

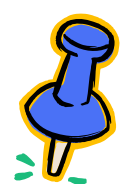


Student Outcomes Focused Governance

PROGRESS MONITORING REPORT



Student Outcomes Focused Governance SUPERINTENDENT'S GUARDRAILS



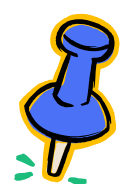
Guardrail 1

The superintendent will not neglect student social-emotional health, wellness, and development.



Guardrail 2

The superintendent will not cause or allow conditions, practices, or procedures that are inequitable or insufficient for students.



Guardrail 3

The superintendent will not allow the District to operate without a system to recruit and retain strong teachers by empowering staff through culturally relevant and differentiated professional development.



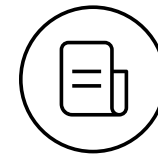
Guardrail 4

The superintendent shall not allow adult convenience or preference to take priority over the academic progress of students.



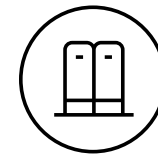
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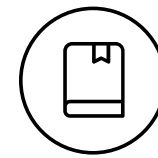
Interim Measure 1.1

The percentage of average daily attendance for the Creighton School District will increase from 79% in May 2025 to 82% in May 2026.



Interim Measure 1.2

The percentage of students in grades 6-8 who respond favorably to indicators of self-management on the Panorama Survey will increase from 52% in May 2025 to 58% in May 2026.

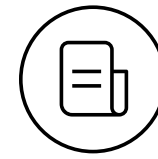


Interim Measure 1.3

The percentage of students in grades 3-5 who respond favorably to indicators of self-management on the Panorama Survey will increase from 64% in May 2025 to 68% in May 2026.

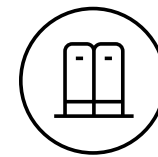
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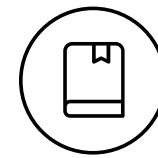
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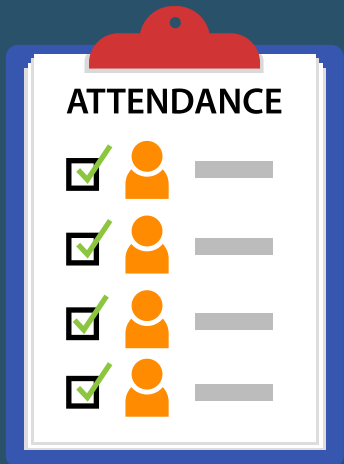
 Data Source: eduCLIMBER

Creighton School District Attendance

In 2022, Helios Education Foundation and WestEd partnered to conduct a statewide study of K-8 chronic absences in the state of Arizona.

Creighton School District Average Daily Attendance for the 2024-2025 School year is at approximately 79%. Currently we are at 82% from August to November.

We are partnering with schools and neighboring districts in order to develop a robust, systematized responsive system, that identifies patterns of absences before they become chronic and supports families by teaching and removing barriers.



