



Equity Progress Indicator and Strategic Plan Report

November 6th, 2024

Research, Accountability, and Data



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes

Introductions- RAD Team



Donna Cross
Interim Executive Director
of RAD



Cindy Gonzalez
Assessment Manager



Daniel Desir
Compliance Coordinator



Chris Koutavas
Data Management
Specialist



Before we begin...

Illinois School Report Card- Summative Designations



School	SY22 Designation	SY23 Designation
Chute Middle School	Commendable	Commendable
Haven Middle School	Targeted	Commendable
Nichols Middle School	Commendable	Commendable
Dawes Elementary School	Commendable	Commendable
Dewey Elementary School	Commendable	Commendable
Dr. Bessie Rhodes School	Commendable	Commendable
Dr. ML King Fine Arts School	Commendable	Commendable
Kingsley Elementary School	Commendable	Commendable
Lincoln Elementary School	Commendable	Commendable
Lincolnwood Elementary School	Commendable	Commendable
Oakton Elementary School	Commendable	Commendable
Orrington Elementary School	Exemplary	Exemplary
Walker Elementary School	Commendable	Commendable
Washington Elementary School	Commendable	Commendable
Willard Elementary School	Exemplary	Commendable



Structure of Report



Learning Conditions



Student Learning



Elevating Educators

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

Goals and Strategies



Headlines



Data



Learning Conditions (EPI)

Learning Conditions



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:

- Chronic Daily Absence reports for students below 90% attendance are to be sent to schools in order to provide intensive attendance support.
- Development of “Attendance and Reporting Procedures” that include roles, responsibilities, and timelines to ensure procedures are clear and consistent across schools.
- CPI training was provided for 80 staff in October and scheduled for more than 60 staff in November.
- Rollout of new Character Strong SEL curriculum in the Middle Schools.

Learning Environment Goals



Attendance		5 Essentials	
Baseline	Goal	Baseline	Goal
91.16% (SY22) 92.13% (SY23)	95%	Varies by School	Well Organized

Branching Minds	Baseline	Goal by 2027
Percentage of students with a level 3, 4, or 5 log	9%	5%
Percentage of level 3, 4, or 5 logs	22%	15%
District-wide suspension percentage	1.9%	2%
Decrease suspension rate by race, F/R Lunch, and Students with IEPs	—	5%



Attendance(Current)
5 Essentials (SY23)
Panorama (SY23)
Behavior Incidents (Current)

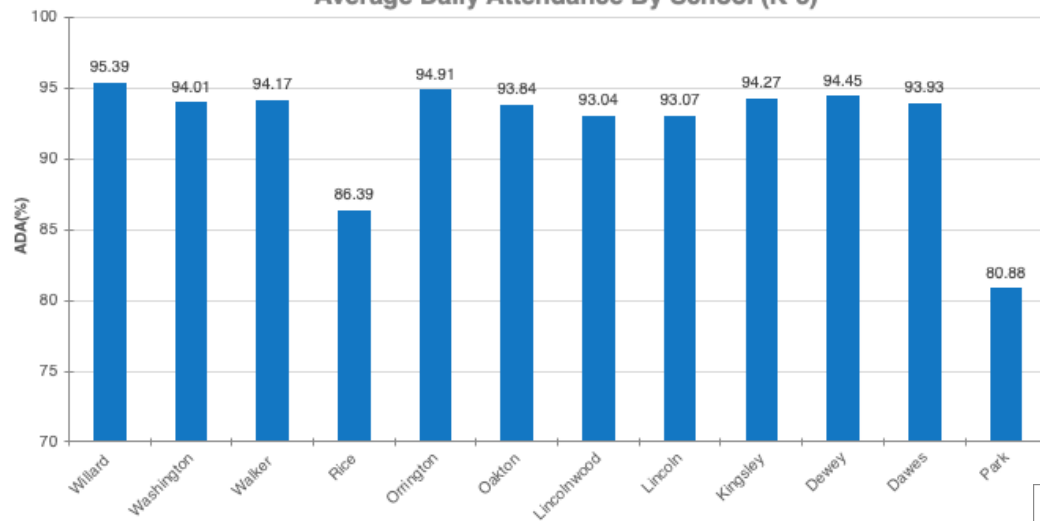


Headlines: Attendance



Attendance is trending up in SY24 at 93% from 91% in SY22 and 92% in SY23.

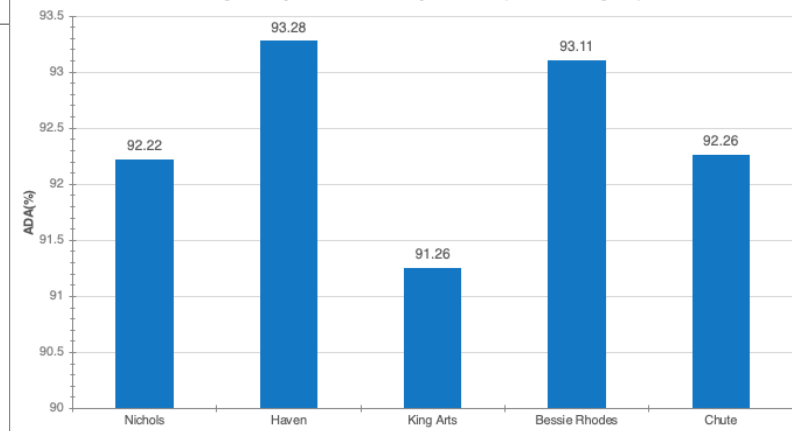
Average Daily Attendance By School (K-5)



Average Daily Attendance



Average Daily Attendance By School (Middle/Magnet)



Headlines: 5 Essentials and Panorama



- 
- Increase in Effective Leaders, Collaborative Teachers, and Involved Families
 - Supportive Environment decreased by 10 points (-17%)
 - “Sense of Belonging” has stayed relatively steady over the past three years for grades 5-8 at 50% and exactly the same last year for grades 3-4 at 67%

