



Student Outcomes Focused Governance

PROGRESS MONITORING REPORT



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

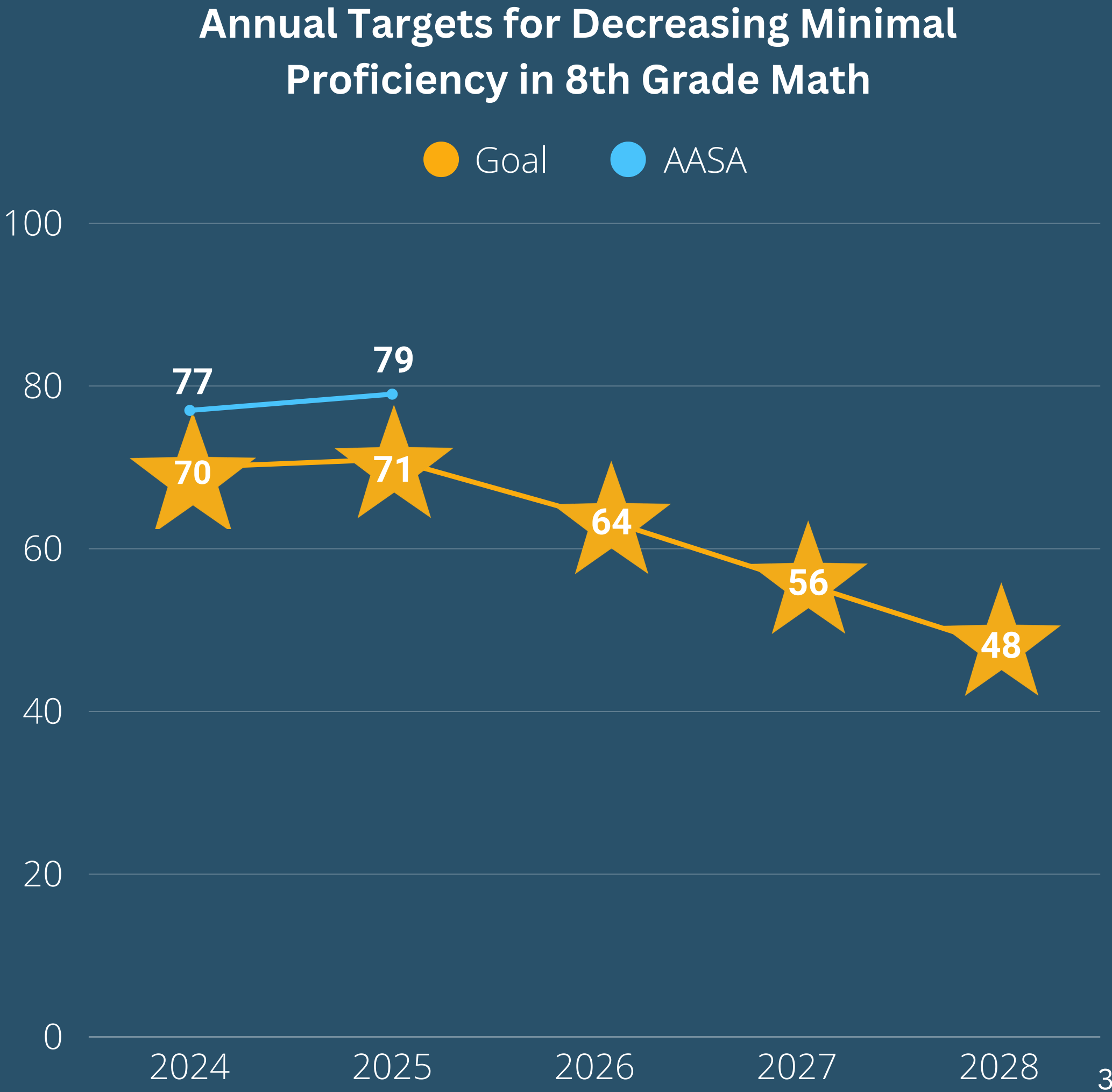
The percentage of 6th grade students who score minimally proficient on the DnA Math Post-Test will **decrease** from 65% on the 5th grade DnA Math Post-Test in May 2025 to 55% on the 6th grade DnA Math Post-Test in May 2026.

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.



