



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 20% 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 22% by May 2026.

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



Interim Measure 2.1

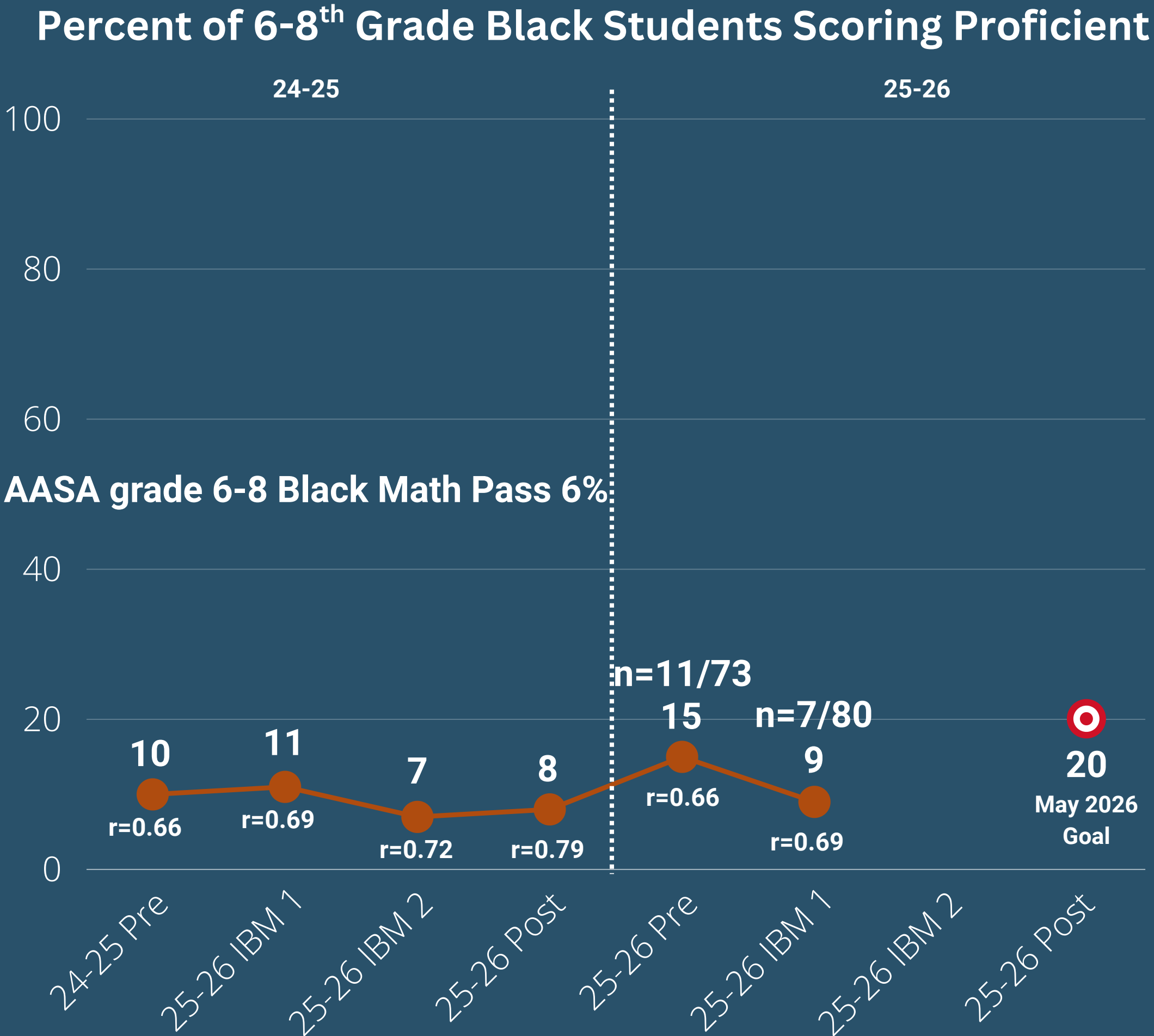
The percentage of 6th - 8th grade Black students who score proficient on the DnA Math Post-Test will **increase** from 8% in May 2025 to 20% by May 2026.

