



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

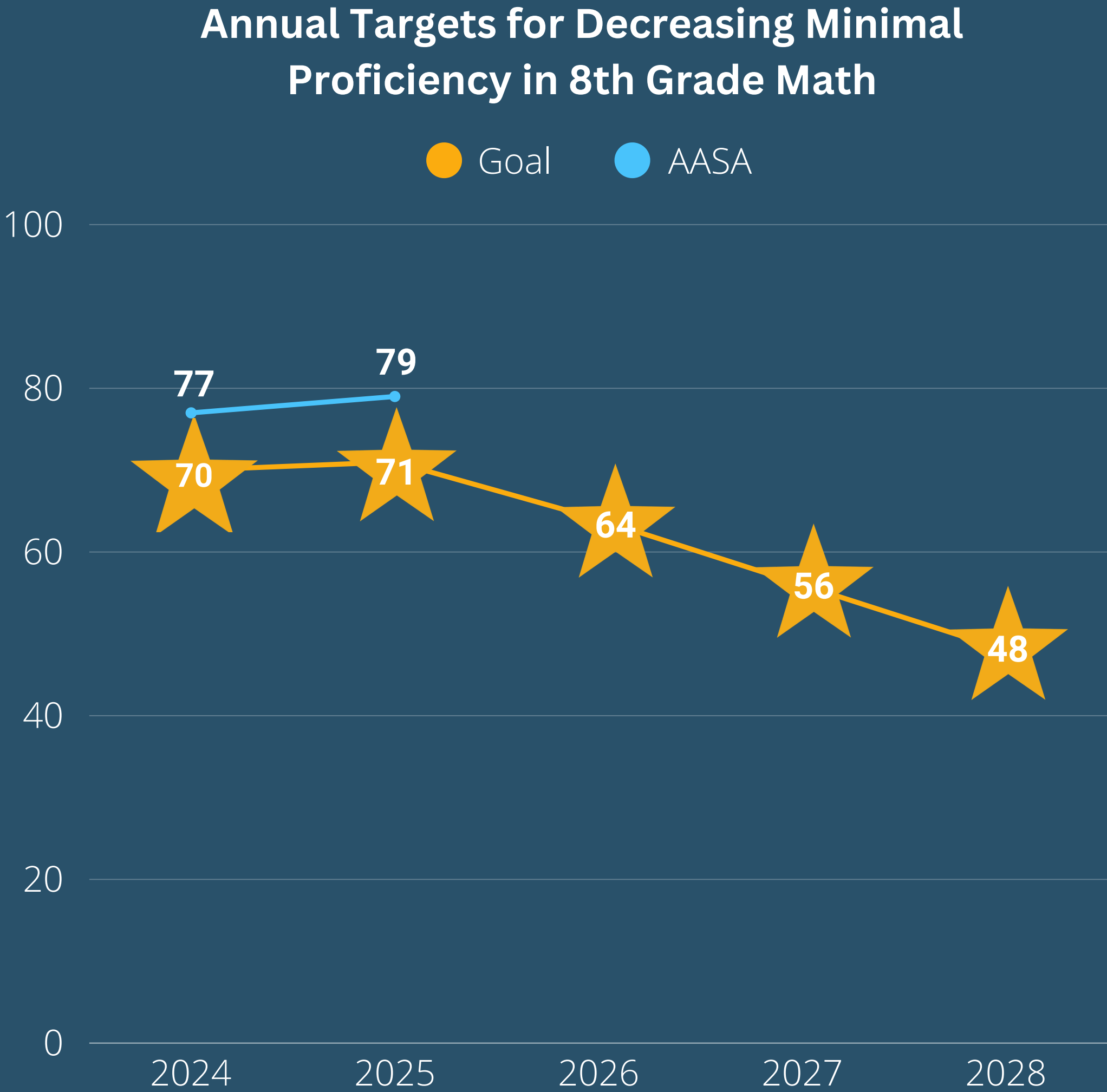
The percentage of 6th grade students who score minimally proficient on the DnA Math Post-Test will decrease from 65% on the 5th grade DnA Math Post-Test in May 2025 to 58% on the 6th grade DnA Math Post-Test in May 2026.

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 61% on the 8th grade DnA Math Post-Test in May 2026.



