

Quarterly Student Outcomes Report

Dr. Brian Yearwood, Superintendent

Dr. Nathan Balasubramanian, Chief Academic Officer

Dr. Alicia Averette, Executive Officer, Student Support
and Community Engagement

Dr. John Marshall, Chief Opportunity and Access Officer

Dr. Katy DeFerrari, Chief of Strategy and Innovation

Dr. Marco Munoz, Executive Officer, Accountability,
Research, and Systems Improvement



Our Leadership North Star

Every Student. Every Year.

Everything we do should advance our three collective commitments:



Student Well-Being & Belonging

Students and adults feel safe, supported, connected, and present.



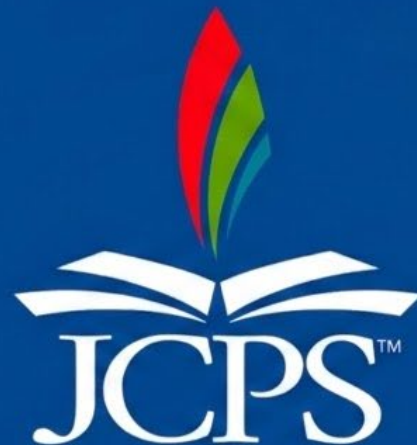
Academic Growth & Excellence

We accelerate literacy, numeracy, and college/career readiness.



Organizational Coherence & Stewardship

We operate responsibly—with stable systems, disciplined decisions, accountability, and sustainable resources.



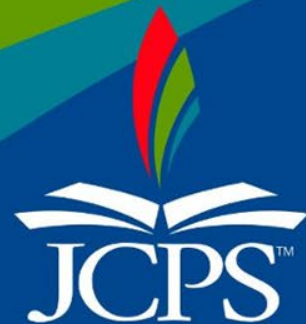
Risk Assessment Survey

Internal Audit has now identified *Student Achievement and Educational Outcomes* as a Top 5 Risk

Internal Audit defines this risk as the District's ability to **improve and sustain academic outcomes** and to **ensure instructional strategies** are carried out effectively.



When too many of our students are not yet succeeding, maintaining the status quo is not an option. We have a *responsibility* to change how we work so every student has access to strong teaching and real opportunity.

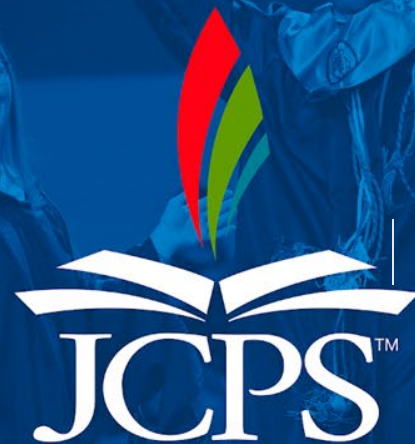


Numeracy Outcomes, By Region

Strong foundations. Critical thinking. Problem-solving. Transfer.

Baseline Performance- Fall, 2026						
Region	Elementary 1	Elementary 2	Middle School	High School	Enhanced Support	
					Elementary	MS/HS
i-Ready - % On Grade Level Grades K - 8	14.7%	13.7%	22.5%	-	3.9%	3.8%
i-Ready - % One Grade Level Behind Grades K - 8	53.5%	53.5%	27.7%	-	44.9%	15.4%
i-Ready-% Two or More Grade Levels Behind	31.9%	32.9%	49.8%	-	51.2%	80.8%
CERT - % Meeting Benchmark Grades 9 - 12	—	—	—	23.6%	-	N<5

For the i-Ready assessment, “On Grade Level” should be interpreted in the context of the time of year. In the fall, students performing at the end of the previous grade level are prepared to begin learning current grade-level skills.



Literacy Outcomes, By Region

Strong foundations. Communication. Making meaning.

Baseline Performance- Fall, 2026

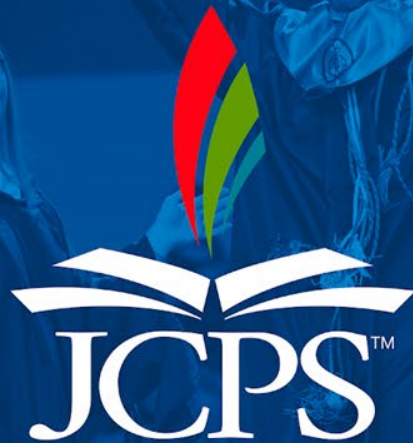
Region	Elementary 1	Elementary 2	Middle School	High School	Enhanced Support	
					Elementary	Middle/High
i-Ready - % On Grade Level Grades K - 8	24.2%	23.3%	31.9%	-	10.6%	8.6%
i-Ready - % One Grade Level Behind Grades K - 8	44.4%	45.3%	18.9%	-	42.0%	12.0%
i-Ready-% Two or More Grade Levels Behind Grades K - 8	31.4%	31.4%	49.2%	-	47.4%	79.4%
CERT - % Meeting Benchmark Grades 9 - 12	—	—	—	47.6%	-	N<5

For the i-Ready assessment, “On Grade Level” should be interpreted in the context of the time of year. In the fall, students performing at the end of the previous grade level are prepared to begin learning current grade-level skills.



