CCMR Board Outcome Goal

The percentage of annual graduates that meet the criteria for CCMR will increase from 69.6% (2024 TAPR) to 80% by August 2029.

Yearly Target Goals

2024 (2023 Grads)	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029
69.6%	72%	74%*	76%**	78%	80%	
2024 TAPR						

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EB (Current & Mon.)
2024 (2023 Grads)	54.3%	63.9%	81.8%	44.4%	89.3%	62.5%	74.0%	79.4%	56.1%	43.3%
2025 Goal	57%	66%	83%	47%	91%	64%	75%	81%	58%	51%
2026 Goal	60%	68%	84%	50%	92%	65%	76%	82%	60%	54%
2027 Goal	63%	70%	85%	53%	93%	66%	77%	83%	62%	57%
2028 Goal	66%	72%	86%	56%	94%	67%	78%	84%	64%	60%
2029 Goal	69%	74%	87%	59%	95%	68%	79%	85%	66%	63%

*Indicates change to Career Readiness Indicator (CTE Concentrators); ** Indicates change to Career Readiness Indicator (CTE Completers)

'*' Indicates results are masked due to small numbers to protect student confidentiality. When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

CCMR Progress Measure 1

The percent of annual graduates that are considered College Ready will increase from 55.4% (2024 TAPR) to 65% by June 2029

Yearly Target Goals

2024 (2023 Grads)	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029
55.4%	57%	59%	61%	63%	65%	
2024 TAPR						

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EB (Current & Mon.)
2024 (2023 Grads)	36.0%	48.6%	68.9%	11.1%	82.8%	50.0%	63.0%	33.0%	37.2%	23.3%
2025 Goal	39%	51%	70%	14%	84%	52%	64%	34%	40%	26%
2026 Goal	42%	54%	71%	17%	85%	54%	65%	35%	43%	29%
2027 Goal	45%	57%	72%	20%	86%	56%	66%	36%	46%	32%
2028 Goal	48%	60%	73%	23%	87%	58%	67%	37%	49%	35%
2029 Goal	51%	63%	74%	26%	88%	60%	68%	38%	51%	38%

'*' Indicates results are masked due to small numbers to protect student confidentiality. When only one student disability group is masked, then the second smallest student disability group is masked regardless of size. On January 16, 2025, TEA released an update to CCMR College Ready percentages. All percentages were updated to reflect revisions made by TEA on this TAPR College Readiness indicator table.

CCMR Progress Measure 2

The percent of annual graduates that are considered Career or Military Ready will increase from 34.4% (2024 TAPR) to 44% by June 2029

Yearly Target Goals

2024 (2023 Grads)	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029
34.4%	36%	38%*	40%**	42%**	44%**	
2024 TAPR						

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EB (Current & Mon.)
2024 (2023 Grads)	30.1%	34.6%	34.8%	44.4%	36.7%	25.0%	33.0%	78.8%	35.6%	30.0%
2025 Goal	32%	37%	37%	46%	39%	27%	35%	81%	38%	32%
2026 Goal	34%	39%	39%	48%	41%	29%	37%	83%	40%	34%
2027 Goal	36%	41%	41%	50%	43%	31%	39%	85%	42%	36%
2028 Goal	38%	43%	43%	52%	45%	33%	41%	87%	44%	38%
2029 Goal	40%	45%	45%	54%	47%	35%	43%	89%	46%	40%

*Indicates change to Career Readiness Indicator (CTE Concentrators); ** Indicates change to Career Readiness Indicator (CTE Completers)

CCMR Progress Measure 3

The percent of annual graduates who have met college readiness benchmarks in Mathematics and English Language Arts on Texas Success Initiative Assessment (TSIA), SAT, and/or ACT will increase from 45.4% (2024 TAPR) to 55% by June 2029

Yearly Target Goals

2024 (2023 Grads)	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029
45.4%	47%	49%	51%	53%	55%	
2024 TAPR						

