

October 6, 2026

Student Success

**Curriculum
& Instruction**



District Goal # 1

Board Priorities

01

Strengthen Tier 1 Instruction

02

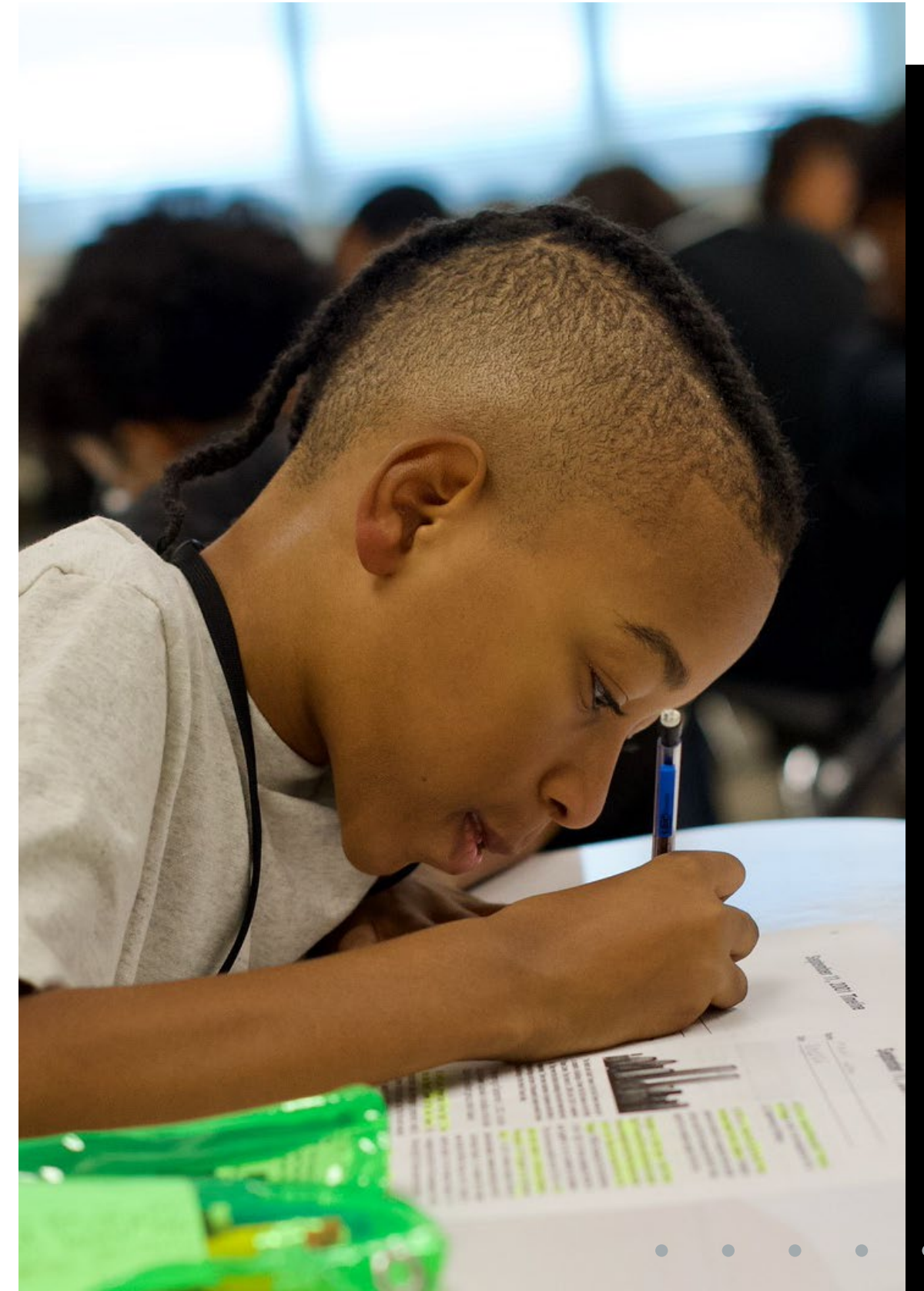
Improve Early Childhood
Literacy & Numeracy

03

Accelerate Middle School Achievement

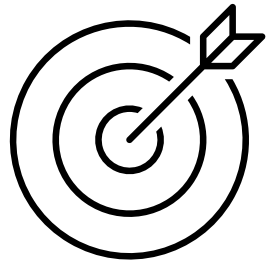
04

Prepare Students for Post-Secondary
Success



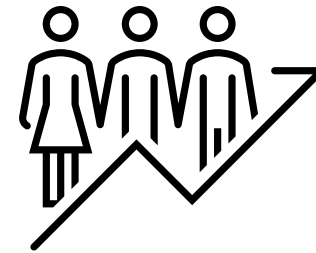


STRENGTHEN TIER 1 INSTRUCTION



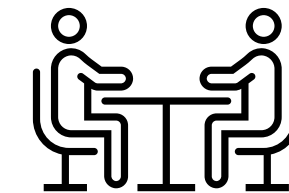
Targeted PD

Percentage of teachers attending targeted professional development sessions will increase to 92% in 2027.



