



Expect
More.

Academic Data Review - 2025-26

*Presented to the School Board
July 28, 2026*



Significant Changes in 2025-26

Multiple changes limit causal conclusions

Academic Calendar

Calendar designed to align with natural breaks

Daily Start/End Times

Flip secondary and elementary school start times based on sleep research

Phone-Free Schools

A major change in the daily student experience

Literacy Implementation

New curriculum and Science of Reading professional learning

Elementary science

New model for science instruction



2025-26 Check In

Year 1 is a progress check, not a final decision point

What year 1 can provide

- A baseline for future comparison
- Early stakeholder experience
- Operational and instructional observations
- Areas requiring closer monitoring

What year 1 cannot establish

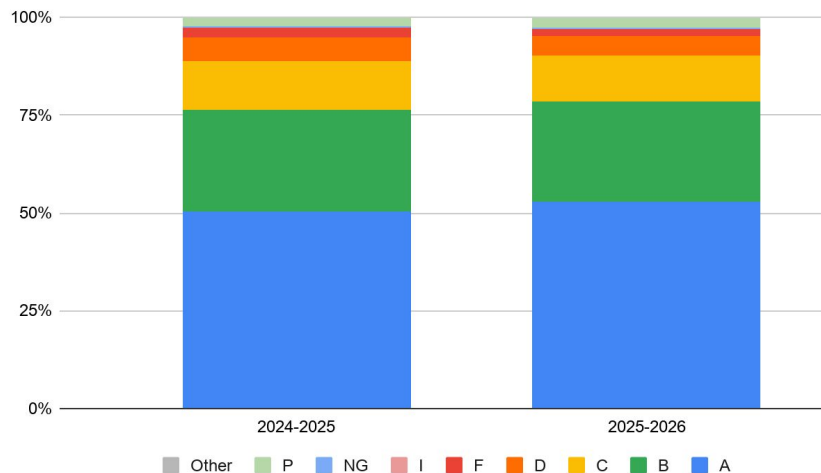
- That the calendar or start times caused a change
- That voluntary feedback represents all stakeholders
- A final verdict on the three-year pilot
- Whether early patterns will persist



Student Outcomes

Academic indicators were generally stable or improving

SAHS Grade Distribution Over Time



↓ **41%**

high school course
failures since 2022

F grades = 1.9% of courses

Reading ↑

FastBridge reading
proficiency

Math proficiency stable

Middle school grades remained comparatively stable; 10% of students earned at least one F, compared with 6% at the high school.



Student Outcomes

Student well-being remained stable

89%

**of students screened
as low risk on SAEBRS**

Year 1 pattern

- SAEBRS remained near 89% across fall, winter and spring.
- Elementary intervention participation fluctuated within the normal range.
- Secondary intervention counts reflected program-structure changes.



Student Outcomes

Attendance remains above the post-pandemic baseline

~94–95%

average daily attendance
across grade bands

High school improved again;
elementary dipped slightly

13%

chronic absenteeism

-43% from 2022;
Elementary increased in
2025–26

Higher

period tardies since
2024

Concentrated at the
beginning of day and lunch



Student Discipline

- In-school and out-of-school suspensions have increased since last year
 - Small increase at elementary
 - Moderate increase at SAHS
 - Most increase at middle school level
 - ALC has remained steady over time
- There are typically more incidents in S2 than S1, and this continues to be the case
- Discipline incidents usually concentrate at the middle of the day, but there are slightly more incidents at the end of the day with the later end times for older students

Potential factors impacting discipline data:

- Reporting practices
- Social work and support reductions at secondary level



District Impact

Total enrollment was essentially unchanged

8,455 → 8,461

total enrollment

+6 students | +0.1%

329 → 399

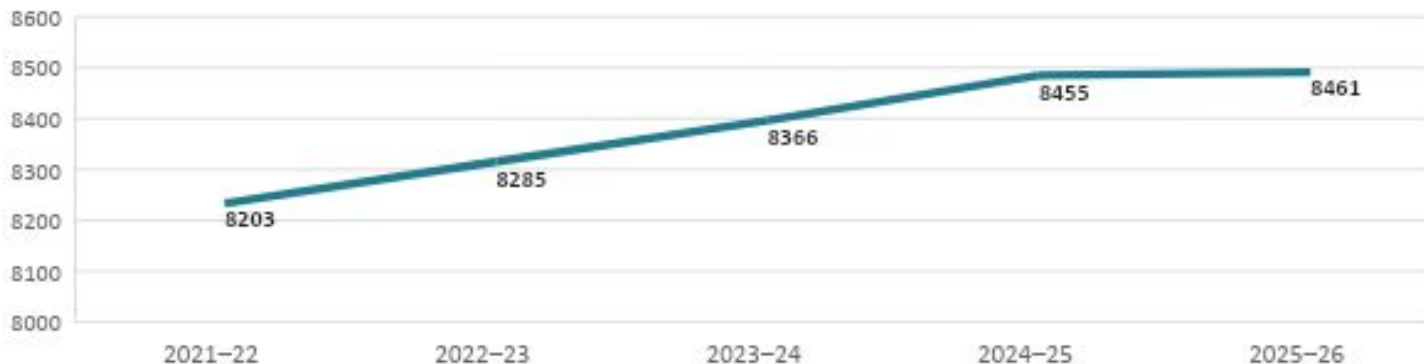
early childhood / VPK

+70 students

8,126 → 8,062

K–12 enrollment

–64 students | –0.8%





Academic Calendar Pilot

The pilot was designed for a three-year evaluation

The board committed to annual monitoring before making a final calendar determination.

YEAR 1

Establish a baseline

Review student outcomes and gather stakeholder feedback.

YEAR 2

Track consistently

Repeat core measures and identify patterns that persist or change.

YEAR 3

Inform a final decision

Use multiple years of evidence to determine whether to continue or return to a post-Labor Day start.



Stakeholder Feedback

Feedback participation varied by group:

700 students

26% response rate

2,650 students invited to respond

450 staff

35% response rate

1,280 staff invited to respond

1,800 family

19% response rate

*9,450 families invited to respond

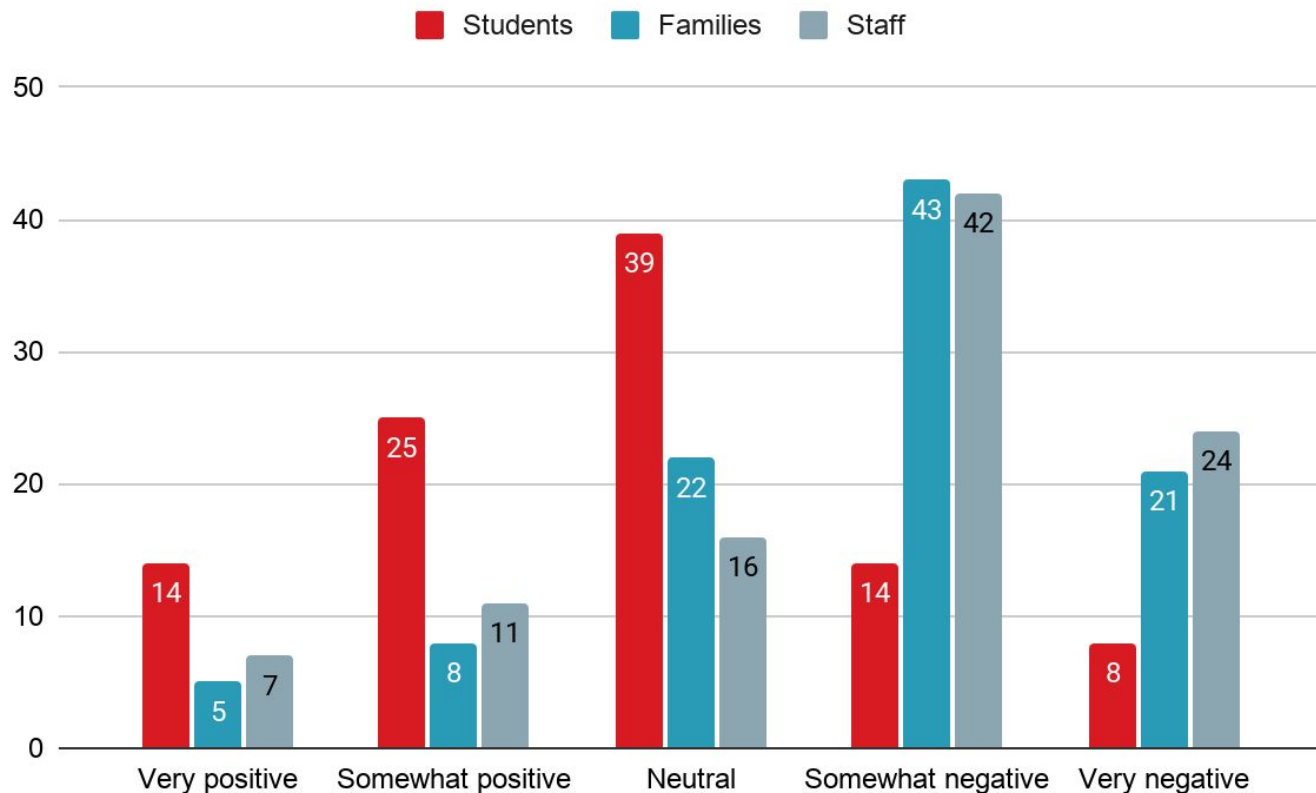
NOTE:

Results describe voluntary respondents. Because participation was voluntary and the family Thoughtexchange used an open link, the findings should not be treated as statistically representative of all stakeholders.



Stakeholder Feedback

Respondents
rate their
overall
experience
with the
academic
calendar





Stakeholder Feedback

Aligned breaks were valued; the early-August start was not

Student respondents

- Valued ending semesters before breaks
- Discussed the tradeoff between a May finish and August start
- Discussed stress around exams and projects before breaks

Family/community respondents

- Focused on childcare and the May/June gap
- Discussed summer camps, vacations and work schedules
- Noted coordination with neighboring districts

Staff respondents

- Focused on uneven semesters, pacing and grading
- Discussed activity absences and collaboration time
- Discussed work-life balance and staff voice during implementation



Feedback on Daily Start/End Times

NOTE: Start-time feedback is separate from calendar pilot

The May 2026 survey also asked respondents about the district's new start and end times.

Those questions provide implementation feedback, but they are not part of the three-year early-start calendar decision.

Two Distinct Changes

- **Calendar:** early-August start and break structure
- **Start times:** morning, afternoon and family routines

Year 1 data cannot isolate one change from the other



How the New School Start Time Affected Alertness and Ability to Focus

Percentage of respondents

	Much more alert and able to focus	Slightly more alert and able to focus	About the same	Slightly less alert and able to focus	Much less alert and able to focus	Not sure
Elementary families	4%	6%	36%	23%	24%	8%
Middle school families	16%	17%	49%	7%	6%	5%
High school families	20%	28%	43%	7%	6%	6%
Staff	7%	12%	38%	16%	12%	16%
High School Students*	16%	29%	42%	9%	4%	N/A

Lighter shade



Darker shade = higher percentage

**The student feedback did not include a "Not sure" response option.
Percentages may not total exactly 100% because of rounding.*



Key Findings

Year 1 produced a mixed but usable baseline

Calendar sentiment	Students were more positive; staff and family/community respondents were predominantly negative.
Common ground	Ending semesters before breaks was valued; the early-August start was the least-supported feature.
Student outcomes	Achievement, attendance, well-being and enrollment were generally stable or mixed; discipline increased.
Start/End times	Mornings improved for many secondary students, while afternoon and evening routines became more difficult. Elementary parents trended more negative to start/end times overall.



Next Steps

- **Continue 3 Year Pilot:** 2026-27 and 2027-28 calendars have been approved.
- **Standardize:** Repeat the same core achievement, attendance, discipline, well-being and enrollment measures at end of year 2 and 3.
- **Monitor Tradeoffs:** Track elementary family logistics, secondary afternoon routines, staff workload and discipline patterns.
- **Decision-Point:** Board to use multiple years of data to determine whether to continue or return to a post-Labor Day start.

YEAR 1

Establish baseline

YEAR 2

Track consistently

YEAR 3

Inform final decision



Questions