5 Essentials



Essential	2021	2022	2023
Effective Leaders	44	39	44
Collaborative Teachers	41	34	42
Involved Families	63	58	63
Supportive Environment	65	58	48
Ambitious Instruction	56	56	54



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

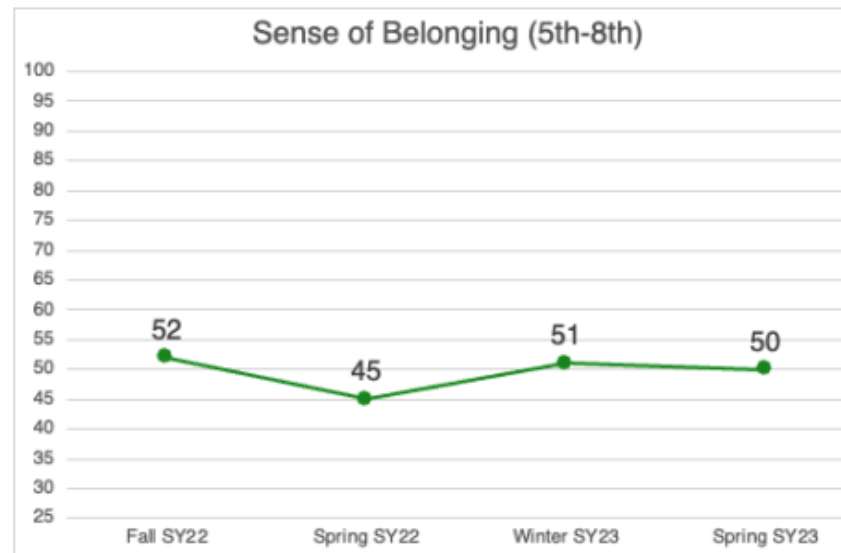
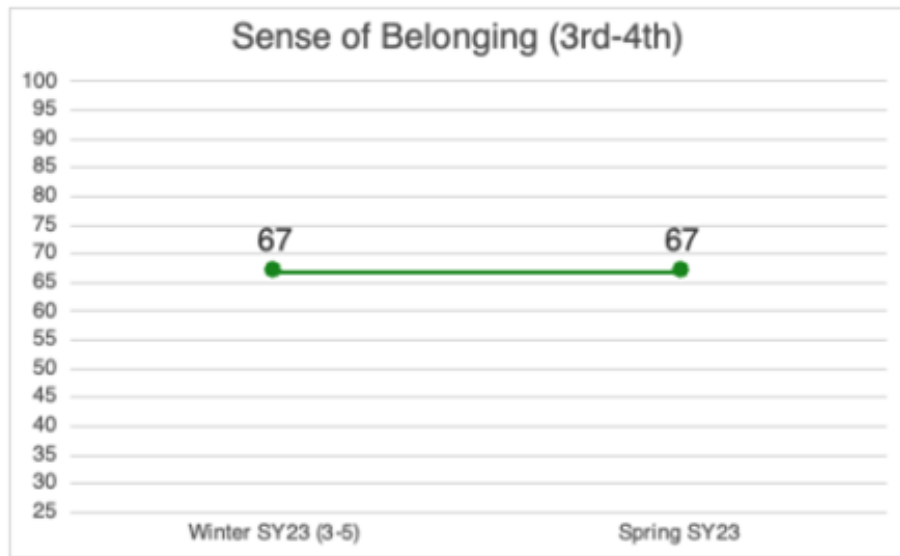
Students agree/strongly agree that teachers make them feel...



Retrieved from SEssentials "Teacher-Student Trust"



Sense of Belonging



Headlines: Behavior Incidents

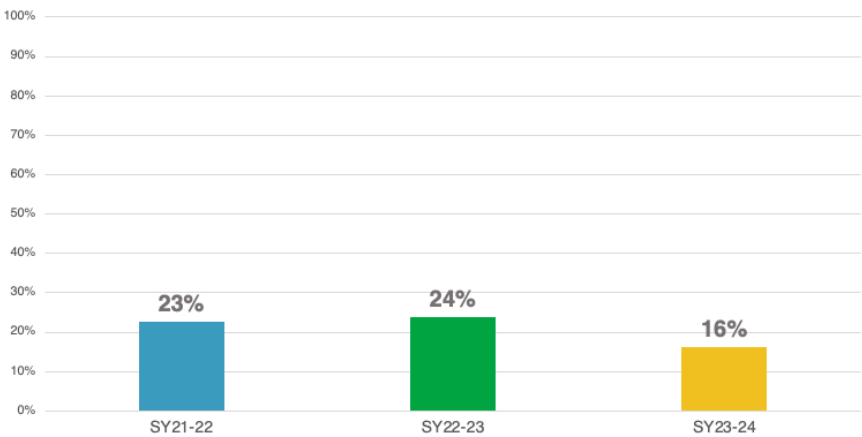


- Currently, only 16% of the total number of behavior incidents are Level 3, 4, or 5 as compared to the same time in SY23 and SY22 at 24% and 23% respectively.
- Currently, only 3% of students have a Level 3, 4, or 5 behavior incident. The district is currently on track to reach the goal (5%).
- Decrease in percent of behavior incidents by black students from 62% to 54%
- Increase in percent of behavior incidents by hispanic students from 7% to 16%.
- Decrease in the percent of suspensions by black students by 2% and a decrease in the percent of suspensions by Hispanic students by 8%.