Attendance By Site

Interim Measure 1.1

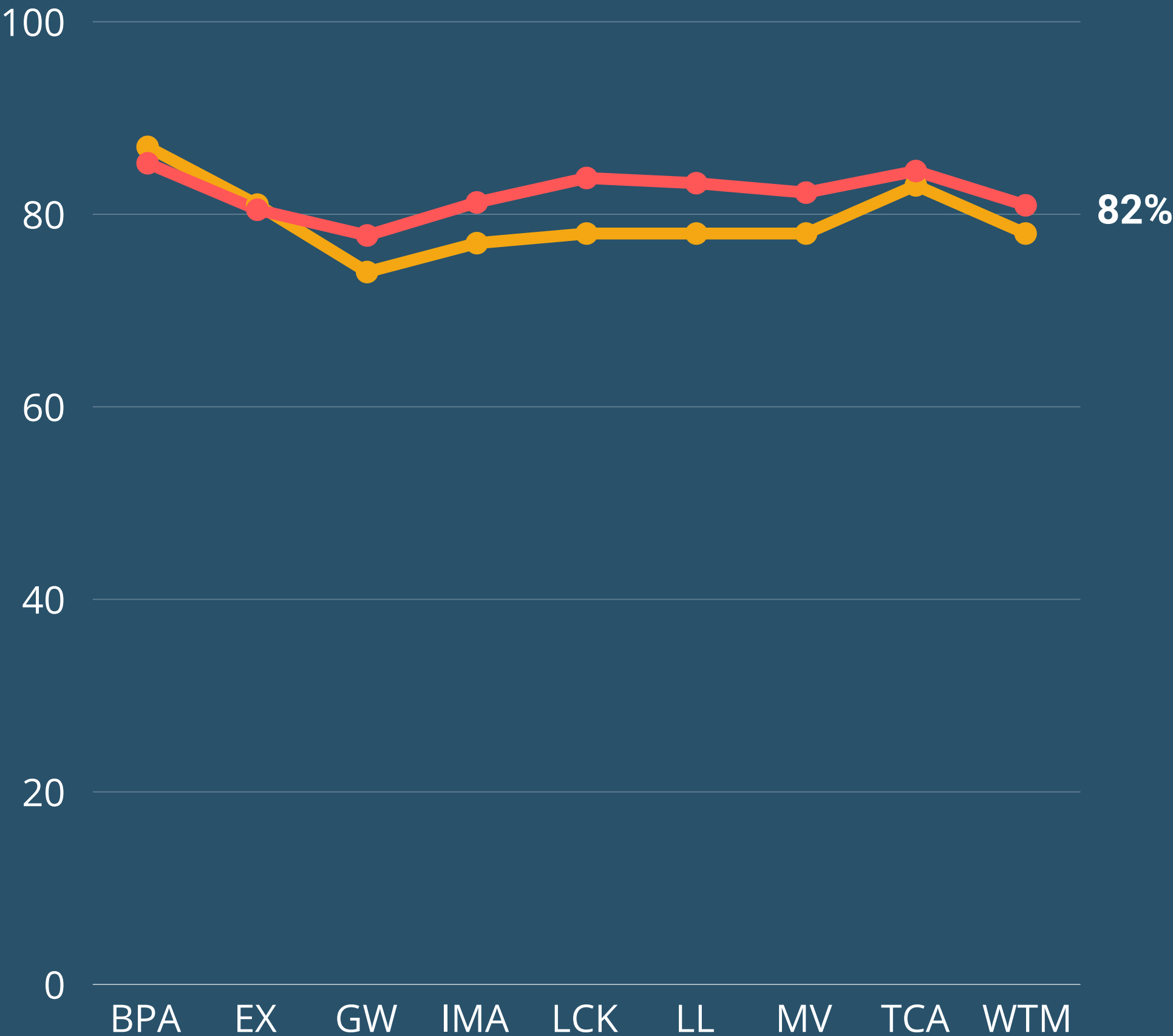
The percentage of average daily attendance for the Creighton School District will increase from 79% in May 2025 to 82% in May 2026.

- The attendance chart compares the average daily attendance (ADA) by school for the 2024–2025 and 2025–2026 school years.
- Seven of our nine schools show improved ADA compared to this time last year.

