



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 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 2: Increase Proficiency in Math 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 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 2

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.

Annual Target for 2026

The percentage of 8th grade Black students who score proficient on AASA Math will increase from 6% in August 2025 to 13% by August 2026.

Interim Measure 2.1

The percentage of 6th - 8th grade Black students who score proficient on the DnA Math Post-Test will increase from 8% in May 2025 to 16% by May 2026.

Interim Measure 2.2

The percentage of 6th - 8th grade Black students who score low risk on FastBridge aMath will increase from 12% in May 2025 to 22% by May 2026.

Interim Measure 2.3

The percentage of 8th grade Black students who score proficient on the DnA Math Post-Test will increase from 8% in May 2025 to 17% by May 2026.

Annual Targets for Increasing Proficiency in 8th Grade Math Black Students



Interim Measure 2.1

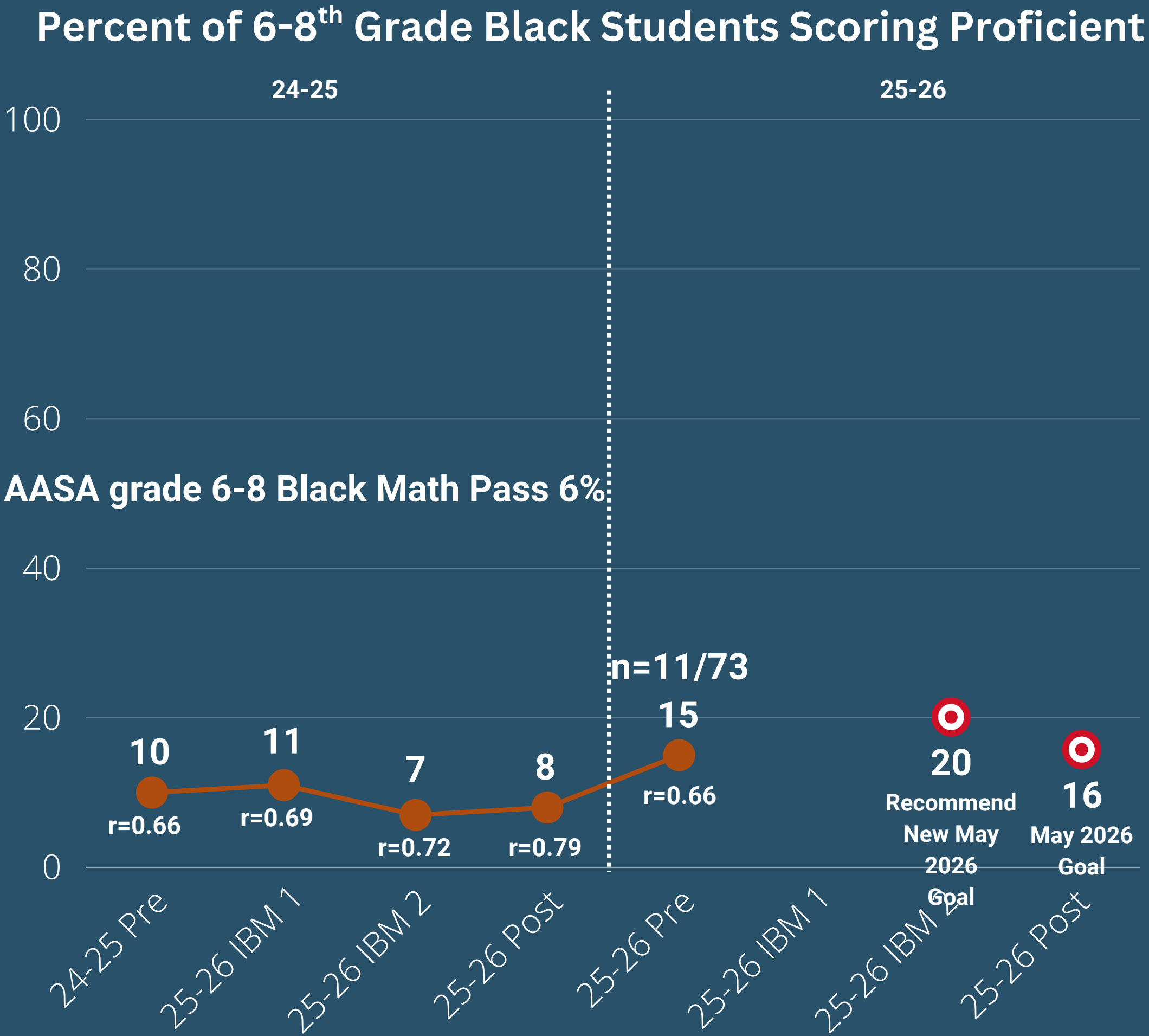
The percentage of 6th - 8th grade Black students who score proficient on the DnA Math Post-Test will **increase** from 8% in May 2025 to 16% by May 2026.