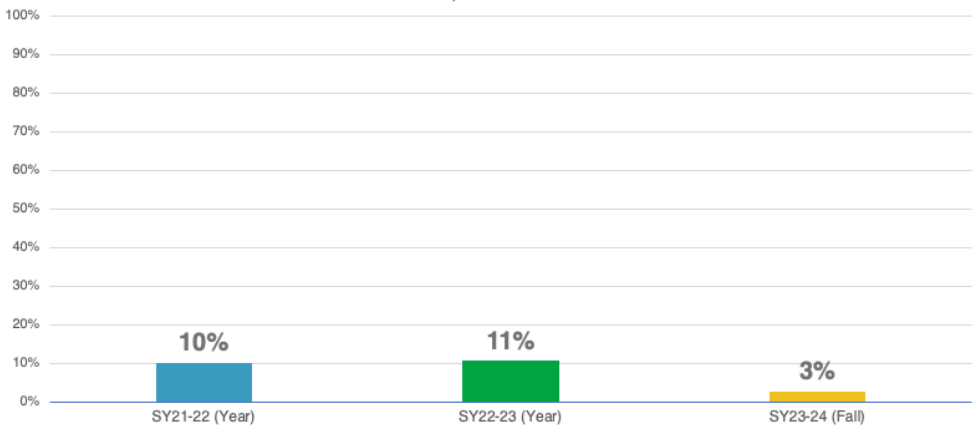
Behavior Incidents



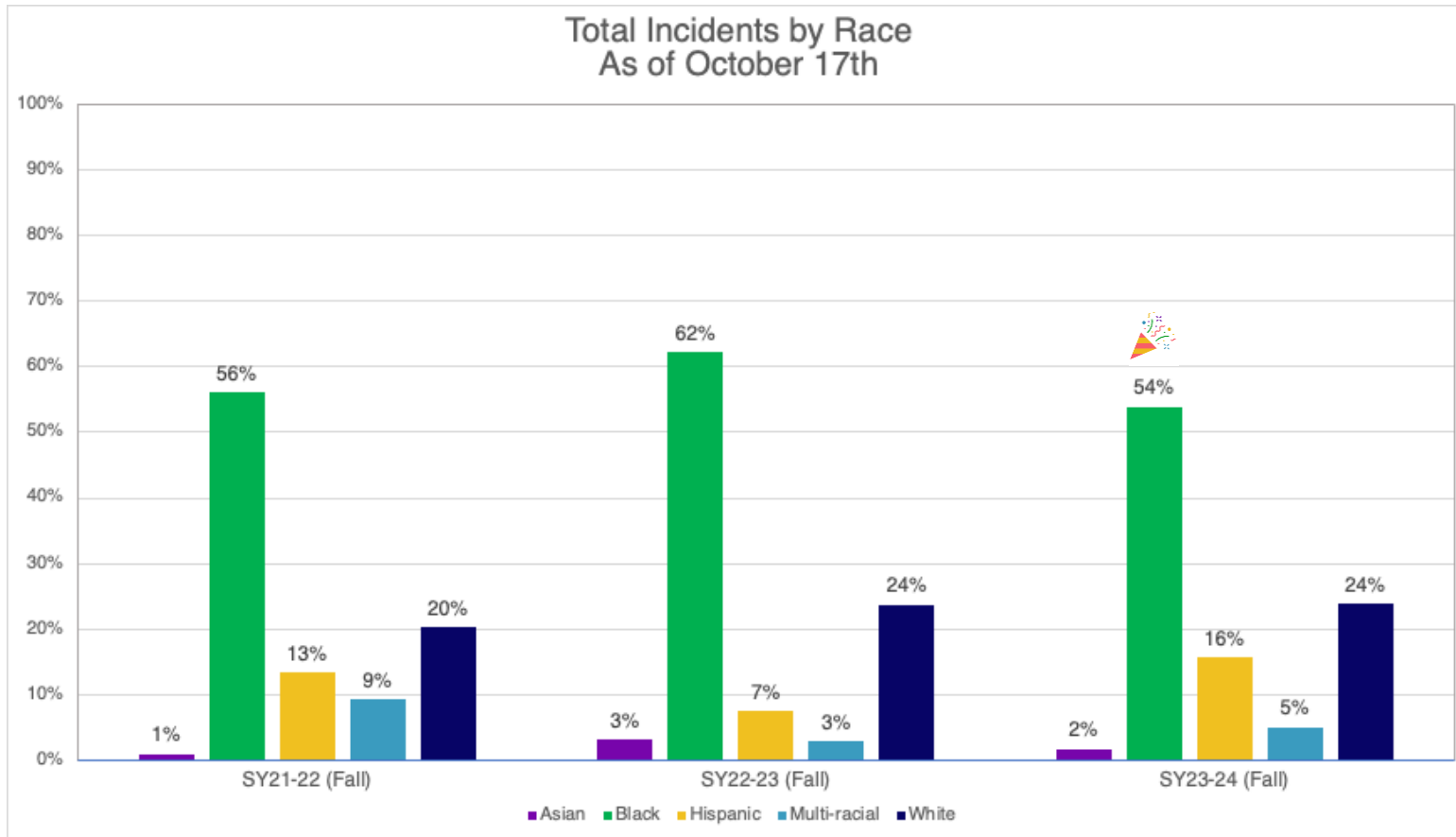
Percent of Level 3, 4, and 5 Behavior Incidents (Fall)
As of October 17th