Interim Measure 1.1

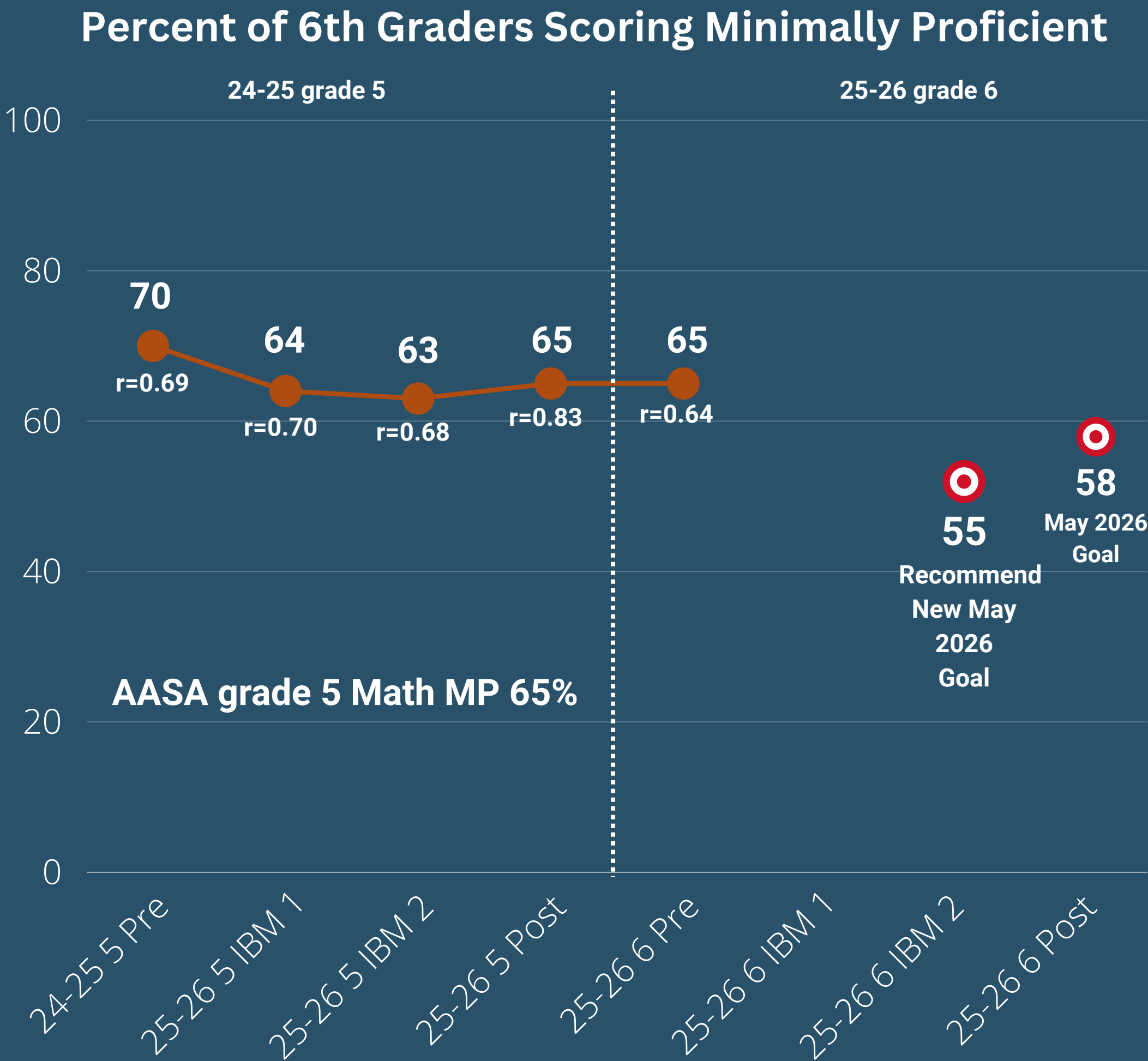
The percentage of 6th grade students who score minimally proficient on the DnA Math Post-Test will **decrease** from 65% on the 5th grade DnA Math Post-Test in May 2025 to 58% on the 6th grade DnA Math Post-Test in May 2026.

- 25-26 cut scores applied to 24-25 results for consistency of monitoring
- r=Correlation Coefficient
 - Closer to 1 the higher the relationship to AASA
 - 0.7 or higher indicates strong relationship

Analysis

- The August 2025 Pretest Minimally Proficient rate for grade 6 students is 5 points lower than 24-25 as grade 5 students.
- Recommend new goal of 55, which represents a 10 point decrease, doubling the 5 point decrease in 24-25 cohort.

