Student Outcome Goal Monitoring

Interim Goal 3B

9th Grade Success in Algebra I and English I

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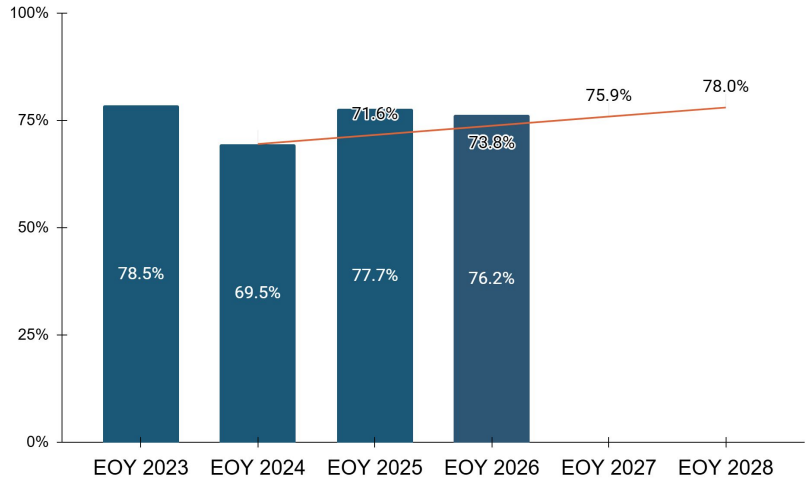
The Road to 11th/12th Grade Postsecondary Opportunity Completion

Interim Goal 3B: The percentage of on-grade-level **9th grade students who pass Algebra I and English** I will increase **from 69.5%** in the 2023-2024 school year to **78%** in the 2027-2028 school year, as measured by grade reporting at the conclusion of summer school.

2030 Goal | Goal 3: The percentage of students in **11th and 12th grade** who have completed a postsecondary option will increase from 37% in August 2024 to 69% in August 2030 as measured by the Postsecondary Opportunities measure on the OSDE School Report Card.

Interim 3B Targets/Outcomes:								
2023-2024	2024-2025		2025-2026		2026-2027		2027-2028	
Baseline August 2024	Target August 2025	Actual August 2025	Target August 2026	Actual August 2026	Target August 2027	Actual August 2027	Target August 2028	Actual August 2028
69.5%	71.6%	77.7%	73.8%	76.2%	75.9%		78%	

Interim Goal 3B: The percentage of on-grade-level 9th grade students who pass Algebra 1 and English 1 during their 9th grade year will increase from 69.5% in the 2023-24 school year to 78% in the 2027–28 school year, as measured by grade reporting at the conclusion of summer school.



ON TRACK

Key Takeaway

By EOY 2026, the percentage of on-grade-level 9th graders who passed Algebra 1 and English 1 in 9th grade increased by 6.7 percentage points since the baseline, exceeding the annual target by 2.4 percentage points.

Data In Context: Student Impact

1,694	Total 9th Grade Students Taking Algebra I & English I
1,277	76.2% of 9th Grade Students Taking Algebra I and English I - Successfully Completed Both Courses
30	Number of Additional Students to Reach 2028 Target (78%)
17	Every 1%

Current Reality

Current Reality

Key Truths	Core Discoveries
Success Rate Declined in 25-26	Despite exceeding the annual target by 2.4%, course success rates declined by 1.5% in 25-26 compared to 24-25.
Variance Among Schools	Inconsistent Performance (SY24-25 to SY25-26): 9th-grade Algebra 1 and English 1 pass rates varied widely across high schools. Out of 8 campuses, 4 showed gains (up to +8.6% at Northwest Classen), 3 declined (down to -7.2% at Capitol Hill), and 1 remained flat (John Marshall Enterprise). (**See Appendix A)**
Algebra I Success Rate Lower Than English I	Freshman English I pass rates remained flat at 90% across both 2024-25 and 2025-26. Algebra I rates trailed behind, falling from 83% to 81% over the same period. This creates a 9-point gap between the two core courses.
Inconsistent Monitoring Systems	During the 2025-26 school year, the district did not have a standardized, centralized process for regular data reviews. Individual schools independently created their own tracking and support methods for goal 3B, which led to varying monitoring approaches across the district.
Achievement Increased While Course Success Decreased	All 8 high schools showed gains in NWEA achievement for 9th grade math over the past two years (**See Appendix B**). However, these academic gains did not necessarily translate into higher course completion, showing that increased achievement score outcomes do not automatically result in higher course pass rates.