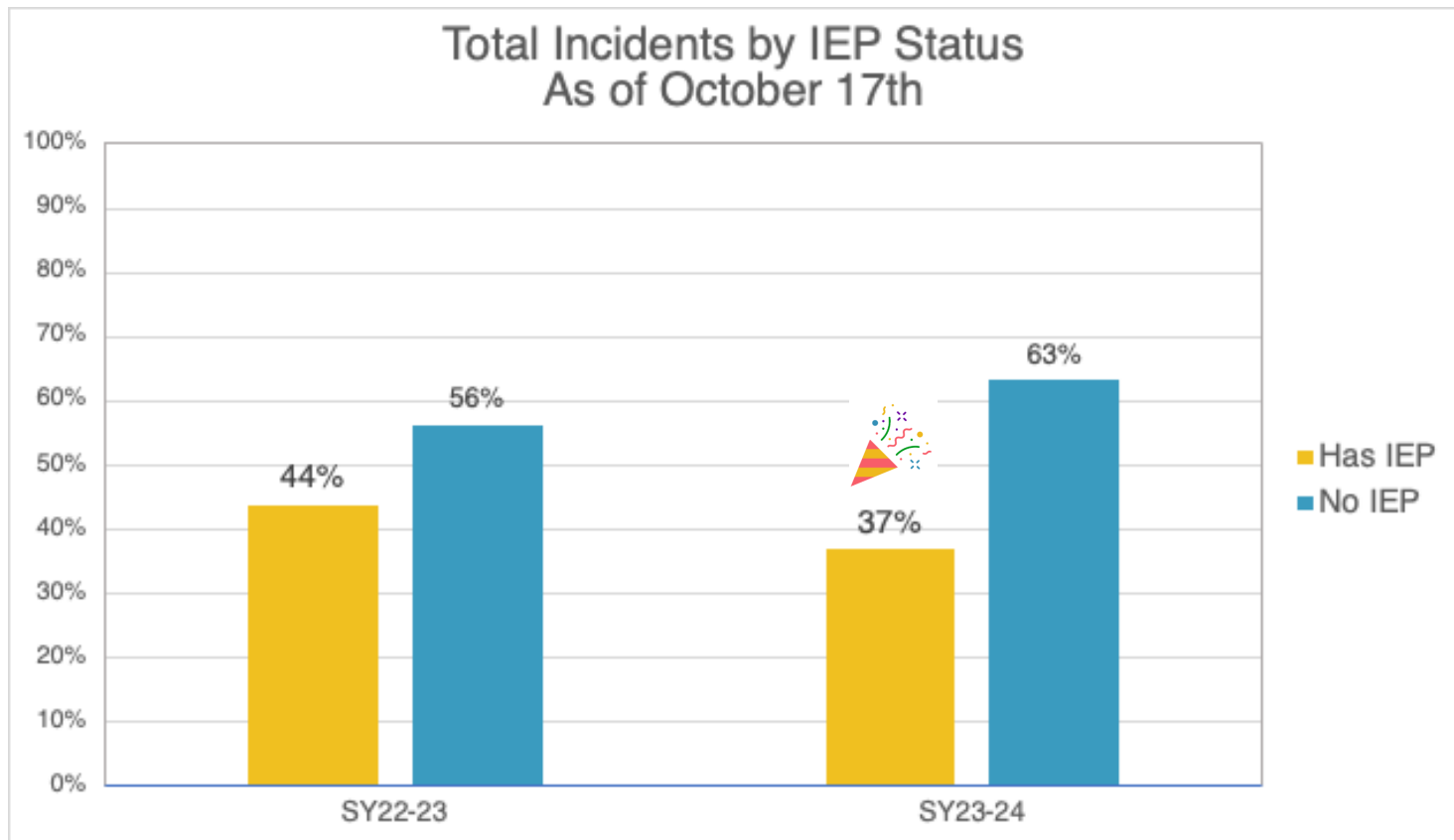
Percent of Students with Level 3,4, or 5 Behavior Incidents
SY24 Fall Compared to Previous Years