Interim Measure 1.1

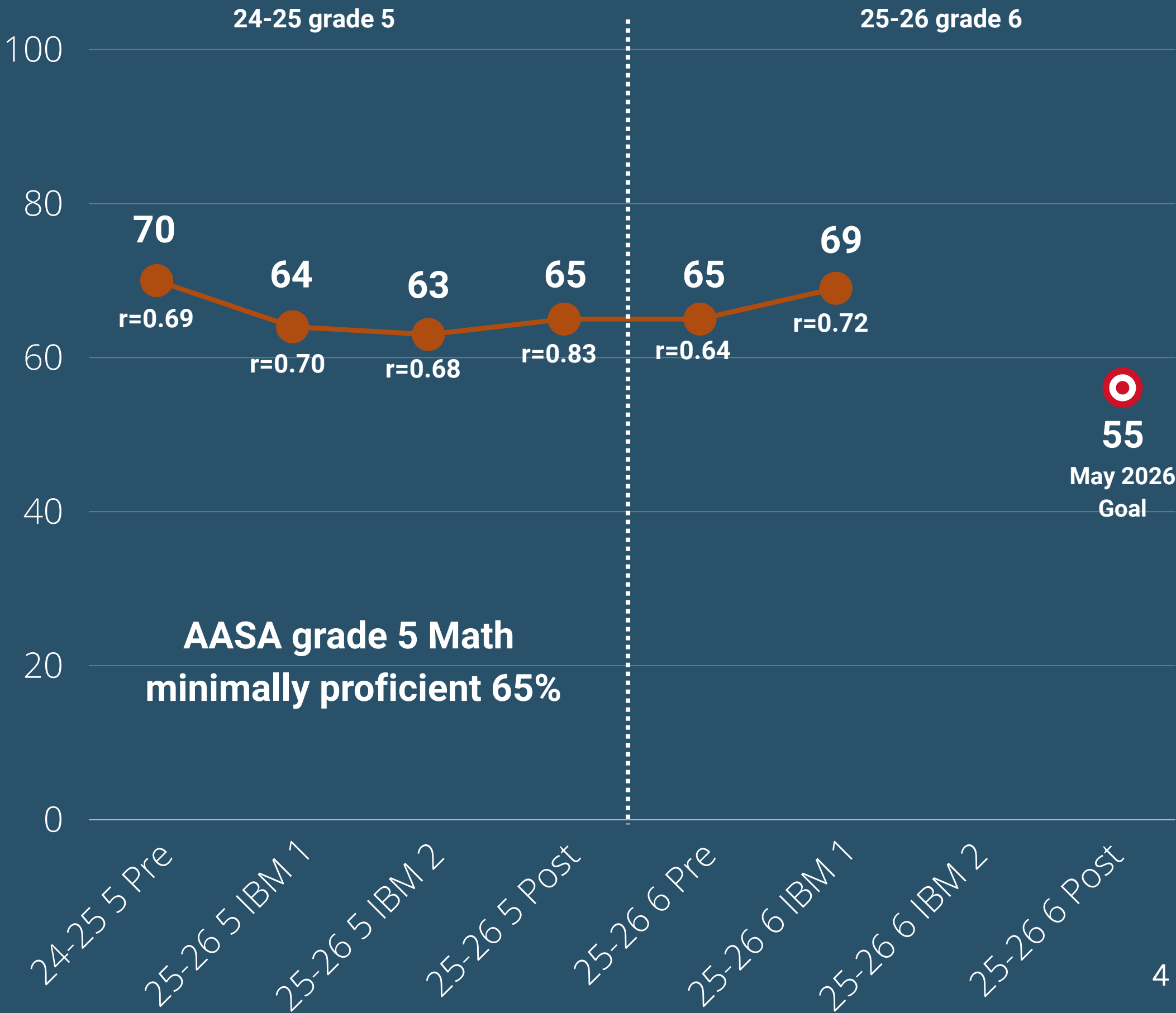
The percentage of 6th grade students who score minimally proficient on the DnA Math Post-Test will **decrease** from 65% on the 5th grade DnA Math Post-Test in May 2025 to 55% on the 6th grade DnA Math Post-Test in May 2026.

