TO: D65 Board of Education,

Superintendent Dr. Angel Turner

FROM: Donna Cross: Interim Executive Director of Research, Accountability, and Data

DATE: February 5, 2024

RE: Equity Progress Indicator and Strategic Plan Update

Objective: ___ Information   _X_ Discussion   ____ Follow-up   ____ Decision

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Introduction:

The Research, Accountability, and Data (RAD) Department is pleased to present to you the Equity Progress Indicators and Strategic Plan Data Analysis Report. This report provides an in-depth examination of our district's performance based on the D65 Equity Progress Indicators(EPI) in alignment with the Illinois State Board of Education (ISBE) "Equity Journey Continuum" as well the progress toward the D65 Strategic Plan Goals. The data analysis is organized by the EPIs as outlined by our Strategic Plan, ensuring we can track and measure our progress toward our district and state goals.

Background:

Below, you will find a brief overview of the state's Equity Progress Indicators framework and our strategic plan's alignment with these indicators. This section sets the context for the data analysis and highlights the importance of addressing equity in education.

Equity Progress Indicators(EPI) for the "Equity Journey Continuum"(ISBE)

Learning Conditions: All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

Equity Progress Indicators aligned to D65 Strategic Plan

Learning Conditions (EPI)
Strategic Goal 1: Access, equity, and opportunity practices that increase and improve access to resources for underrepresented students and students with varying levels of academic preparation
Student Learning (EPI)
Strategic Goal 2: Develop organizational and accountability practices by designing and implementing an equity-driven data system to evaluate the District's outcomes in each year of the strategic plan
Elevating Educators (EPI)
Strategic Goal 4: Recruit, select, develop, and retain highly effective staff and partners invested in the best educational opportunities and support for all students and staff

Overview of Report:

The Equity Progress Indicators and Strategic Plan Data Analysis Report is organized in the following way:

- Heading: Equity Progress Indicator
- Subheading: Aligned D65 Strategic Plan Objective
- Key Strategies aligned to the above indicator and objective.
- Measures and Targets used to monitor progress toward the objective.
- Reflection on the data presented
- Data Charts and Graphs

Equity Progress Indicator and Strategic Plan Report
February 5, 2024

Learning Conditions(EPI)

Strategic Objective 1.1: Ensure all schools have positive school climates built upon transparent and equitable policies and practices where all members of the school community (students, staff, partners, and family) feel emotionally and physically safe, included, and accepted

Key Strategies:

- Continue to provide Chronic Absentee Reports for students below 90% attendance and providing intensive attendance support directly to schools.
- The SEL ad hoc committee is reviewing SEL screeners and SEL Tier 1 curriculum K to 8.
- Responsive Classroom Ambassadors are in year one of the three-year cohorts. 9 Ambassadors have received the full four-day Responsive Classroom training and are implementing Responsive Classroom daily. Monthly collaborative meetings and monthly walkthroughs take place to support implementation. Year two will consist of Ambassadors rolling out professional learning to the school staff.
- Monthly Advisory Collaborative (6th grade) meetings are held to better support educators with connecting SEL to Advisory instruction.
- Social Workers are collaboratively developing a framework for Tier 2/Tier 3 SEL and behavior interventions.
- Development of ISBE plan to address disproportionality of discipline referrals by race.
- Culture and Climate team providing tiered support for schools based on need and level of disproportionality. Supports include behavior data reviews, support for School Climate Teams, Courageous Conversations with parents/guardians and staff, staff data reviews, ensuring all staff receive de-escalation training and having at least 1-2 trainers in each school, and professional learning series on trauma-informed care (4 sessions).
- Reviewed and received feedback on the Behavior Continuum with the Superintendent Advisory Committee.
- Parent University on "bullying" being held in February.

Attendance

Attendance Measures and Targets

Increase average daily attendance in Kindergarten through 8th grade to 95%
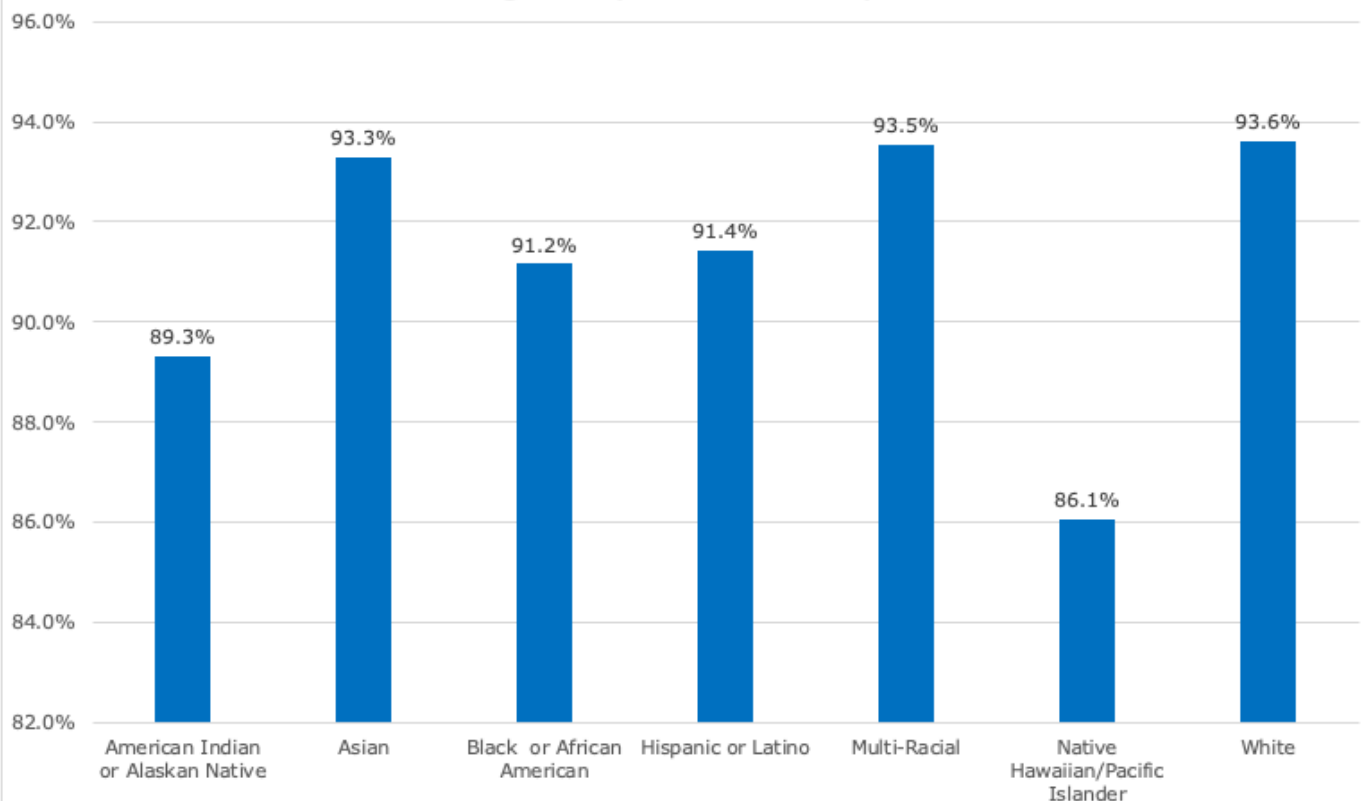
Data Reflection

- Attendance is fairly consistent from the fall to the winter, holding at an overall 93% average daily attendance.
- Elementary schools are consistent with their average daily attendance with Dawes having the highest at 94.5% (up from 93.93%) and the lowest being Willard at 90.4% (dropping from 95.39%)
- Middle/Magnet/Speciality schools are also consistent with the highest being at Haven with 93%.
- Drastic improvement in attaendance at Rice , improving from 86.39% to 92.2%.

Average Daily Attendance

93%

As of January 11th

Average Daily Attendance By Race

Race	Average Daily Attendance
American Indian or Alaskan Native	89.3%
Asian	93.3%
Black or African American	91.2%
Hispanic or Latino	91.4%
Multi-Racial	93.5%
Native Hawaiian/Pacific Islander	86.1%
White	93.6%

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Attendance

Average Daily Attendance By School (K-5)

School	Attendance
Dawes	94.5%
Dewey	94.1%
Kinglsey	94.0%
Lincoln	93.7%
Lincolnwood	92.8%
Oakton	93.5%
Orrington	94.3%
Walker	93.5%
Washington	94.3%
Willard	90.4%
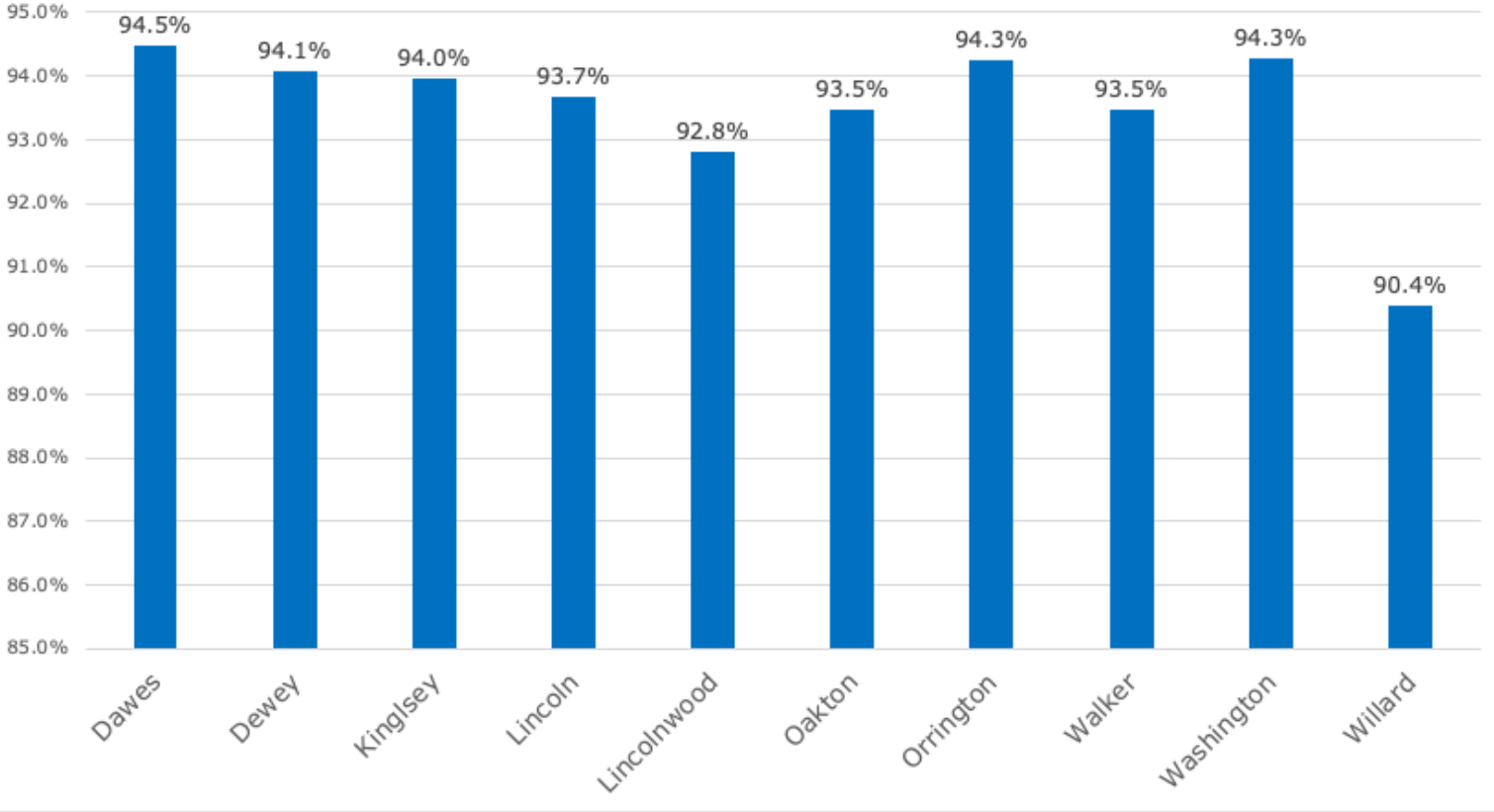
Average Daily Attendance By School (Middle/Magnet/Specialty)

School	Attendance
Bessie Rhodes	91.4%
Chute	92.6%
Haven	93.0%
King Arts	92.1%
Nichols	92.9%
Park	81.8%
Rice	92.2%
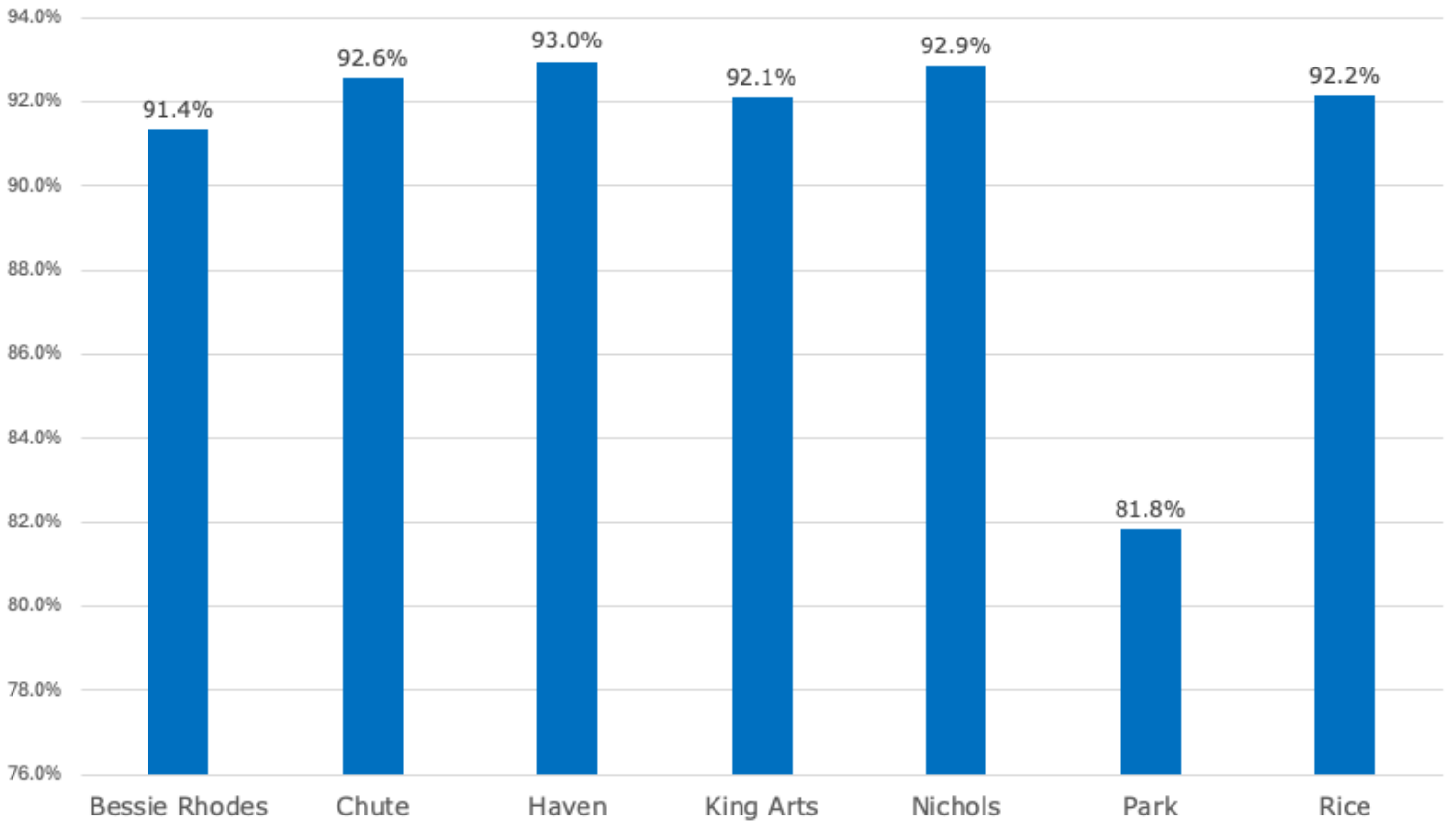
Panorama

