



**EVANSTON/SKOKIE
SCHOOL DISTRICT 65**

Every Child, Every Day, Whatever it Takes

TO: D65 Board of Education

CC: Dr. Angel Turner, Superintendent

**FROM: Donna Cross, Executive Director of Research, Accountability,
Assessment, and Data (RAAD)**

DATE: November 4, 2024

RE: Equity Progress Indicator and Strategic Plan Update

Objective: Information X Discussion Follow-up Decision

Introduction:

The Research, Accountability, Assessment, and Data (RAAD) 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 District 65 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) aligned to D65 Strategic Plan Goals:

Learning Conditions(EPI): 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.

***D65 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): 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.

D65 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

D65 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

Elevating Educators(EPI): 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.

D65 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

Data Summary:

Learning Conditions(EPI):

School Climate (5 Essentials):

Positive gains were noted across several domains. Scores in *Effective Leaders* (+17%) and *Collaborative Teachers* (+23%) indicate improved leadership and collaboration. *Involved Families* also saw a slight increase, moving the engagement rating from "Neutral" to "Strong." However, there were declines in *Supportive Environment* (-15.5%) and *Ambitious Instruction* (-5%), suggesting areas that may benefit from targeted interventions.

Attendance:

Attendance trends are strong overall. The Average Daily Attendance (ADA) for K-8 is at 95.5%, exceeding district goals and showing a 2.5% increase from the previous year. Most racial/ethnic groups and schools met or exceeded a 94% ADA, with several schools achieving over 95%, reinforcing consistent attendance across the district.

Behavior:

Behavioral incidents continue to decline significantly. Levels 3-5 incidents decreased by 50% from SY23 to SY25, and only 1.8% of students had severe incidents (Levels 3-5). Notably, the total number of incidents for Black/African American students fell by 67%, while students with Free/Reduced Lunch status saw a slight reduction in incidents. There was, however, an 8% increase in incidents for Multi-Racial students, highlighting a potential area for monitoring.

Social, Emotional, and Behavioral Risk Screening (SAEBRS):

Teacher ratings placed 90% of students in the "low risk" category overall, though discrepancies were seen between teacher and student self-ratings, particularly in the Emotional domain (98% "low risk" per teacher vs. 86% self-reported). This gap suggests possible variations in perception regarding emotional well-being, warranting closer examination.

Student Learning(EPI):

Illinois Assessment of Readiness (IAR): Noteworthy gains in the percent of students “Meeting(4)” or “Exceeding(5)” on IAR were made across Middle and Magnet Schools in ELA and Math, particularly at Chute (+23.3% in ELA) and Haven (+30.4% in ELA). In elementary schools, several showed increases, though some, such as Dewey and Lincoln, saw slight decreases in Math.

MAP Growth: Language Arts MAP growth remained stable, but Math saw a decline in students meeting expected growth (from 66% in SY23 to 53% in SY25). Cohort analysis shows strong growth in the current 8th-grade cohort, particularly in Math.

College Readiness Benchmarks: Scores showed modest improvements in both SAT and ACT benchmarks for ELA and Math. Specifically, SAT benchmarks increased from 72% to 75% in ELA and from 45% to 50% in Math since SY23.

MAP Fluency (K-2):

Growth trends varied. Kindergarteners remained consistent, with notable increases in Spanish vocabulary and English phonics. First grade saw improvements in the percentage of students “Meeting or Exceeding” in phonological awareness, particularly in Spanish (+15%). For second grade, there was an increase in students routed to the “Adapted Oral Reading” assessment in Spanish from 17% in SY23 to 39% in SY25, with 63% of those students “Meeting/Exceeding” expectations in reading rate.

Considerations for Next Steps:

- Equip leadership with clear insights into the contributing factors affecting school climate scores, allowing targeted action at specific schools or within particular grade levels.
 - Develop a trend analyses for *Supportive Environment* and *Ambitious Instruction* metrics. Include drill-downs by school, grade level, and other subgroups to better understand factors behind declining scores.
- Continue promoting attendance programs that have shown positive impact and identify best practices in schools exceeding the 95% ADA
- Continue to utilize D65 Data Dashboard for real-time attendance data analysis at the school level to identify students/groups for target support.
- Identify patterns in behavioral incidents and SEL data(Panorama, SAEBRS) by demographic factors, especially Multi-Racial students, that may point to underlying causes, guiding strategic behavioral support initiatives tailored to specific schools or student groups.
- Consider possible integration of SAEBRS data into D65 Data Dashboard to get a holistic view of student academic, attendance, behavior, and SEL performance.
- Set up D65 Data Dashboard to visualize MAP Fluency by domain (e.g., Oral Reading Rate, Picture Vocabulary) across languages.
- Continue to report student data accurately and timely.



Equity Progress Indicator and Strategic Plan Report

November 4, 2024



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

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:

- Launch of Tier 1 SEL curriculum and instruction in all PreK-8th Grade classrooms to support direct instruction of social-emotional skills for all D65 students.(CharacterStrong)
- Implement a new SEL Universal Screener(SAEBRS) for K-8th grade educators and 2nd-8th grade students to complete in order to better identify areas of strength and need for students' social-emotional needs.
- Support Middle School Counselors to conduct a "School Counseling Program Assessment" to identify areas of strength and actionable next steps within their program delivery.



5 Essentials

5Essentials Measures and Targets

Increase 15% on 5Es in the area of Supportive Environment, Collaborative Teachers, and Involved Families.

Data Reflection

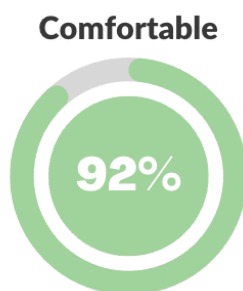
- “Effective Leaders” has increased from a score of 35 in SY22 to a score of 41 in SY24. Although this is a 3-point decrease from SY23. (SY22 to SY24: +17%)
- “Collaborative Teachers” has increased from 35 in SY22 to 43 in SY24 (SY22 to SY24: +23%)
- “Involved Families” has increased from a score of 58 in SY22 to 60 in SY24, elevating the performance level from “Neutral” to “Strong” (SY22 to SY24: +3.5%)
- “Supportive Environment” has the largest decrease in score from 58 in SY22 to 49 in SY24 but is showing an improvement from the SY23 score of 47. (SY22 to SY24: -15.5%)

District 65 5Essentials Scores Over Time

Essential	2018	2019	2020	2021	2022	2023	2024
Effective Leaders	43	46	39	44	35	44	41
Collaborative Teachers	43	40	34	41	35	43	43
Involved Families	58	59	56	63	58	58	60
Supportive Environment	47	54	48	65	58	47	49
Ambitious Instruction	63	58	50	56	56	63	53

Legend for Performance Levels	
0-39	Weak - least & less implementation
40-59	Neutral - average implementation
60-100	Strong - more & most implementation

Students agree/strongly agree that teachers make them feel...



Retrieved from 5Essentials “Teacher-Student Trust”



Attendance

Attendance Measures and Targets

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

Data Reflection

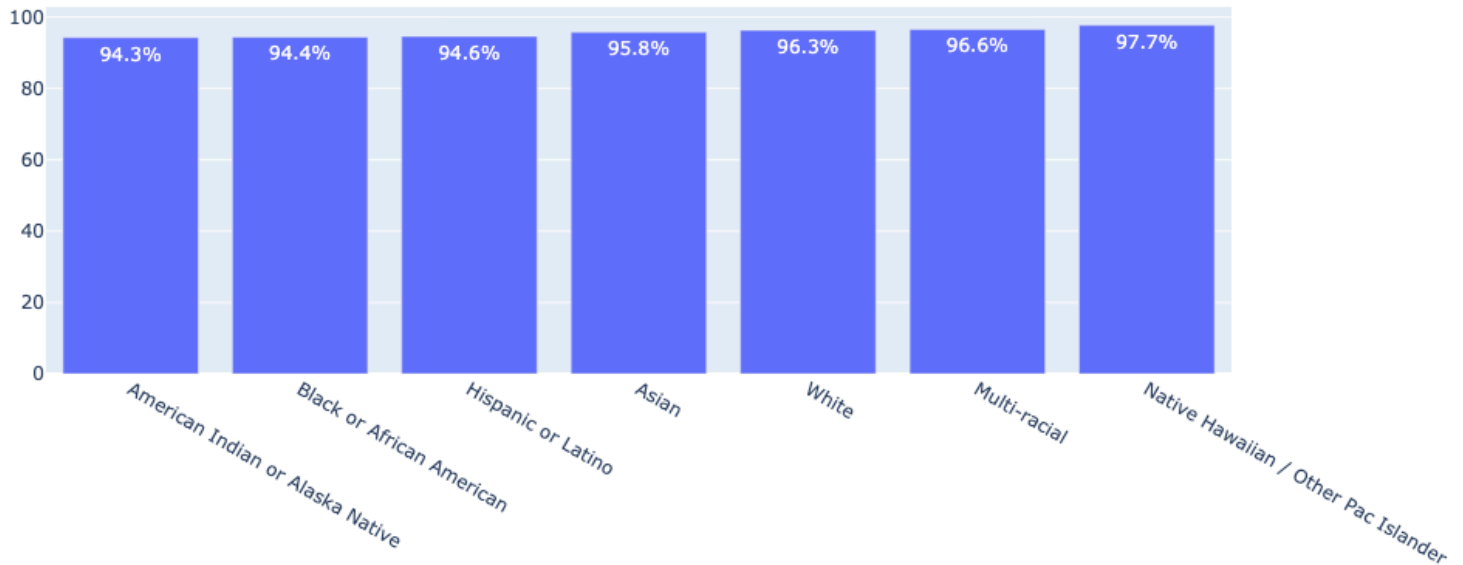
- Average Daily Attendance(ADA) for K-8 is 95.5%, surpassing the Strategic Plan goal and a 2.5% increase from the same time last year.
- All Races/Ethnicities have an ADA at or above 94%
- All schools have an ADA of 94.7% or higher, excluding Park and Rice
- Dewey, Kingsley, Lincoln, Lincolnwood, Oakton, Orrington, Walker, Washington, Willard, Bessie Rhodes, and Nichols are all above the 95% ADA goal.

Average Daily Attendance (K-8)

October 9th, 2024



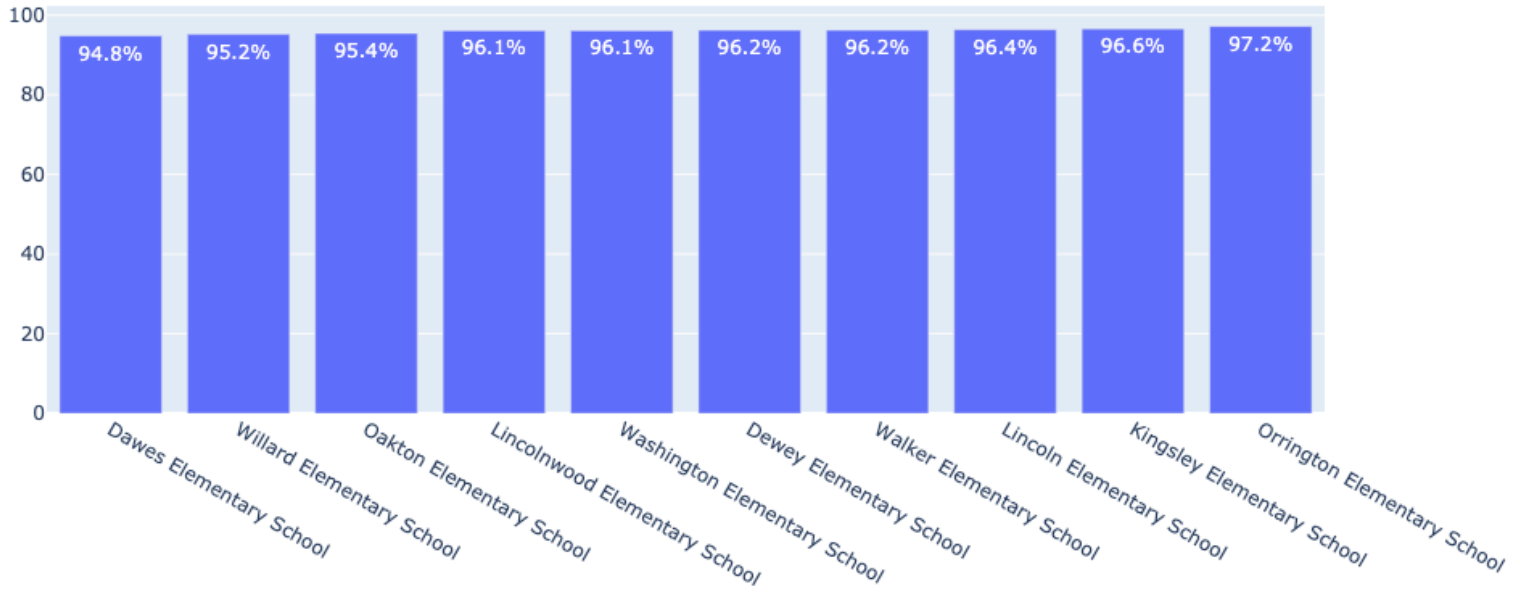
Average Daily Attendance by Race/Ethnicity
Oct. 09, 2024



Attendance

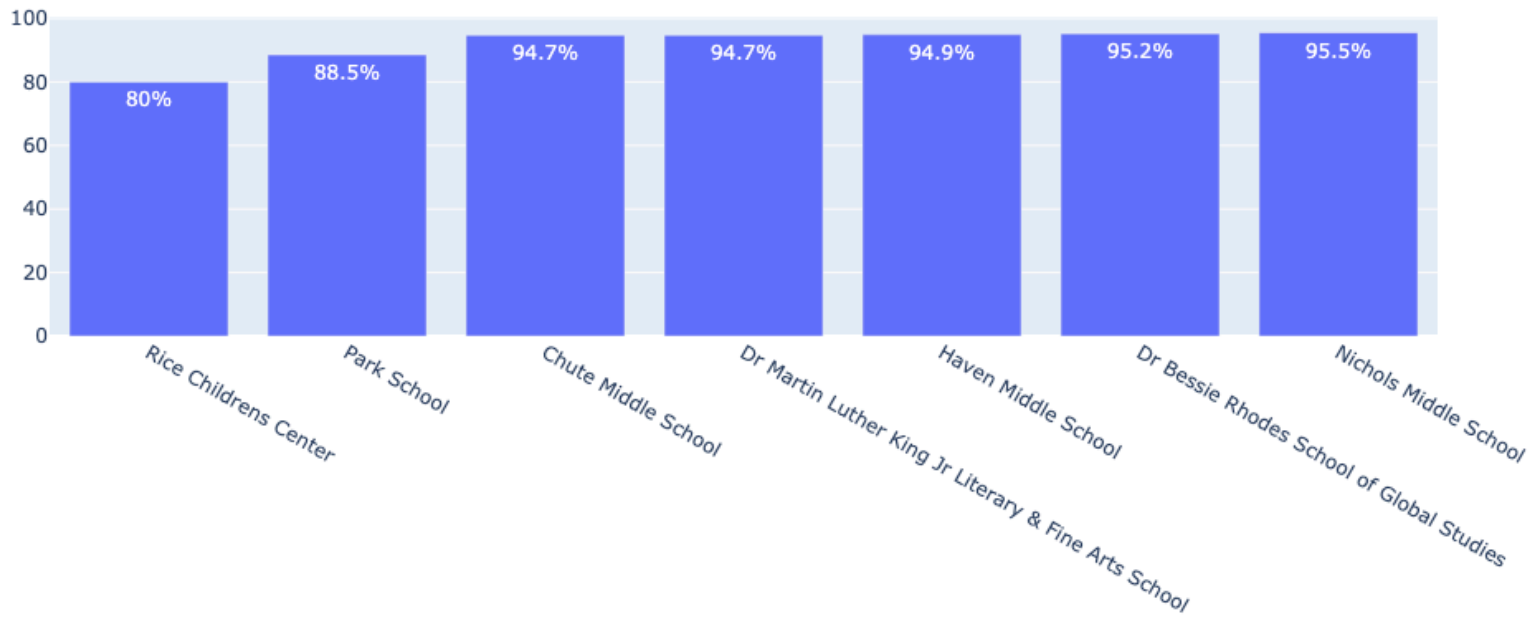
Average Daily Attendance (K-5)

Oct. 09, 2024



Average Daily Attendance (Middle/Magnet/Specialty)

Oct. 09, 2024



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

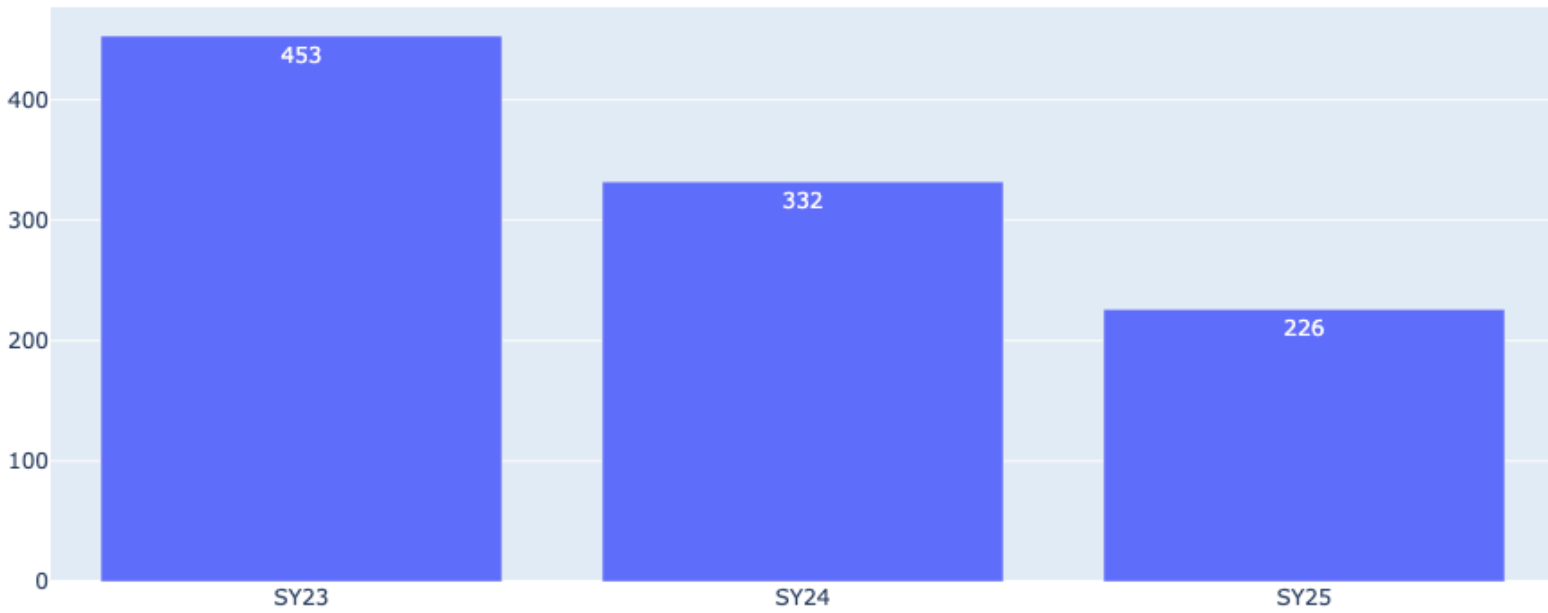
- The total number of all Level 3,4, and 5 incidents have continued to decrease from 453 in SY23 to 332 in SY24 and 226 in SY25. This translates to a 50% decrease from SY23 to SY25.
- Incidents at levels 3, 4, and 5 account for 22.4% of total incidents.
- Only 1.8% of all students have a Level 3, 4, or 5 incident.
- There is an 11% decrease in the percentage of incidents written for Black/African American students in comparison to other racial/ethnic groups from 54% in SY24 to 43% in SY25.
- There is an 8% increase in the percentage of incidents reported for Multi-Racial students from 4% in SY24 to 12% in SY25.
- The total number of incidents for Black/African American students has decreased by 67%, from 1327 incidents in SY24 to 434 incidents in SY25.
- Students with IEPs account for 38% of all incidents, a slight increase from 37% in SY24.
- Students with Free/Reduced Lunch status make up 63% of all incidents, a slight decrease from 66% in SY24



