



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.

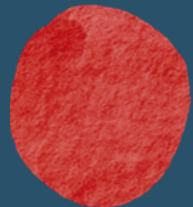
Interim Measure 4.3

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



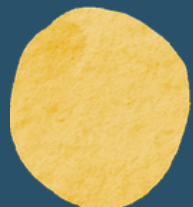
758 Classrooms
Visited Between
August and March!



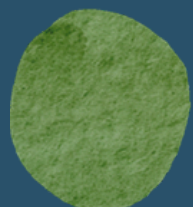
PLANNING AND PREPARATION



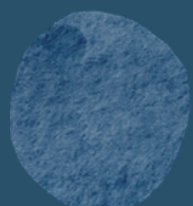
PHYSICAL ENVIRONMENT



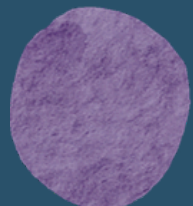
CLASSROOM MANAGEMENT



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

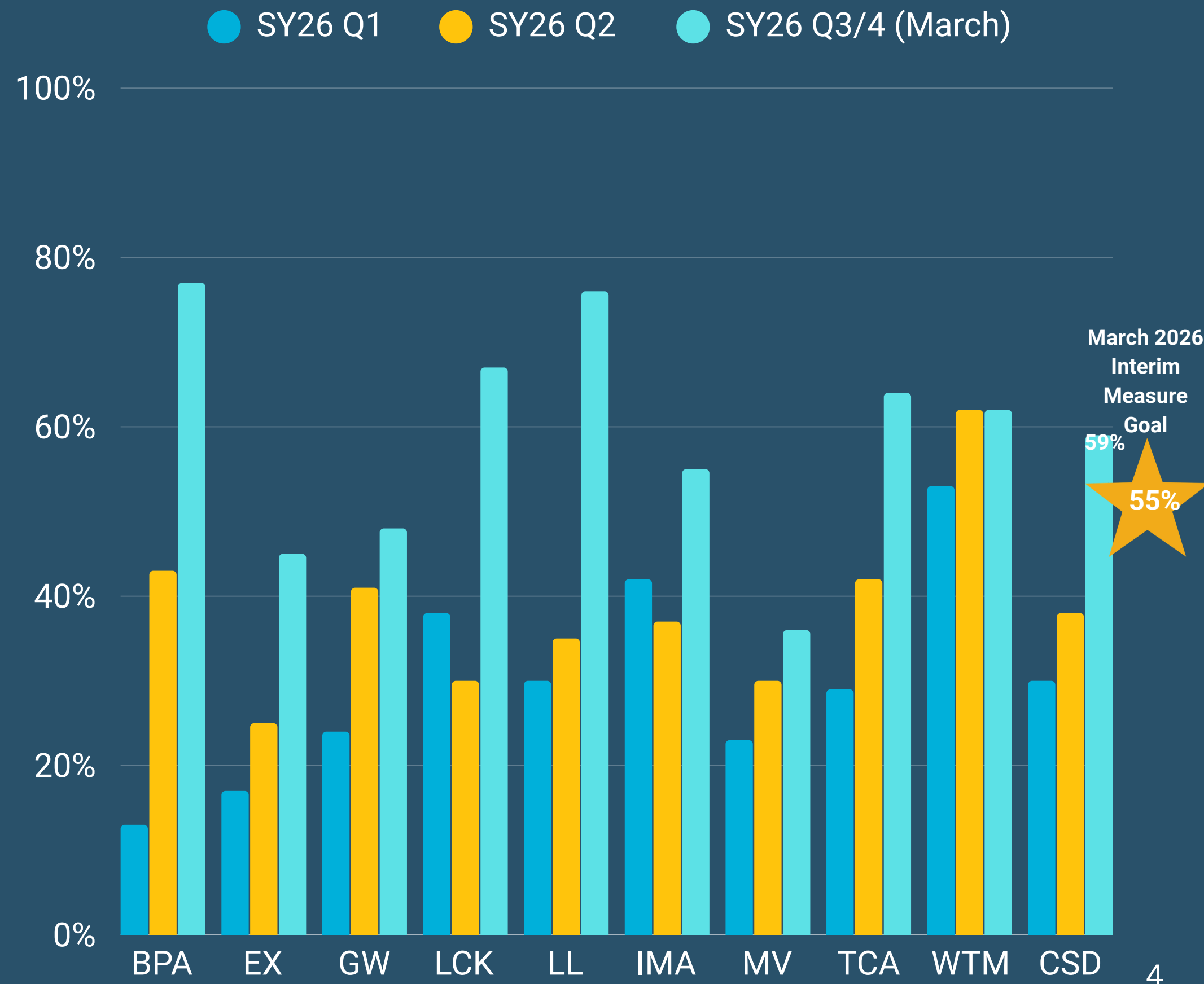
- 9 of 9 schools increased the percentage of classrooms observed scoring a 3 or greater between Q1 and Q3/Q4 (March).
- System-wide commitment to providing professional development, modeling, and establishing clear expectations for learning targets contributed to the overall growth achieved by each campus.
 - Formal Professional Development at the Site Level
 - Modeling in a Professional Development Setting, inclusive of site and district-level trainings
 - Informal coaching and ongoing refinement through feedback provided during Learning Walks (Data Wise and Principal Walkthroughs), Collaborative Teams, and Coaching Cycles