Campus Walkthroughs

Percentage of campus administrators completing eight weekly classroom walkthroughs will increase to 85% in 2027



Timely Feedback

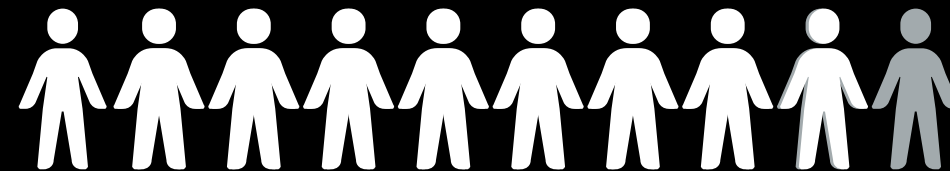
Percentage of campus administrators providing specific, actionable feedback to teachers within 48 hours will increase to 85% in 2027.

TEACHERS ATTEND TARGETED PD

8/3 – 8/6 Job-Alike Days

91%

9 out of 10



- AVID
- BMU / CASTLE / Skills
- College & Technical Ed
- Dyslexia
- ESL
- Fine Arts
- Foreign Languages
- Mathematics
- Physical Education
- Reading Language Arts
- Science
- Social Studies
- STEM

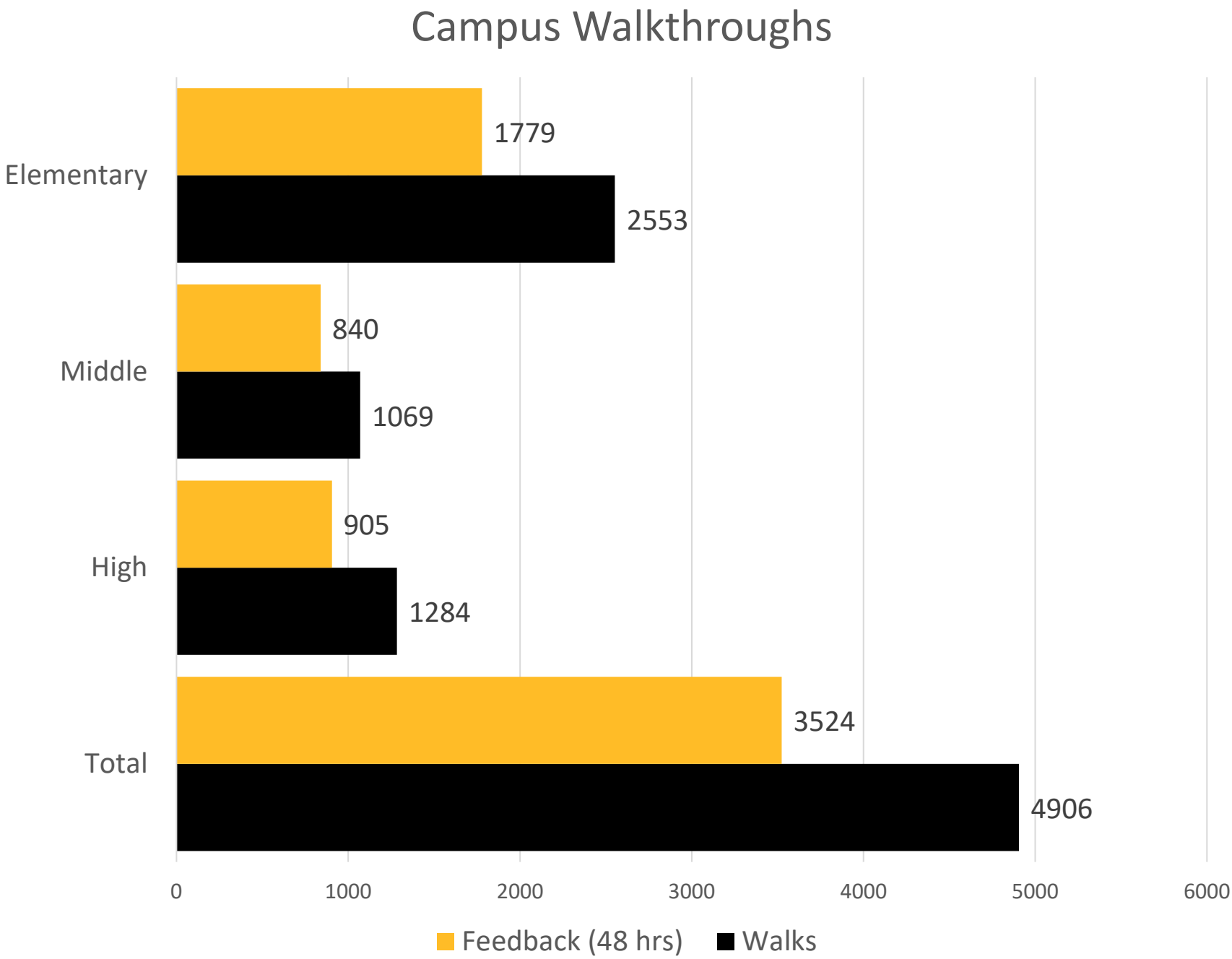
94% Elementary | 86% Middle | 89% High



ADMINISTRATOR WALKTHROUGHS



Reporting period: August 28 – September 24



Average weekly walks per administrator

- Elementary 5.9
- Middle 5.3
- High 5.2

Teachers viewed feedback within 48 hours

- Elementary 69.7 %
- Middle 78.6 %
- High 70.5 %

3524 of 4906 or 71.8% provided timely feedback



8/27/2026 – 9/30/2026

DISTRICT LEVEL WEDNESDAY WALKS

300

CLASSROOMS

(29)

