



Future-Driven 2030: Student Outcomes Monitoring Report

Interim Goal 3B

Month: October

Year: 2025

Student Outcome 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 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.

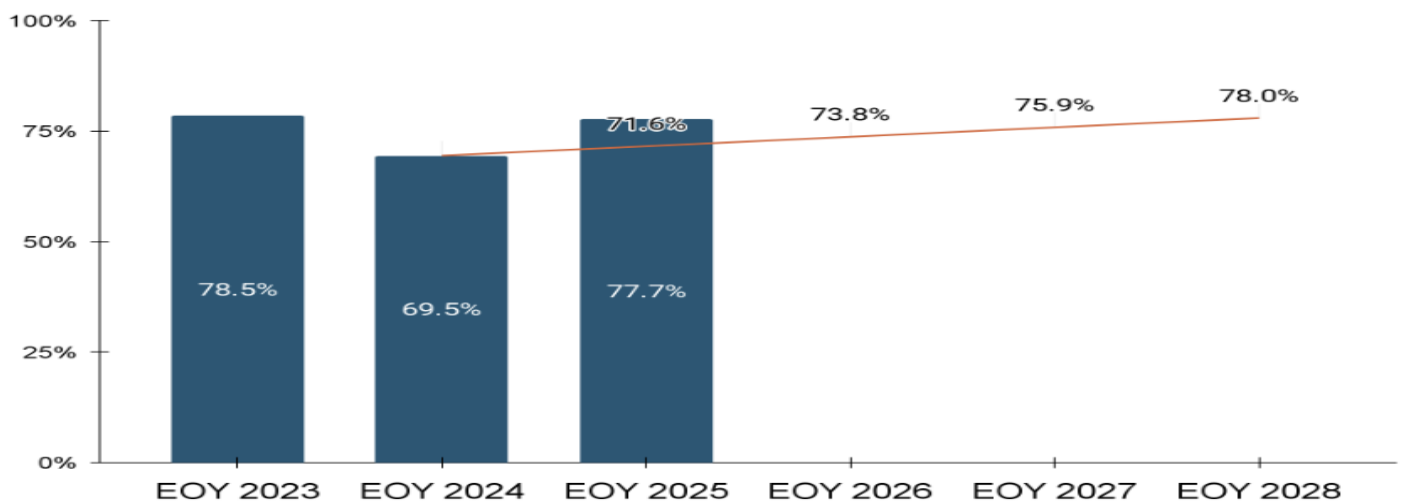
Goal/Interim Established Annual Targets:

2024-2025	2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030
71.6%	73.8	75.9%	78.0	N/A	N/A

Goal/Interim Goal Status:

ON TRACK ▾

Data Snapshot



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Superintendent's Interpretation

In spring 2025, 77.7% of 9th grade students earned passing credit in both Algebra I and English I. This result is well above the annual target of 71.6% and represents growth from the 2023–24 baseline of 69.5%. With this progress, the district is now only 0.3 percentage points away from the 2028 goal of 78%. It is worth noting that in 2023, the percentage of students meeting this measure was slightly higher at 78.5%, which prompted a closer look at the factors that affected performance that year.

As part of the goal-setting process, individual three-year targets were created for each school based on baseline data, enrollment, and the progress needed to contribute to the district goal. Schools then established annual targets, and when combined, these site-level goals have been higher than the district's overall annual targets. This shows that schools are aiming high and working to accelerate progress.

When the 78% goal was set in June 2025, it was an ambitious step forward from the 69.5% baseline. Now, with results at 77.7%, reaching the 78% target is very attainable. However, 78% is not the finish line. The focus remains on fully deploying strategies so that the district not only meets the written goal but moves well beyond it. Achieving this will create more opportunities for students to access postsecondary courses later in high school.

Looking at the courses individually, 90% of students passed English I, while 83% passed Algebra I. This shows that more students are struggling to pass Algebra I compared to English I.

Why We're Seeing These Results

Major Contributing Factors

- **District Regulation Update**
 - Revision of regulation F-03-R1 in September 2024, which removed language causing students to lose credit solely due to unexcused absences
 - Ensuring student grades were first and foremost based on mastery of learning targets
- **Tier 1 Instruction**
 - Sustained focus on high-quality instruction across classrooms
 - Professional learning and support for lesson design and delivery aligned to the Tier 1 Instructional Framework
- **Curriculum and Instructional Resources**
 - Implementation of updated math curricular resources in Fall 2024
 - Creation of standards-aligned pacing guides and lesson planning resources

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- **Using Data To Guide Support**

- Use of NWEA MAP Growth data, and common formative assessments to identify where students are excelling or struggling.
- Utilizing NWEA results to support students with setting growth goals.

Barriers To Progress

- **Areas Where Variation May Exist Across Schools**

- Consistency in timely feedback to students
- Consistency in engagement with parents
- Attendance patterns, and supports for students who struggle with attendance
- Opportunities for additional academic support
- Grading Practices

Results Without Full Alignment

It is also important to note that the interim and long-term goals were not officially established until June 2025. As a result, both the baseline data in 2023-2034 and the 2024-25 results largely reflect outcomes that were not yet guided by a formal district strategy to specifically impact success rates in Algebra I and English I. Even without a fully coordinated plan in place, the rise from 69.5% to 77.7% is very encouraging. This provides a strong foundation as we now work to develop a more complete understanding of the additional factors that may be contributing to student success and, conversely, preventing some students from being successful in these critical gateway courses.

Next Steps

Deepening Existing Strategies (Implementation 25-26)

- **Tier I Instruction**

- Strengthen consistency in lesson effectiveness using the Tier I Instructional Framework and available curricular resources.

- **Professional Learning**

- Continue equipping teachers and leaders with high-quality PD to ensure strong instructional practices are applied across schools.

- **Data-Informed Supports**

- Expand use of NWEA MAP Growth and Common Formative Assessments (CFAs) to guide reteaching, small-group work, and targeted support.

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- **Student Engagement**
 - Ensure students receive regular feedback and encouragement to stay on track.

Activating New or Underdeveloped Strategies (Design 25-26)

- **Family Engagement**
 - Create more consistent systems for engaging parents, ensuring families are partners in academic success and recovery.
- **Academic Recovery Opportunities**
 - Strengthen and expand options such as tutoring and other clear pathways for students to get back on track.
- **Consistency in Grading Practices**
 - Identify where inconsistencies in grading may exist, and explore ways to ensure grading and credit policies are applied more equitably across schools.