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EB (Current & Mon.)
2024 (2023 Grads)	26.0%	38.0%	59.9%	11.1%	75.3%	50.0%	52.2%	4.4%	25.5%	12.8%
2025 Goal	29%	41%	61%	14%	76%	52%	54%	7%	28%	16%
2026 Goal	32%	44%	62%	17%	77%	54%	56%	10%	31%	19%
2027 Goal	35%	47%	63%	20%	78%	56%	58%	13%	34%	22%
2028 Goal	38%	50%	64%	23%	79%	58%	60%	16%	37%	25%
2029 Goal	41%	53%	65%	26%	80%	60%	62%	19%	40%	28%

'*' Indicates results are masked due to small numbers to protect student confidentiality. When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

CCMR Targeted Professional Development Plan

CCMR
- **Provide professional learning opportunities on how to monitor student learning in AP, OnRamps, CTE, and Dual Credit courses through learning targets, success criteria, and formative assessments**
- **Monitor CCMR attainment by campus by grade level**
- **Provide Special Education specific training for general education Career and Technical Education teachers and Special Education Campus Coordinators**
- **Provide AVID training to leverage high yield learning strategies across all content areas**
- **Faciliate and monitor 4 year plans developed by students, families, and campus counselors**

College Readiness
- **Provide professional learning opportunities on resources provided by College Board such as AP Classroom, and monitor the usage throughout the year**
- **Utilize professional learning funds available for teachers to attend AP Summer Institutes, and provide ongoing opportunities for curriculum development and refinement**
- **Provide resources that help students prepare for PSAT, SAT School Day, and TSIA 2.0**
- **Provide ACT School Day testing opportunities for students**
- **Ensure that all personnel affiliated with UT OnRamps attend training and professional learning opportunities**
- **Provide opportunities for AP teachers to collaborate across the district to increase student outcomes**
- **Increase and retain student enrollment in one or more AP, OnRamps, and Dual Credit courses across our district**
- **Promote and provide TSIA 2.0 assessment opportunities throughout each calendar year**
- **Increase access and enrollment in College Prep courses**

Career/Military Readiness

• **Promote ASVAB assessment offerings and maintain communication with military recruiters for understanding of ASVAB assessment offerings**

• **Coordinate professional learning community (PLC) meetings for all subject area staff connected to CCMR**

•**Utilize federal funds available for teacher certification in CTE areas, as applicable**

• **Provide annual training to promote and progress monitor CTE coherent course sequence completion within each pathway**

• **Develop district-wide CTE curriculum documents to provide high-quality CTE instructional practice across our district**

• **Provide annual Industry Based Certification trainings and ensure all students are adequately prepared and challenge available IBCs**

CCMR Progress Measure 4

Increase the percent of students enrolled in one or more advanced academic courses or CTE courses for high school credit each year from 65% (2023-24 Enrollment) to 70% by June 2029

Yearly Target Goals

2023-24 Actual	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029 Score
65%	66%	67%	68%	69%	70%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024 Actual	53%	61%	76%	45%	80%	50%	71%	28%				54%	57%
2025 Goal	56%	63%	77%	47%	81%	52%	71%	30%				57%	59%
2026 Goal	59%	65%	78%	49%	82%	54%	72%	32%				60%	61%
2027 Goal	62%	67%	79%	51%	83%	56%	73%	34%				63%	63%
2028 Goal	65%	69%	80%	53%	84%	58%	74%	36%				66%	65%
2029 Goal	68%	71%	81%	55%	85%	60%	75%	38%				69%	67%

'*' Indicates results are masked due to small numbers to protect student confidentiality. When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
** Not Rated: Declared State of Disaster

CCMR Progress Measure 5

The percent of 6th grade students that score meets grade level or above on STAAR Reading will increase from 57% (STAAR 2024) to 72% by June 2029.

