OPS Board Agenda
Q & A
November 2026

(III.D)-Calendar Recommendation—The years at the top of each month are wrong, should be '27 & '28.
Oh gosh! Thank you for catching that! I made the changes and the corrected version is in your packet.

(II.A)-GPM Report-- What key district practices were most responsible for exceeding our GPM 2.1 and 2.2 targets, and how will we build on those practices to continue improving student outcomes?
Our ability to exceed GPM 2.1 and 2.2 can be attributed to some key practices that have become embedded in our instructional practices and culture.
First, our staff's commitment to using student data to guide instruction has allowed teachers to identify learning gaps earlier and provide targeted interventions before students fall significantly behind. Regular review of assessment data, combined with collaborative problem-solving among teachers, has helped us to provide instruction that is responsive to individual student needs.
Second, our continued focus on standards-based teaching and learning has improved clarity around what students are expected to know and be able to do. Teachers have become more intentional about aligning instruction, assessment, and feedback to our learning targets.
Third, we have invested in professional learning, instructional coaching, and collaboration time for our teachers. These efforts have strengthened instructional practices across grade levels and content areas while creating greater consistency.
Finally, our student support systems have become more proactive. MTSS systems, intervention opportunities, and increased attention to individual student progress are key.
We will continue to build on these successes by continuing our focus on data-informed instruction, further refining our intervention systems, and expanding professional learning aligned to our district goals. The transition to High Reliability Schools and our continued implementation of evidence-based instructional practices will help us to stay focused also. As before, we will continue to use our NDA+ assessment data, classroom evidence, and progress-monitoring tools to ensure that every student receives the support and challenge necessary to achieve at high levels.
Our focus remains on continuous improvement. The practices that helped us exceed our targets this year provide a strong foundation, but our goal is to ensure consistent growth and achievement for every student, every year.

(II.A)-GPM Report--What are some lessons we have learned from successfully navigating the transition to NDA+, and how will those lessons inform our instructional strategies going forward?
One of the most important lessons we learned was that successful implementation depends on helping staff understand not just a new assessment system, but the instructional shifts and expectations that accompany it. We have invested significant time in studying the new standards, assessment blueprints, and reporting structure. As a result, teachers became more intentional about aligning instruction, classroom assessments, and learning targets to what students are expected to know and be able to demonstrate.
A second lesson was the value of using multiple sources of evidence to monitor student learning. The NDA+ system reinforced that a single test score does not tell the whole story. Throughout the year,

teachers relied on classroom assessments and progress monitoring data along with other individual data sources.

We also learned that teamwork is essential to handle change. Grade-level and departmental teams worked together to analyze standards, examine student work, and share instructional strategies.

Perhaps most importantly, we know that student growth and achievement improve when there is clarity around expectations. Students perform better when they understand learning targets, receive meaningful feedback, and are given opportunities to reflect on their progress. This aligns closely with the standards-based practices we have been implementing across the district.

While the transition presented challenges, it ultimately strengthened our instructional practices and provided valuable insights into how we can continue improving outcomes for all students.