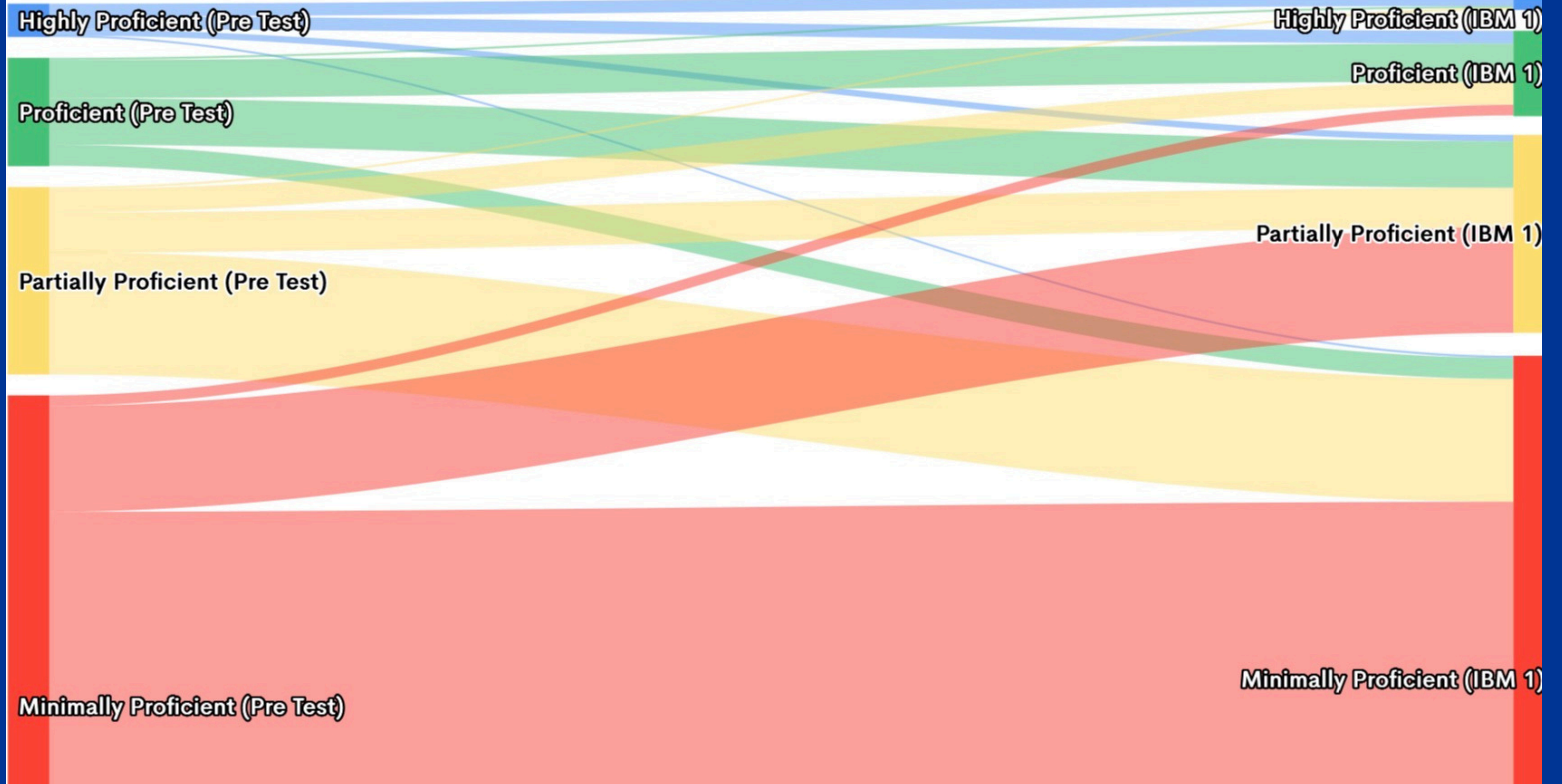
Analysis

- The Interim Benchmark 1 (IBM 1) Minimally Proficient rate for grade 6 students is 4 points higher than the pretest and 5 points higher than 24-25 IBM 1 as grade 5 students.
- Grade 6 minimally proficient cut scores decreased from <28% correct on the pretest to <25% correct on IBM 1.
- 15 6th grade standards were assessed on IBM 1
 - Four of the 6th grade standards that were assessed have been taught
 - Two of the standards reflect 74% of the students demonstrated mastery
 - One standard reflect 55% of the students demonstrated mastery
 - One standard reflect 38% of the students demonstrated mastery
- **We are currently NOT ON track to reach Interim Measure 1.1.**

Data Source: DnA Assessments (25-26 cuts)

Percent of 6th Graders Scoring Minimally Proficient





Minimally Proficient	↑ 18.7% (55) moved up — 80.6% (237) stayed the same ↓ 0.0% (0) moved down
Partially Proficient	↑ 13.5% (12) moved up — 21.3% (19) stayed the same ↓ 65.2% (58) moved down
Proficient	↑ 2.0% (1) moved up — 35.3% (18) stayed the same ↓ 62.7% (32) moved down
Highly Proficient	↑ 0.0% (0) moved up — 37.5% (6) stayed the same ↓ 62.5% (10) moved down