(CAMPUSES)

5530

STUDENTS OBSERVED

5032

STUDENTS ON-TASK

91%

OBSERVE → IDENTIFY PATTERNS → SUPPORT → REVISIT

Successes

- Classroom Culture
- Teach at Grade Level
- Get to the Objective

Gaps

- Structured Academic Discourse
- Check for Understanding (lower level)
- Language Objectives Missing

IMPROVE EARLY CHILDHOOD LITERACY



Pre-Kindergarteners

73% will meet literacy goals on CIRCLE by June 2027

Kindergarteners

62% will meet literacy goals on NWEA MAP by June 2027

1st Graders

59% will meet literacy goals on NWEA MAP by June 2027

2nd Graders

63% will meet literacy goals on NWEA MAP by June 2027



IMPROVE EARLY CHILDHOOD NUMERACY



Pre-Kindergarteners

87% will meet numeracy goals on CIRCLE by June 2027

Kindergarteners

55% will meet numeracy goals on NWEA MAP by June 2027

1st Graders

63% will meet numeracy goals on NWEA MAP by June 2027

2nd Graders

59% will meet numeracy goals on NWEA MAP by June 2027

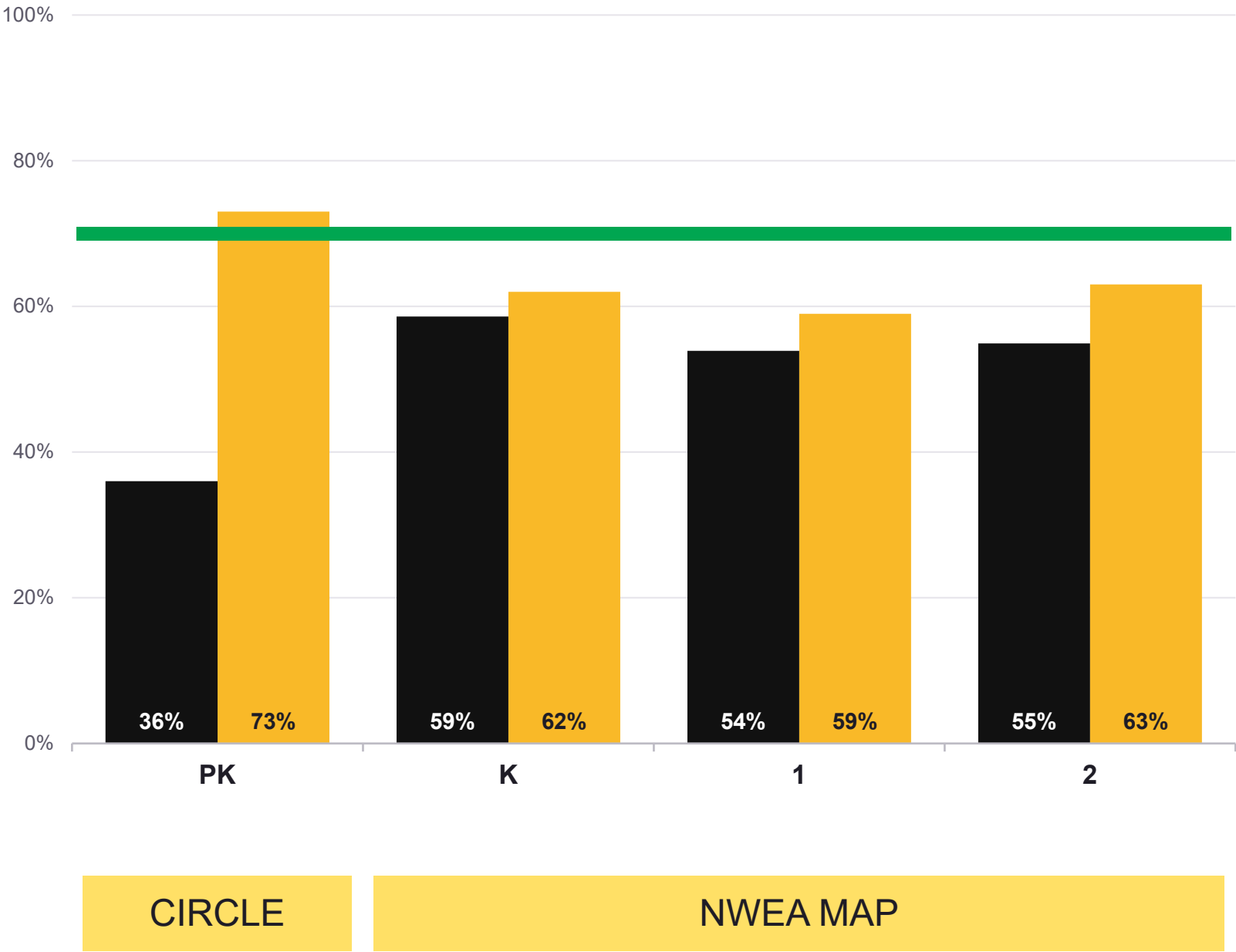


PK–2 Early Literacy and Numeracy - Beginning of the Year

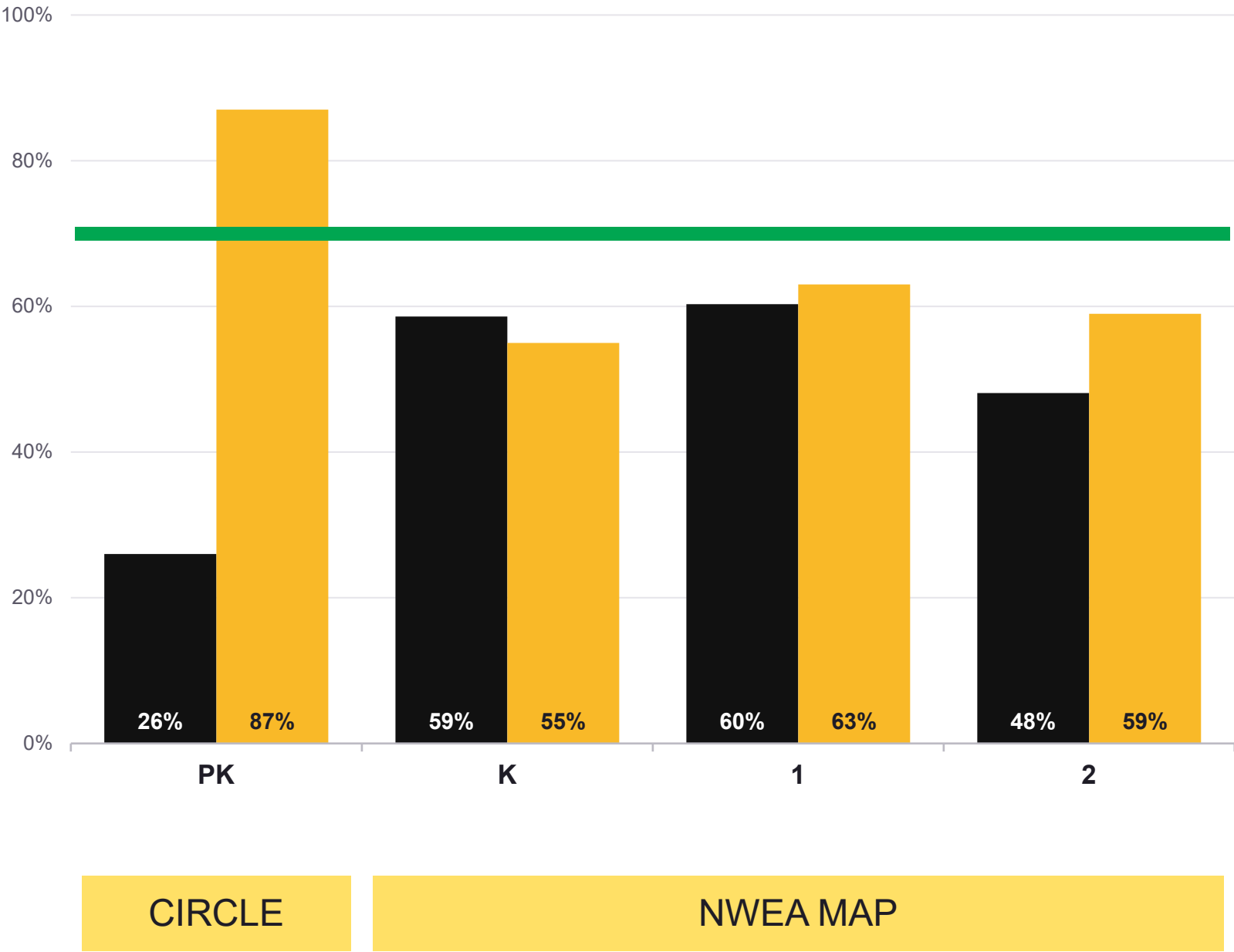
Goal: By June 2030, 70% of prekindergarten through second grade students will meet literacy and numeracy proficiency goals on end of year universal screeners.

● BOY 26-27 ● EOY goal (June 2027) — June 2030 goal (70%)

Phonological Awareness



Math



PK: CIRCLE % on track. K–2: NWEA MAP % at or above the 50th percentile.