Yearly Target Goals

2024-TAPR	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029
57%	60%	63%	66%	69%	72%	
2023 - 5th 62%						

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	39%	51%	74%	50%	80%	*	63%	25%				41%	39%
2025 Goal	43%	53%	76%	53%	81%		65%	27%				44%	41%
2026 Goal	46%	56%	77%	56%	82%		67%	29%				47%	43%
2027 Goal	49%	59%	78%	59%	83%		69%	31%				50%	45%
2028 Goal	52%	62%	79%	62%	84%		71%	33%				53%	47%
2029 Goal	55%	65%	80%	65%	85%		73%	35%				56%	49%

'*' Indicates results are masked due to small numbers to protect student confidentiality. When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

** Not Rated: Declared State of Disaster

CCMR Progress Measure 6

**The percent of 6th grade students that score meets grade level or above on STAAR Math
will increase from 41% (STAAR 2024) to 51% by June 2029.**

Yearly Target Goals

2024-TAPR	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029
41%	43%	45%	47%	49%	51%	
2023 - 5th 57%						

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	21%	33%	61%	25%	75%		47%	19%				25%	33%
2025 Goal	24%	35%	62%	27%	76%		48%	21%				28%	34%
2026 Goal	26%	37%	63%	29%	77%		49%	23%				33%	36%
2027 Goal	28%	39%	64%	31%	78%		50%	25%				36%	38%
2028 Goal	30%	41%	65%	33%	79%		51%	27%				39%	40%
2029 Goal	32%	43%	66%	35%	80%		52%	29%				42%	42%

'*' Indicates results are masked due to small numbers to protect student confidentiality. When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

** Not Rated: Declared State of Disaster

Middle School CCMR Targeted Professional Development Plan

Academic Advanced Courses

- **Promote, monitor, and retain enrollment in advanced academic courses through vertical conversations and support of productive struggle in advanced coursework**
- **Create enrichment and extension opportunities within the district curriculum for Honors courses that include PSAT/SAT practice to aligned content.**
- **Provide targeted professional learning opportunities on content rigor, extensions, and interventions for general education.**

CTE Courses

- **Increase awareness of the CTE pathways through course fairs, refinement of district-wide Programs of Study and creation of Campus Specific Programs of study, counselor professional learning**
- **Promote, monitor, and retain enrollment in CTE courses**
- **Provide professional development for CTE middle school teachers district - wide to align curriculum and content to the high school pathways.**

6th Grade Reading and Math

- **Provide opportunities for teachers to attend professional learning sessions focused on curricular and instructional support to meet the needs of diverse student groups.**
- **Provide resources through the NEISD Instructional Planning Guides (IPGs) to promote planning with rigor, extensions, and interventions.**

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 53% (STAAR 2024) to 68% by June 2029.

Yearly Target Goals

2024 Score	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029 Score
53%	56%	59%	62%	65%	68%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	39%	48%	66%	*	70%		61%	28%				40%	39%
2025 Goal	42%	50%	67%		71%		62%	30%				44%	42%
2026 Goal	44%	52%	68%		72%		63%	32%				48%	45%
2027 Goal	47%	54%	69%		73%		64%	35%				52%	48%
2028 Goal	51%	56%	70%		74%		65%	38%				56%	51%
2029 Goal	55%	58%	71%		75%		66%	41%				60%	54%

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score "on track" in Phonological Awareness on Wave 3 of the CIRCLE literacy diagnostic will increase from 69% (Wave 3 2024) to 79% by June 2029.

Yearly Target Goals

2024 Score	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029 Score
69%	71%	73%	75%	77%	79%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	61%	67%	79%		78%		80%	42%				63%	69%
2025 Goal	63%	69%	80%		79%		81%	46%				67%	71%
2026 Goal	65%	71%	81%		80%		82%	50%				71%	73%
2027 Goal	68%	73%	82%		81%		83%	54%				73%	75%
2028 Goal	71%	75%	83%		82%		84%	58%				75%	77%
2029 Goal	73%	78%	84%		83%		85%	62%				78%	78%

* Less than 12 students

Early Childhood Literacy Progress Measure 2
The percent of Kinder students that met or exceeded their growth goal on MAP Reading
will increase from 53% (EOY-2024) to 63% by June 2029.

