



CEDAR FALLS CSD

DISTRICT GOAL UPDATES

Board Presentation
September 8, 2025



AGENDA

01

**UPDATE ON ACADEMIC
ACHIEVEMENT FROM
2024-25**

02

**INTRODUCE 25-26
ACADEMIC
ACHIEVEMENT GOAL**

03

**UPDATE ON PLC GOAL
FROM 2024-25**

04

**INTRODUCE 25-26 PLC
GOAL**

05

**UPDATE ON CULTURE
GOAL (ATTENDANCE)
FROM 2024-25**

06

**INTRODUCE 25-26
CULTURE GOAL**



DISTRICT ACADEMIC ACHIEVEMENT 24-25

District Academic Achievement Goal(s) 2024 - 2025

By May 2025, 85% of the 3rd-11th grade students will be proficient or advanced proficient in ELA as measured by the Iowa State-wide Assessment of Student Progress.

By May 2024, 85% of the 3rd -11th grade students will be proficient or advanced proficient in Math as measured by the Iowa State-wide Assessment of Student Progress.

By May 2024, 80% of the 5th, 8th, and 10th grade students will be proficient or advanced proficient in Science as measured by the Iowa State-wide Assessment of Student Progress.



DISTRICT ACADEMIC ACHIEVEMENT 23-24

English Language Arts:

By May 2025, 85% of 3rd - 11th grade students will be proficient or advanced proficient as measured by the Iowa Statewide Assessment of Student Progress (ISASP)

Goal Status:

Achieved: 84.5% of students were Proficient or Advanced.

The goal for ELA was **not fully met**, with 84.5% of students achieving Proficient or Advanced, slightly below the 85% target. (Prev. 83.4%)

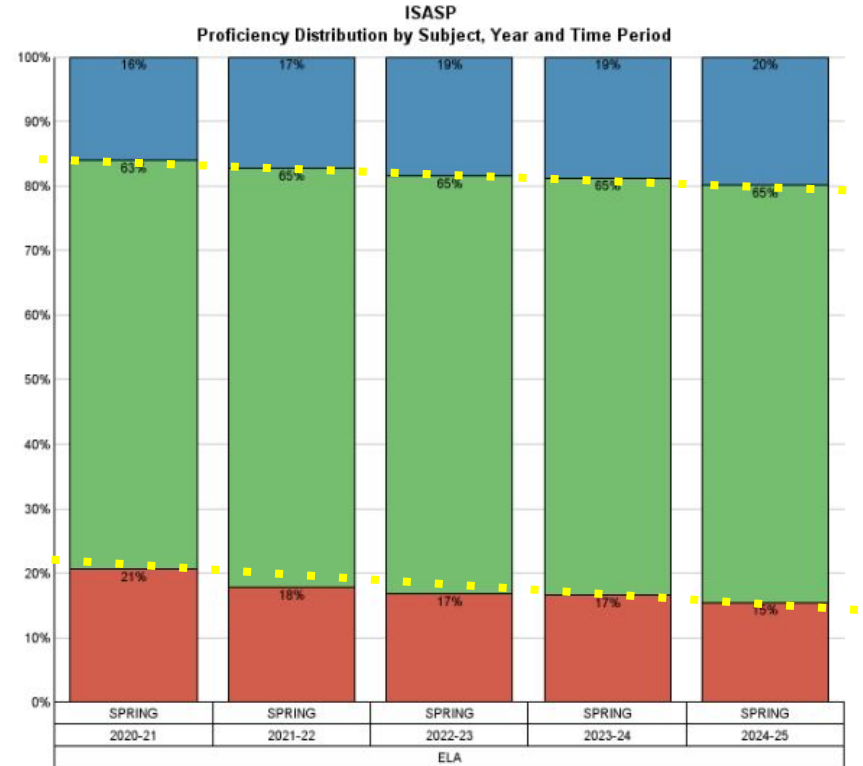
State Average ELA: 73.65



GOALS: ACADEMIC ACHIEVEMENT 24-25

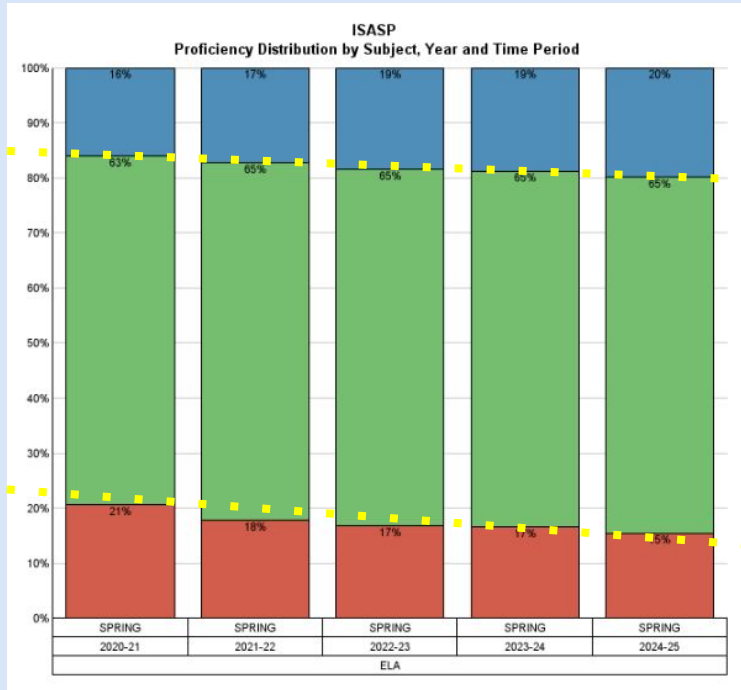
English Language Arts:

By May 2025, 85% of 3rd - 11th grade students will be proficient or advanced proficient as measured by the Iowa Statewide Assessment of Student Progress (ISASP)

