

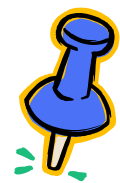


Student Outcomes Focused Governance

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.

GUARDRAIL 2

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



No report
for
Interim
Measure
2.1

Interim Measure 2.1

The percentage of teachers who respond favorably on the Climate Effectiveness Progress Monitoring Survey for one pilot school from Urban Connection will increase from 52% in August of 2025 to 60% in May of 2026.

Interim Measure 2.2

The percentage of current 8th-grade students identified with an Individualized Education Plan who participate in their Annual IEP meeting during the 2024-2025 school year will increase from 19% to 60% by May 2026.

Interim Measure 2.3

The percentage of observed lessons that reflect a score of 3 or greater on the Learning Walk rubric for Engagement and Rigor will increase from 27% in March 2025 to 37% in March 2026.

Data Source: Synergy, Special Education Teacher Report, Google Form/Classroom Mosaic Walkthrough Platform

GUARDRAIL 2

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

Interim Measure 2.2

The percentage of current 8th-grade students identified with an Individualized Education Plan who participate in their Annual IEP meeting during the 2024-2025 school year will increase from 19% to 60% by May 2026.

Eighth Grade Students with IEPs

- 2025-2026
 - Total: 73
 - Participation is defined
 - Student is prepared to contribute
 - Student attends the meeting

Table shows the number of 2025-2026 Annual IEP meetings and due dates by school and per quarter.

 **Data Source: Synergy and Special Education Teacher Report**

Number of Annual IEPs (8th Grade)-Due Dates by School and Quarter

School	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Biltmore Prep	0	2	2	2
Excelencia	1	1	2	3
Gateway	1	1	0	2
Iron Mountain	0	1	2	6
Larry C. Kennedy	0	1	1	0
Loma Linda	2	1	3	7
Monte Vista	3	6	3	3
The Creighton Academy	0	0	1	2
William T. Machan	3	5	3	3
Total	10	18	17	28

GUARDRAIL 2

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

Interim Measure 2.2

The percentage of current 8th-grade students identified with an Individualized Education Plan who participate in their Annual IEP meeting during the 2024-2025 school year will increase from 19% to 60% by May 2026.

Analysis

- Student participation has increased from 40% to 77%, marking a 37% gain between Q1 and Q2.
- 61% of meetings will occur in Q3 and Q4.
- 100% of Case Managers (N=16) have been trained.
- Student participation at IEP meetings is increasing in other grade levels as well.
- Case Managers identify the need for additional resources to support more meaningful student participation at meetings.