We Met the Goal for Interim Measure 4.1.

Data Source: Google Form/Classroom Mosaic Walkthrough Platform

Learning Targets: Percent of Observed Lessons at 3 or Greater



■ 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

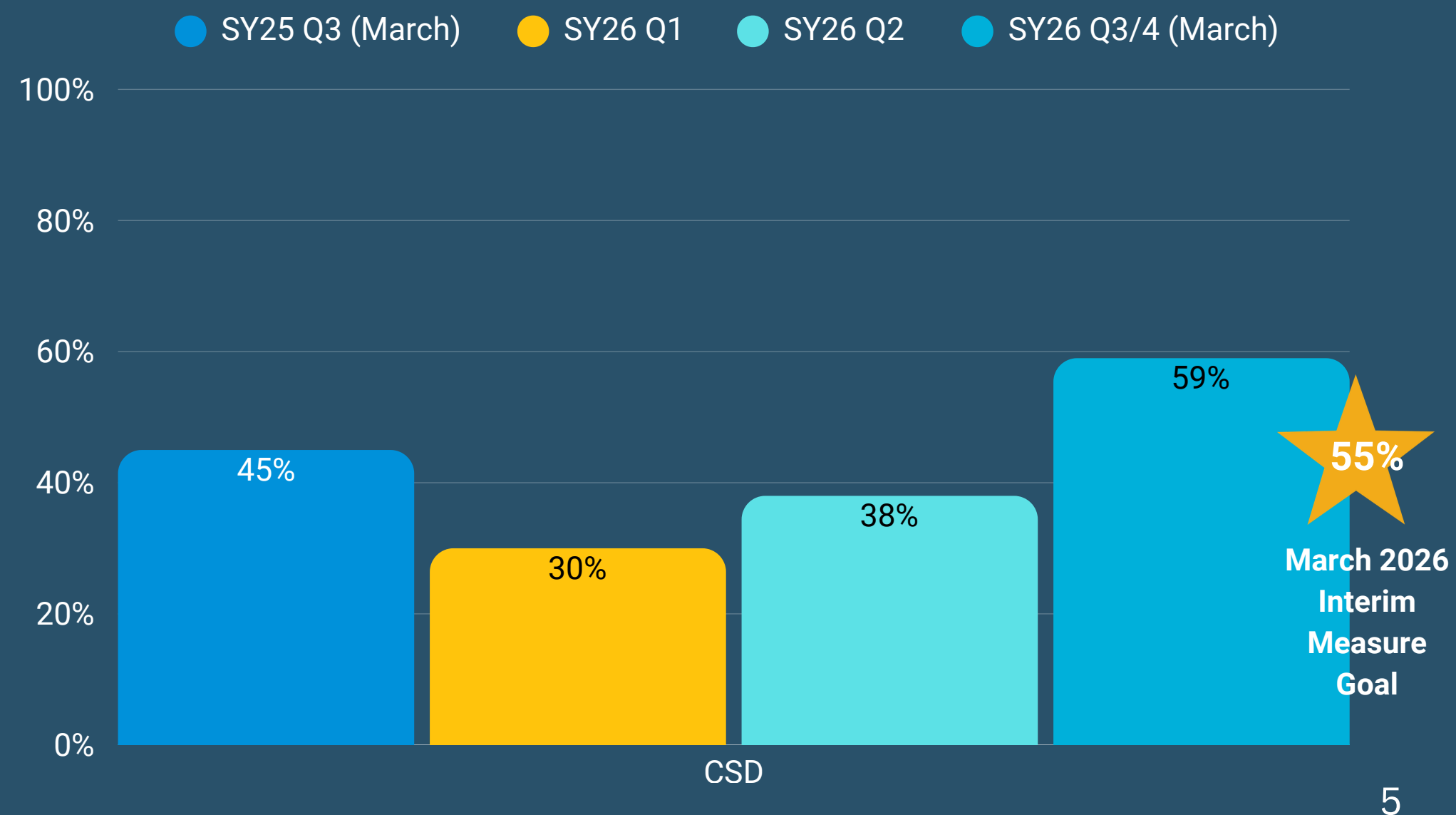
- During the 2025-2026 school year, growth across the district increased from 30% to 59% of the classrooms visited earning a score of 3 or 4.