Early Action

Through principal, assistant principal, and Regional Academic Coach calibration meetings, Academic Services trains leaders to use i-Ready data for improving instruction and strategies our multilingual and special education educators already use. Research shows that structured Opportunities to Respond (OTR) routine increase engagement, strengthen teacher-student relationships, and reduce behavior problems. Leaders and coaches now monitor classroom conversation and engagement.



i-Ready Reading and Math Overview Grade K – 8

By Student Group

Baseline Performance									
	READING				MATH				
	Early On Grade Level or Above		One Grade Level Below		Early On Grade Level or Above		One Grade Level Below		
Group	% Students	# Students	% Students	# Students	% Students	# Students	% Students	# Students	
All Students	23.3%	14083	35.7%	21526	14.4%	8625	43.4%	26039	
African American	14.2%	3026	35.6%	7602	5.8%	1224	39.5%	8337	
Hispanic	13.3%	1618	34.0%	4145	7.8%	943	42.2%	5125	
White	35.8%	6894	36.5%	7031	24.0%	4610	47.5%	9125	
Other Races	33.7%	2545	36.4%	2748	24.6%	1848	46.0%	3452	
Multilingual Learners	5.3%	731	35.9%	4937	2.8%	384	40.9%	5584	
Free/Reduced Lunch	15.4%	6155	36.2%	14427	7.8%	3077	42.1%	16638	
Exceptional Child Education	7.9%	638	23.8%	1925	4.6%	371	26.3%	2104	

This is baseline data for the i-Ready assessment. Progress monitoring will occur in the Winter and Spring administrations.

i-Ready Reading and Math Overview Grades K – 8

By Grade Level

Baseline Performance								
	READING				MATH			
	Early On Grade Level or Above		One Grade Level Below		Early On Grade Level or Above		One Grade Level Below	
Grade Level	% Students	# Students	% Students	# Students	% Students	# Students	% Students	# Students
All Students	23.3%	14083	35.7%	21526	14.4%	8625	43.4%	26039
Kindergarten	16.8%	1037	83.1%	5133	12.7%	774	87.2%	5313
1st Grade	14.7%	969	69.1%	4554	7.0%	453	69.1%	4482
2nd Grade	20.5%	1332	38.2%	2484	9.5%	617	48.1%	3109
3rd Grade	31.5%	2163	21.5%	1477	10.1%	687	43.2%	2953
4th Grade	22.6%	1579	37.9%	2649	16.0%	1108	38.4%	2663
5th Grade	23.5%	1707	23.7%	1719	19.8%	1429	34.7%	2508
6th Grade	25.5%	1678	21.8%	1438	21.3%	1392	28.2%	1842
7th Grade	26.4%	1777	15.8%	1061	16.0%	1075	25.3%	1699
8th Grade	27.6%	1841	15.2%	1011	16.4%	1090	22.1%	1470

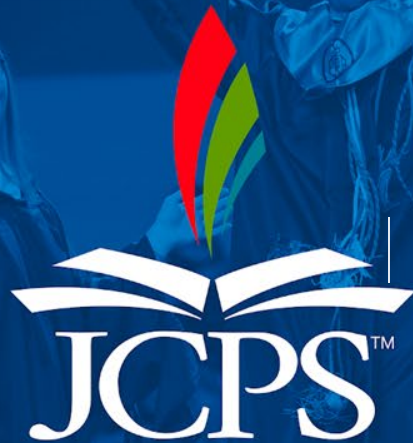
This is baseline data for the i-Ready assessment. Progress monitoring will occur in the Winter and Spring administrations.

Student Well-being

By Level

Comprehensive School Survey	
Region	School Belonging
Elementary Students	86.7%
Middle School Students	80.8%
High School Students	80.6%

Results from CSS Spring 2026



Student Attendance

By Region

Chronic Absenteeism						
Region	Elementary 1	Elementary 2	Middle School	High School	Enhanced Support	
					Elementary	Middle/High
% of Chronically Absent Students	14.5%	16.0%	18.2%	28.3%	24.6%	33.0%

Defined by the % of students currently enrolled at the school, who have been enrolled in the school for at least 10 days, who have been absent more than 10% of the time enrolled at the school.