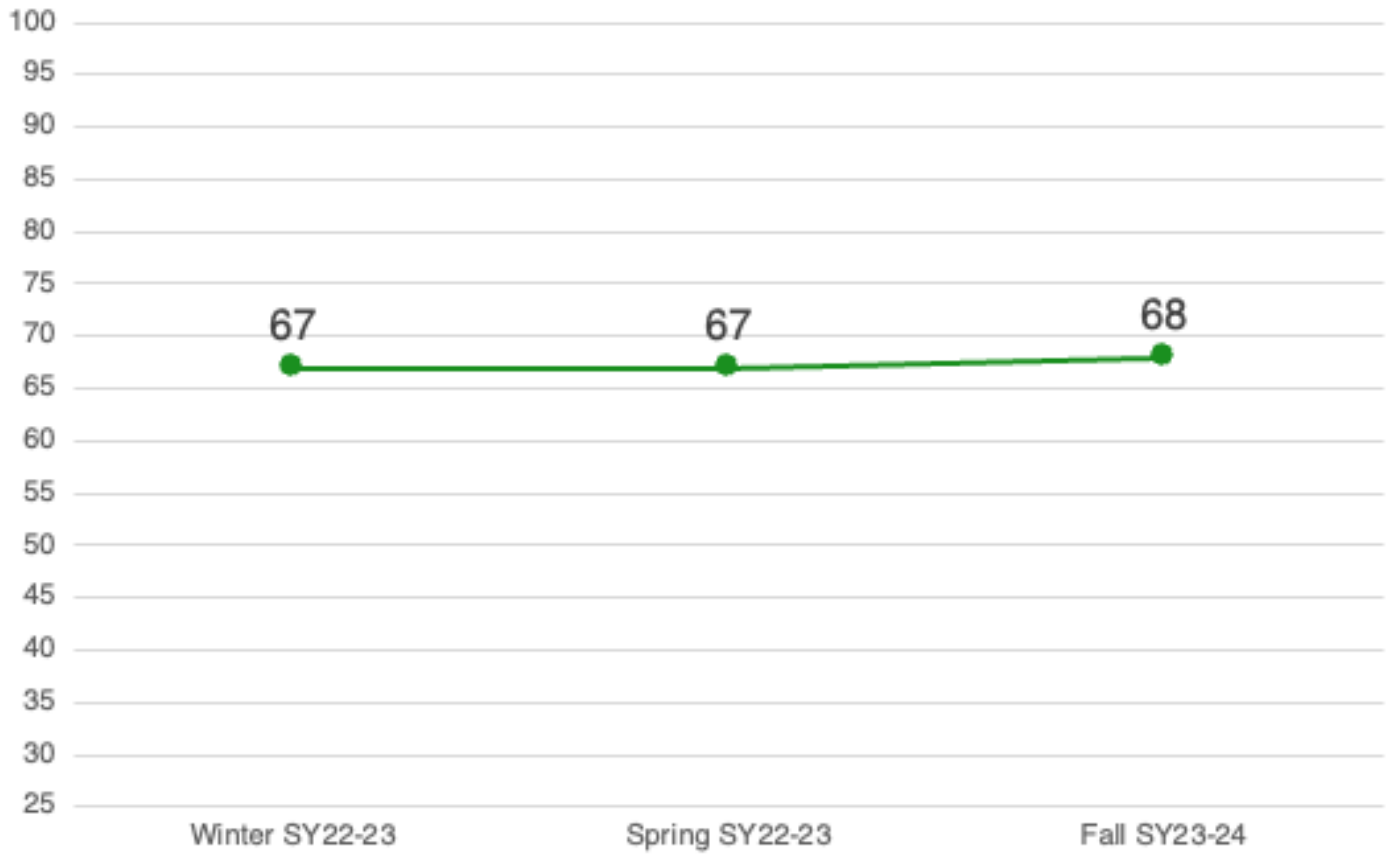| Panorama Measures and Targets |
|---|
| Increase positive responses by 15% in "Sense of Belonging" on the Panorama Survey |

Data Reflection

- "Sense of Belonging" increased by 1 point (67 to 68) in 3rd and 4th grade.
- "Sense of Belonging" increased by 4 points (50 to 54) in the 5th through 8th grades. Both being the highest score we have seen in the district.
- Black/African American students report the highest percentage of students who feel they "Do not belong at all/ Belong a little" at 15% for 3rd-8th grades.
- 3rd and 4th graders are more likely to feel supported by/connected to the adults in the school than 5th-8th graders.
- "Engagement" had a slight decrease of 2 points (62 to 60) in 3rd and 4th grade
- "Engagement" had an increase of 5 points in 5th through 8th grade (32 to 37), matching the highest score we have seen so far.
- 3rd and 4th grade Hispanic/Latino students reported the highest percentage of students(15%) who are "Not at all/ Slightly excited" to participate in class.
- 5th through 8th grade Black/African American students and Multi-racial students reported the highest percentage of students, 15%, who reported they are "Not at all interested/Slightly interested" in their classes.

Panorama

Sense of Belonging (3rd-4th)

	Winter SY22-23	Spring SY22-23	Fall SY23-24
Value	67	67	68

Sense of Belonging (5th-8th)

	Fall SY21-22	Spring SY21-22	Winter SY22-23	Spring SY22-23	Fall SY23-24
Value	52	45	51	50	54

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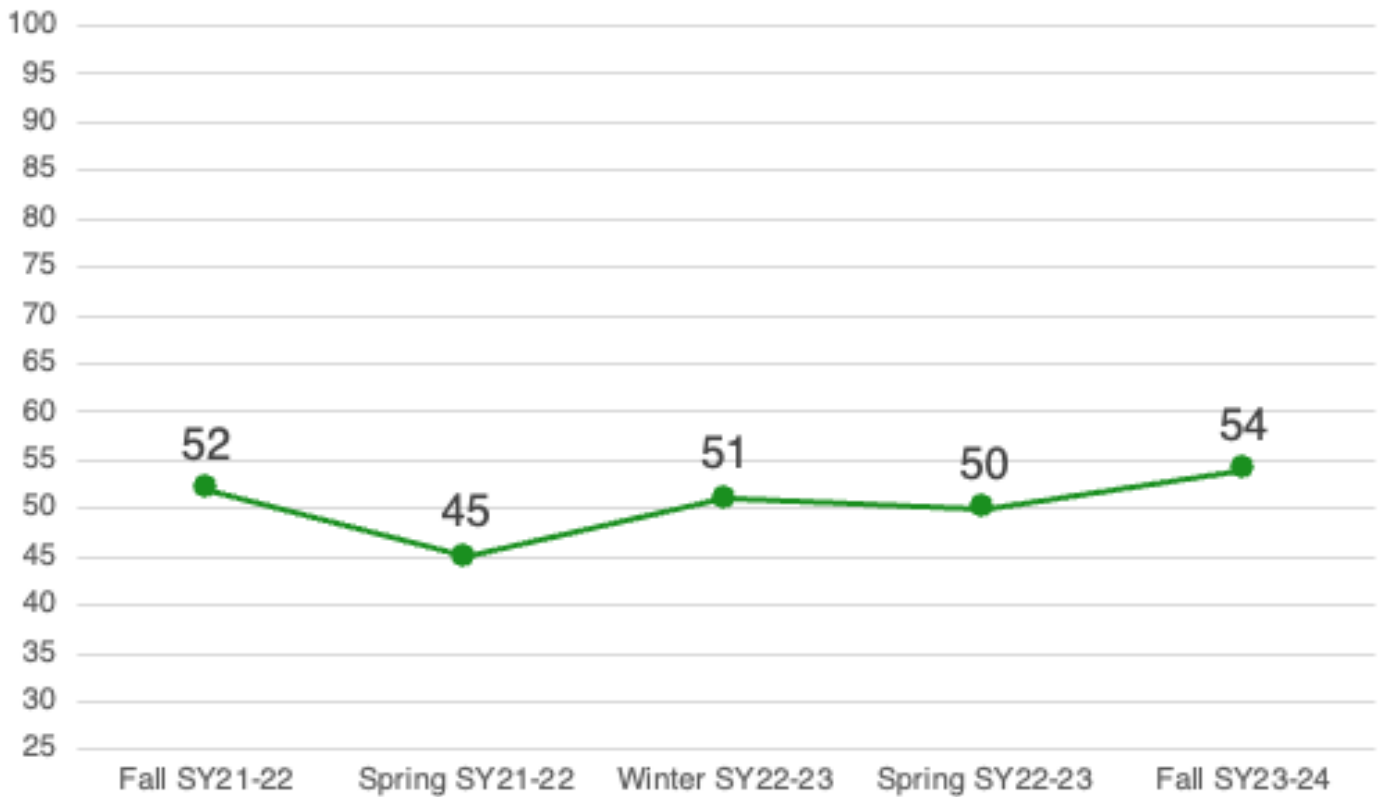
Panorama: Sense of Belonging

Sense of Belonging 3rd-4th: How well do people at your school understand you as a person?

	Asian	Black or African American	Hispanic or Latino	Multi-racial	White
Understand quite a bit / completely understand	70%	62%	62%	65%	64%
Understand somewhat	19%	19%	23%	20%	26%
Do not understand at all / a little	11%	19%	15%	15%	10%

■ Do not understand at all / a little ■ Understand somewhat ■ Understand quite a bit / completely understand

Sense of Belonging 3rd-4th: How much support do the adults at your school give you?

	Asian	Black or African American	Hispanic or Latino	Multi-racial	White
Quite a bit of support / a tremendous amount of support	68%	73%	78%	69%	74%
Some support	26%	19%	15%	22%	20%
No support at all / a little	6%	8%	7%	10%	6%

■ No support at all / a little ■ Some support ■ Quite a bit of support / a tremendous ammount of support

Sense of Belonging 3rd-4th: Overall, how much do you feel like you belong at your school?

	Asian	Black or African American	Hispanic or Latino	Multi-racial	White
Belong quite a bit / completely belong	85%	69%	80%	75%	77%
Belong somewhat	8%	16%	9%	16%	14%
Do not belong at all / a little	6%	15%	11%	9%	9%

■ Do not belong at all / a little ■ Belong somewhat ■ Belong quite a bit / completely belong