2024-2025 School Year

2025-2026 School Year

Average Daily Attendance By Site AUG-NOV 2025



Attendance By Grade

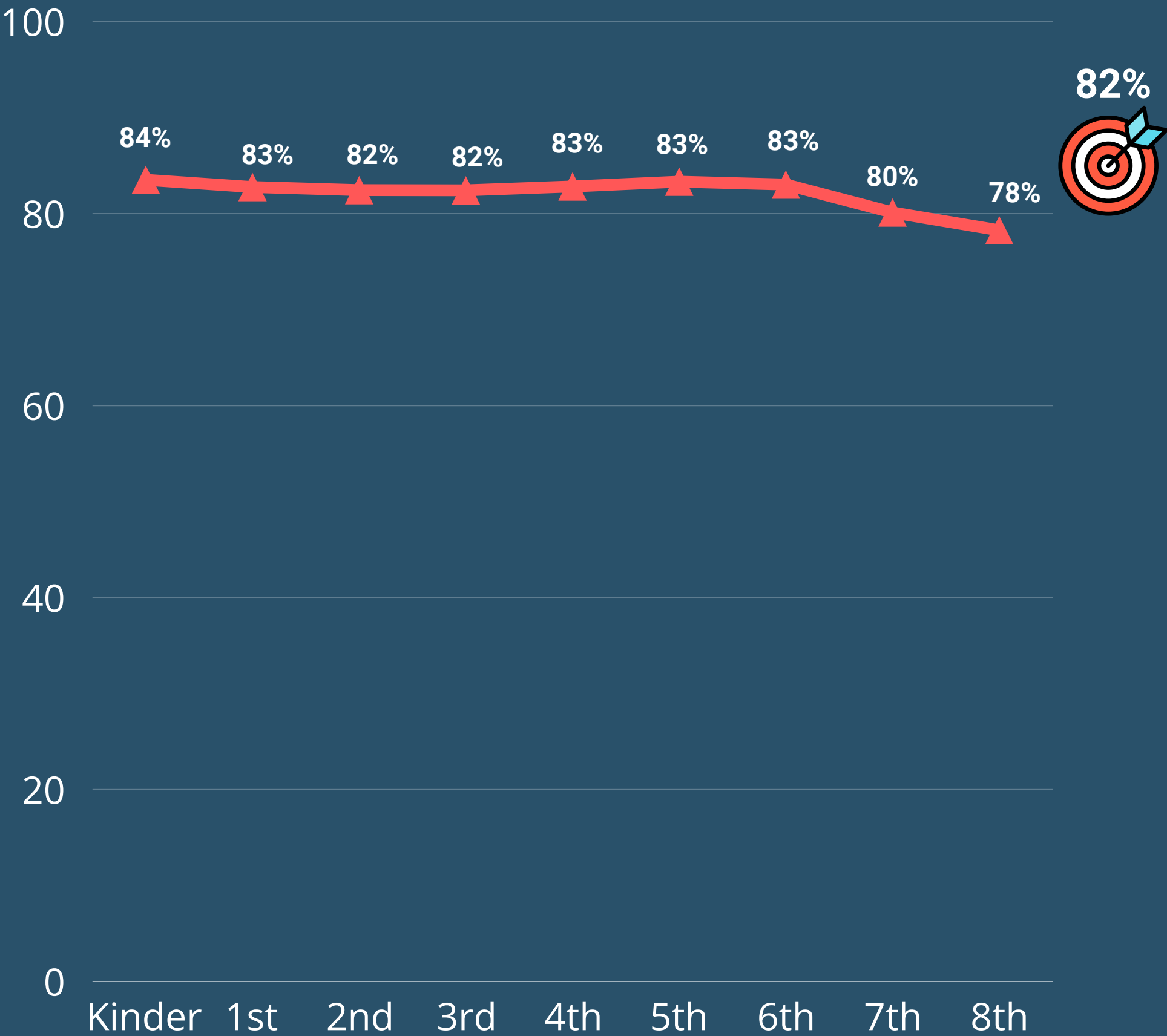
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- The attendance data from the 2025-2026 school year demonstrates an upward trend with 7 out of the 9 grade levels meeting the goal of 82%, from August to November.
 - 7th and 8th grades are not at the 82% for this school year, however, both grades have increased by 3% from 2024-2025 school year.
- It is important to remember that we are approaching December, which is consistently our lowest ADA as a district.