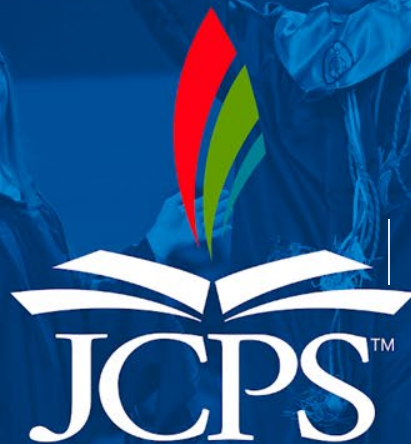


Behavior

By Region

Baseline Performance						
Region	Elementary 1	Elementary 2	Middle School	High School	Enhanced Support	
					Elementary	Middle/High
Referrals % of students with behavior referrals reported at the school.	1.9%	2.4%	8.0%	25.9%	6.2%	29.5%
Suspensions % of students that have been suspended at least once.	0.1%	0.1%	2.2%	4.0%	1.0%	8.7%
In-School Removal % of students with in-school removals	0.6%	0.7%	4.0%	15.2%	1.1%	13.6%

Percentages for behavior events are based on the % of students ever enrolled at the school.



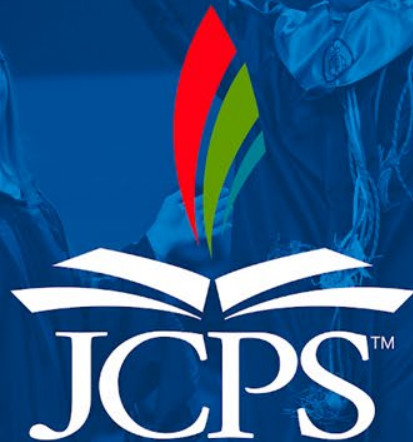
Next Steps: Act on evidence all year

1. Strengthen daily instruction.

- Every classroom uses district instructional resources as designed, and students regularly discuss their work in every subject.
 - **Lead:** Academic Services and Regional Superintendents
 - **Board will see:** A summary of engagement evidence from focused instructional and learning walks.

2. Accelerate students furthest behind.

- Every school identifies students two or more grade levels behind in literacy and numeracy and puts a specific instructional plan in place, starting with the Enhanced Support Schools.
 - **Lead:** Academic Services and Regional Superintendents
 - **Board will see:** Winter i-Ready growth for these students



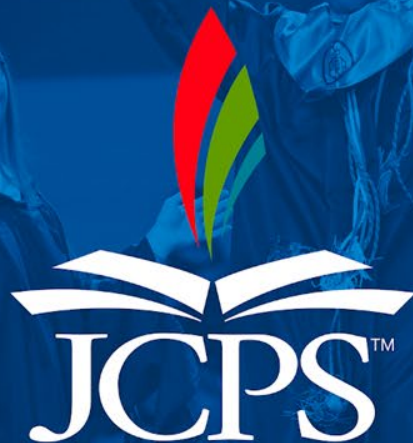
Next Steps

3. Coordinate conditions for learning.

- Each region aligns attendance, behavior, and well-being supports, prioritizing secondary schools and Enhanced Support schools.
 - **Lead:** Dr. John Marshall and Dr. Katy DeFerrari
 - **Board will see:** Monthly chronic absence and in-school removal evidence

4. Review, adjust, and evaluate.

- School and district leaders will use multiple data points for progress monitoring for school and district improvement priorities by leveraging the curriculum implementation framework, professional growth plans, and comprehensive improvement planning processes.
 - **Lead:** Dr. Marco Munoz and Dr. Nathan Balasubramanian
 - **Board will see:** CDIP, CSIP, progress monitoring data on the 5 Goals through i-Ready, CERT, KSA, attendance, behavior, and stakeholder feedback

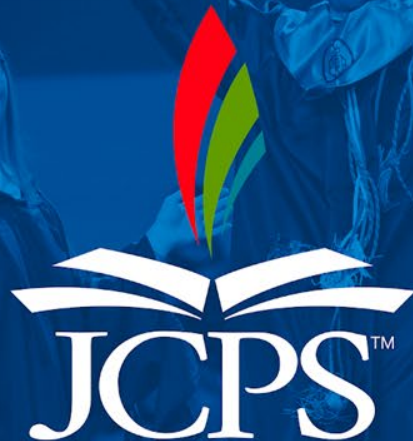


Next Steps

5. Report quarterly and formalize the commitment.

- The January report will show growth, attendance, and behavior by region and for Enhanced Support Schools. A revision of Curriculum Policy 08.1 will come to the Board for first reading in November 2026.
 - **Lead:** Dr. Brian Yearwood & Dr. Nathan Balasubramanian

Bottom line: We will not wait for year-end results to know whether our plan is working.



Conversation starters

For example,

What would give the Board confidence that the plan is working?

What evidence would you most want to see in January, or sooner?

What should we focus on first, if resources are limited?