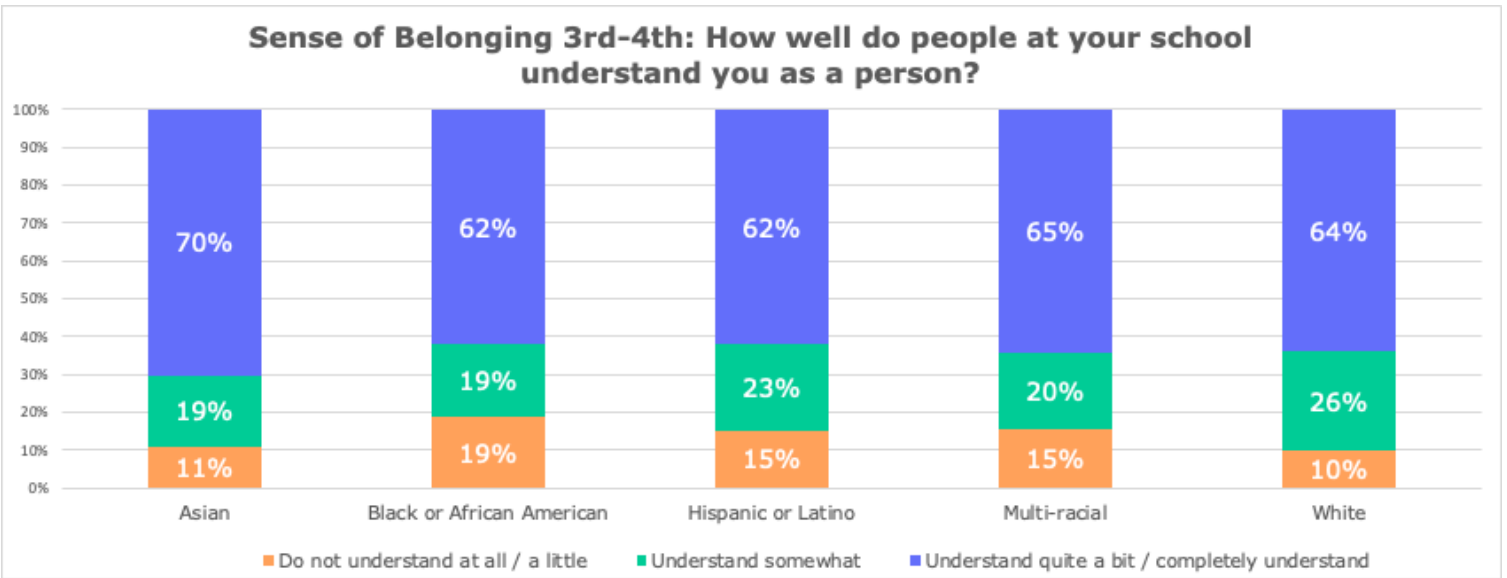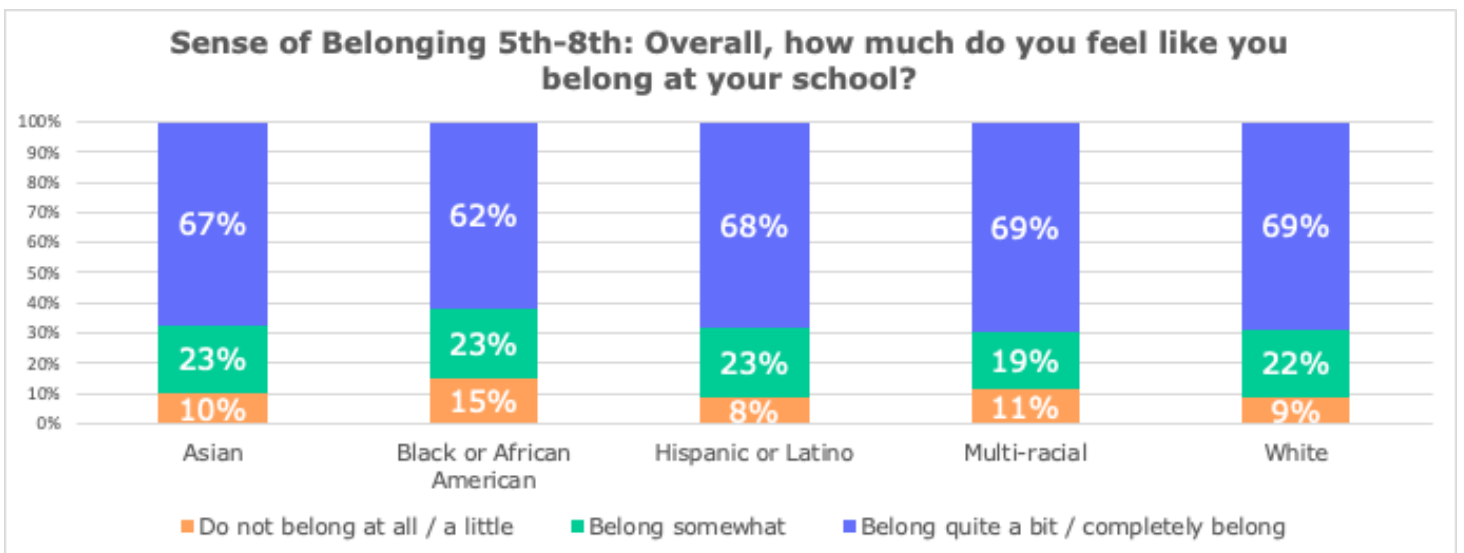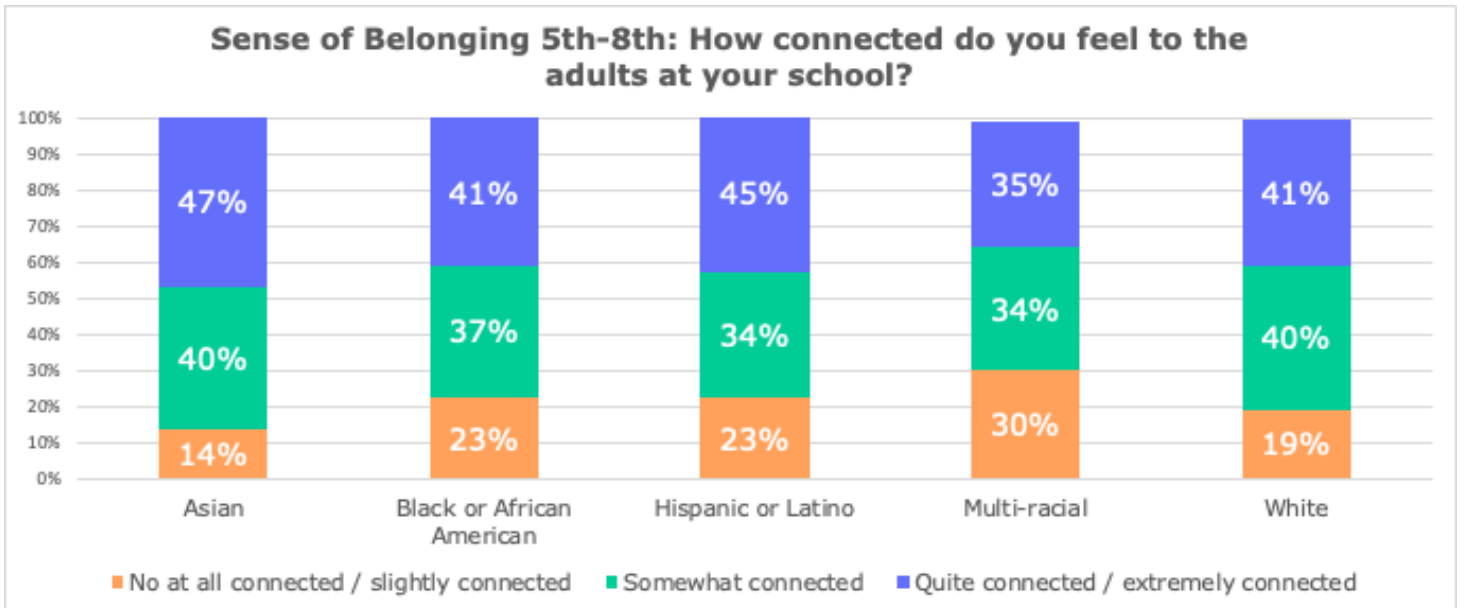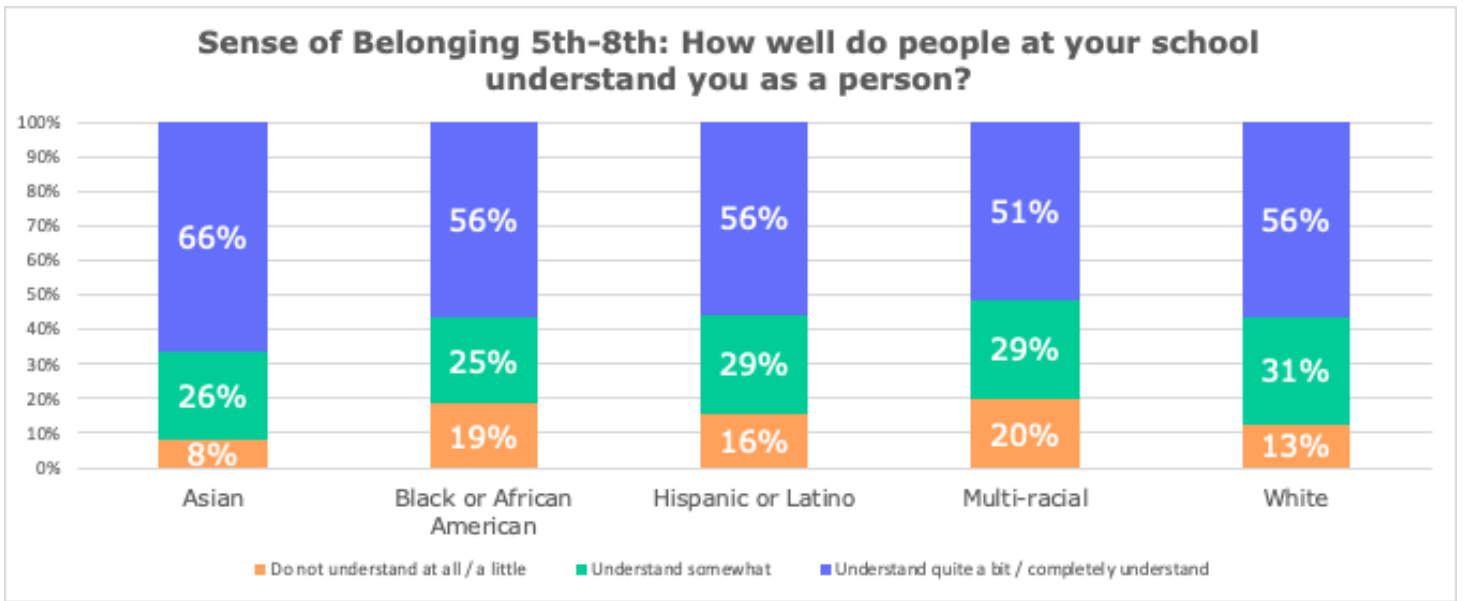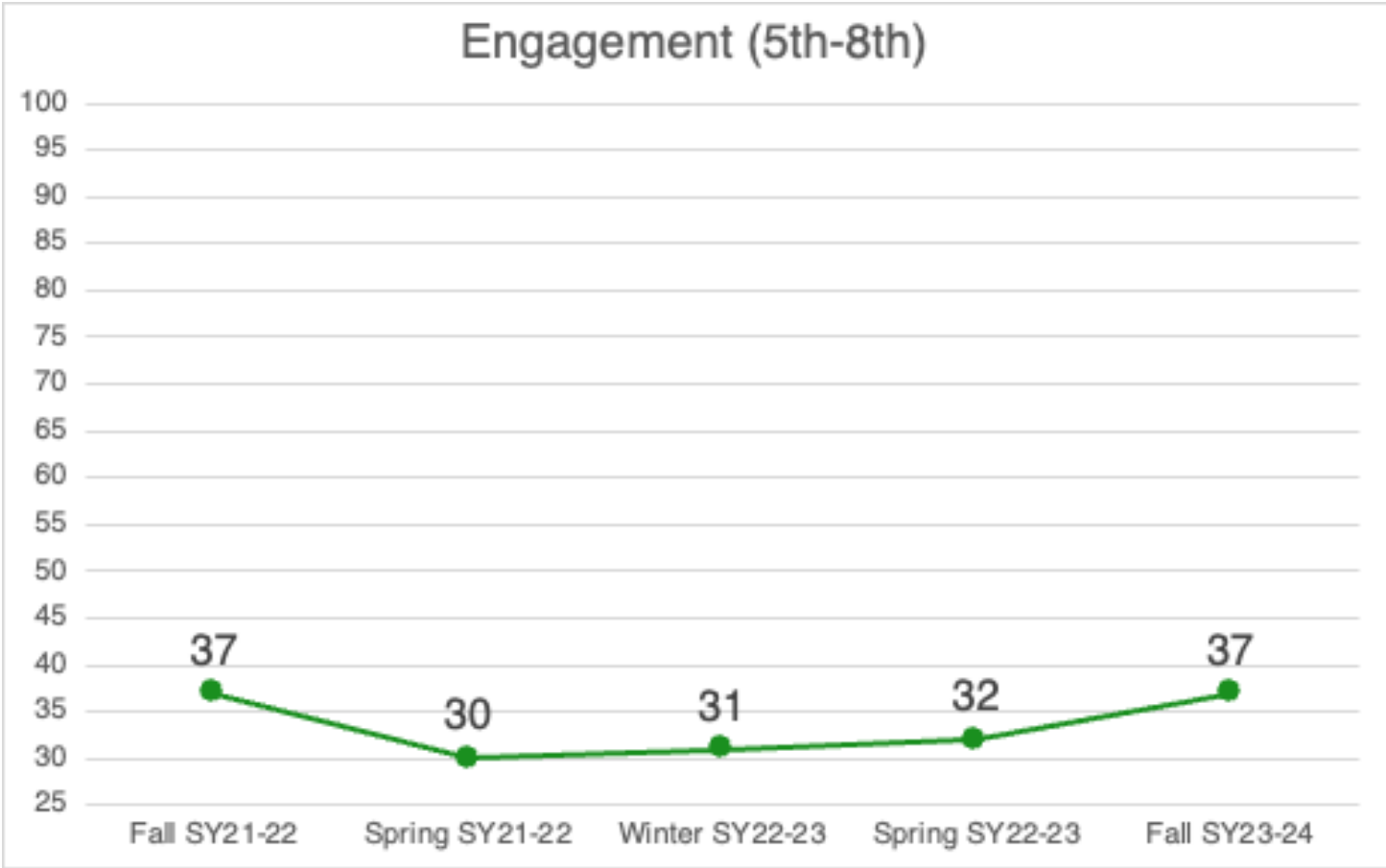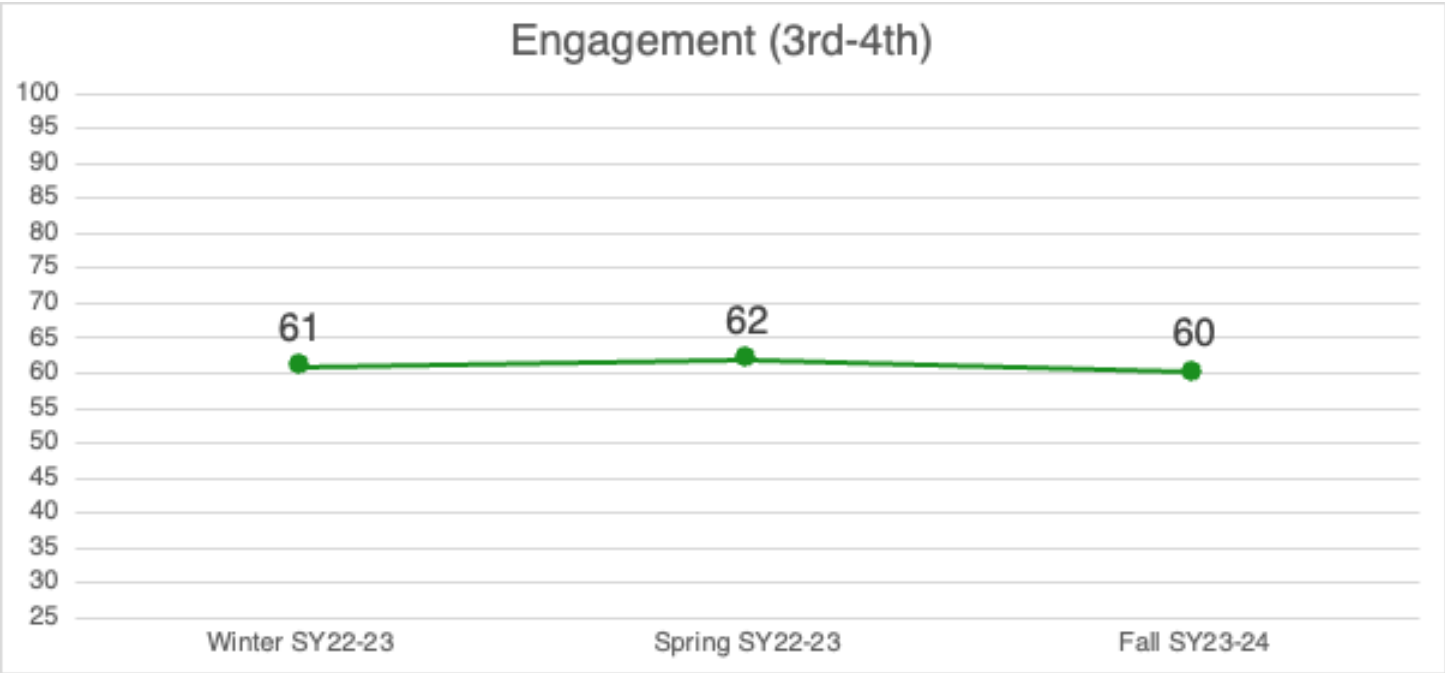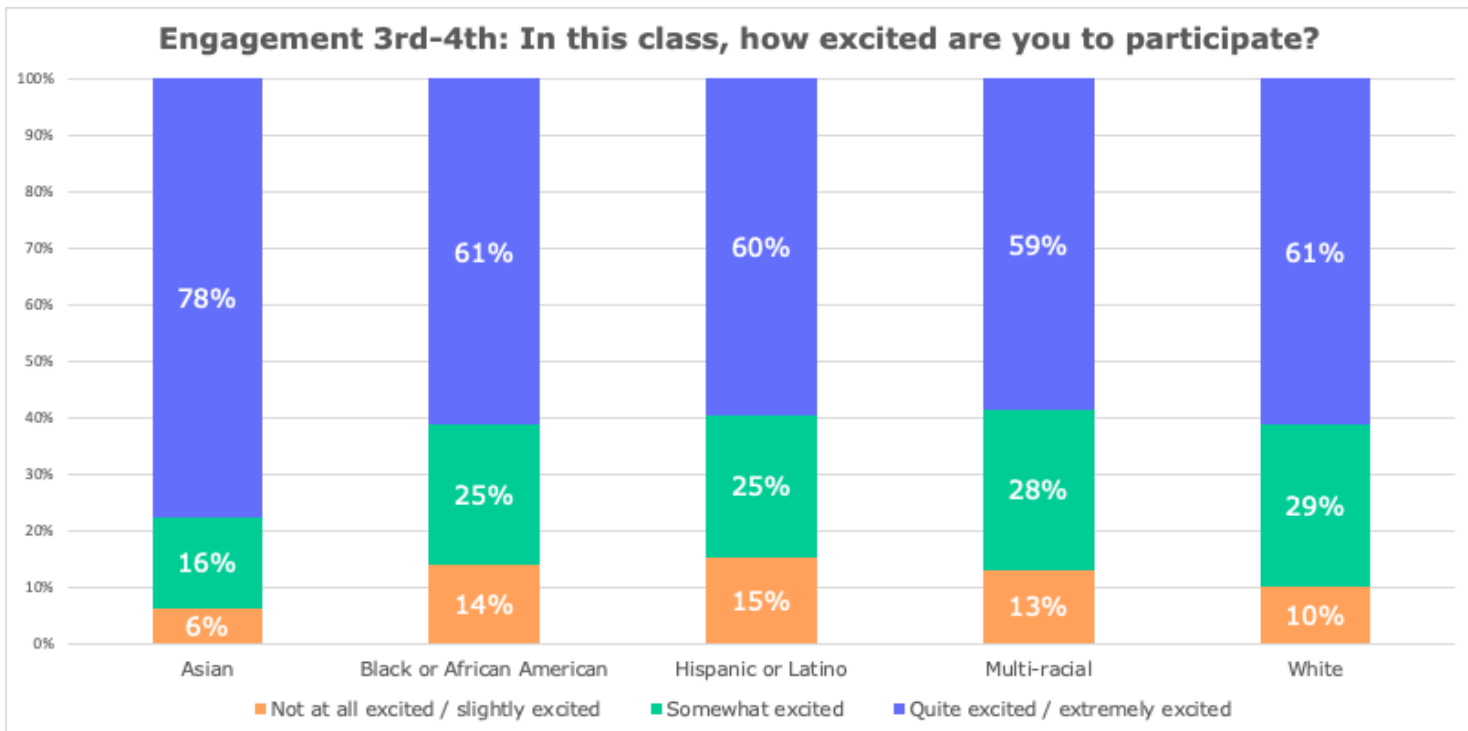Retrieved from Fall Panorama Survey in SY23-24
Total 3rd-4th Grade Responses: 1133

Panorama: Sense of Belonging

Sense of Belonging 5th-8th: How well do people at your school understand you as a person?

	Asian	Black or African American	Hispanic or Latino	Multi-racial	White
Understand quite a bit / completely understand	66%	56%	56%	51%	56%
Understand somewhat	26%	25%	29%	29%	31%
Do not understand at all / a little	8%	19%	16%	20%	13%

■ Do not understand at all / a little   ■ Understand somewhat   ■ Understand quite a bit / completely understand

Sense of Belonging 5th-8th: How connected do you feel to the adults at your school?

	Asian	Black or African American	Hispanic or Latino	Multi-racial	White
Quite connected / extremely connected	47%	41%	45%	35%	41%
Somewhat connected	40%	37%	34%	34%	40%
No at all connected / slightly connected	14%	23%	23%	30%	19%

■ No at all connected / slightly connected   ■ Somewhat connected   ■ Quite connected / extremely connected

Sense of Belonging 5th-8th: Overall, how much do you feel like you belong at your school?

	Asian	Black or African American	Hispanic or Latino	Multi-racial	White
Belong quite a bit / completely belong	67%	62%	68%	69%	69%
Belong somewhat	23%	23%	23%	19%	22%
Do not belong at all / a little	10%	15%	8%	11%	9%

■ Do not belong at all / a little   ■ Belong somewhat   ■ Belong quite a bit / completely belong

Retrieved from Fall Panorama Survey in SY23-24
Total 5th-8th Grade Responses: 2277

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Panorama- Engagement

Engagement (3rd-4th)

	Winter SY22-23	Spring SY22-23	Fall SY23-24
Value	61	62	60

Engagement (5th-8th)

	Fall SY21-22	Spring SY21-22	Winter SY22-23	Spring SY22-23	Fall SY23-24
Value	37	30	31	32	37

Panorama- Engagement

Engagement 3rd-4th: How excited are you about going to this class?

