



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 4

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

Interim Measure 4.1

The percent of observed lessons that reflect a score of 3 or greater on the Learning Walk rubric for Learning Targets will increase from 45% in March 2025 to 55% in March 2026

Interim Measure 4.2

The percent of observed lessons that reflect a score of 3 or greater on the Learning Walk rubric for Success Criteria will increase from 36% in March 2025 to 46% in March 2026.

Interim Measure 4.3

The percent of observed lessons that reflect a score of 3 or greater on the Learning Walk rubric for Classroom Management will increase from 75% in March 2025 to 85% in March 2026.

Data Source: Google Form/Classroom Mosaic Walkthrough Platform



PLANNING AND PREPARATION

PHYSICAL ENVIRONMENT

CLASSROOM MANAGEMENT

LEARNING TARGETS

SUCCESS CRITERIA

LEARNER ENGAGEMENT

Interim Measure 4.1

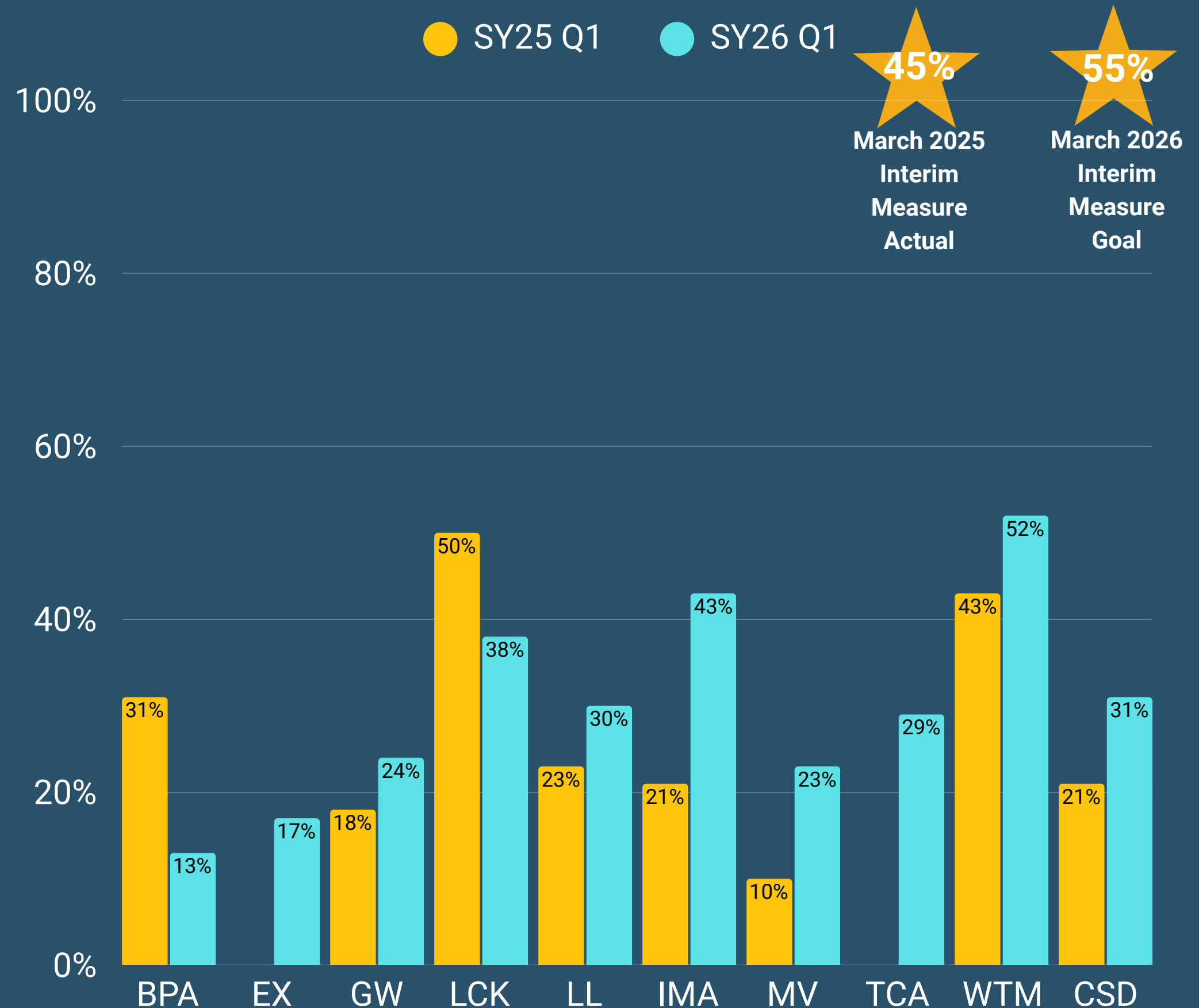
The percent of observed lessons that reflect a score of 3 or greater on the Learning Walk rubric for Learning Targets will increase from 45% in March 2025 to 55% in March 2026.

