



Superintendent Board Report

Date: July 1, 2025

Report By: Lauren Laws

Summary on Progress Toward District Goals 2024-2025 SY

Goal #1 Summary: Monitoring and Supporting School Improvement Initiatives

Throughout the 2024–2025 school year, we prioritized strong collaboration and consistent communication with campus leadership teams to ensure the success of site-specific improvement strategies outlined in each school’s 90-Day Plan. Bi-weekly check-ins were held with principals to track progress, identify barriers, and adjust action steps as needed. This ongoing support created a cycle of continuous improvement focused on three key outcomes: increasing academic achievement, deepening student engagement, and strengthening collaboration among staff.

Through these check-ins, we helped guide data-informed decision-making and built intentional alignment between instructional practices and desired student outcomes. Schools leveraged time during collaborative professional learning communities (PLCs) to review student data, reflect on instructional strategies, and plan next steps, resulting in gains in instructional focus and team cohesion.

In parallel, monthly assessments were conducted with administrators to evaluate the implementation and impact of the **Capturing Kids’ Hearts** (CKH) program. These follow-ups focused on measuring changes in student behavior, staff-student relationships, overall school climate, and attendance. Faculty across campuses reported improved student connections, more positive classroom climates, and greater consistency in behavioral expectations as demonstrated through the CKH survey results. Administrators also noted increased staff engagement with the CKH framework, reinforcing the importance of relationship-building as foundational to academic and behavioral success. The following chart shows the results of the District goal of a **15% reduction in disciplinary referral**.

Site	% Decrease
AHS	45%
Vista	17%
KMS	16%
Park	33%
Lydia	16%
McCoy	20%

The following chart shows the results of the District goal of a **10% monthly decrease in absences**.

Fall Semester Comparison:

	August 2023	August 2024	September 2023	September 2024	October 2023	October 2024	November 2023	November 2024	December 2023	December 2024
LRES	12.4	8.2	14.4	11.8	16.3	12.2	16.7	13.2	17.3	14.3
MCES	9.1	6	11.2	9.1	13	9.9	13.1	11	17.8	11.7
PAES	5.6	4.3	6.5	6.8	9	8.1	10	11.2	9.8	11.6
KMS	6.8	7	8.1	8.2	10.4	8.9	9.9	11.3	12.7	12.9
AHS	9.7	7.5	9.3	11.4	10.6	12.6	11.4	14.1	14.8	14.9
VNHS	14.5	12.8	16.3	14.7	17.8	15.9	17.7	12.9	15	12.5

Spring Semester Comparison:

	January 2024	January 2025	February 2024	February 2025	March 2024	March 2025	April 2024	April 2025	May 2024	May 2025	Overall % Change for SY
LRES	16.8	13.1	15.8	11	14.2	5.1	15.2	14.3	17.3	15	3% decrease
MCES	12.8	11.7	11.5	10.2	11.1	5.2	12.8	11.6	13.3	11.8	2% Decrease
PAES	8.1	8.1	9.4	6.4	9.4	0.9	10.4	9	10.9	14.2	No Change
KMS	8.8	10.2	10	8.5	10.1	2.3	10.2	9.1	10.5	10.2	No Change
AHS	10.8	15.6	12.8	13.7	13.1	5.3	15.1	19.7	14.1	16.7	2% Increase
VNHS	17.6	14	19.2	12.3	22.2	9.3	21.2	20.7	17	22.5	1% Increase

In summary, our structured, intentional approach to monitoring school improvement plans and CKH implementation fostered a culture of accountability and support. The results demonstrate promising growth in student engagement, attendance, behavior, and instructional collaboration, key indicators of progress toward sustained school improvement.

Goal #2 Summary: Academic Achievement Goal Tracking

This goal focused on increasing academic outcomes and college/career readiness through targeted growth in standardized assessments, advanced course participation, and graduation rates. Throughout the 2024–2025 school year, we monitored progress using Istation data monthly, iMSSA and Horizon benchmarks three times annually, and end-of-year graduation and enrollment data. Regular reviews allowed schools to adjust instruction, interventions, and student support systems in real time. Emphasis was placed on data-driven decision-making, identifying gaps early, and encouraging more students to engage in rigorous coursework. This multi-tiered approach supported both academic achievement and long-term student success. Data results below reflect the progress made toward each target.