Race/Ethnicity	Not at all excited / slightly excited	Somewhat excited	Quite excited / extremely excited
Asian	10%	20%	69%
Black or African American	18%	18%	64%
Hispanic or Latino	13%	15%	73%
Multi-racial	14%	19%	68%
White	14%	18%	69%

Engagement 3rd-4th: In this class, how excited are you to participate?

Race/Ethnicity	Not at all excited / slightly excited	Somewhat excited	Quite excited / extremely excited
Asian	6%	16%	78%
Black or African American	14%	25%	61%
Hispanic or Latino	15%	25%	60%
Multi-racial	13%	28%	59%
White	10%	29%	61%

Retrieved from Fall Panorama Survey in SY23-24
Total 3rd-4th Grade Responses: 1133

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Panorama- Engagement

Engagement 5th-8th: How excited are you about going to your classes?

Race/Ethnicity	Not at all excited / slightly excited	Somewhat excited	Quite excited / extremely excited
Asian	23%	34%	44%
Black or African American	35%	31%	34%
Hispanic or Latino	27%	32%	40%
Multi-racial	32%	32%	36%
White	29%	36%	35%

Engagement 5th-8th: In your classes, how eager are you to participate?

Race/Ethnicity	Not at all eager / slightly eager	Somewhat eager	Quite eager / extremely eager
Asian	23%	33%	45%
Black or African American	25%	36%	39%
Hispanic or Latino	26%	39%	35%
Multi-racial	23%	39%	38%
White	21%	37%	42%

Engagement 5th-8th: Overall, how interested are you in your classes?

Race/Ethnicity	Not at all interested / slightly interested	Somewhat interested	Quite interested / extremely interested
Asian	18%	31%	51%
Black or African American	22%	36%	41%
Hispanic or Latino	18%	36%	47%
Multi-racial	22%	33%	45%
White	18%	34%	48%

Retrieved from Fall Panorama Survey in SY23-24
Total 5th-8th Grade Responses: 2277

Behavior

Behavior Incident (Branching Minds) Measures and Targets

- Decrease the percent of students with a level 3,4, or 5 behavior incident from 10% to 5%
- Decrease the percentage of Level 3, 4, and 5 behavior incidents from 22% to 15%
- Districtwide student suspension rate below 2%
- Decrease disproportionality rate in suspensions by race, lunch status, and IEP status by 5%

Data Reflection

- The total number of incidents as of December 22nd has decreased to 836 as compared to this same time period in SY21-22 (1065) and SY22-23 (930)
- The percent of Level 3, 4, and 5 Behavior Incidents is at 19%, lower in comparison to the same time period for SY21-22 (23%) and SY22-23 (25%)
- The percent of students with Level 3, 4, or 5 Behavior Incidents as of December 22nd is 5%, about the same as the same time period last year.
- Black/African American students account for the highest percentage of Behavior Incidents (57%) which is a slight decrease from 60% in prior years. The majority of the incidents are Level 1 and Level 2, 1255 and 809 respectively.
- White students have the second highest percentage of Behavior Incidents at 26%.
- Students with IEPs have a higher number of Level 3, 4, and 5 Behavior Incidents in comparison to students without IEPs.
- Students who have a "Free" lunch status have a higher number of Behavior Incidents at every level.
- EL students have significantly less Behavior Incidents at all levels as compared to non-EL students.
- Black students account for the highest percentage of suspensions (in school and out of school) at 41%, followed by Hispanic students at 29%
- DESSA data is relatively consistent with a slight decrease in students falling in the "Needs Instruction" category from 10% to 8%
- Black students have the highest percentage of students who fall in the "Needs Instruction" category at 15%
- 19% of students with IEPs fall in the "Needs Instruction" category as compared to 6% of students without IEPs.
- Students receiving free/reduced lunch have a higher percentage of students in the "Needs Instruction" category, both at 12%.
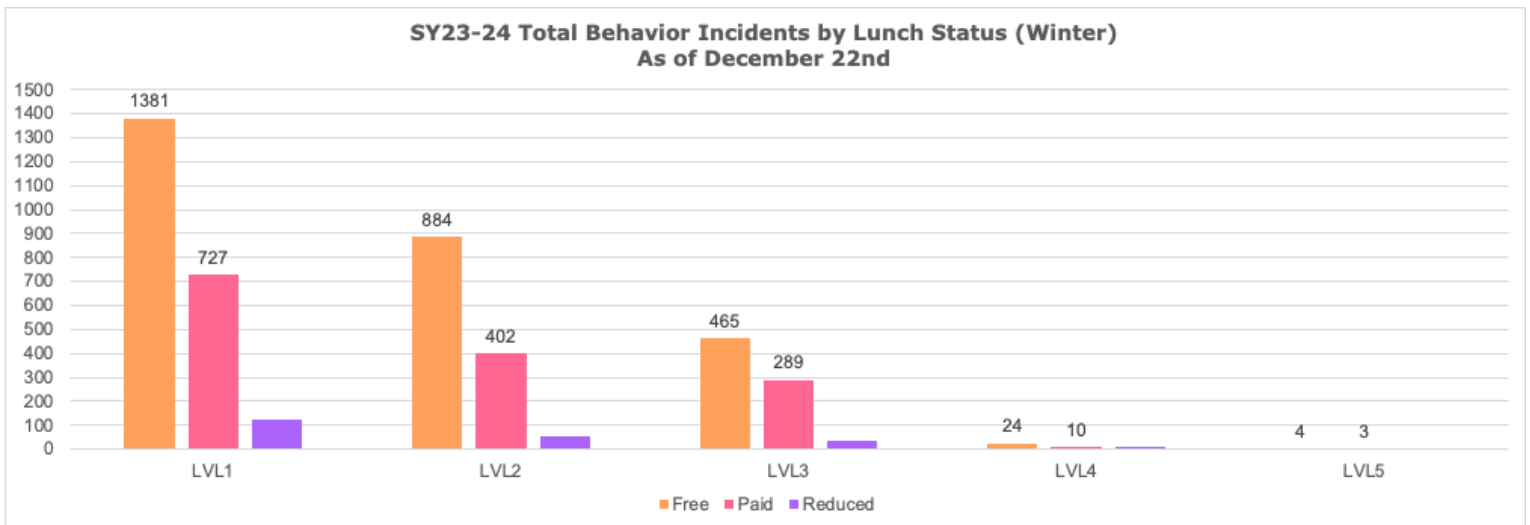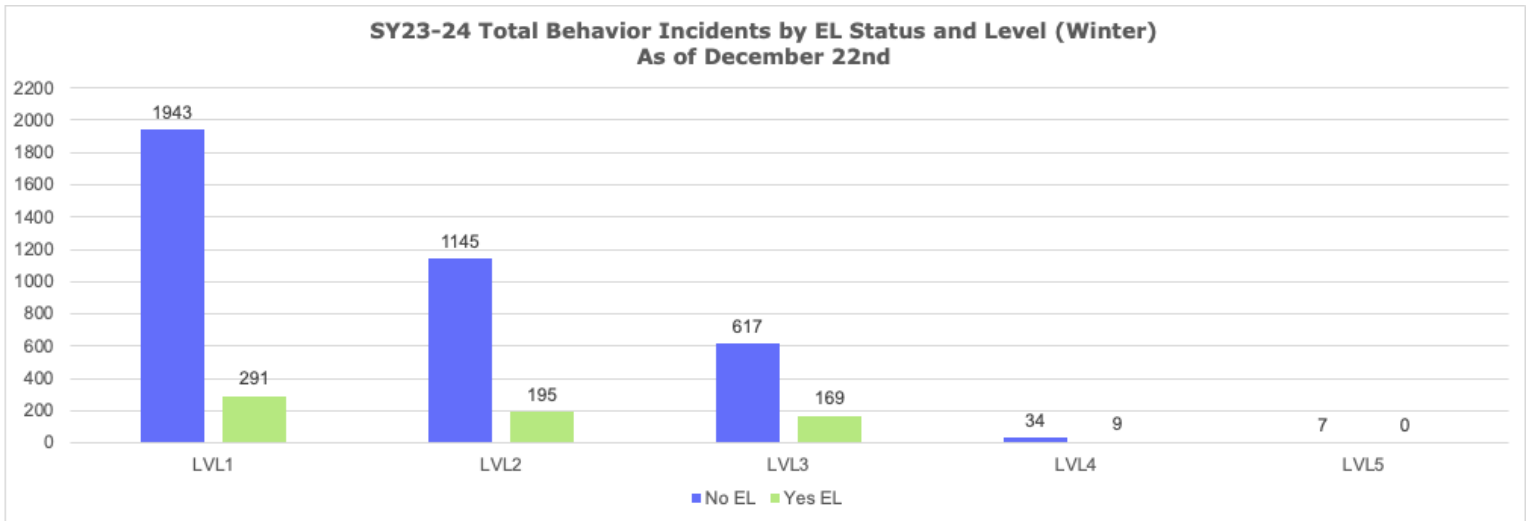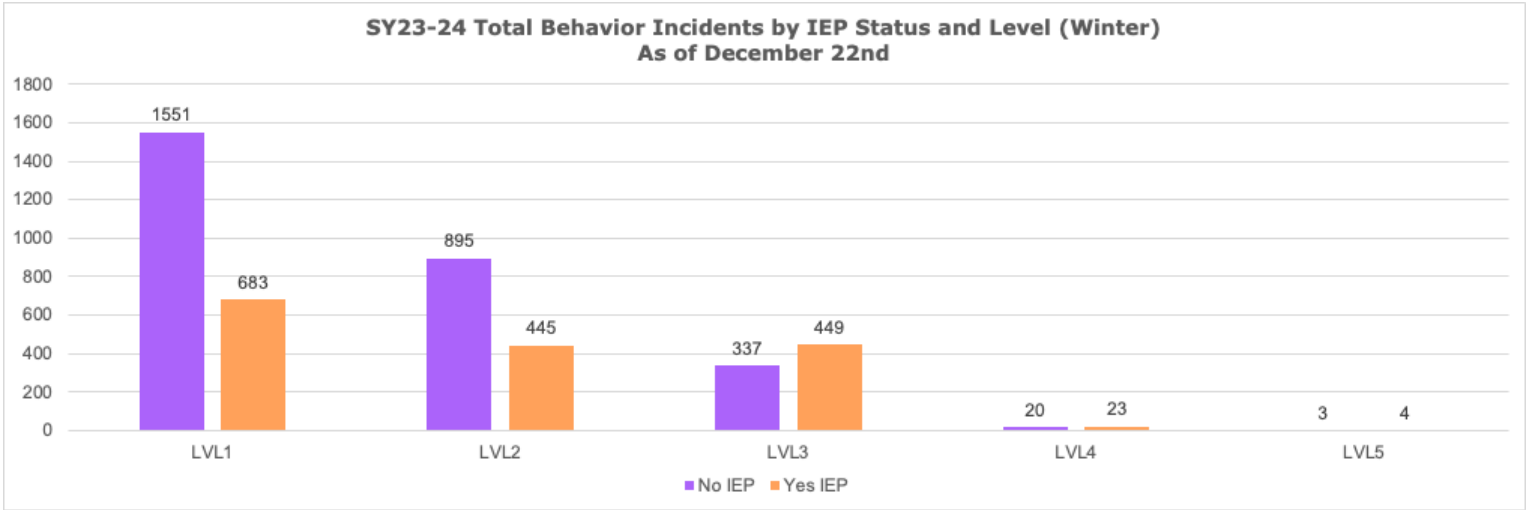
Behavior

Total Count of Level 3,4,& 5 Incidents (Winter)
As of December 22nd

	SY21-22	SY22-23	SY23-24
	1065	930	836

Percent of Level 3,4,& 5 Behavior Incidents (Winter)
As of December 22nd

SY21-22	SY22-23	SY23-24
23%	25%	19%

Percent of Students with Level 3,4, or 5 Behavior Incidents (Winter)
As of December 22nd

SY21-22	SY22-23	SY23-24
6%	5%	5%

Behavior

SY23-24 Percent of Total Incidents by Race (Winter)
As of December 22nd

SY21-22: 0%, 1%, 60%, 13%, 7%, 19%
SY22-23: 2%, 3%, 60%, 8%, 3%, 23%
SY23-24: 1%, 3%, 57%, 9%, 3%, 26%

Legend: American Indian or Alaskan Native, Asian, Black or African American, Hispanic, Multi-racial, White

SY23-24 Total Behavior Incidents by Race and Level (Winter)
As of December 22nd

LVL1: 29, 78, 1255, 211, 66, 594
LVL2: 12, 38, 809, 108, 33, 339
LVL3: 10, 32, 438, 65, 20, 221
LVL4: 3, 25, 3, 1, 11
LVL5: 1, 3, 1, 2

Legend: American Indian or Alaskan Native, Asian, Black or African American, Hispanic, Multi-Racial, White

Behavior

SY23-24 Total Behavior Incidents by IEP Status and Level (Winter)
As of December 22nd

Legend: ■ No IEP ■ Yes IEP

Level	No IEP	Yes IEP
LVL1	1551	683
LVL2	895	445
LVL3	337	449
LVL4	20	23
LVL5	3	4

SY23-24 Total Behavior Incidents by EL Status and Level (Winter)
As of December 22nd

Legend: ■ No EL ■ Yes EL

Level	No EL	Yes EL
LVL1	1943	291
LVL2	1145	195
LVL3	617	169
LVL4	34	9
LVL5	7	0

SY23-24 Total Behavior Incidents by Lunch Status (Winter)
As of December 22nd

Legend: ■ Free ■ Paid ■ Reduced

Level	Free	Paid	Reduced
LVL1	1381	727	
LVL2	884	402	
LVL3	465	289	
LVL4	24	10	
LVL5	4	3	

Suspension Data

12 In-School Suspensions

5 Out of School Suspensions

16 Students

Suspensions by Race
- White 18%
- Black 41%
- Hispanic 29%
- Multi-Racial 12%

Suspensions by IEP Status
- No IEP 47%
- Yes IEP 53%

Suspensions by Lunch Status
- Reduced 6%
- Paid 18%
- Free 76%
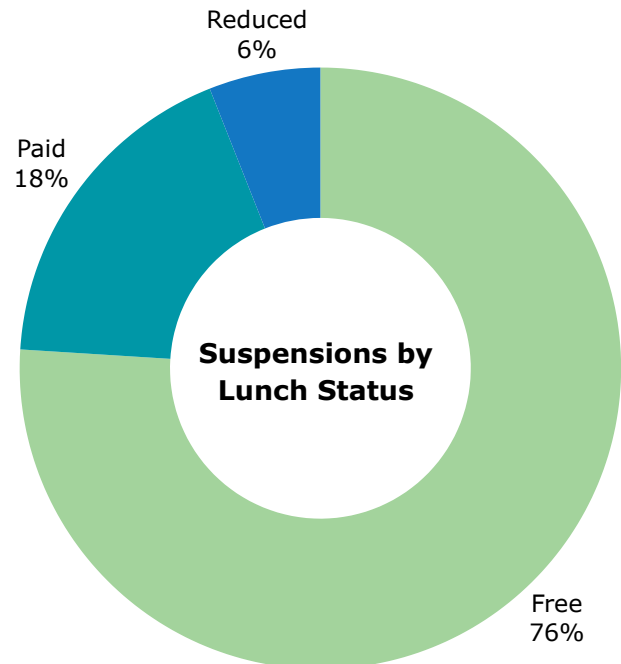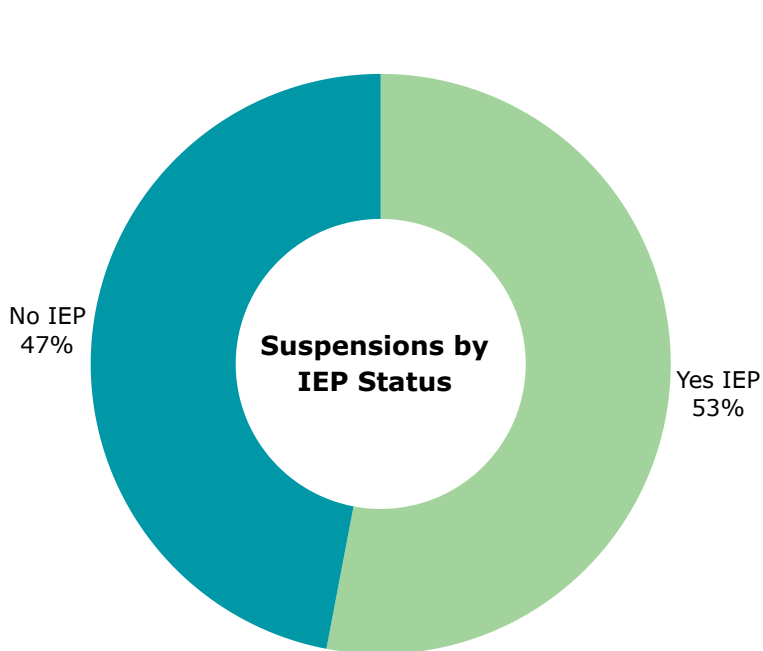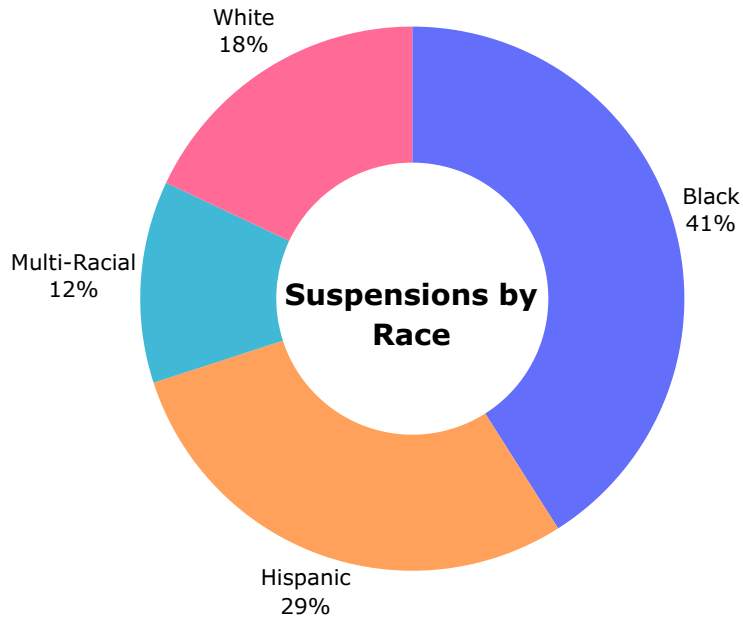
In-School and Out of School Suspensions Included