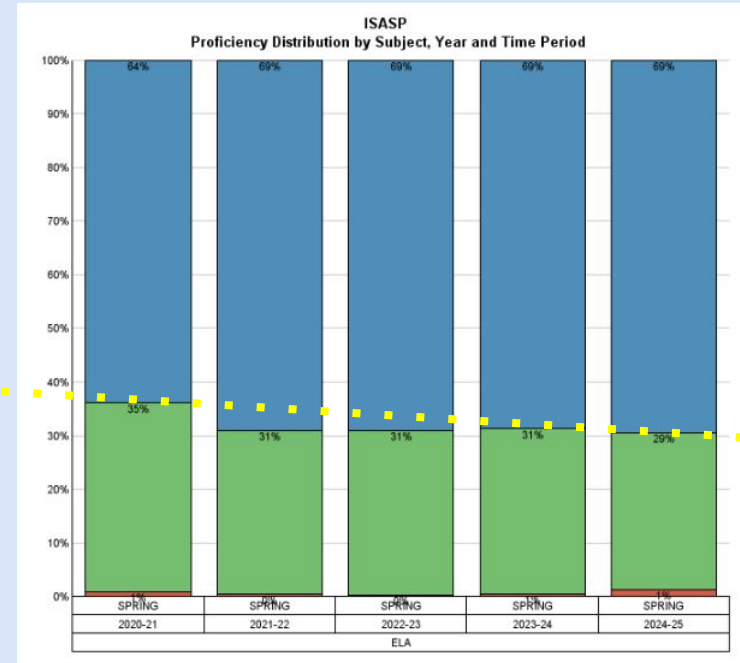


ACADEMIC ACHIEVEMENT GOAL

CFCSD ISASP - ELA - All Participants

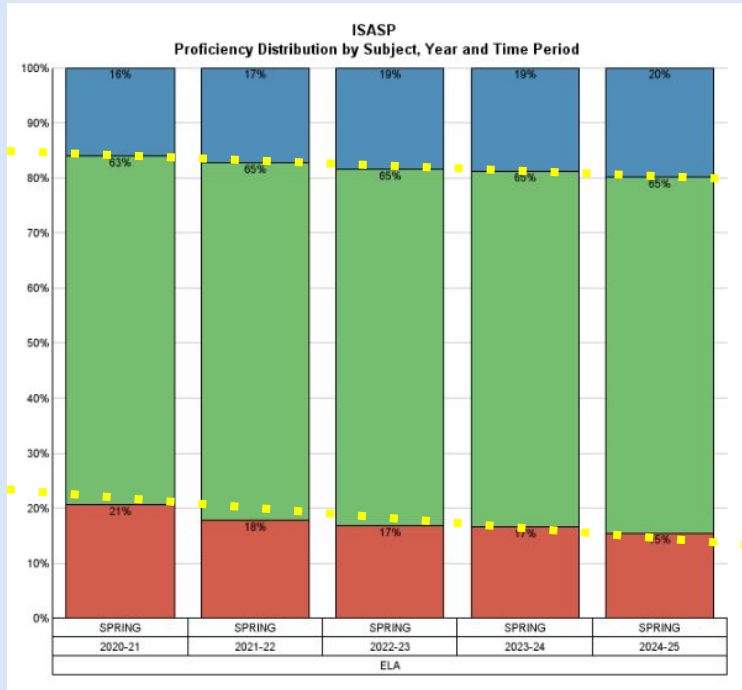


CFCSD ISASP - ELA - Identified Gifted & Talented

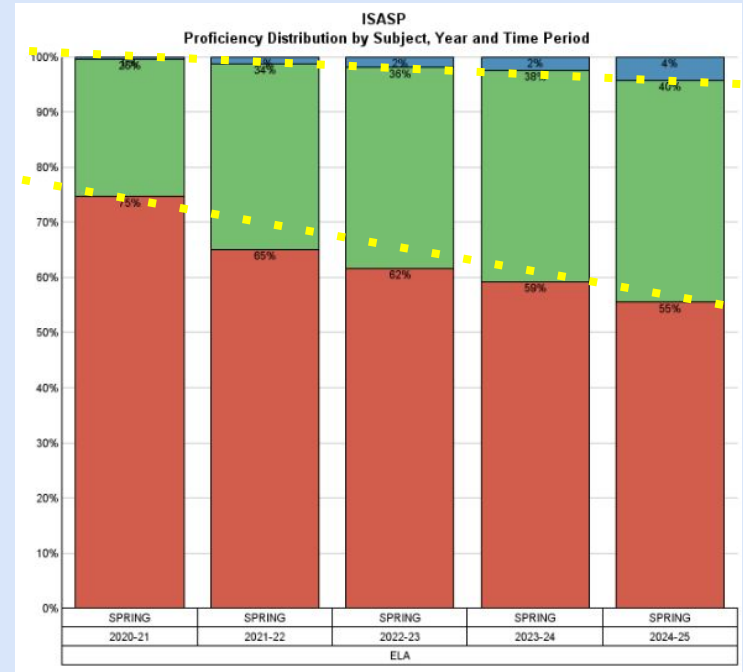


ACADEMIC ACHIEVEMENT GOAL

CFCSD ISASP - ELA - All Participants

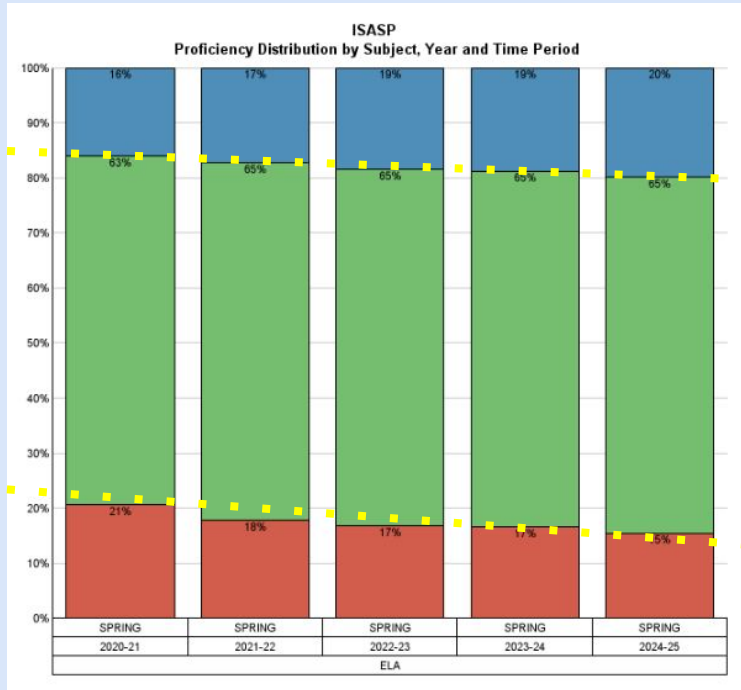


CFCSD ISASP - ELA - Has IEP

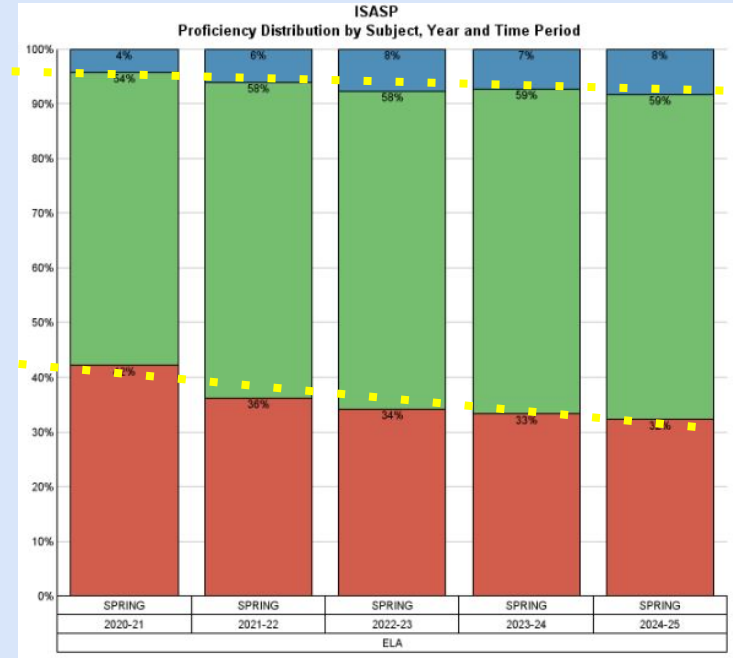


ACADEMIC ACHIEVEMENT GOAL

CFCSD ISASP - ELA - All Participants

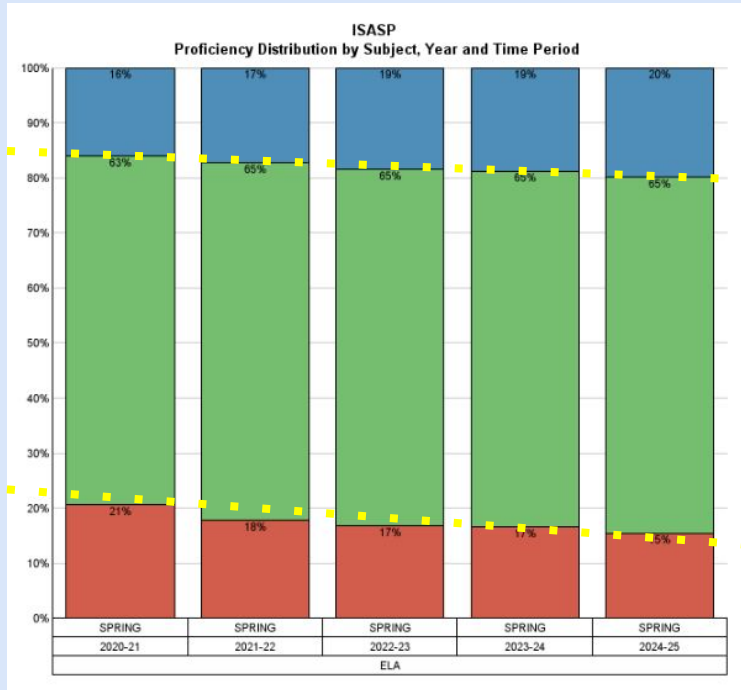


CFCSD ISASP - ELA - FRL (Economic Disadv)

