



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 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 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 4

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.

Annual Target for 2026

The percentage of 3rd-grade students who score proficient on AASA English Language Arts will increase from 13% in August 2025 to 31% by August 2026.

Interim Measure 4.1

The percentage of 3rd graders who score proficient on the DnA English Language Arts Post-Test will increase from 19% in May 2025 to 31% in May 2026.

Interim Measure 4.2

The percentage of 1st - 3rd grade students who score at the 50th percentile on the FastBridge Oral Reading Fluency will increase from 17% in May 2025 to 27% by May 2026.

Interim Measure 4.3

The percentage of students who score at the 50th percentile on the FastBridge Early Reading Composite will increase from 19% on the Kindergarten Early Reading Composite in May 2025 to 32% on the 1st grade Early Reading Composite in May 2026.

No new data to report regarding interim measures 4.2 and 4.3.

Annual Targets for Increasing Reading Proficiency for 3rd Grade Students



Interim Measure 4.1

The percentage of 3rd graders who score proficient on the DnA English Language Arts Post-Test will **increase** from 19% in May 2025 to 31% in May 2026.

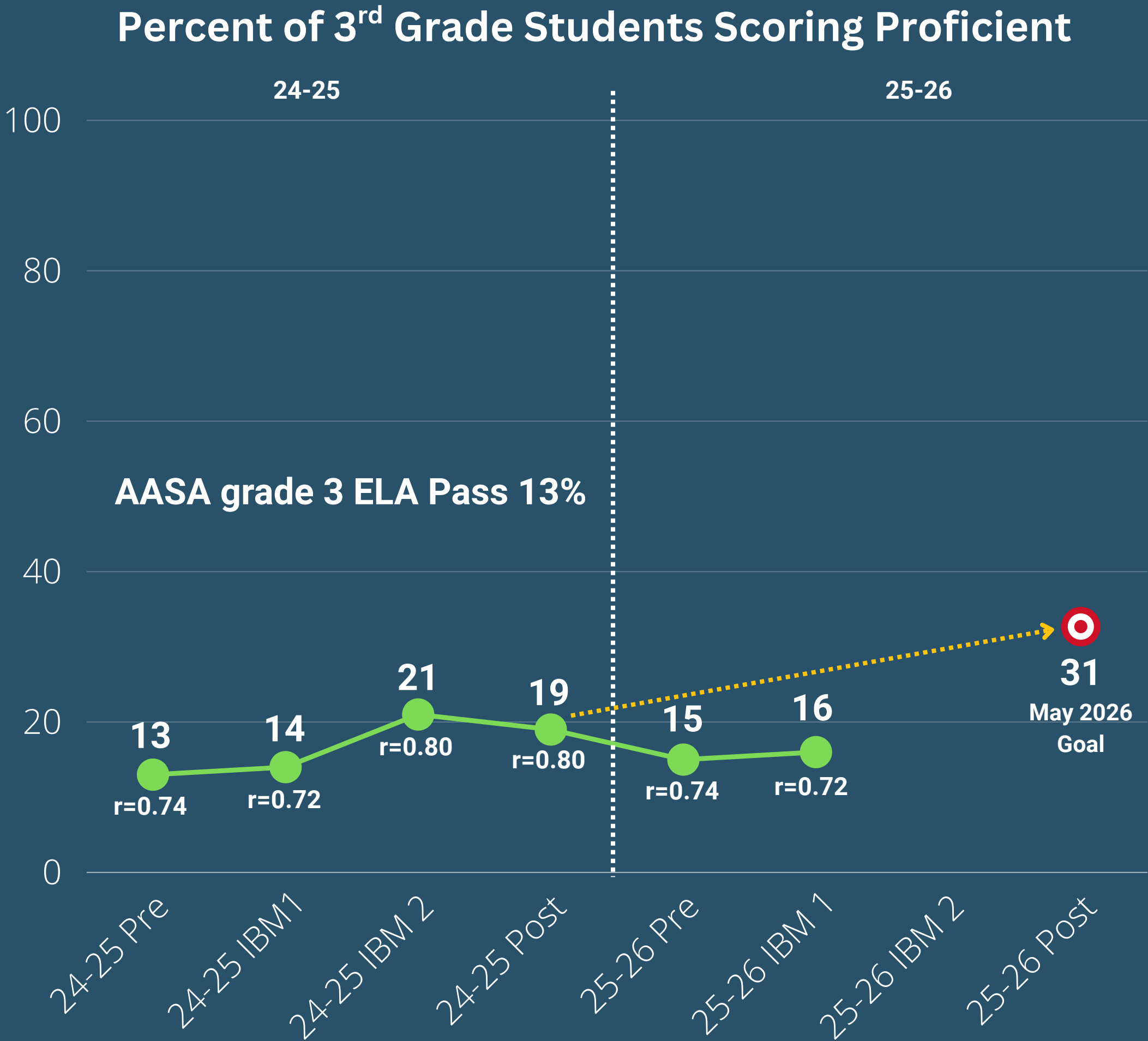
- 25-26 cut scores applied to 24-25 results for consistency of monitoring
- r=Correlation Coefficient
 - Closer to 1 the higher the relationship to AASA
 - 0.7 or higher indicates strong relationship