Root Cause Analysis

Root Cause Analysis

Domain	Hypothesis and Performance
Tier 1 Instruction	**Hypothesis:** Strong curriculum, coaching, and data-driven instruction directly increase student academic mastery. **Performance:** The Tier 1 systems focus is having a positive impact, as shown by NWEA gains in all eight high schools. Instructional quality and student engagement drives student learning. However, course grades also rely on other factors including assignment completion, systematic grade monitoring with timely recovery opportunities, grading practices, and more.
Student Grade Monitoring	**Hypothesis:** Consistent routines to regularly review progress data, engaging students, families, and teachers for timely support, are necessary to maintain high course completion. **Performance:** Evidence shows this practice is not currently systemic across the organization.
Student Engagement & Academic Recovery Opportunities	**Hypothesis:** Early identification of grade concerns enables staff to immediately engage students and establish clear recovery paths before academic deficits become unmanageable. **Performance:** Timely recovery opportunities depend on regular grade monitoring, which is not yet systemic across all sites. At Northwest Classen, leadership monitored grades and engaged students within a system, leading to an 8.6% pass rate gain. This internal evidence supports that the lack of an established, timely recovery system across schools is a key problem of practice.
Equitable Grading Practices	**Hypothesis:** Aligned grading practices and shared course expectations across like classrooms ensure grades accurately reflect student learning across the district. **Performance:** Initial internal indicators show a need for deeper review of grading consistency. Early evidence reveals variations in assessment scope, weights, retakes, and pacing within teaching teams, highlighting grading alignment as a key system area for further action.

26-27 Strategic Adjustments

2026-2027: Strategic Adjustments

Domain	System Commitments & Lead Behaviors
Tier 1 Instruction	**Instructional Coaching Cycles:** Instructional coaches will provide two hours of weekly direct coaching to Algebra I and English I teachers, supported by routine site-level and district-level monitoring. **Data-Based Decision Making:** District and site leadership will monitor teacher engagement with Common Formative Assessments within pacing windows and analyze student performance data to guide timely instructional adjustments.
Student Grade Monitoring	**System Design & Support:** Central office built custom reporting tools to isolate Algebra I and English I student progress and evaluate teacher gradebook consistency and pacing. **Monitored Lead Behaviors:** District teams supporting site leaders in establishing routine data reviews and executing timely follow-up actions for off-track students.
Student Engagement & Academic Recovery Opportunities	**System Design & Support:** Central office will act as thought and accountability partners to guide site leadership in structuring proactive, school-wide academic recovery processes. **Monitored Lead Behaviors:** Site teams will conduct at least bi-weekly reviews of course progress data to immediately off-track students, establish individualized recovery paths, and monitor impact.
Equitable Grading Practices	**System Design & Support:** Central office will convene a cross-district grading focus group with site representation to analyze organizational variances in grading philosophies, mindsets, and gradebook setups. **Monitored Lead Behaviors:** District and site leaders will utilize focus group findings to pinpoint key inconsistencies across classrooms and inform aligned, district-wide grading expectations.

Appendix A: District | School | Course Completion

Site	Combined Overall	Rate of Change	Algebra I		English I	
	2025-2026	2024-2025	2024-2025	2025-2026	2024-2025	2025-2026
District	76.2%	-1.5%	83%	81%	90%	90%
Capitol Hill	67.7%	-7.2%	83%	77%	84%	80%
Classen SAS @ NE	94.3%	-4.4%	99%	73%	99%	99%
Douglass	72.9%	+1.7%	76%	80%	89%	91%
John Marshall	73.3%	0	77%	78%	88%	92%
Northwest Classen	85.3%	+8.6%	84%	89%	90%	94%
Southeast	100%	+5.7%	95%	100%	100%	99%
Star Spencer	73.1%	-13.0%	98%	75%	97%	84%
US Grant	76.1%	+3.7%	74%	76%	87%	84%

Appendix B: Spring NWEA Achievement Trends