Analysis

- Baseline data for the 2026 school year has been established through initial learning walks. During the first quarter, learning walks were conducted in all school and teams visited 202 classrooms.
- Learning Walks are unannounced this year with visits to every classroom.
- When comparing data from Q1 of SY25 to Q1 of SY26 we see overall increase in lessons guided by learning targets.
- To meet this goal, we need to increase by 10% each quarter.

Data Source: Google Form/Classroom Mosaic Walkthrough Platform

Learning Targets: Percent of Observed Lessons at 3 or Greater



Interim Measure 4.2

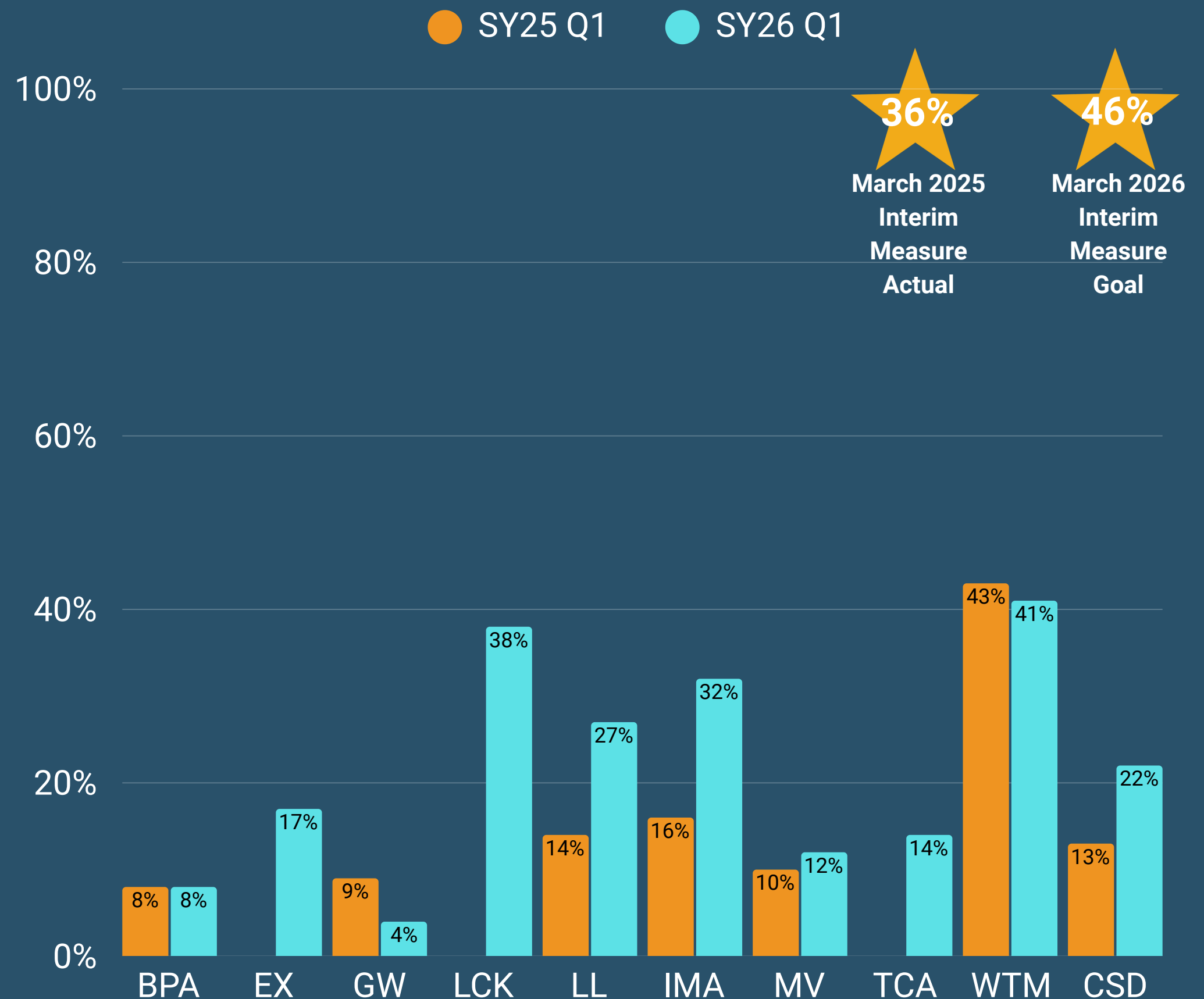
The percent of observed lessons that reflect a score of 3 or greater on the Learning Walk rubric for Success Criteria will increase from 36% in March 2025 to 46% in March 2026.

Analysis

- Initial learning walks data reflects an increase in teachers utilizing success criteria during observed lessons.
- Observational data from Quarter 1 of the 2025 school year shows an increase in the use and visibility of success criteria compared to Quarter 1 of 2024. This improvement may be attributed to last year's emphasis on student engagement with success criteria, as well as district-led professional development and clearer expectations provided to teachers.
- To meet this goal, we need to increase by 12% each quarter.