- 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 proficiency rate for 6th-8th grade Black students is 5 points higher than 6th-8th grade proficiency in August 2024
- Recommend a new goal of 20% due to demonstrated proficiency on the pretest by 6-8th grade

Data Source: DnA Assessments (25-26 cuts)



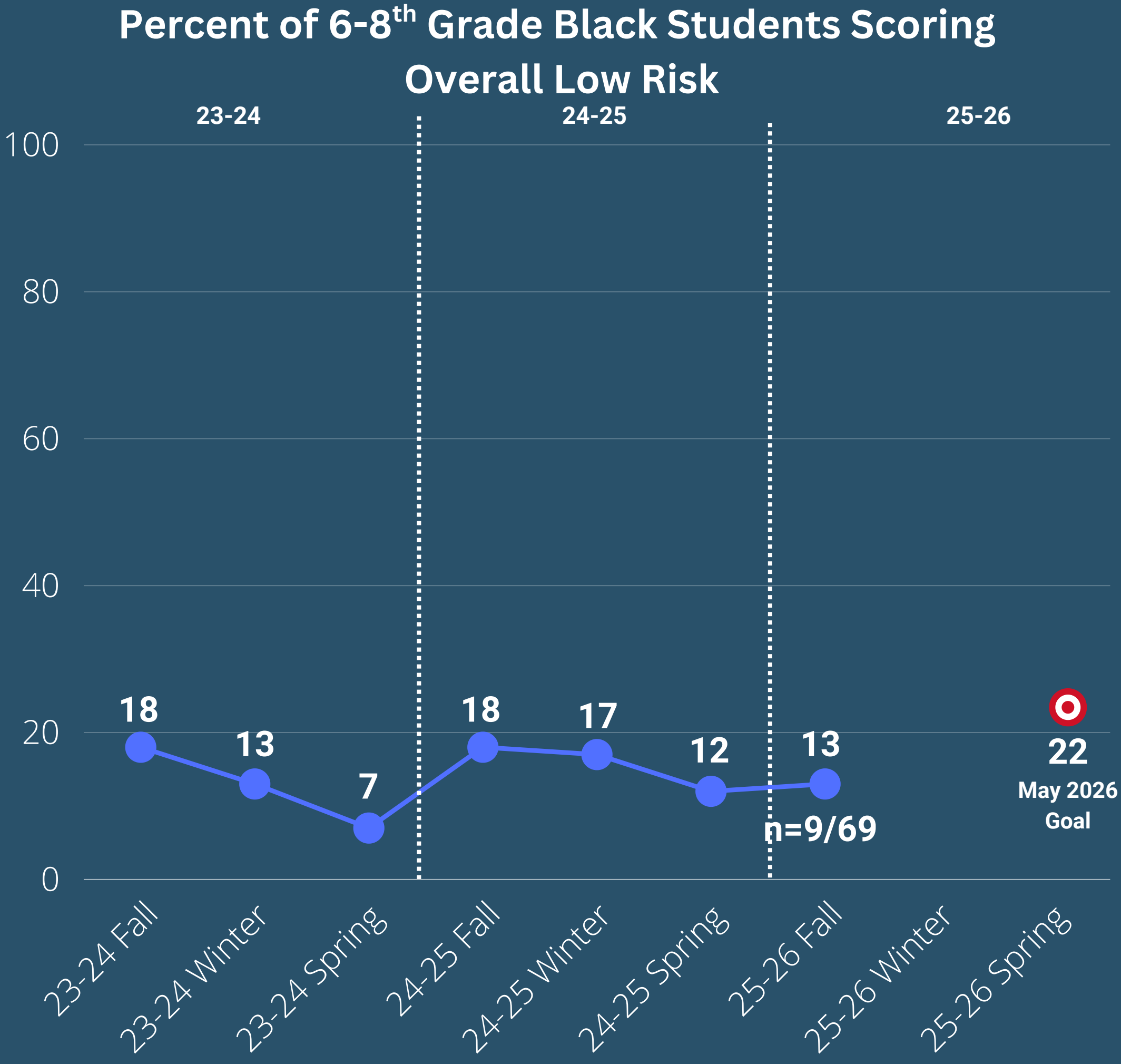
Interim Measure 2.2

The percentage of 6th - 8th grade Black students who score low risk on FastBridge aMath will **increase** from 12% in May 2025 to 22% by May 2026.