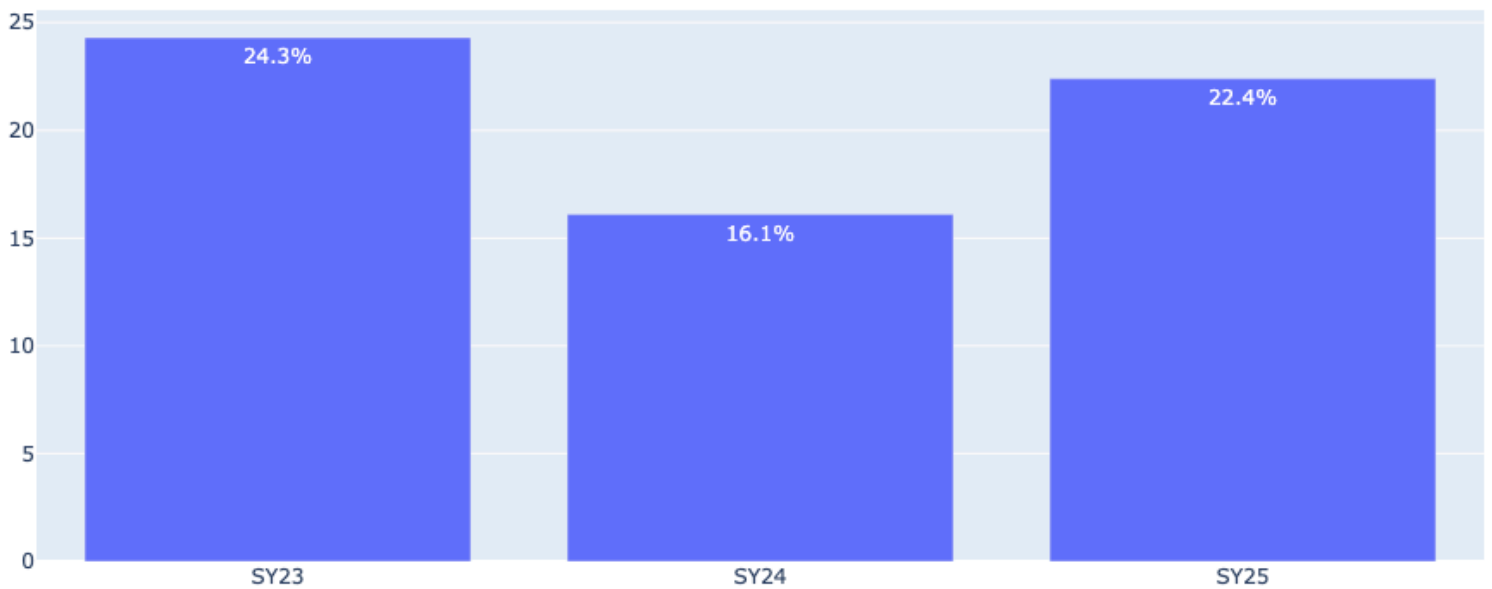
Behavior



Total Count of Level 3, 4 and 5 Incidents
Oct. 09, 2024

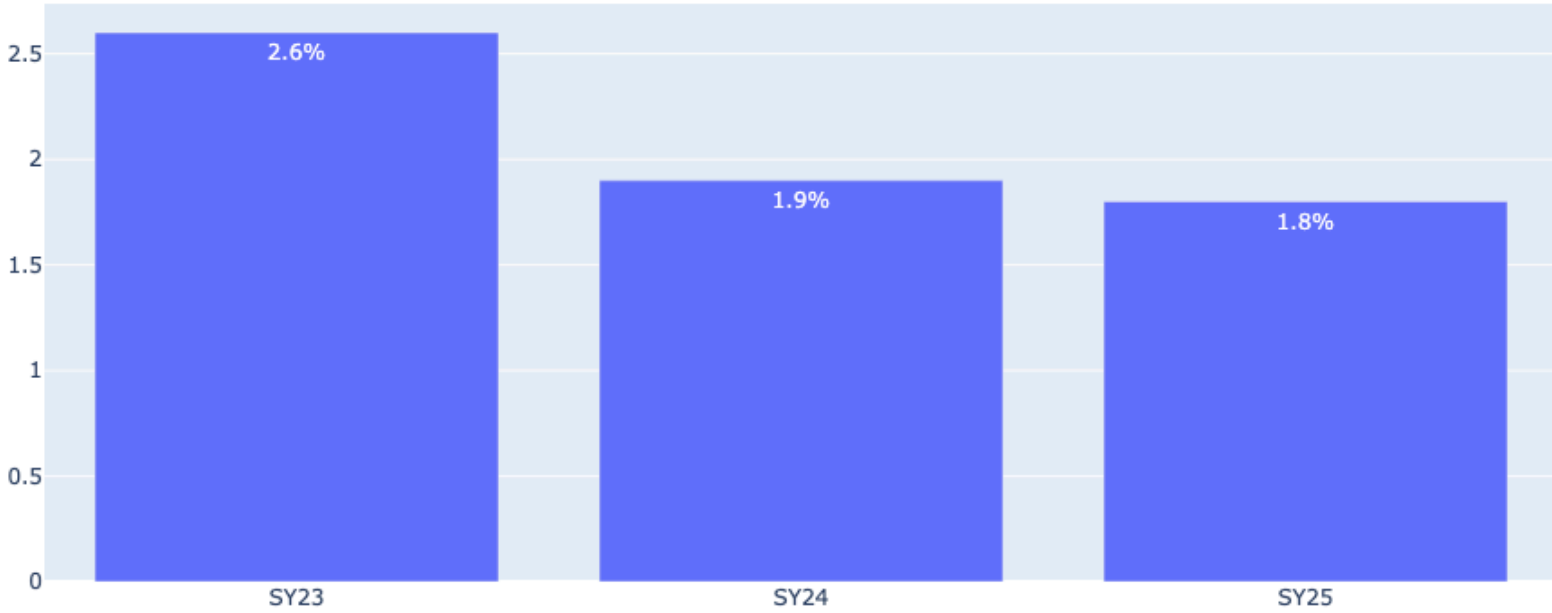


Percent of Level 3, 4 and 5 Incidents
Oct. 09, 2024

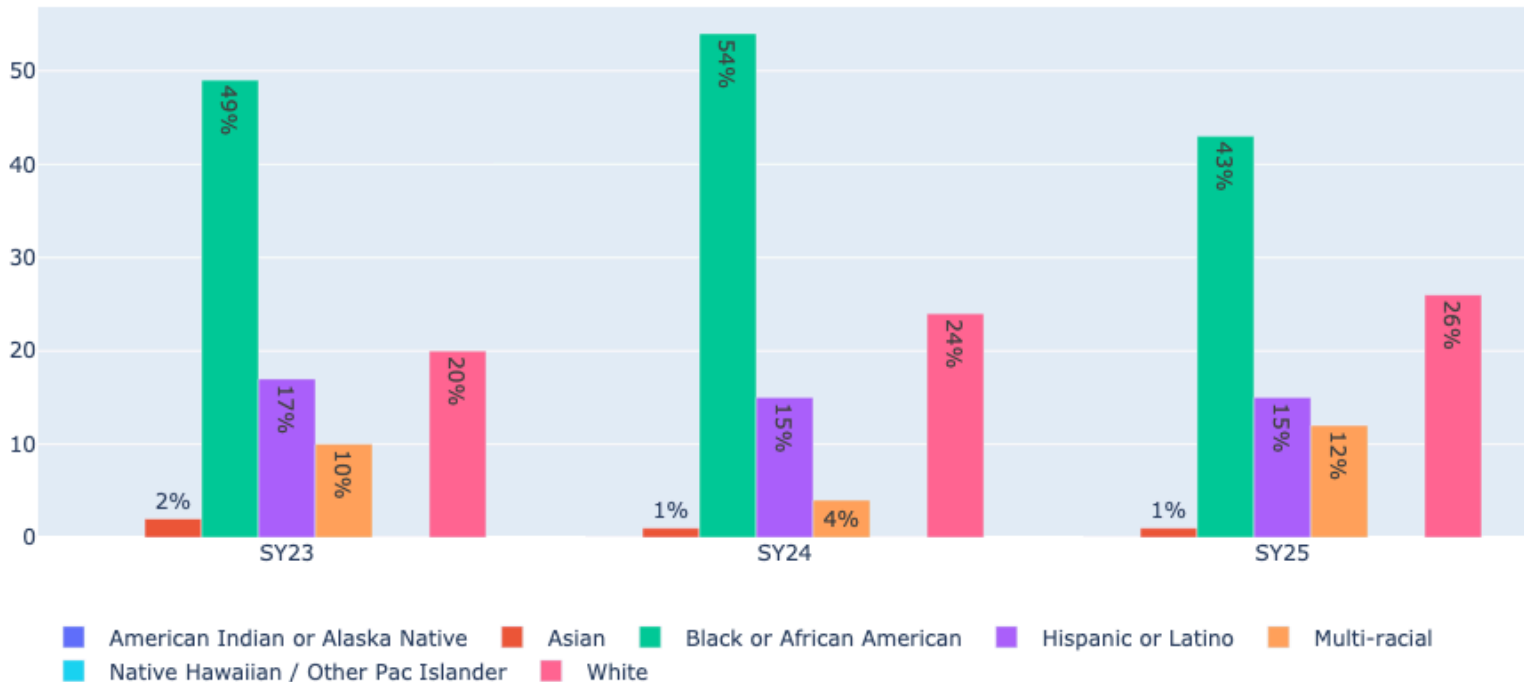


Behavior

Percent of Students with Level 3, 4 or 5 Behavior Incidents
Oct. 09, 2024

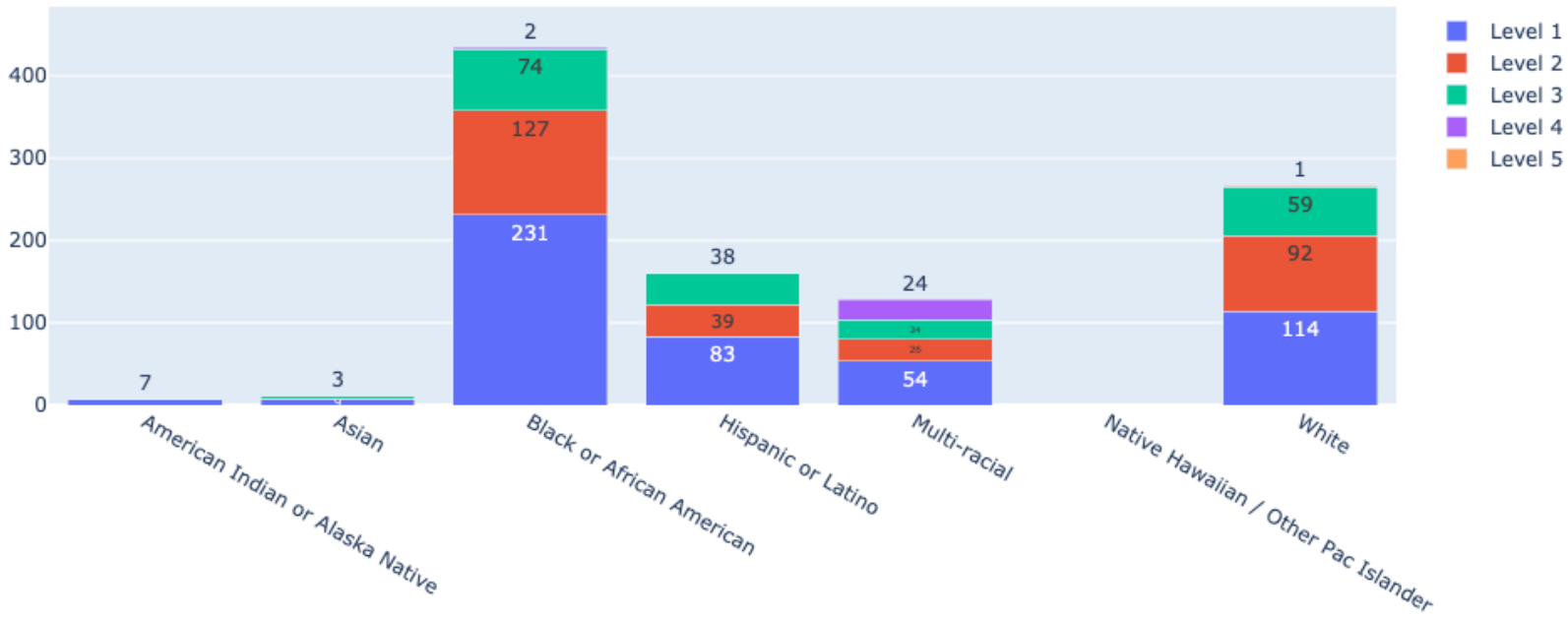


Percent of Total Incidents by Race
Oct. 09, 2024

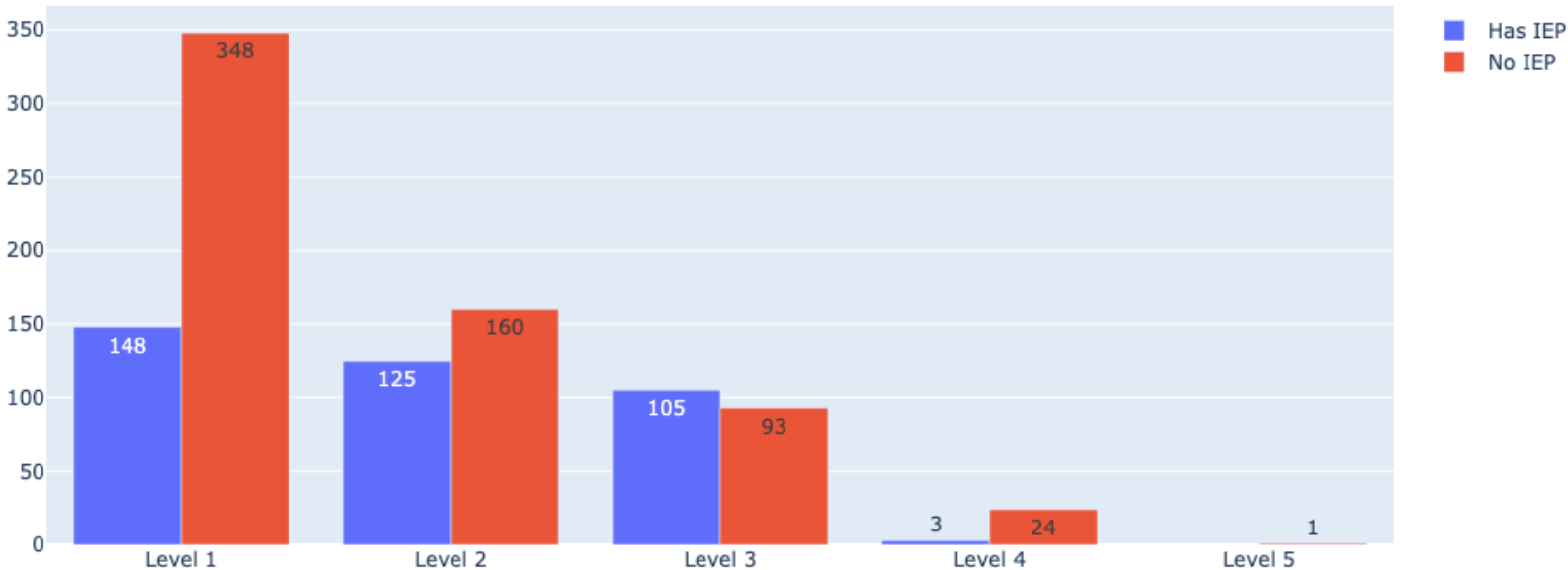


Behavior

SY25 Total Behavior Incidents by Race and Level
Oct. 09, 2024



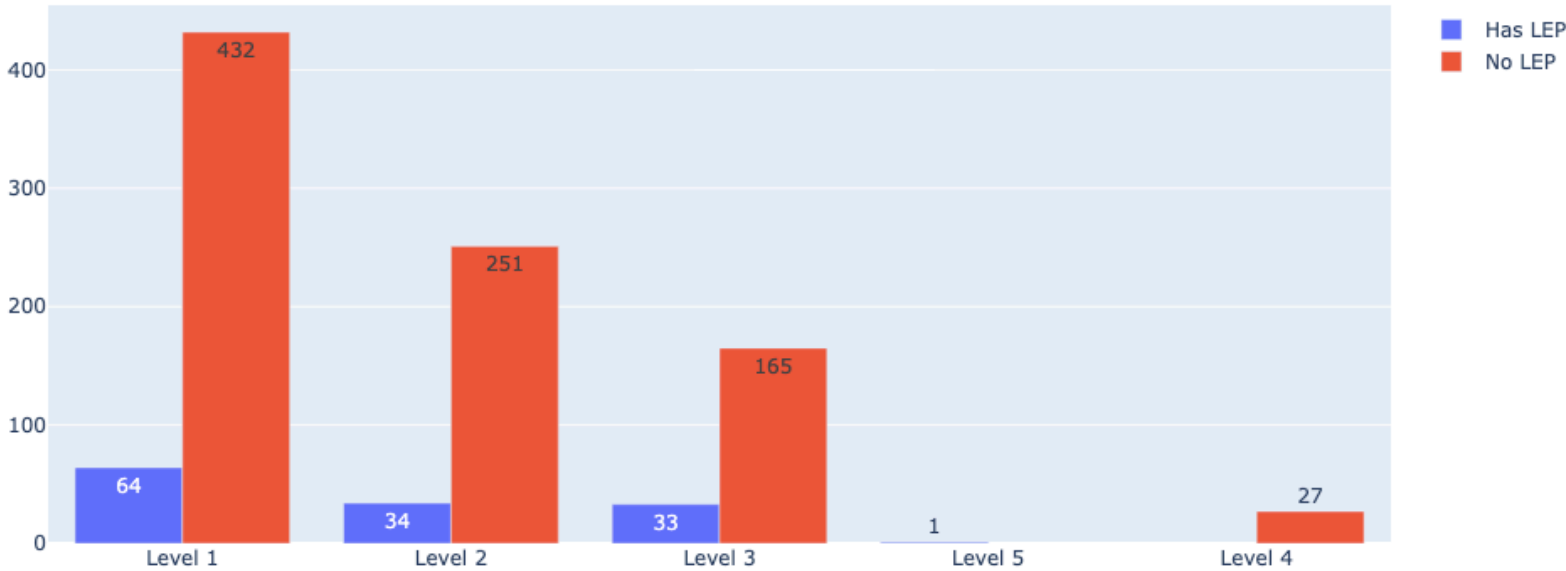
SY25 Total Behavior Incidents by IEP Status and Level
Oct. 09, 2024



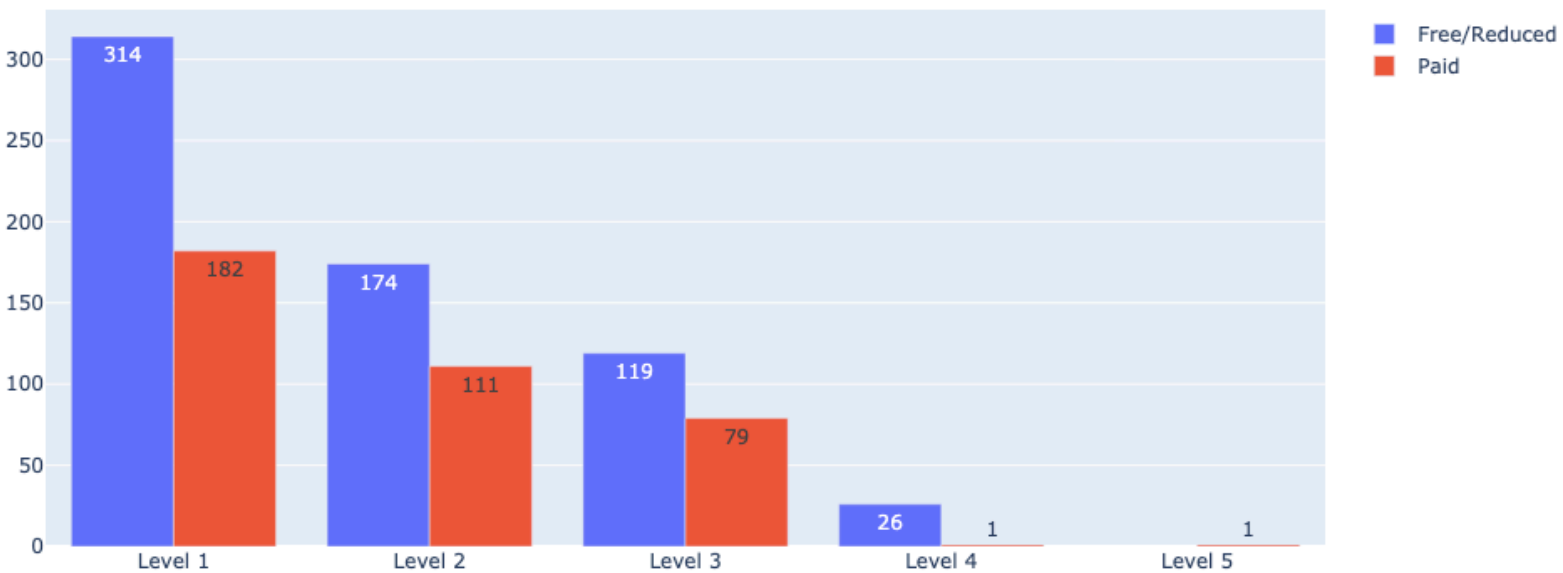
Behavior

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SY25 Total Behavior Incidents by EL Status and Level
Oct. 09, 2024



SY25 Total Behavior Incidents by Lunch Status and Level
Oct. 09, 2024



SAEBRS Data

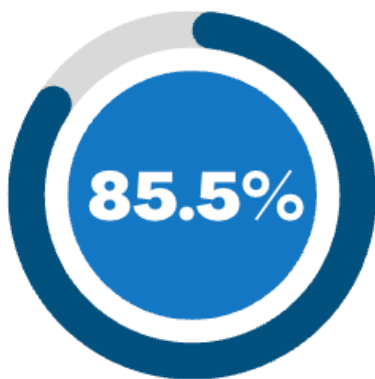
SAEBRS Data Overview

Social, Emotional, and Behavioral Risk Screening (SAEBRS) is a behavior screener that helps us identify which students might need social-emotional behavior support based on the responses of the SAEBRS and mySAEBRS assessment. Students in K-8th grade have SAEBRS data, this screener is completed by their classroom educator and provides their insight on a child's Social Behaviors, Academic Behaviors and Emotional Behaviors. mySAEBRS is the student screener for grades 2 through 8, that asks the child to reflect on the same Social, Academic and Emotional Behaviors that the classroom educators rated.

