



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 Grade Students

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

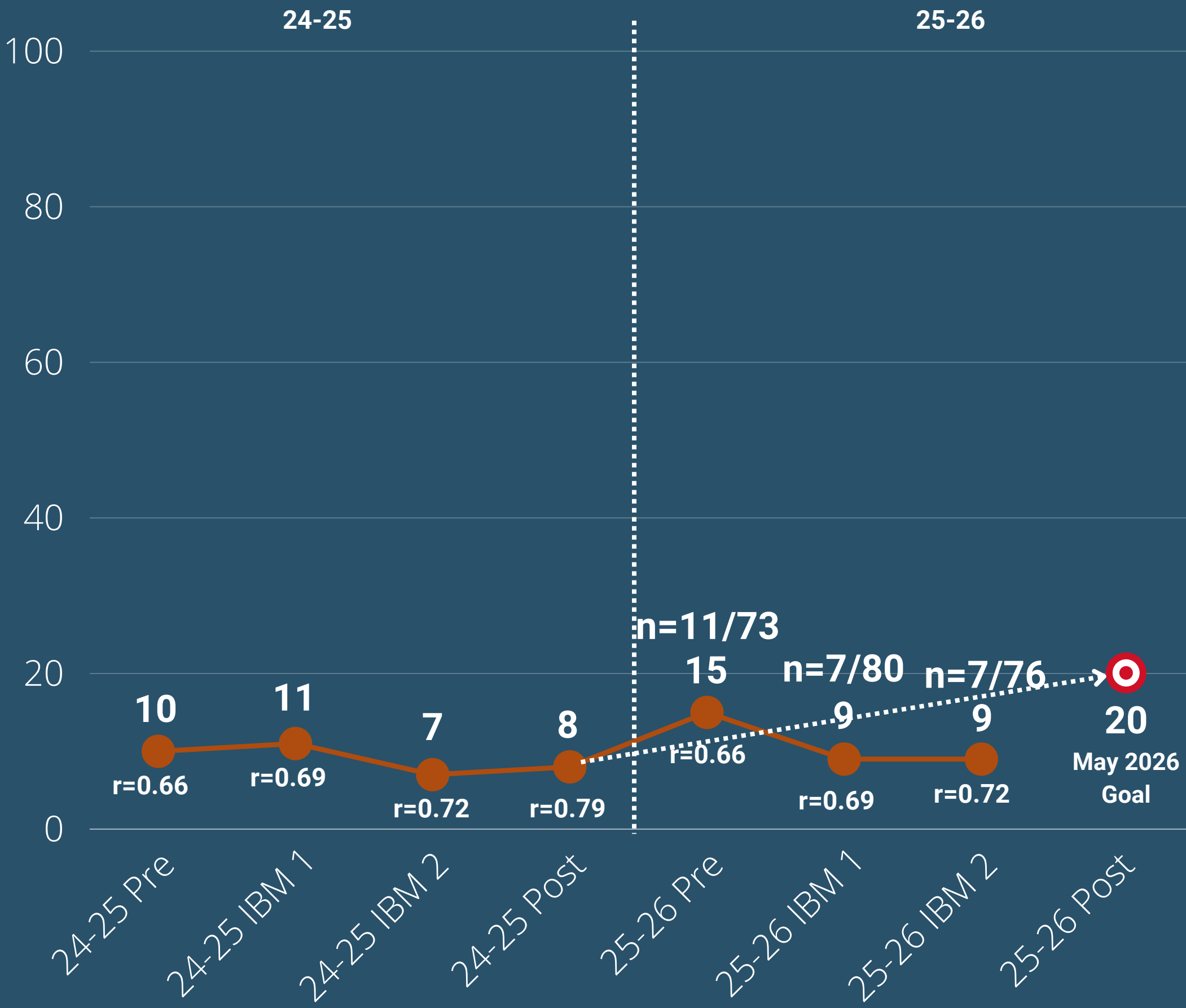
- The Interim Benchmark 2 (IBM 2) proficiency rate for 6th-8th grade Black students remained consistent from IBM 1 and 6 points lower than the 6th-8th grade pretest.
- Grades 6-8 average passing cut scores increased from >32% correct on the pretest to >35% correct on IBM 1 to >42% in IBM 2.



