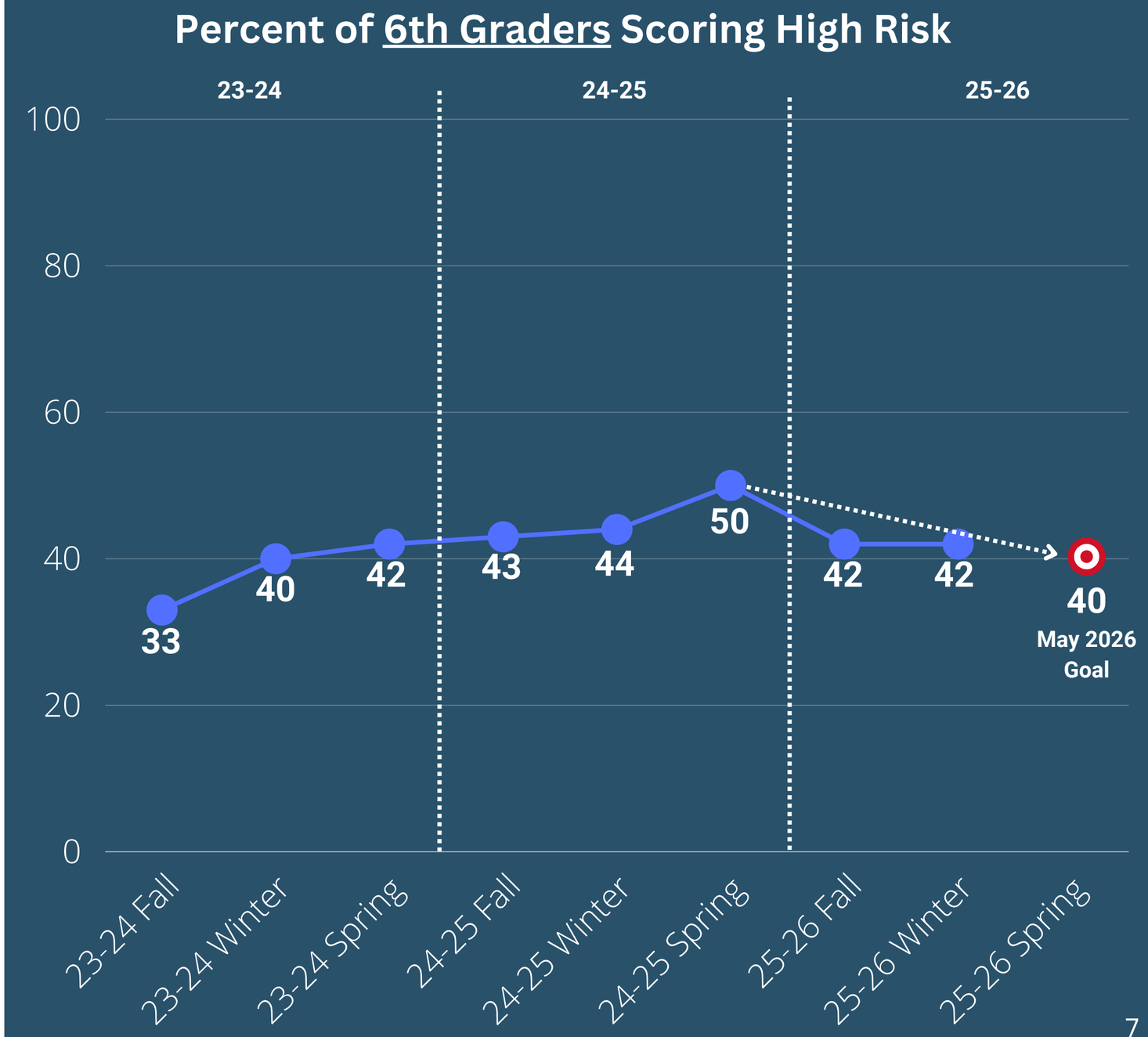
The percentage of 6th grade students who score high risk on FastBridge aMath will **decrease** from 50% in May 2025 to 40% on FastBridge aMath in May 2026.

Analysis

- Fall and Winter aMath screening remained consistent.
- Adaptive test to assess broad math skills. It covers critical 6th-grade domains, including Ratios and Proportions, The Number System, Expressions and Equations, Geometry, and Statistics. It is used for screening and progress monitoring.