2025-2026 School Year

Average Daily Attendance: AUG - NOV 2025, By Grade



Attendance By Month

Interim Measure 1.1

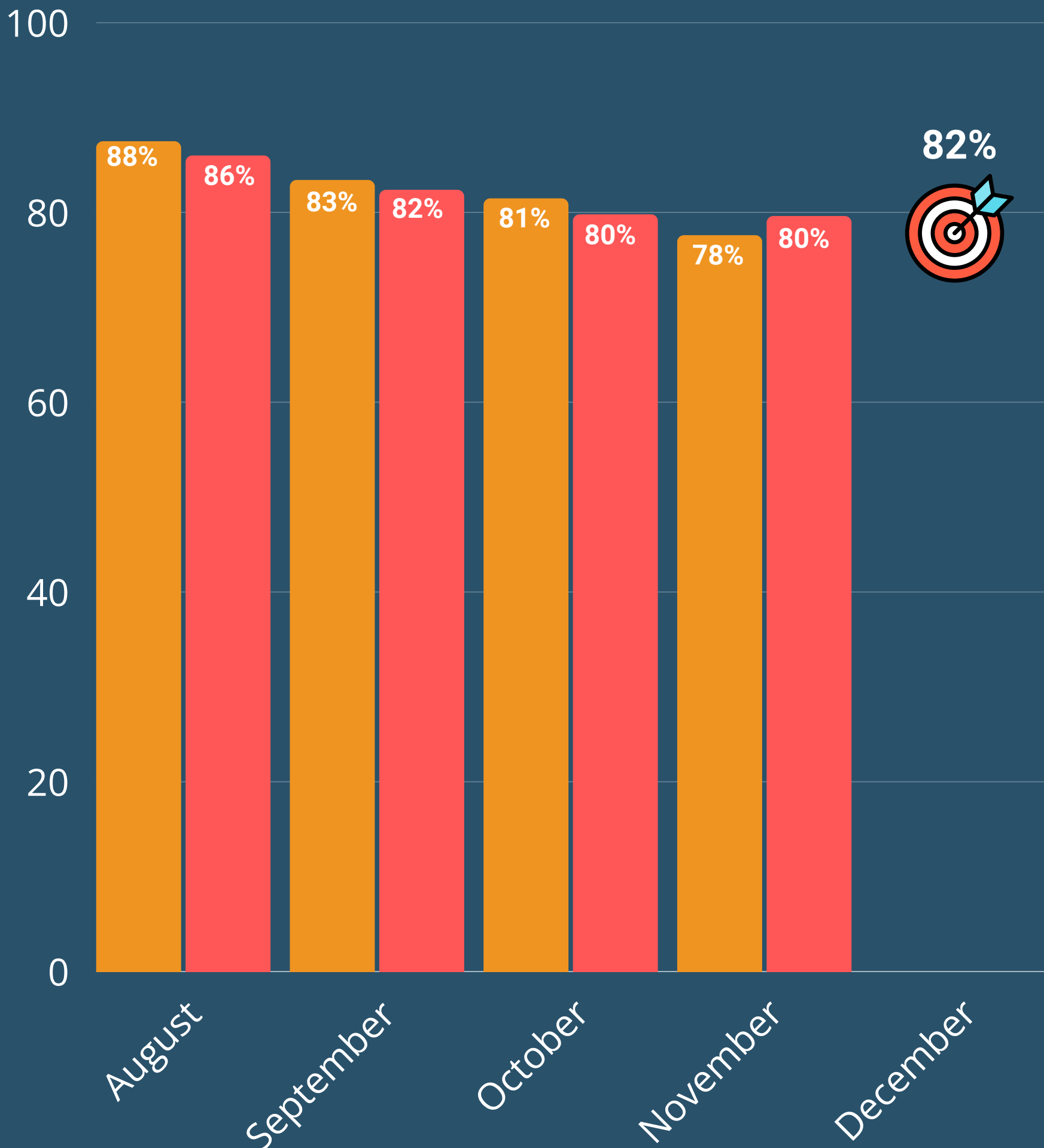
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- The attendance chart compares the average daily attendance (ADA) by month for the 2024–2025 and 2025–2026 school years. It shows that all schools met the minimum target goal of 82% ADA in August and September.
- In October the overall ADA dropped to one percentage point below the target goal.
- So far, November of 25-26 school year has a higher ADA than the previous year.
- **We are currently on track to meet our interim measure 1.1. As of November our the district's current ADA is 82.35%**