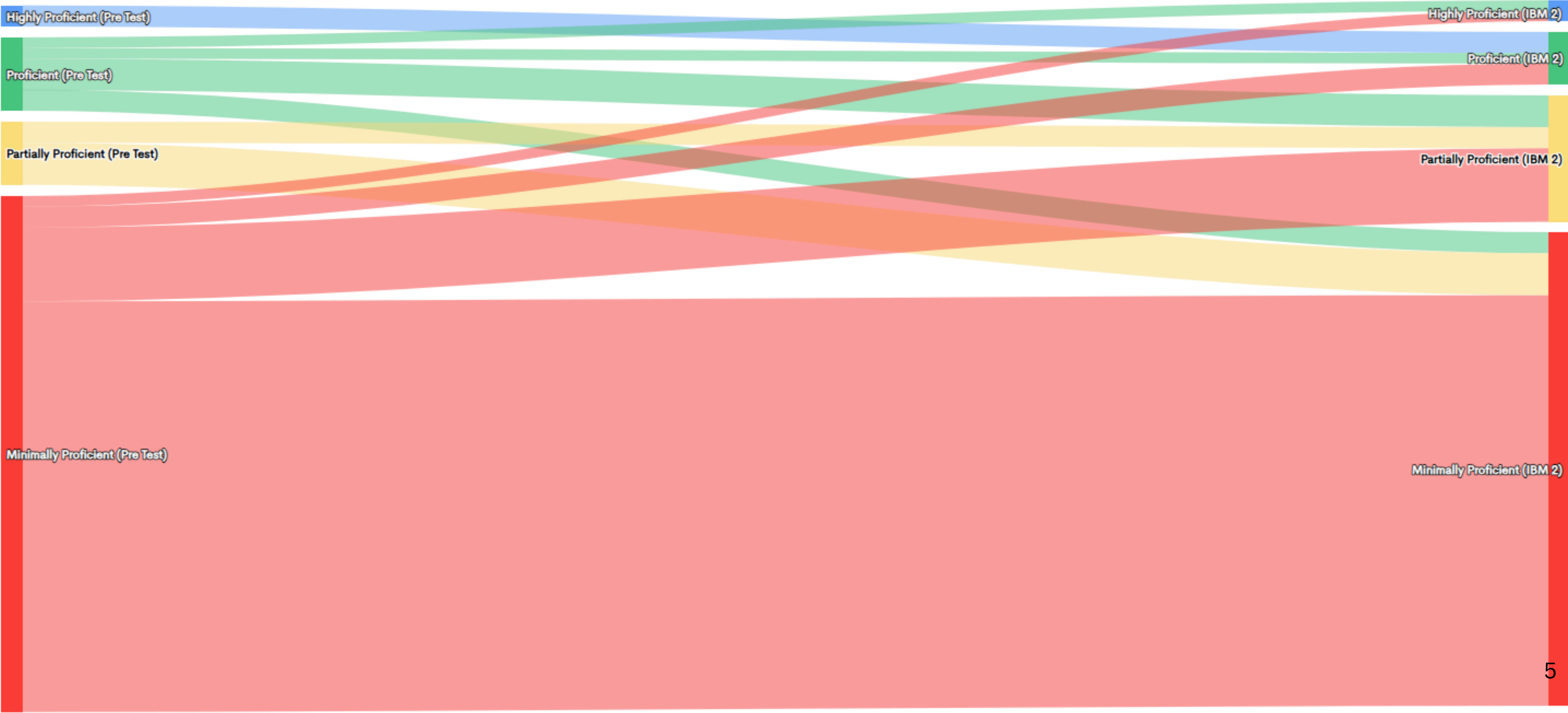
We are currently BELOW TARGET to reach Interim Measure 2.1.

Data Source: DnA Assessments (25-26 cuts)

Percent of 6-8th Grade Black Students Scoring Proficient



Minimally Proficient	20.4% (10) moved up	79.6% (39) stayed the same	0.0% (0) moved down
Partially Proficient	0.0% (0) moved up	33.3% (2) stayed the same	66.7% (4) moved down
Proficient	14.3% (1) moved up	14.3% (1) stayed the same	71.4% (5) moved down
Highly Proficient	0.0% (0) moved up	0.0% (0) stayed the same	100.0% (2) moved down



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.