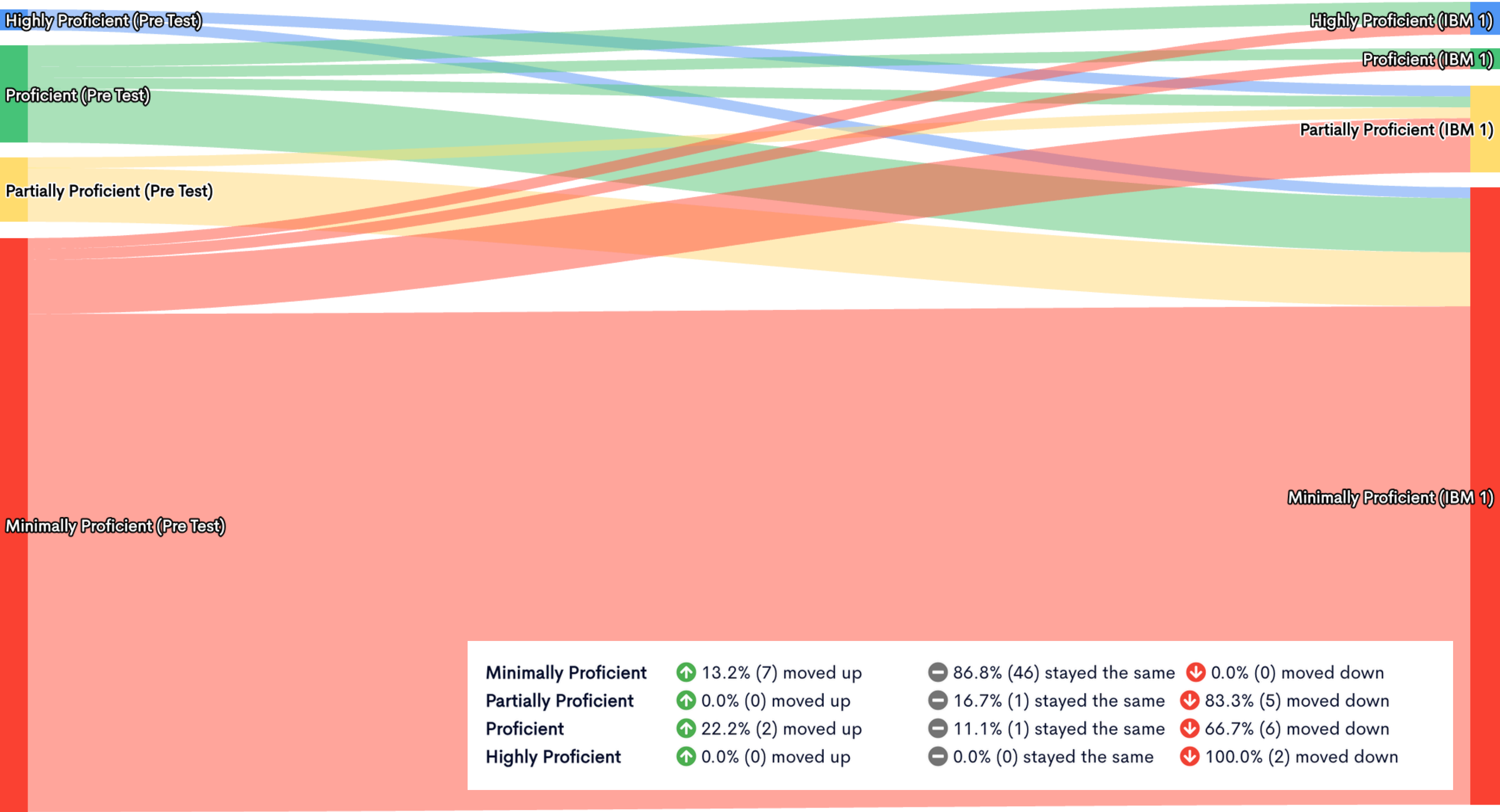
- 25-26 cut scores applied to 24-25 results for consistency of monitoring
- r=Correlation Coefficient
 - Closer to 1 the higher the relationship to AASA
 - 0.7 or higher indicates strong relationship

Analysis

- The Interim Benchmark 1 (IBM 1) proficiency rate for 6th-8th grade Black students is 6 points lower than the 6th-8th grade pretest and 2 points lower than 24-25 IBM 1.
- Grades 6-8 average passing cut scores increased from >32% correct on the pretest to >35% correct on IBM 1.
- **We are currently NOT ON track to reach Interim Measure 2.1.**

Data Source: DnA Assessments (25-26 cuts)