DESSA Data

Fall DESSA Levels

	SY22-23 (4055 Students)	SY23-24 (5665 Students)
Strength	34%	34%
Typical	56%	58%
Needs Instruction	10%	8%

Legend: ■ Needs Instruction ■ Typical ■ Strength
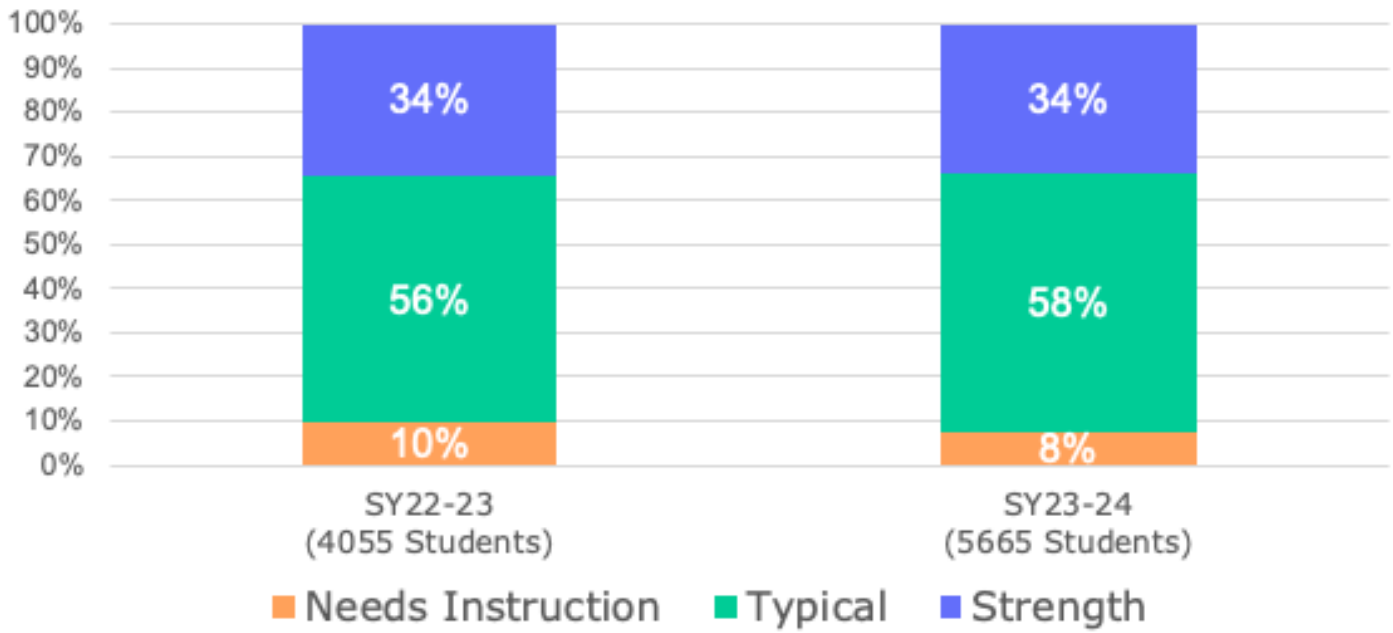
DESSA Level by Race (Fall SY23-24)

	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	Multi-Racial	Native Hawaiin or Pacific Islander	White
Strength	37%	40%	21%	33%	40%	25%	40%
Typical	58%	57%	64%	60%	57%	75%	55%
Needs Instruction	5%	3%	15%	7%	4%	0%	5%

Legend: ■ Needs Instruction ■ Typical ■ Strength

DESSA Data

DESSA Level by IEP Status (Fall SY23-24)

No IEP:
- Strength: 37%
- Typical: 57%
- Needs Instruction: 6%

Yes IEP:
- Strength: 14%
- Typical: 67%
- Needs Instruction: 19%

Legend: ■ Needs Instruction ■ Typical ■ Strength

DESSA Level by Lunch Status (Fall SY23-24)

Free:
- Strength: 23%
- Typical: 64%
- Needs Instruction: 12%

Paid:
- Strength: 41%
- Typical: 55%
- Needs Instruction: 5%

Reduced:
- Strength: 28%
- Typical: 60%
- Needs Instruction: 12%

Legend: ■ Needs Instruction ■ Typical ■ Strength

Student Learning (EPI)

Strategic Objective 2.1: Improve the District's data management, data systems, and the capacity to support district-wide data collection, analysis, and districtwide reporting

Strategic Objective 2.3: Examine various student outcomes disaggregated and analyzed to performance level for all identifiable groups of learners, achievement, and performance gaps.

Key Strategies:
- 17 of 18 schools participated in Journey Jams with 90%+ of schools reporting the experience was collaborative, focused, supportive, engaging, and useful. Winter Journey Jams begin in February.
- School Data Dashboard being released regularly with schools reporting it is useful, timely, and they trust the data coming out of the dashboard.
- K-2 Literacy focus on use of Heggerty and Geodes for phonemic awareness and Fundations for phonics.
- All K-5 schools participated in Literacy Walkthroughs. K-2 focused on foundational skills block and 3-5 focused on implementation of Wit and Wisdom. Monthly observations continue in smaller number of classrooms with another formal walkthrough in April.
- Started Lesson Study in 5 schools with a focus on literacy.
- Science "Learning in Places" for grades Prek-4 uses NGSS aligned materials and focuses on outdoor learning, ecological caring, ethical decision making, and promotes family engagement. (10 educators in 4 different schools participating)
- Middle School Math continues their Standards-Based Grading PLC focused on creating common assessments, rubrics, and grading guidance.
- "Building Thinking Classrooms" is a PLC that focuses on elevating student voice and engagement so students are caring the cognitive load and "doing the thinking" in math classrooms.
- K-5 math walkthroughs with coaches and principals with focus on the "Try-Discuss-Connect" routine that elevates the NCTM effective teaching practices and facilitates meaningful mathematical discourse.
- Middle school educators working to develop accompanying resource to EduCurious curriculum to address the newly revised Illinois Social Sciences Standards.
- Middle school social science educators developed more rigorous common assessments that are in the Document -Based Questions (DBQ) format.

Academic Outcomes Measures and Targets

English Language Arts Academic Goals

Assessment MAP and IAR	Baseline (SY22)	Goal by 2027	Current Status (Winter SY24)
% Meeting College Readiness Benchmarks (SAT) on MAP	73%	80%	75.2%
% at or below the 25th percentile on MAP	16%	12%	14.45%
% of students Meeting/Exceeding growth targets on MAP	62%*	75%	61.86%

Math Academic Goals

Assessment MAP and IAR	Baseline (SY22)	Goal by 2027	Current Status (Winter SY24)
% Meeting College Readiness Benchmarks (SAT) on MAP	43%	50%	50.52%
% at or below the 25th percentile on MAP	19%	9%	15.96%
% of students Meeting/Exceeding growth targets on MAP	64%*	75%	68.68%

Data Reflection

- The average test percentile (attainment) in Language Arts is 62.89%.
- The average test percentile (attainment) in Math is 62.04%, a 5.21% increase from SY21-22.
- The percent of students meeting College Readiness Benchmarks (SAT) has increased in Language Arts from 72.34% last year to 75.2% this year.
- The percent of students meeting College Readiness Benchmarks (SAT) has increased in Math has increased from 43.53% last year to 50.52% this year.
- The percent of students below the 25th percentile in Language Arts is the lowest it has been in 3 years at 14.45%.
- The percent of students below the 25th percentile in Math is the lowest it has been in 3 years at 15.96%, a significant decrease from 20.86% in SY21-22.
- The percent of students Meeting/Exceeding growth targets in Language Arts increased from 56.45% last year to 61.86% this year- the highest it has been in three years.
- The percent of students Meeting/Exceeding growth targets in Math has increased significantly from 48.33% in SY21-22 to 59.5% in SY22-23 to 68.68% this year.

SY23-24 Winter MAP Growth

Average Test Percentile
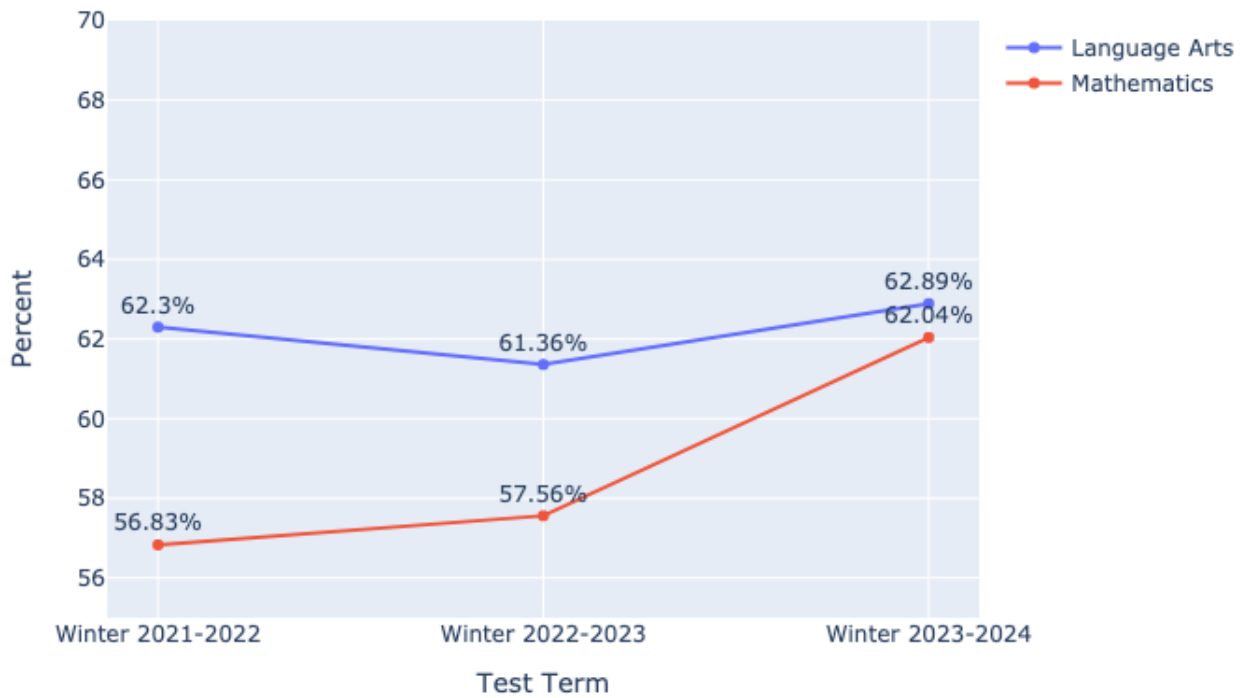
Percent Meeting CRB (SAT)
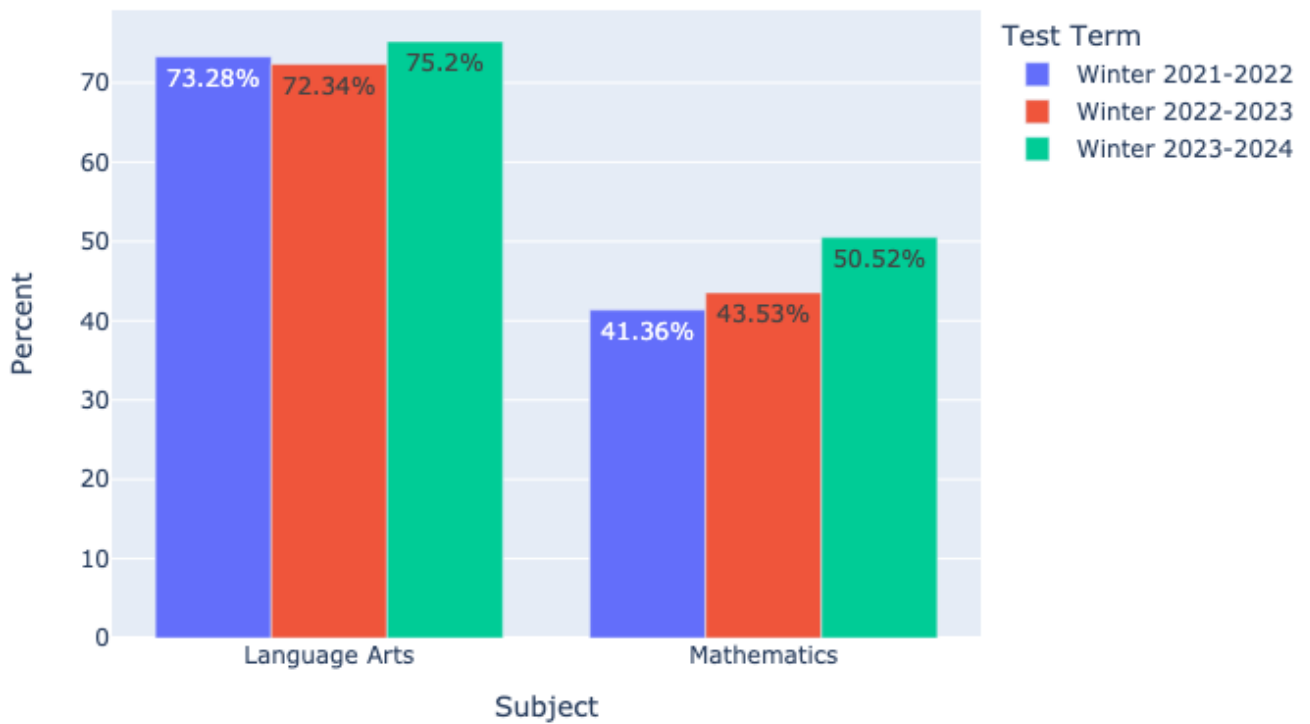
SY23-24 Winter MAP Growth

Percent at/below 25th Percentile

Percent vs Subject bar chart.