ACCELERATE MIDDLE SCHOOL ACHIEVEMENT



3rd Grade

51% will score Meets on STAAR RLA
45% will score Meets on STAAR Math

4th Grade

50% will score Meets on STAAR RLA
48% will score Meets on STAAR Math

5th Grade

59% will score Meets on STAAR RLA
45% will score Meets on STAAR Math



ACCELERATE MIDDLE SCHOOL ACHIEVEMENT



6th Graders

48% will score Meets on STAAR RLA
36% will score Meets on STAAR Math

7th Graders

48% will score Meets on STAAR RLA
36% will score Meets on STAAR Math

8th Graders

51% will score Meets on STAAR RLA
36% will score Meets on STAAR Math

High School

54% will score Meets on STAAR RLA
51% will score Meets on STAAR Math

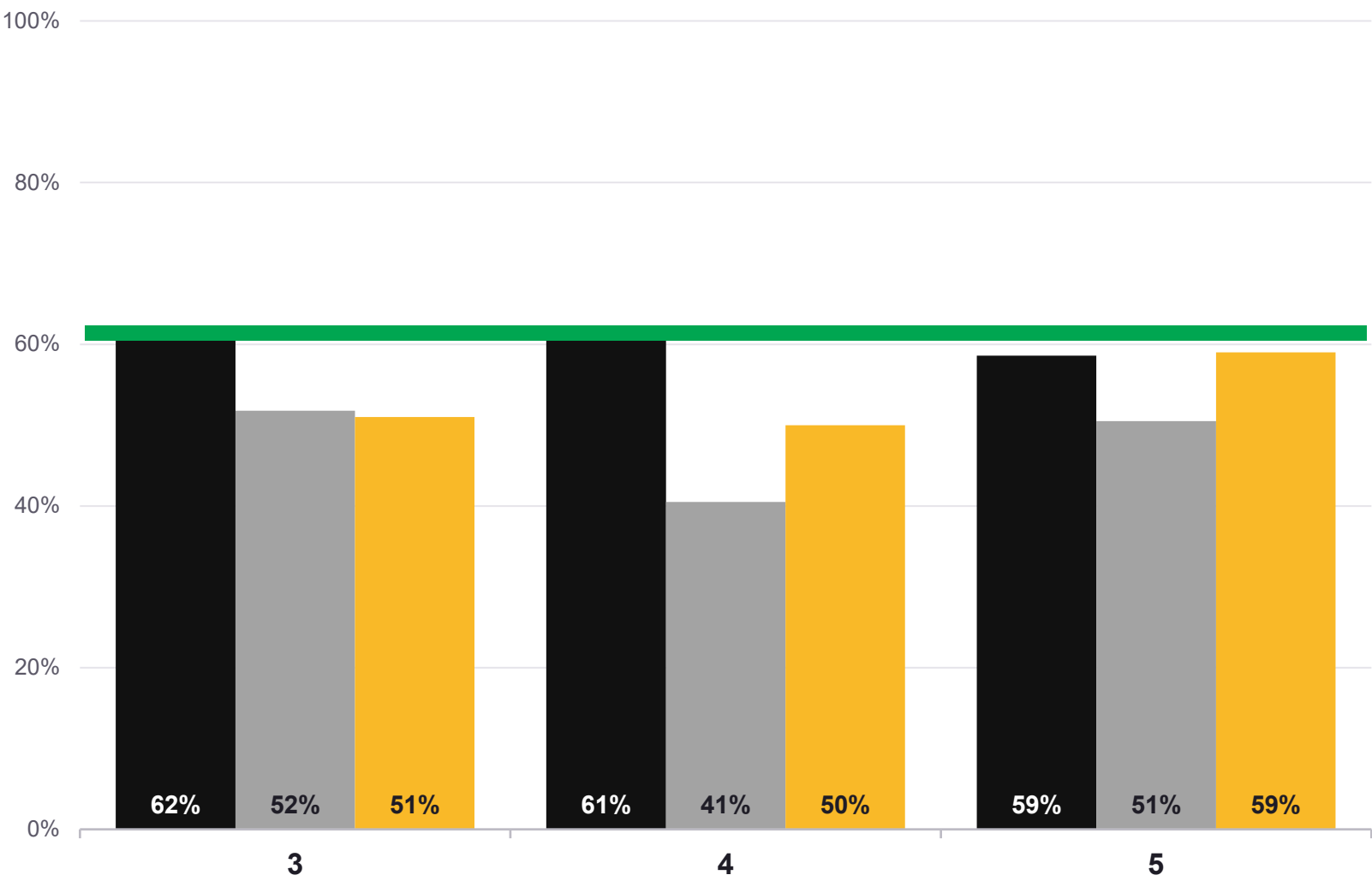


Grades 3–5 Reading and Math

Goal: By June 2030, 60% of grade third through fifth grade students will score meets grade level or above on Reading Language Arts and Math STAAR.