Analysis

- The 2025 Fall percent of 6th-8th grade Black students at Low Risk is 5 points lower than 23-24 and 24-25.
- No recommended changes, due to trend to decrease, with a 9 point increase goal.

Data Source: FastBridge Screeners



Interim Measure 2.3

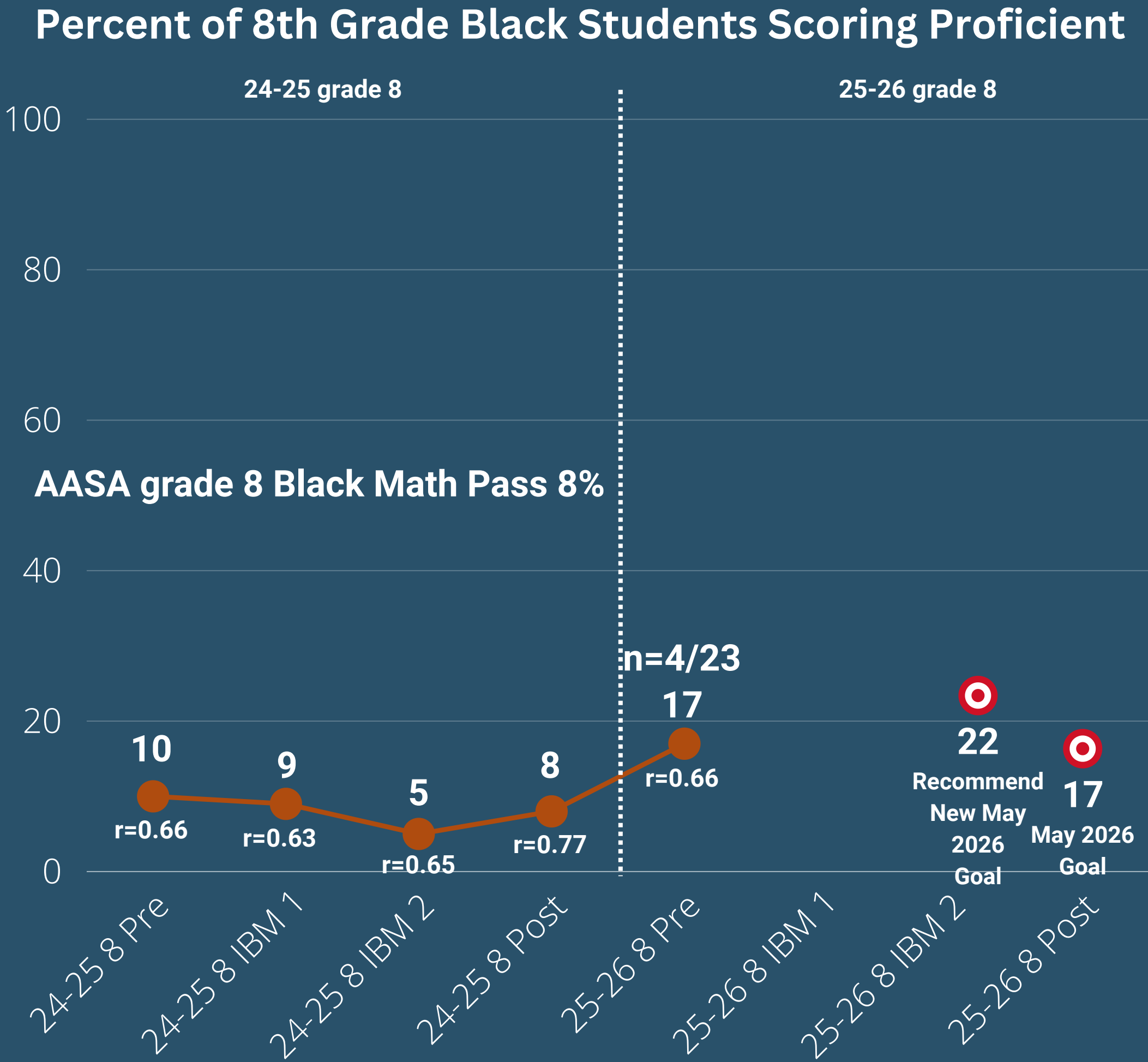
The percentage of 8th grade Black students who score proficient on the DnA Math Post-Test will **increase** from 8% in May 2025 to 17% by May 2026.

