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October 15, 2025, Board Meeting Trustee Agenda Item Questions & Answers

Questions were submitted from all trustees.

Q: Is 45 points equal to 1 year's growth or more?

A: Yes, we are counting 45 pts as 1 year's growth. It is important to clarify that we are using 45 points as the benchmark for one year's academic growth. This means that when a student achieves a 45-point increase, we interpret this as making the expected progress within a single academic year. This standard allows us to consistently measure and track student growth over time.

Q: Is 45 pts the standard or is that determined by the curve?

A: This benchmark allows us to consistently measure whether students are making the expected progress over the course of the academic year. By using 45 points as the standard, we can track and evaluate student growth more reliably across different time periods and groups.

Q: How did we increase our score from 23/24 to 24/25? What are we doing to figure out what some of the schools did to increase their scores?

A: This will be addressed during the presentation.

Q: Why do we only have 1 one root cause? Nothing in the response considers the quality of the intervention. The root causes and actions are not detailed enough.

A: At this time, we do not have a comprehensive inventory of interventions and strategies in place. Our team is actively investigating to gather a full understanding of what is currently being implemented across our schools. To ensure flexibility and accuracy, we have intentionally kept our actions and strategies broad until we can acquire more concrete information.

Regarding quality, we do possess rubrics and materials that demonstrate the effectiveness of our interventions. However, as a system, we are not yet at the point where we can provide this information collectively for all sites or programs. Moving forward, it is essential to complete the inventory process so that we can respond effectively and ensure all interventions meet quality standards.

Q: Is the testing of 3rd grade students at the beginning of the year a disadvantage because they have not been exposed to the content they are testing on? Is it going to cause failure from our kids moving forward? We don't want to create a failure upfront that we cannot overcome.

A: Students may appear to be behind when they take their first Diagnostic assessment at the beginning of the school year. However, this initial assessment serves a critical purpose, it helps to determine the appropriate instructional path for each student throughout the year. By identifying current performance levels early on, teachers can create instructional groupings and tailor interventions that specifically address students' needs at various points during the school year.

Q: We speak about intervention for students but what about for our teachers? What professional learning do our teachers get?

A: After we complete our review and determine the specific needs within each of our schools, we will implement additional professional supports for our teachers. This will include providing substitute teachers as necessary, ensuring that teachers are able to participate fully in the support and training opportunities offered. Our goal is to equip teachers with the resources and time they need to enhance their instructional practices and better support student learning.

Q: There are many schools that are not currently in the RED Tier but are at significant risk of entering that level if instruction does not change immediately. What concrete actions are staff taking right now to ensure progress is happening, and what adjustments are being implemented today to prevent decline?

A: Strategies include grouping site leaders across regions to inventory and share best practices and resources/tools; focusing site leader professional learning and site visits on high leverage leadership practices around evidence-based decision making and classroom observation and feedback; conducting site visits with district departments implementing interventions (example: English Learner Services) to observe evidence of (and scale) best-practices; and convening cross-departmental teams to facilitate and monitor the progress of the goals/interim goals.

Q: How will leaders, teachers, and district staff be held accountable in real-time for making the changes necessary to drive improvement and safeguard schools from slipping into the RED Tier?

A: Teachers will be supported to make the necessary changes through access to resources to prioritize their use of instructional time, monthly site professional learning, and weekly professional learning communities. Teachers will be held accountable through site leader classroom observations/walkthroughs with timely and actionable feedback.

Leaders will be supported to identify and develop interventions, tools/resources, and structures through various professional learning opportunities such as principal meetings and role-alike collaboration, and will be held accountable through regularly scheduled site visits from their supervisors with feedback for action provided within 72 hours of each visit. District staff will be held accountable through frequent data monitoring at weekly, biweekly, and monthly department leader meetings; school site visits to monitor progress on goal implementation and frequent review of feedback provided to site leaders.

Q: Is there any way to predict if students can get on grade level and stay on grade level for the intervention goal? What indicators tell us that?

A: This question will be addressed during the presentation.

Q: How can we ensure that students maintain on grade level once they reach grade level?

A: This question will be addressed during the presentation.

Q: Can staff determine what grade levels (3rd through 8th) are most likely to get on grade level?

A: This question will be addressed during the presentation.

Q: What are the actions that Supervisors of Schools will take to help principals be effective on this goal?

A: This question will be addressed during the presentation.