Yearly Target Goals

2024 Score	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029 Score
53%	55%	57%	59%	61%	63%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	42%	52%	57%		50%		57%	37%				53%	57%
2025 Goal	45%	54%	59%		54%		60%	40%				55%	59%
2026 Goal	48%	56%	62%		58%		63%	43%				57%	61%
2027 Goal	51%	58%	65%		62%		66%	46%				59%	63%
2028 Goal	54%	61%	68%		66%		68%	49%				61%	65%
2029 Goal	57%	64%	70%		70%		70%	52%				63%	67%

* Less than 12 students

Early Childhood Literacy Progress Measure 3

The percent of 1st – 3rd grade students that met or exceeded their growth goal on MAP Reading will increase from 50% (EOY-2024) to 60% by June 2029.

Yearly Target Goals

2024	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029 Score
50%	52%	54%	56%	58%	60%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	47%	49%	55%	39%	49%	29%	53%	42%				46%	52%
2025 Goal	50%	51%	57%	42%	52%	33%	56%	44%				49%	54%
2026 Goal	53%	53%	59%	45%	55%	37%	59%	46%				51%	56%
2027 Goal	56%	56%	61%	48%	58%	41%	61%	48%				54%	58%
2028 Goal	58%	59%	63%	51%	60%	45%	63%	50%				57%	60%
2029 Goal	60%	62%	65%	54%	62%	49%	65%	52%				60%	62%

** Not Rated: Declared State of Disaster   ^ 2021 Growth Grade 1 MOY to EOY all other grades BOY to EOY   * Less than 12 students

EC Literacy Targeted Professional Development Plan

All new teachers and campus administrators will complete Reading Academies that focus on the science of teaching reading and best practices in literacy instruction.

Professional learning will focus on the following components:

- explicit and systematic instruction of phonological and phonemic awareness.
- explicit and systematic instruction of sound-symbol correspondence, syllable types, and meaningful word parts across content areas.
- vocabulary acquisition and instructional strategies to include science and social studies.
- progress monitoring Tier 1 fluency in grades 1-5
- support instructional coaches on analyzing fluency data to select appropriate instructional strategies for Tier 1
- increasing listening comprehension through read alouds of complex text across content areas.
- scaffolding reading comprehension of on grade level text through specific before, during and after reading strategies across content areas.
- responding to increasingly complex text in a variety of ways across content areas.
- supporting explicit instruction of grammar, syntax, composition, and the writing process within a writer's workshop model.
- developing a common language of instruction through The New Art and Science of Teaching instructional framework
- EC LETRS training, online module, and certification for prekindergarten teachers
- EC phonological awareness professional development
- interdisciplinary integration in Early Childhood to inlcude Emergent Literacy:language and communication, reading, and writing within the updated 2022 Texas Pre-kindergarten Guidelines

Provide professional learning focused on the analysis of MAP and CIRCLE reports in order to assist teachers disaggregate reading data and use the results to make instructional decisions that will enhance student growth and support student goal setting.

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 44% (STAAR 2024) to 59% by June 2029.

Yearly Target Goals

2024 Score	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029
44%	47%	50%	53%	56%	59%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.
2024	26%	39%	59%		66%		52%	24%				31%
2025 Goal	29%	43%	60%		67%		54%	28%				35%
2026 Goal	32%	47%	61%		68%		56%	32%				40%
2027 Goal	36%	51%	62%		69%		58%	35%				45%
2028 Goal	40%	55%	63%		70%		59%	38%				50%
2029 Goal	45%	59%	64%		71%		60%	42%				55%

'*' Indicates results are masked due to small numbers to protect student confidentiality. When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

** Not Rated: Declared State of Disaster

Score

EB (Current & Mon.)
37%
41%
44%
46%
49%
53%

Early Childhood Math Progress Measure 1

The percent of PreK students that score "on track" in Math on Wave 3 of the CIRCLE math diagnostic will increase from 79% (Wave 3 2024) to 84% by June 2029.