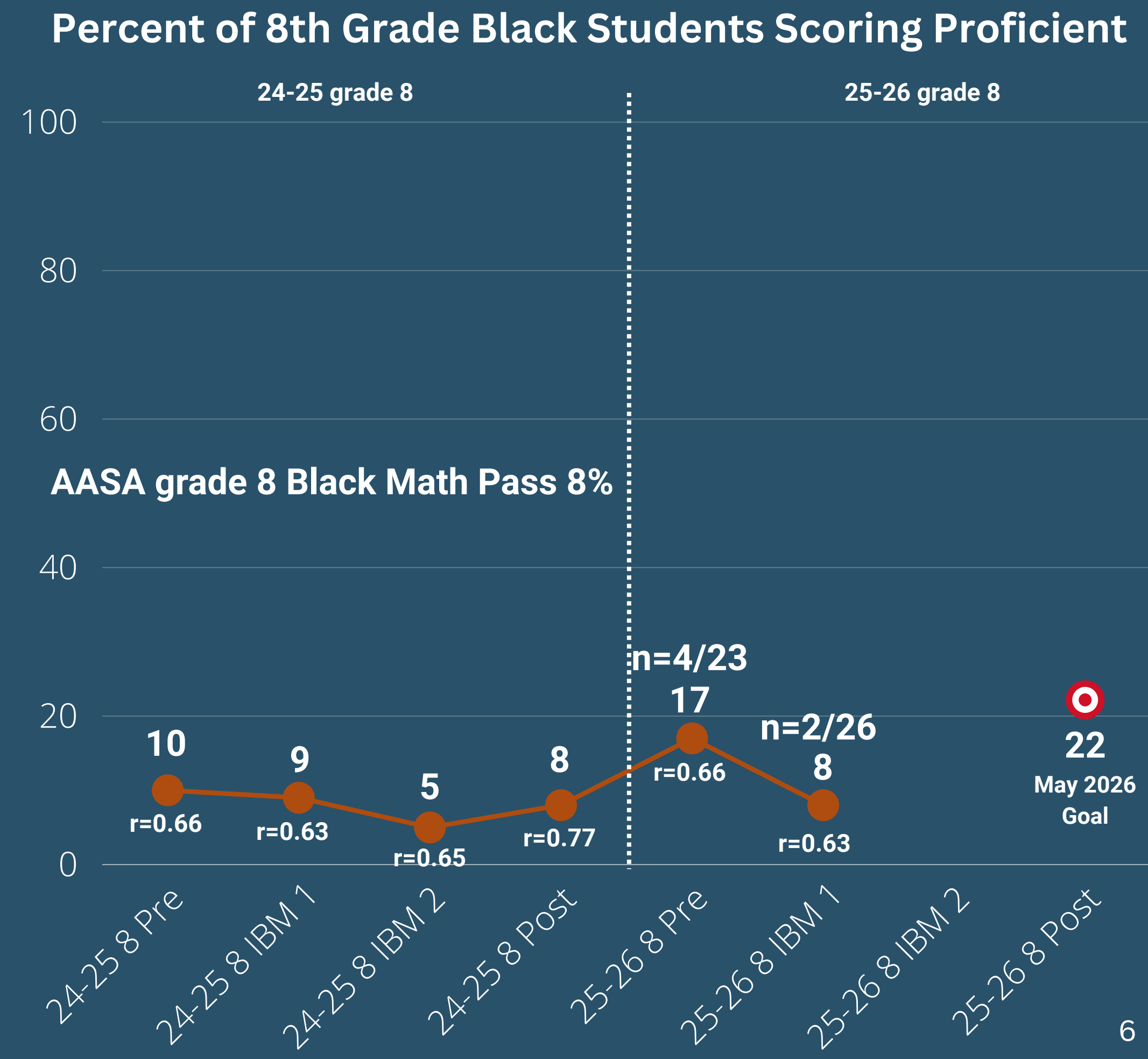


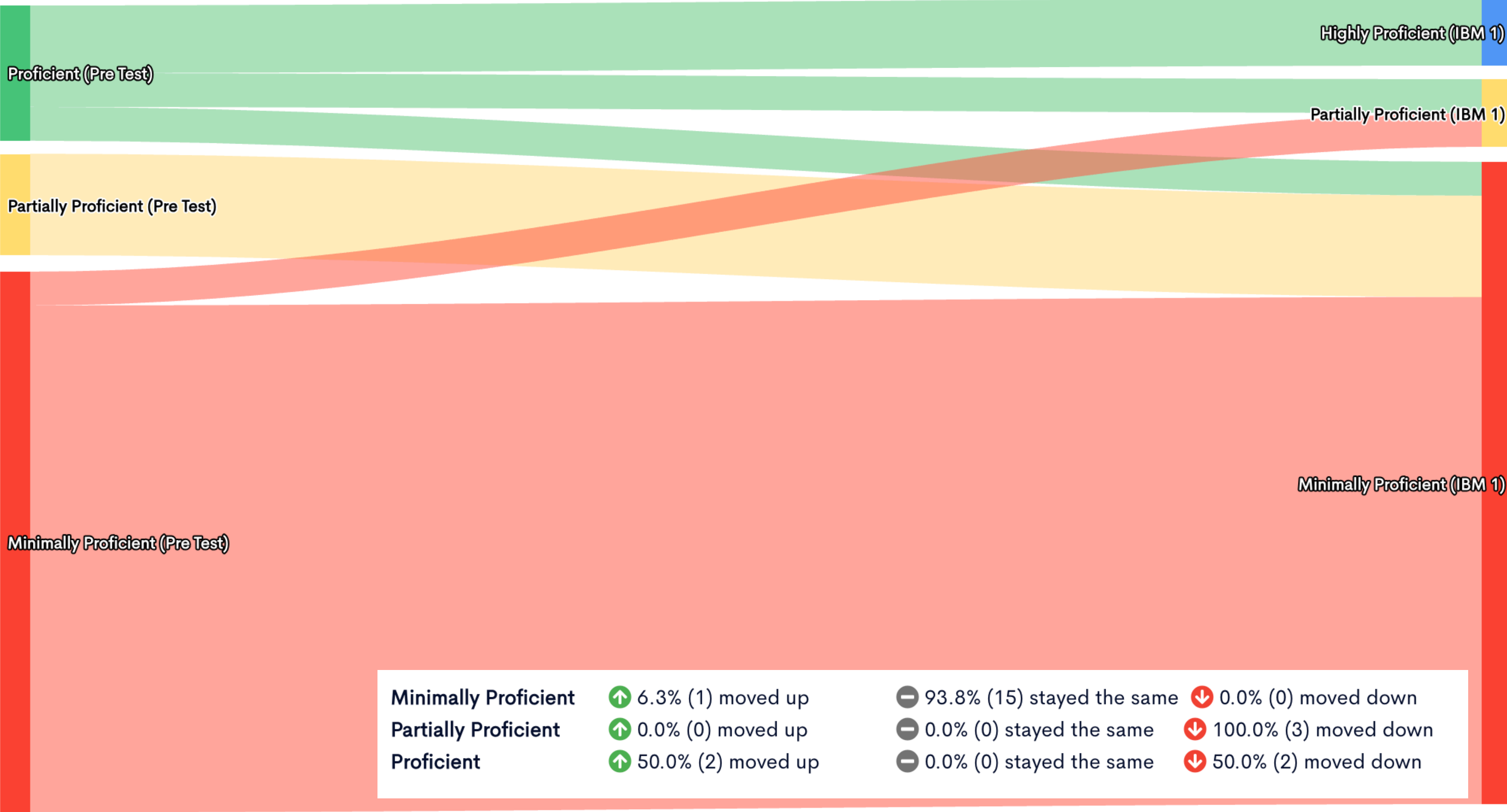
Interim Measure 2.3
The percentage of 8th grade Black students who score proficient on the DnA Math Post-Test will **increase** from 8% in May 2025 to 22% by May 2026.

Analysis

- The Interim Benchmark 1 (IBM 1) passing rate for 8th grade Black students is 9 points lower than the 8th grade pretest and 1 point lower than 24-25 IBM 1.
- Grade 8 proficient cut scores increased from >28% correct on the pretest to >31% 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.
 - For two of the three standards measured, black students demonstrated commensurate achievement to their peers.
 - For the last standard, 16% fewer black students demonstrated mastery.
- **We are currently NOT ON track to reach Interim Measure 2.3.**

Data Source: DnA Assessments (25-26 cuts)





✕✕✕ Planned Adjustments and 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



Cohort Book Study: *The Dreamkeepers: Successful Teachers of African American Students*

Building on Key Concepts Learned:

- *Creating a Sense of Belonging*
 - *Teachers getting to know their students*
 - *Students getting to know their teachers*
 - *Shared Connection with Feedback from Kids' Congress*
- *Creating Classrooms that Leverage Student Strengths*
 - *Use of Math Practices to Bridge Mathematics Instruction and Asset Based Pedagogy*
 - *Authentic Demonstrations of Knowledge*
 - *Conditions for Student Collaboration*
 - *Choice*

Recommendations from Goal 1

Board Member Q&A

What kinds of intentional self-reflection techniques are we having teachers, administrators, coaches, etc., adopt when analyzing data for this specific goal?

- Book Study has provided the Math Cohort with opportunities for reflection via discussion and reflection journal
- Principal conversations with teachers via PLCs, Observations, Team, and Data Meetings
- Data Trackers (digital and print)
- Student Led Conferences



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

Board Member Q&A

How are the inputs for this goal transforming educators' beliefs about the efficacy of our Black students in math?

- Teachers Building Relationships with Students and their Families
 - Goal Setting and Progress Monitoring
 - Parent Phone Calls to Foster School-Family Partnership
- Leadership Training via Urban Connection Project (December 2025)



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