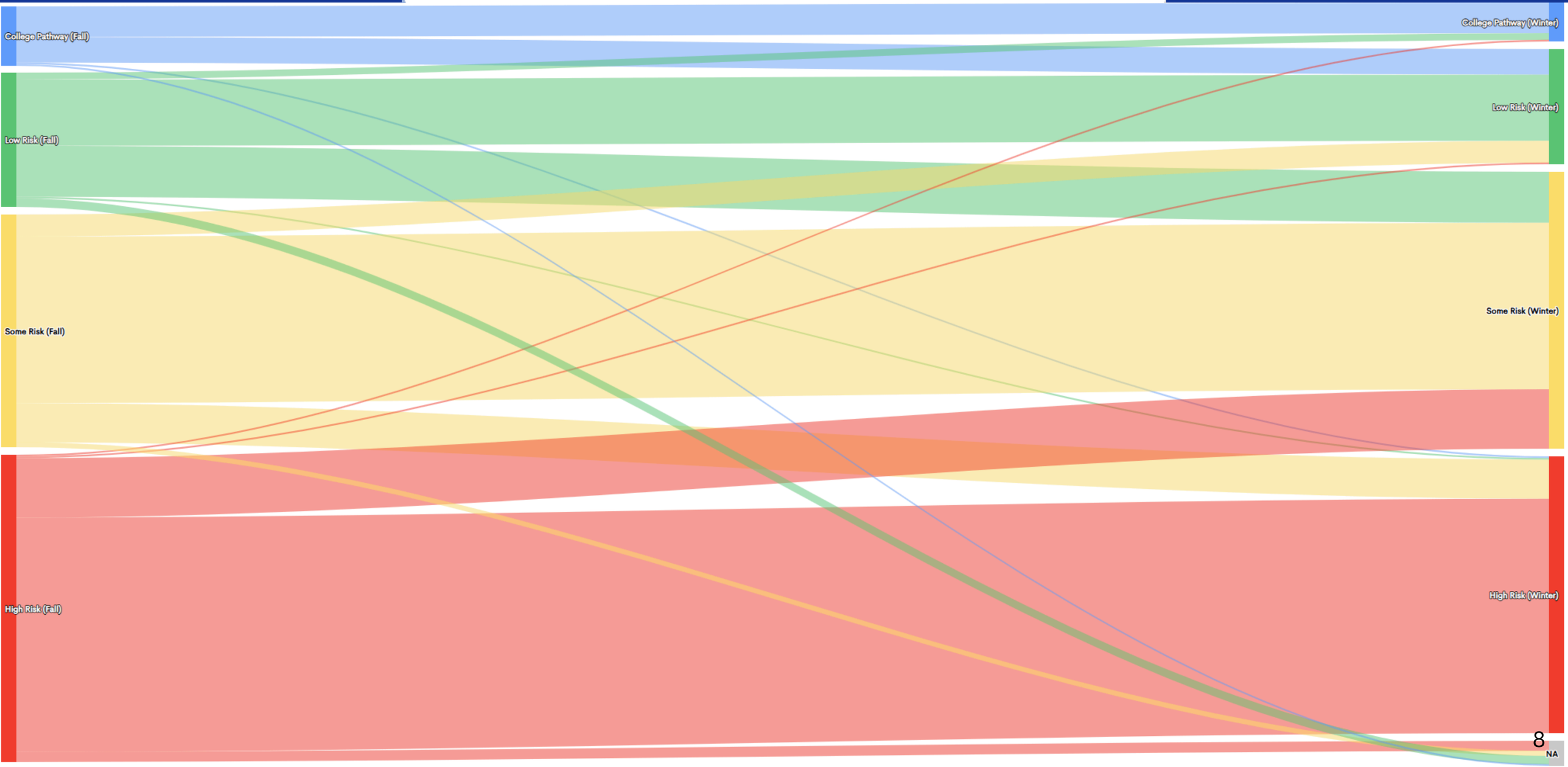
We are currently NEAR TARGET to reach Interim Measure 1.2.