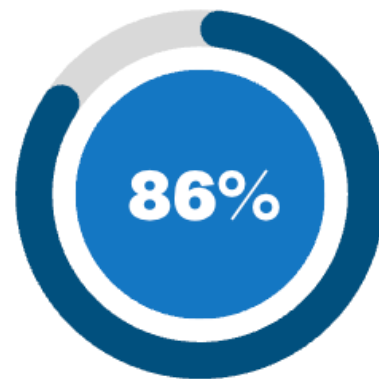
Data Reflection

- SAEBRS Teacher Rating shows 90% of students in the “low risk” category while students rating shows 81% of students in the “low risk” category.
- The largest discrepancy between the teacher-rated scores and the student-rated scores is in the “Emotional” domain with educators rating 98% of students in the “low risk” category while only 86% of students self-rating in the “low risk” category.
- Teachers were also more likely to rate more students in the “low risk” category for the Academic domain at 84% while only 78% of students self-rated in the “low risk” category for the domain.

Student Self-Assessment Response Rate (2-8)

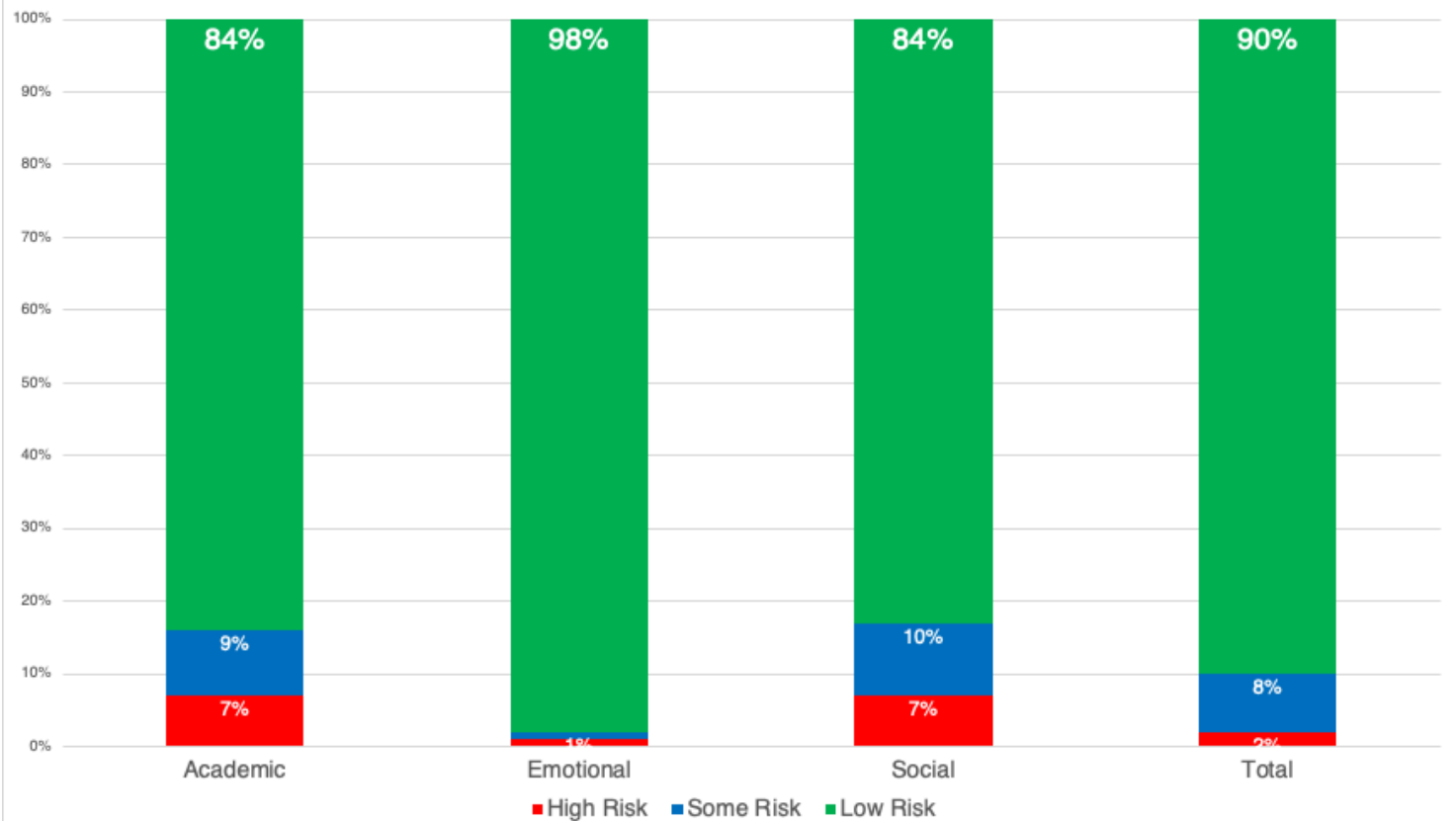


Students with a Teacher Response (K-8)

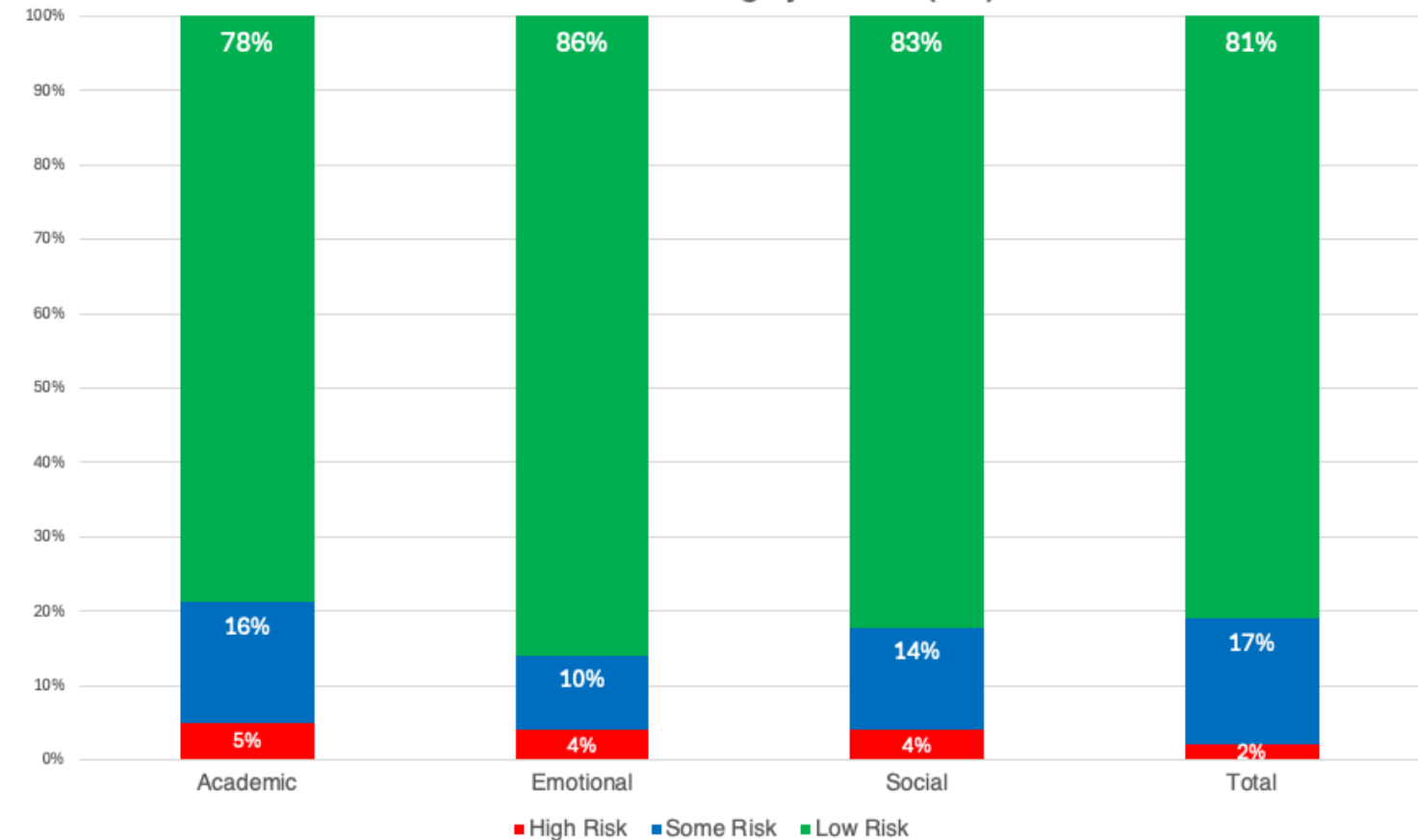


SAEBRS Data

SAEBRS Teacher Rating by Domain (Fall)



SAEBRS Student Rating by Domain (Fall)



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:

- Middle School Math educators are using standards-based common assessments to determine not only levels of attainment but also next steps in learning.
- Walkthroughs with coaches and principals focused on math instruction help highlight areas of strength and areas that need improvement. Walkthroughs align with schools' areas of focus, centered around elevating NCTM's effective teaching practices
- Science "Learning in Places" for grades K-8 uses NGSS-aligned materials and focuses on outdoor learning, ecological caring, ethical decision making, and promotes family engagement (13 educators in 7 different schools participating).
- 7th-grade science educators reimagined the former Climate Action Research Project (CARP) over the summer and will be implementing the new iteration (now called Collective Action for Climate Justice) which has been integrated with the OpenSciEd Earth's Resources and Human Impact unit and will culminate in a school showcase in the Spring.
- Created enhanced and supportive literacy curricular materials, based on teacher feedback, to better align K-5 TWI and monolingual literacy practices and PLCs.
- Facilitate monthly school collaboration sessions to support SWP Literacy goals through data analysis, lesson observation, and professional learning, delivering targeted training based on prior work, teacher feedback, and student data to enhance instructional practices with new curriculum resources.
- Collaborate with 6-8 educators to develop Standards-Based Learning and Grading-aligned curriculum guides using StudySync, while partnering with middle school leaders and teams to analyze learning data, address student needs, and enhance instructional practices through targeted professional development.
- Foster cross-departmental connections between T&L, IES, MTSS, and Multilingual Education to ensure equitable literacy practices and align academic intervention support for EL and TWI students.



Academic Outcomes Measures and Targets

Language Arts Academic Goals

Assessment MAP and IAR	Baseline (SY22)	Goal by 2027	Current Status (Fall SY25)
% Meeting College Readiness Benchmarks (SAT) on MAP	72%	80%	75%
% Meeting College Readiness Benchmarks (ACT) on MAP	60%	-	61%
% at or below the 25th percentile on MAP	16%	12%	16%
% of students Meeting/Exceeding growth targets on MAP	62%	75%	56%
% of students with Meets(4) or Exceeds(5) on IAR	40.5%	55%	54%

Math Academic Goals

Assessment MAP and IAR	Baseline (SY22)	Goal by 2027	Current Status (Fall SY25)
% Meeting College Readiness Benchmarks (SAT) on MAP	45%	50%	50%
% Meeting College Readiness Benchmarks (ACT) on MAP	43%	-	48%
% at or below the 25th percentile on MAP	19%	9%	17%
% of students Meeting/Exceeding growth targets on MAP	64%	75%	53%
% of students with Meets(4) or Exceeds(5) on IAR	40%	55%	43%

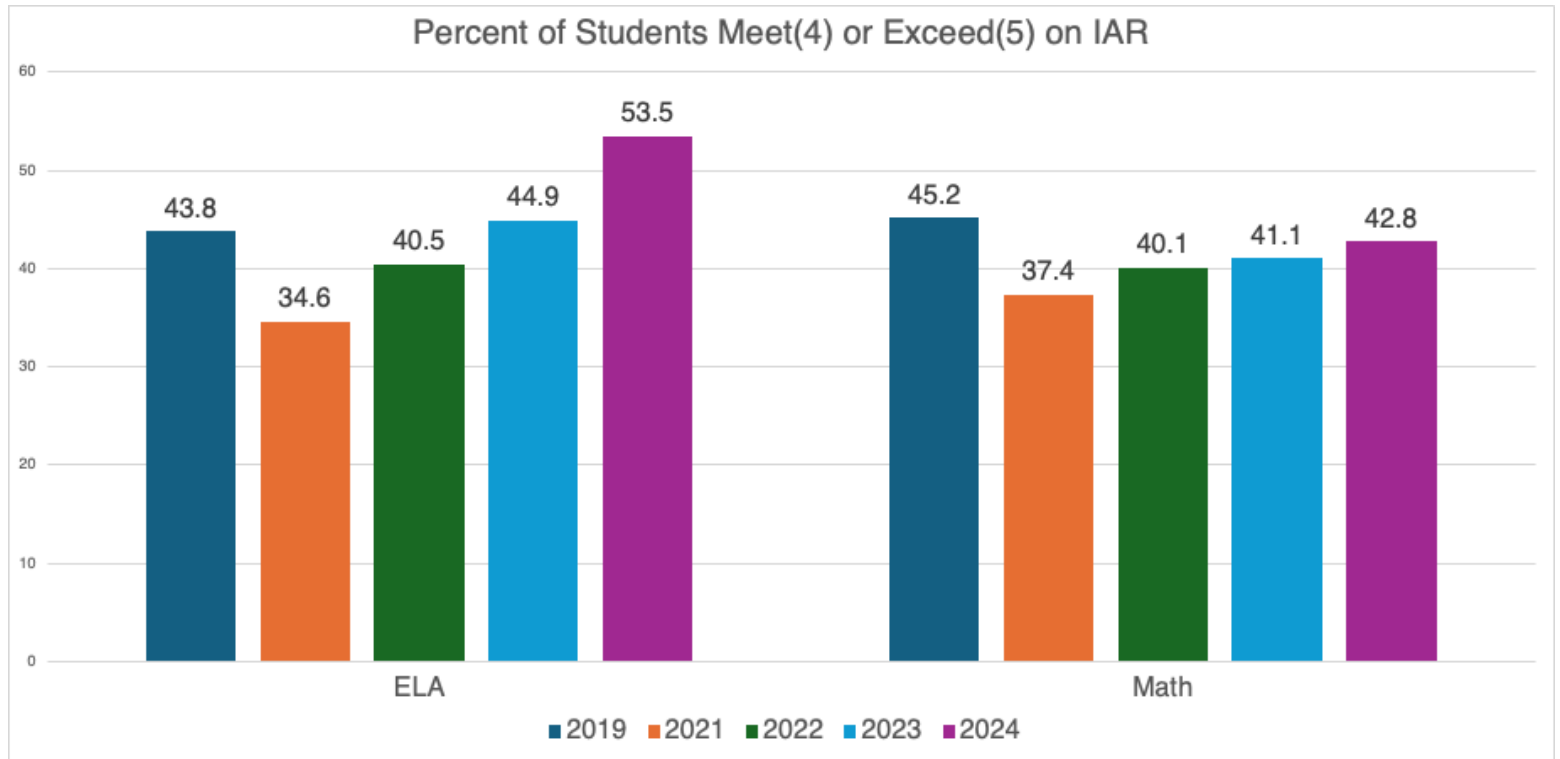


Academic Outcomes Data Reflection

- Increase in the percentage of students meeting College Readiness Benchmarks in both ELA and Math for both the SAT and ACT benchmarks from Spring of SY22 to Fall of SY25.
- Percent of students with Meets(4) or Exceeds(5) on IAR in ELA increased significantly from 40.5% in SY22(spring) to 53.5% in SY24(spring). This is the highest percentage of students since before the pandemic.
- Percent of students with Meets(4) or Exceeds(5) on IAR in Math increased slightly from 40% in SY22(spring) to 42.8% in SY24(spring).
- All Middle and Magnet Schools have increased the percentage of students who Meet(4) or Exceed (5) on the IAR assessment in ELA from SY22 to SY24. (Chute: +23.3, Haven +30.4, Nichols: +10.1, King Arts: +17, Rhodes: +8.7)
- All Middle and Magnet Schools have increased the percentage of students who Meet(4) or Exceed (5) on the IAR assessment in Math from SY22 to SY24.(Chute: +5.8, Haven: +12.8, Nichols: +3.1, King Arts: +5.4, Rhodes: +0.6)
- Dawes(+19.2), Lincolnwood(+6.5), Oakton(+14.1), Orrington(+2.4), Walker(+0.3), Washington(+5.6), and Willard(+2.1) have increased the percentage of students who Meet(4) or Exceed (5) on the IAR assessment in ELA from SY22 to SY24. Dewey(-1.9), Kingsley(-1.5) and Lincoln(-4.2) all had a slight decrease from SY22 to SY24
- Dawes(+12.4), Kingsley(+6.2), Lincoln(+4.9), Oakton(+6.8), Washington(+0.6), and Willard(+3.7) have all increased the percentage of students who Meet(4) or Exceed (5) on the IAR assessment in ELA from SY23 to SY24 with Dawes with the largest increase of +12.4%
- Dawes(+12.2), Kingsley(+0.6), Lincolnwood(+3.5), Oakton(+1.8), and Walker(+0.1) have increased the percentage of students who Meet(4) or Exceed (5) on the IAR assessment in Math from SY22 to SY24.
- Dewey(-5.4), Lincoln(-9.4), Orrington(-10.8), Washington(-2.4), and Willard(-4.9) have decreased the percentage of students who Meet(4) or Exceed (5) on the IAR assessment in Math from SY22 to SY24.
- Percent of students meeting College Readiness Benchmarks (CRB) for the ACT benchmark have remained relatively consistent for Language Arts (61%) while math has increased slightly from 43% to 48% from SY23 to SY25.
- Percent of students meeting College Readiness Benchmarks (CRB) for the SAT benchmark have increased slightly for Language Arts with 72% in SY23 to 75% in SY25, with a decrease from 76% in SY24.
- Percent of students meeting College Readiness Benchmarks (CRB) for the SAT benchmark have increased slightly for Math with 45% in SY23 to 50% in SY25, with a decrease from 51% in SY24.
- The percent of students below the 25th percentile in Language Arts increased to 16% from 15% last year while math has maintained 17% percent of students below the 25th percentile.
- The percent of students meeting expected growth on MAP in Language Arts has decreased slightly from the fall of SY23 at 57% to the fall of SY25 at 56%
- The percent of students meeting expected growth on MAP in Math has decreased significantly from the fall of SY23 at 66% to the fall of SY25 at 53%



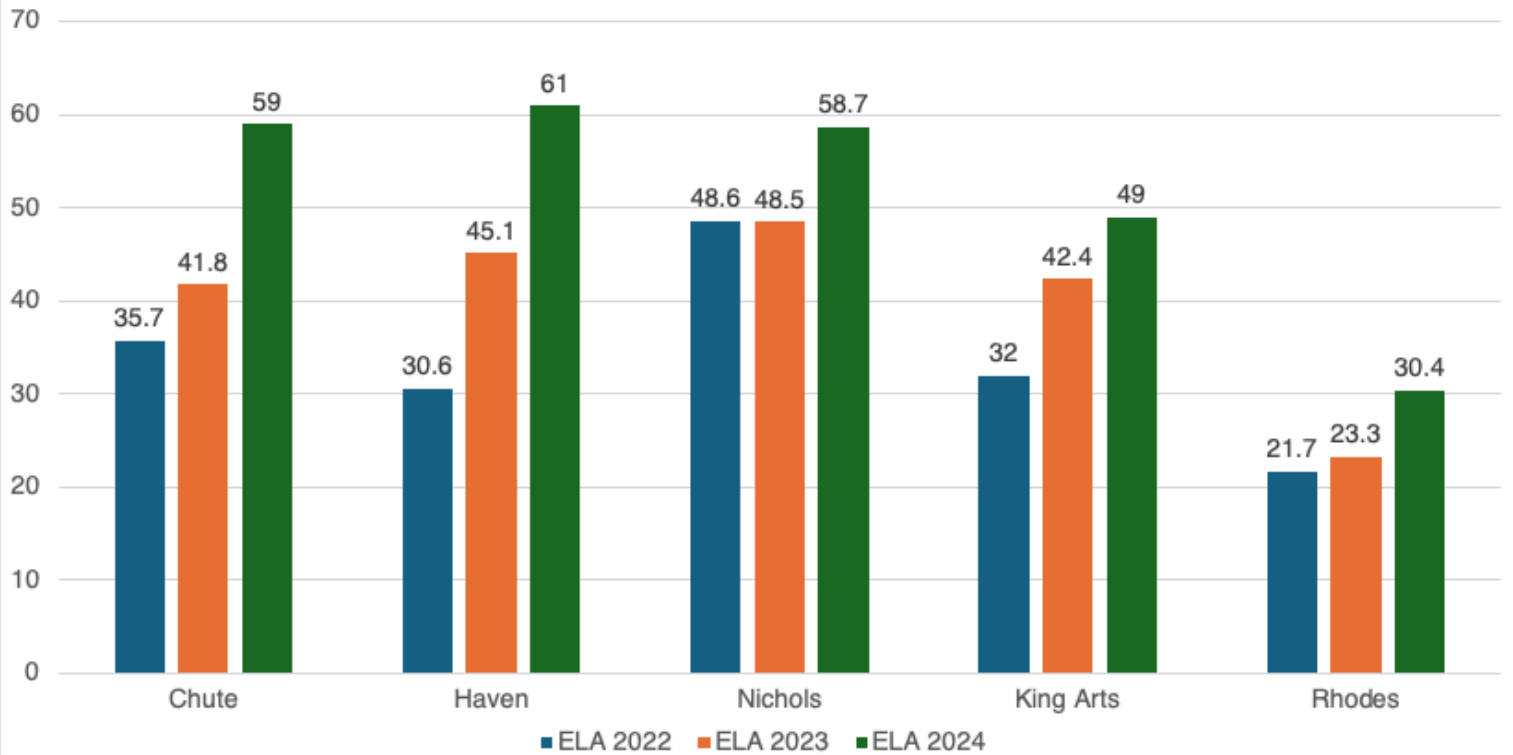
SY24 Illinois Assessment of Readiness (IAR)