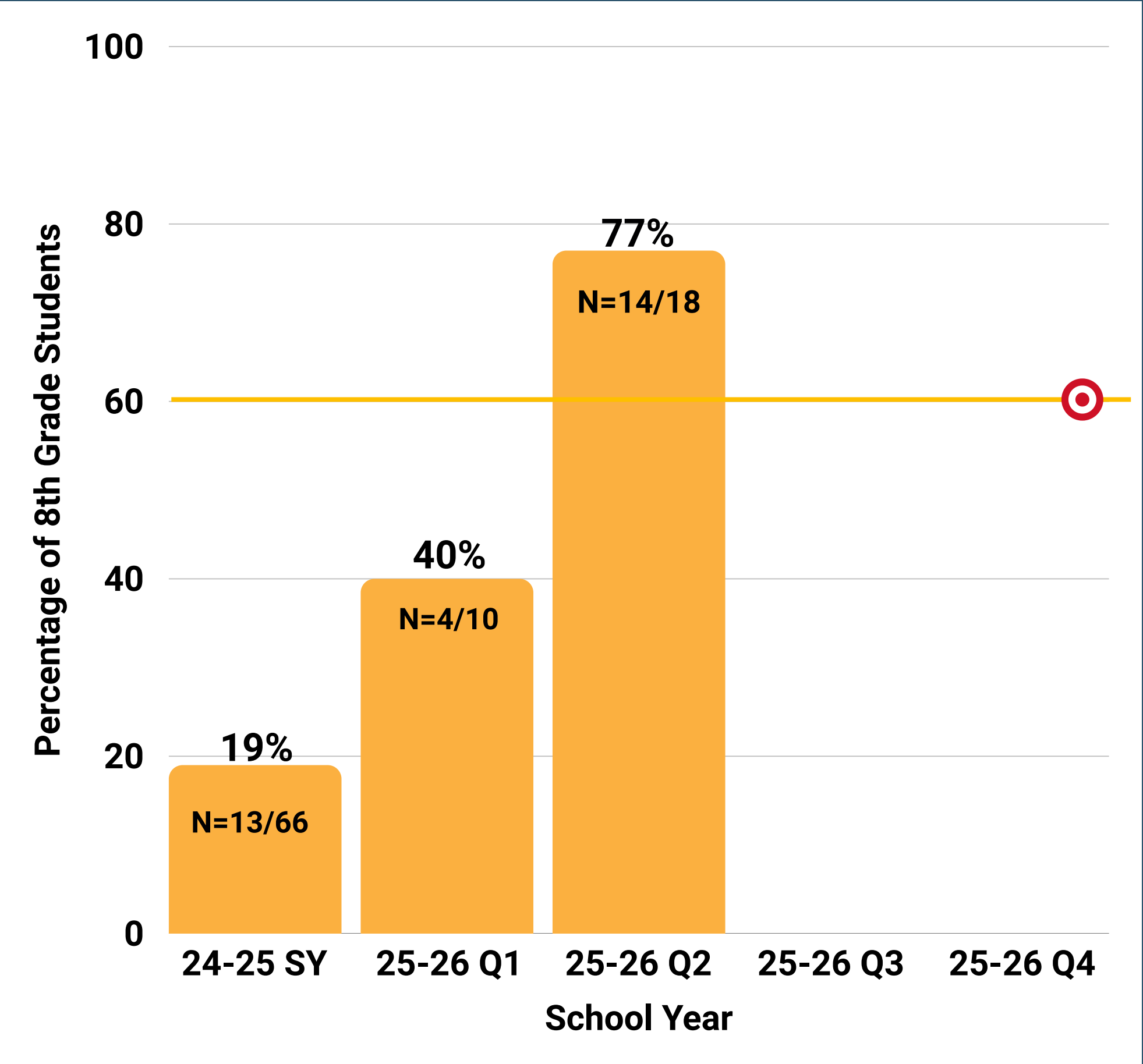


We are currently **ON TARGET** to reach Interim Measure 2.2.



Data Source: Synergy and Special Education Teacher Report

Annual IEP Meeting Participation (8th Grade)



GUARDRAIL 2

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

Interim Measure 2.3

The percentage of observed lessons that reflect a score of 3 or greater on the Learning Walk rubric for Engagement and Rigor will increase from 27% in March 2025 to 37% in March 2026.