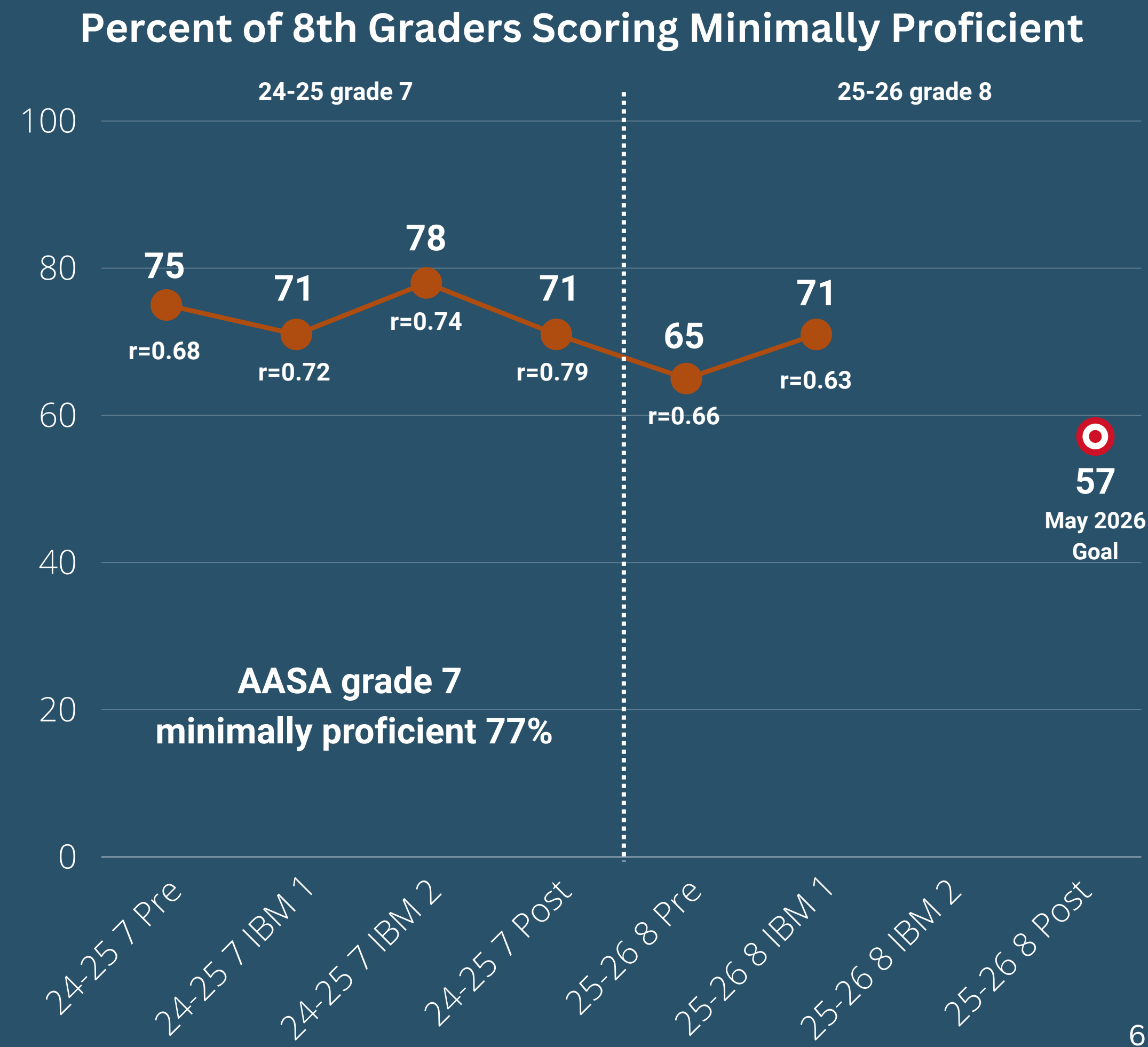
Interim Measure 1.3

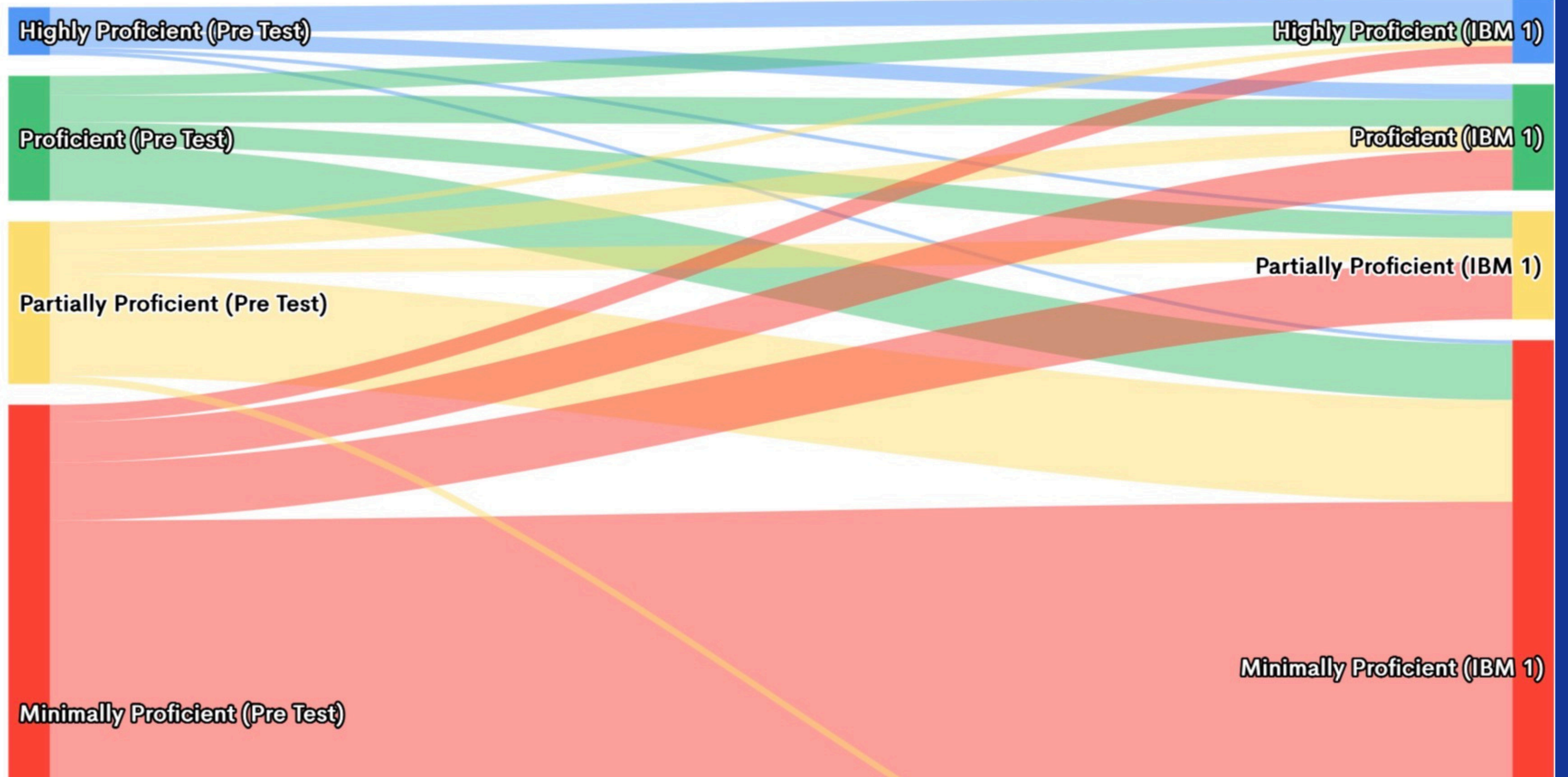
The percentage of 8th grade students who score minimally proficient on the DnA Math Post-Test will **decrease** from 71% on the 7th grade DnA Math Post-Test in May 2025 to 57% on the 8th grade DnA Math Post-Test in May 2026.

Analysis

- The Interim Benchmark 1 (IBM 1) minimally proficient rate for grade 8 students is 6 points higher than the pretest and the same as 24-25 IBM 1 as grade 7 students.
- Grade 8 minimally proficient cut scores increased from <20% correct on the pretest to <25% correct on IBM 1.
- 17 8th grade standards were assessed on IBM 1.
 - Three of the 8th grade standards that were assessed have been taught.
 - Two of the standards reflect 63% of the students demonstrated mastery.
 - One standard reflects 3% of the students demonstrated mastery.
- **We are currently NOT ON track to reach Interim Measure 1.3.**

Data Source: DnA Assessments (25-26 cuts)





Minimally Proficient	↑ 18.8% (60) moved up
Partially Proficient	↑ 17.9% (15) moved up
Proficient	↑ 15.4% (10) moved up
Highly Proficient	↑ 0.0% (0) moved up

— 79.9% (255) stayed the same	↓ 0.0% (0) moved down
— 14.3% (12) stayed the same	↓ 63.1% (53) moved down
— 21.5% (14) stayed the same	↓ 63.1% (41) moved down
— 52.0% (13) stayed the same	↓ 48.0% (12) moved down