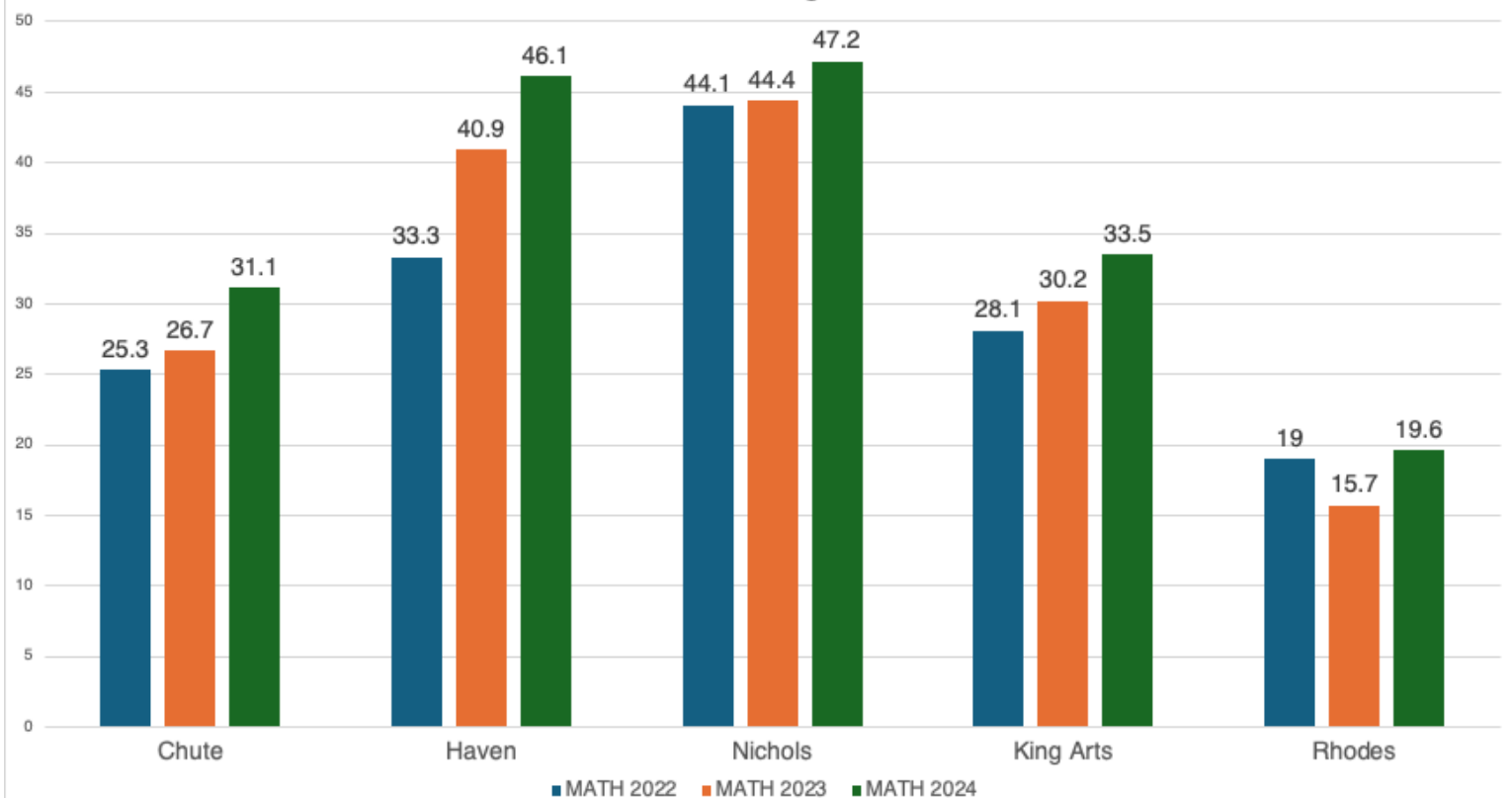
SY24 Illinois Assessment of Readiness (IAR)

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Percent Meets(4) or Exceeds(5) on IAR- ELA
Middle/Magnet



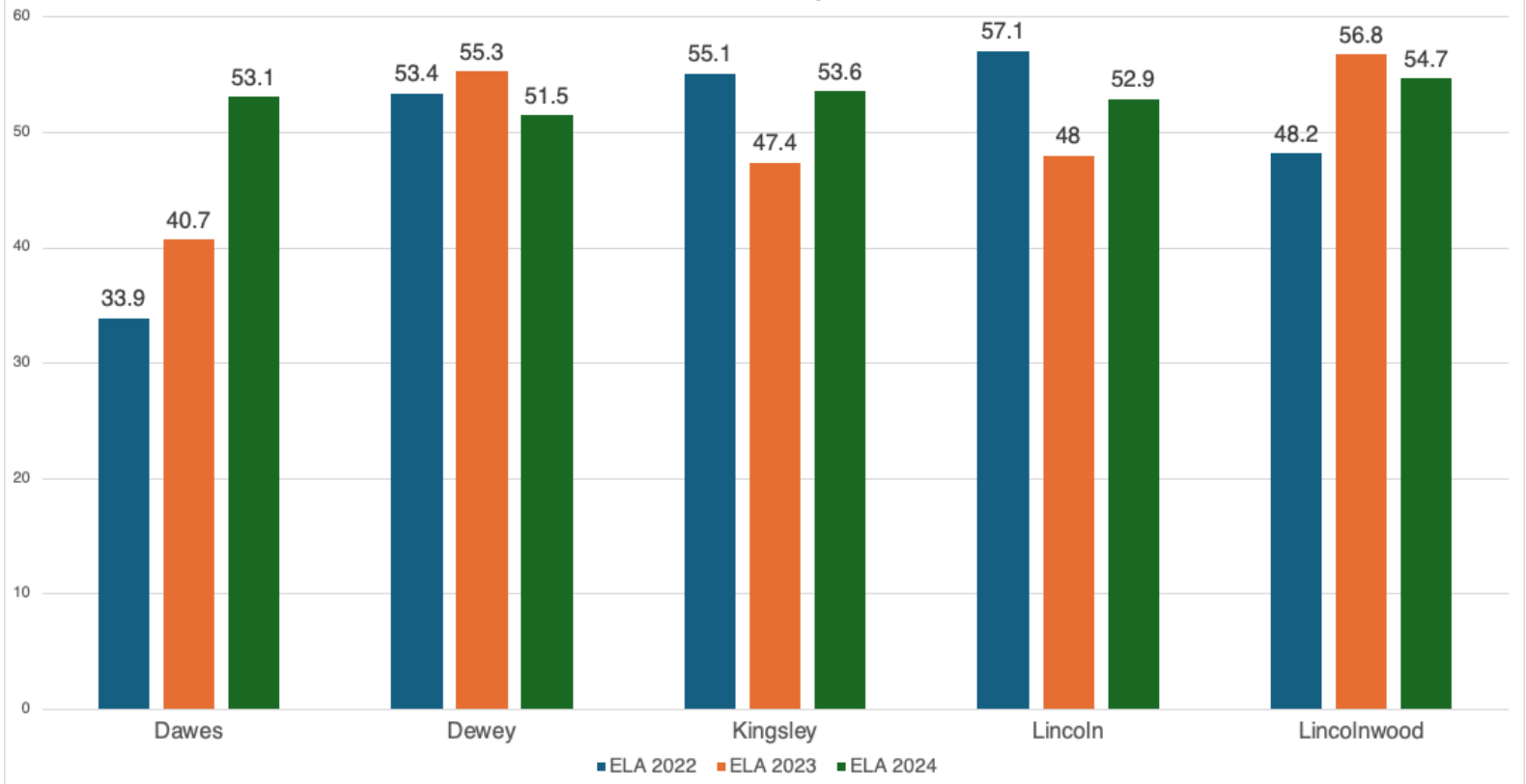
Percent Meets(4) or Exceeds(5) on IAR-Math
Middle/Magnet



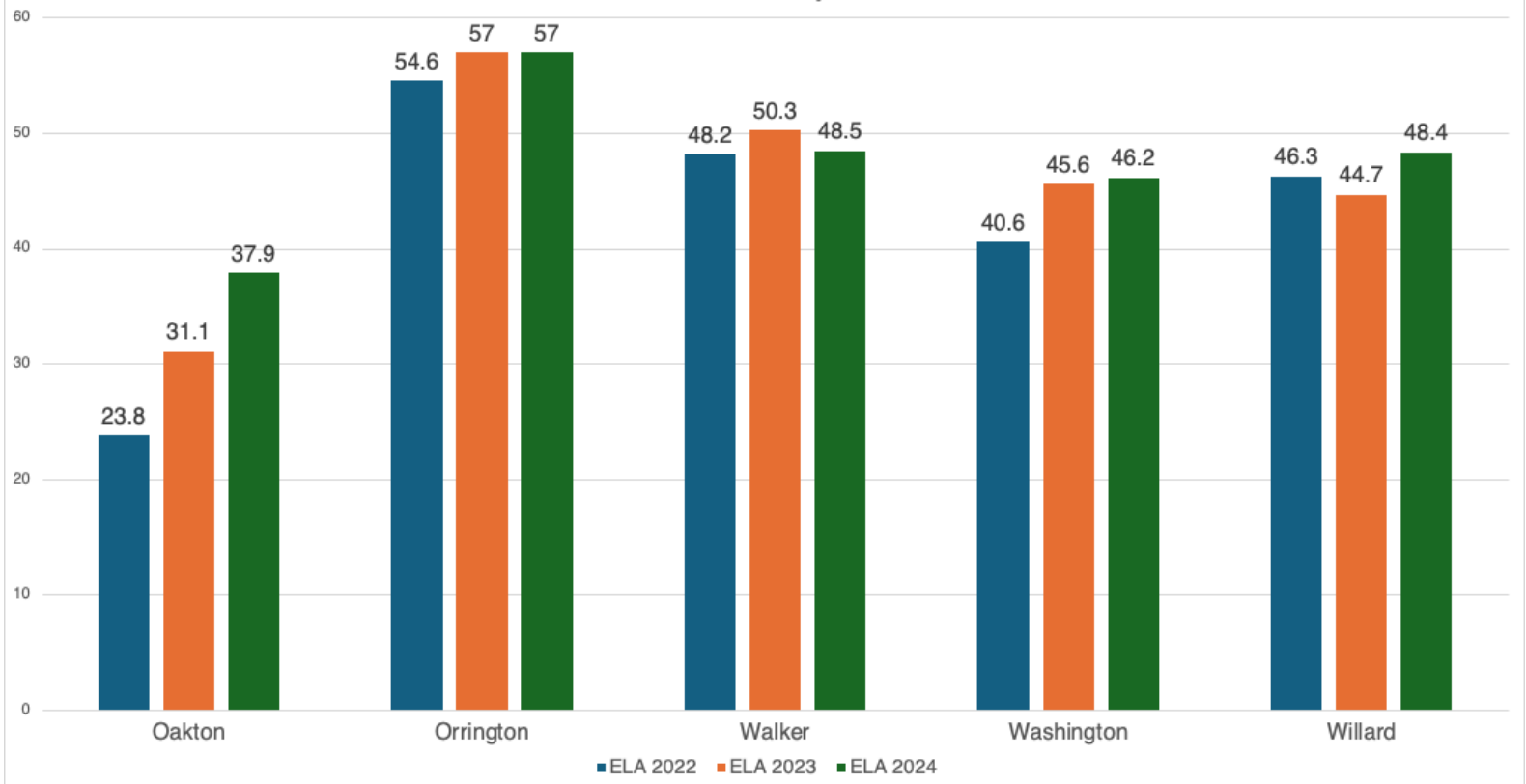
SY24 Illinois Assessment of Readiness (IAR)

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Percent Meets(4) or Exceeds (5) on IAR- ELA
Elementary

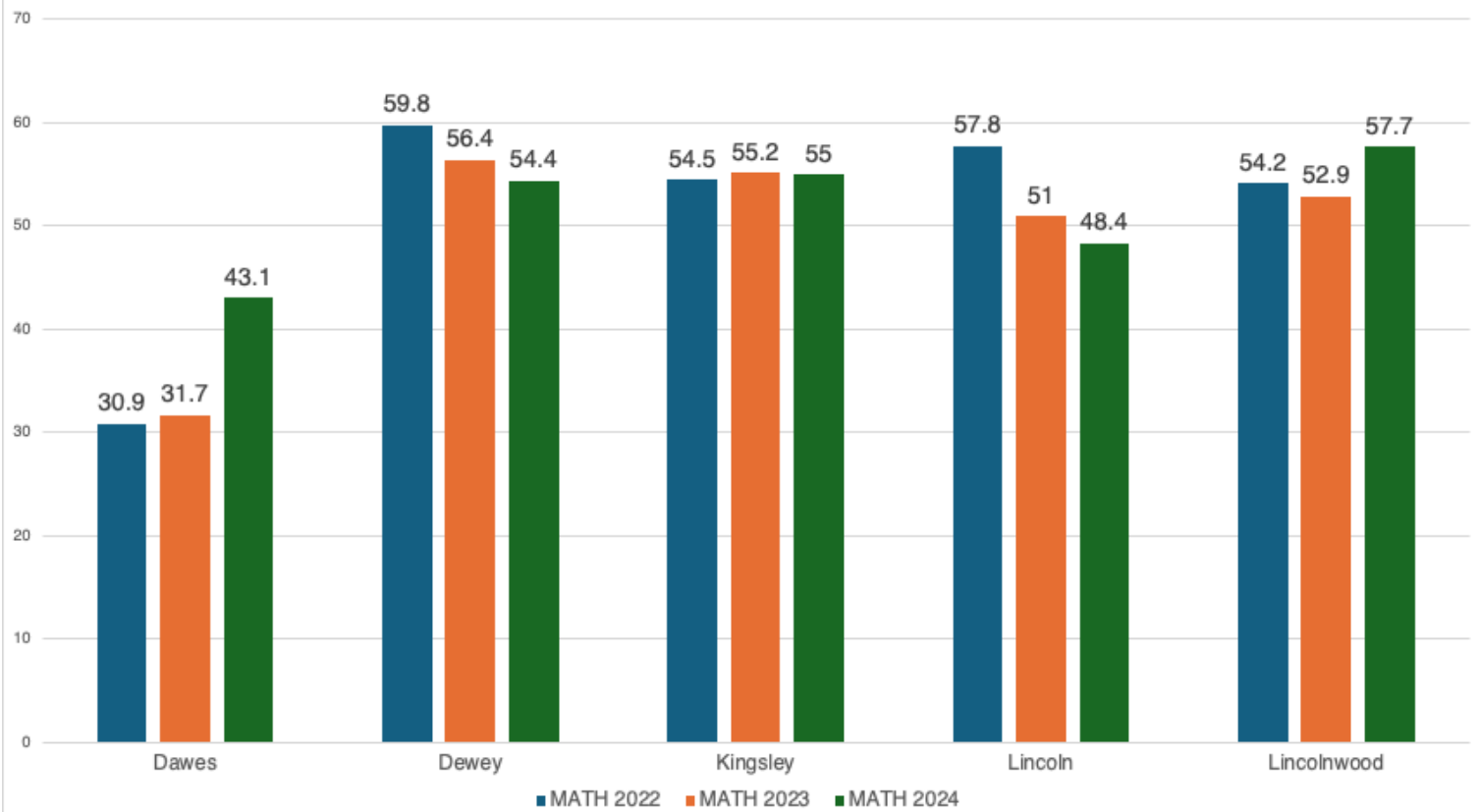


Percent Meets(4) or Exceeds (5) on IAR- ELA
Elementary

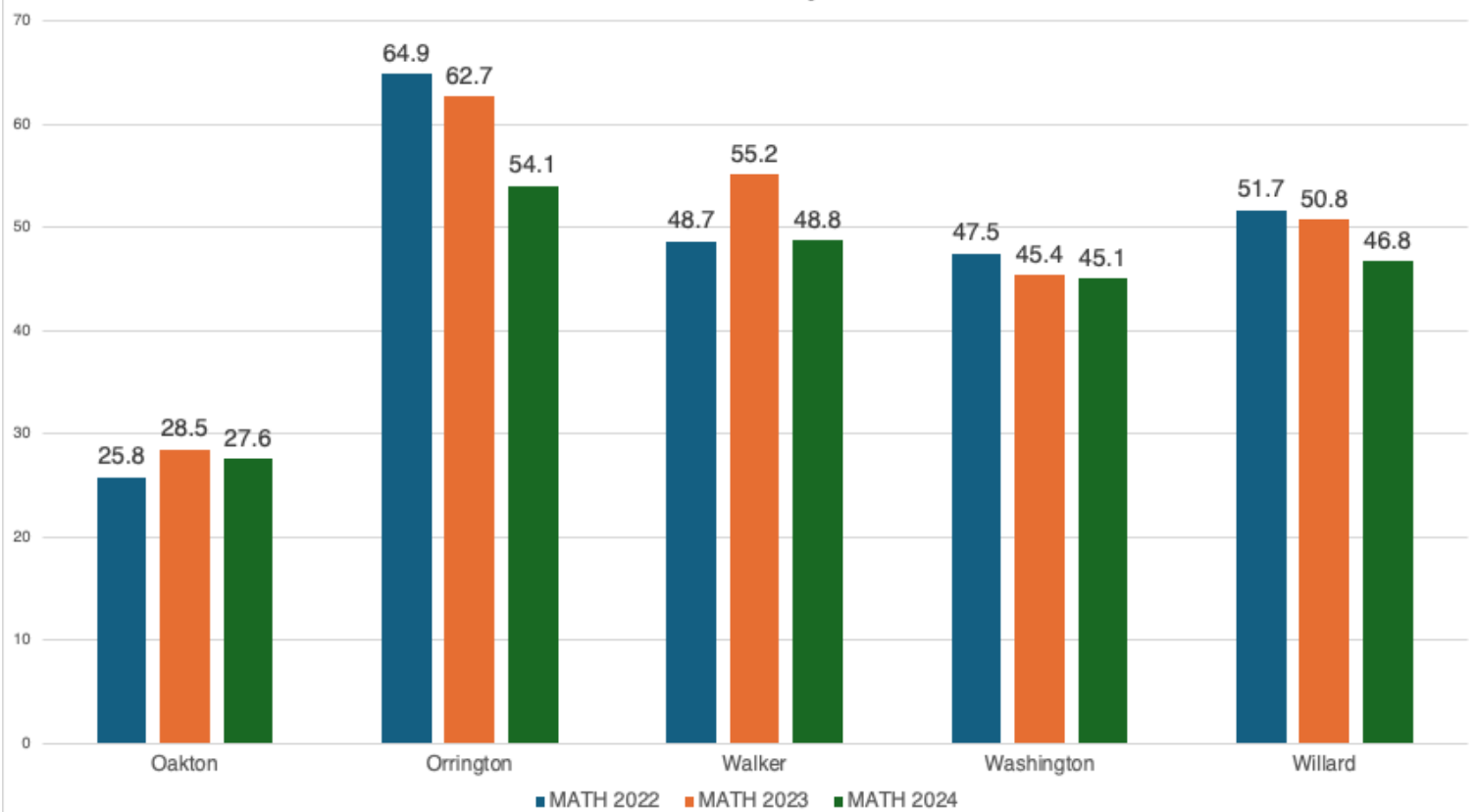


SY24 Illinois Assessment of Readiness (IAR)