2024-2025 School Year

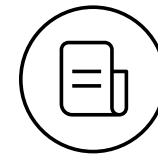
2025-2026 School Year

Average Daily Attendance: August to November
Fall 2024 to Fall 2025



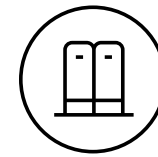
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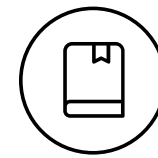
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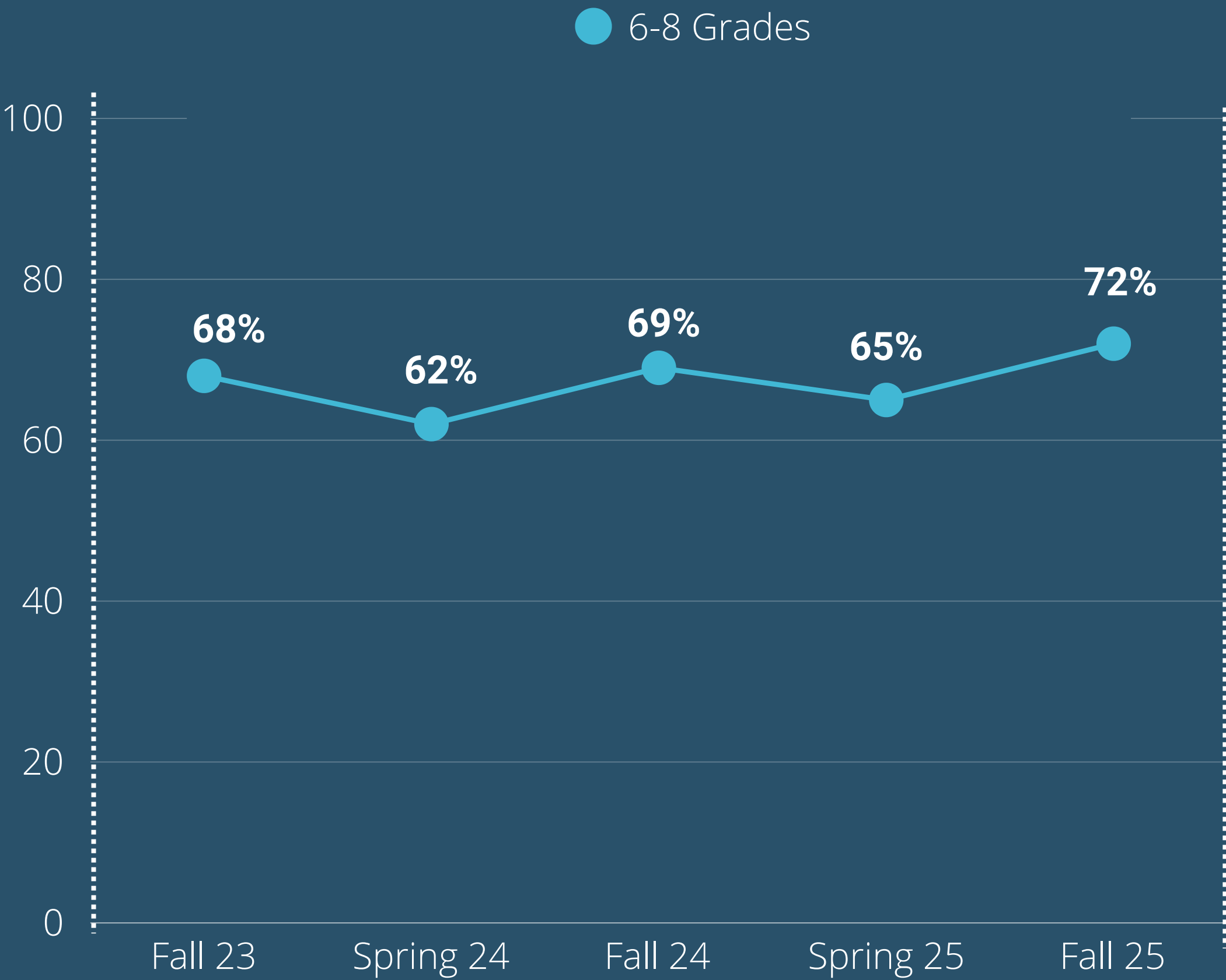
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Analysis

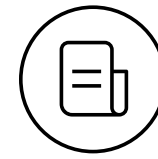
- Overall, 72% of students grades in 6th-8th that responded favorably to indicators of self management.
- The current rate of 72% is higher than it was in Fall of 2024 which was 69% for our 6th-8th grade students.
- **We are currently on track to meet our interim measure 1.2 for 6-8 grades.**

Percent of Students Responding Favorably to Indicators of Self Management, Fall 2025