We Met the Goal for Interim Measure 4.1.

■ 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

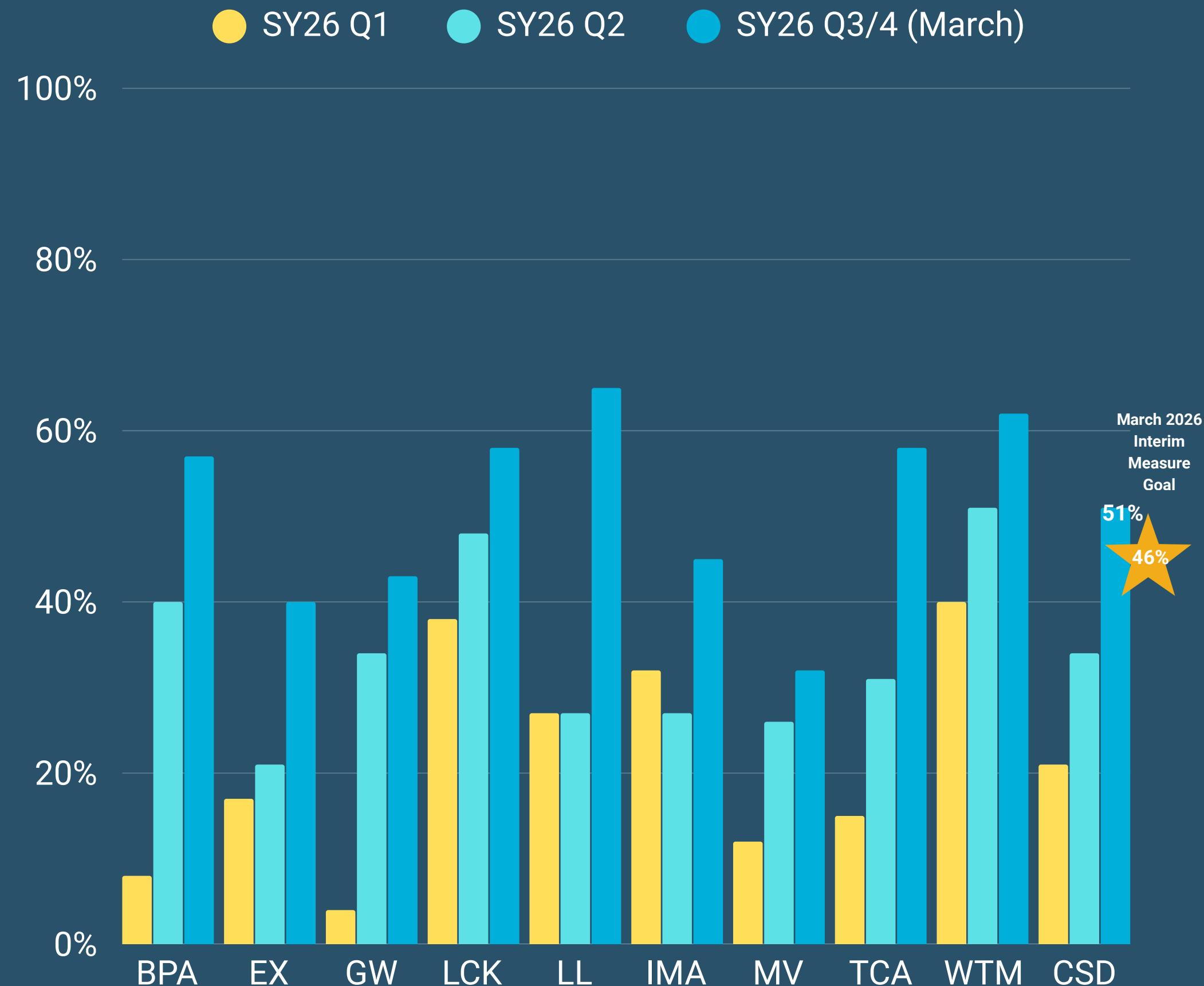
- 9 of 9 schools increased the percentage of classrooms observed scoring a 3 or greater between Q1 and Q3/Q4 (March).
- Overall patterns of growth throughout the district included:
 - Alignment to the learning target
 - Increased student interaction with the success criteria
 - Students articulating what they are learning and how they will show mastery



We Met the Goal for Interim Measure 4.2.