Percent Meets(4) or Exceeds(5) on IAR-Math Elementary



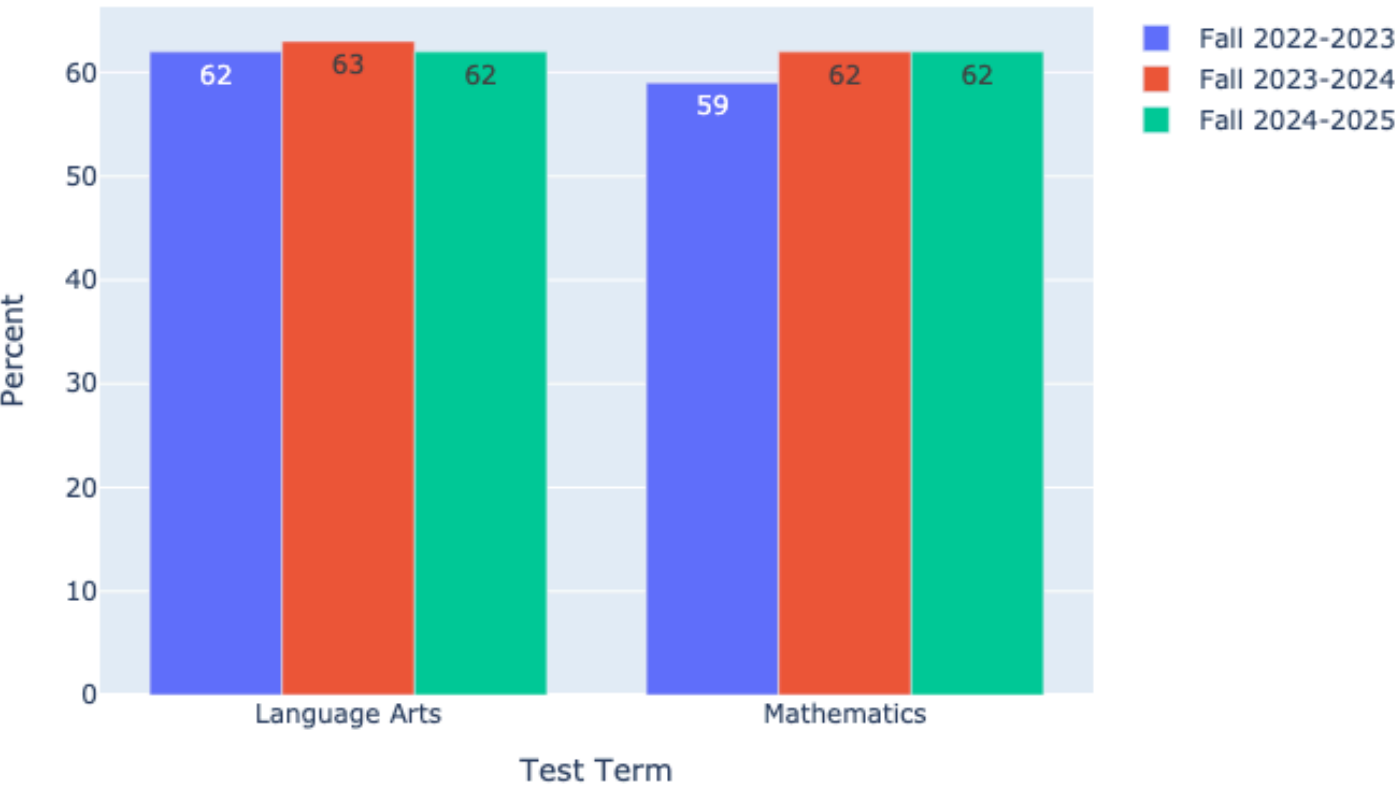
Percent Meets(4) or Exceeds(5) on IAR-Math Elementary



SY24-25 Fall MAP Growth

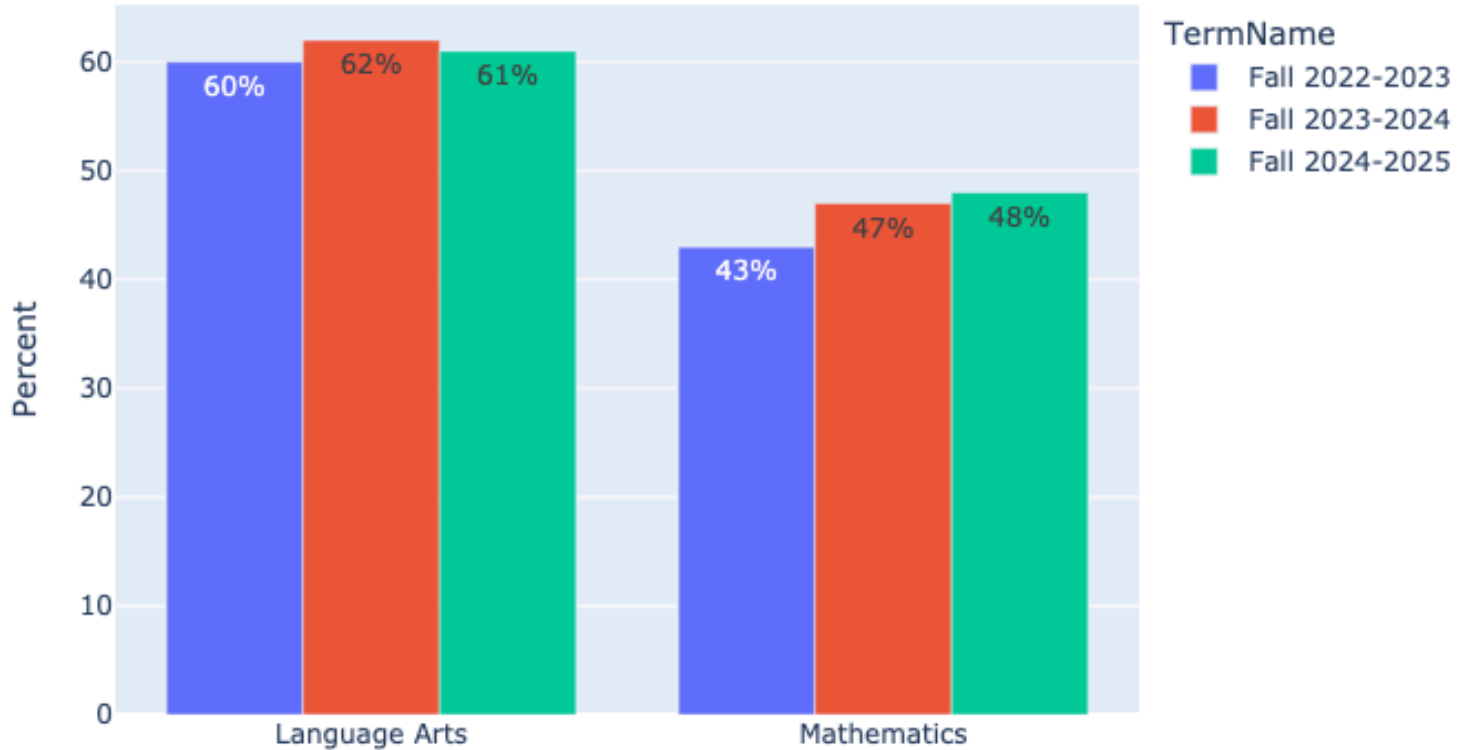


Average Test Percentile

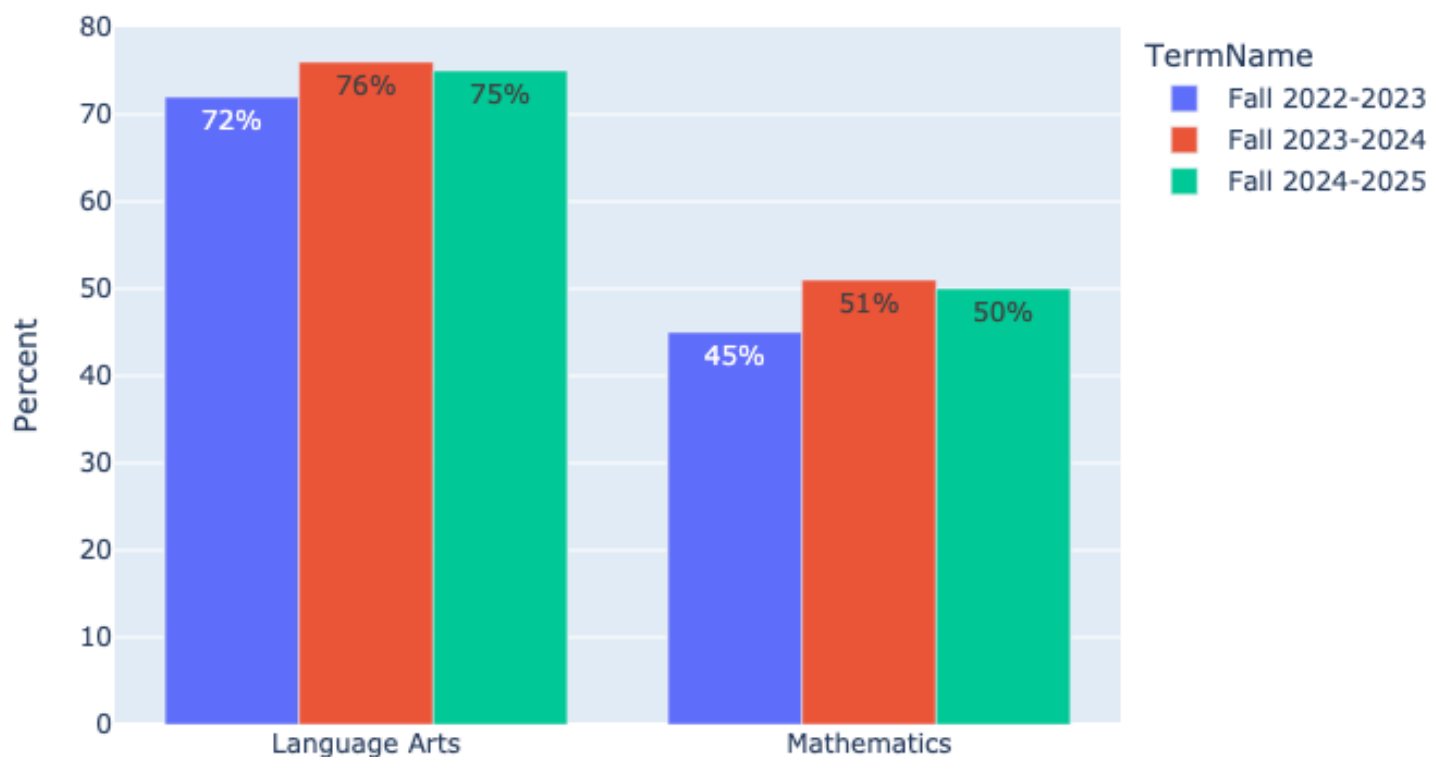


SY24-25 Fall MAP Growth

Percent Meeting CRB (ACT)

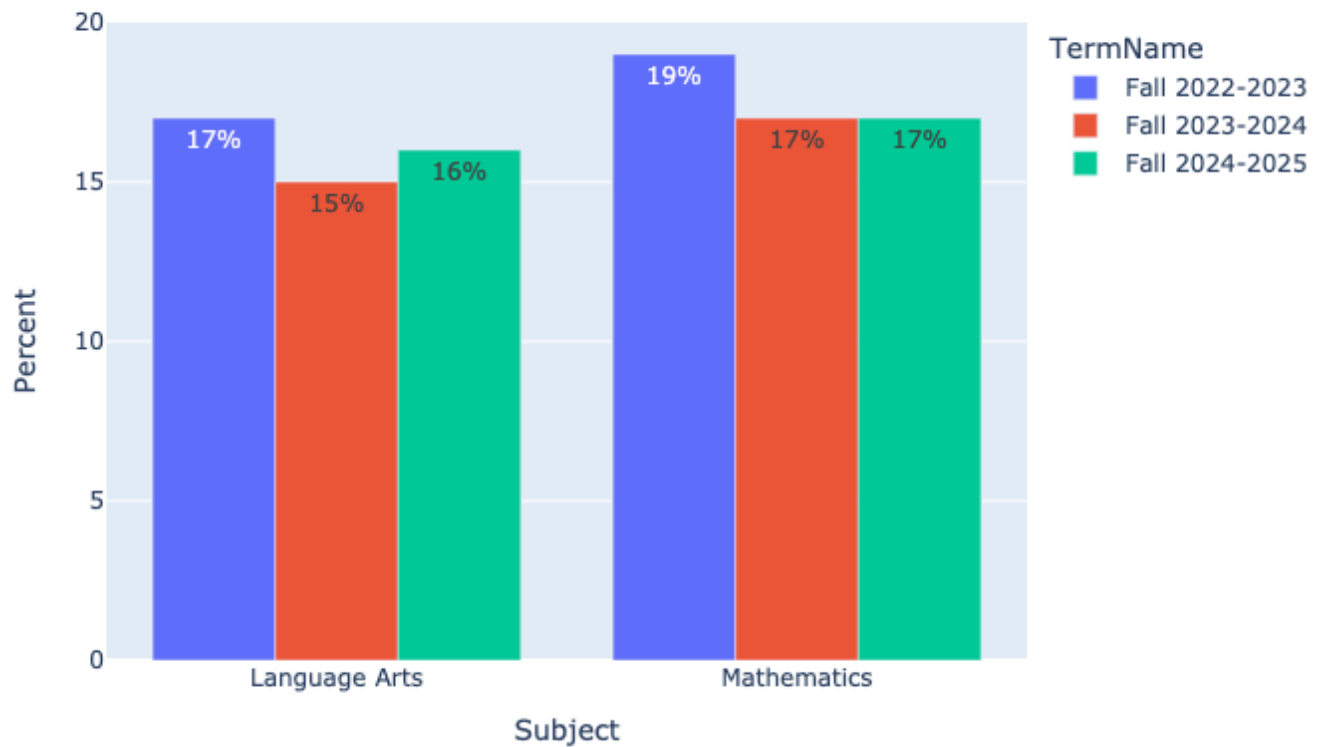


Percent Meeting CRB (SAT)

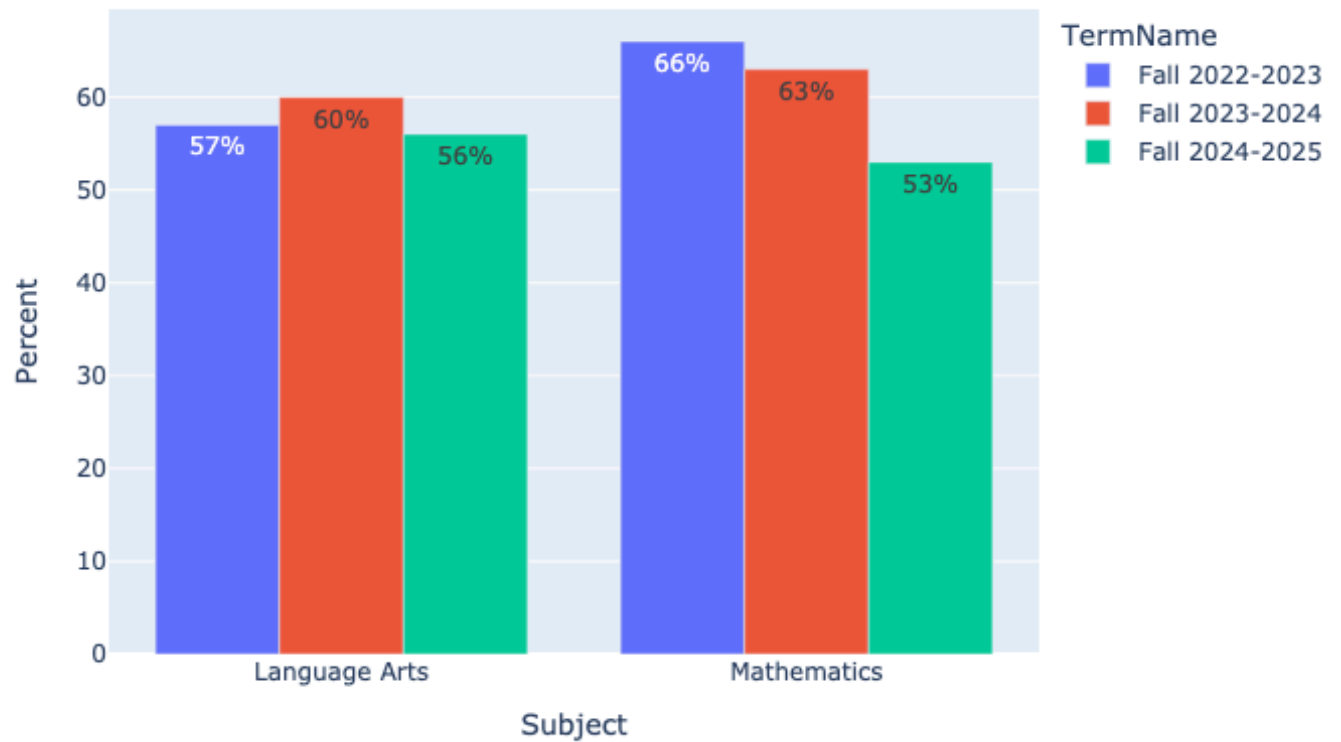


SY24-25 Fall MAP Growth

Percent at/below 25th Percentile



Percent Meeting Expected Growth



MAP Growth- Cohort Analysis

MAP Growth Cohort Analysis Overview

The MAP Growth Cohort analysis tracks the same group of students over time, reflecting their progress across multiple years. The grade level corresponds to the students' current placement, and only those with a Fall MAP Growth score for all three testing periods (SY23, SY24, and SY25) are included in this analysis.

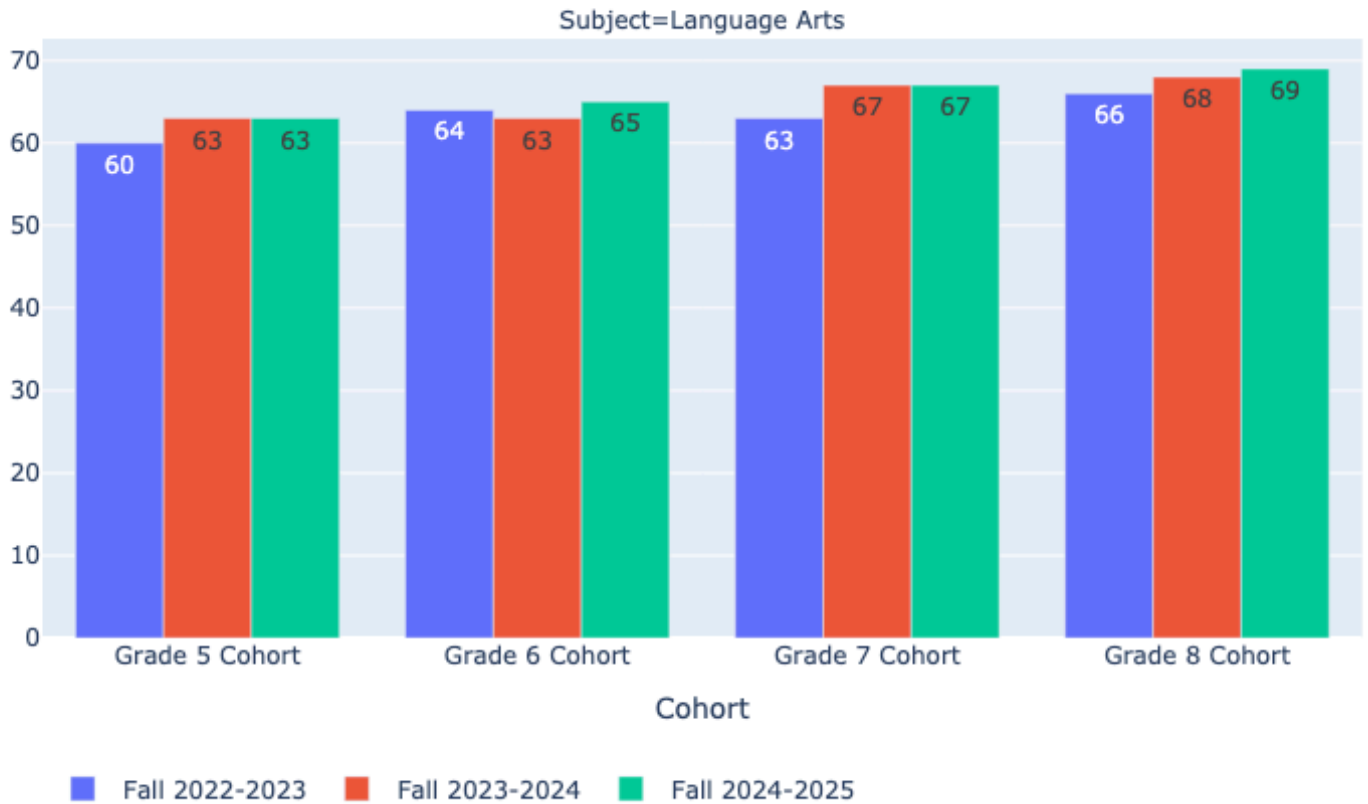
Data Reflection

- The highest growth in average test percentile for language arts from SY23 to SY25 can be seen in the current 5th grade (+3), 7th grade(+4), and 8th grade (+3) cohorts.
- All current grade-level cohorts have seen growth in the average test percentile in math from SY23 to SY25 with the highest increase in the current 8th-grade cohort (+8)
- The current 8th grade cohort has seen an increase in percent of students meeting CRB(ACT) in both Language Arts and Math from Fall of SY23 to Fall of SY25, with the most significant increase in math (+10)
- All current grade-level cohorts have decreased the percentage of students below the 25th percentile in Language Arts between 3% and 6% from SY23 to SY25.
- All current grade-level cohorts have decreased the percentage of students below the 25th percentile in Math between 4% and 6% from SY23 to SY25.
- The current 6th grade cohort is the only cohort to increase the percentage of students "Meeting Expected Growth" in Language Arts from Fall of SY23 to Fall of SY25, increasing by 6%
- All current grade-level cohorts have decreased the percentage of students "Meeting Expected Growth" in Math from Fall of SY23 to Fall of SY25, with the greatest decrease coming from 7th Grade (-12)