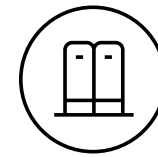
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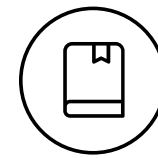
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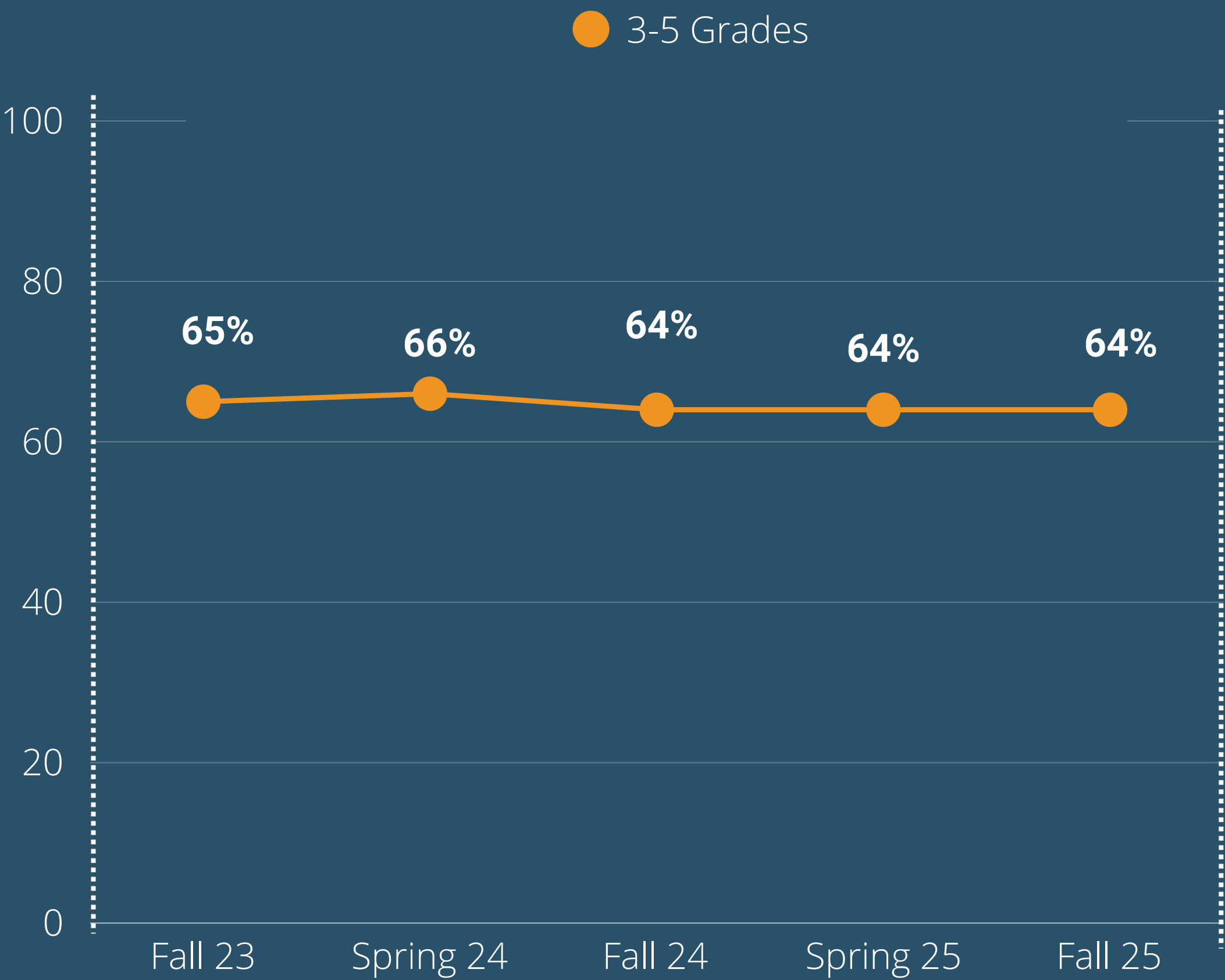
Interim Measure 1.3

1.3: The percentage of students in grades 3-5 who respond favorably to indicators of self-management on the Panorama Survey will increase from 64% in May 2025 to 68% in May 2026.

