

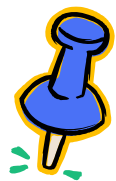


Student Outcomes Focused Governance

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 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.

No new data to report regarding interim measure 3.1

Interim Measure 3.1

The percentage of continuing teachers (3-5 years) who report positive job satisfaction in Stay Interviews in one of the following areas, school climate, leadership support, or engagement in job duties, will increase from 54% in February 2025 to 64% in February 2026.

Interim Measure 3.2

The percentage of teachers with 1-2 years of experience who report positive responses on indicators of School Climate on the Panorama Survey will increase from 66% in May 2025 to 70% in May 2026.

Interim Measure 3.3

The percentage of teachers with 3-5 years of experience who report positive responses on indicators of School Climate on the Panorama Survey will increase from 70% in May 2025 to 73% in May 2026.

 Data Source: Panorama Adult Survey (Teachers)

Panorama Survey

The *Panorama Social Emotional Learning Adult Measures Survey* assesses an adult's social and emotional competencies, including aspects like self-management, growth mindset, social awareness, sense of belonging, and overall well-being.

The survey is administered in the Fall and Spring to certified staff.

- 236 Certified Teachers took the Panorama Survey
 - Number of Teachers that took the survey based upon years experience
 - Less than 1 year (15 certified staff)
 - 1 -2 years (24 certified staff)
 - 3-5 years (38 certified staff)
 - 6-10 years (52 certified staff)
 - 11 or more years (104 certified staff)
 - 3 certified staff selected confidential
- Approximately 80% of teachers took the survey.

Interim Measure 3.2

The percentage of teachers with 1-2 years of experience who report positive responses on indicators of School Climate on the Panorama Survey will increase from 66% in May 2025 to 70% in May 2026.

Analysis

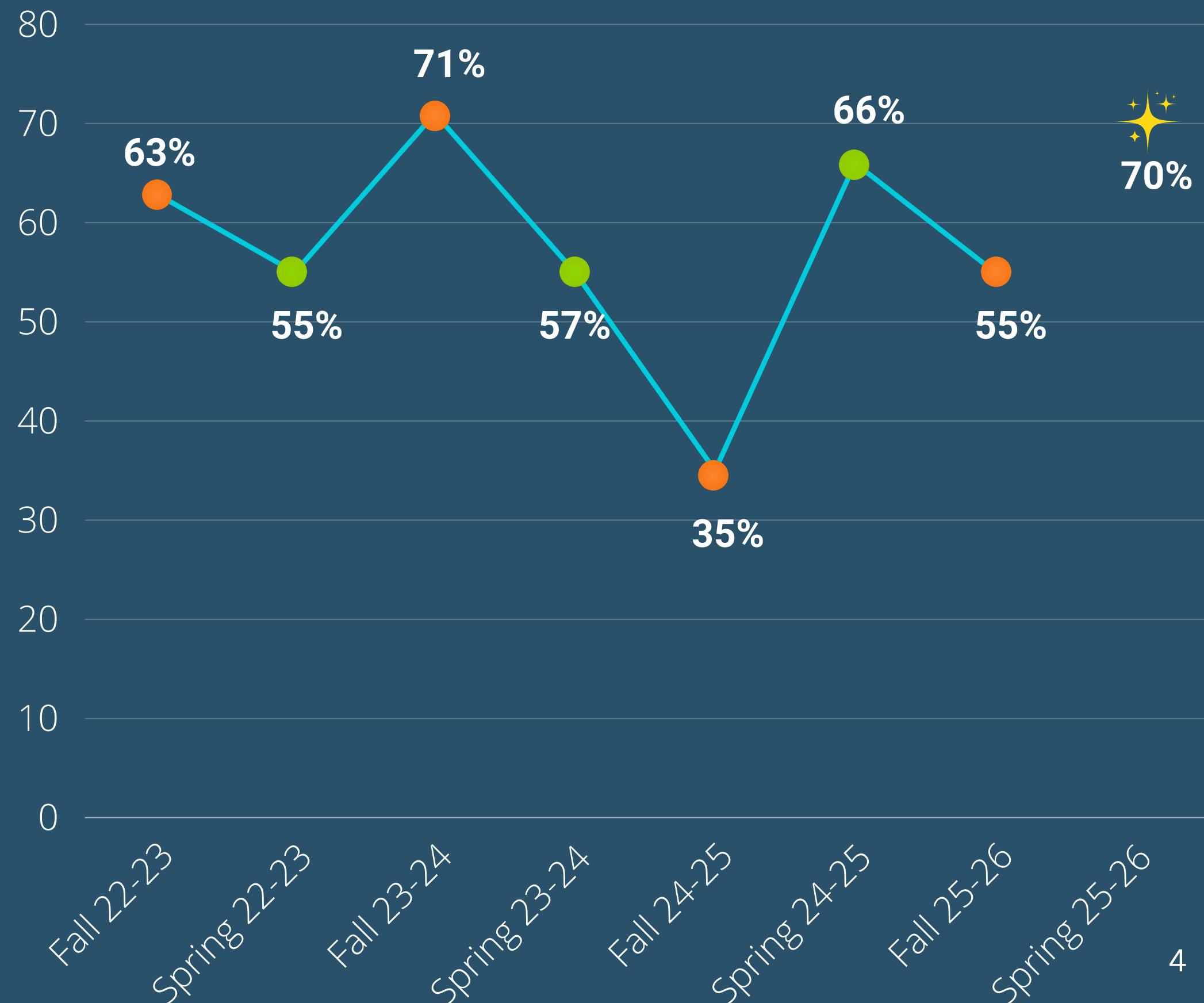
- Twenty-four teachers with 1-2 years of experience completed the Fall 2025 Panorama Survey, representing approximately 44% of this cohort.
- We improved by 31% from Fall 2024/2025 to Spring 2024/2025.
- We achieved a 20% increase from Fall 2024/2025 to Fall 2025/2026.
- We need at least a 15% increase this year to meet our goal.



