BOARD PRESENTATION

KSA Results: What We Learned and How We Are Responding

Social Studies, Mathematics and English

No single cause explains the decline

We triangulated KSA with FastBridge, MVPA, student work, task analysis, observations and teacher conversations.

Lowered rigor

Instruction was designed around what students were assumed unable to do. Teachers often lowered tasks instead of scaffolding.

Uneven Tier 1

Pacing, HQIR fidelity and standards integration varied by classroom. Lessons were rushed or cobbled together.

Mastery not verified

Standards were taught, but student work was not used to confirm mastery. PLCs are shifting to student evidence.

ALSO CONTRIBUTING

- Foundational skill gaps, especially in math
- Mid-year teacher loss in English, two years running
- Internal measures predicted higher results than KSA
- Low student effort on deeper-thinking tasks

Social Studies

What we found

- Instruction was designed around the bottom 30%, lowering rigor for all students
- Tasks sat at DOK 1–2 and teacher talk dominated lessons
- Civics, government, economics and geography (about 70% of assessed content) were not consistently embedded
- Writing was for compliance, with little KSA-style practice and heavy reliance on AI feedback

What we will do

- Increase DOK 2–4 tasks and student discussion
- Embed the tested standards all year
- Require regular writing responses, calibrated in PLCs
- Teachers give specific feedback, not only AI
- Use common assessments that match KSA depth
- Use walkthrough feedback to adjust instruction in real time
- Use formative data to scaffold without lowering rigor

Evidence we should see: More students thinking and talking than teachers, stronger writing responses, short answers, extended responses, and higher DOK. Our teachers must believe our students can reach high expectations when we set these goals!

Additional Support: We are seeking high-quality instructional resources (HQIRs) for social studies, professional learning tailored to social studies teachers, and project-based learning opportunities that are closely aligned with academic standards. These supports will help strengthen instruction and deepen student engagement and understanding.

Mathematics, Grade 10

50.9% → 34.8%

Proficient/Distinguished

21.4% → 31.2%

Novice

81%

scored 0 on short answer (15% scored 1, 4% scored 2)

What we found

- Foundational gaps; Algebra I struggled all year with working on skills that were lacking.
- Geometry time went to reteaching Algebra I skills
- HQIR used inconsistently and rigor lowered; low effort on explain-and-justify tasks
- Intervention produced real growth, but not enough to reach mastery

What we will do

- HQIR as the primary resource, with pacing checkpoints
- Scaffold gaps without lowering expectations
- Teach written mathematical reasoning in daily instruction
- Use proficiency scales and success criteria; build student ownership of KSA
- Compare MVPA, FastBridge and KSA to check alignment

English, Grades 10 and 11

45%
scored 0 on Grade 10 extended response

~2/3
scored 0 or 1

58%
scored 0 on one Grade 11 short answer

Up
Editing and Mechanics, our bright spot

What we found

- Mid-year teacher loss: 15+ point decline for one group
- First-year StudySync; units paced at six weeks in 43-minute periods
- Expectations lowered based on assumptions about what students could not do
- Internal measures did not match KSA rigor; classroom KSA review was less structured

What we will do

- HQIR coaching with EPIC support
- Scaffold, never lower the ceiling
- Make constructed response routine, not just KSA prep
- Return to the structured KSA review built on teacher and student efficacy
- Keep what worked in Editing and Mechanics: explicit teaching, peer review, feedback

One shared shift: raise the thinking students do daily

From	To
Coverage of standards	Mastery of standards
Teacher thinking	Student thinking and discussion
Lower expectations	Rigorous work with scaffolds
Completing assignments	Demonstrating learning
Waiting for KSA results	Responding to student evidence daily

Support and accountability

What administration will do

- Frequent classroom visits with real-time feedback
- Look-fors: rigor, student talk, success criteria and evidence of mastery
- Task analysis and monitoring of student work
- Participation in PLCs to calibrate student work
- Support, not a gotcha approach

Growth areas over time:
Graduation rate: 2023 93%- 2026 96.7%
Academic & Career Readiness: 2023 25%- 2026 97%
College/Tech Enrollment: 2023 42.2% - 2026 56.6%

Evidence to expect

- More students thinking and discussions
- Stronger constructed responses and higher DOK
- Better pacing and HQIR alignment
- Fewer zeros on short-answer and extended-response items
- Improved common-assessment performance
- Internal measures that predict KSA accurately

Our goal is not just a higher KSA score. It is students who think, write, discuss and show mastery every day.