Data Source: DnA Assessments (25-26 cuts)

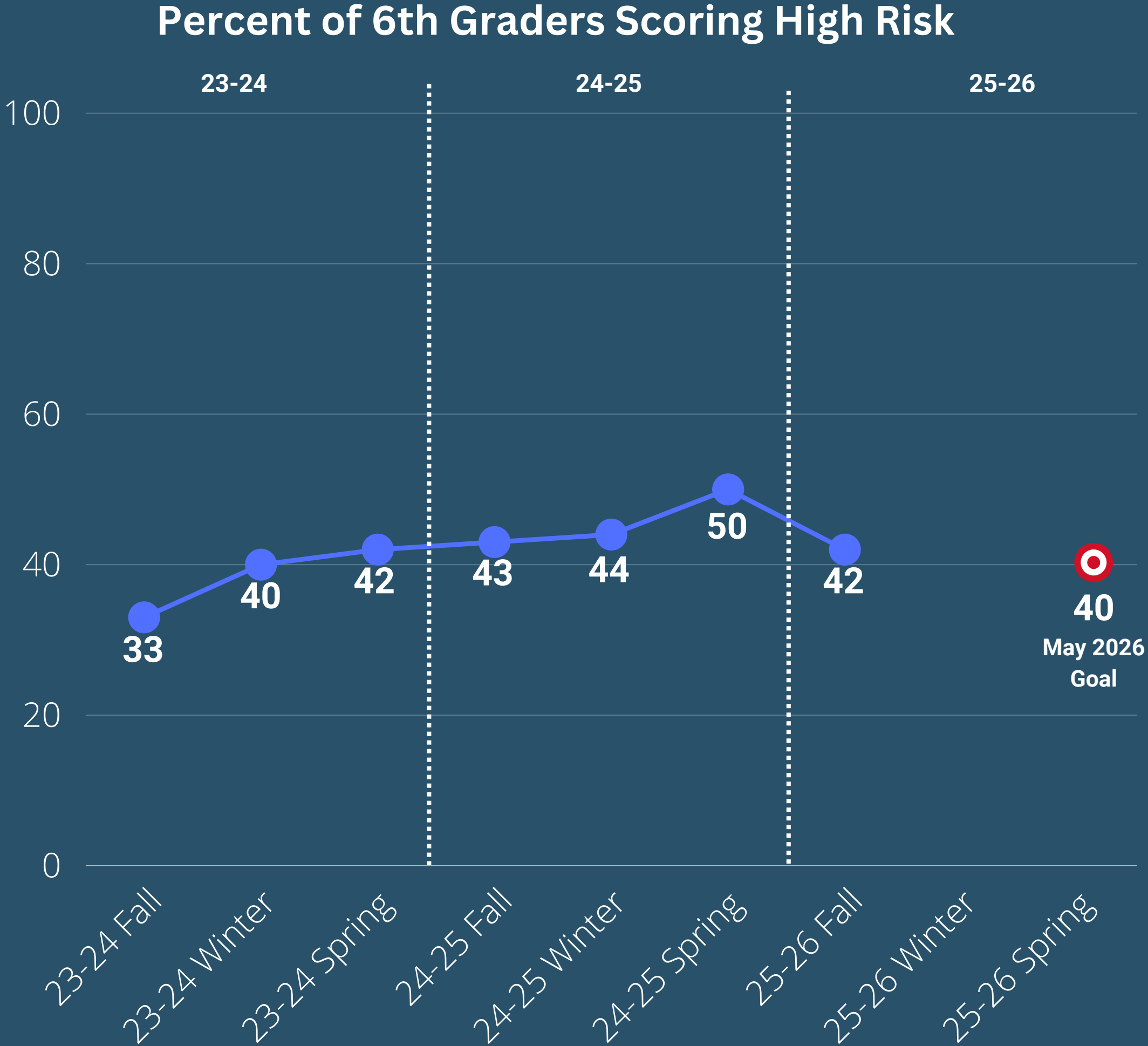


Interim Measure 1.2
The percentage of 6th grade students who score high risk on FastBridge aMath will **decrease** from 50% in May 2025 to 40% on FastBridge aMath in May 2026.