Test Term
- Winter 2021-2022
- Winter 2022-2023
- Winter 2023-2024

Language Arts: 15.45%, 16.29%, 14.45%
Mathematics: 20.86%, 20.22%, 15.96%
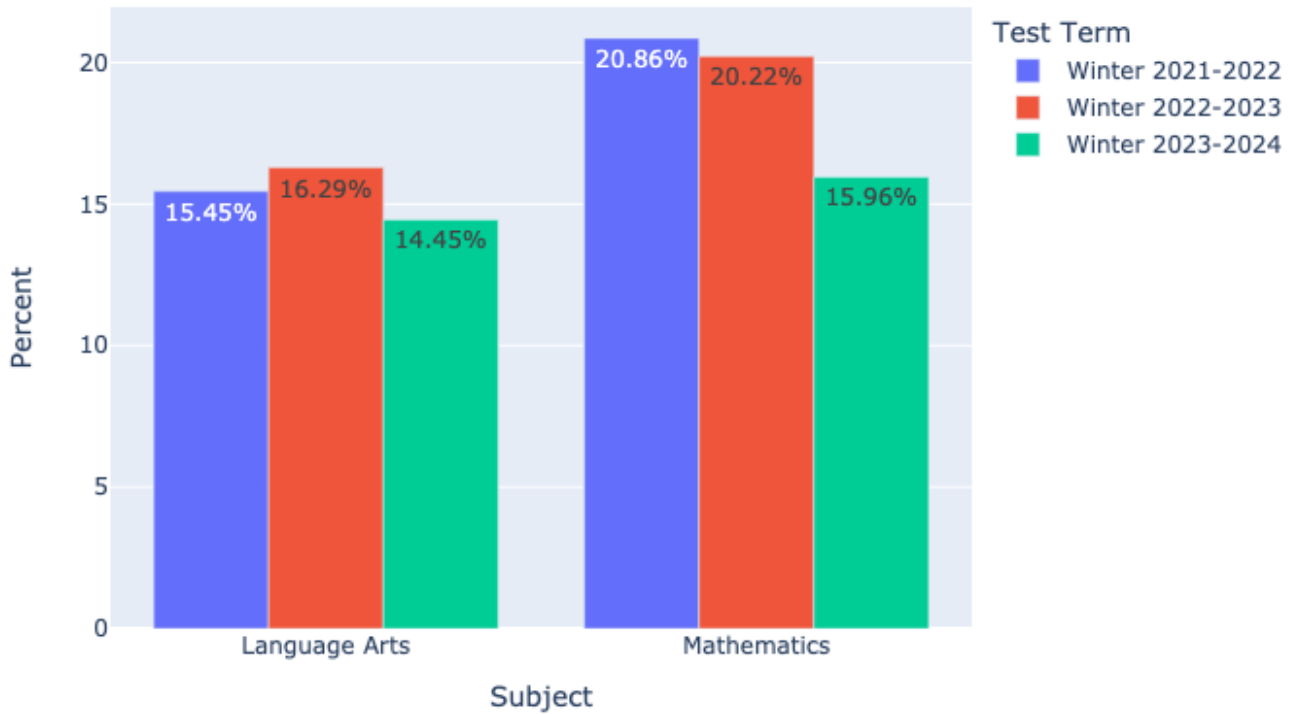
Percent Meeting Expected Growth

Percent vs Subject bar chart.

Test Term
- Winter 2021-2022
- Winter 2022-2023
- Winter 2023-2024

Language Arts: 60.81%, 56.45%, 61.86%
Mathematics: 48.33%, 59.5%, 68.68%
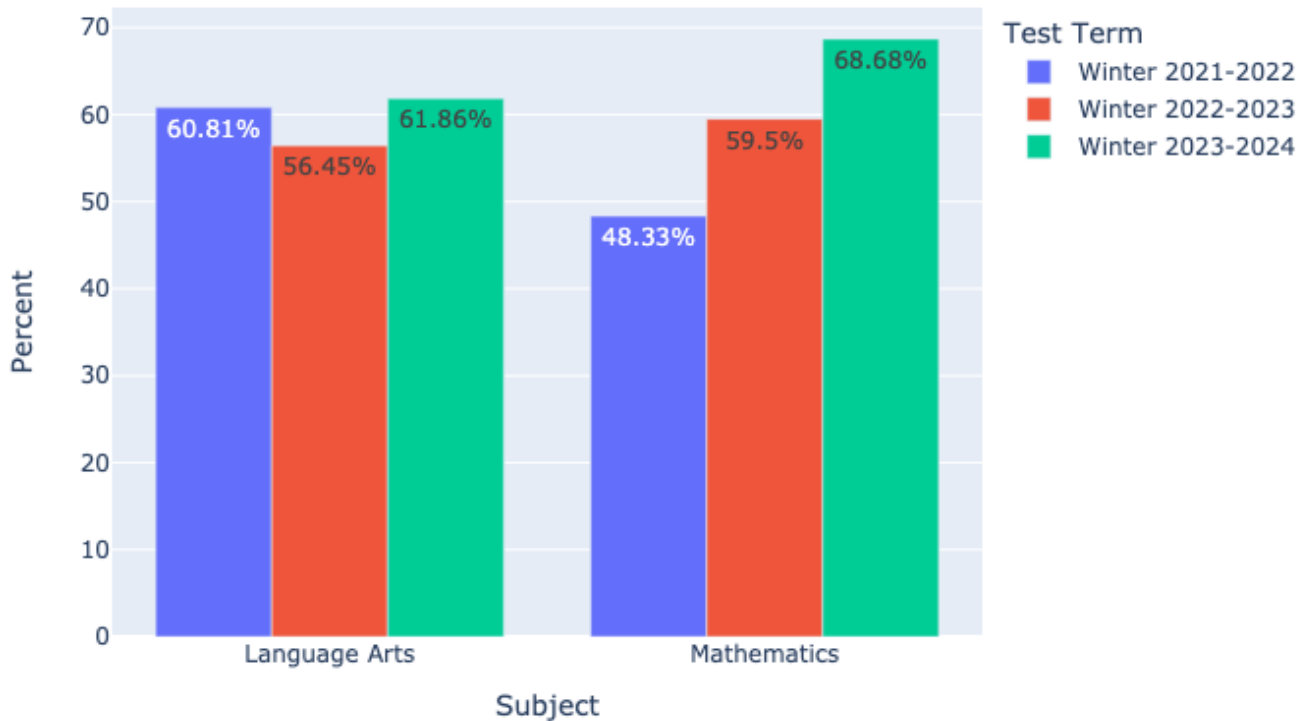
Growth Norms measured from Winter to Winter

MAP Fluency Context

Types of Assessments: MAP Fluency is an adaptive assessment. This means as students get questions correct, the test gets harder and vice versa when they get questions incorrect. Students can be assigned one or two types of assessments.

- **Foundational Skills:** Assesses students proficiency in "Listening Comprehension," "Picture Vocabulary," "Phonics and Word Recognition," and "Phonemic Awareness"
- **Adaptive Oral Reading:** Assesses students ability to read connected texts. It begins with "Sentence Reading Fluency" and then moves on to grade-level reading passages with comprehension questions that adapt up or down based on students reading fluency and comprehension. The assessment provides scores for "Sentence Reading Fluency," "Oral Reading Rate," "Oral Reading Accuracy," and "Literal Comprehension".
  - If a student is assigned the "Adapted Oral Reading" assessment and does not meet the benchmark for "Sentence Reading Fluency" they are rerouted to the "Foundational Skills Assessment" and will not get oral reading scores. (*See image below*)
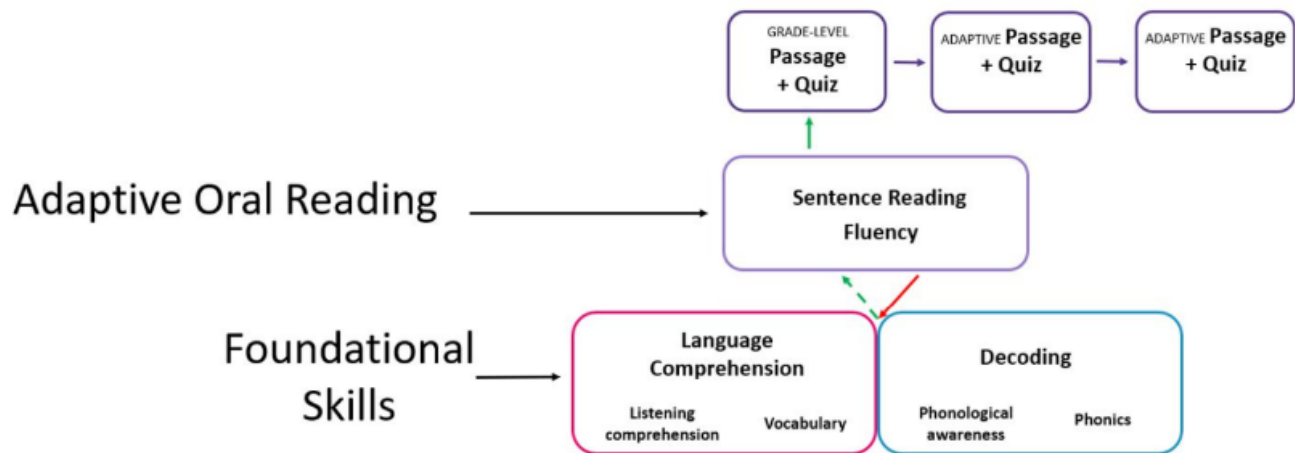
- Students in Kindergarten should be progressing through the "Foundational Skills Assessment".
- Students in First grade should be solid in the "Foundational Skills" assessment and some will be ready for the "Adapted Oral Reading" by the end of First grade.
- By Second Grade, students should be stay in the "Adapted Oral Reading" assessment.

MAP Fluency Context

Performance Levels: There are four performance levels for MAP Fluency. A student will receive a score and a performance level for each subcategory of the assessment. The four performance levels are "Below Expectations," "Approaching Expectations," "Meets Expectations," and "Exceeds Expectations."

Benchmarks: MAP Fluency is an adaptive assessment. The benchmarks are dynamic and change for each assessment window. For example, a 1st grade student receives a numeric score in the Fall that falls in the "Meeting Expectations" category; that same numeric score received in the Winter would fall into the "Approaching Expectations" category.

Assessment Assignments:

Kindergarten	1st Grade	2nd Grade
Fall: Foundational Winter: Foundational Spring: Foundational	Fall: Foundational Winter: Oral Reading* Spring: Oral Reading	Fall: Oral Reading Winter: Oral Reading Spring: Oral Reading

Oral Reading is recommended to be assigned in the Spring of First Grade. However, some of our students are already reading connected texts by the Winter of First Grade which is why we assign the Oral Reading in the Winter.

MAP Fluency Data Reflection

Kindergarten:

- Increase in the percent of K students who "Meet/Exceed" the benchmark in Phonological Awareness increased from last year from 76.54% to 80.12% in English and 73.28% to 84.54% in Spanish.
- Increase in the percent of K students who "Meet/Exceed" the benchmark in Phonics and Word Recognition increased from last year from 63.14% to 75.1% in English and 60.2% to 68.2% in Spanish.

First Grade:

- Slight increase in percent of 1st grade students who "Meet" the benchmark in Phonics and Word Recognition in English from 60.39% to 62.7%, the highest it has been in Winter in the past 3 years.
- Increase in the percent of 1st grade students who "Meet/Exceed" the benchmark in Sentence Reading Fluency in Spanish increased from 20.15% to 28.22%, the highest it has been in Winter in the past 3 years.
- Significant increase in the percent of students who remained in the "Adapted Oral Reading" assessment instead of being routed to the "Foundational Skills" assessment in Spanish from 12.4% to 20.97%. This means students have mastered the foundational skills needed to read connected text fluently.

Second Grade:

- Slight increase in the percent of 2nd grade students who remained in "Adapted Oral Reading" in English from 73.81% to 74.58%.
- Significant increase in the percent of 2nd grade students who remained in "Adapted Oral Reading" in Spanish from 31.78% to 65.38%, the highest it has been in the Winter in the past 3 years.
- Significant increase in the percent of 2nd grade students who "Meet/Exceed" the benchmark in Spanish Oral Reading Rate from 13.79% to 28.57%, the highest it has been in Winter in the past 3 years.
- Significant decrease in the percent of 2nd grade students who "Meet/Exceed" the benchmark in English Reading Accuracy from 79.2% to 54.68%.
- Significant increase in the percent of 2nd grade students who "Meet/Exceed" the benchmark in Spanish Reading Accuracy from 48.28% to 54.28%, the highest it has been in Winter in the past 3 years.
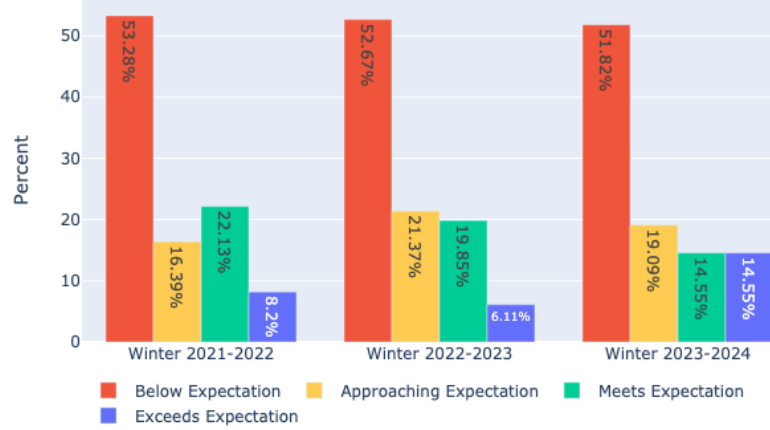
SY23-24 Winter MAP Fluency

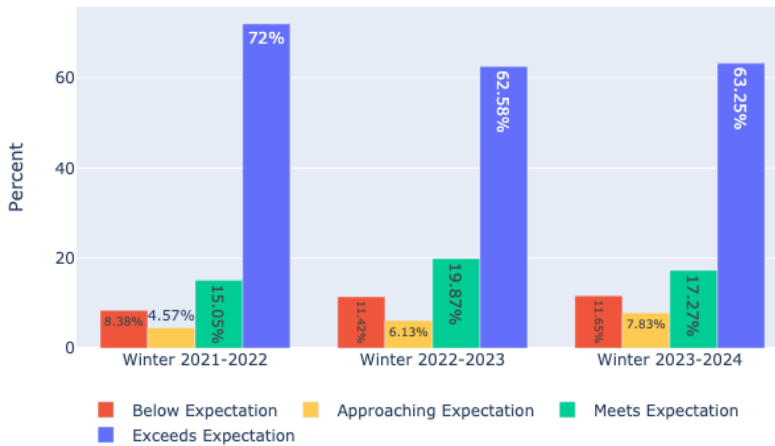*Based on Winter Benchmarks. Benchmarks adjust with each assessment window.*

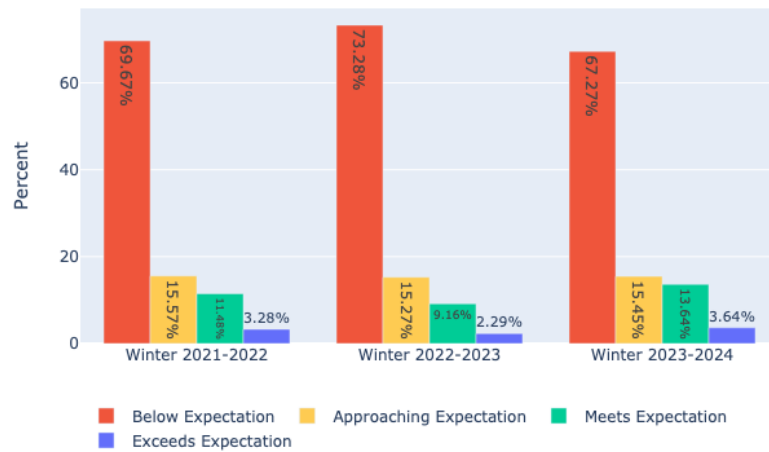## Grade K: Listening Comprehension Performance Level - English
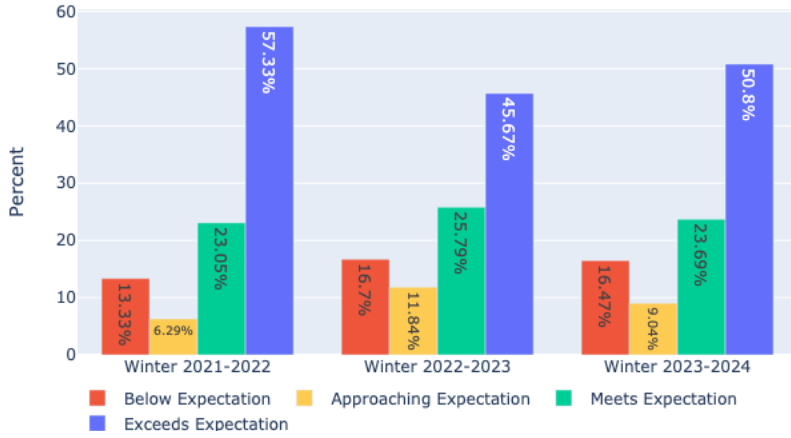
Grade K: Listening Comprehension Performance Level - Spanish
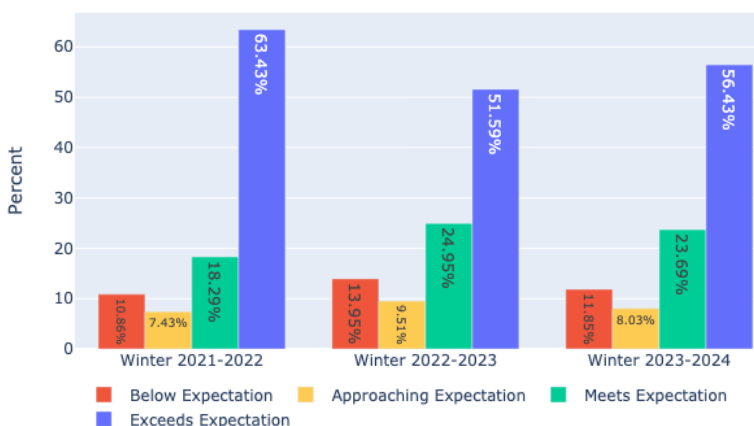