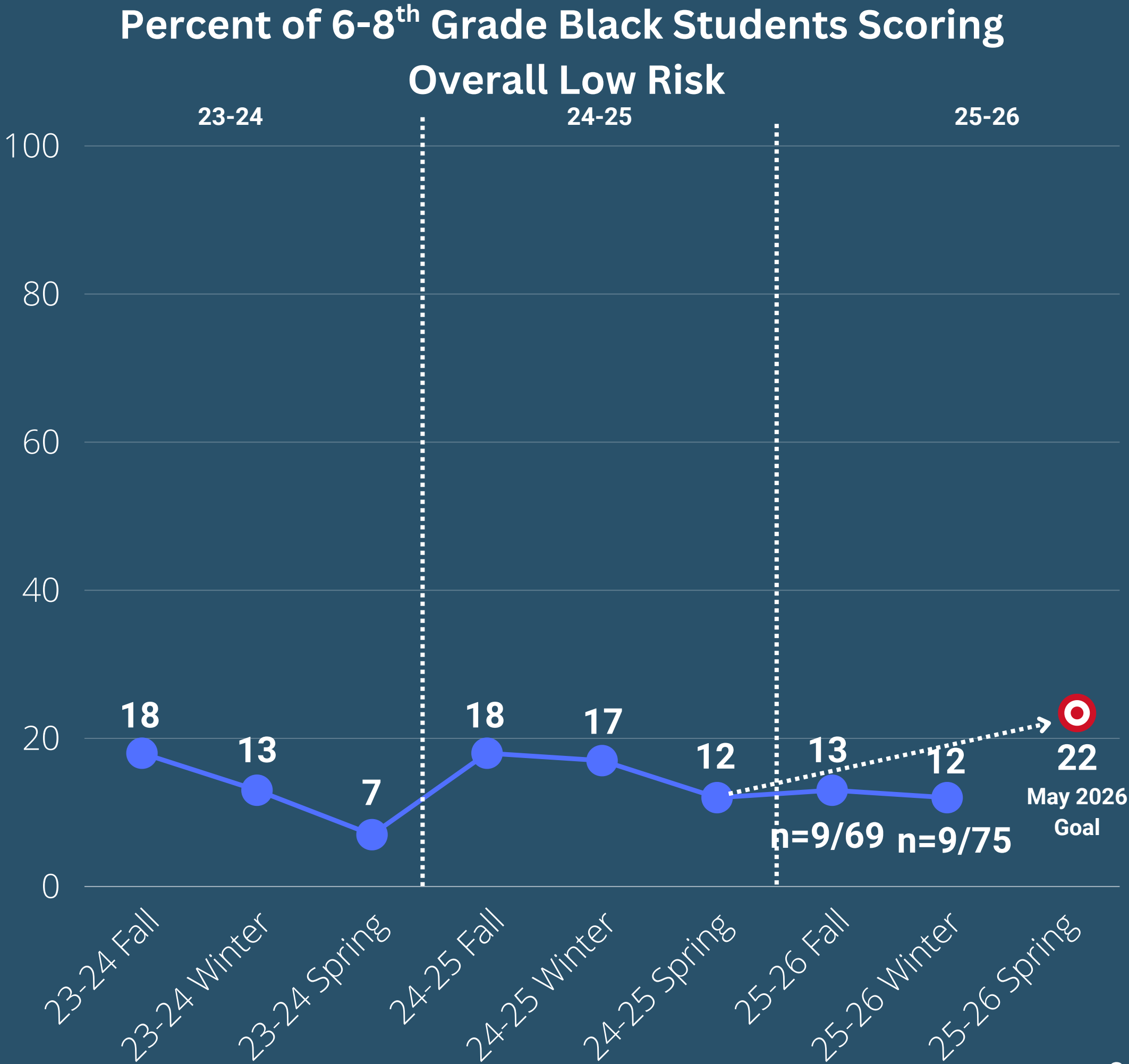
Analysis

- The Winter percent of 6th-8th grade Black students at Low Risk remained relatively constant at 12% compared to Fall and the same as Spring of 2025.
- Four students remained low risk from Fall to Winter.