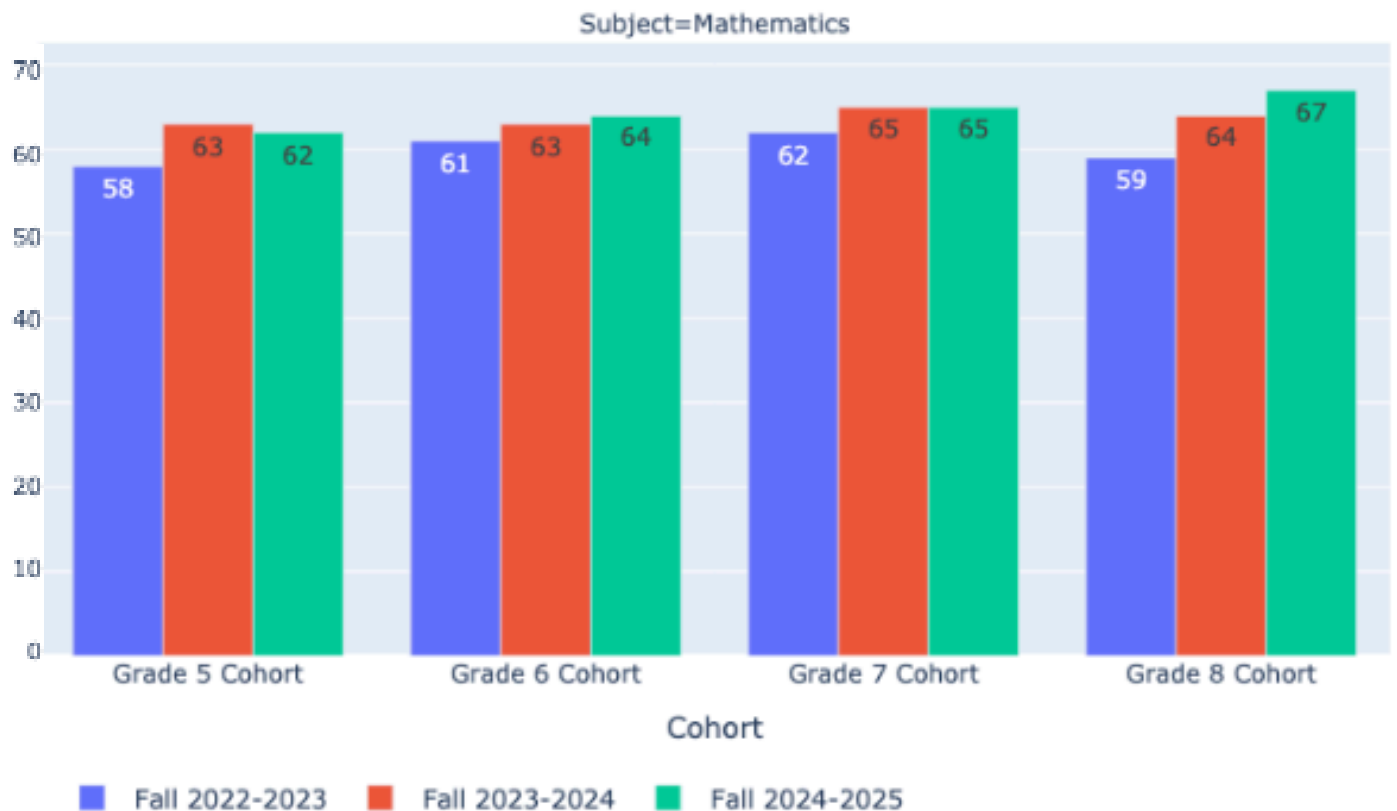


SY24-25 Fall MAP Growth- Cohort Analysis

Average Test Percentile By Cohort

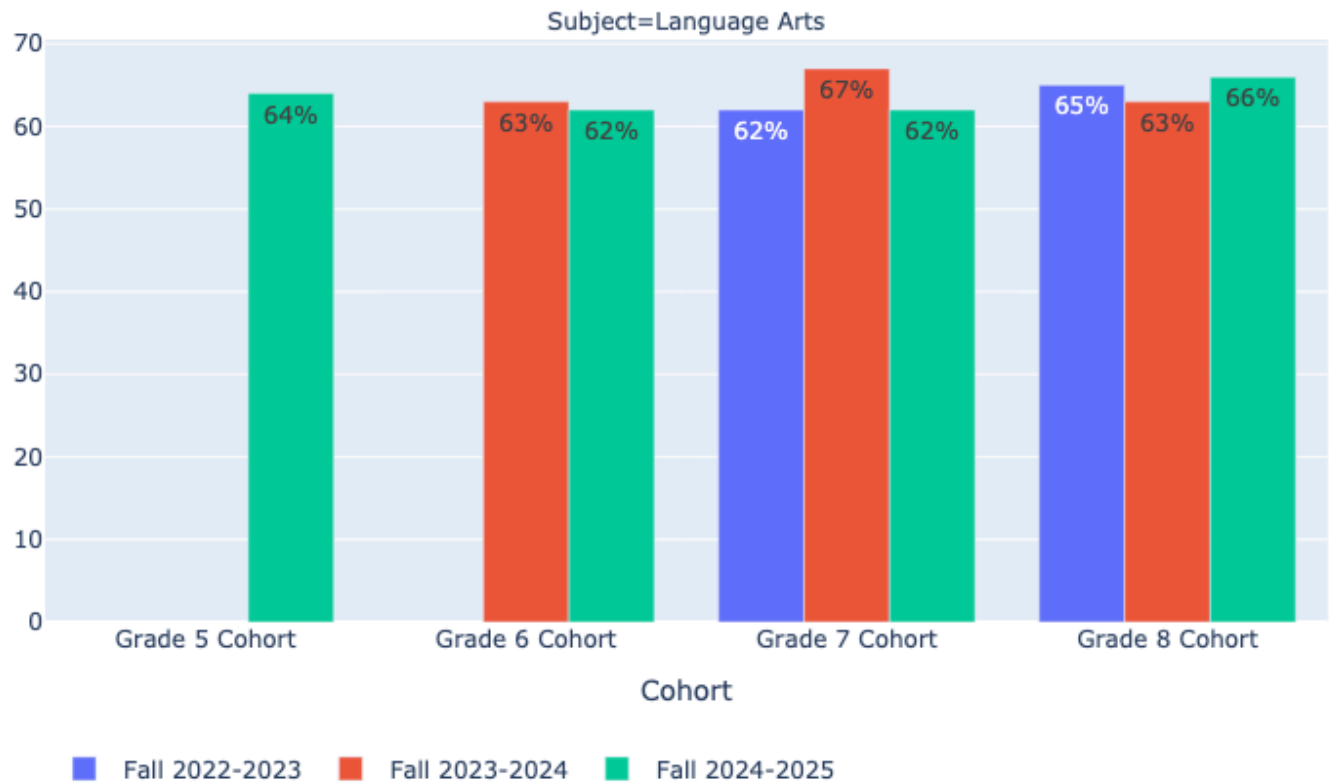


Average Test Percentile By Cohort

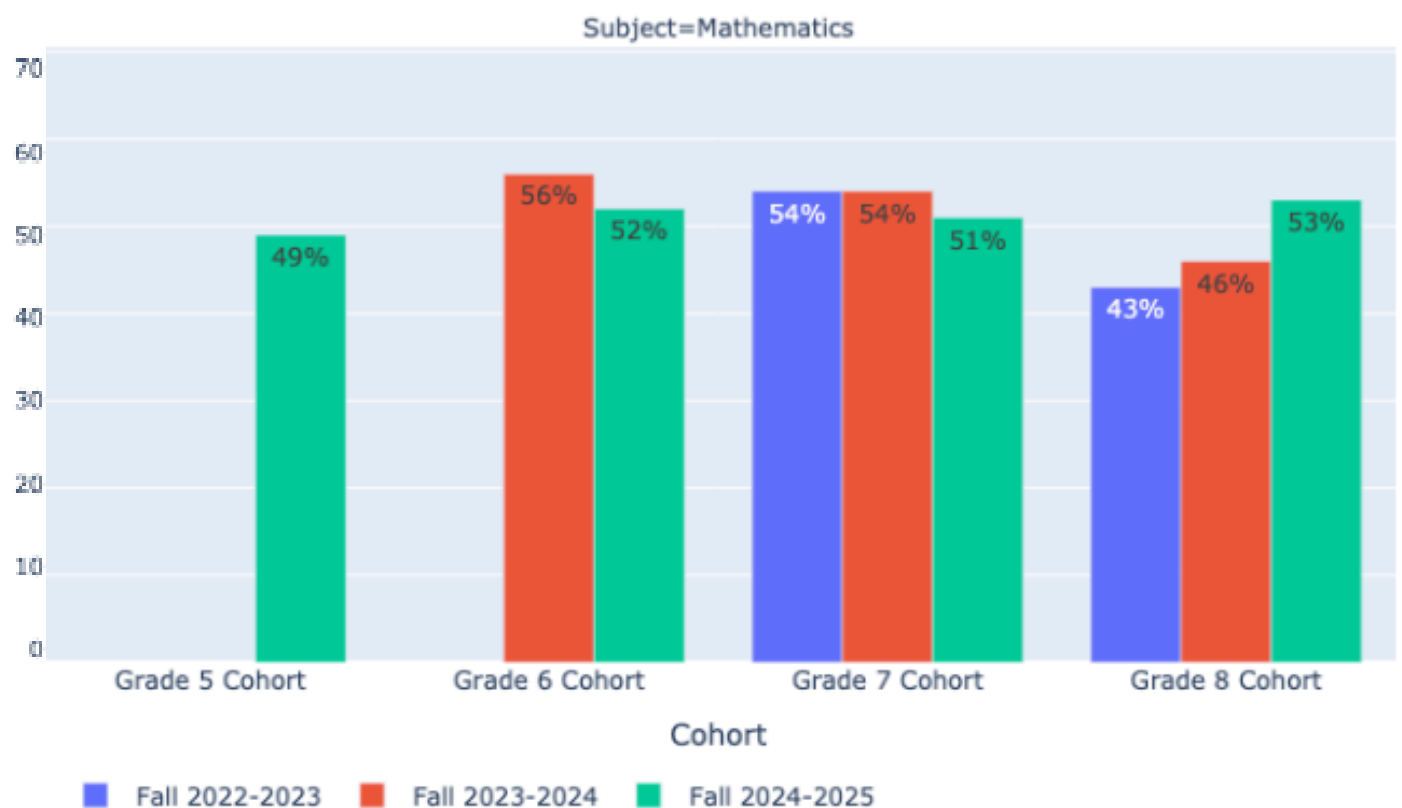


SY24-25 Fall MAP Growth- Cohort Analysis

Percent Meeting CRB By Cohort (ACT)

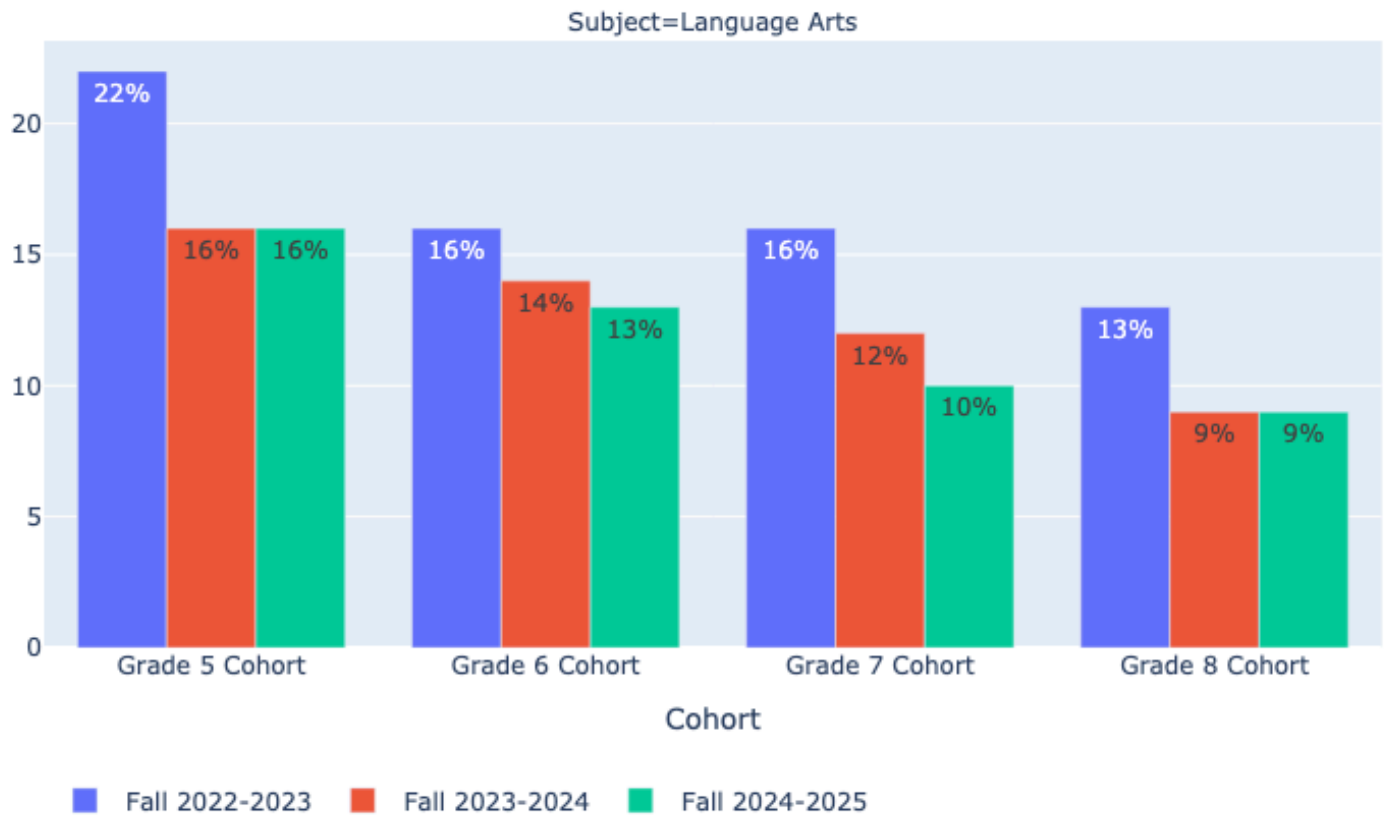


Percent Meeting CRB By Cohort (ACT)