Analysis

- The 2025 Fall percent of High Risk students is consistent with the previous year, but 9 points higher than 23-24.
- Due to the increase of risk level percentages over time, there are no recommended goal changes.

Data Source: FastBridge Screeners



Interim Measure 1.3

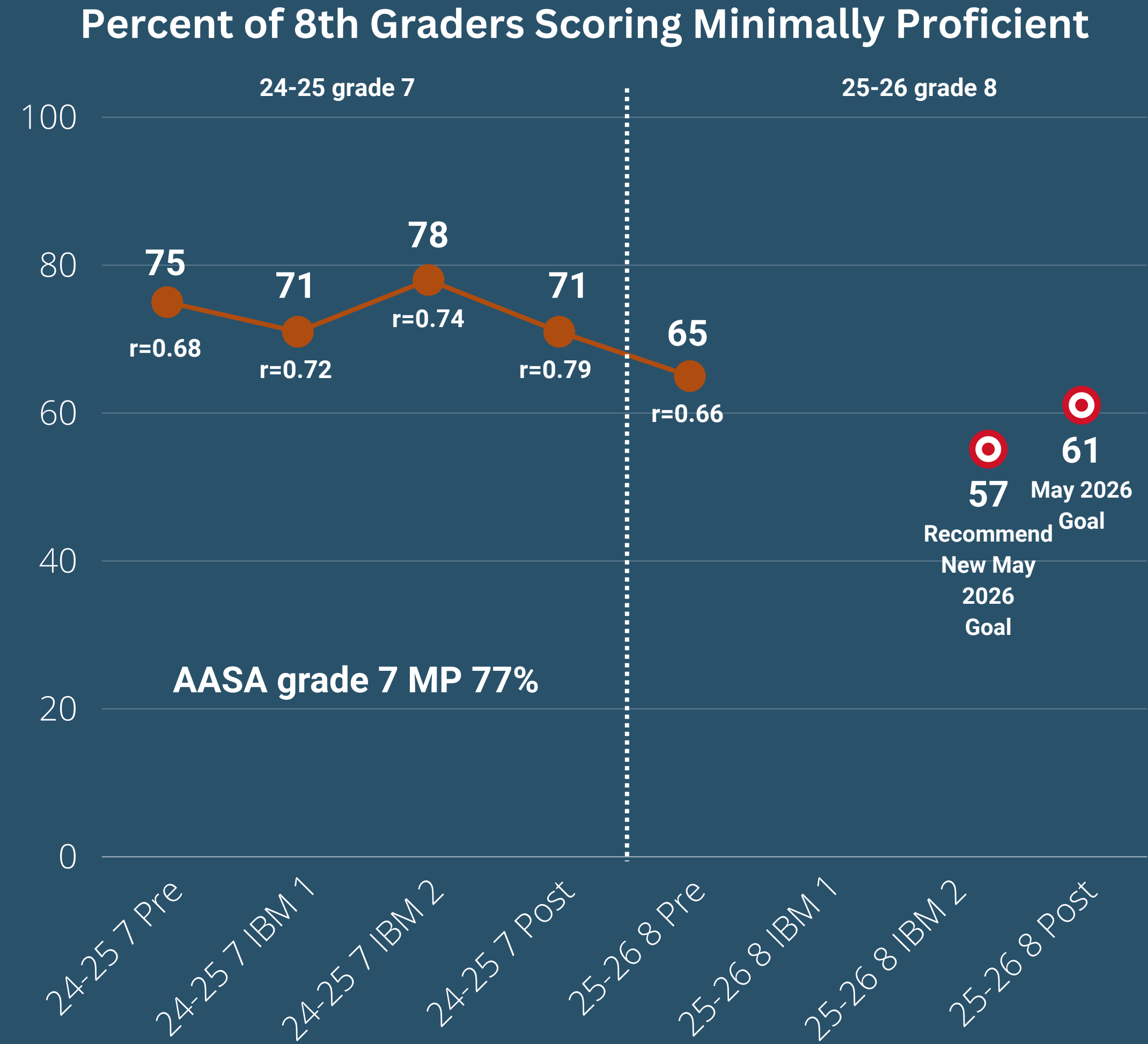
The percentage of 8th grade students who score minimally proficient on the DnA Math Post-Test will **decrease** from 71% on the 7th grade DnA Math Post-Test in May 2025 to 61% on the 8th grade DnA Math Post-Test in May 2026.