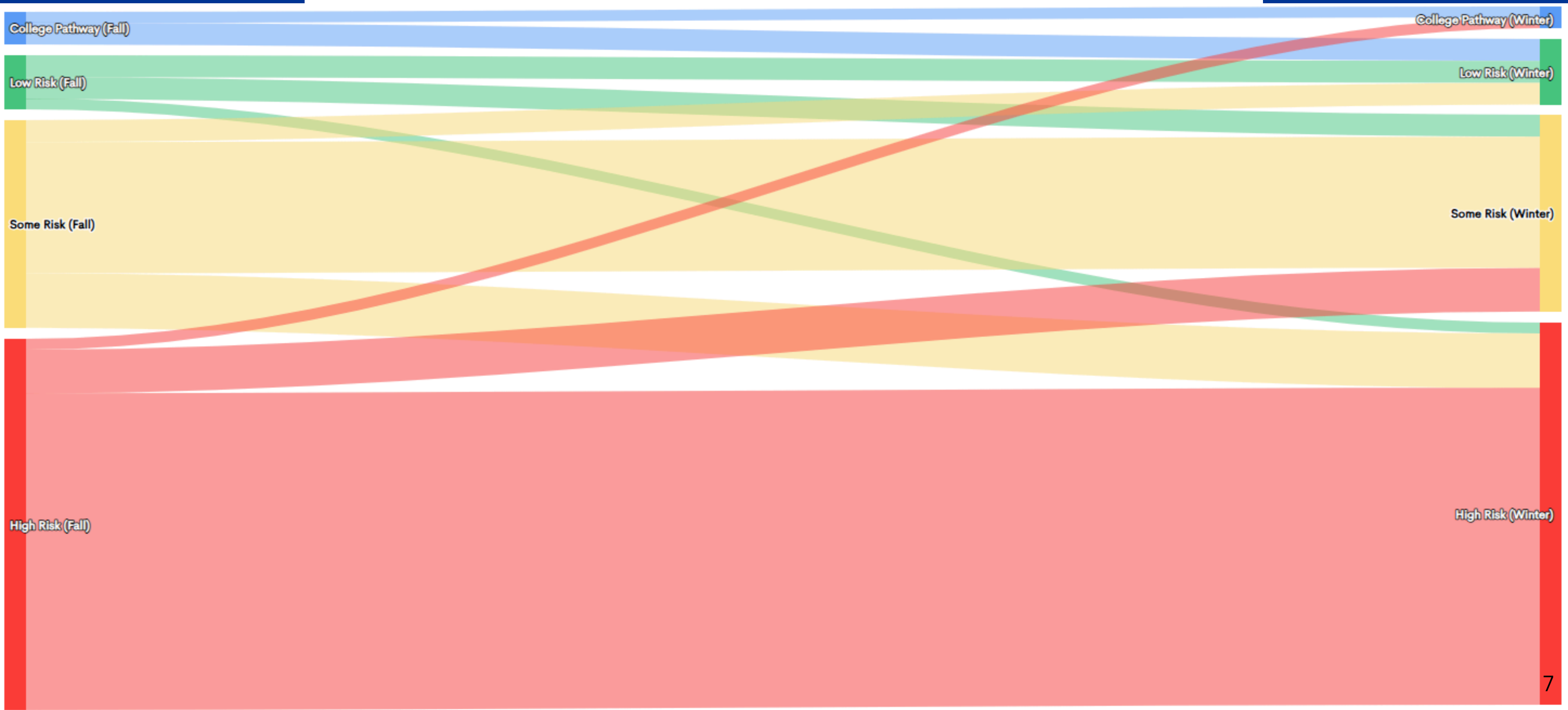


We are currently **BELOW TARGET** to reach Interim Measure 2.2.

Data Source: FastBridge Screeners



High Risk	↑ 14.7% (5) moved up	→ 85.3% (29) stayed the same	↓ 0.0% (0) moved down
Some Risk	↑ 10.5% (2) moved up	→ 63.2% (12) stayed the same	↓ 26.3% (5) moved down
Low Risk	↑ 0.0% (0) moved up	→ 40.0% (2) stayed the same	↓ 60.0% (3) moved down
College Pathway	↑ 0.0% (0) moved up	→ 33.3% (1) stayed the same	↓ 66.7% (2) moved down