Data Source: Google Form/Classroom Mosaic Walkthrough Platform

Success Criteria: 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

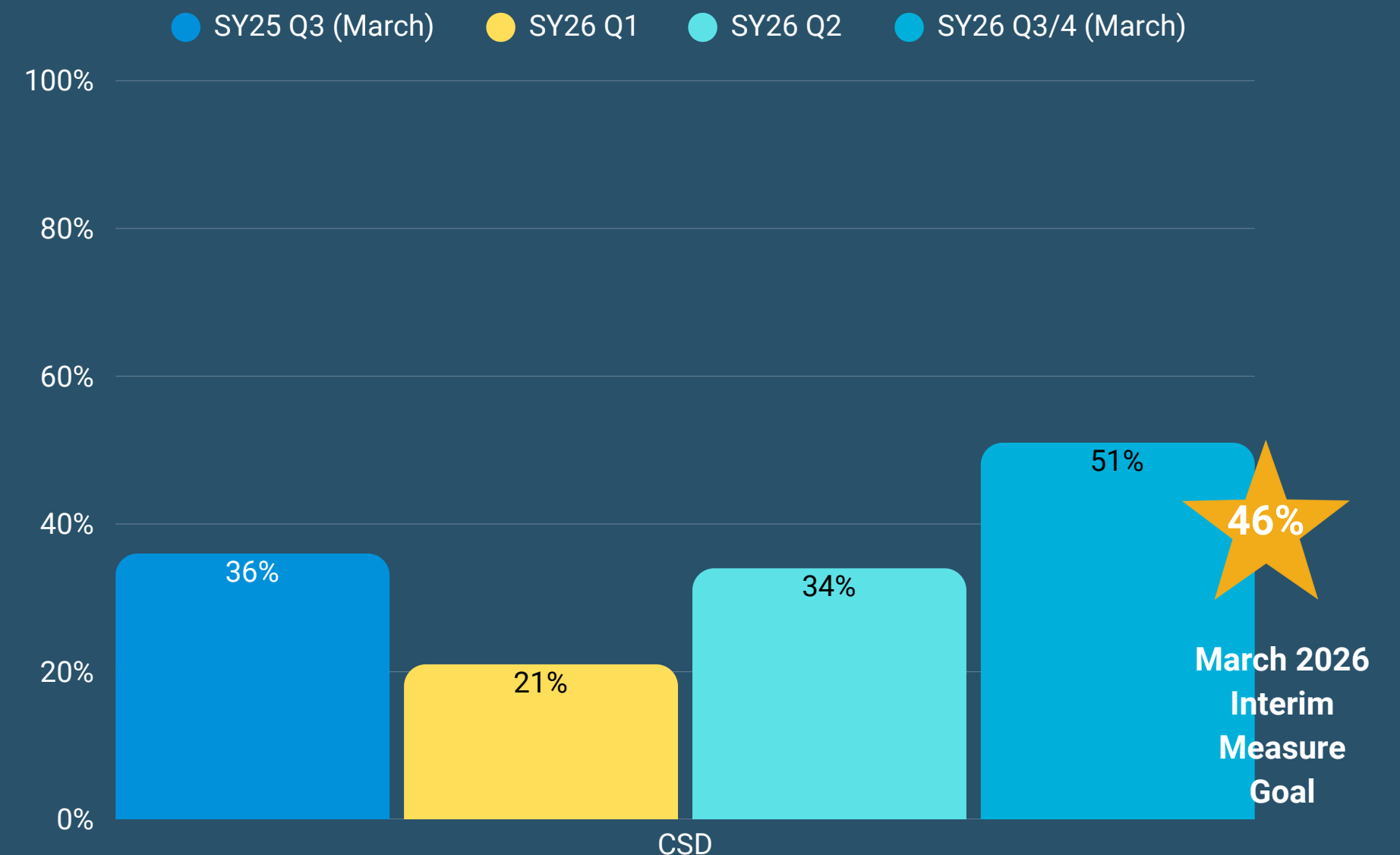
- During the 2025-2026 school year, growth across the district increased from 21% to 51% classrooms visited earning a score of 3 or greater.



We Met the Goal for Interim Measure 4.2.