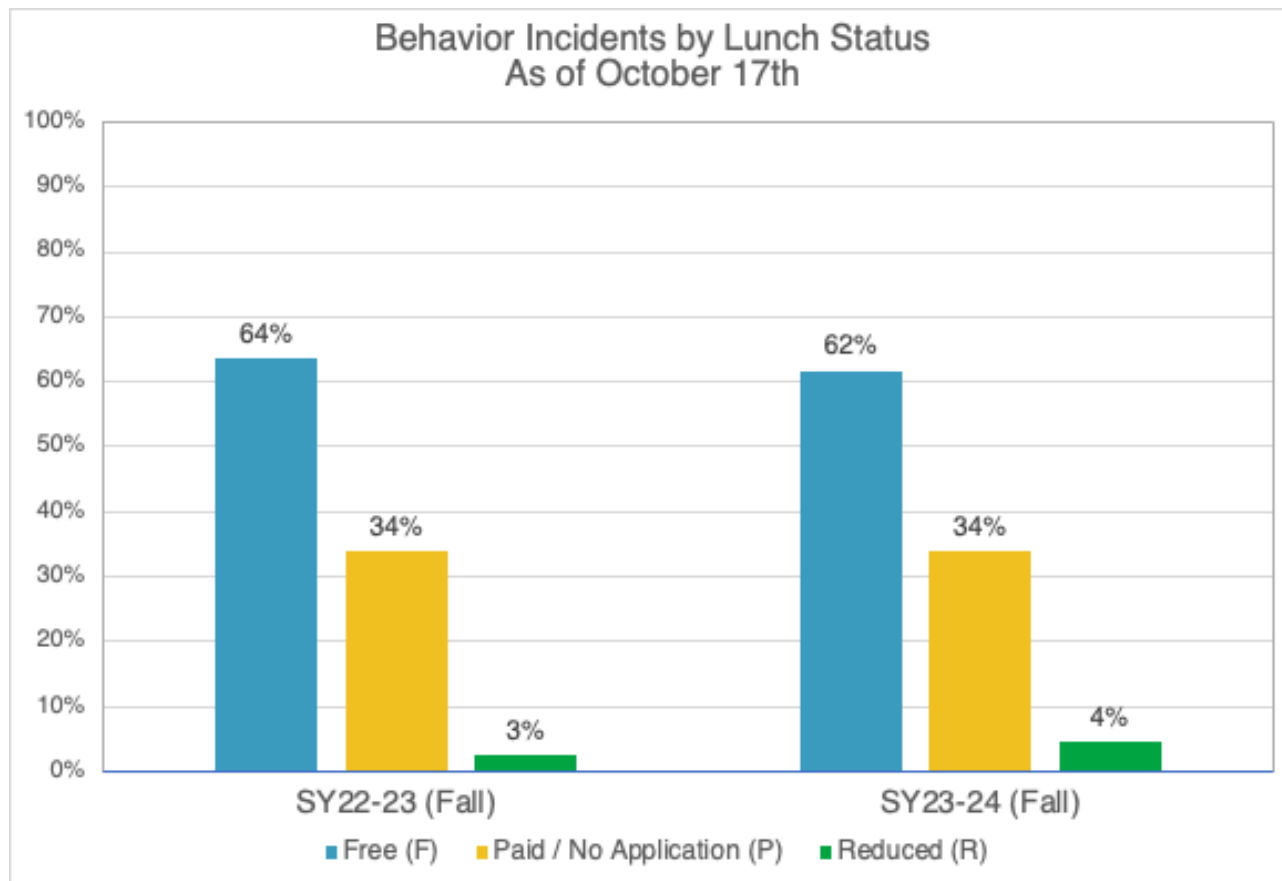
Behavior Incidents- Race



Behavior Incidents - IEP Status



Behavior Incidents- Lunch Status

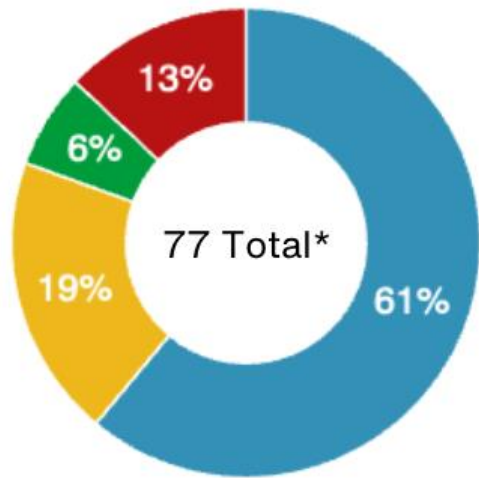


Suspensions



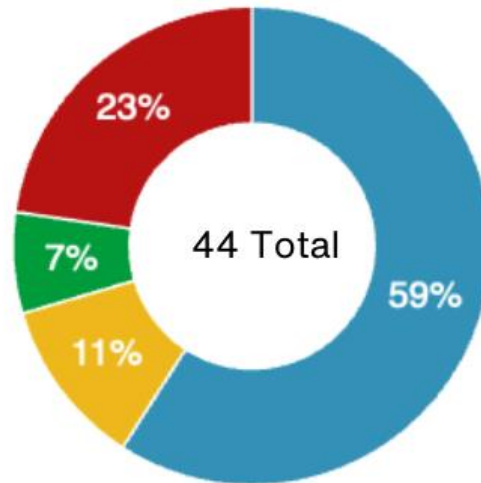
In-School Suspensions and Out-of-School Suspensions

SY21-22 Suspensions by Race



■ Black ■ Hispanic ■ Multi-racial ■ White

SY22-23 Suspensions by Race



■ Black ■ Hispanic ■ Multi-racial ■ White





Student Learning

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:

- Development and release of new School Data Dashboard. The School Data Dashboard is a comprehensive tool that includes complete student demographic and programmatic data, attendance, grades, NWEA MAP scores, State testing scores, and behavior incident counts. The Schools Data Dashboard is released after testing sessions, progress reports, and the end of the trimester.
- Combined the Reality Check and CCV protocols into one protocol called “Journey Jams” which takes place in 2 hours at the school site and focuses on collaborative problem-solving and consultancy.
- Focus on equitable literacy practices using new instructional materials in K-5 (Wit and Wisdom)
- Build highly effective Professional Learning Communities (PLC) to develop practices to support standards-based learning and grading in middle school.
- Instructional PLCs in middle school science based on a phenomenon and supporting student-led inquiry.