We are currently BELOW TARGET to reach Interim Measure 3.2.

Data Source: Panorama Adult Survey (Teachers)

Percent of Teachers with 1-2 Years of Experience Responding Favorably



■ Interim Measure 3.3

The percentage of teachers with 3-5 years of experience who report positive responses on indicators of School Climate on the Panorama Survey will increase from 70% in May 2025 to 73% in May 2026.

Analysis

- Thirty-eight teachers with 3-5 years of experience completed the Fall 2025/2026 Panorama Survey, representing approximately 70% of the group.
- We achieved an 18% increase from Fall 2024/2025 to Spring 2024/2025.
- We need an 18% increase to reach our goal.

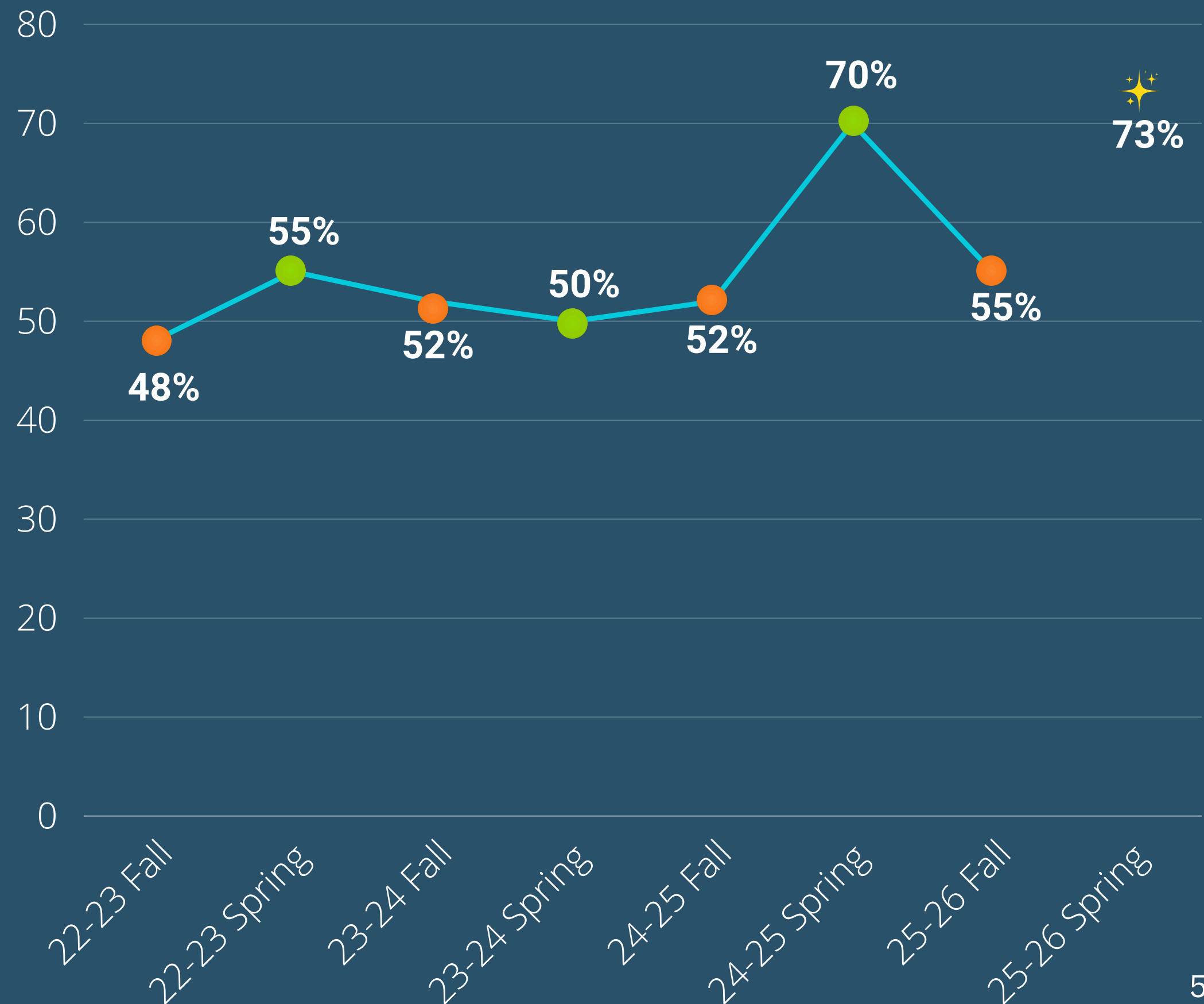


We are currently BELOW TARGET to meet Interim Measure 3.3.



Data Source: Panorama Adult Survey (Teachers)

Percent of Teachers with 3-5 Years of Experience Responding Favorably





Planned Adjustments and Next Steps

- RULER Professional Development for Leadership Council on Student and Adult learning tools:
 - The Charter (Community)
 - Meta Moment (Regulation)
 - Mood Meter (Self-reflection).
- Survey Strategy: Reserved site dates to boost Panorama participation.
- Fall Data Review: Teams analyze results to determine immediate action steps.



Board Member Q&A

Is there specific feedback from teachers that would indicate why they would be submitting other than positive responses to the Panorama survey?

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

- There are several themes that emerge in the Adult Certified Panorama Survey.
 - Teacher responsibilities
 - Meetings
 - Class sizes
 - Tier III specialized instruction for student's academic and/or behavioral needs