Data Source: Google Form/Classroom Mosaic Walkthrough Platform

Success Criteria: Percent of Observed Lessons at 3 or Greater



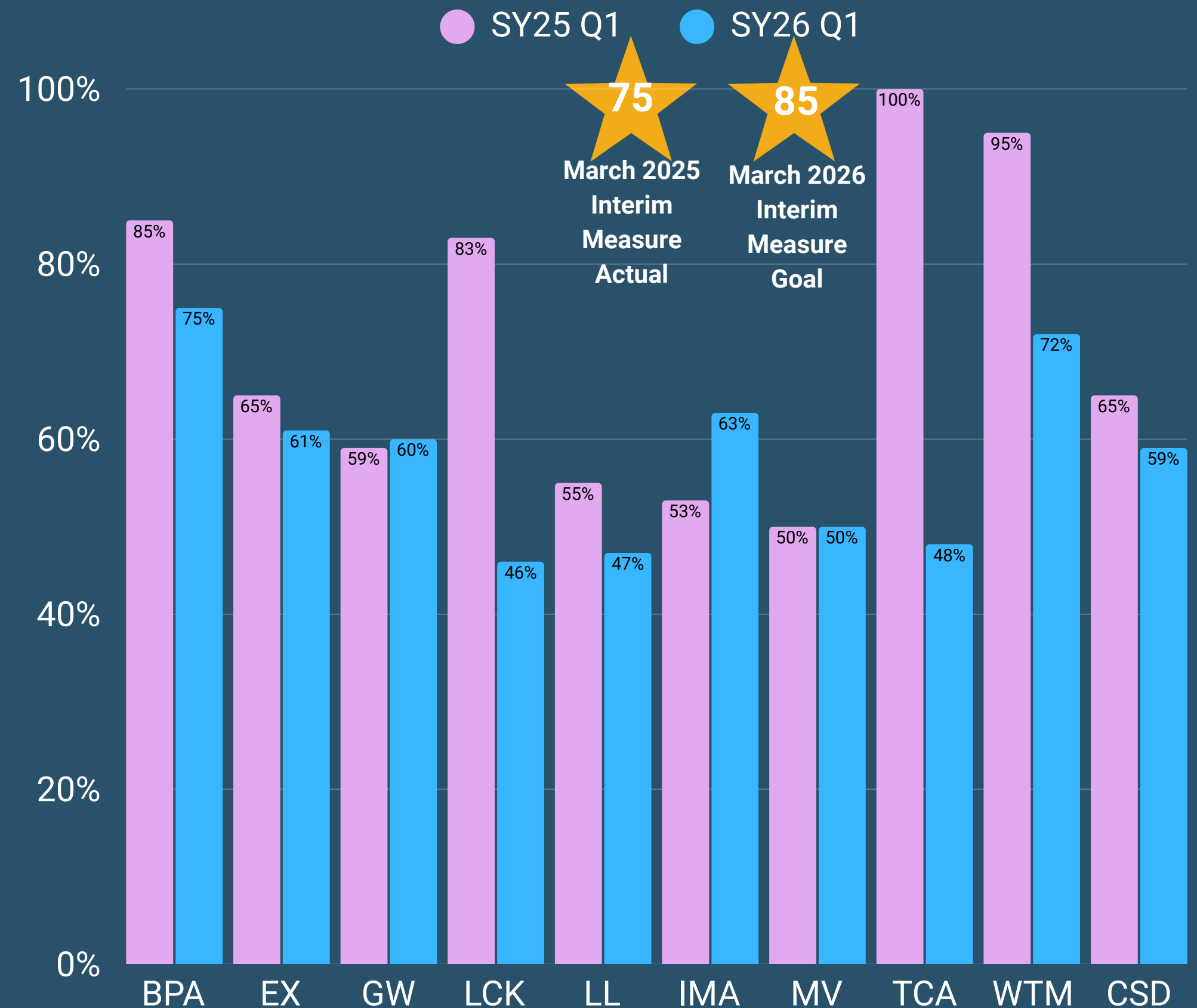
Interim Measure 4.3

The percent of observed lessons that reflect a score of 3 or greater on the Learning Walk rubric for Classroom Management will increase from 75% in March 2025 to 85% in March 2026.

Analysis

- Initial learning walks data reflects a decrease in classroom management during observed lessons.
- To meet this goal, we need to increase 13% each quarter.

Classroom Management: Percent of Observed Lessons at 3 or Greater



Planned Adjustments and Next Steps

- Continued commitment to visiting every classroom.
- Principals lead learning walks and data discussions.
- Whole group conversation with site principal guiding next steps for their campus.
- Collaborative Support to Reinforce District Expectations: Leaders and coaches are providing formal professional development and grade level planning sessions, focused on standards, and the development of aligned learning targets and success criteria.
 - Three sites are engaging in formal book study of the Teacher Clarity Playbook.
- Modeling Learning Targets and Success Criteria: All professional development includes learning targets and success criteria modeling district-wide expectations.
- Continued Focus with the following:
 - Support with state standards and lesson planning
 - Practice, coaching support
 - Student engagement & ownership.
 - Students need more opportunities to interact and engage with the Learning Targets and Success Criteria



Board Member Q&A

Board Member Questions to be Added

- Responses to Board Member Questions to be Added

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