Sample Data Dashboard Roster



Student Name	Homeroom	Grade Level	Gender	Race/ Ethnicity	LEP	IEP	TWI	Current Attendance	Quadrants for Students w/ at Least 1 Core D or F	Grades in Core Courses						Grades by Subject (Core Courses)							
										Average Grade			Count of Ds & Fs			Current Term				Prior Term			
										Current Term	Prior Term	Trend in Avg Grade	Current Term	Prior Term	Trend in Core Ds & Fs	English	Math	Science	SocialS	English	Math	Science	SocialS
Last, First	Homeroom Teacher	8	M	Hispanic or Latino			TWX	90%-95%		B	B	no change	0	0	no change	B	B	C	B	B	B	C	A
Last, First	Homeroom Teacher	8	M	Hispanic or Latino	LEP	IEP	TWS	85%-90%	intensive support	D	B	declining	3	0	declining	F	B	D	D	B	B	C	B
Last, First	Homeroom Teacher	8	F					90%-95%		A	A	no change	0	0	no change	B	A	A	A	A	A	A	A
Last, First	Homeroom Teacher	8	F	White				90%-95%		A	A	no change	0	0	no change	A	A	A	A	A	A	A	A
Last, First	Homeroom Teacher	7	M	White	LEP	IEP	TWS	80%-85%	attendance support	C	C	no change	2	0	declining	C	D	D	C	C	C	C	C
Last, First	Homeroom Teacher	6	M	White	LEP			95%+		B	B	no change	0	0	no change	C	B	C	B	C	B	A	B
Last, First	Homeroom Teacher	8	M	Black or African American		IEP		85%-90%	attendance support	C	B	declining	1	0	declining	B	B	D	C	B	B	B	A
Last, First	Homeroom Teacher	8	F	Asian	LEP			95%+		A	B	improving	0	0	no change	B	A	A	A	B	B	B	A
Last, First	Homeroom Teacher	7	M	White		IEP		80%-85%	attendance support	D	B	declining	2	0	declining	F	B	F	C	C	B	C	B
Last, First	Homeroom Teacher	7	F	Black or African American				95%+		B	B	no change	0	0	no change	B	B	B	B	B	A	B	B
Last, First	Homeroom Teacher	7	M	Hispanic or Latino	LEP	IEP		90%-95%	watch list	C	C	no change	1	0	declining	D	C	C	B	C	C	C	B
Last, First	Homeroom Teacher	8	F	Black or African American				85%-90%		B	A	declining	0	0	no change	B	A	B	C	A	A	B	A
Last, First	Homeroom Teacher	6	M	Multi-racial				90%-95%		A	A	no change	0	0	no change	B	A	A	A	B	A	A	A
Last, First	Homeroom Teacher	7	F	Asian	LEP		WVD	85%-90%		A	A	no change	0	0	no change	B	A	A	A	B	A	A	A
Last, First	Homeroom Teacher	7	F	Black or African American	LEP			95%+		A	A	no change	0	0	no change	A	A	B	B	B	A	B	A
Last, First	Homeroom Teacher	6	F	White				95%+		A	A	no change	0	0	no change	A	A	A	A	A	A	A	A
Last, First	Homeroom Teacher	8	M	White				90%-95%		A	A	no change	0	0	no change	A	A	B	A	A	A	A	A
Last, First	Homeroom Teacher	7	M	Multi-racial				90%-95%		A	A	no change	0	0	no change	A	A	A	A	B	A	A	A
Last, First	Homeroom Teacher	6	M	Black or African American				95%+		B	A	declining	0	0	no change	C	B	A	A	B	A	A	A
Last, First	Homeroom Teacher	6	M	Hispanic or Latino				85%-90%	attendance support	B	B	no change	1	0	declining	D	A	A	B	C	A	A	B
Last, First	Homeroom Teacher	7	F	Multi-racial				90%-95%		A	A	no change	0	0	no change	A	A	A	A	A	A	A	A
Last, First	Homeroom Teacher	6	F	White				90%-95%		A	A	no change	0	0	no change	B	A	A	A	A	A	A	A
Last, First	Homeroom Teacher	6	M	White				95%+		A	A	no change	0	0	no change	B	A	A	A	B	A	A	A
Last, First	Homeroom Teacher	6	M	Multi-racial		IEP		90%-95%		B	B	no change	0	0	no change	C	B	A	B	B	C	A	A
Last, First	Homeroom Teacher	6	M	Hispanic or Latino			TWX	90%-95%	watch list	B	B	no change	1	0	declining	F	B	A	A	C	B	A	B
Last, First	Homeroom Teacher	6	M	Black or African American				< 80%	attendance support	C	B	declining	1	0	declining	D	C	B	C	B	B	A	B
Last, First	Homeroom Teacher	8	M	Black or African American		IEP		95%+		B	B	no change	0	0	no change	B	B	C	C	B	B	C	A
Last, First	Homeroom Teacher	6	M	Hispanic or Latino	LEP		TWS	90%-95%		C	C	no change	0	1	improving	C	C	B	C	D	C	B	C
Last, First	Homeroom Teacher	6	M	Black or African American				90%-95%		A	A	no change	0	0	no change	C	A	A	A	C	A	A	A

Data Dashboard School

bit.ly/datadashS1

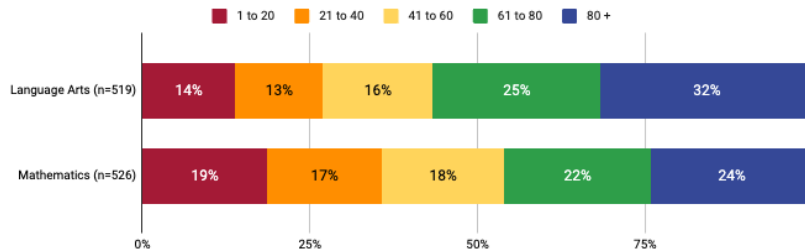
Sample Data Dashboard Tables



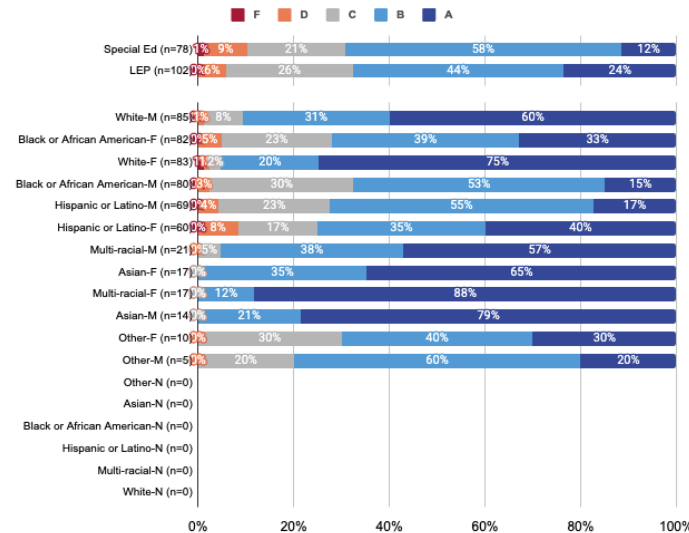
Quadrants for Students with at Least 1 D or F in a Core Course

		Current Core Ds & Fs		
		0	1 - 2	3+
Current Attendance	90% +	452 students On-Track	watch list 47 students	academic support 2 students
	< 90%		39 students attendance support	7 students intensive support

MAP Attainment by Subject (Percentile)



Average Grade in Core Courses by Student Group



"Other" includes race/ethnicity of Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, and unknown

Student Learning Goals



English Language Arts Academic Goals			Math Academic Goals		
Assessment MAP and IAR	Baseline (SY22)	Goal by 2027	Assessment MAP and IAR	Baseline (SY22)	Goal by 2027
% Meeting College Readiness Benchmarks (SAT) on MAP	73%	80%	% Meeting College Readiness Benchmarks (SAT) on MAP	43%	50%
% at or below the 25th percentile on MAP	16%	12%	% at or below the 25th percentile on MAP	19%	9%
% of students Meeting/Exceeding growth targets on MAP	62%*	75%	% of students Meeting/Exceeding growth targets on MAP	64%*	75%
% of students with Meets(4) or Exceeds(5) on IAR	40%	55%	% of students with Meets(4) or Exceeds(5) on IAR	40%	55%