- It is also important to understand the way that Panorama is scored.
 - 5 categories to choose from when answering a question.
 - Extremely... (Scored as a positive)
 - Quite... (Scored as a positive)
 - Somewhat... (This is not neutral; scored as a negative)
 - Slightly... (Scored as a negative)
 - Not at all... (Scored as a negative)

Board Member Q&A

What does our operating system for recruiting and retaining strong teachers look like?

- What are the steps/general outline?
- What district roles operate in this system?
- How do we recruit and retain strong support staff for teachers?
- All certified positions are posted on the following job boards:
 - Creighton Job Board
 - Arizona Education Employment Board
 - K-12 JobSpot
 - LinkedIn is used as needed, along with professional organizations such as ASA, ASPAA, and AASBO
- Employees access available job openings via our recruitment portal. Once an application is completed, applicants are screened by phone/virtually using rubrics for Classified Employees and Certified Employees
 - Human Resources team screens all Classified applicants
 - Human Resources Executive Director screens all Certified applicants however, when needed, administrator trained in the protocols are able to screen
- Hiring decisions are made by the site/department after interviews. When an offer is accepted by a candidate, required references and background checks are completed. Once completed, the onboarding process can begin.
- Many of our support staff are local to the district. Available jobs are posted in schools. Some support staff come to us through placement with a contractor. This year, we have “bought out” three support staff who then joined our district as employees.