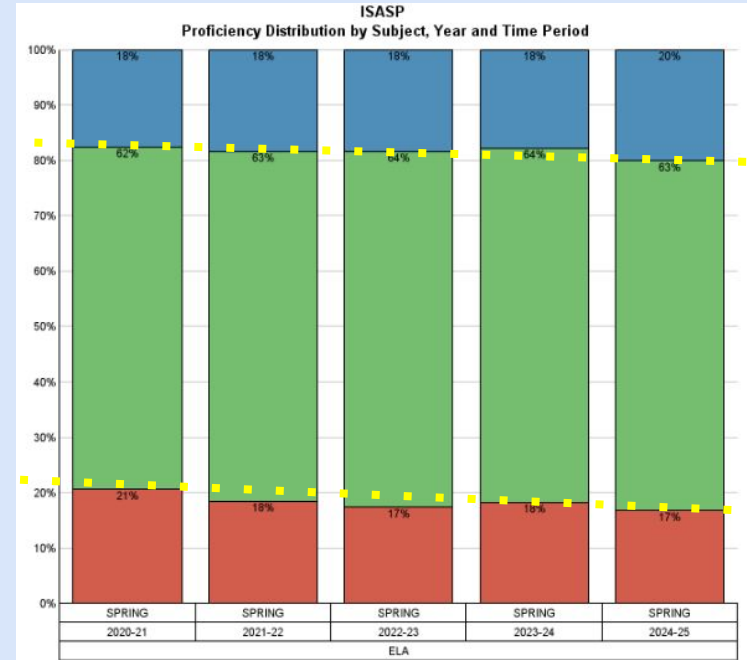


ACADEMIC ACHIEVEMENT GOAL

CFCSD ISASP - ELA - All Participants

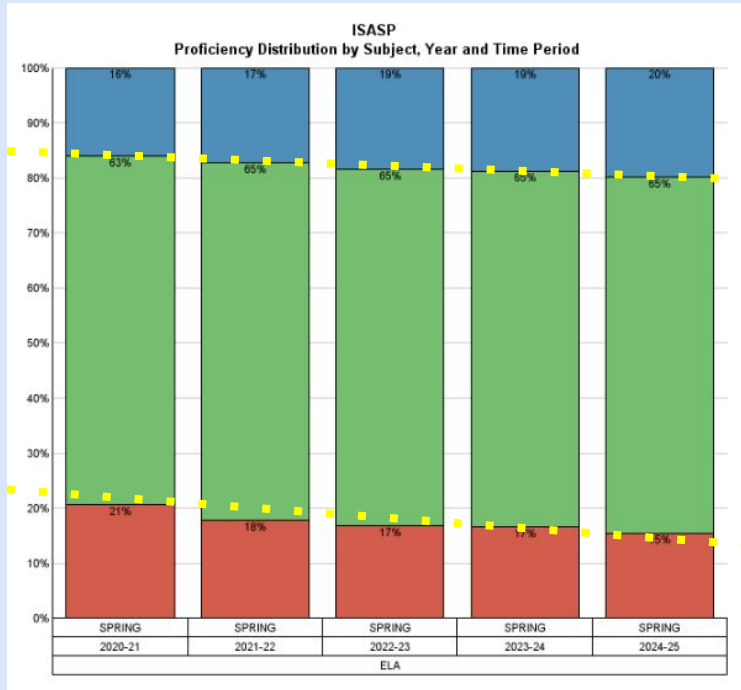


CFCSD ISASP - ELA - Elementary

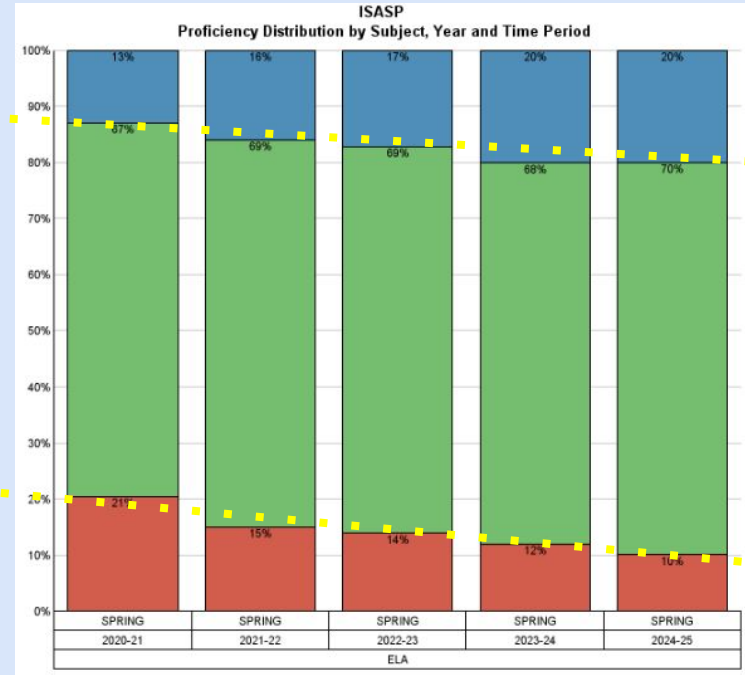


ACADEMIC ACHIEVEMENT GOAL

CFCSD ISASP - ELA - All Participants

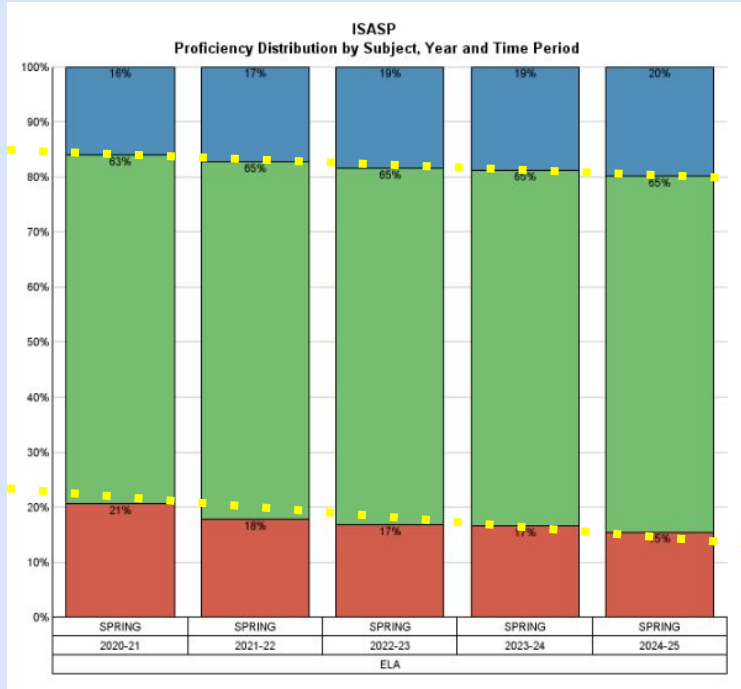


CFCSD ISASP - ELA - Junior High

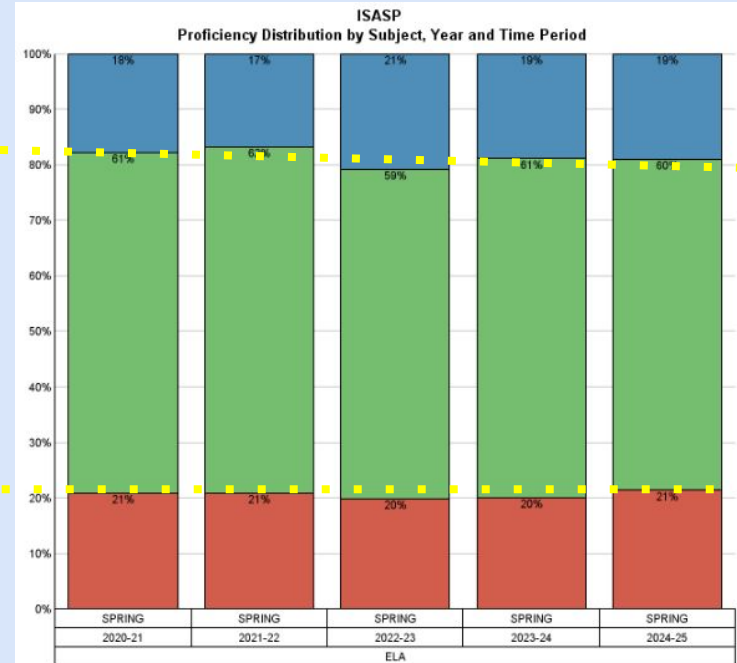


ACADEMIC ACHIEVEMENT GOAL

CFCSD ISASP - ELA - All Participants



CFCSD ISASP - ELA - High School



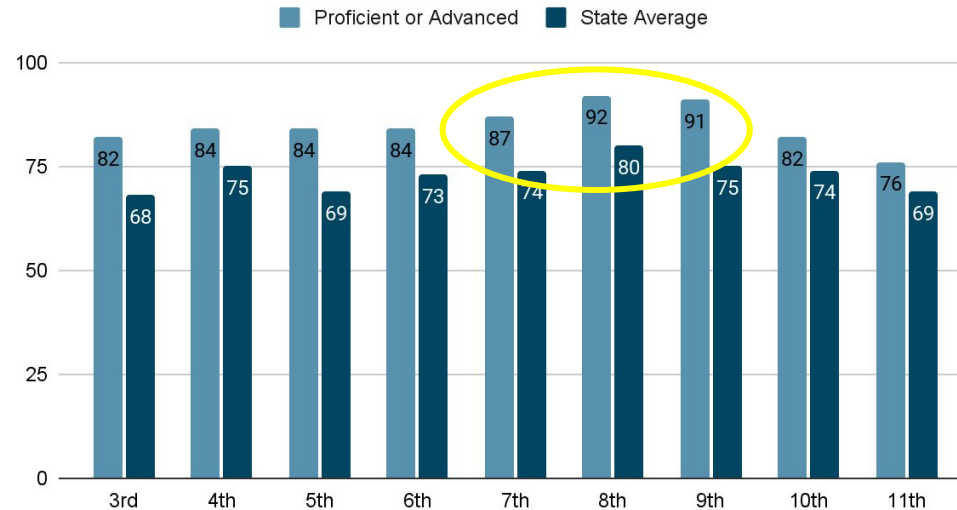


GOALS: ACADEMIC ACHIEVEMENT 24-25

English Language Arts:

By May 2024, 85% of 3rd - 11th grade students will be proficient or advanced proficient as measured by the Iowa Statewide Assessment of Student Progress (ISASP)

CFCSD ELA (ISASP) vs State Average by Grade





GOALS: ACADEMIC ACHIEVEMENT 24-25

All District Fastbridge Data	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Kdg	77.0%		74.0%	80.0%	72.0%	80.0%	75%
1st	71.0%		72.0%	71.0%	74.0%	73.0%	71%
2nd	73.0%		77.0%	83.0%	73.0%	76.0%	76%
3rd	72.0%		74.0%	76.0%	76.0%	75.0%	74%
4th	75.0%		75.0%	78.0%	79.0%	76.0%	73%
5th	79.0%		76.0%	76.0%	77.0%	79.0%	79%
6th	80.0%		76.0%	79.0%	76.0%	81.0%	81%
7th			72.0%	75.00%	69.0%	75.0%	76%
8th			71.0%	69.0%	70.0%	71.0%	75%
9th				82.0%	78.0%	80.0%	77%
Total	75.0%		75.0%	77.0%	76.0%	77.0%	76%



DISTRICT ACADEMIC ACHIEVEMENT 24-25

Mathematics:

By May 2025, 85% of 3rd - 11th grade students will be proficient or advanced proficient as measured by the Iowa Statewide Assessment of Student Progress (ISASP)

Goal Status:

Achieved: 82% of students were Proficient or Advanced.

The goal for Mathematics was also not fully met, with 82% of students achieving Proficient or Advanced, below the 85% target.

State Average Math: 70.31

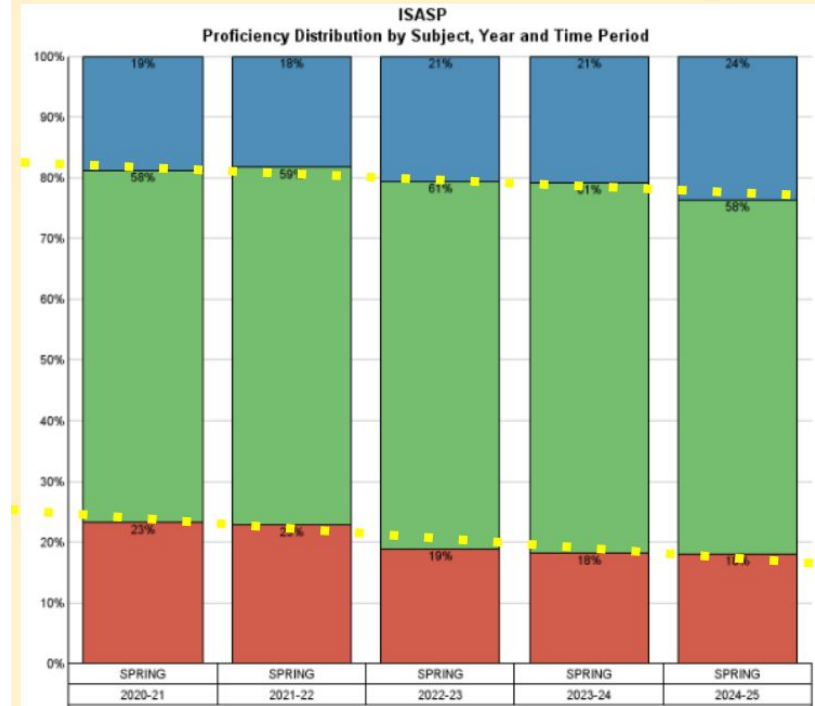


GOALS: ACADEMIC ACHIEVEMENT 24-25

Mathematics:

By May 2025, 85% of 3rd - 11th grade students will be proficient or advanced proficient as measured by the Iowa Statewide Assessment of Student Progress (ISASP)

CFCSD ISASP - Mathematics - All Participants



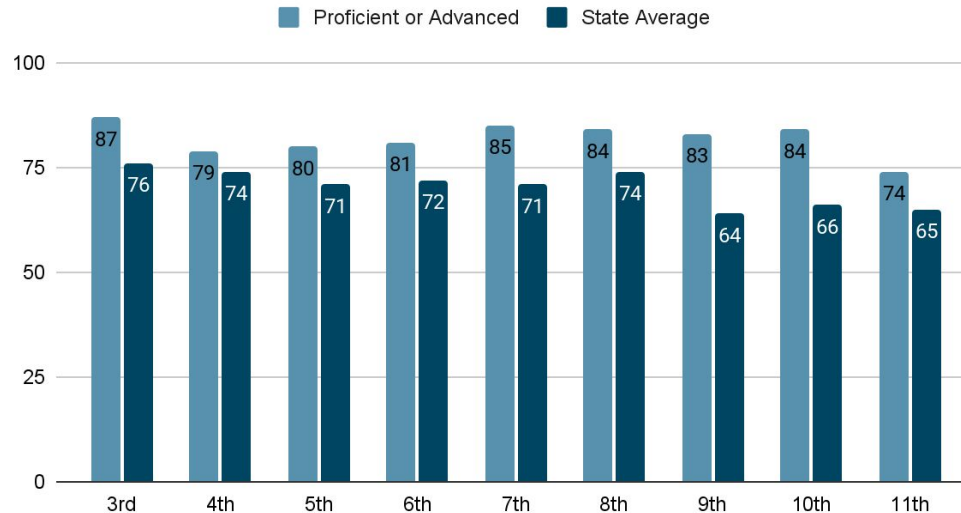


GOALS: ACADEMIC ACHIEVEMENT 24-25

Mathematics:

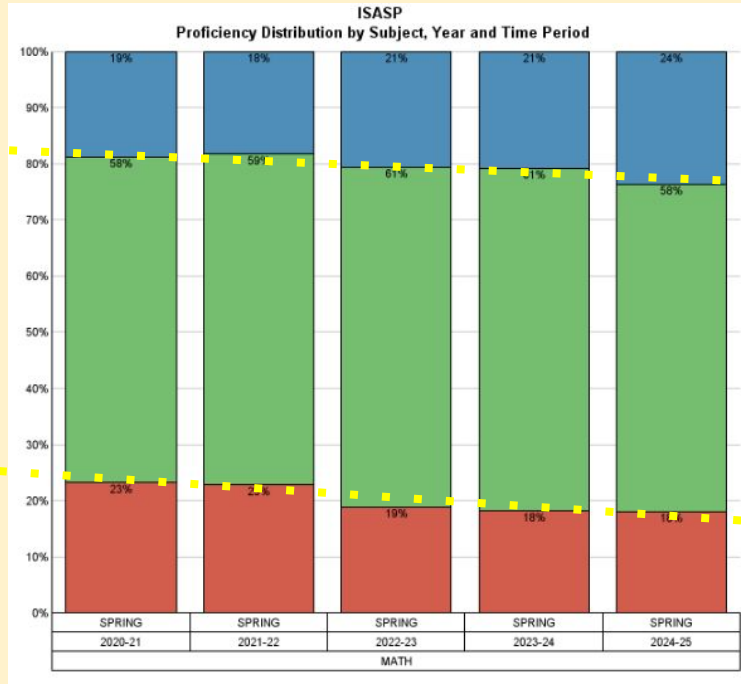
By May 2025, 83.5% of 3rd - 11th grade students will be proficient or advanced proficient as measured by the Iowa Statewide Assessment of Student Progress (ISASP)

CFCSD Math (ISASP) vs State Average by Grade

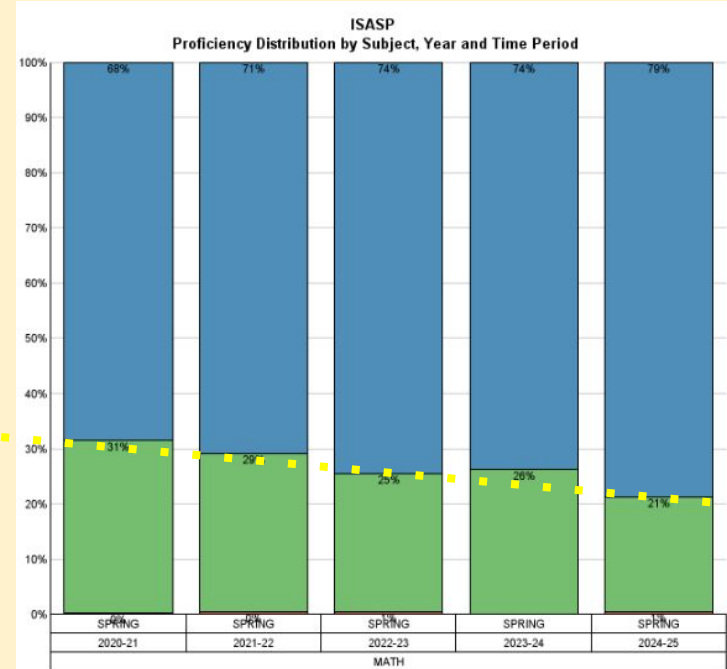


ACADEMIC ACHIEVEMENT GOAL

CFCSD ISASP - Mathematics - All Participants

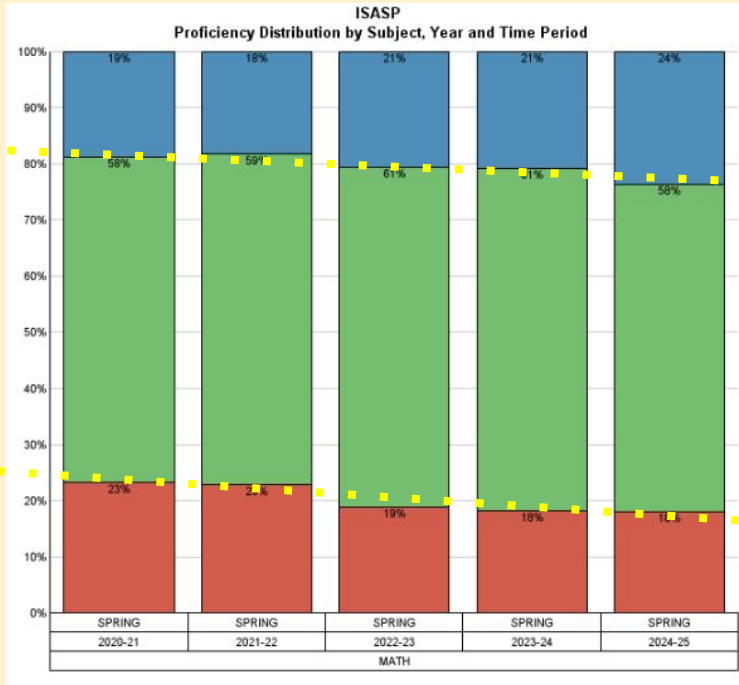


CFCSD ISASP - Math - Identified Gifted & Talented

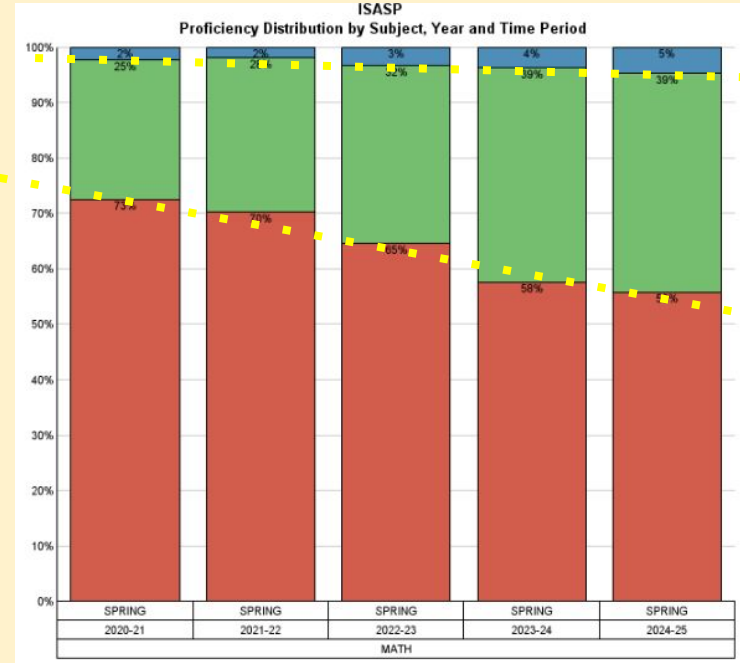


ACADEMIC ACHIEVEMENT GOAL

CFCSD ISASP - Mathematics - All Participants

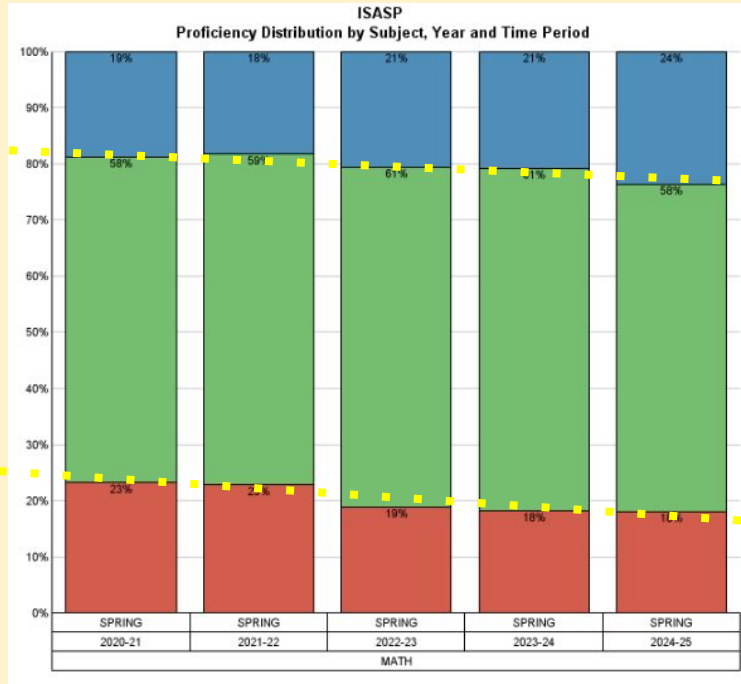


CFCSD ISASP - Math - Has IEP

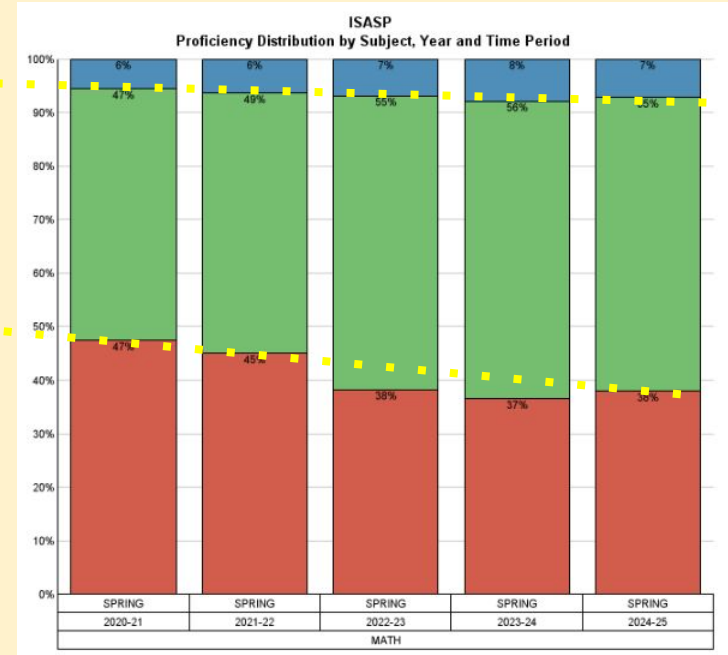


ACADEMIC ACHIEVEMENT GOAL

CFCSD ISASP - Mathematics - All Participants

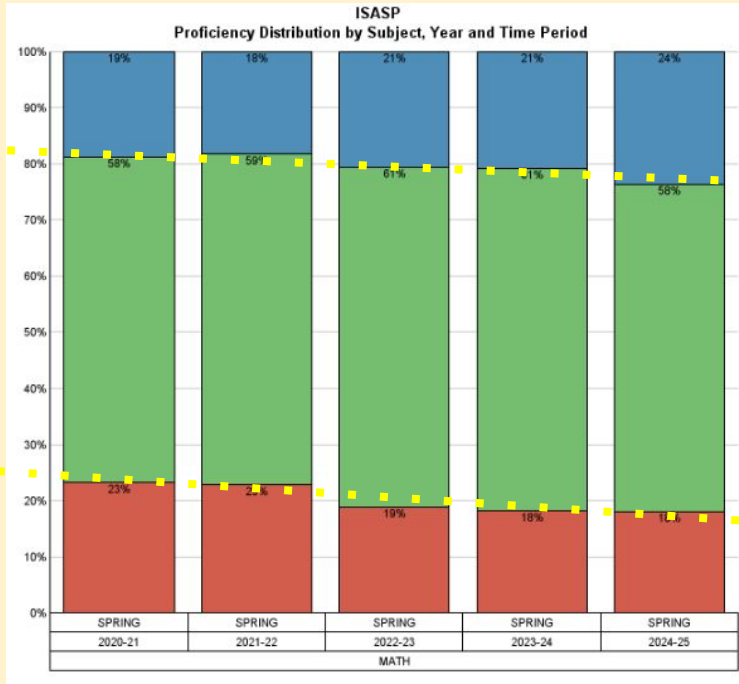


CFCSD ISASP - Math - FRL (Economic Disadv)