- 25-26 cut scores applied to 24-25 results for consistency of monitoring
- r=Correlation Coefficient
 - Closer to 1 the higher the relationship to AASA
 - 0.7 or higher indicates strong relationship

Analysis

- The August 2025 Pretest Minimally Proficient rate as grade 8 students is 10 points lower than 24-25 as grade 7 students.
- Recommend new goal of 57, which represents an 8 point decrease, doubling the 4 point decrease in 24-25.

Data Source: DnA Assessments (25-26 cuts)



School Comparisons

School	1.1 DnA Decrease Grade 6 Minimally Proficient	1.2 FastBridge aMath Decrease Grade 6 High Risk	1.3 DnA Decrease Grade 8 Minimally Proficient
Biltmore Prep	36% (21/58)	10% (6/58)	38% (16/42)
Excelencia	77% (39/51)	37% (17/46)	73% (37/51)
Gateway	66% (39/59)	53% (31/58)	76% (42/55)
Iron Mountain	65% (41/63)	45% (29/64)	55% (47/85)
Larry C. Kennedy (grade 6)	56% (18/32)	33% (11/33)	N/A
Loma Linda	66% (43/65)	52% (34/66)	66% (57/87)
Monte Vista	77% (44/57)	49% (27/55)	70% (52/74)
The Creighton Academy	65% (17/26)	38% (10/26)	67% (28/42)
William T. Machan	73% (33/45)	55% (26/47)	71% (43/61)

✖✖✖ Inputs

- ✖ 27 teachers and administrators will complete 44 hours of professional development with math consultant including training, book study, and coaching feedback by May 2026
- ✖ 4 coaches dedicated solely to improving math instruction
- ✖ Pacing calendars revised in June 2025 to emphasize mastery of essential standards
- ✖ 79 Common Formative Assessments created to monitor progress on essential standards in 2nd-8th grade in June 2025
 - 85% of students took the first CFA
- ✖ Focus on small group instruction and leveraging adaptive digital tools
- ✖ 81 math teachers trained on pacing calendars and Common Formative Assessments in July 2025
- ✖ 31 teachers received 2 additional hours of PD on math practices, pedagogy, and ways to maximize adopted resources
- ✖ 18 fifth and sixth grade math teachers attended professional development at ADE during preservice week (6 and 12 hours, respectively)
- ✖ 6 teachers attended a week-long summer math institute at the University of Arizona focused on developing math leaders



	Q1		Q2		Q3	
	Code	Description	Code	Description	Code	Description
5	5.NBT.A.1	Place value ten times, 1/10 whole numbers	5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole,	5.NBT.A.1	Place value ten times, 1/10 decimals
			5.NF.B.6	Solve problems in real-world contexts involving multiplication of fractions, including mixed numbers,	5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit (1/8, 1/2, 3/4)
						add and subtract decimals to hundredths (PV, properties of operations, and relationship btwn operations)
					5.NBT.B.7	
					5.NF.B.7a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.
					5.NF.B.7b	Interpret division of a whole number by a unit fraction, and compute such quotients.