Analysis

- Overall, 64% of students in grades 3rd-5th responded favorably to indicators of self management.
- The current rate of 64% is remains relatively stagnant for our grades 3rd-5th, with little to no fluctuation.
- **We are not on track to meet our interim measure 1.3 for grades 3rd-5th.**

Percent of Students Responding Favorably to Indicators of Self Management, Fall 2025





Next Steps and Planned Adjustments (1.1)

- District Student Support Committee is in place with 12 members
 - Currently developing CSD Attendance manuals for schools
- Leadership Community of Practice: Focus on Student Support/Attendance
- Use of eduCLIMBER to track chronic absenteeism
- Participating in Professional Development on Chronic Absence Training, Engaging Families, and Students
- Training for Teachers and Office Staff on eduCLIMBER
- School phone call outreach
- Development of an attendance handbook (In progress)





Next Steps and Planned Adjustments (1.2 and 1.3)

- RULER training for Leadership Council
- Explore 3rd-5th grade Panorama data with site leadership and teachers and plan possible inputs
- Explore 6-8th grade Panorama data with site leadership and teachers and plan possible inputs
- SAEBRS screener was given in the Fall to collect baseline data
 - Guidance documents have been created to learn how to interpret student scores
 - Tiered interventions have been aligned to RULER
- MTSS is occurring at all 9 schools
 - Support is needed in monitoring the success of interventions



Board Member Q&A (1.1)

What have the 7 schools done to improve attendance and how can this be used in the other two schools?

**STUDENT OUTCOMES DON'T
CHANGE UNTIL ADULT
BEHAVIORS CHANGE**

- All 9 schools have implemented a positive recognition systems such as monthly/quarterly awards, class competitions, and incentives for improved attendance.
- Our schools have increased family engagement effort through Cafecitos, newsletters, parent meetings, and personalized communication in order to help build stronger relationships and reinforce the importance of attendance.
- Staff conducts frequent outreach: phone calls, individual meetings, and home visits that leading to improved attendance.
- Schools are implementing these actions and collaborating with one each other during Leadership Council to share the most effective strategies.

Board Member Q&A (1.1)

How can we reach more parents to educate them about the importance of school attendance? I know that it has been thoroughly discussed at the community council meetings, but how do we reach the parents of the students who are chronically absent?

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- The Attendance Committee is putting together a robust, multi-tiered approach to increase parent contact at all nine schools.
- All of our sites are putting forth a concerted effort to increase attendance awareness and support our families. Special attention is being given to the chronically absent students in order to identify barriers for attendance and design a personalized attendance improvement plan.
- Strategies include: robo calls, one on one meetings, phone calls, emails, attendance newsletters, home visits, etc.

Board Member Q&A (1.2 and 1.3)

How can we involve our students in making decisions that can affect a more positive outcomes of this survey?

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We involve students in decision-making in several ways that directly support more positive outcomes on the Panorama survey. At the district level, Creighton Kids' Congress provides a meaningful platform for student voice from all nine schools. At each site, Student Council offers opportunities for students across grade levels to share input and influence school activities.

There is also a concerted effort to increase the voice of special education students by having them participate in their IEP process and advocate for their needs.

Through the MTSS process there is a focused effort to identify students that need additional social emotional supports and interventions. Staff members are aware of the resources to available for students social emotional needs; such as, Care Solace, Southwest, and ZRPath.

The data collected through learning walks if evidence of intentional efforts adults are making for classrooms to increase a students' sense of belonging and while developing advocacy in their classrooms.

We are building a strong foundation with site administration being trained on RULER which includes, such training as: Mood Meter, the Charter, with the plan to roll it out to schools in the Fall of 2026.

Board Member Q&A (1.2 and 1.3)

What kind of questions does this survey ask and how can we start to move the needle on this goal?

**STUDENT OUTCOMES DON'T
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BEHAVIORS CHANGE**

We are currently on target to meet our interim goal of 1.3 (6th - 8th grade). We have increased by 7% since the Spring of 2025.

Students expressed concerns about some of the questions on the Panorama survey. Many, especially in grades 3–5, seemed to struggle with understanding what the question was asking them. To support them, classroom teachers read the questions aloud and clarified what each one meant to ensure students fully understood before responding, without influencing their response.

We will have our teachers look at their Panorama survey data to discuss ways to improve students understanding and skills.

Student Panorama will be sunseting on the Spring of 2025. We are currently collecting baseline data on SAEBRS which is a social emotional screener that is ask questions in. student centered way.