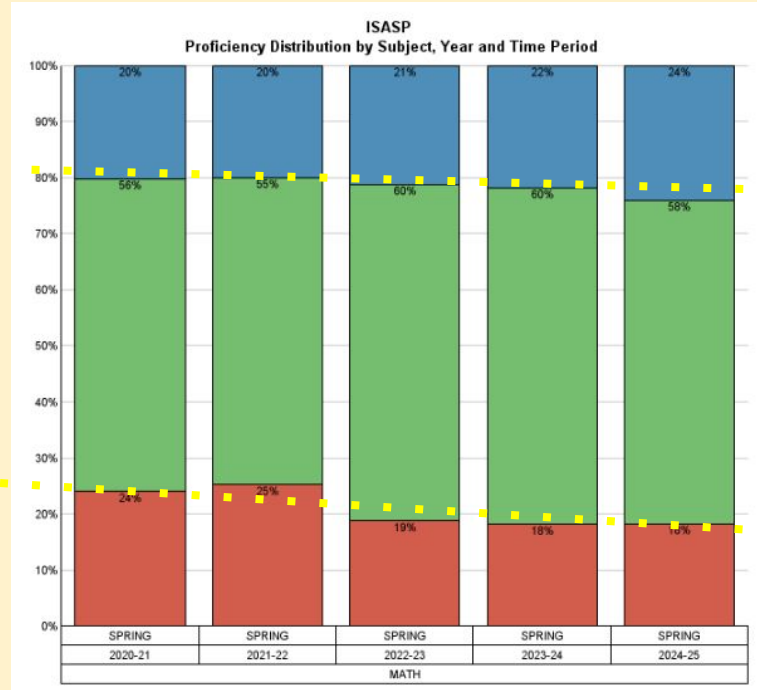


ACADEMIC ACHIEVEMENT GOAL

CFCSD ISASP - Mathematics - All Participants

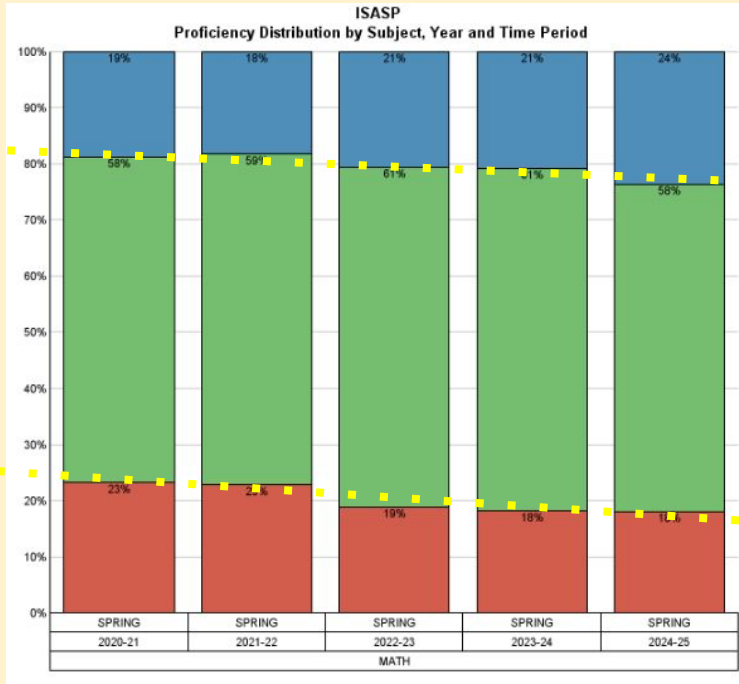


CFCSD ISASP - Math - Elementary

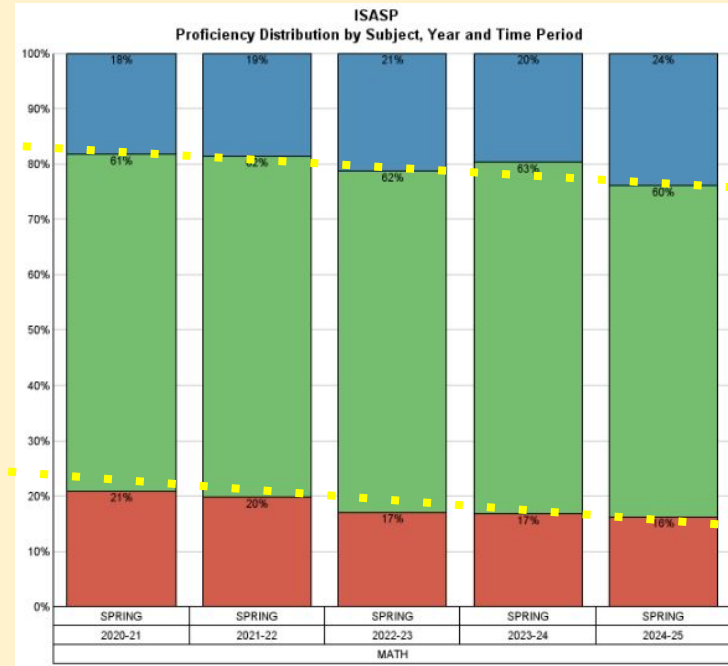


ACADEMIC ACHIEVEMENT GOAL

CFCSD ISASP - Mathematics - All Participants

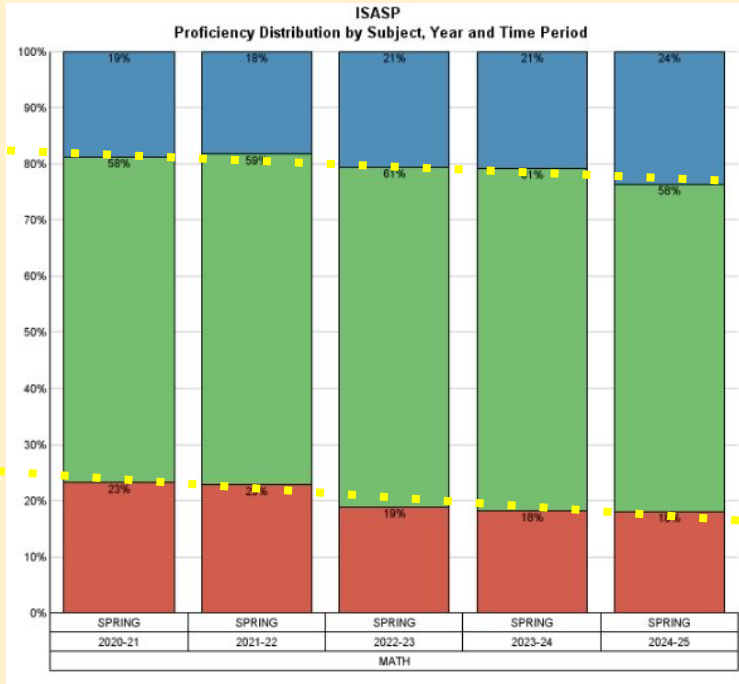


CFCSD ISASP - Math - Junior High

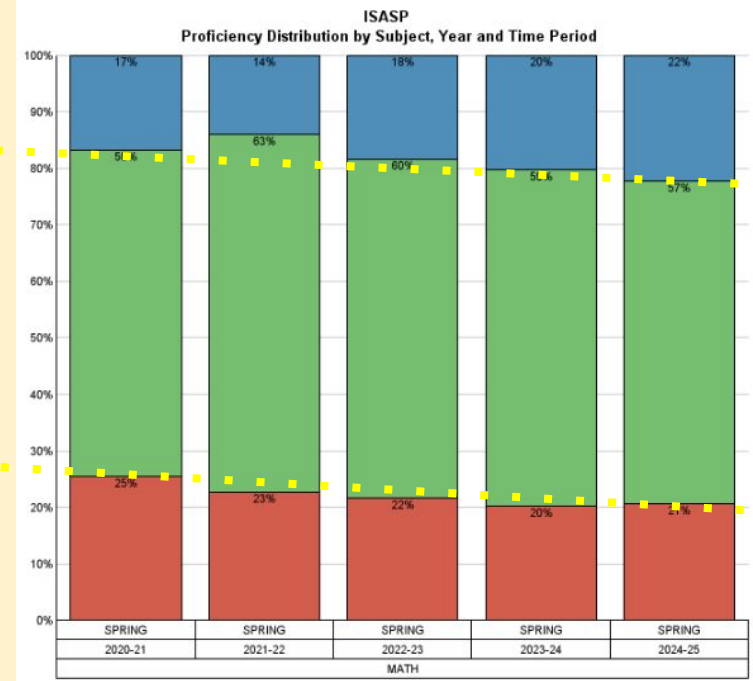


ACADEMIC ACHIEVEMENT GOAL

CFCSD ISASP - Mathematics - All Participants



CFCSD ISASP - Math - High School

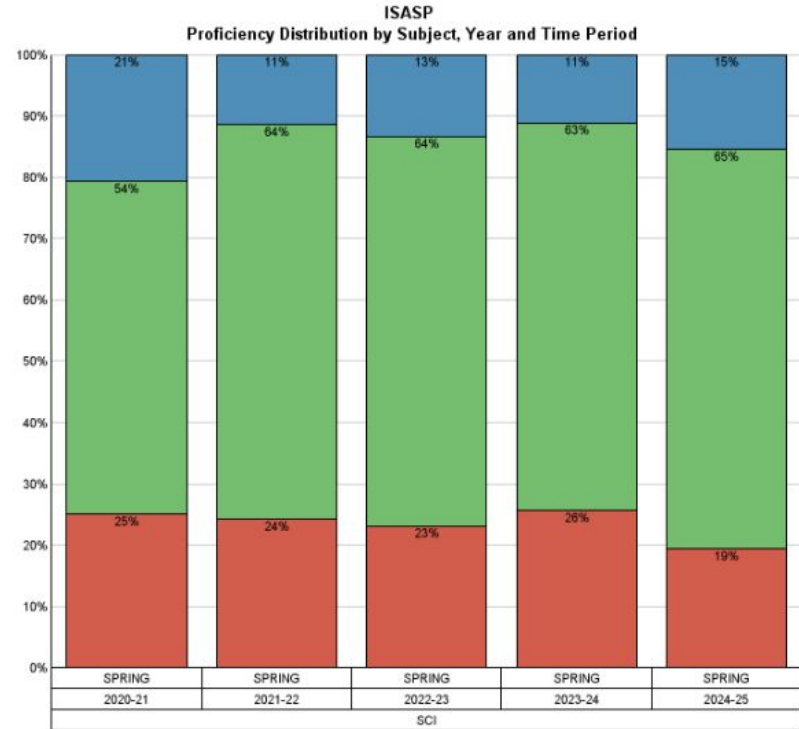




GOALS: ACADEMIC ACHIEVEMENT 24-25

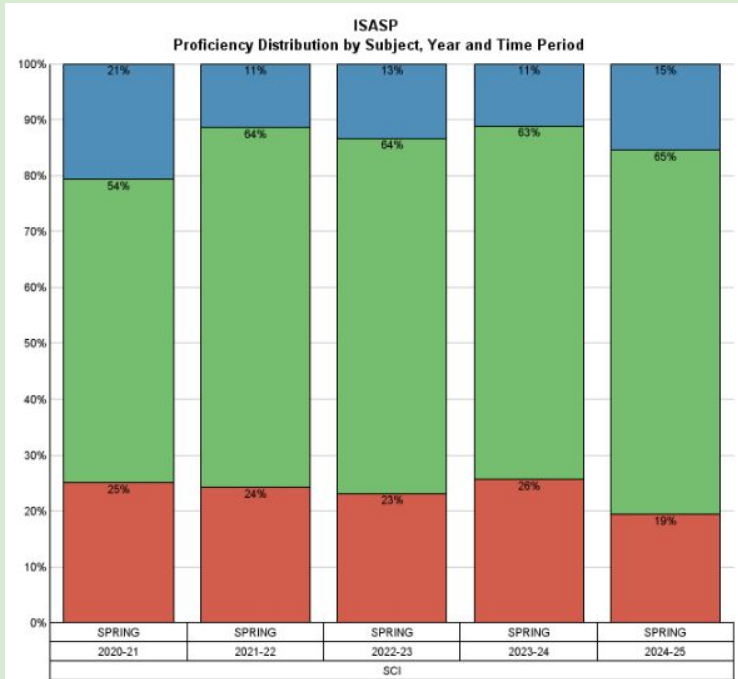
Science:

By May 2025, 80% of 5, 8, and 10th grade students will be proficient or advanced in **Science** as measured by the Iowa State-wide Assessment of Student Progress.

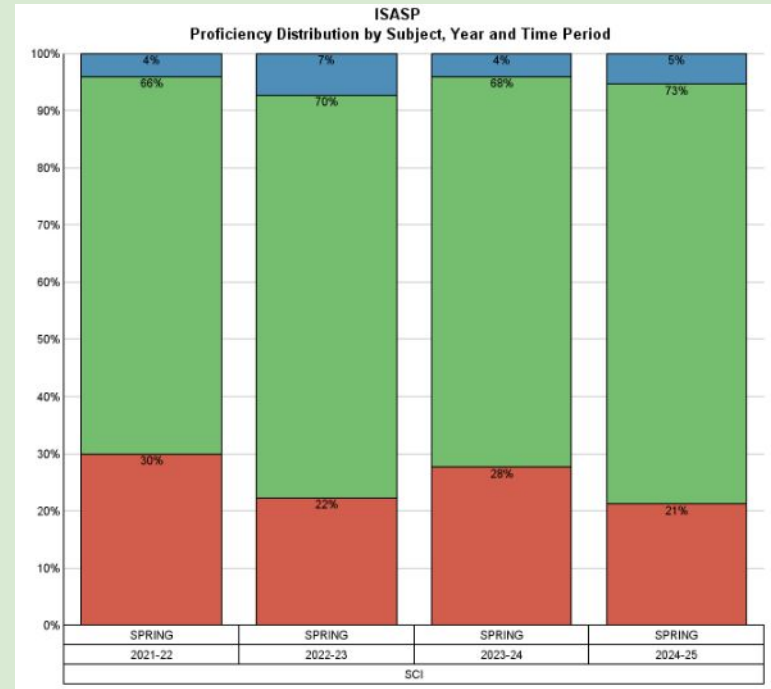


ACADEMIC ACHIEVEMENT GOAL

CFCSD ISASP - Science- All Participants

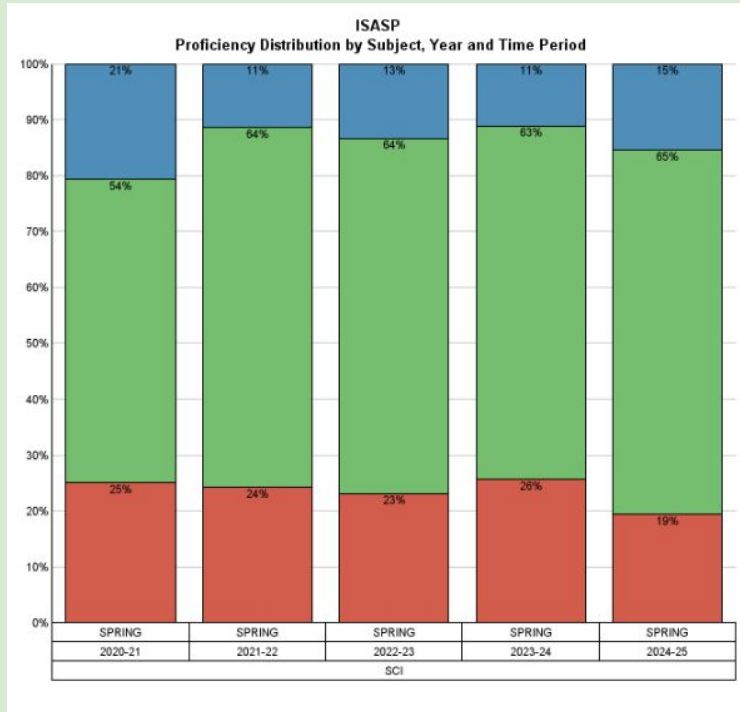


CFCSD ISASP - Science- 5th Grade

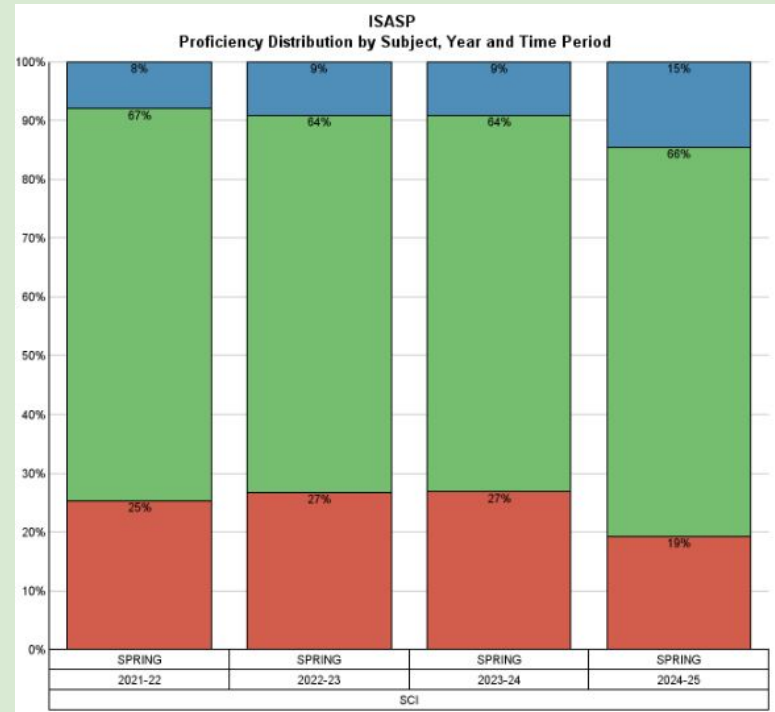


ACADEMIC ACHIEVEMENT GOAL

CFCSD ISASP - Science- All Participants

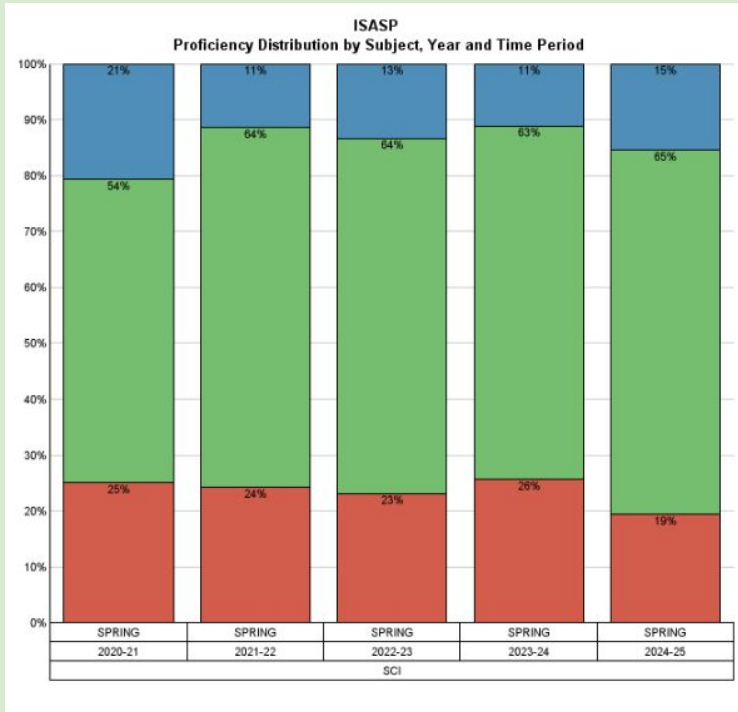


CFCSD ISASP - Science- 8th Grade

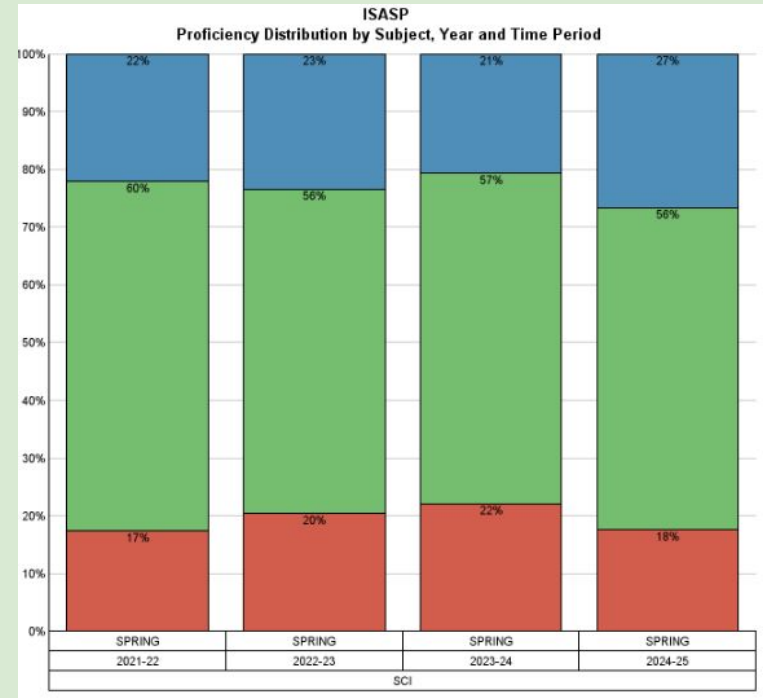


ACADEMIC ACHIEVEMENT GOAL

CFCSO ISASP - Science- All Participants



CFCSO ISASP - Science- 10th Grade





ADVANCED PLACEMENT - CFCSD

Cedar Falls CSD AP Courses:

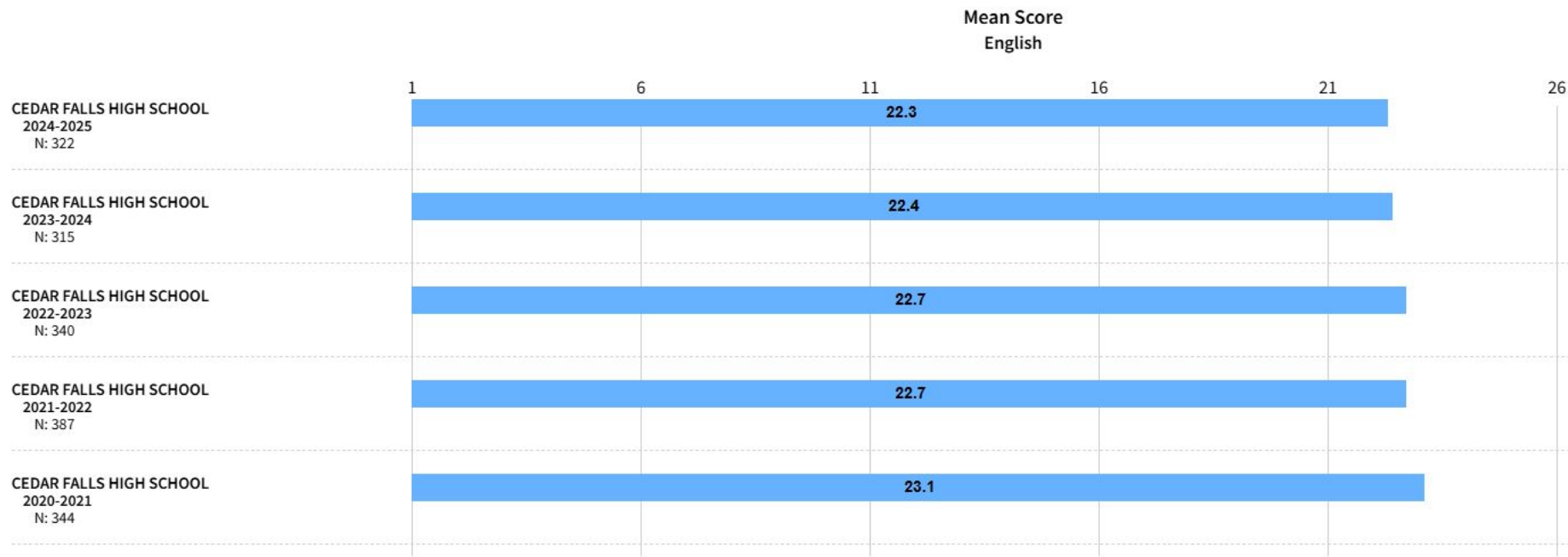
	2022	2023	2024	2025
AP Exams (n)	476	564	629	588
Average Score	3.8	3.6	3.7	3.8
Percent Success	89%	84%	87%	88%

1. Biology
2. Calc AB
3. Calc BC
4. Chemistry
5. Comp Science Prin
6. Computer Sci A
7. English Lang
8. English Lit
9. Environmental Science
10. French
11. Human Geography
12. Music Theory
13. Physics C
14. Psychology
15. Precalculus
16. Spanish
17. Statistics
18. US Gov & Politics

ACT DATA



ACT DATA



ACT DATA



ACT DATA





DISTRICT ACADEMIC ACHIEVEMENT 25-26

District Academic Achievement Goal 2025 - 2026

By May 2025, 85% of K-11th grade students will be proficient or advanced in ELA as measured by the Iowa State-wide Assessment of Student Progress (3 - 11) and FAST (K - 2).

By May 2025, 85% of the K - 11th grade students will be proficient or advanced proficient in Math as measured by the Iowa State-wide Assessment of Student Progress.

By May 2025, 80% of 5, 8, and 10th grade students will be proficient or advanced in **Science** as measured by the Iowa State-wide Assessment of Student Progress.



PLC GOAL 2024-2025

By May 2025, 100% of collaborative teams will have a process to analyze data in order to inform instructional decisions as measured by the District Data Use Survey.

Spring 2024: “Our team regularly analyzes relevant common assessment data.”

- Yes & Consistent: 62.9%
- Yes but Inconsistent: 30.1%

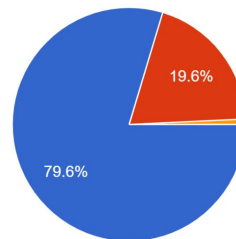
Spring 2025: “PLC Collaborative team established a process for collecting and analyzing data”

- Yes & Consistent: 79.5%
- Yes but Inconsistent: 19.6%
- No: 0.8% - 3 respondents

(Goal Met)

Has your PLC collaborative team established a process for collecting and analyzing data?

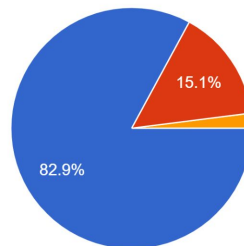
398 responses



- Yes, and we use it consistently.
- Yes, but we do NOT use it consistently.
- No, not there yet.

Does your instruction change as a result of your data analysis?

398 responses



- Yes, and we use data and leave collaborative meetings with a plan.
- Yes, we use data, but we don't typically leave collaborative meetings with a plan.
- No, not there yet.



PLC GOAL 2025-2026

By May 2026, our district will strengthen healthy and productive team culture, as measured by the Healthy and Productive Team Survey, with a goal of maintaining an average score of 3.5 or higher.

Critical Issues that promote Healthy and Productive Teams (FORM)

1 - not true

2 - somewhat true

3 - mostly true

4 - always true

Is our Team Healthy?

Teams where trust, psychological safety, and shared norms create an environment where all voices are valued and challenges can be addressed constructively.

- | | |
|--|-----|
| 1. We follow our meeting norms consistently at PLC meetings. | ? ▾ |
| 2. Our norms help us to have productive, effective conversations. | ? ▾ |
| 3. We have clear tasks related directly to student learning goals. | ? ▾ |
| 4. We use routines and designate roles that make our meetings collaborative and leverage strengths.* | ? ▾ |
| 5. I have improved as a classroom teacher as a result of the conversations and work we have done in our PLC. | ? ▾ |
| 6. All team members contribute equally and have a voice during PLC meetings.* | ? ▾ |
| 7. We address challenges or conflicts within our team in a respectful and productive way. | ? ▾ |
| 8. Our PLC meetings leave me feeling energized and supported as a professional.* | ? ▾ |

Is our Team Productive?

Teams that stay focused on student learning, use evidence to guide decisions, and take collective action to improve outcomes.

- | | |
|--|-----|
| 9. My team has worked to define the most important student learning goals in our content areas. | ? ▾ |
| 10. We've agreed on essential standards and could share them in common language with parents/students. | ? ▾ |
| 11. My team regularly (at least monthly) analyzes student assessment/work samples as evidence to drive decisions. | ? ▾ |
| 12. As a team, we regularly discuss how our specific instructional practices affect student learning and how changes in our instructional practices might lead to changes in student learning. | ? ▾ |
| 13. I adjust the instructional practices in my classroom based on my students' performance and assessments. | ? ▾ |
| 14. Over the course of this year, I have implemented numerous academic interventions in my classroom for struggling students. | ? ▾ |
| 15. Our PLC has a clear focus on improving student learning during each meeting.* | ? ▾ |
| 16. As a team, we hold ourselves accountable for implementing agreed-upon instructional practices. | ? ▾ |



CULTURE GOAL 2024-2025

By May of 2025, we will reduce the number of chronically absent students by 5% and maintain a district attendance average of 95%.

Results:

Our average daily attendance was 95.2% and reduced chronic absenteeism to 8%... that means (365) of students are no longer chronically absent (not missing 18 or more days) (**Goal Met**)



CULTURE GOAL 2025-2026

By May 2026, we will reduce the number of chronically absent students by 2 percentage points (8% → 6%) from the 2024–2025 baseline and maintain a district-wide average daily attendance rate of at least 95%, as measured by district attendance records.