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

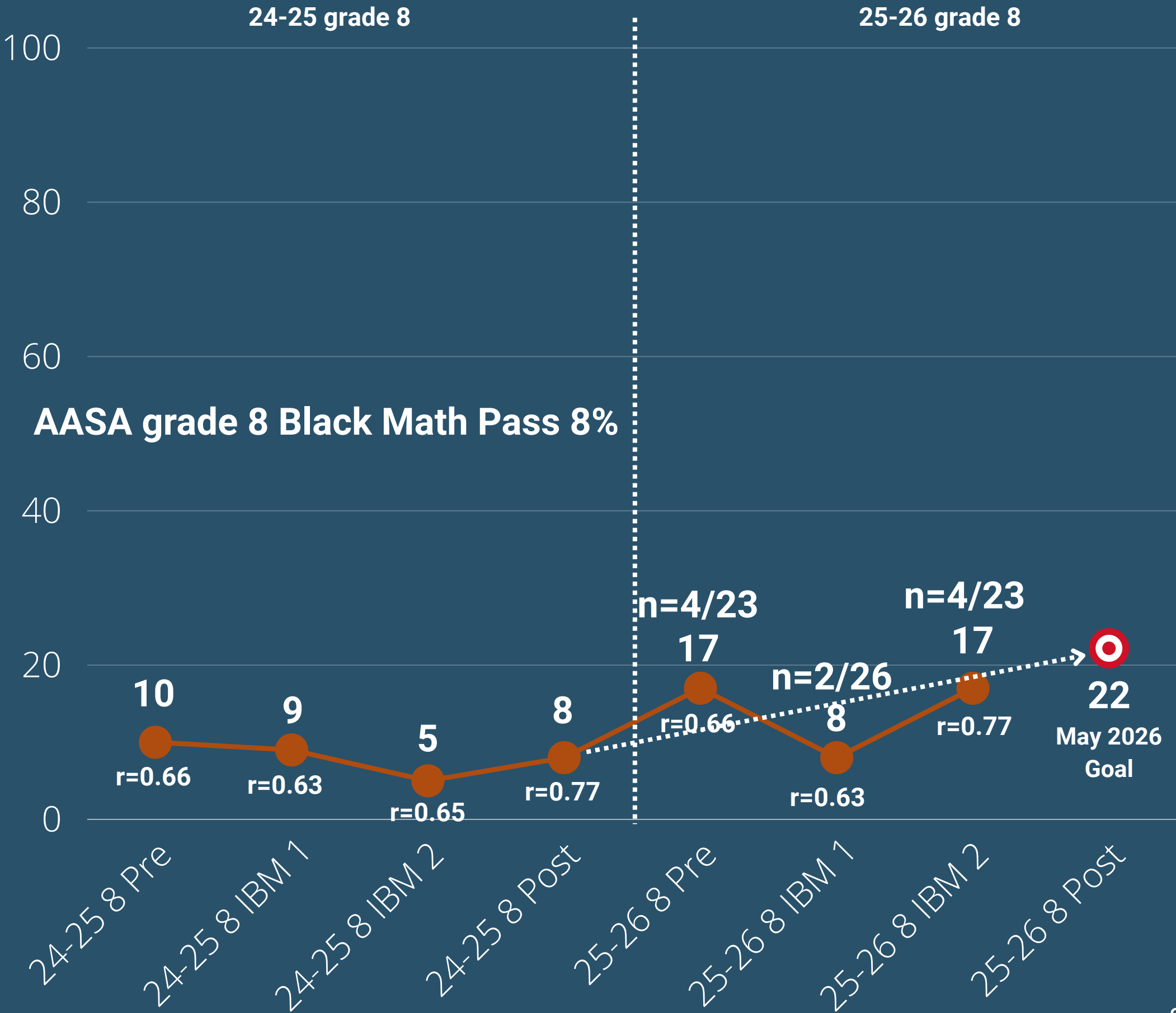
- The Interim Benchmark 2 (IBM 2) passing rate for 8th grade Black students increased 9 points from 8% to 17% passing.
- Grade 8 proficient cut scores increased from >32% correct on the pretest to >48% correct on IBM 1 to >45% on IBM 2.
- Two students remain proficient from Pre to IBM 1 to IBM 2.



We are currently ON TARGET to reach Interim Measure 2.3.