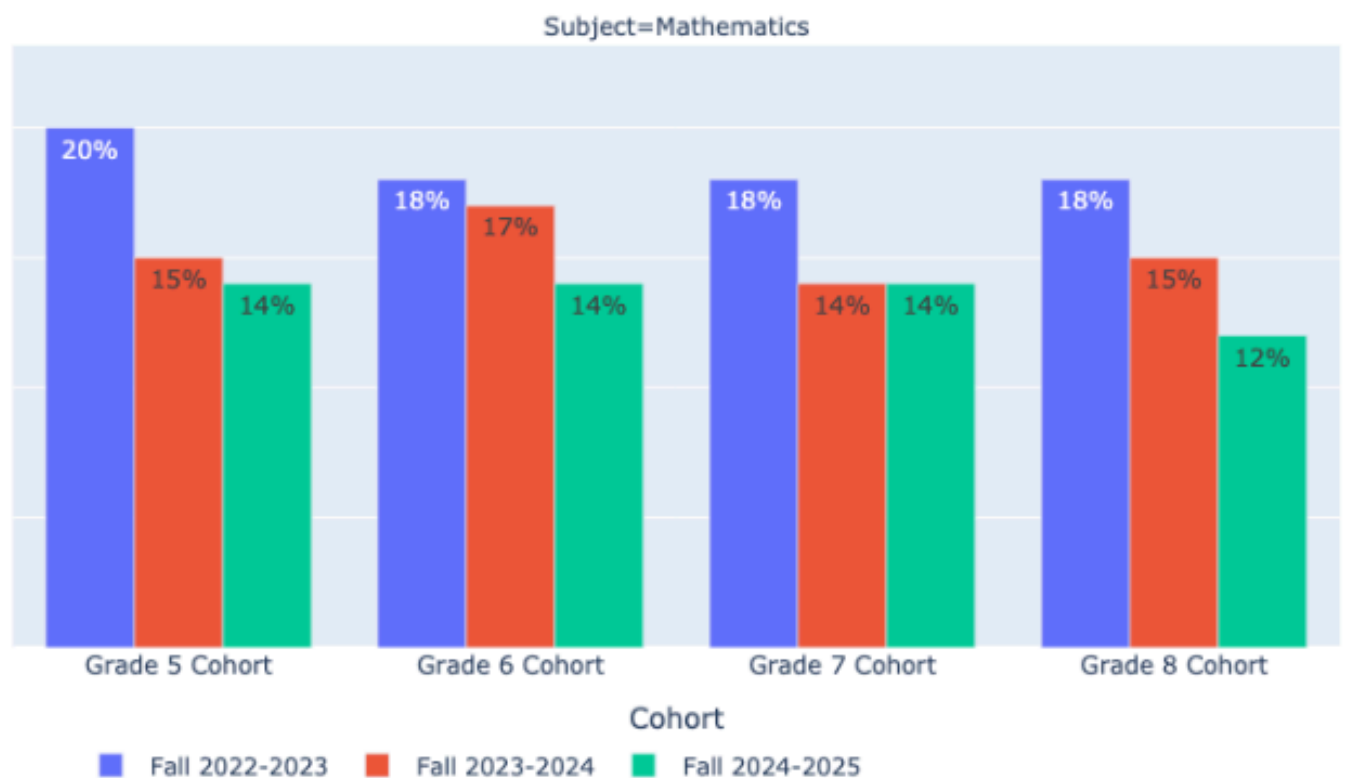


SY24-25 Fall MAP Growth- Cohort Analysis

Percent at/below 25th Percentile By Cohort

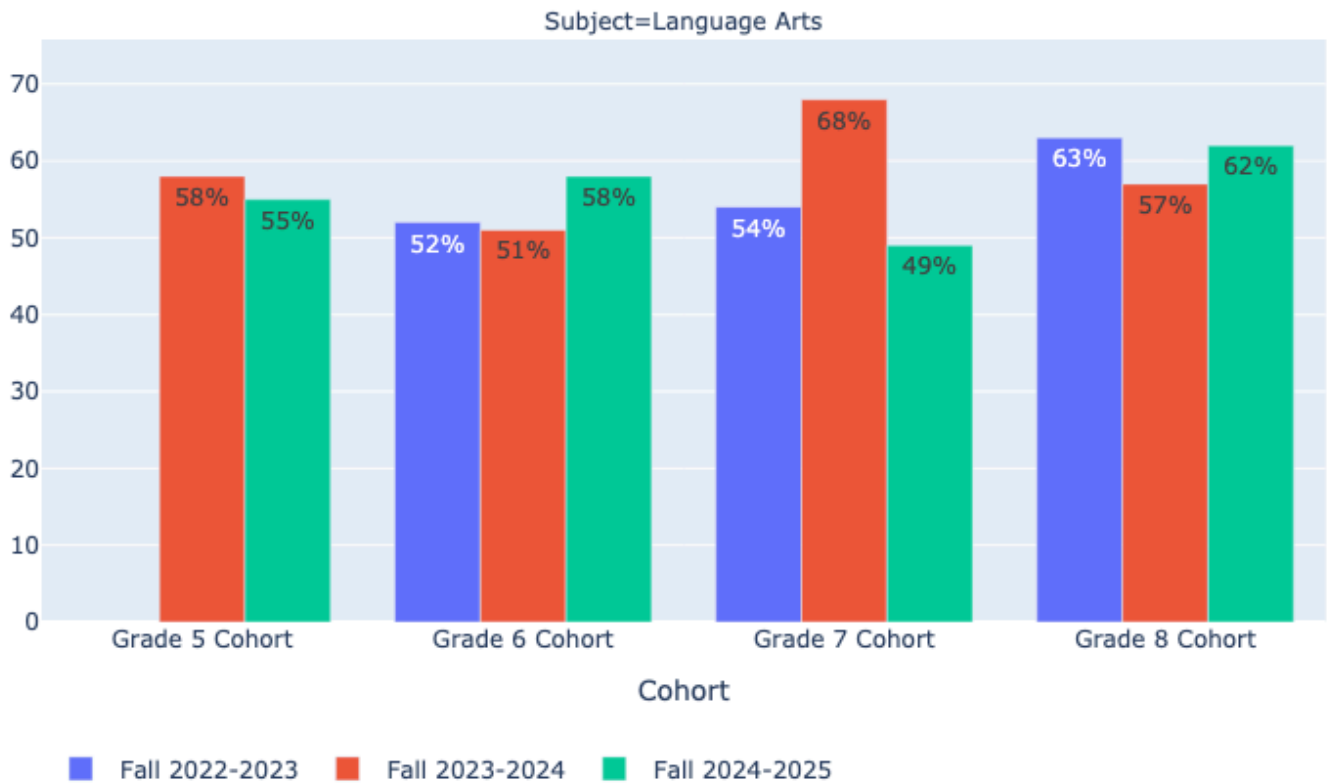


Percent at/below 25th Percentile By Cohort

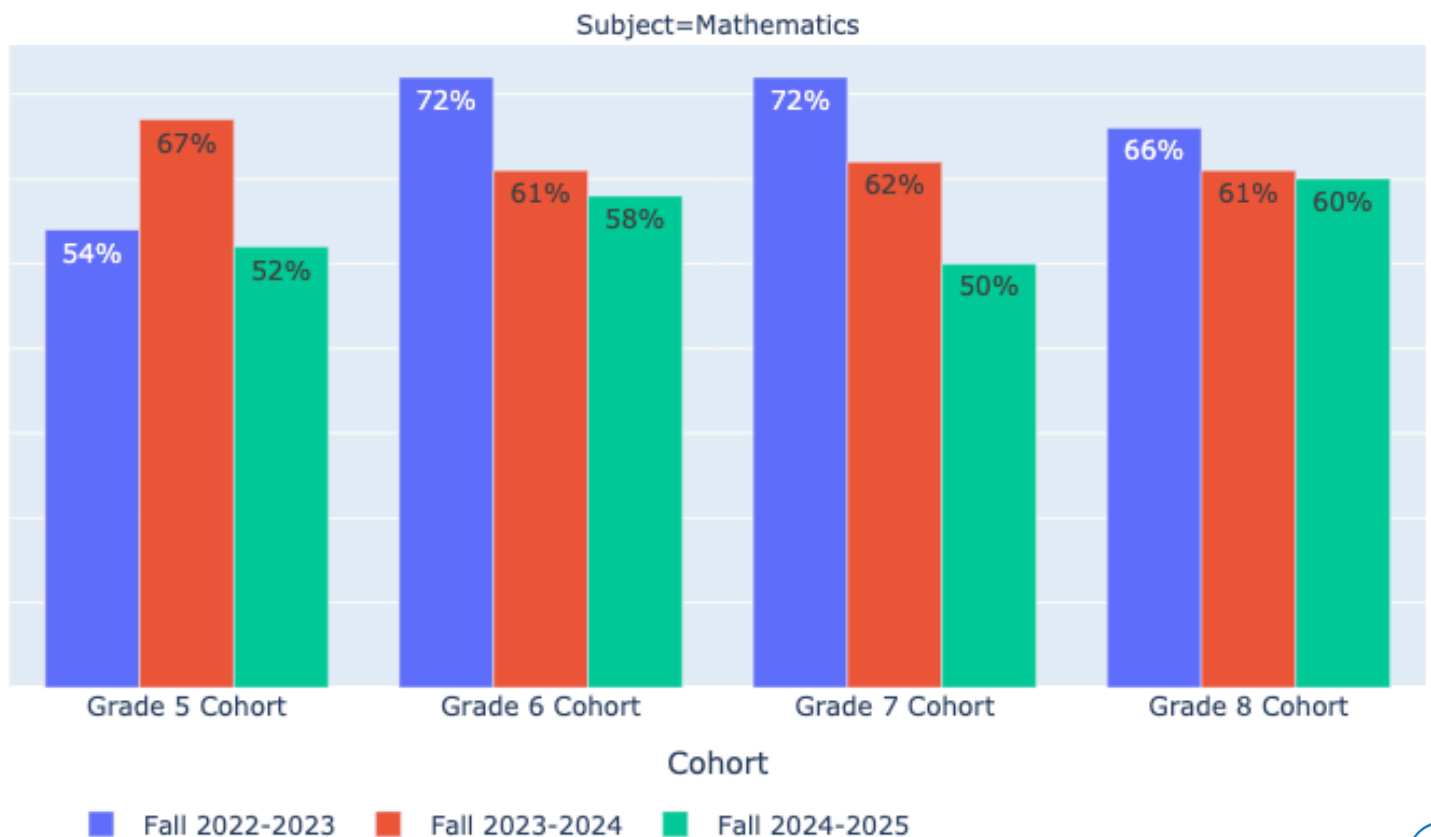


SY24-25 Fall MAP Growth- Cohort Analysis

Percent Meeting Expected Growth By Cohort



Percent Meeting Expected Growth By Cohort

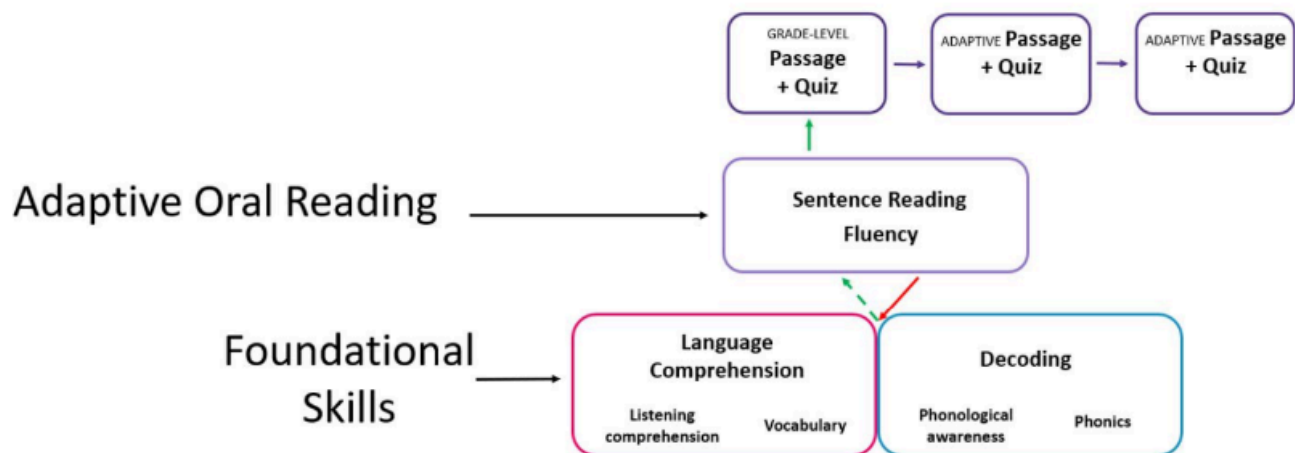


SY24-25 Fall MAP Fluency

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.



SY24-25 Fall MAP Fluency



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.*



SY24-25 Fall MAP Fluency

MAP Fluency Data Reflection

Kindergarten:

- Fairly consistent data over the past 3 years, from SY23 to SY25, across all domains in English and Spanish with the exception of a slight increase in the percentage of students “Meeting or Exceeding” in Spanish Picture Vocab (+6%) and Phonics and Word Recognition in English (+9)

First Grade:

- Slight changes in “Listening Comprehension” and “Picture Vocabulary” in both English and Spanish.
- In the “Phonics and Word Recognition” domain, there was an increase in students “Meeting or Exceeding” in both English(+8) and in Spanish (+12) from SY23 to SY25.
- The most significant improvement from SY23 to SY25 was the 15% increase in the percent of 1st-grade students “Meeting or Exceeding” the “Phonological Awareness” domain for Spanish.

Second Grade:

- There was a slight decrease of 4% of students who were routed to the “Adapted Oral Reading” assessment in English than in SY23.
- There was a significant increase of 22% more students who were routed to the “Adapted Oral Reading” assessment in Spanish than in SY23.
- Although more students are taking “Adapted Oral Reading” in Spanish, 65% of students are “Meeting/Exceeding” in the “Oral Reading Rate” domain and 26% in are “Meeting or Exceeding” in “Oral Reading Accuracy”
- The percent of students “Meeting or Exceeding” in the “Oral Reading Accuracy” in English in SY25 was 48%, which is a significant decrease (-21) from SY23(69%)

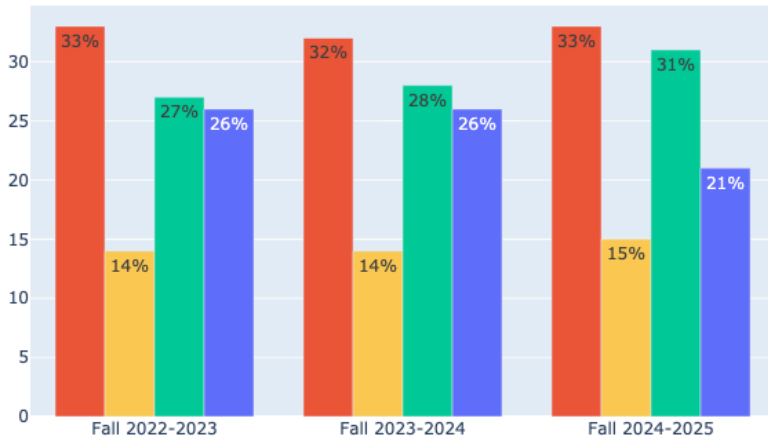


SY24-25 Fall MAP Fluency

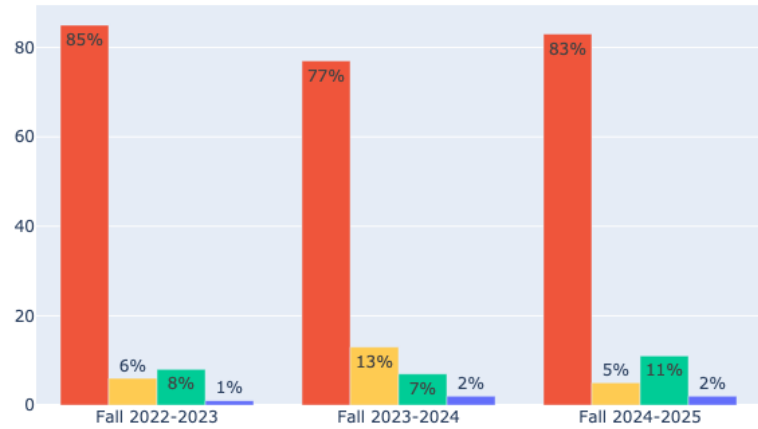
MAP Fluency Performance Levels

Below Expectation Approaching Expectation Meets Expectation Exceeds Expectation

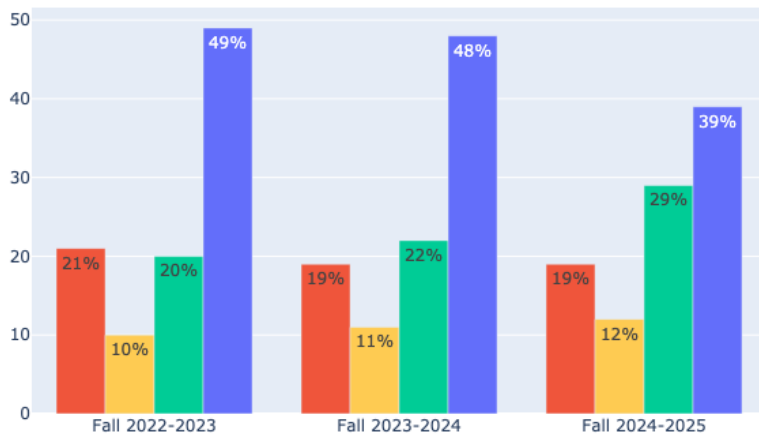
**K: Listening Comprehension
ENGLISH**



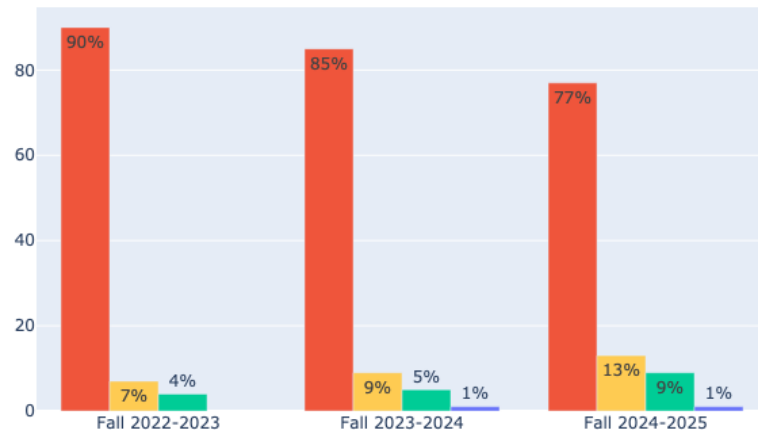
**K: Listening Comprehension
SPANISH**



**K: Picture Vocabulary
ENGLISH**



**K: Picture Vocabulary
SPANISH**

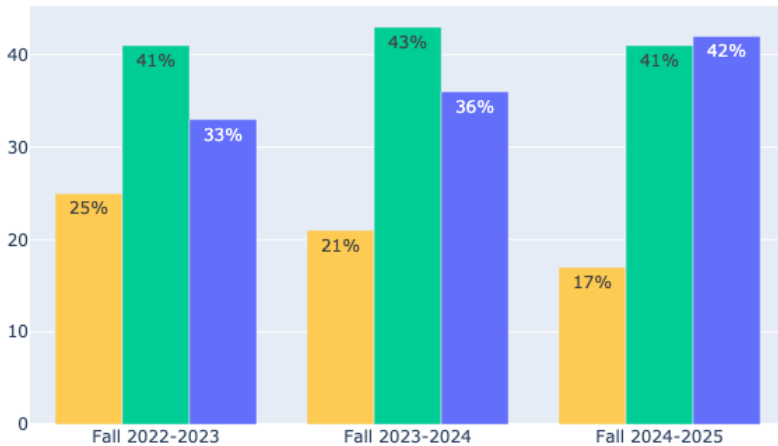


SY24-25 Fall MAP Fluency

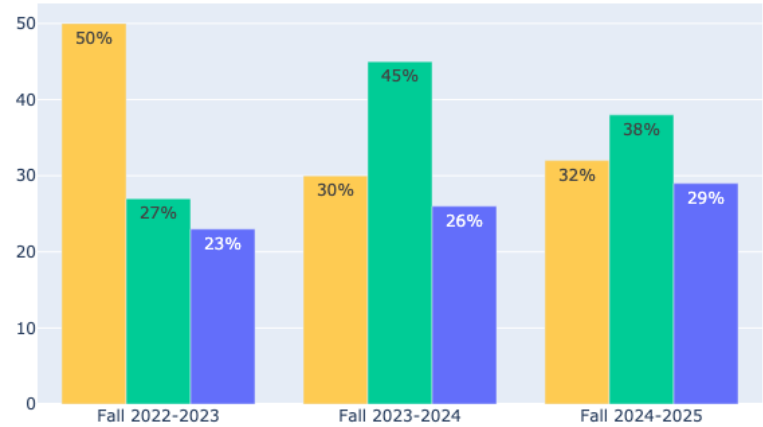
MAP Fluency Performance Levels

Below Expectation Approaching Expectation Meets Expectation Exceeds Expectation

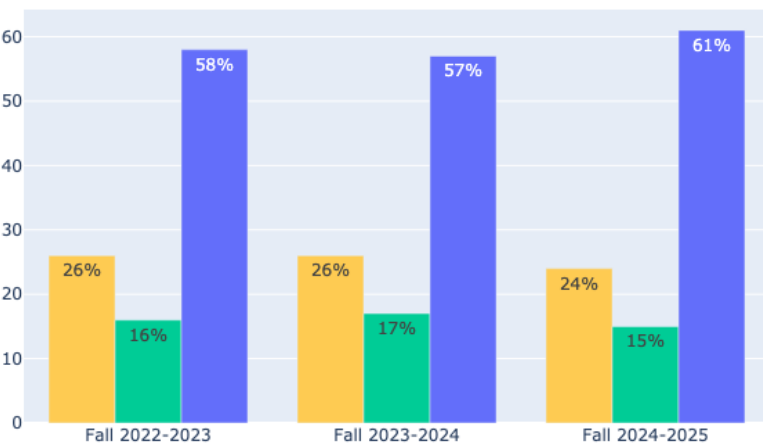
K: Phonics & Word Recognition ENGLISH



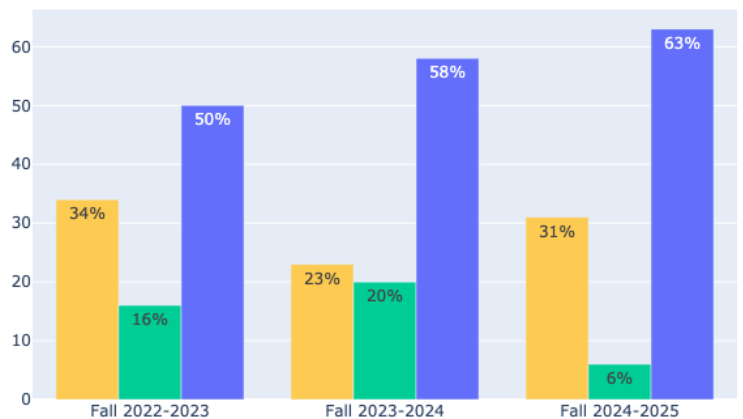
K: Phonics & Word Recognition SPANISH



K: Phonological Awareness ENGLISH



K: Phonological Awareness SPANISH

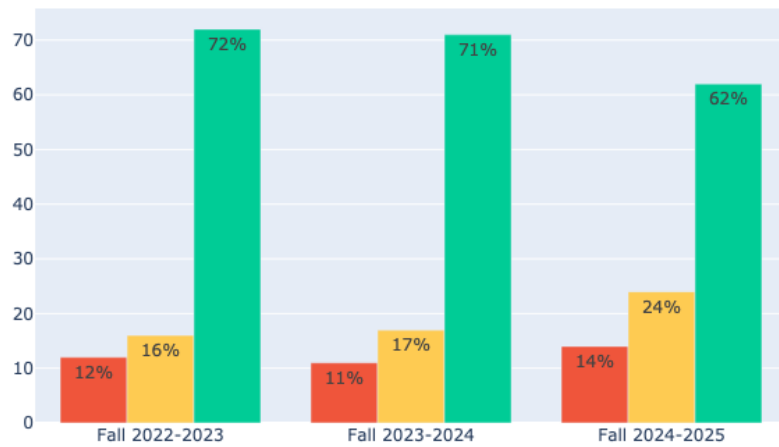


SY24-25 Fall MAP Fluency

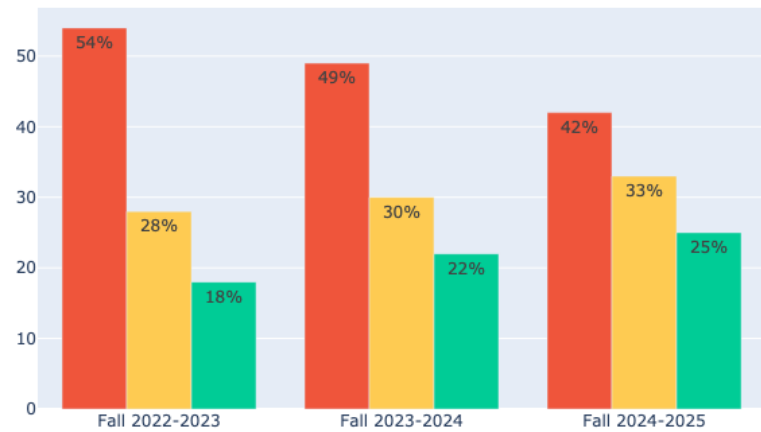
MAP Fluency Performance Levels

Below Expectation Approaching Expectation Meets Expectation Exceeds Expectation

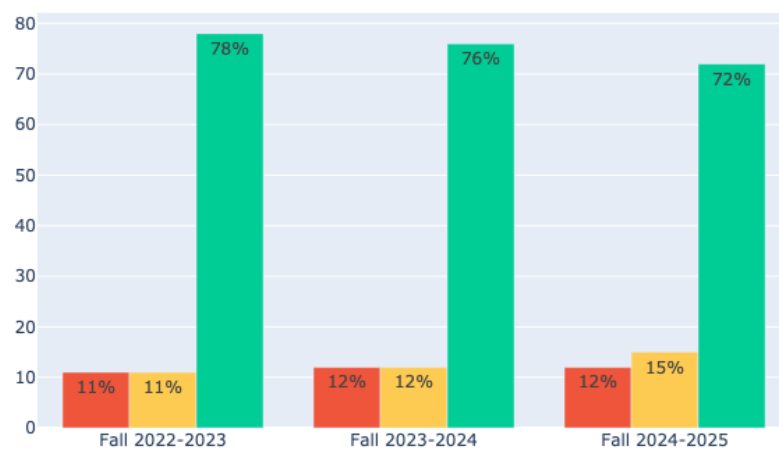
**1st Grade: Listening Comprehension
ENGLISH**



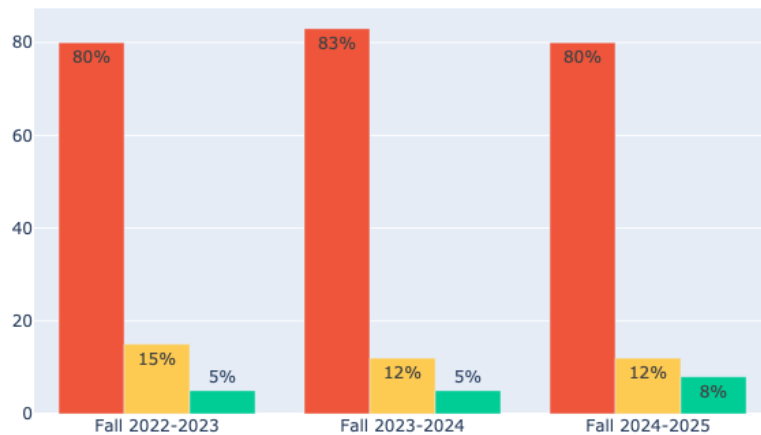
**1st Grade: Listening Comprehension
SPANISH**