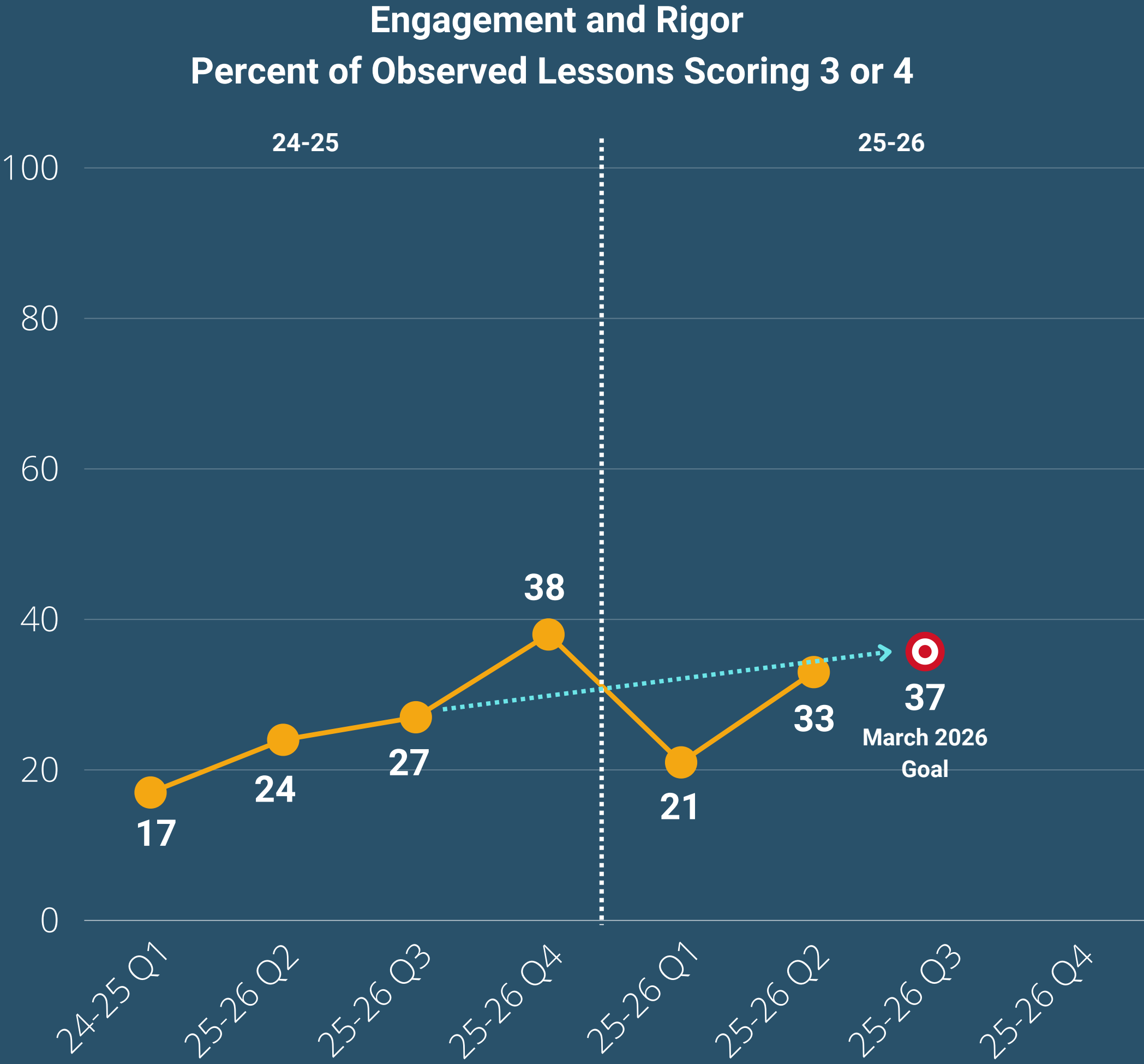
Analysis

- Engagement and Rigor indicates the quality of instruction in the classroom with students actively engaged in learning with appropriate rigor.
- In Quarter 1 (Q1) we were 4 points higher than the same time in 24-25.
- From Q1 to Q2, we increased 12 points, while increasing 7 points compared to the same period in 24-25.



We are currently **ON TARGET** to reach Interim Measure 2.3.

Data Source: Classroom Mosaic





Interim Measure 2.2: Next Steps and Planned Adjustments

- Increased communication and support for Case Managers for Q3 and Q4
- Materials to support student preparation prior to the meeting
- Additional adaptations for students with diverse communication needs
- Parent engagement resources





Interim Measure 2.3: Next Steps and Planned Adjustments

Professional Development Leadership Teams and Teachers

- Site-Based Action Plans
- Professional Learning Cohorts for ELA, Math, and SEI
- Creighton Professional Learning for Math, ELA, SEI, Science, Special Areas, Reading Interventionists, and Exception Student Services (ESS)
- Small Group Instruction
- Components of Learning Walks
- New Teacher Cadre Training



Collaboration/Planning

- Site Teams (Principal, Assistant Principal, Content Coaches, Student Support Services Coaches, and ESS coaches)
 - Debriefing after learning walks
 - Monthly cross team meetings

Accountable Talk and Question Stems

- Curriculum and Instruction to Create and Share for Site Use



Board Member Q & A

Question

Guardrail 2 Report 2: Given that student outcomes don't change until adult behaviors change, how is the team using our interim measures for **IEP participation** and engagement/rigor, along with the key adult inputs behind them, to track whether these changes in practice are actually producing the gains in student achievement that our board goals call for?