Data Source: DnA Assessments (25-26 cuts)

Percent of 8th Grade Black Students Scoring Proficient



Minimally Proficient

↑ 21.4% (3) moved up

→ 78.6% (11) stayed the same

↓ 0.0% (0) moved down

Partially Proficient

↑ 0.0% (0) moved up

→ 33.3% (1) stayed the same

↓ 66.7% (2) moved down

Proficient

↑ 33.3% (1) moved up

→ 33.3% (1) stayed the same

↓ 33.3% (1) moved down

Highly Proficient (IBM 2)

Proficient (Pre Test)

Proficient (IBM 2)

Partially Proficient (Pre Test)

Partially Proficient (IBM 2)

Minimally Proficient (Pre Test)

Minimally Proficient (IBM 2)

✖✖✖ Planned Adjustments and Next Steps

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

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

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✕✕✕ Planned Adjustments and Next Steps

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- **Continued Focus: 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*
 - **Further Study the Structures for Maximizing Tier II and Tier III Instruction During the School Day**
 - *Expand 1:1 high dose tutoring (Ignite)*
 - *WIN (What I Need) Time*
 - *Walk to Math*
 - *Resources for Tier II and Tier III learning*
 - **Focus Group with 6-8 Math Teachers**
 - *Spring dates, in person*

Board Member Q&A cont.

How can we get more than 3 teachers to attend the professional development cycles?

Teachers were recruited to participate in 2025-2026 cohorts through an interest-based application process.

For the 2026-2027 cohort we will connect Year 1 Cohort Teachers, Coaches and/or Site Leaders and the ESS department to help recruit colleagues for the new cohort.

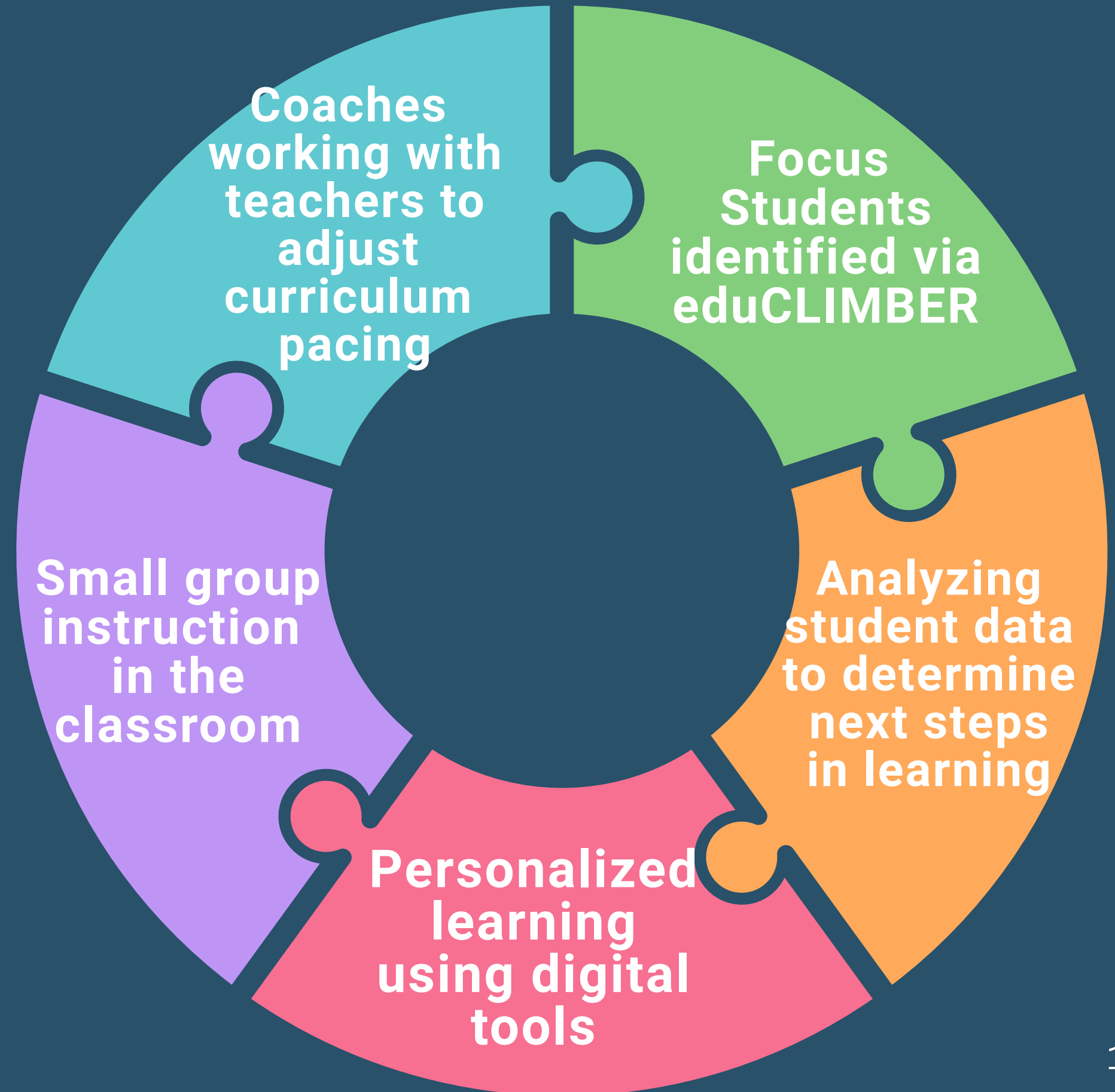
2025-2026 District, Math Specific Professional Development Offered:

- Math Professional Development Cohort is a year-long study with a cadre of peers.
- Creighton Professional Learning takes place 4 times a year during Wednesday, early release. 55, 3-8th grade teachers attend, which includes the 18 3-8th gr. cohort teachers.

Board Member Q&A

The report notes that in 8 out of 9 schools, teachers are behind the curriculum pace by 2–3 weeks. Since we are currently 'Below Target' for Interim Measures 2.1 and 2.2, how are we balancing the pressure to 'get back on track' with pacing against the need for deep mastery of essential standards, especially for students identified for Tier 3 support?

Multifaceted Approach



Board Member Q&A

- *There is a notable performance gap between the combined 6th–8th grade cohort (Interim 2.1) and the specific 8th-grade cohort (Interim 2.3). While the 6th–8th group is below target, the 8th-grade Black students are 'On Target' with a 9-point increase in proficiency.*
- *What specific instructional strategies or conditions are present in the 8th-grade math classrooms that are driving this 'On Target' progress, and how can these 'bright spots' be systematically replicated in 6th and 7th grades to improve the overall 6-8 trajectory?*
- *Goal 2: Measure 2.1 has remained flat and below target, and overall, we are not meeting two of our three measures, with most students still not at proficiency. Given that it's March and we only have a few months left until the end of the school year, I am wondering what specific changes in instruction and adult practice we are going to make now, other than what has been listed already, to accelerate learning and move more students to grade level before the end of the year?*

Board Member Q&A

Coaches are meeting weekly with 6th & 7th grade teachers to:

- Help develop instructional plans that empower students to take an active role in their learning
- Prioritize essential standards and lessons
- Select high quality practice problems

Board Member Q&A

The FastBridge aMath data (Interim 2.2) shows that the percentage of students at 'Low Risk' has remained stagnant at 12% from Fall to Winter. Given that our universal screener data isn't showing the desired movement into 'Low Risk' categories, how are we adjusting our Tier II and Tier III 'What I Need' (WIN) time to specifically target the foundational gaps identified by these screeners?

In leadership conversations across both district and site teams, we recognize the need to consider systemic changes that ensure Tier II and Tier III instruction can be implemented effectively. Key areas of focus include:

- Strategic scheduling, including dedicated time within the master schedule to support intervention
- Leveraging eduCLIMBER to identify student needs and create skill-specific intervention groups
- Providing professional learning focused on the “how” of effective small group instruction
- Identifying, aligning, and training staff on curriculum resources that support Tier II and Tier III instruction

Board Member Q&A

*Looking at the data there is a trend that black students are not making gains from the beginning of the year, to now, the middle of the year and are not on track for the end of year.
What can we do to close this gap that we haven't tried yet?*

Is there tutoring available? Yes, tutoring is available:

- Ignite Tutoring
 - GW and MV. 8th-grade students only, during the school day.
- After School Tutoring
 - EX (6-8 students, beginning Q4)
 - LCK (not applicable to 6-8)
 - TCA
 - MV (Q1-Q2)
- 21st Century
 - GW, Mon./Th.
 - WTM
 - LL

Have we talked to these families?

- Yes, via parent-teacher conferences, tutoring permission slips.

We need to be thinking outside the box because what we are doing is not changing the trajectory of these students.