Data Source: FastBridge Screeners



6th Grade FastBridge

High Risk	20.4% (37) moved up	76.2% (138) stayed the same	0.0% (0) moved down
Some Risk	9.5% (13) moved up	71.5% (98) stayed the same	16.8% (23) moved down
Low Risk	5.1% (4) moved up	49.4% (39) stayed the same	39.2% (31) moved down
College Pathway	0.0% (0) moved up	51.4% (18) stayed the same	45.7% (16) moved down

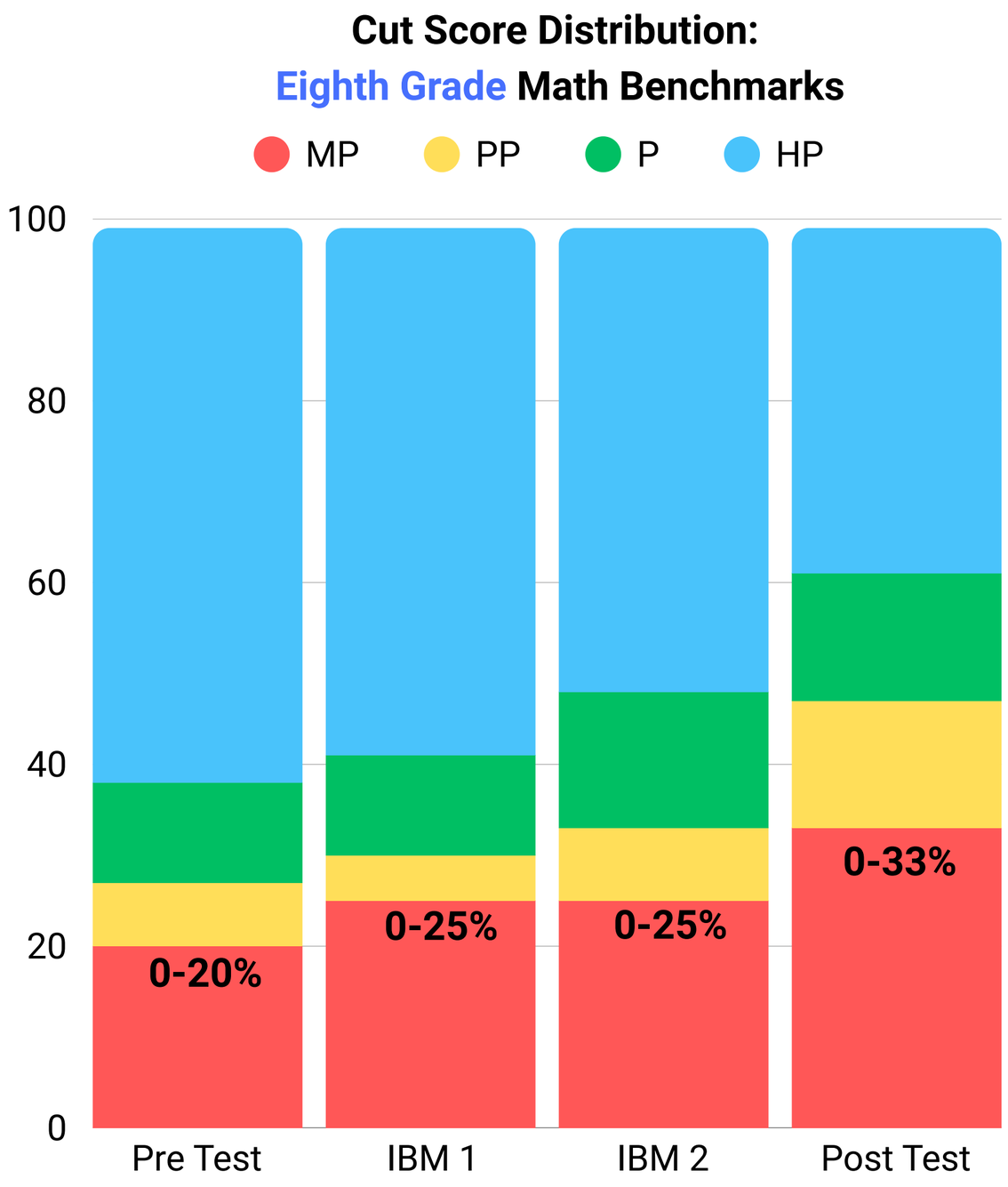


Interim Measure 1.3

The percentage of 8th grade students who score minimally proficient on the DnA Math Post-Test will **decrease** from 71% on the 7th grade DnA Math Post-Test in May 2025 to 57% on the 8th grade DnA Math Post-Test in May 2026.

Throughout the year, eighth grade cut scores vary. Example: Minimally proficient ranges over time are shown to the right.