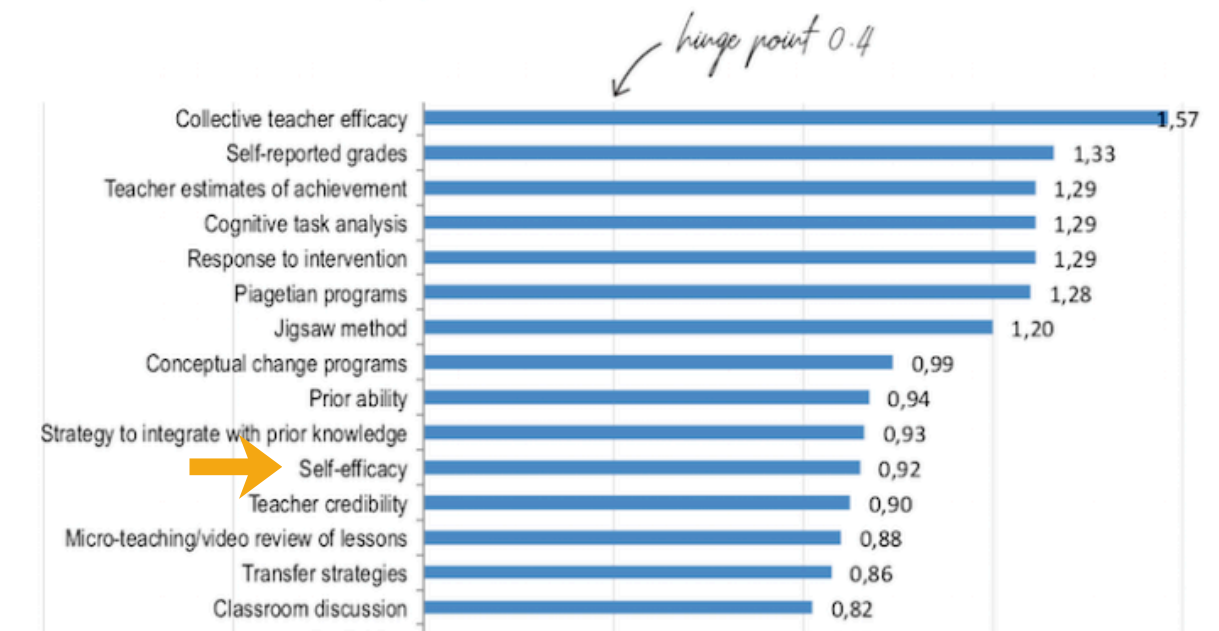
**STUDENT OUTCOMES
DON'T CHANGE UNTIL
ADULT BEHAVIORS CHANGE**

Answer

- While there is currently no metric to determine if student participation is specifically and directly causing higher student achievement, student voice (a critical component of student self-efficacy) is deeply embedded within highly effective strategies linked to higher student outcomes.
- Next steps will include
 - Increase student participation in other grade levels.
 - Add to the teacher resource depository to include more tools for student participation.
 - Additional Professional Development on IEP development aligned to grade level standards.
 - Continued collaboration with the Curriculum, Instruction, and Assessment Department.

Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect sizes (Cohen's d)

Source: J. Hattie (December 2017) visiblelearningplus.com
Diagram: S. Waack (2018) visible-learning.org



Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997).

Board Member Q & A

Question

Guardrail 2 Report 2: Given that student outcomes don't change until adult behaviors change, how is the team using our interim measures for IEP participation and **engagement/rigor**, along with the key adult inputs behind them, to track whether these changes in practice are actually producing the gains in student achievement that our board goals call for?

Answer

Aligned to Site Action Plans, professional development supports engagement and rigor through structured learning cycles that build knowledge, plan for classroom application, and provide observation with immediate feedback. These cycles focus on high-impact instructional practices across literacy, math, SEI, and science implementation.

- Site Action Plans:
 - Specific Examples Include: Teacher Clarity Playbook Modules, Small Group Instruction, Verbal Scaffolds, Higher Order Thinking, Questioning and Claims, Evidence, and Reasoning
- Professional Development Cohorts:
 - Literacy, Math, and SEI Instructional Practices and Routines
- Science Curriculum Adoption Implementation

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