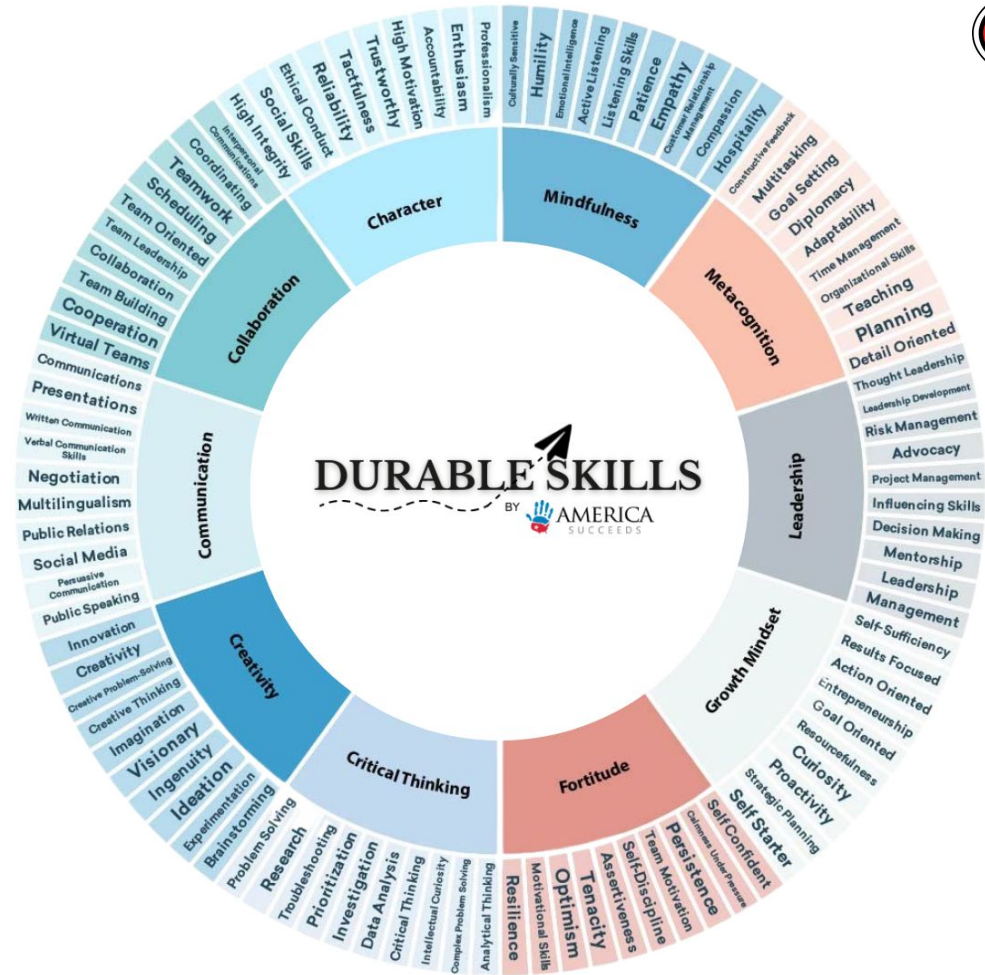
DURABLE SKILLS

In an era when technical skills are evolving at an unprecedented pace, there is an important set of durable 'soft skills' that last throughout an entire career.

This includes a combination of **how we use what we know** - *critical thinking, communication, collaboration* - and **how we show up in the world** - *leadership, resilience, self-awareness*.

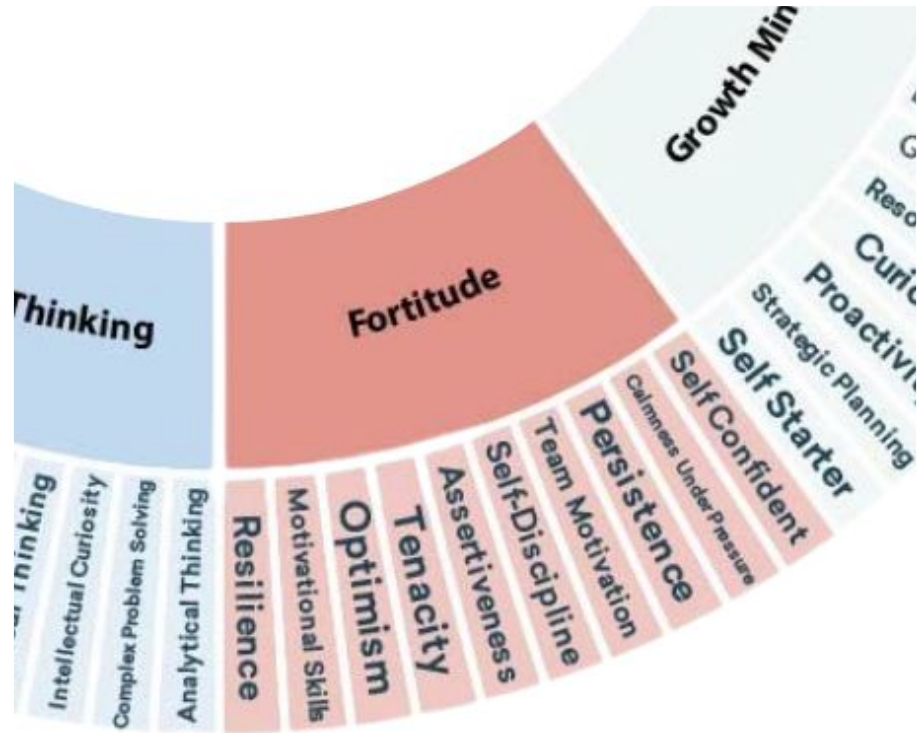


- Critical Thinking
- Communication
- Collaboration
- Creativity
- Metacognition
- Growth Mindset
- Mindfulness
- Character
- Fortitude
- Leadership





- Critical Thinking
- Communication
- Collaboration
- Creativity
- Metacognition
- Growth Mindset
- Mindfulness
- Character
- **Fortitude**
- Leadership





THE TIGER TEN

learn your stripes!



CHARACTER

Behaving in a way that is respectful to others and responsible for yourself.

COLLABORATION

Working together to complete tasks and solve problems.

COMMUNICATION

Effectively listening to and sharing thoughts, feelings, or ideas with others.

CREATIVITY

Using your imagination to creatively solve problems, innovate, make art, or tell stories.

CRITICAL THINKING

Gathering information, asking questions, and thinking carefully before making decisions.

FORTITUDE

Courage, resilience, and grit to keep trying, even when something is hard.

GROWTH MINDSET

Believing that you can learn new skills and get better if you keep trying.

LEADERSHIP

Being a helper, taking healthy risks, and showing others how to do the right thing.

METACOGNITION

Thinking about your thinking and managing your personal needs.

MINDFULNESS

Self-awareness; noticing what's happening around you and inside of you.

DURABLE SKILLS 25-26

**SAVE THE DATE
FREE EVENT!**

MODELING MATTERS

What Parents Need to Know (and Do) to Decrease Stress, Worry, and Anxiety
THURSDAY, APRIL 18

5:30-7:30 P.M., CFHS AUDITORIUM

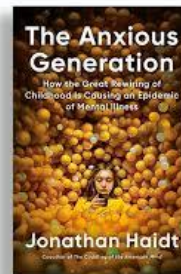
PARENT/COMMUNITY KEYNOTE PRESENTATION INCLUDES 30 MINUTE Q & A

Current news about young people and mental health has created warranted concern, but the information can be overwhelming and hard to sort through. Parents need strategies to help their children manage their anxiety, moods, and social pressures. Based on current research and over 30 years of clinical experience, Lynn Lyons will talk about the common traps adults fall into and the key adjustments needed to prevent and help mental health challenges in our kids.



Lynn Lyons
Speaker and Author

Thank you
**CEDAR FALLS
SCHOOLS FOUNDATION**
for making this event possible!



THE TIGER TEN

Character: Behaving in a way that is respectful to others and responsible for yourself.

Collaboration: Working together to complete tasks and solve problems.

Communication: Effectively listening to and sharing thoughts, feelings, or ideas with others.

Creativity: Using your imagination to creatively solve problems, innovate, make art, or tell stories.

Critical Thinking: Gathering information, asking questions, and thinking carefully before making decisions.

Fortitude: Courage, resilience, and grit to keep trying, even when something is hard.

Growth Mindset: Believing that you can learn new skills and get better if you keep trying.

Leadership: Being a helper, taking healthy risks, and showing others how to do the right thing.

Metacognition: Thinking about your thinking and managing your personal needs.

Mindfulness: Self-awareness; noticing what's happening around you and inside of you.

learn your stripes!

Subskills: Professionalism, Enthusiasm, Trustworthiness, Reliability, Social Skills, Integrity

Subskills: Coordination, Teamwork, Cooperation, Communication, Connection, Listening, Sharing

Subskills: Negotiation, Public Speaking, Active Listening, Presentation, Written & Verbal Communication

Subskills: Innovation, Imagination, Brainstorming, Problem-Solving, Novelty

Subskills: Problem-Solving, Research, Data Analysis, Troubleshooting, Investigation

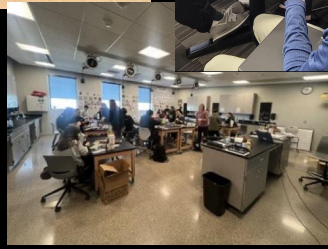
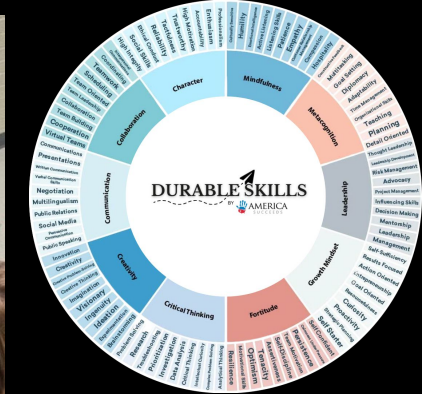
Subskills: Self-Confidence, Persistence, Optimism, Tenacity, Resilience, Self-Discipline, Assertiveness

Subskills: Self-Sufficiency, Resourcefulness, Action Oriented, Proactivity, Curiosity, Self-Starter

Subskills: Advocacy, Risk Management, Decision Making, Mentorship, Influence, Courage, Vulnerability

Subskills: Goal-setting, Teaching, Planning, Time Management, Organization, Adaptability

Subskills: Empathy, Patience, Humility, Active Listening, Compassion, Emotional Intelligence



PLC

- Identify team strengths and grow areas
- Align team and building goals with district priorities
- Ensure consistent data-driven decision making

ACADEMIC ACHIEVEMENT

- Strengthen student achievement in ELA, math, science and elective areas
- Provide innovative learning experiences that prepare students for the future
- Celebrate learning and our amazing staff, students, and families

EVERY STUDENT.

EVERY DAY.

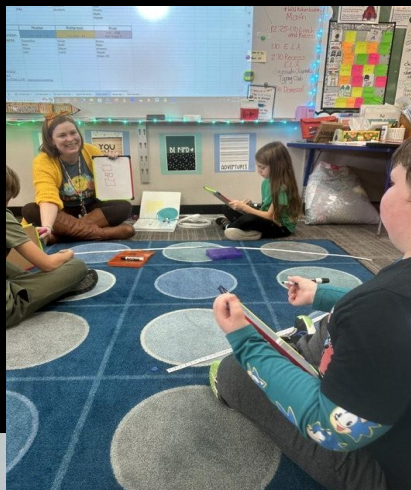
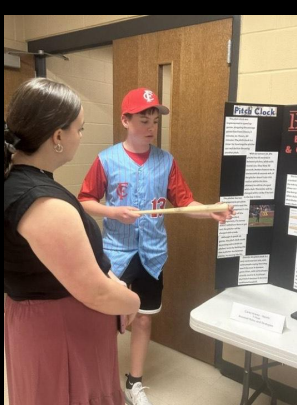


NEXT

STEPS

CULTURE

- Implementing Tiger Ten
 - Elementary Reporting
 - PK-12 Alignment
- Building Durable Skills
 - Infusing skills like problem solving, communication, and collaboration into units
- Partnering with families to promote strong attendance





THANK YOU!



Eric Rosburg

Executive Director of
Secondary Education

eric.rosburg@cfschools.org



Tara Estep

Executive Director of
Elementary Education

tara.estep@cfschools.org