- <20% correct on the pretest to
- <25% correct on IBM 1 and 2
- And increase to <33% on the post test



Interim Measure 1.3

The percentage of 8th grade students who score minimally proficient on the DnA Math Post-Test will **decrease** from 71% on the 7th grade DnA Math Post-Test in May 2025 to 57% on the 8th grade DnA Math Post-Test in May 2026.

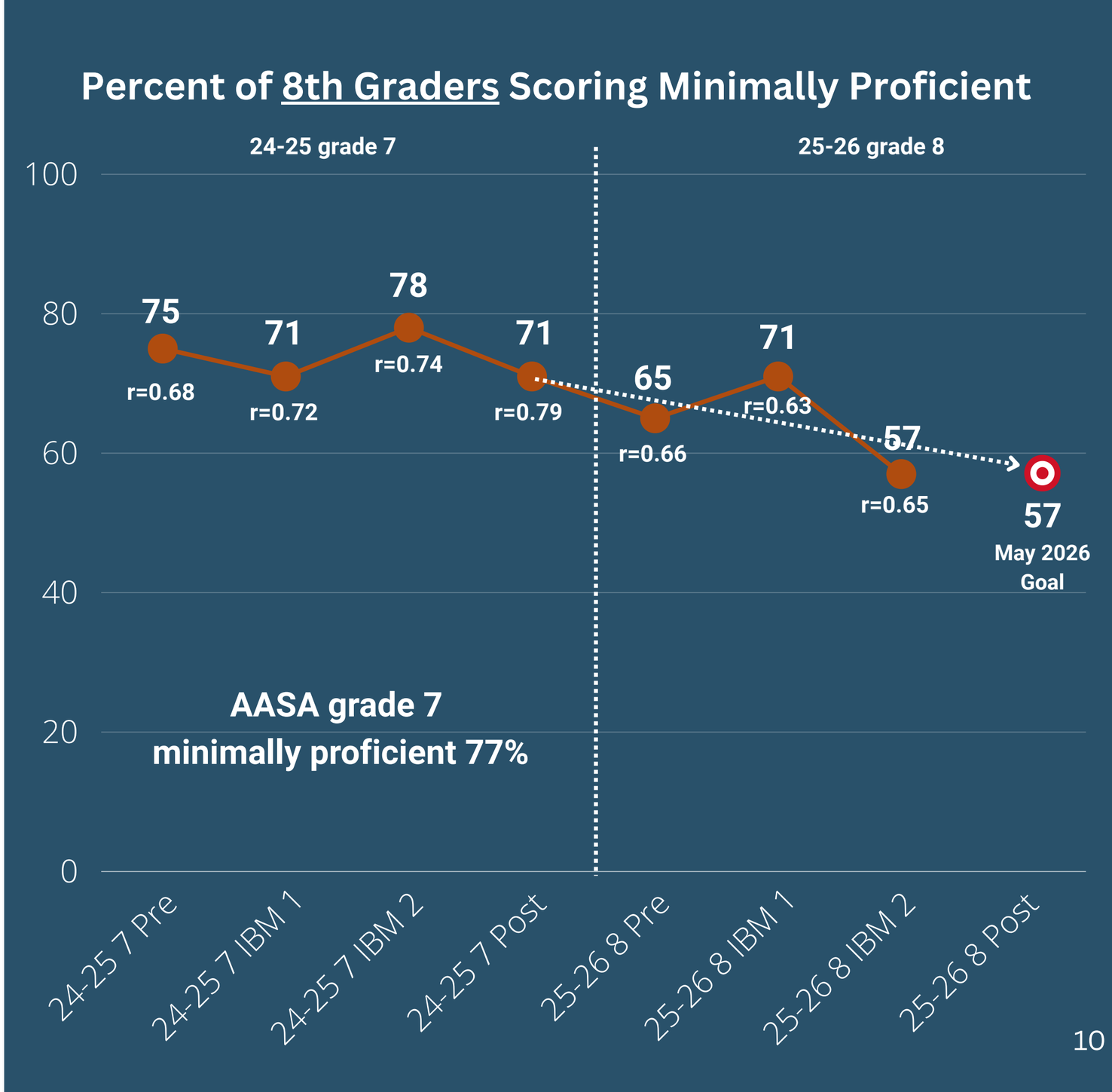
Analysis

- The Interim Benchmark 2 (IBM 2) minimally proficient rate for grade 8 students is 8 points lower than the pretest and 14 points lower than IBM 1.