School Comparisons

School	1.1 DnA Decrease Grade 6 Minimally Proficient IBM 1	1.2 FastBridge aMath Decrease Grade 6 High Risk <i>Fall</i> (8/4/25)	1.3 DnA Decrease Grade 8 Minimally Proficient IBM 1
Biltmore Prep	40% (23/57)	10% (6/58)	50% (21/42)
Excelencia	72% (36/50)	37% (17/46)	82% (42/51)
Gateway	80% (48/60)	53% (31/58)	72% (43/60)
Iron Mountain	73% (49/67)	45% (29/64)	64% (58/91)
Larry C. Kennedy (grade 6)	46% (15/33)	33% (11/33)	N/A
Loma Linda	79% (55/70)	52% (34/66)	81% (68/84)
Monte Vista	79% (46/58)	49% (27/55)	76% (59/78)
The Creighton Academy	65% (17/26)	38% (10/26)	72% (31/43)
William T. Machan	74% (37/50)	55% (26/47)	68% (42/62)



Planned Adjustments & Next Steps

Curriculum & Instruction

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

Math Instructional Block

- Whole group: HMH Into Math
- Small group
 - With teacher
 - Independent choice of:
 - Freckle (daily 15 min)
 - Waggle (20 min 2-3x wk)
 - Centers/Choice Board

Use of Data

Data Road Show

- Curriculum Instruction and Assessment to Lead Site-Based Data Professional Development
 - Principals and Teachers: DNA
- Leadership Council
 - Principals: eduCLIMBER

Data Discussions

- Math Coaches
 - Teachers- How to Facilitate Data Discussions with Students
 - Using Data to Guide Small Group Instruction
 - Students- Modeling/Co-teaching Data Discussions and Use of Data Trackers

Professional Development

Math Cohort

- Support for new learning to implementation
 - Adjustments to PD scope and sequence to focus on implementing new learning
 - Coaching support before & after observations
 - Opportunity to use Teach FX self-reflection coaching tool

Creighton Professional Learning

Small Group Instruction

Site Based Professional Development to Support Action Plans

Board Member Q&A

- **How long have we had the structured math curriculum block?**
 - Master Course Schedules have reflected the math block beginning in the 2024-2025 school year.
 - This year, the sequence for instruction has been revised to include a fluency launch task and Small Group instruction based on Common Formative Assessment Data.
- **Who is using it, or who has used it? If the evidence shows that it does, then how are we ensuring that teachers are implementing the curriculum block with fidelity?**
 - All Creighton schools are expected to implement a 60 to 90 minute block based on the recommended minutes by ADE in master course scheduling.
 - The master schedule is approved by our curriculum, instruction and assessment department. The next level of work is to check implementation during classroom observations.
- **What evidence do we have to show that adopting a structured 90-minute math instructional block impacts outcomes?**
 - The research indicates that the intentional planning and use of time during a 90-minute instructional block is essential to increasing student learning outcomes.
 - We currently have data gathered from learning walks about math instruction; however, it is not focused on use of time.

90 minute Math block	
	Daily Schedule
5 min	Math Routines -Number Talk -Math Review -Math Routine -Strategy Talk
40 min	Spark Your Learning Build your Understanding Module Lesson -manipulatives -modeling -exploring -together practice
5 min	Check for Understanding
10 min	Independent Practice Lesson Reteach Small Group
30 min (could take place at a different time)	CFA Reteach Small Group -Fluency -Freckle -Waggle

Board Member Q&A

- **Are the newly adopted pacing calendars being followed?**
 - Yes, pacing calendars are being followed (within 2 weeks of the recommended sequence)
 - Learning Walk Data Collected during Quarter 1 and 2 indicates an average score of 2.83 for Planning and Preparation that includes pacing as an indicator.
- **How are we monitoring that the calendars are being followed?**
 - The calendars are monitored during quarterly Data Wise Learning walks for each school.
- **Do we know if students are struggling to keep up with the pace?**
 - The calendars were restructured and reorganized this year, not compacted; teachers have the same number of instructional days per module as in previous years.
 - We do not yet have data specifically indicating whether students are "keeping up" with the new sequence.
 - Intentional planning for small group instruction is a practice that can support targeted student learning.



**STUDENT OUTCOMES DON'T CHANGE
UNTIL ADULT BEHAVIORS CHANGE.**

Board Member Q&A

- What new information will teachers and principals get out of the data roadshow and data discussions that they have not encountered before?
 - The data roadshows will be driven by site need to support the goals they have for their site and grade levels
 - One-on-One support for school leadership teams to use eduCLIMBER
 - Teacher Training to use DNA
- Are the strategies for small group data instruction and data conversations with students scaffolded to different student grade levels?
 - Yes, when supporting sites and teachers, the Curriculum, Instruction and Assessment teams differentiate for each grade level and teacher need.



