



# 25-26 District Goal Reporting



# Attendance

# District Goal #1

**By the end of the 2025-26 school year, District schools will see a decrease in the percentage of all students, including program and demographic groups, identified as chronically absent as measured by Panorama Student Success.**



# Final Results - Chronic Absenteeism



Chronic Absenteeism				
CA SY25			CA SY26	
	%			%
Overall	22.4%		Overall	17.2%
EL	39.3%		EL	22.5%
SPED	41.2%		SPED	28.9%
FRAM	34.0%		FRAM	30.6%
Asian	18.0%		Asian	11.4%
Black/AA	38.4%		Black/AA	29.7%
Hisp	37.4%		Hisp	25.4%
Multi	24.7%		Multi	22.2%
White	16.9%		White	13.5%

**The percentage of students who were chronically absent in the district decreased by 5.2%**

**8 of 8 program and demographic groups saw a decrease in chronic absenteeism**

# Attendance Action Steps

## What were your successes?

- Secondary year in a row of significant decrease in chronic absenteeism
- Overall attendance in the district increased 93.5 to 93.6 and increased for 4 of 8 program and demographic groups
- PK & Beyond work to provide relevance and a vision of opportunity for each student's future
- Building specific attendance campaigns, including family engagement activities
- Work to grow MTSS implementation

## What are your opportunities for growth?

- Ongoing support to buildings in addressing attendance root causes and implementing research based strategies of response
- Sustain lines of communication regarding attendance to promote consistency
- Address the level of discrepancies in our demographic data
- Expansion of PK & Beyond experiences for students



# Academic Achievement

# District Goal #2

By the end of the 2025-2026 school year, all students in grades PK-12 will demonstrate growth across program and demographic groups, as measured by district and state grade level reading and math assessments.

- Growth in the percent of students meeting or exceeding expected scale score growth in ISASP (reading and math 3-12)
- Growth in the percent of students meeting or exceeding expected RIT score growth in MAP (reading and math 6-12)
- Growth in the percent of students meeting or exceeding growth in reading and math benchmark assessments (reading and math PK-6)



# Final Results - ISASP Growth (ELA)



ISASP ELA 24-25			ISASP ELA 25-26	
	%			%
Overall	52.2%		Overall	58.0%
EL	47.8%		EL	45.7%
SPED	44.8%		SPED	49.8%
FRAM	48.4%		FRAM	54.9%
Asian	61.3%		Asian	63.4%
Black/AA	53.2%		Black/AA	51.8%
Hisp	47.5%		Hisp	49.3%
Multi	54.8%		Multi	57.5%
White	51.7%		White	60.0%

**The percentage of students in Ames who met expected growth in ELA performance on the ISASP increased by 5.8%**

**6 of 8 program and demographic groups saw an increase in the the percentage of students growing in ELA on the ISASP**

# Final Results - ISASP Growth (Math)



ISASP Math 24-25			ISASP Math 25-26	
	%			%
Overall	59.2%		Overall	52.3%
EL	57.8%		EL	53.9%
SPED	43.7%		SPED	49.4%
FRAM	54.1%		FRAM	51.3%
Asian	69.4%		Asian	54.7%
Black/AA	58.1%		Black/AA	49.6%
Hisp	57.9%		Hisp	53.2%
Multi	50.9%		Multi	54.8%
White	59.4%		White	52.0%

**The percentage of students in Ames who met expected growth in Math performance on the ISASP decreased by 6.9%**

**2 of 8 program and demographic groups saw an increase in the the percentage of students growing in Math on the ISASP**

# Final Results - Map, FAST (ELA)



ELA Growth 24-25			ELA Growth 25-26	
	%			%
Overall	40.0%		Overall	44.2%
EL	26.8%		EL	31.0%
SPED	27.9%		SPED	27.8%
FRAM	34.2%		FRAM	34.5%
Asian	39.6%		Asian	50.1%
Black/AA	29.9%		Black/AA	28.7%
Hisp	32.5%		Hisp	36.4%
Multi	40.6%		Multi	37.4%
White	43.4%		White	48.6%

**The percentage of students in Ames who met expected growth in ELA performance on their benchmarking assessment increased by 4.2%**

**5 of 8 program and demographic groups saw an increase in the the percentage of students growing in Math on their benchmark assessments**

# Final Results - Map, iReady, FAST (Math)



Math Growth 24-25			Math Growth 25-26	
	%			%
Overall	54.2%		Overall	57.8%
EL	49.3%		EL	54.1%
SPED	40.6%		SPED	42.3%
FRAM	47.0%		FRAM	50.2%
Asian	57.5%		Asian	59.9%
Black/AA	43.1%		Black/AA	46.1%
Hisp	44.8%		Hisp	50.8%
Multi	48.6%		Multi	54.0%
White	58.1%		White	60.6%

**The percentage of students in Ames who met expected growth in Math performance on their benchmarking assessment increased by 3.6%**

**8 of 8 program and demographic groups saw an increase in the the percentage of students growing in Math on their benchmark assessments**