- Seventeen of the 8th grade standards are assessed on each benchmark
  - Eight of the 8th grade standards that were assessed have been taught.
  - Three of the standards reflect >45% of the students demonstrated mastery.
  - Eighth grade curriculum maps were significantly adjusted this year.

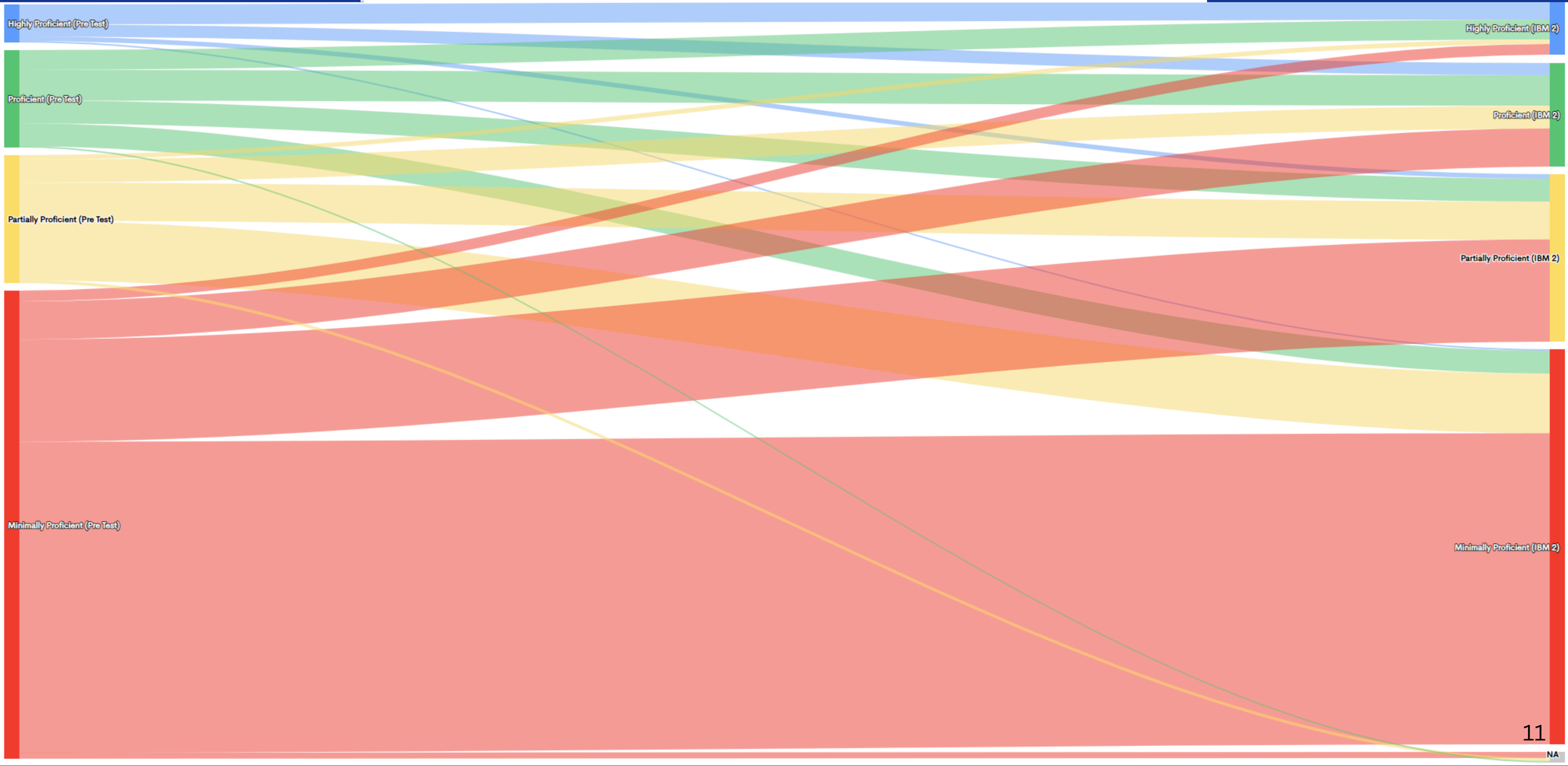
We are currently ABOVE TARGET track to reach Interim Measure 1.3.