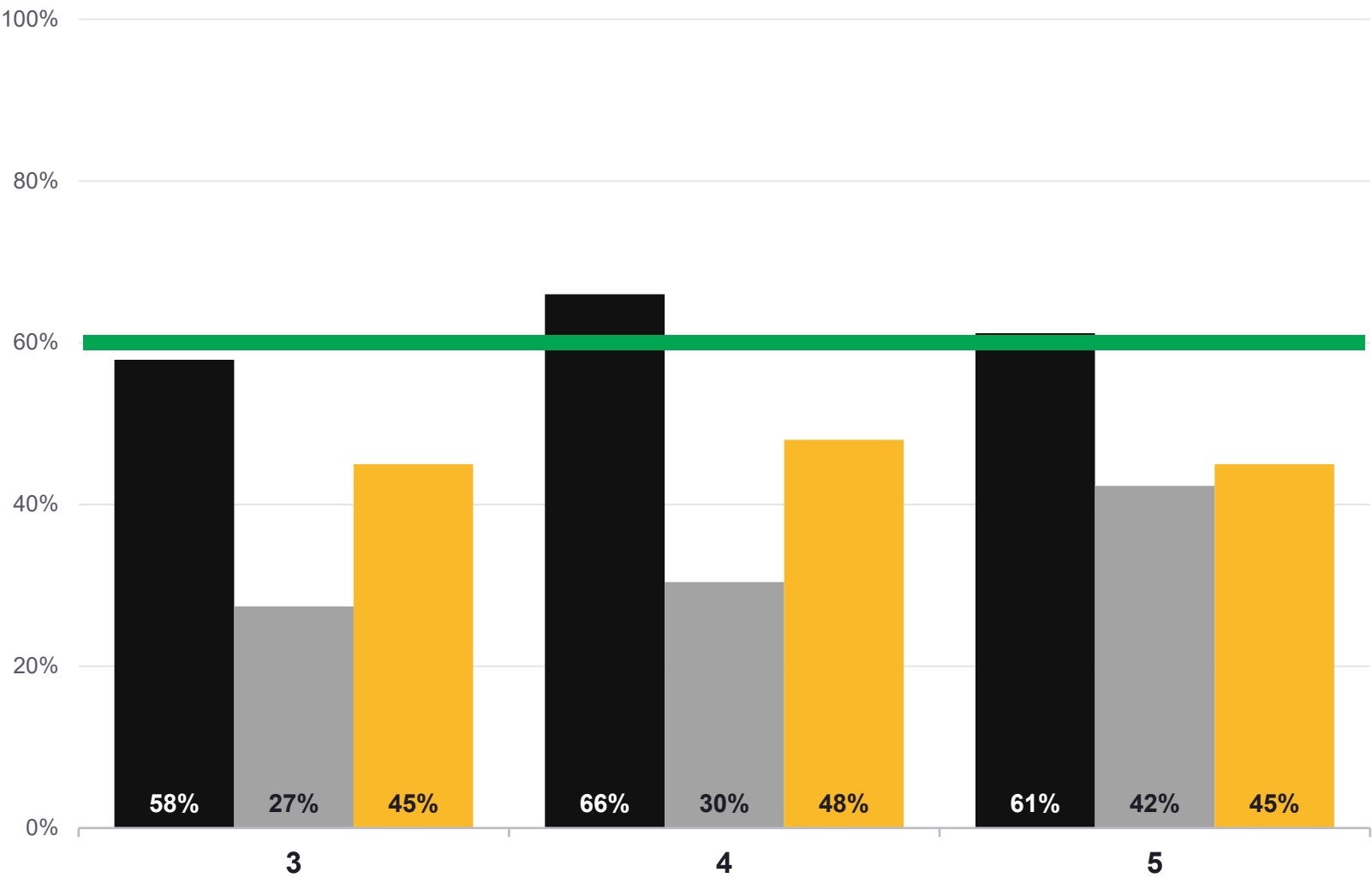
● MAP BOY 26-27 (≥50th %ile) ● MAP projected STAAR Meets+ ● June 2027 goal — June 2030 goal (60%)