Grade K: Picture Vocab Performance Level - English

Grade K: Picture Vocab Performance Level - Spanish

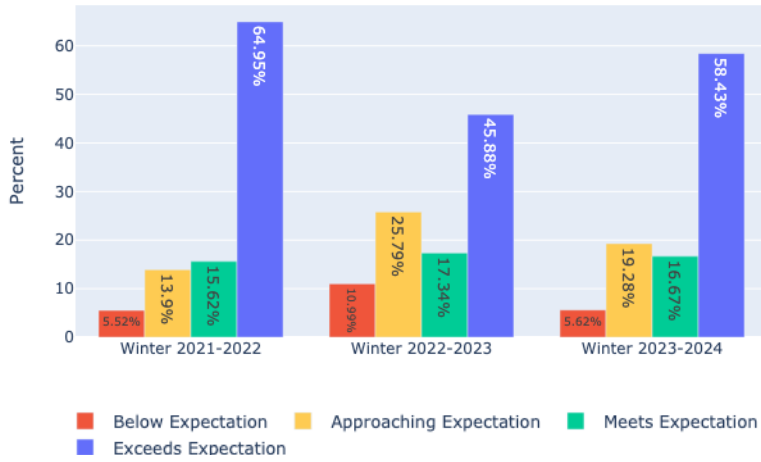## Grade K: Phonological Awareness Performance Level - English
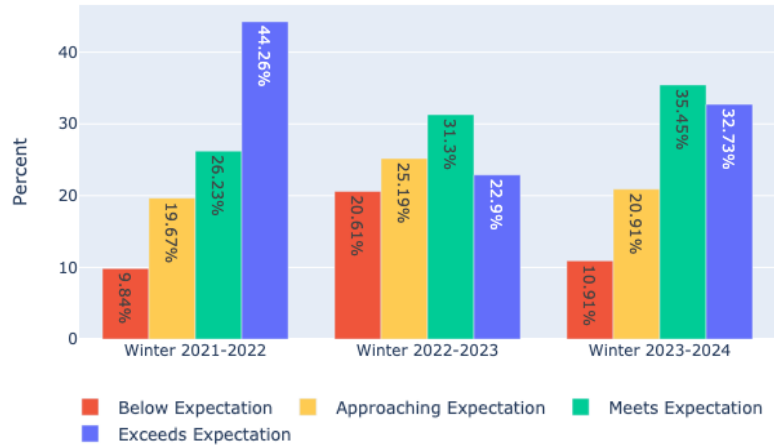

Grade K: Phonological Awareness Performance Level - Spanish

SY23-24 Winter MAP Fluency

Grade K: Phonics Word Recognition Performance Level - English

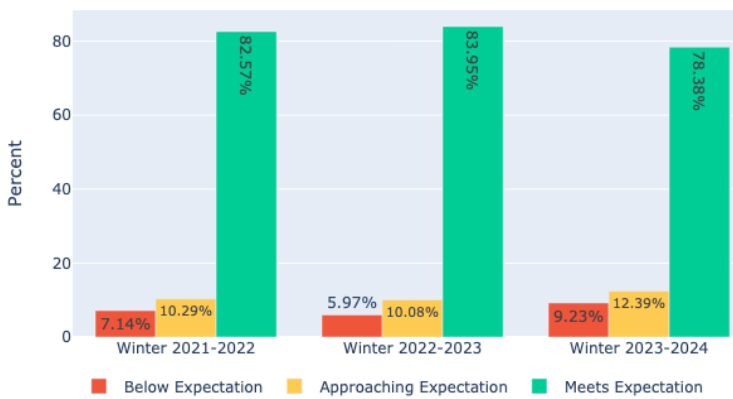## Grade K: Phonics Word Recognition Performance Level - Spanish

Grade 1: Listening Comprehension Performance Level - English
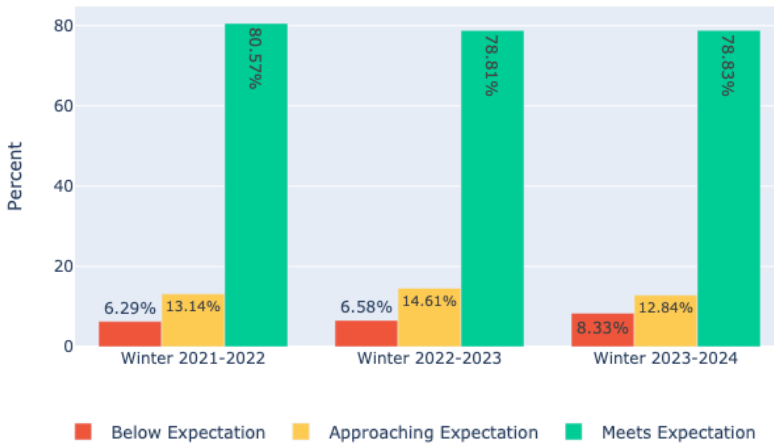
Grade 1: Listening Comprehension Performance Level - Spanish

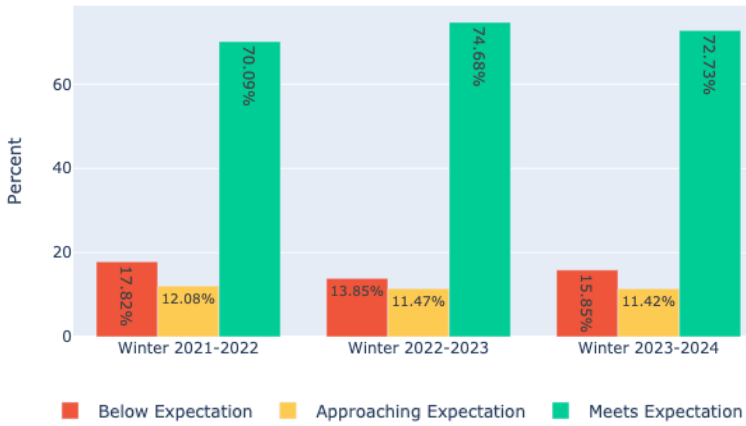## Grade 1: Picture Vocab Performance Level - English
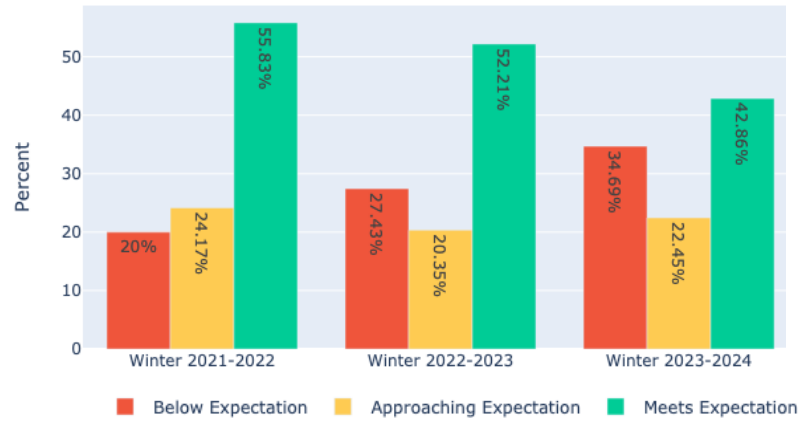

Grade 1: Picture Vocab Performance Level - Spanish
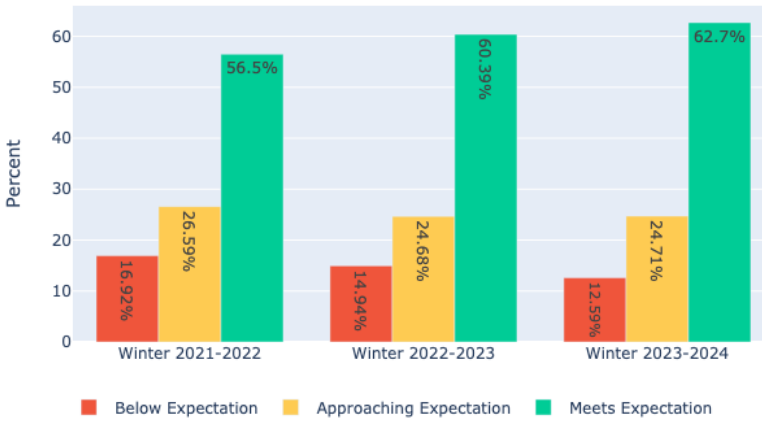
SY23-24 Winter MAP Fluency

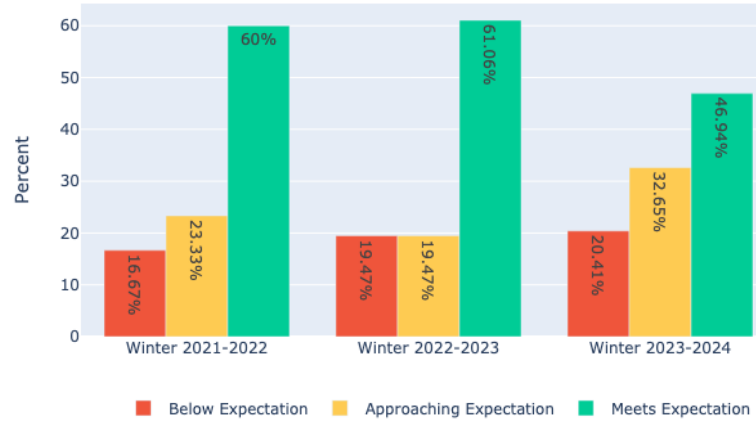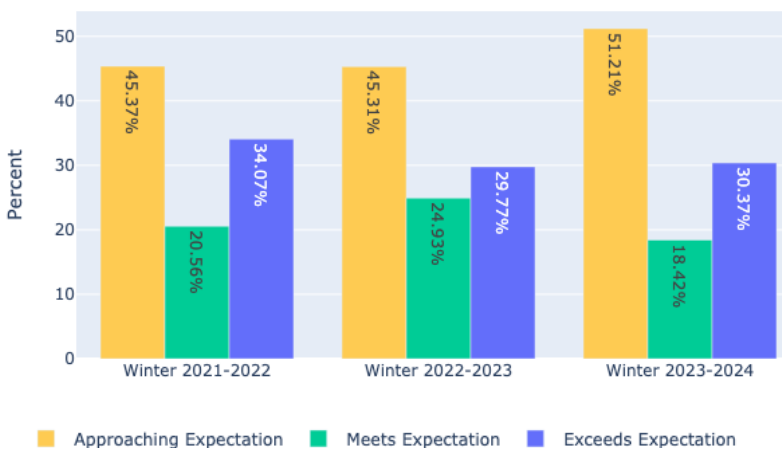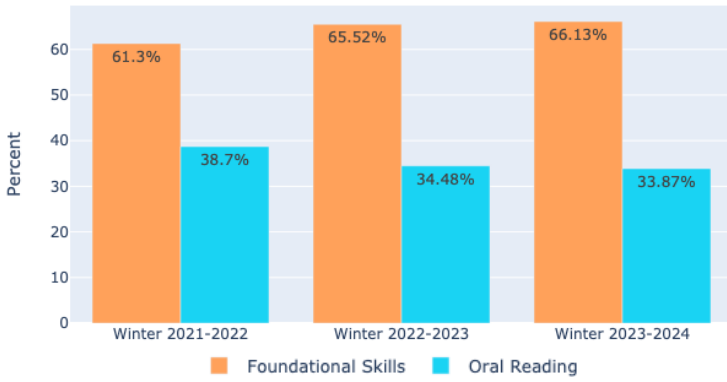## Grade 1: Phonological Awareness Performance Level - English

Winter 2021-2022: Below Expectation 17.82%, Approaching Expectation 12.08%, Meets Expectation 70.09%
Winter 2022-2023: Below Expectation 13.85%, Approaching Expectation 11.47%, Meets Expectation 74.68%
Winter 2023-2024: Below Expectation 15.85%, Approaching Expectation 11.42%, Meets Expectation 72.73%

■ Below Expectation ■ Approaching Expectation ■ Meets Expectation

Grade 1: Phonological Awareness Performance Level - Spanish

Winter 2021-2022: Below Expectation 20%, Approaching Expectation 24.17%, Meets Expectation 55.83%
Winter 2022-2023: Below Expectation 27.43%, Approaching Expectation 20.35%, Meets Expectation 52.21%
Winter 2023-2024: Below Expectation 34.69%, Approaching Expectation 22.45%, Meets Expectation 42.86%

■ Below Expectation ■ Approaching Expectation ■ Meets Expectation

Grade 1: Phonics Word Recognition Performance Level - English

Winter 2021-2022: Below Expectation 16.92%, Approaching Expectation 26.59%, Meets Expectation 56.5%
Winter 2022-2023: Below Expectation 14.94%, Approaching Expectation 24.68%, Meets Expectation 60.39%
Winter 2023-2024: Below Expectation 12.59%, Approaching Expectation 24.71%, Meets Expectation 62.7%

■ Below Expectation ■ Approaching Expectation ■ Meets Expectation

Grade 1: Phonics Word Recognition Performance Level - Spanish

Winter 2021-2022: Below Expectation 16.67%, Approaching Expectation 23.33%, Meets Expectation 60%
Winter 2022-2023: Below Expectation 19.47%, Approaching Expectation 19.47%, Meets Expectation 61.06%
Winter 2023-2024: Below Expectation 20.41%, Approaching Expectation 32.65%, Meets Expectation 46.94%

■ Below Expectation ■ Approaching Expectation ■ Meets Expectation

Grade 1: Sentence Reading Fluency Performance Level - English

Winter 2021-2022: Approaching Expectation 45.37%, Meets Expectation 20.56%, Exceeds Expectation 34.07%
Winter 2022-2023: Approaching Expectation 45.31%, Meets Expectation 24.93%, Exceeds Expectation 29.77%
Winter 2023-2024: Approaching Expectation 51.21%, Meets Expectation 18.42%, Exceeds Expectation 30.37%

■ Approaching Expectation ■ Meets Expectation ■ Exceeds Expectation

Grade 1: Sentence Reading Fluency Performance Level - Spanish

Winter 2021-2022: Approaching Expectation 80.77%, Meets Expectation 14.62%, Exceeds Expectation 4.62%
Winter 2022-2023: Approaching Expectation 79.84%, Meets Expectation 13.95%, Exceeds Expectation 6.2%
Winter 2023-2024: Approaching Expectation 71.77%, Meets Expectation 19.35%, Exceeds Expectation 8.87%

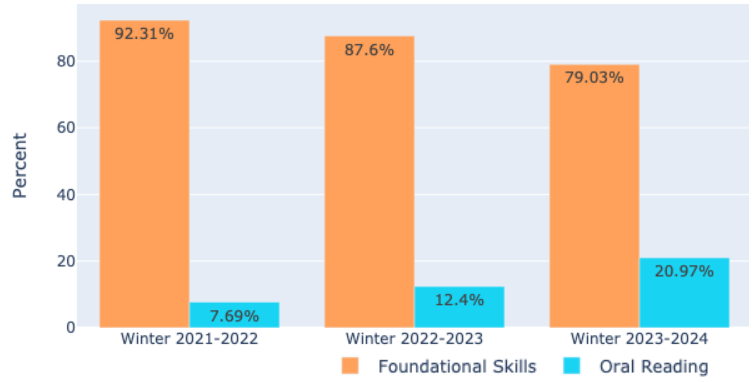■ Approaching Expectation ■ Meets Expectation ■ Exceeds Expectation