Yearly Target Goals

2024	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029 Score
79%	**80%**	**81%**	**82%**	**83%**	**84%**	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	77%	77%	89%	80%	90%	*	83%	57%				74%	75%
2025 Goal	79%	79%	90%	82%	91%		84%	59%				76%	76%
2026 Goal	81%	81%	91%	84%	92%		85%	61%				77%	77%
2027 Goal	83%	83%	92%	86%	93%		86%	63%				78%	78%
2028 Goal	84%	84%	93%	88%	94%		87%	65%				79%	79%
2029 Goal	85%	85%	94%	90%	95%		88%	67%				80%	80%

** Not Rated: Declared State of Disaster   * Less than 12 students

Early Childhood Math Progress Measure 2

The percent of Kinder students that met or exceeded their growth goal on MAP Math
will increase from 55% (EOY-2024) to 65% by June 2029.

Yearly Target Goals

2024	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029 Score
55%	57%	59%	61%	63%	65%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	46%	56%	54%	*	60%		55%	43%				52%	63%
2025 Goal	48%	60%	58%		62%		58%	45%				55%	65%
2026 Goal	51%	64%	61%		64%		61%	47%				59%	67%
2027 Goal	54%	68%	64%		66%		65%	49%				62%	69%
2028 Goal	57%	70%	67%		68%		68%	52%				64%	71%
2029 Goal	60%	72%	70%		70%		71%	55%				65%	73%

** Not Rated: Declared State of Disaster   * Less than 12 students

Early Childhood Math Progress Measure 3

The percent of 1st – 3rd grade students that met or exceeded their growth goal on MAP Math will increase from 54% (EOY-2024) to 64% by June 2029.

Yearly Target Goals

2024	2025 Goal	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2029 Score
54%	56%	58%	60%	62%	64%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco. Disadv.	EB (Current & Mon.)
2024	47%	52%	59%	45%	61%	36%	55%	48%				50%	55%
2025 Goal	54%	56%	63%	47%	64%	38%	59%	52%				54%	59%
2026 Goal	59%	60%	67%	49%	67%	40%	62%	56%				58%	63%
2027 Goal	62%	64%	71%	51%	70%	42%	66%	60%				62%	66%
2028 Goal	66%	68%	73%	53%	74%	44%	70%	65%				66%	70%
2029 Goal	70%	72%	75%	55%	77%	45%	73%	70%				70%	74%

** Not Rated: Declared State of Disaster   * Less than 12 students

EC Math Targeted Professional Development Plan

Increase teacher clarity to ensure student achievement in mathematics by providing professional learning and coaching on:

Targeted professional development plan for teachers in grades K-3 includes a district-wide approach to focus on developmentally appropriate practices that include:

• Math content team maintaining current on latest research on topics such as: mathematical fluency, conceptual understanding, problem-solving strategies, mathematical discourse, high-yield instructional strategies, and balanced assessment practices.

• Strengthening the vertical alignment to include Pre-K specialists, creating a common language and goals in support of Pre-k - 3rd grade instruction.

• Supporting teachers on these topics in a variety of ways:

>Math Leaders--Focus on early childhood math topics at monthly meetings, where each school is represented.

>Webinars--Self-paced professional learning on topics specific to early childhood mathematics teaching and learning.

>Redesign of District Curriculum--Vertically aligning K-3 to include a focus on learning progressions.

>Focus Group and Design Team (District-wide representation) to create a progress monitoring tool

>Teacher Clarity--Utilizing the PLC process to help teachers and teacher teams unpack their units of study to better understand their content; Classroom modeling and coaching to increase instructional agility and effectiveness.

• Interdisciplinary integration across contents to align with domain IV: Mathematics of the updated 2022 Texas Pre-kindergarten Guidelines

• Utilizing research-based best practices and high-yield instructional strategies developing a common language of instruction through The New Art and Science of Teaching instructional framework

Provide professional learning focused on the analysis of MAP and Circle reports in order to assist teachers disaggregate math data and use the results to make instructional decisions that will enhance student growth and support student goal setting.