With the goal of an 8% increase in **Math** standardized test scores here were the results by grade level.

Grade Level	BOY Score	EOY Score	% Increase
3rd	1%	29%	28%
4th	5%	16%	11%
5th	13%	22%	9%
6th	19%	33%	14%
7th	10%	18%	8%
8th	13%	21%	8%

With the goal of an 8% increase in **Reading** standardized test scores here were the results by grade level.

Grade Level	BOY Score	EOY Score	% Increase
3rd	19%	46%	27%
4th	18%	32%	14%
5th	35%	34%	-1%
6th	30%	27%	-3%
7th	19%	27%	8%
8th	19%	23%	4%

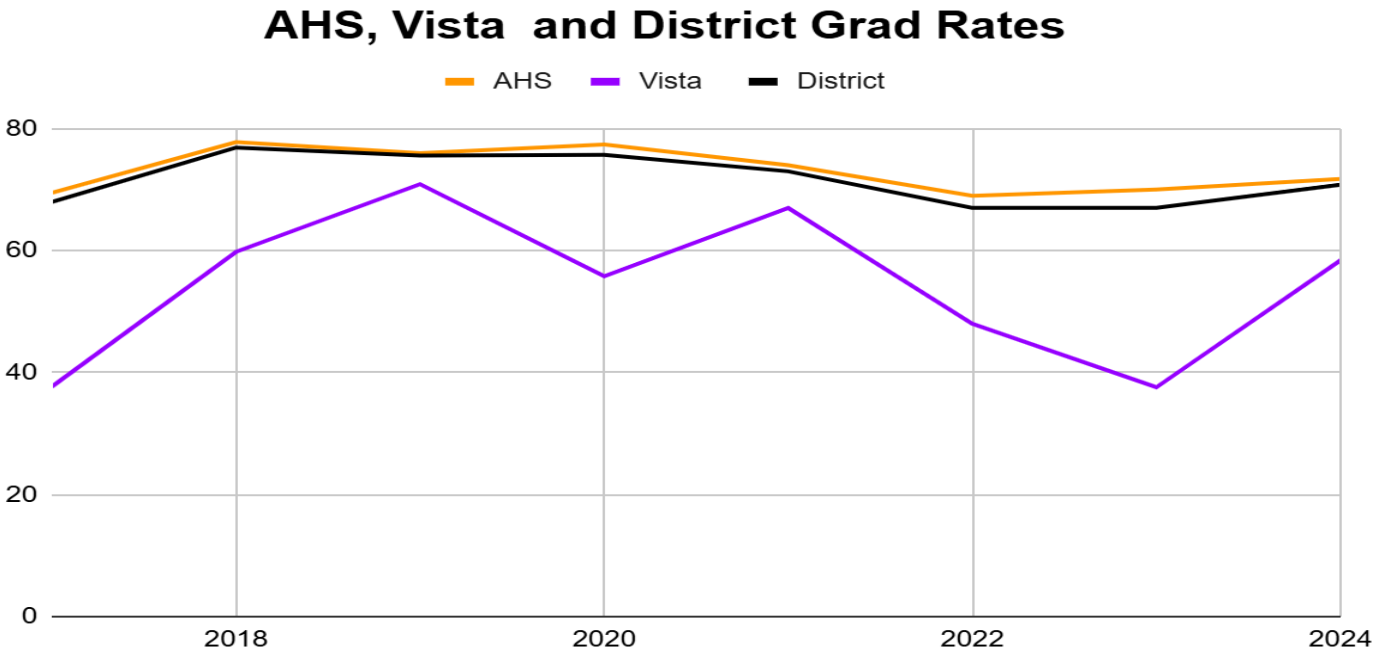
With the goal of an 8% increase in **Language Arts/ELA Combined** standardized test scores here were the results by grade level.