*Data pulled from SY21-22 assessments. MAP growth targets are Spring to Spring. Previous goals stated growth target from Fall to Spring



SY23 Spring Data

IAR, MAP, DLM, ACCESS

SY24 Fall Data

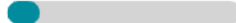
MAP, MAP Fluency(ENG and SPN)

Headlines: SY22-23 Spring Data- ELA



- Decrease in students below the 25th percentile in ELA on MAP from 16% to 14%
- Increase in students Meeting(4) or Exceeding(5) on IAR in ELA from 40% to 45%
- Decrease in student meeting expected growth targets in ELA from 62% to 57%



English Language Arts Academic Goals			
Assessment MAP and IAR	Baseline (SY22)	Goal by 2027	Spring SY23
% Meeting College Readiness Benchmarks (SAT) on MAP	73%	80%	ELA  73%
% at or below the 25th percentile on MAP	16%	12%	ELA  14%
% of students Meeting/Exceeding growth targets on MAP	62%*	75%	ELA  57%
% of students with Meets(4) or Exceeds(5) on IAR	40%	55%	ELA  45%

*Data pulled from SY21-22 assessments. MAP growth targets are Spring to Spring. Previous goals stated growth target from Fall to Spring

Headlines: SY22-23 Spring Data- Math



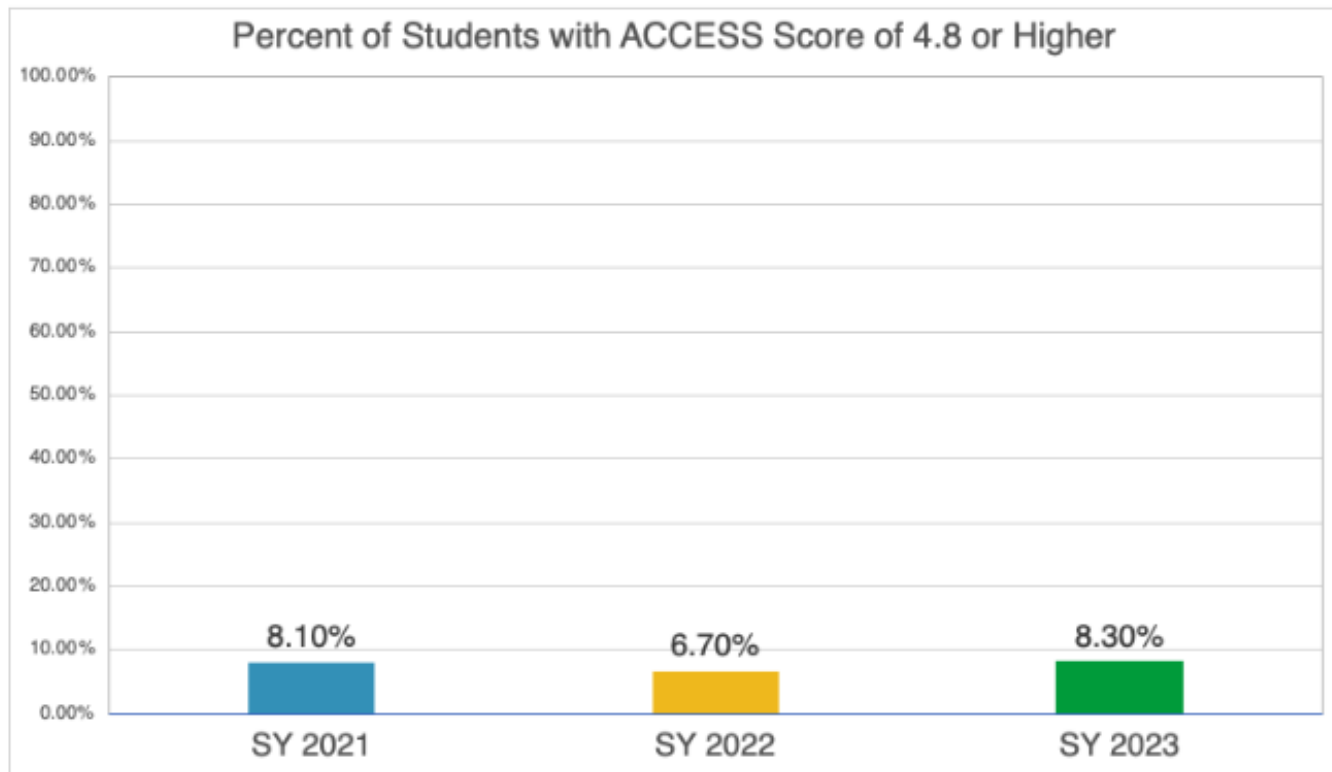
- 
- Increase in students meeting CRB (SAT) to 48%
-
- 
- Decrease in students below the 25th percentile in Math on MAP from 19% to 17%
-
- Decrease in student meeting expected growth targets in ELA from 64% to 58%



Math Academic Goals			
Assessment MAP and IAR	Baseline (SY22)	Goal by 2027	Spring SY23
% Meeting College Readiness Benchmarks (SAT) on MAP	43%	50%	Math  48%
% at or below the 25th percentile on MAP	19%	9%	Math  17%
% of students Meeting/Exceeding growth targets on MAP	64%*	75%	Math  58%
% of students with Meets(4) or Exceeds(5) on IAR	40%	55%	Math  41%

*Data pulled from SY21-22 assessments. MAP growth targets are Spring to Spring. Previous goals stated growth target from Fall to Spring