Reading



MAP BOY vs. projected STAAR

Math



MAP BOY vs. projected STAAR

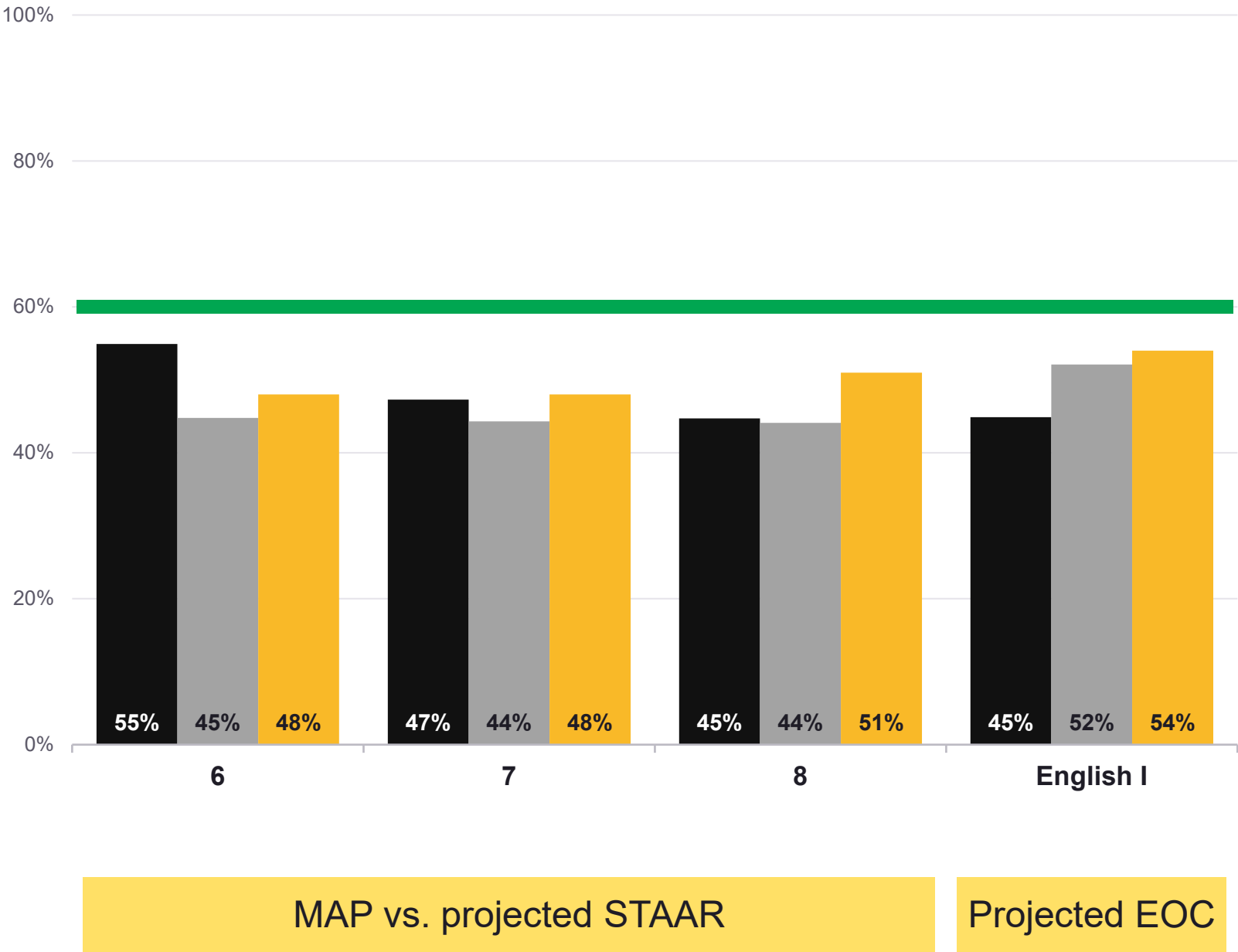
MAP BOY: % at or above the 50th percentile. Projected: % of students MAP Fall 2026 projects at STAAR Meets or Masters (reading includes STAAR Spanish projections).

Grades 6–9 Secondary Reading and Math

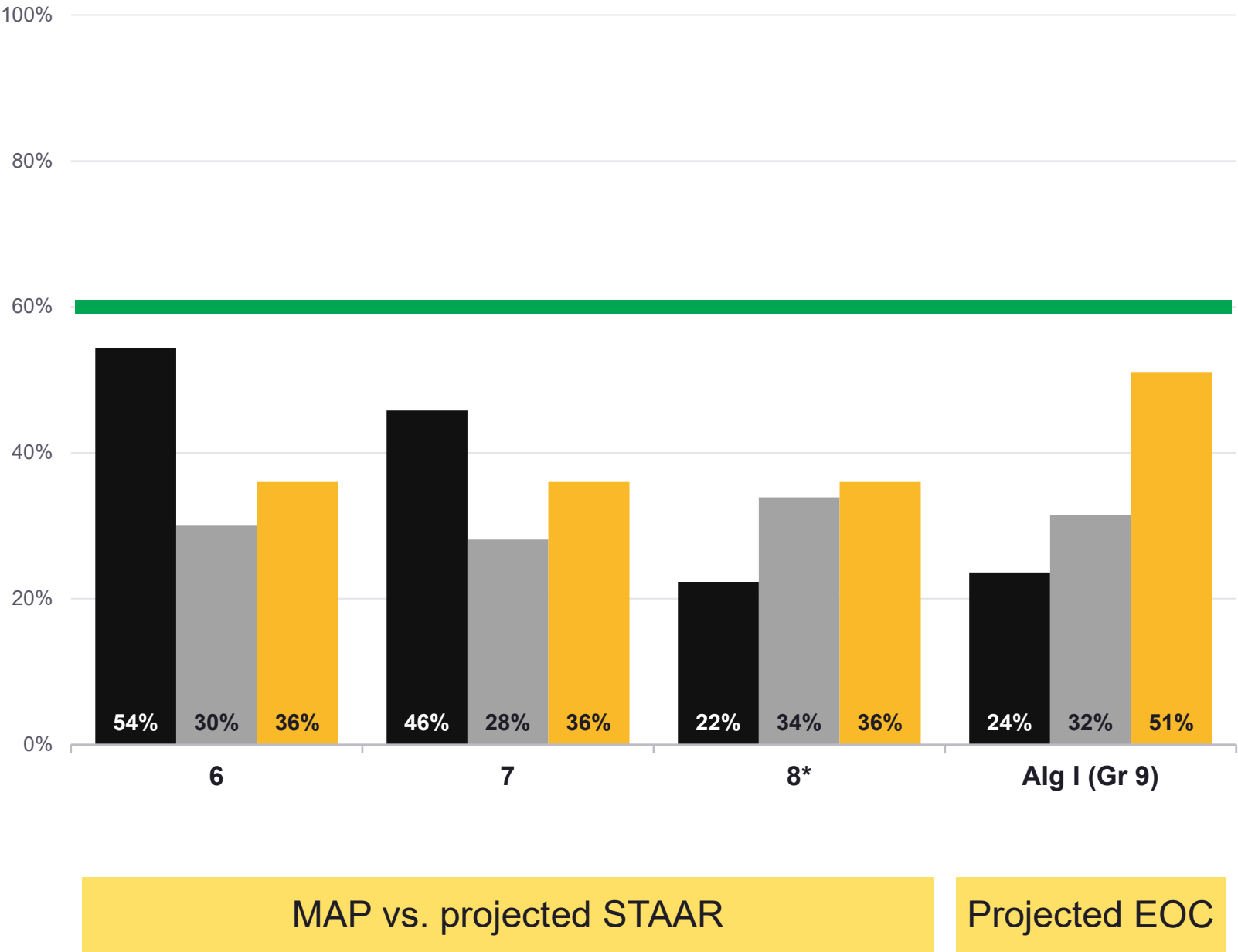
Goal: By June 2030, 60% of grade sixth through ninth grade students will score meets grade level or above on Reading Language Arts and Math STAAR 6–8 and the English I and Algebra I STAAR EOCs.