Grade Level	BOY Score	EOY Score	% Increase	% Increase Reading and LA Combined
3rd	22%	44%	22%	49%
4th	35%	38%	3%	17%
5th	36%	40%	4%	3%
6th	30%	35%	5%	2%
7th	28%	25%	-3%	5%
8th	13%	17%	5%	9%

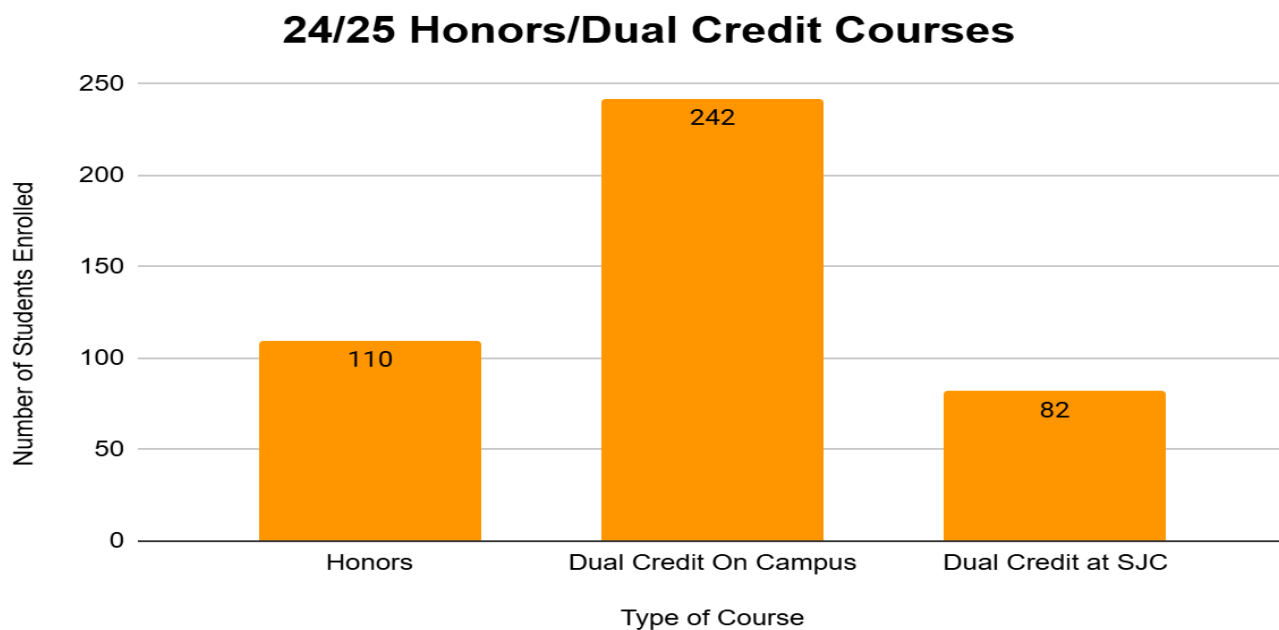
With the goal of an 8% increase in **Math/ELA** standardized test scores here were the results by grade level.

Grade Level	BOY Score	EOY Score	% Increase
9th	24%	32%	8%
10th	12%	15%	5%
11th	9%	16%	7%

When looking at our Graduation Rate data, we saw an increase at Aztec High School of 1.77%, an increase at Vista Nueva of 20.81% and an overall District increase of 3.8%.



The following chart shows the enrollment in Honors or Dual Credit Courses for this school year.



Goal #3: Safety Evaluations and Improvement

Our goal was to center our focus on safety as we strengthen district-wide safety preparedness through consistent evaluation, collaboration, and improvement planning. Throughout the year, we partnered with the district safety team to establish and follow a comprehensive timeline for reviewing safety drills across all campuses. Monthly reviews ensured protocols were followed effectively and allowed us to assess each site's readiness for various emergency scenarios. Additionally, we implemented a structured system of quarterly tabletop exercises with district administrators and held site-specific sessions each semester. These meetings provided valuable insight into each school's strengths and areas for improvement, resulting in actionable steps to enhance safety measures and ensure all staff and students are better equipped in the event of an emergency.