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Board Member Q&A

What does a strong teacher look like in our district?

- **Where/how are we looking for them?**

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- A strong teacher in our district aligns to our district SOFG goals, guardrails, and has a passion for teaching.
- We partner with universities for internships and student placements.
 - ASU has designated the Creighton District as one of thirteen preferred districts for student teachers beginning in Fall 2026 as part of their ASU Sun partnership
- We recruit teachers through the J1 VISA programs through partnerships with International Alliance Group (IAG)

Board Member Q&A

What does culturally relevant and differentiated professional development look like in our district?

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- In our district, culturally relevant and differentiated professional development is designed to meet educators where they are, honor the diverse backgrounds of our students and staff, and directly impact classroom practice and school culture.
- We have partnered with The Urban Connection Project at our pilot school, which provides professional development learning rooted in the lived experiences of our students and community. This partnership focuses on systems within the district and school, as well as relationship-building that support both student engagement and academic outcomes.
- In addition, the Urban Connection Project provides the Leadership Council with professional development. This training emphasizes equitable leadership practices.
- Our district-wide training with RULER supports the social-emotional development of both adults and students. RULER provides a shared framework and language for understanding emotions, building supportive relationships, and creating inclusive, emotionally safe learning environments. This work complements our culturally relevant efforts by strengthening emotional regulation, trust, and belonging across schools.

Board Member Q&A

In what ways can new teachers in our district move up?

- **What does horizontal growth look like in our district?**

**STUDENT OUTCOMES DON'T
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- Upon hire, teachers are granted up to ten years of experience in their placement and are placed on one of two salary schedules:
 - Teacher Certified
 - Teacher Certified Special Education/STEM classes, Reading Intervention, Gifted or Bilingual classes.
- All employees are able to apply for salary advancement based on trainings, coursework, and other professional development opportunities.
 - Applications are available annually for evaluation.
 - Procedure 4-101.B Board Authority to Employ-Salary Advancement Professional and Support Staff provides additional requirements for advancement
 - If approved, adjustments are made for the following contract year.
- Additional movement on the salary schedule occurs when the board approves increases.

Board Member Q&A

What are our Stay Interview questions?

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- The Stay Interview protocol identifies highly valued employees to learn more about the factors that encourage an employee to remain in the district and to identify some of the possible triggers that may impact their decisions to stay.
- Stay Interviews are decidedly qualitative and meant to be conversational in nature. Suggested questions include, but not limited to:
 - When you travel to work each day, what are you looking forward to?
 - What are you learning in your current position?
 - Why are you still with us? What keeps you from looking for another job? What factors keep you coming back each year?
 - When was the last time you thought about leaving?
 - What can I do to make your job better?
- Results of this year's Stay Interviews will be presented in March.

Board Member Q&A

What are the Panorama Survey questions?

- **Are there other indicators measured on Panorama?**
- **If so, what are they and why are we exclusively using School Climate indicator for interim measures 3.2 & 3.3?**
- The Panorama Survey is copyrighted and not available to share.
- It has 5 categories:
 - Staff-Leadership Relationships
 - Educating All Students
 - Teacher Self-Reflection
 - Teaching Efficacy
 - School Climate
- Each category has between 8-9 questions with a total of 44 questions.
- As a district we are committed to hiring and retaining highly qualified certified staff. School Climate can impact a staff members' decision to remain at a site.

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Board Member Q&A

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Planned Adjustments & Next steps:

- **Ruler Explained**

- RULER is our district's adopted social emotional framework that was developed by the Yale University. RULER stands for:
 - **R**ecognizing emotions
 - **U**nderstanding emotions
 - **L**abeling emotions
 - **E**xpressing emotions
 - **R**egulating emotions
- RULER is not about stopping emotions. It's about understanding emotions and responding to them rather than reacting and teaching how to respond to our own emotions and well as others.
- Leadership Council was trained on RULER Framework.
 - The Charter: Is co-created agreements that focus on how we want to feel in our community. It helps create and guide a respectful culture.
 - Mood Meter helps individuals identify and label their emotions based on energy and level of pleasantness.
 - The Meta-Moment is a tool used for self regulation and decision making.
- RULER implementation: Leaders, teachers and staff, and introduced to student in 2026-2027 school year.