Data Source: DnA Assessments (25-26 cuts)



8th Grade

Minimally Proficient	32.2% (99) moved up	66.4% (204) stayed the same	0.0% (0) moved down
Partially Proficient	21.4% (18) moved up	29.8% (25) stayed the same	46.4% (39) moved down
Proficient	20.3% (13) moved up	31.3% (20) stayed the same	46.9% (30) moved down
Highly Proficient	0.0% (0) moved up	52.0% (13) stayed the same	48.0% (12) moved down



Denotes Math Cohort Teacher

School Comparisons

Denotes Math Cohort Teacher in 7th grade

School	1.1 DnA IBM 2 Decrease Grade 6 Minimally Proficient	1.2 FastBridge Winter aMath Decrease Grade 6 High Risk	1.3 DnA IBM 2 Decrease Grade 8 Minimally Proficient
Biltmore Prep	53% (29/55)	9% (5/55)	48% (20/42)
Excelencia	83% (43/52)	41% (18/44)	77% (40/52)
Gateway	75% (42/56)	61% (34/56)	52% (29/56)
Iron Mountain	69% (45/65)	44% (29/66)	58% (55/95)
Larry C. Kennedy (grade 6)	43% (13/30)	32% (10/31)	N/A
Loma Linda	71% (49/69)	45% (29/64)	59% (51/86)
Monte Vista	76% (45/59)	44% (25/57)	62% (48/78)
The Creighton Academy	74% (20/27)	44% (11/25)	38% (16/42)
William T. Machan	73% (68/52)	53% (28/53)	54% (33/61)

Planned Adjustments & Next Steps for Sixth Grade

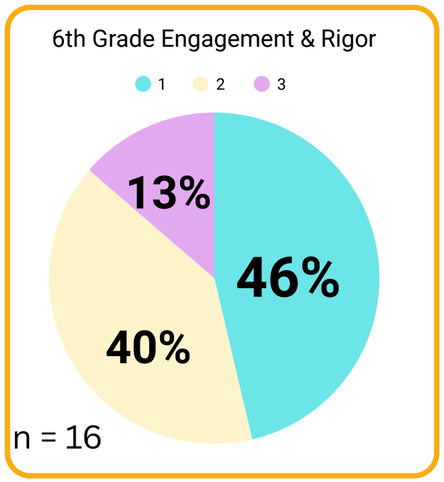
Curriculum & Instruction

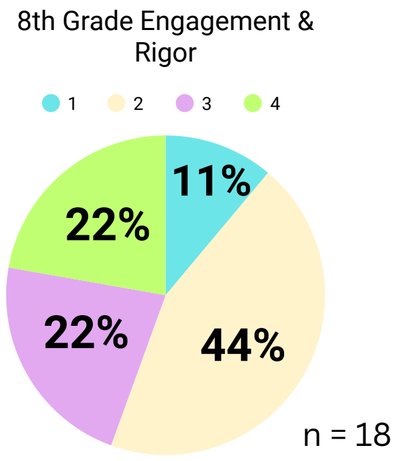
Use of District Adopted **High Quality Instructional Materials (HQIM)**

- In 8 of 9 schools teachers are off pace by 2-3 weeks.
- Curriculum Pacing Adjustments 1:1 with teachers and coaches to get back on track and maximize teaching of essential standards.
- Teacher feedback for Curriculum Pacing Adjustments solicited via survey 1/22.
  - Pacing adjustments will be made in Summer 2026.
  - Provide additional training on Freckle and Waggle for use during small group instruction.
- Assign key standards practice at a district level.

Use of Data

Learning Walk Data: Engagement & Rigor





Next Steps:

1. Use eduCLIMBER to identify focus students for targeted intervention (Tier 3 support).
2. Create Math Observation Tool in Classroom Mosaic.

- Classroom Visits once per week
  - Director/Coordinator & Principal
- Expectations based on Time of Instructional Block, HQIM, Small Group Instruction.
- Create a feedback cycle for principals & teachers, and support steps for coaches.

Professional Development

Math Cohort

- Lesson Study
  - Focus on **Student Engagement**
    - Exploration
    - Making Sense of the Math Content
    - Student Application
- Professional Development Cycles
  - 3 teachers have participated in professional development followed by at least 2 observation and feedback cycles.