● MAP BOY 26-27 (≥50th %ile) ● MAP projected STAAR Meets+ ● June 2027 goal — June 2030 goal (60%)

Reading



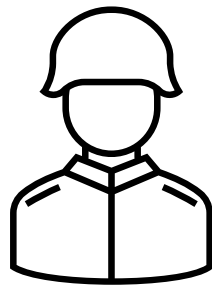
Math



Projected: % MAP Fall 2026 projects at STAAR Meets or Masters; grade 9 uses English I and Algebra I EOC projections. *Grade 8 projection combines Math 6+ testers (12.5%) and Algebra I testers (73.6%).

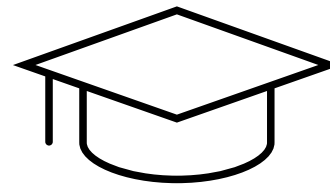


PREPARE STUDENTS FOR POST-SECONDARY SUCCESS



CCMR Standards

89% of graduating students
will meet standards for
college, career, or military
readiness by June 2027



Graduation Rate

91% of students will
graduate within four years by
June 2027

Data being
collected and will
be
presented in
future
reporting



CAMPUS TIERING: BROADER SPECTRUM LENS

The tiering framework gives district leaders a consistent way to look across campuses without reducing a campus to one data point.

The process combines academic data, instructional evidence, leadership systems, culture indicators, and operational readiness to determine the right level of support.

CORE EVIDENCE SOURCES

- 1 **Academic performance and growth** (Overall campus rating)
- 2 **Instructional Effectiveness** (Sub-Group scores, District walks, PLCs implementation)
- 3 **Leadership and Systems** (Leadership experience, campus systems)
- 4 **Culture and Climate** (Culture survey, CKH survey, attendance, and discipline)
- 5 **Operational Readiness** (Scheduling, safety, and security)
- 6 **Strategic Staffing** (Staffing, teacher years of experience; % 1-3 , 4-7, 8+, TIA , Critical stipends criteria)



FROM EVIDENCE TO DIFFERENTIATED SUPPORT

TIER 1
Universal Support

TIER 2
Targeted Support

TIER 3
Intensive Support

Tiering is a support model, not a campus label. It helps align leadership attention, coaching, and resources to campus need.



DIFFERENTIATED SUPPORT: MATCHING INTENSITY TO NEED

Tiering determines the cadence and intensity of support. As need increases, support becomes more frequent, more structured, and more embedded in daily campus systems.

SUPPORT DIFFERENTIATION

TIER 1 Universal

Sustain & Scale

- Refine strong practices and extend what is working
- Independent implementation of District provided protocol and may serve as a model for other schools
- Nine-week data cycles
- Periodic calibration and strategic coaching
- Access to support as needs emerge
- Data Step Back meetings with EDOS twice a year

TIER 2 Targeted

Target & Accelerate

- Strengthen priority systems through targeted coaching and monitoring
- Targeted coaching on PLC internalization/rehearsal, student work analysis, reteaching, and follow through.
- Six-week data cycles
- Focused coaching twice monthly
- Targeted deployment of district specialists
- Data Step Back meetings with four times a year with the EDOS

TIER 3 Intensive

Stabilize & Transform

- Provide intensive, side-by-side support to drive rapid improvement
- Structured PLC protocols, exemplars, facilitation support, and routine monitoring of implementation.
- Three-week data cycles
- Weekly intensive coaching and classroom feedback
- Increased culture review, rapid response, and direct support
- Data Step Back meetings four times a year with the Learning Services team

Increasing frequency, structure, monitoring, and district presence



QUESTIONS?