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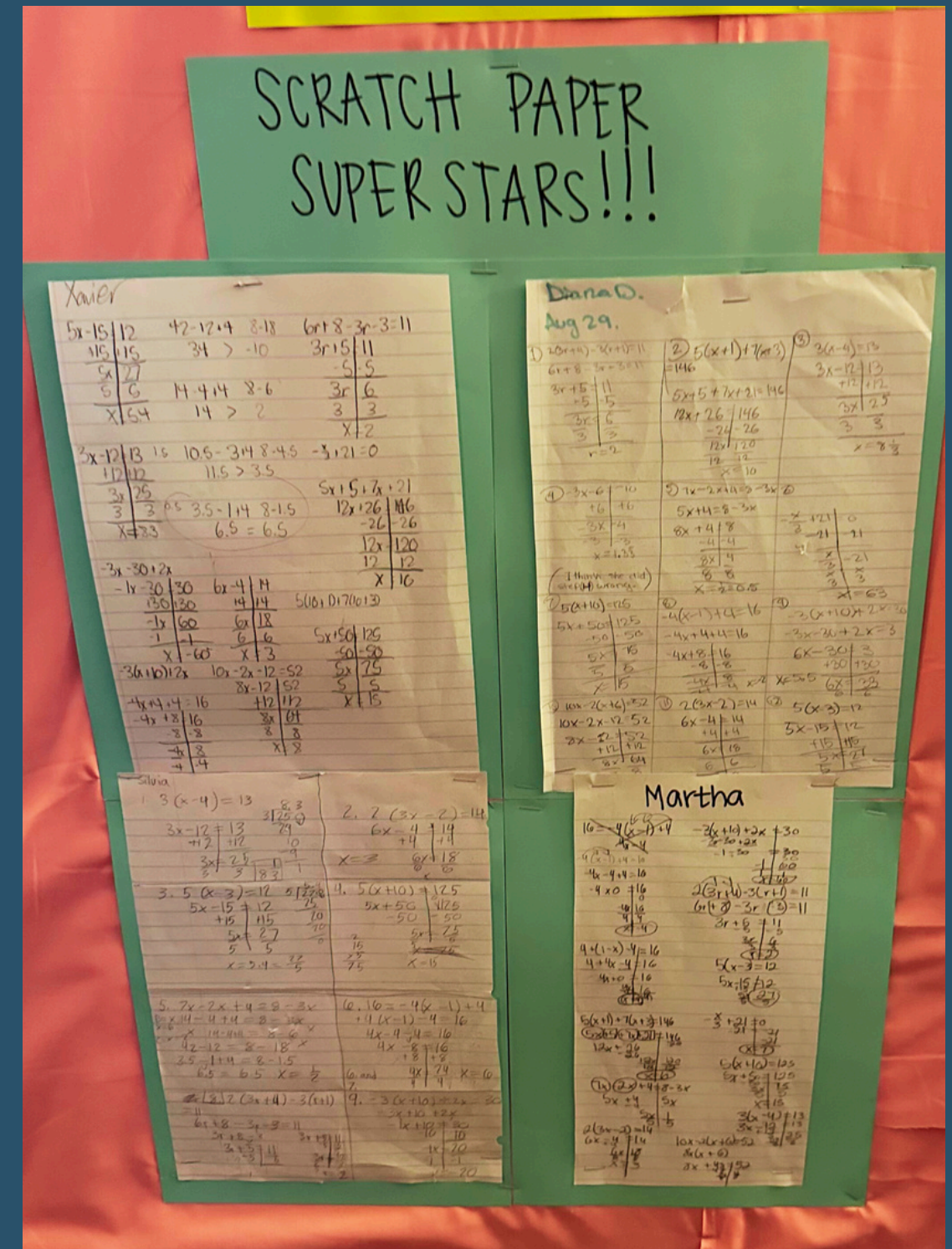
Board Member Q&A

- Based on graph for IM 1.3, why do we think we have so many students moving down in proficiency levels?

- The blueprints for the Pre Test and Interim Benchmark 1 are similar.
- 8th grade did see an increase in cut score to achieve or maintain proficiency.
- Question types vary as does Depth of Knowledge within each assessment.

- Is there any correlation between student scores and their teacher? For example: of the students who moved up in proficiency levels, do any of them share the same math teacher?