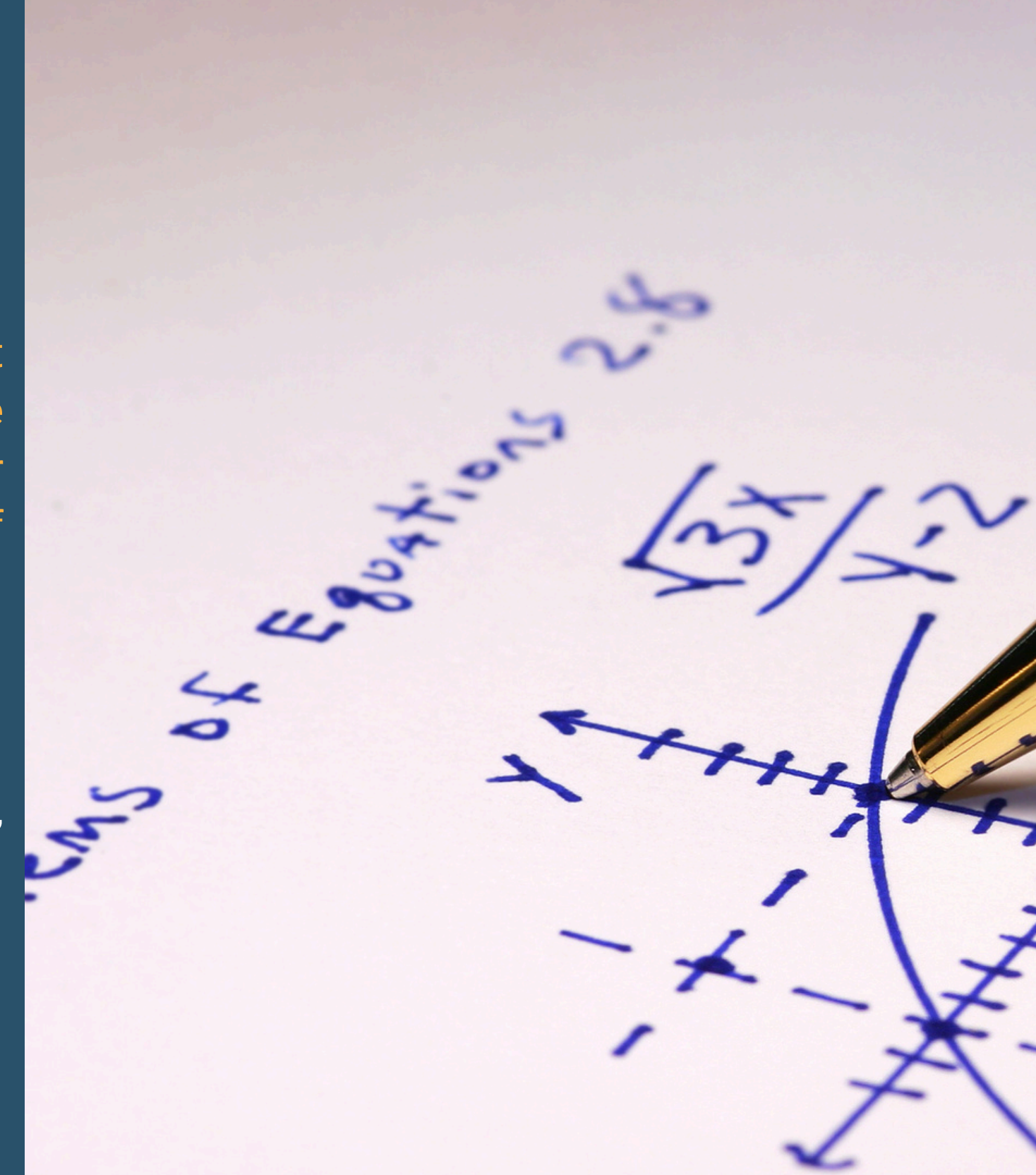
	Q1		Q2		Q3	
	Code	Description	Code	Description	Code	Description
5	5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole,	5.NF.B.7a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.	5.NBT.A.1	Place value ten times, 1/10 decimals
	5.NF.B.6	Solve problems in real-world contexts involving multiplication of fractions, including mixed numbers,	5.NF.B.7b	Interpret division of a whole number by a unit fraction, and compute such quotients.	5.NBT.B.7	add and subtract decimals to hundredths (PV, properties of operations, and relationship btwn operations)
	5.NF.B.7a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.	5.NF.B.7c	Solve problems in real-world context involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions		
	5.NF.B.7c	Solve problems in real-world context involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions	5.NBT.A.1	Place value ten times, 1/10 whole numbers		

Board Member Q&A

With half of our 6th graders identified as high risk in math, how is the district ensuring that resources (budget allocations) and supports are being prioritized for the students with the greatest needs, and what specific adjustments in staffing, scheduling, budget, or instructional time are being made so these students experience a different level of support rather than more of the same?