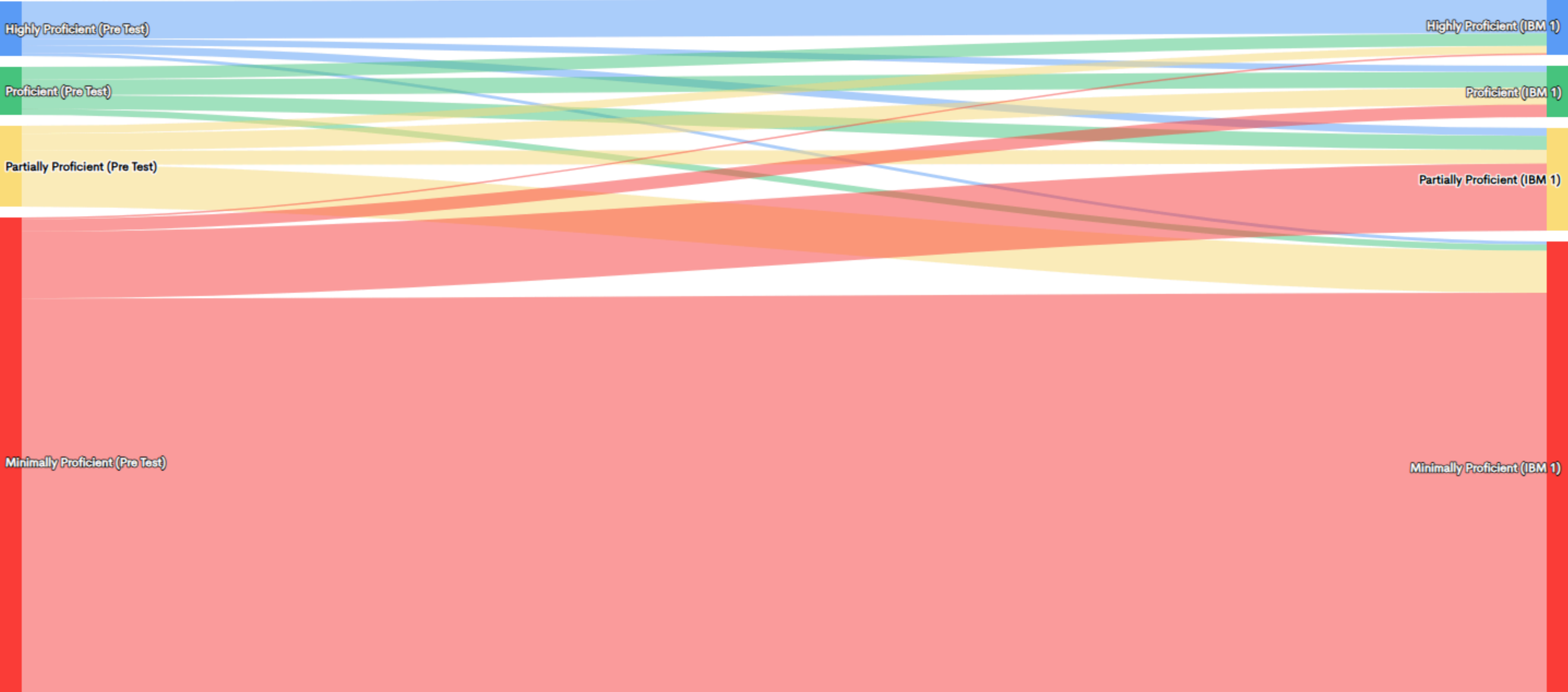
Analysis

- DnA 3rd grade passing rates this school year are 2 points higher than last school year's pretest and IBM 1 assessment.
- To meet this goal, we need to improve by at least 5% each assessment to gain 16% by the end of the year.

We are currently Not on TARGET to reach Interim Measure 4.1.

Data Source: DnA Assessments (25-26 cuts)





Minimally Proficient	16.6% (52) moved up	81.8% (256) stayed the same	0.0% (0) moved down
Partially Proficient	30.8% (16) moved up	17.3% (9) stayed the same	51.9% (27) moved down
Proficient	25.8% (8) moved up	32.3% (10) stayed the same	41.9% (13) moved down
Highly Proficient	0.0% (0) moved up	68.6% (24) stayed the same	31.4% (11) moved down

School Comparisons

School	4.1 DnA Increase Grade 3 Passing (IBM 1)	4.2 FastBridge Increase Grades 1-3 Oral Reading Fluency	4.3 FastBridge Increase Grade 1 Early Reading Composite
Biltmore Prep	45% (29/65)	50% (104/209)	53% (34/64)
Excelencia	10% (6/58)	25% (25/145)	10% (4/39)
Gateway	22% (9/41)	23% (29/129)	21% (8/39)
Iron Mountain	3% (2/63)	16% (35/213)	18% (11/63)
Larry C. Kennedy	4% (1/27)	19% (17/92)	19% (7/36)
Loma Linda	9% (4/46)	23% (36/155)	22% (11/49)
Monte Vista	13% (10/76)	22% (44/205)	23% (16/69)
The Creighton Academy	33% (9/27)	23% (28/124)	14% (6/44)
William T. Machan	9% (5/53)	14% (22/162)	8% (4/52)