■ 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

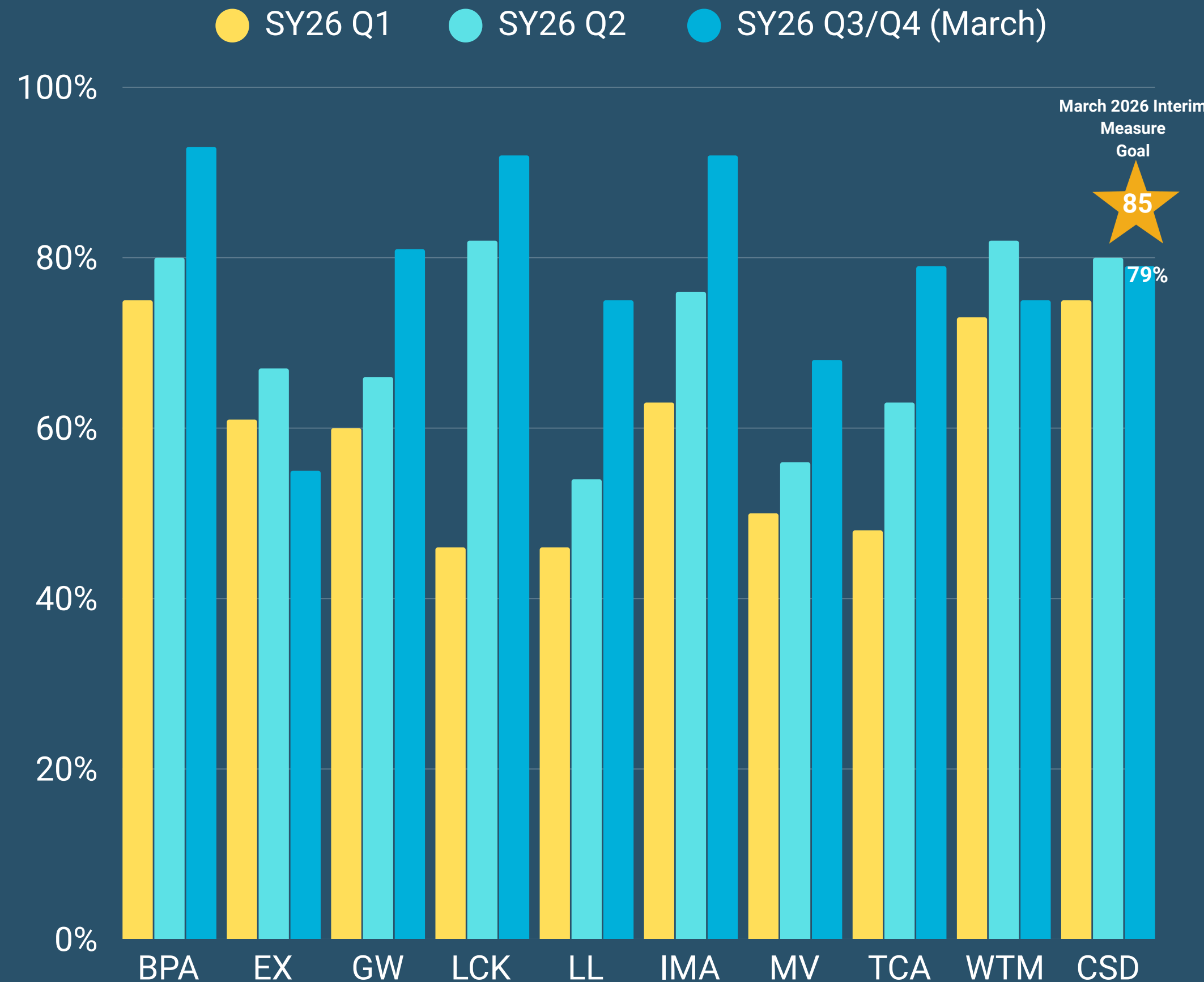
- 8 of 9 schools increased the percentage of classrooms observed scoring a 3 or greater between Q1 and Q3/Q4 (March).



We Did Not Meet Goal for the Interim Measure 4.3.