Budget Allocations

- Math Professional Development Cohort
 - 22 teachers (10 middle school, representing 7 of the 9 schools), 5 site administrators, 4 math coaches and district math coordinator
 - Expert Math Consultant
 - Substitute Release Time
 - Formal Training and Classroom Coaching with Immediate Feedback
- Creighton Professional Learning Led by Math Consultant
 - Sept. 10, 2025: 53 teachers. Focus: Math Fluency
- U of A Partnership
- AML Conferences
- Materials for Book Study
- Tier II Curriculum: Freckle, adaptive digital content based on Fastbridge Screening Data



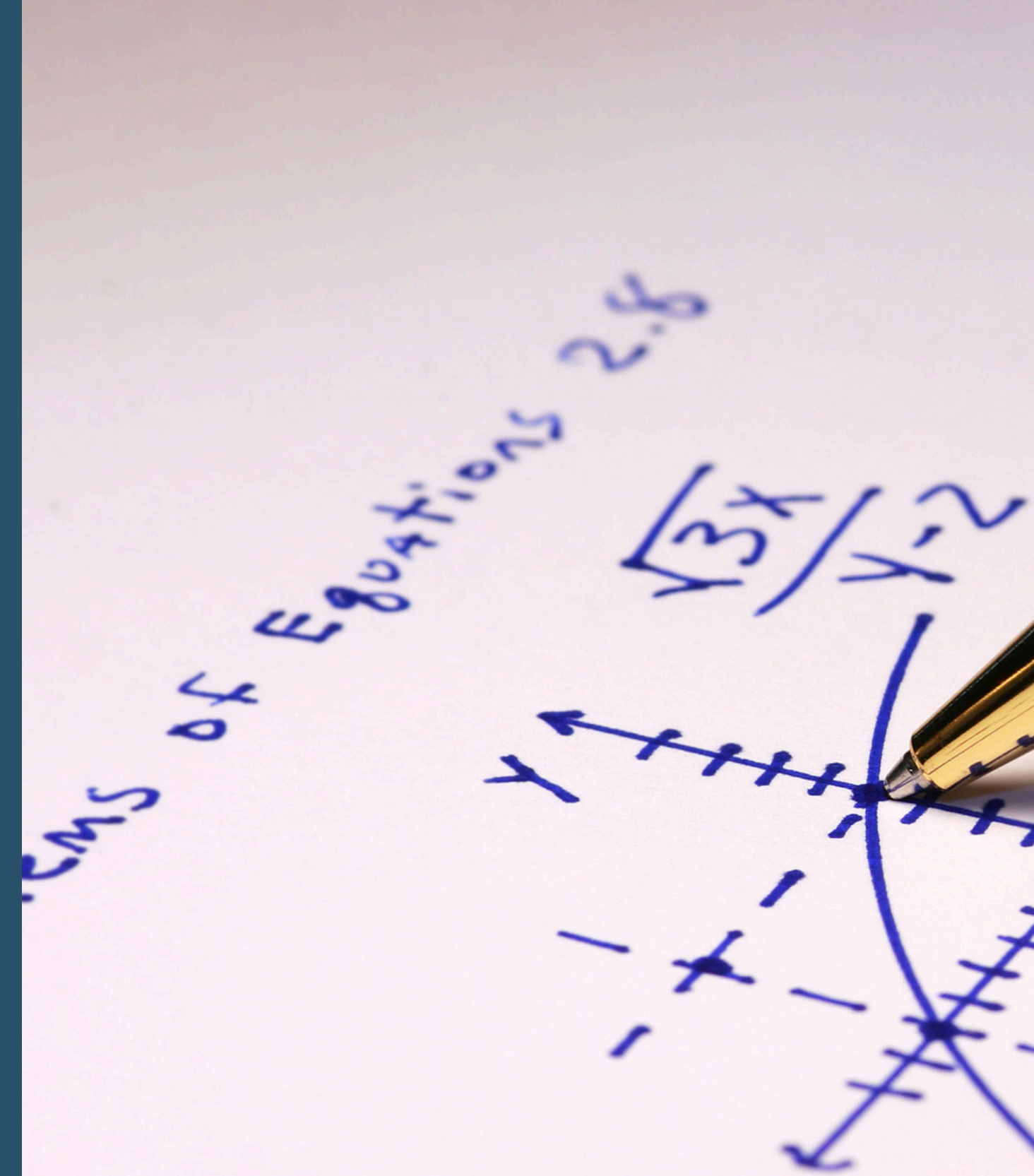
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Supports and Adjustments

- Instructional Minutes/Schedule for Daily Math Instruction
 - Small Group Instruction
 - Reteach/Intervention/Enrichment Block/Tutoring
- Common Formative Assessments (CFA)
 - Data Discussions
 - Revisions to Curriculum and Instruction
- Coaching Support for all 6-8th grade teachers
 - Planning, Co-teaching, Modeling, Feedback, Support with Resources and Classroom Structures



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