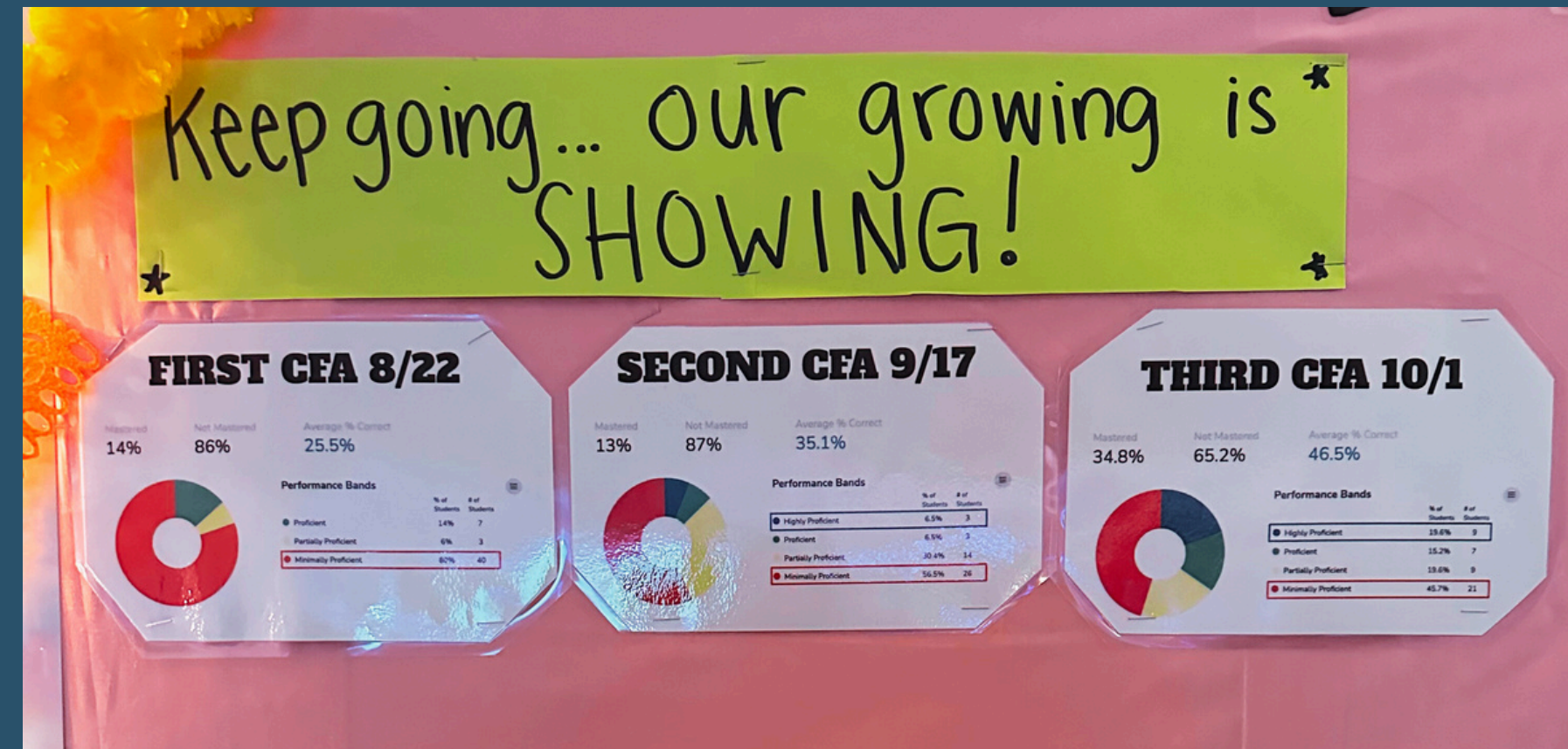
- Data is limited to support or negate the correlation between teacher and student performance on the standardized assessments.
- Learning Walk Data for Engagement and Rigor in Quarter 1
 - 1/3 of the classrooms scored a 1
 - 1/2 of the classrooms scored a 2



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Board Member Q&A

- Based on the current off track interim results, to change the trajectory by May, what specific changes in adult behavior at central office and school leadership level must become non-negotiable starting now and how will we know by February these actions are actually occurring in every school and changing instruction for students.
 - Central Office: Support to sites to ensure resources for Action Plan implementation, curriculum, and professional development to increase teaching and learning efficacy.
 - School Leadership: Consistent systems for implementation of Data Wise process which includes Action Plans, structures for PLCs or data review, curriculum planning, and professional development.
 - Teachers: Support from principals and coaches for lesson planning, instruction, and student and parent engagement.



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