Data Source: Google Form/Classroom Mosaic Walkthrough Platform

Classroom Management: 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

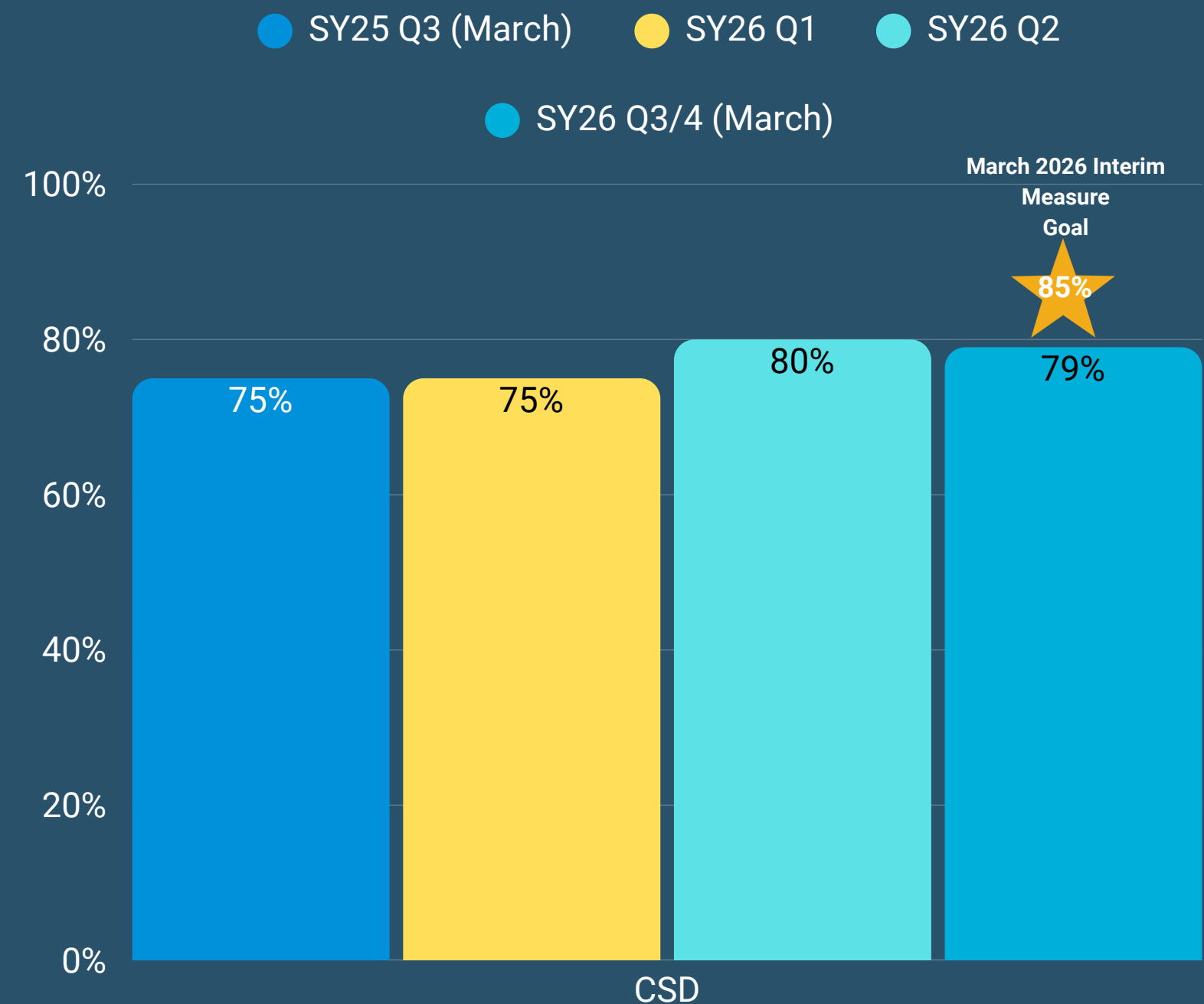
- During the 2025-2026 school year, growth across the district increased from 75% to 79% of the classrooms visited earning a score of 3 or greater.



We Did Not Meet Goal for the Interim Measure 4.3.

Data Source: Google Form/Classroom Mosaic Walkthrough Platform

Classroom Management: Percent of Observed Lessons at 3 or Greater



Planned Adjustments and Next Steps

CONTINUED FOCUS:

- Continued commitment to visiting every classroom.
- Principals lead learning walks and data discussions.
- Whole group conversation with the site principal and 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.
- Modeling Learning Targets and Success Criteria: All professional development includes learning targets and success criteria modeling district-wide expectations.

PLANNED ADJUSTMENTS AND NEXT STEPS:

- Provide targeted, actionable feedback to teachers and leaders to help increase ratings.
- Develop and share exemplars aligned to each component of the framework.
- Curate classroom videos that model effective instructional and management practices.
- Share visual examples (photos) to highlight strong implementation of key practices.
- Ensure accessible, ready-to-use resources that reinforce Learning Targets, Success Criteria, and Classroom Management.
- Integrate overt instructional strategies to support classroom management during professional development.
- Leverage the Student Support Services Team to cross-train content teams to reinforce the Behavior Management Cycle and/or other impactful routines taught to teachers or referred to during MTSS team meetings.



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