**1st Grade: Picture Vocabulary
ENGLISH**



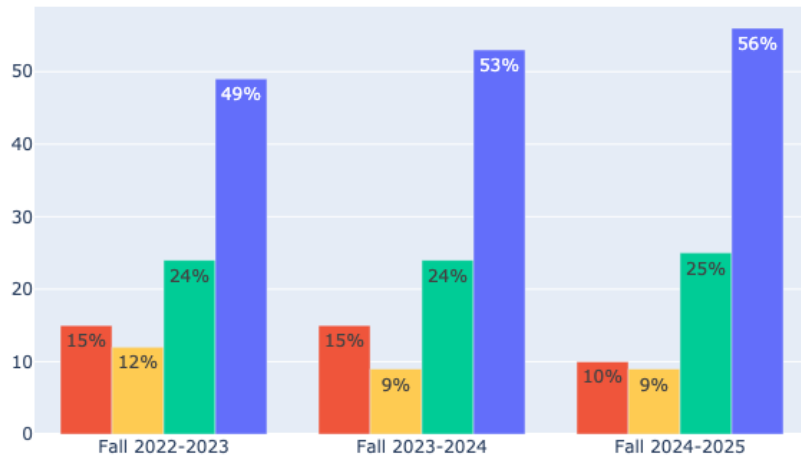
**1st Grade: Picture Vocabulary
SPANISH**



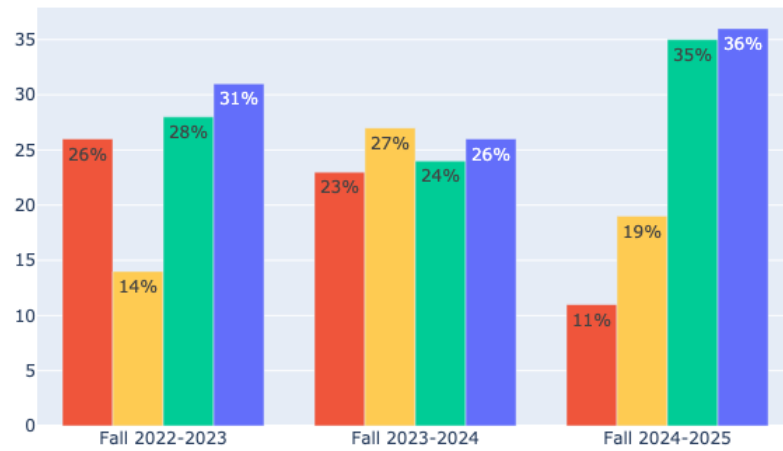
MAP Fluency Performance Levels

Below Expectation Approaching Expectation Meets Expectation Exceeds Expectation

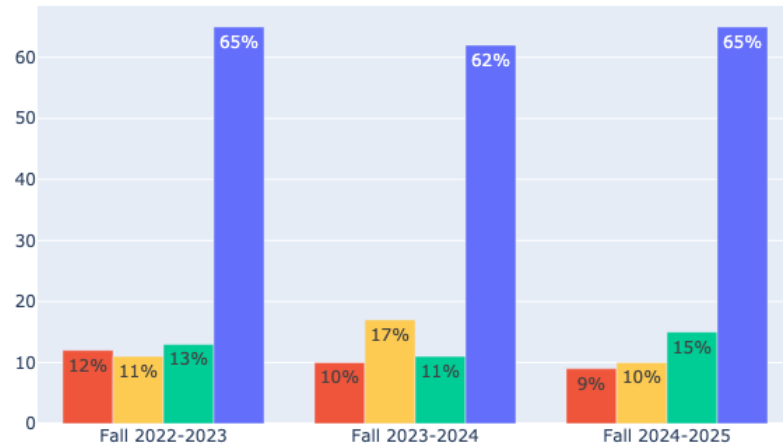
1st Grade: Phonics & Word Recognition ENGLISH



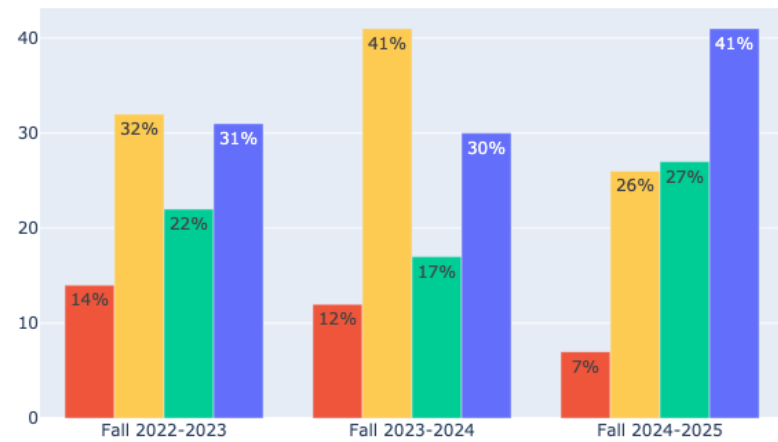
1st Grade: Phonics & Word Recognition SPANISH



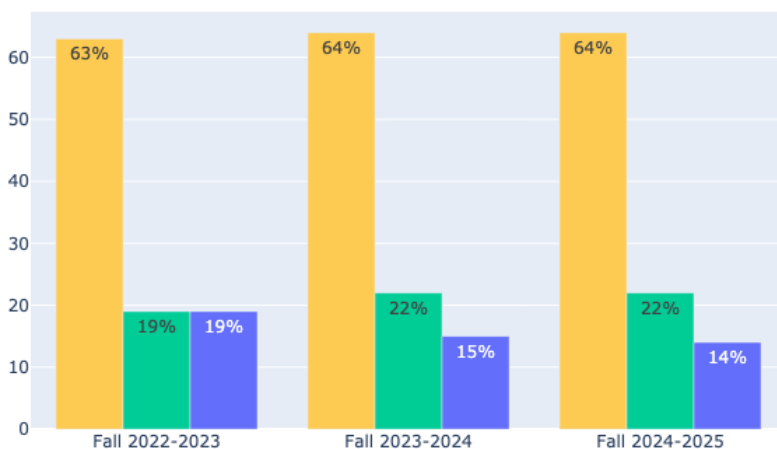
1st Grade: Phonological Awareness ENGLISH



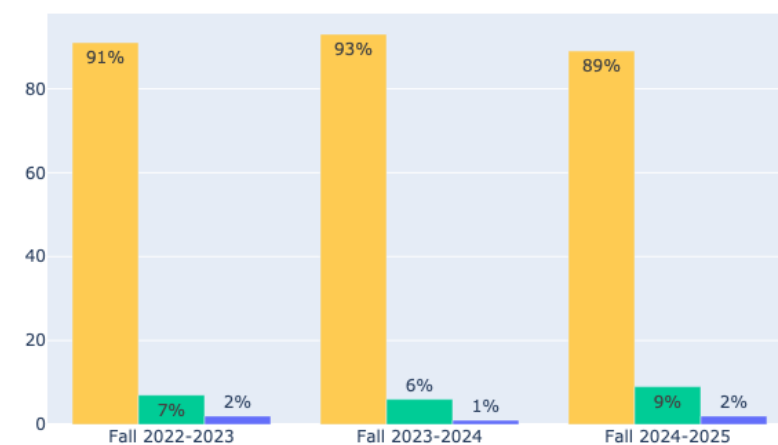
1st Grade: Phonological Awareness SPANISH



1st Grade: Sentence Reading Fluency ENGLISH



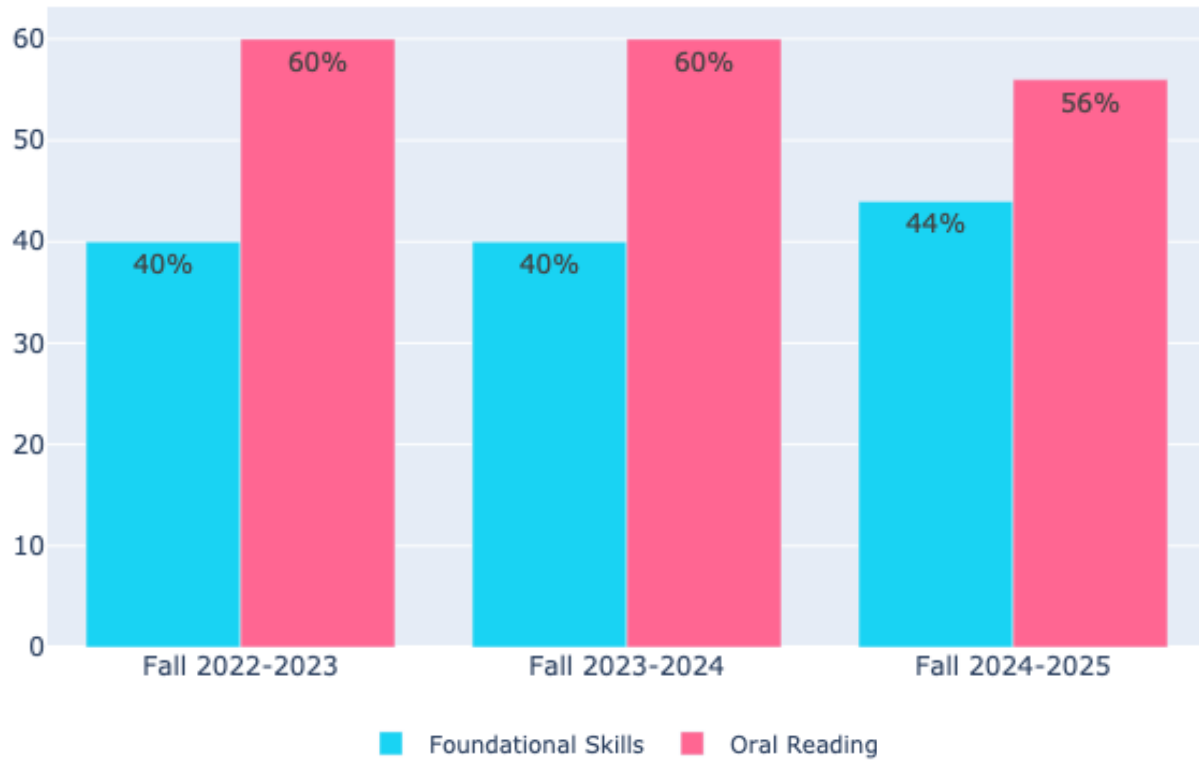
1st Grade: Sentence Reading Fluency SPANISH



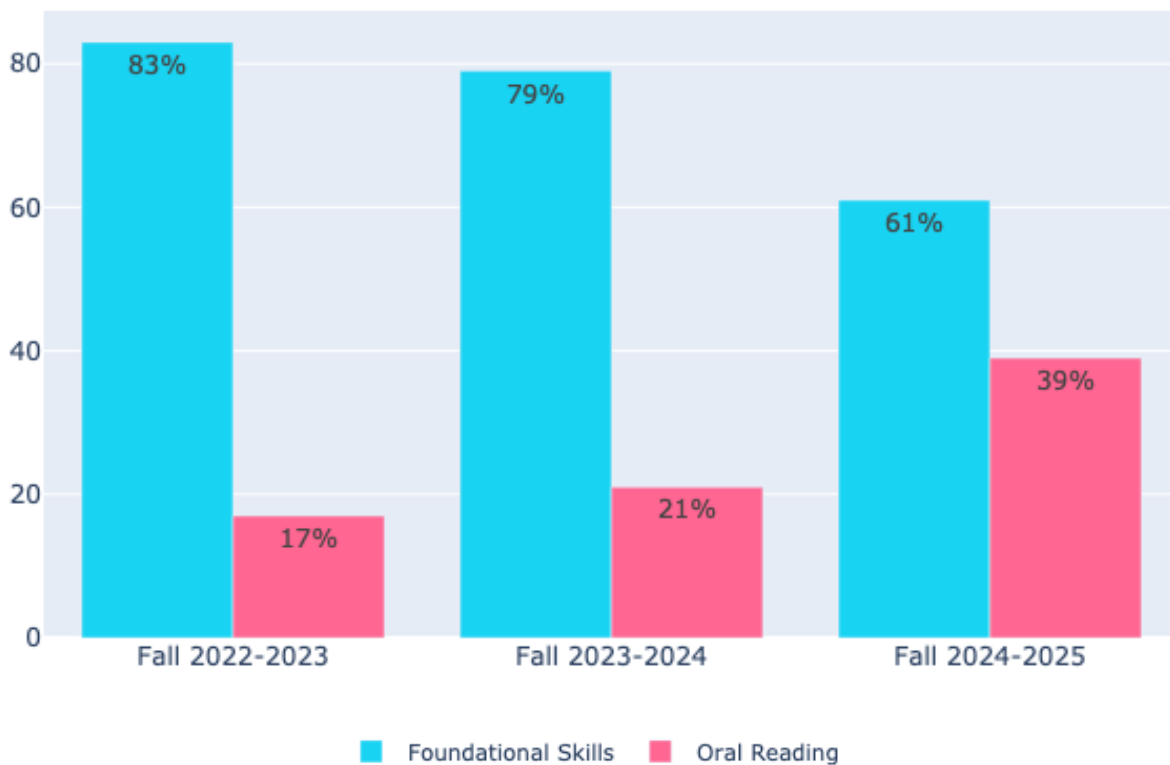
SY24-25 Fall MAP Fluency



2nd Grade: Result Type ENGLISH



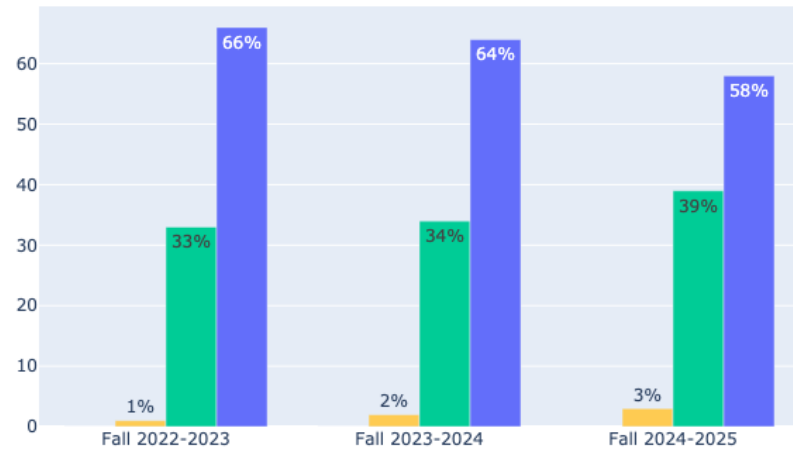
2nd Grade: Result Type SPANISH



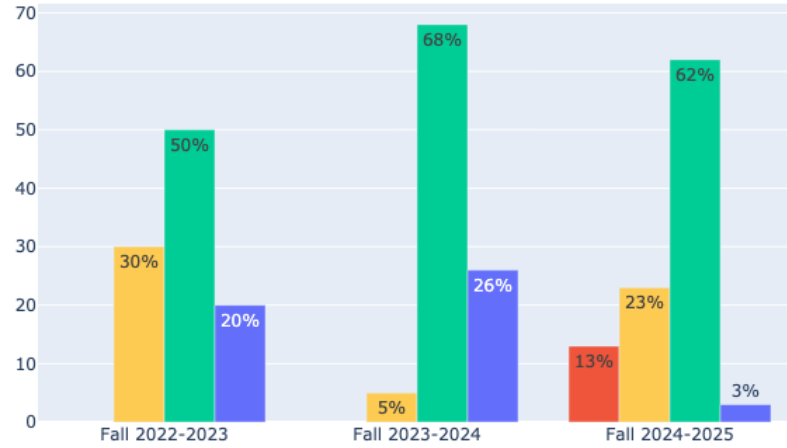
MAP Fluency Performance Levels

Below Expectation Approaching Expectation Meets Expectation Exceeds Expectation

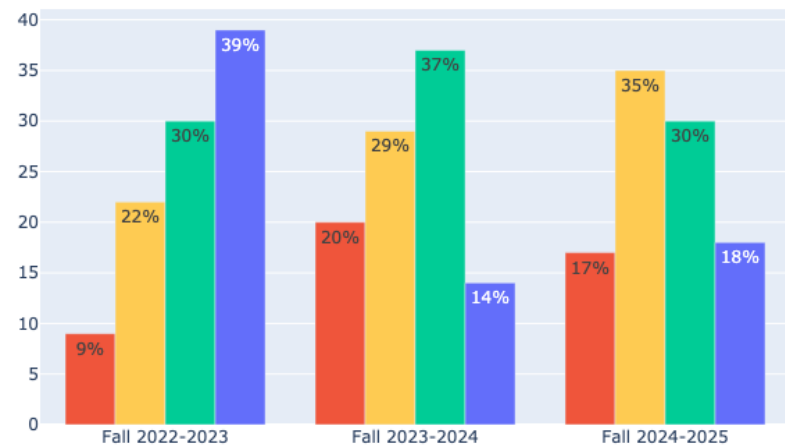
2nd Grade: Oral Reading Rate ENGLISH



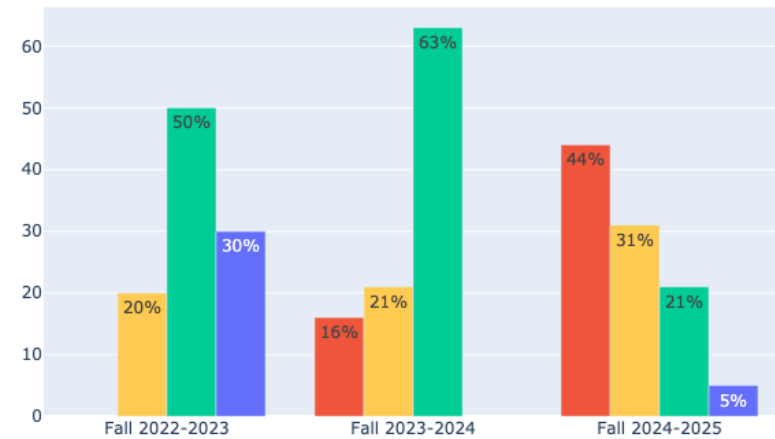
2nd Grade: Oral Reading Rate SPANISH



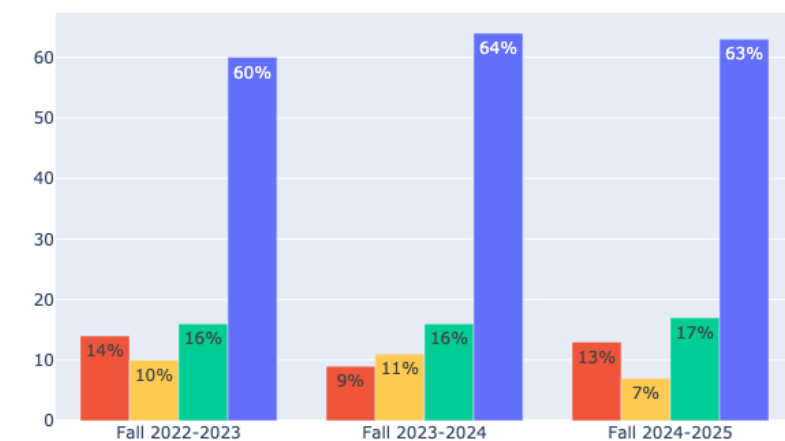
2nd Grade: Oral Reading Accuracy ENGLISH



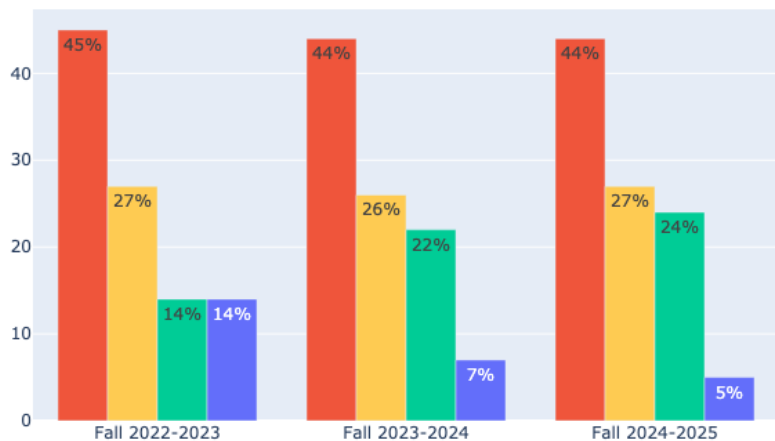
2nd Grade: Oral Reading Accuracy SPANISH



2nd Grade: Literal Comprehension ENGLISH



2nd Grade: Literal Comprehension SPANISH



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:

- **48** staff members participated in the August **Beyond Diversity** session. The session focused on including non-classroom staff
- The School Concierge team completed a full equity cycle. They attended the orientation, the Beyond Diversity 2-day session, and participated in the team debrief for application in their department.
- This year we are elevating short informative videos for independent learning. “Cultural Competency and Racial Bias” and the “LGBTQ Awareness” videos are required viewing for all staff.



Additional Data Disaggregation Tables Available Here