SY23-24 Winter MAP Fluency

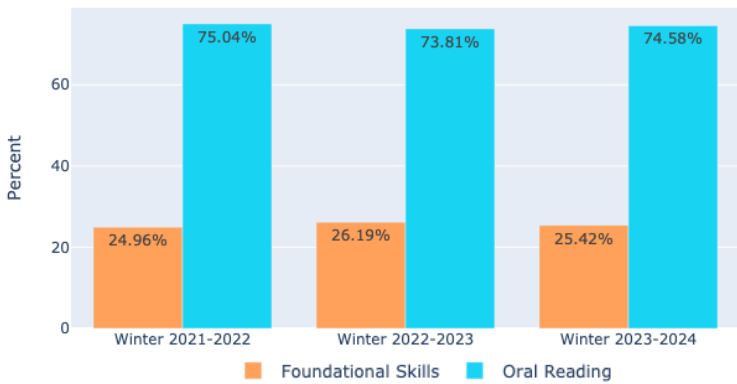## Grade 1: Result Type - English

Excludes students with "No Score"

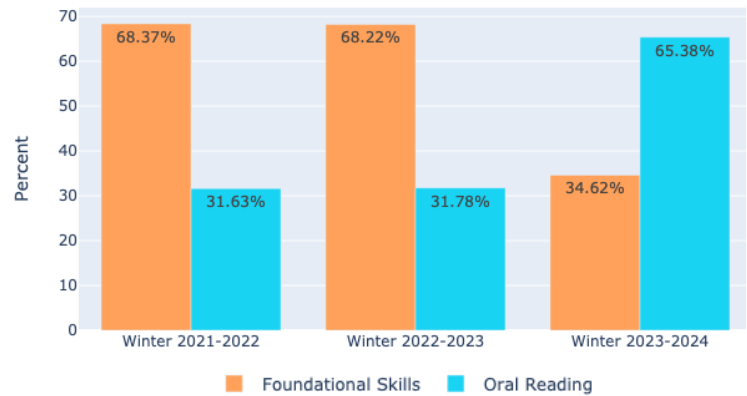## Grade 1: Result Type - Spanish

Excludes students with "No Score"
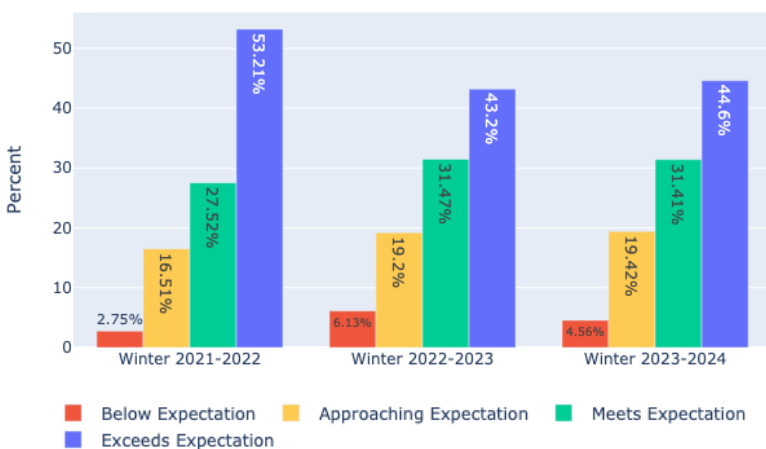
Grade 2: Result Type - English

Excludes students with "No Score"
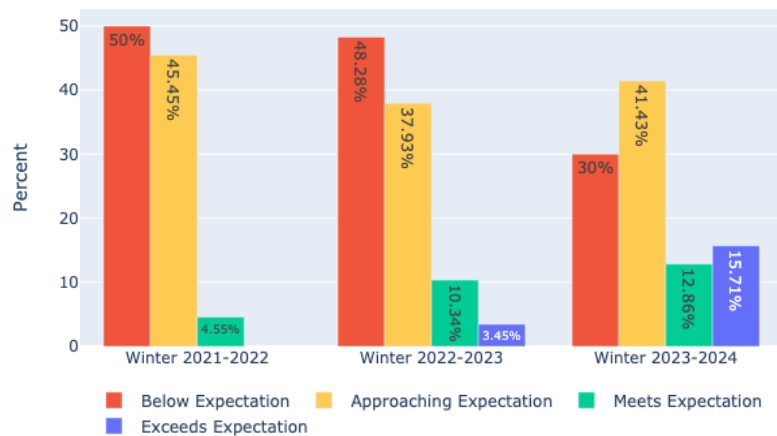
Grade 2: Result Type - Spanish

Excludes students with "No Score"

Grade 2: Oral Reading Rate Performance Level - English

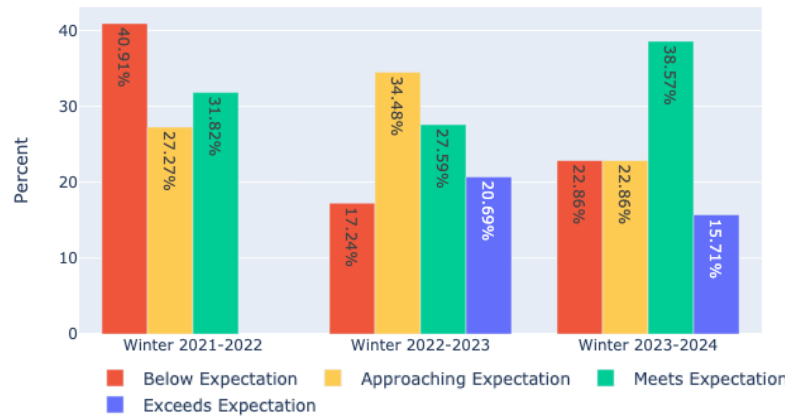## Grade 2: Oral Reading Rate Performance Level - Spanish
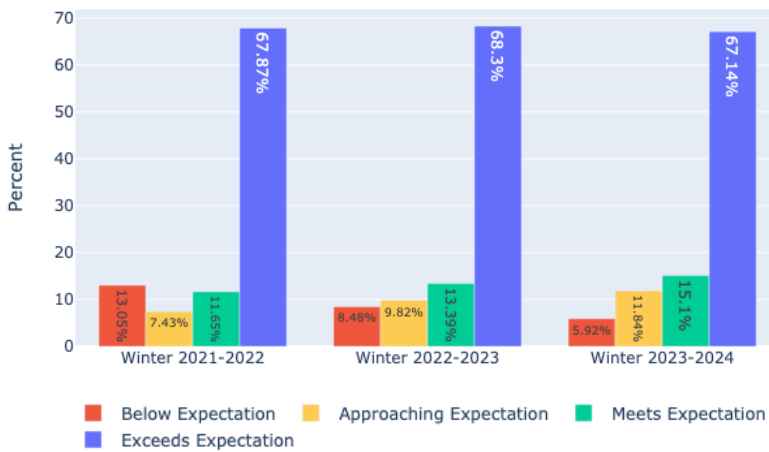
SY23-24 Winter MAP Fluency

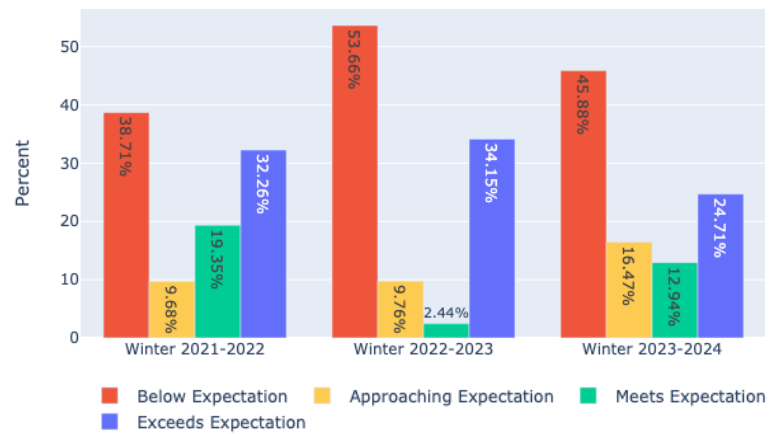## Grade 2: Oral Reading Accuracy Performance Level - English

Grade 2: Oral Reading Accuracy Performance Level - Spanish
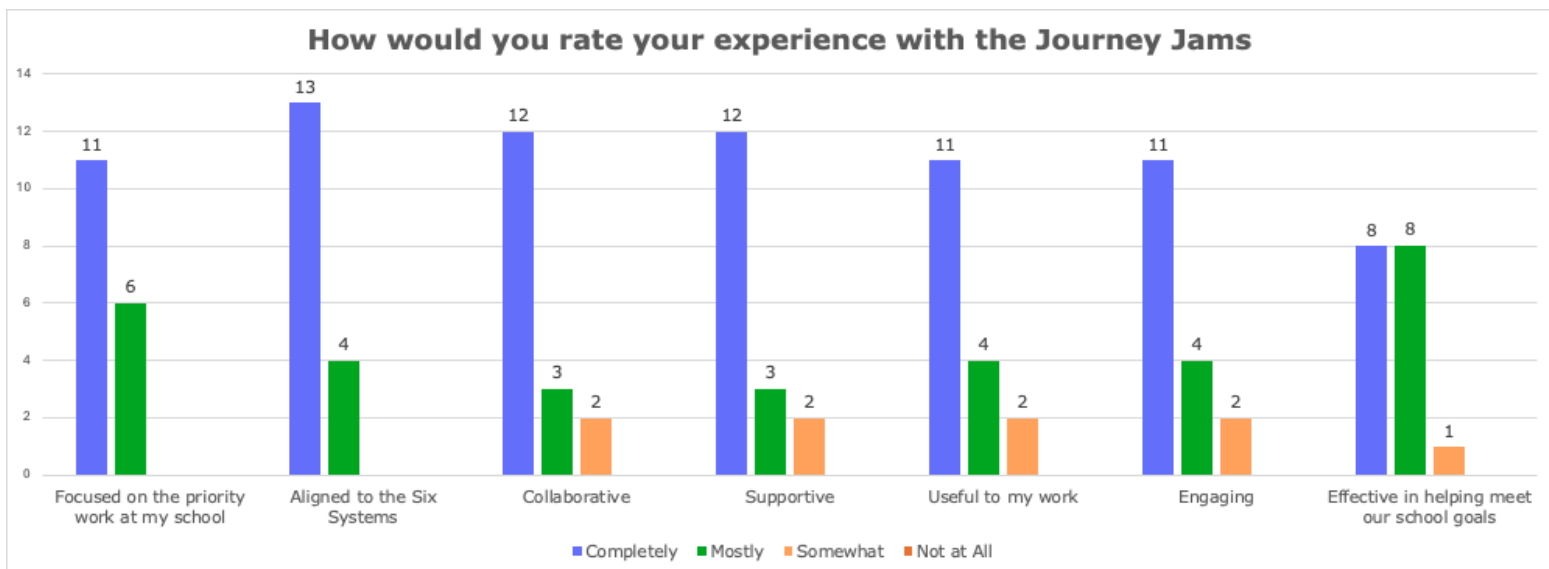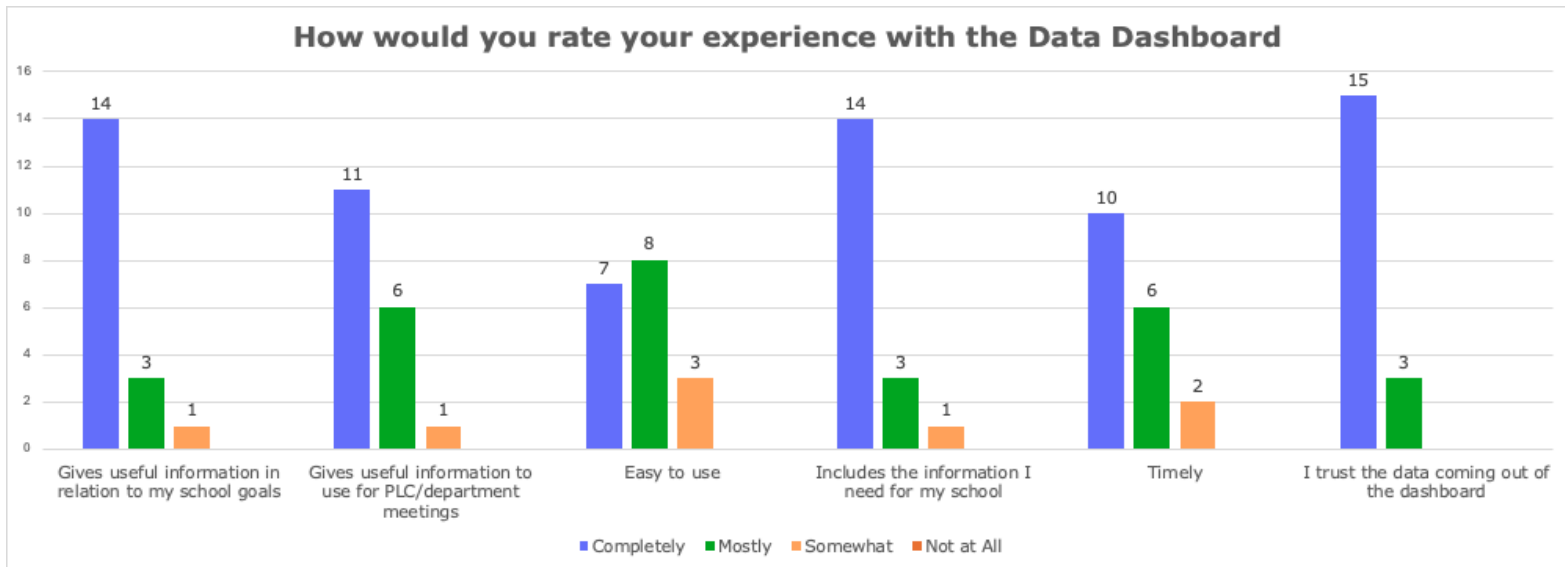

Grade 2: Literal Comprehension Performance Level - English

Grade 2: Literal Comprehension Performance Level - Spanish

Data Dashboard and Journey Jams

How would you rate your experience with the Data Dashboard

	Completely	Mostly	Somewhat	Not at All
Gives useful information in relation to my school goals	14	3	1	
Gives useful information to use for PLC/department meetings	11	6	1	
Easy to use	7	8	3	
Includes the information I need for my school	14	3	1	
Timely	10	6	2	
I trust the data coming out of the dashboard	15	3		

How would you rate your experience with the Journey Jams

|	Completely	Mostly	Somewhat	Not at All
Focused on the priority work at my school	11	6		
Aligned to the Six Systems	13	4		
Collaborative	12	3	2	
Supportive	12	3	2	
Useful to my work	11	4	2	
Engaging	11	4	2	
Effective in helping meet our school goals	8	8	1	

Elevating Educators(EPI)

Strategic Objective 4.1: Design infrastructure to manage, support, and monitor high-quality professional learning for all employees aligned to Strategic Goal 1 and professional learning provided based on staff-specific needs

Key Strategies:
- CPI training was provided for over 80 staff November and December.
- Districtwide Equity Workshops were held on January 8th with over 1153 staff attending.
- Over 35 educators are taking part in Instructional Coaching cycles focused on the use of instructional technology in instruction.

The process for selecting and registering for an Equity Workshop was clear and user-friendly. (January 8th, 2024)

Disagree 6%

Strongly Agree 33%

Neutral 18%

1153+ Staff

Agree 41%
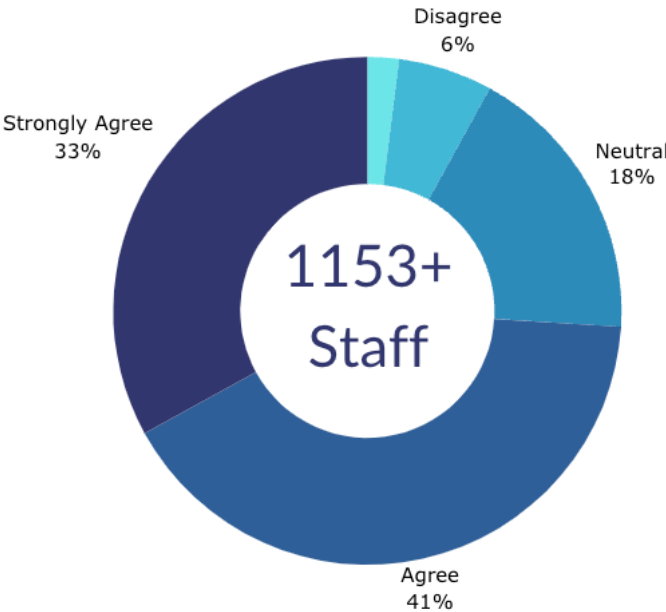
Additional Data Disaggregation Tables Available Here