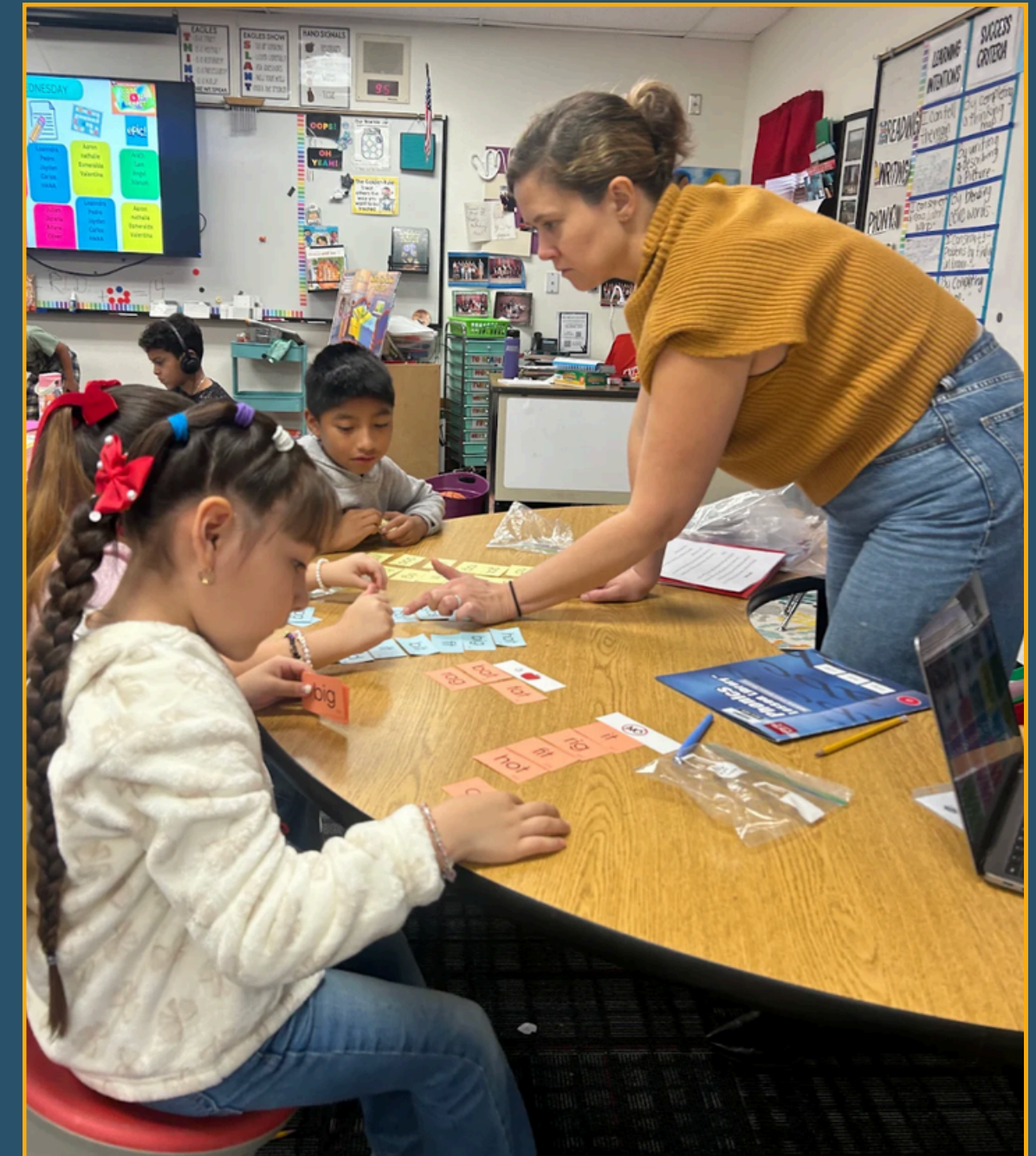
Next Steps and Planned Adjustments

Professional Learning & Data Use

- **Coaching:** Completed 45 sessions focusing on Tier 1 ELA schedules and Tier 2 small group implementation.
- **PD Status:** 3 of 4 sessions delivered (Final: February).
- **K-3 Literacy Cohort:** ~60% of training and coaching complete; continues in Q3.
- **AIM Pathways:** 10 of 18 grant-funded seats filled.
- **Data Literacy:** Conducted team sessions on assessment platforms.

Instructional Resources

- **Curriculum:** Created reference guides for Tier 1 & 2 implementation.
- **Logistics:** Improved material check-out and tracking system.



Board Member Q & A

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

Question

How will the teams use a small set of clearly defined, school-level adult practices monitored at least monthly to ensure that the coaching, literacy cohorts, and new materials actually close the gap between our DnA/FastBridge interim measures and the AASA Grade 3 proficiency goal, given that we have previously met some interim targets but still fallen short of the overall proficiency goal?

Answer

Coaching and Literacy Cohorts (Tier 1 and Tier 2 Materials and Instruction)

- Strengthen our focus on tracking students' literacy skills to help teachers determine how instructional practices are transferring to student learning.
 - Achieve 80% administration of CFAs for 3rd Grade (*five questions for two essential comprehension standards*)
 - Coaches send reminder email prior to CFA administration date
 - Coaches to review site data for completion and follow up with leaders
- We commit to monthly data discussions with K-3 teachers to review data and plan aligned teacher actions.
 - K-3 literacy skills
 - 3rd grade comprehension CFA Data
 - Implementation of targeted small group instruction utilizing Tier 2 materials (95% Group)

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Answer

New Materials

- ELA team reviews check-out/check-in rates and follow up with teachers/admin to celebrate and/or problem solve implementation.
- Partner with Instructional Technology Coach for implementation of AMIRA Learning, AI Reading Coach, with 2nd and 3rd grade teachers and students district-wide.