- 25-26 cut scores applied to 24-25 results for consistency of monitoring
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Analysis

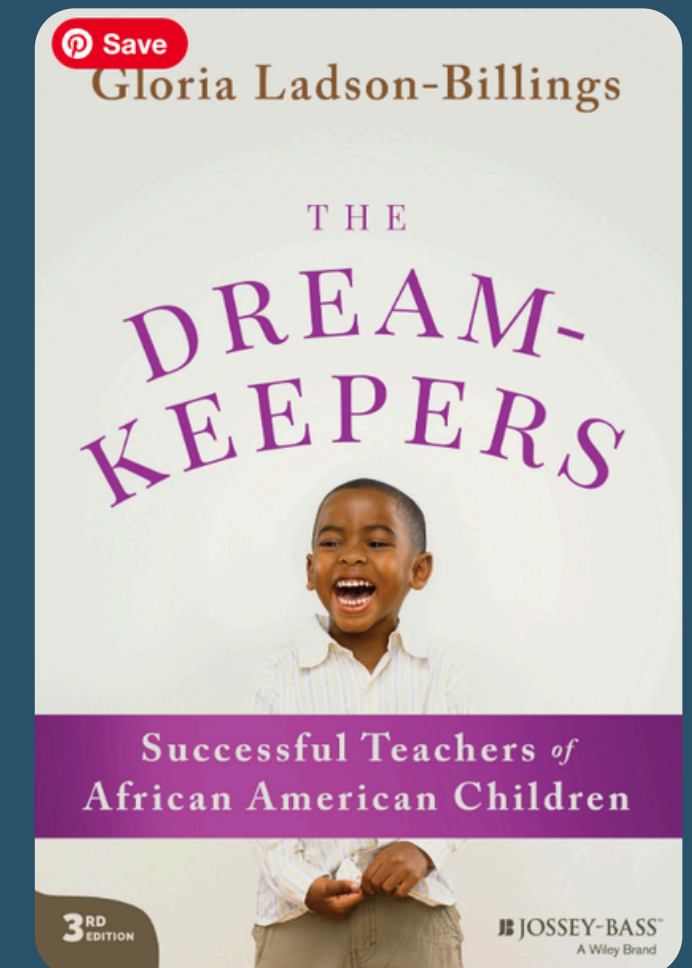
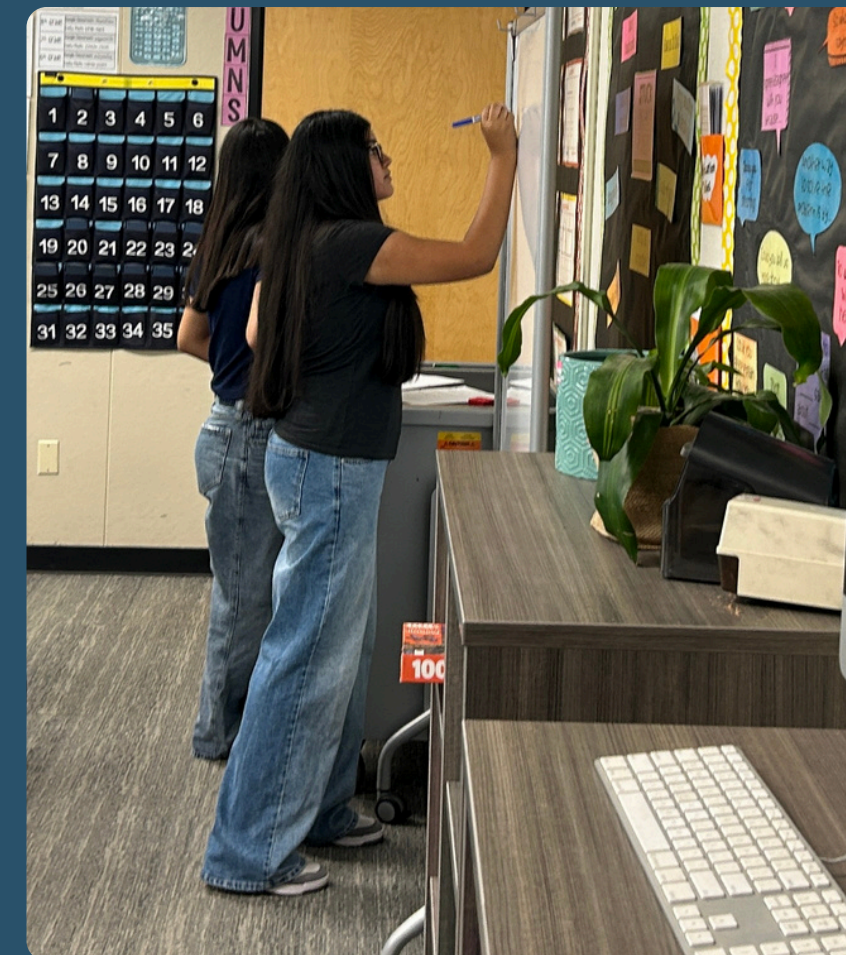
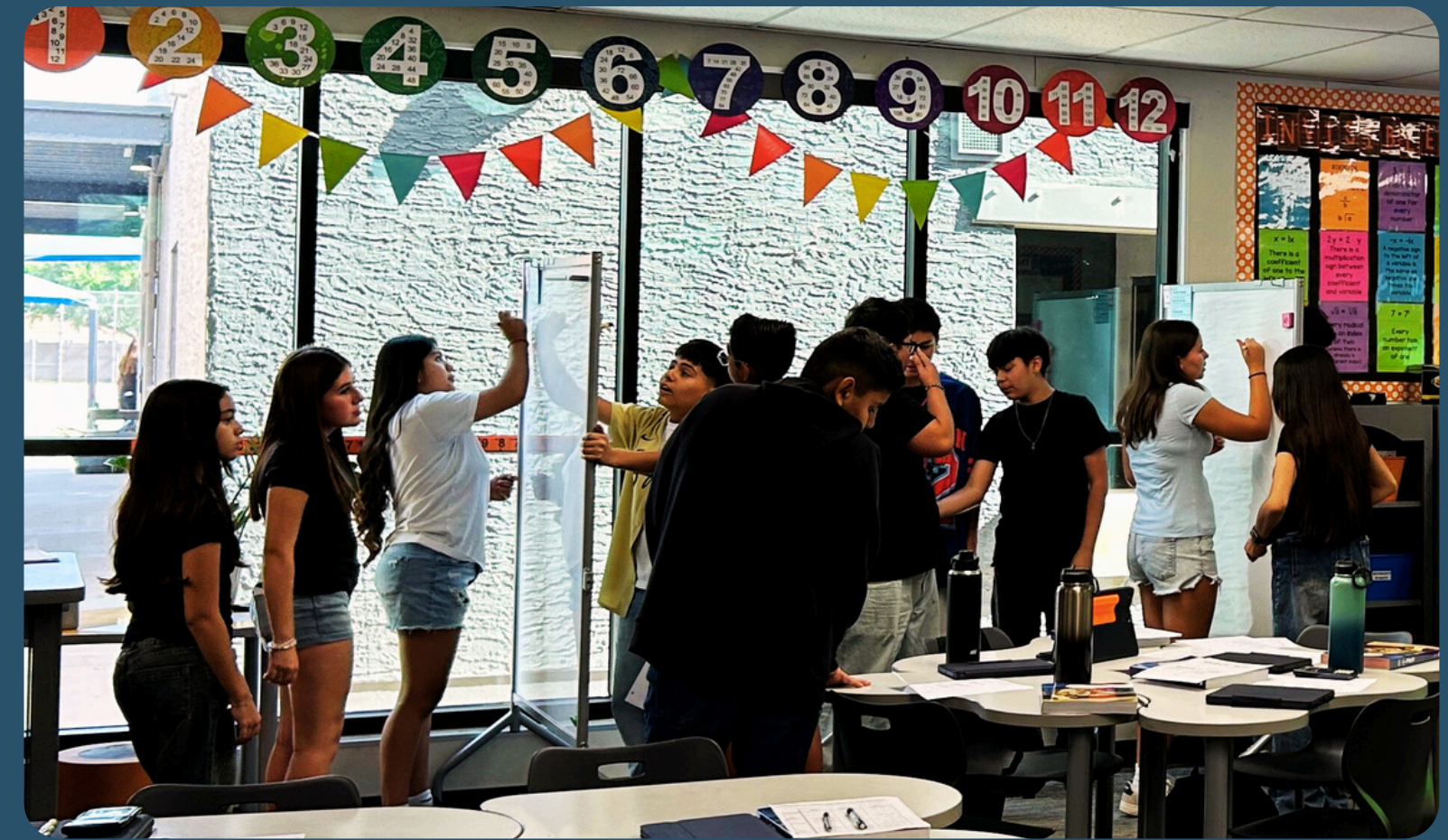
- The August 2025 Pretest proficiency rate for grade 8 Black students is 7 points higher than 24-25.
- Recommending a new goal of 22% due to students demonstrating 17% proficiency on the pretest.

Data Source: DnA Assessments (25-26 cuts)



✕✕✕ 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
- ✕ Cohort Book Study: *The Dreamkeepers: Successful Teachers of African American Students*
- ✕ 1257 students in 22 cohort teachers' classrooms will complete "How to Learn Math" course through Stanford's EdX online, including 70 black students
- ✕ 79 Common Formative Assessments created to monitor progress on essential standards in 2nd-8th grade in June 2025
- ✕ Focus on small group instruction and leveraging adaptive digital tools



Board Member Q&A

Since only 12% of our Black middle school students are identified as low risk in math, what systemic changes are being made in instruction and intervention so that this interim measure becomes a true predictor of long-term success on state assessments?

- Cohort Book Study: *The Dreamkeepers: Successful Teachers of African American Students*
 - 33 participants
 - 7 cohort meetings
 - Pre-reading Study Guide
 - Questions and Next Steps for Teacher Practice
- Professional Development Cohort
- Common Formative Assessment
 - Participation
 - Data Discussions
 - Data Trackers
 - Planning for Instruction
 - Use of District Adopted Curriculum
 - HMH, Into Math Tier I
 - Waggle or Freckle, Tier II



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