Math Newsletter

- Monthly Publication
  - Focus on Goals, Curriculum, Instruction and Teacher Celebrations

Planned Adjustments & Next Steps for Sixth Grade

Curriculum & Instruction

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Professional Development

Math Cohort

- Lesson Study
  - Focus on **Student Engagement**
    - Exploration
    - Making Sense of the Math Content
    - Student Application

- Professional Development Cycles
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Math Newsletter

- Monthly Publication
  - Focus on Goals, Curriculum, Instruction and Teacher Celebrations

Planned Adjustments & Next Steps for Eighth Grade

Curriculum & Instruction

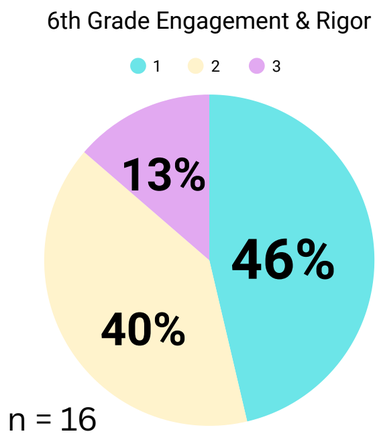
Use of District Adopted **High Quality Instructional Materials (HQIM)**

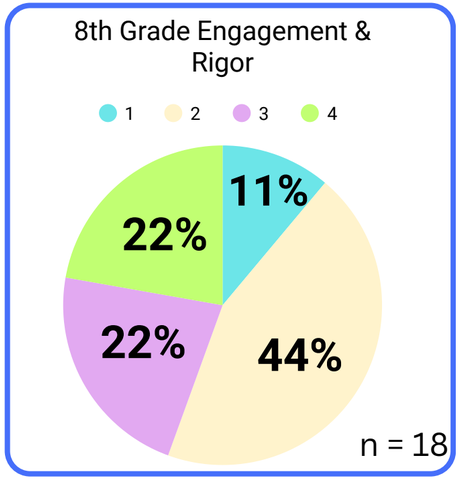
- In 7 of 8 schools, teachers are consistently using adopted resources & within 2 weeks of pacing calendar.
- Provide additional training on Freckle and Waggle for use during small group instruction.
  - Assign key standards practice at a district level

Coaches continue to meet weekly with teachers to analyze data and provide support.

Use of Data

Learning Walk Data: Engagement & Rigor





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- Expectations based on Time of Instructional Block, HQIM, Small Group Instruction.
- Create a feedback cycle for principals & teachers, and support steps for coaches.

Professional Development

Math Cohort

- Lesson Study
  - Focus on **Student Engagement**
    - Exploration
    - Making Sense of the Math Content
    - Student Application
- Professional Development Cycles
  - 6 teachers have participated in professional development followed by at least 2 observation and feedback cycles.

Math Newsletter

- Monthly Publication
  - Focus on Goals, Curriculum, Instruction and Teacher Celebrations

Board Member Q&A

There are several important activities outlined in the report such as cohorts, lesson study, learning walks, pacing adjustments, Freckle and Waggle, newsletter, amongst others. Can you walk us through which specific actions are intended to move which specific measures, and on what timeline?

Interim 1.1 (6th MP)	Interim 1.2 (6th grade FastBridge)	Interim 1.3 (8th grade MP)

Pacing adjustments & standards prioritization for lessons taught between now and April 1 with a checkpoint set at Spring Break.

Use of High Quality Instructional Materials. Daily.

Leader learning walks in middle school math classrooms. Observation tool created by February 23. Visits available to principals by February 27.

Monthly Math Newsletter to reinforce district priorities and goals, spotlighting teacher successes and best practices in math instruction through May 2026.

Key standards assigned in Freckle based on District Diagnostic. Students work in the platform 15 minutes, daily.

Lesson study to increase student engagement and effective math teaching practice with two cycles completed by March 24.

Board Member Q&A

- **With High Quality Instructional Materials (HQIM), what are the issues causing teachers to get off pace and what can the coaches do besides adjust pacing?**

  - Student readiness is the greatest factor impacting pacing.
  - Coaches can support at the site level by:
    - adjusting caseloads to meet weekly with 6th grade teachers
    - helping teachers focus on essential standards
    - engaging teachers in committing to prioritizing essential standards
    - helping teachers to strategically choose high-quality practice problems to foster mastery
  - Collaborating with site leaders to monitor pacing and planning with district resources

STUDENT OUTCOMES DON'T CHANGE UNTIL ADULT BEHAVIORS CHANGE.