# Academic Achievement Action Steps

## What were your successes?

- Continued professional learning and focus on the area of math and increased professional learning around high leverage literacy practices for elementary teachers
- Continued work to adopt / create high quality instructional materials for secondary science
- Completed curriculum recommendation for adoption of high quality instructional material for elementary literacy
- Principal professional development on high quality feedback based in Danielson
- Refinement of the use of academic screeners to guide instruction

## What are your opportunities for growth?

Fidelity of use of new elementary literacy HQIM, including high quality professional development for teachers, instructional coaches, and admin

Improved use of common high leverage instructional strategies (playbook)

Adoption of HQIM for Science. Use of Science walkthrough tool to help drive professional learning around pedagogical best practices

Expansion of PK & Beyond experiences for students



# School Climate

# District Goal #3

By the end of the 2025-2026 school year, District schools will increase rates of students reporting positive responses, across program and demographic groups, to the questions below as measured by questions from the Conditions for Learning Survey.

- **My teachers care about me (elementary & secondary)**
- **I feel safe at school (elementary & secondary)**
- **My classmates are kind to each other (elementary)**
- **Students in this school respect each other's differences (secondary)**



# Final Results



<b>District Goal Questions - Elementary</b>		
	24-25 Positive Response	25-26 Positive Response
My teachers care about me	83.0%	88.7%
I feel safe at school	60.0%	65.7%
My classmates are kind to each other	35.0%	32.2%
<b>District Goal Questions - Secondary</b>		
	24-25 Positive Response	25-26 Positive Response
My teachers care about me	83.0%	88.5%
I feel safe at school	69.0%	73.1%
Students in this school respect each others differences	60.0%	56.4%

**Positive Responses increased in caring and safety for both groups, but declined in student respect/kindness to each other for both groups**

**Increase in response rates from 586 in 2024-25 to 746 this year. As of 6.2.26 - 3,117 (95%) have given active permission to participate for 2026-27.**



# District Goal #4

**By the end of the 2025-2026 school year, District schools will decrease rates of student suspension and use of Chapter 103 restraints, across program and demographic groups, as measured by Infinite Campus.**



# Final Results - Suspensions



Suspensions	24-25	25-26
Overall	464	407
EL	44	31
SPED	241	201
FRAM	357	315
Asian	2	3
Black/AA	115	136
Hisp	63	43
Multi	52	58
White	232	163

**Instances of suspension decreased in the district by 12.2%**

**6 of 8 program and demographic groups saw a decrease in suspension**



# Final Results- Restraints



Restrains	24-25	25-26
Overall	642	581
EL	11	3
SPED	570	543
FRAM	447	447
Asian	0	0
Black/AA	43	81
Hisp	30	9
Multi	80	98
White	489	393

**Instances of restraints decreased in the district by 9.5%**

**5 of 8 program and demographic groups saw a decrease in restraints**



# District Goal #5

**By the end of the 2025-2026 school year, District schools will increase student connectedness to school across program and demographic groups.**

- **Percent of student body connected through a school activity (sport, club, or co-curricular activity)**
- **Percent of student body connected through participation in focus groups**



# Final Results- Participation



Activity Participation				
Participation 24-25			Participation 25-26	
	%			%
Overall	74.61%		Overall	76.28%
EL	38.51%		EL	25.61%
SPED	38.68%		SPED	52.72%
FRAM	55.42%		FRAM	51.60%
Asian	78.40%		Asian	59.50%
Black/AA	60.12%		Black/AA	49.83%
Hisp	53.24%		Hisp	44.91%
Multi	64.52%		Multi	56.11%
White	72.27%		White	65.52%

**Participation in activities (sports, co-curricular, and clubs) in Ames secondary schools remains high and increased by 1.67%**

**1 of 8 program and demographic groups saw an increase in participation**

# School Climate Action Steps

## What were your successes?

- More students feel safe at school and cared for by their teachers
- PK & Beyond work to provide relevance and a vision of opportunity for each student's future
- Reduction in suspensions
- Opened online school for student needing alternative options

## What are your opportunities for growth?

95% of students registered for 2026-27 have provided active permission to take the Conditions for Learning Survey

Ways to help student treat each other with respect and kindness

Expand supports, communication, and structures to support online school growth

Expansion of PK & Beyond experiences for students



# MTSS Progress

# MTSS Action Steps

## What were your successes?

- Achieved Comprehensive ESSA status across all buildings.
- Ensured each building had representation on the Academic Instructional Leadership Team (AILT), the Behavior Instructional Leadership Team (BILT), and the Future Ready Leadership Team (FRLT).
- Formed District MTSS Team
- Used Panorama Student Success to collect and analyze data, guiding the work of Building MTSS Teams.
- K-5 Building MTSS Teams completed a book study focused on strengthening our Universal Tier of Instruction.
- Established clear district definitions for Supplemental and Intensive Tiers.
- Streamlined literacy and math intervention lists, ensuring we use evidence-based interventions with students.

## What are your opportunities for growth?

2026-2027

- Infrastructure (*and sustainability*)
- Continued work on improving Ames CSD Universal Tier in collaboration with the Academic Instructional Leadership Team and the District MTSS Team.
- Establish sustainable practices to ensure strong MTSS in Ames CSD.
- District MTSS team members participating in creating District Goals and completing the Resource Allocation Review.