ACCESS Proficiency Scores





SY24 Fall Data

Headlines: SY23-24 Fall MAP Growth

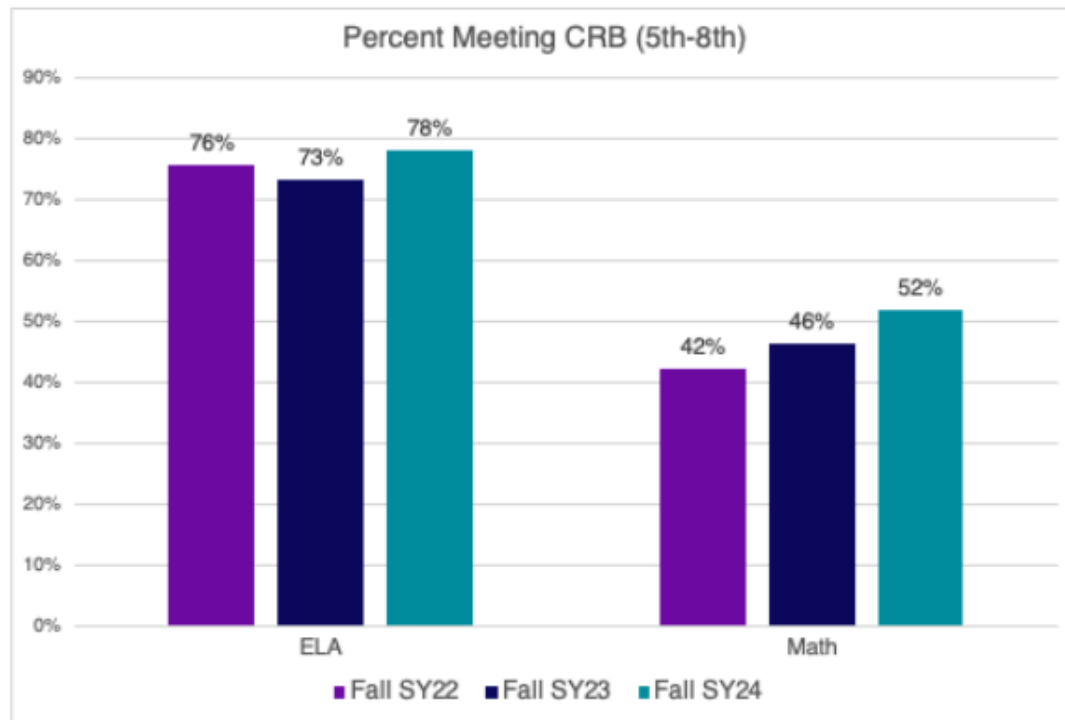


- 
- Increase in students meeting CRB(SAT) in ELA in the Fall from 73% in SY23 to 78% in SY24.
- 
- Increase in students meeting CRB(SAT) in Math in the Fall from 46% in SY23 to 52% in SY24.
- 
- Decrease in students at/below the 25th percentile in ELA in the Fall from 15% in SY23 to 12% in SY24.
- 
- Decrease in students at/below the 25th percentile in Math in the Fall from 19% in SY23 to 16% in SY24.
- 
- Increase in students “Making Expected Gains” in ELA from 56% to 60%.
-
- Decrease in students “Making Expected Gains” in Math from 65% to 60%.

SY 24 Fall MAP Growth



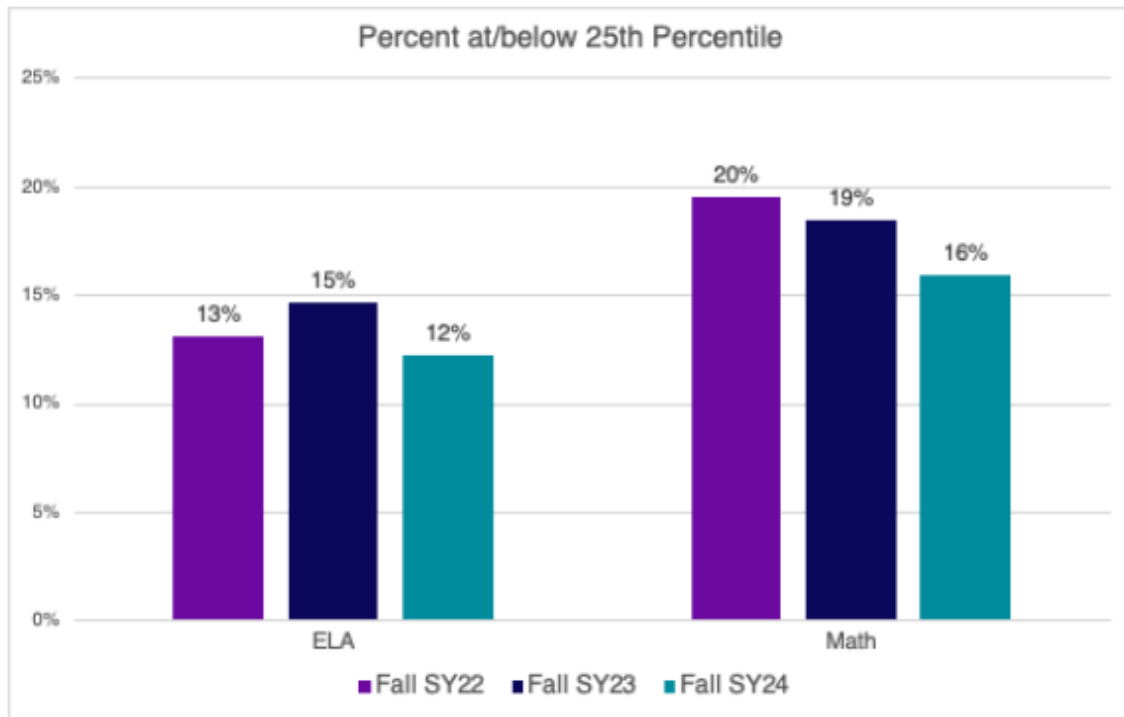
Percent of Students Meeting College Readiness Benchmarks (SAT)



SY 24 Fall MAP Growth



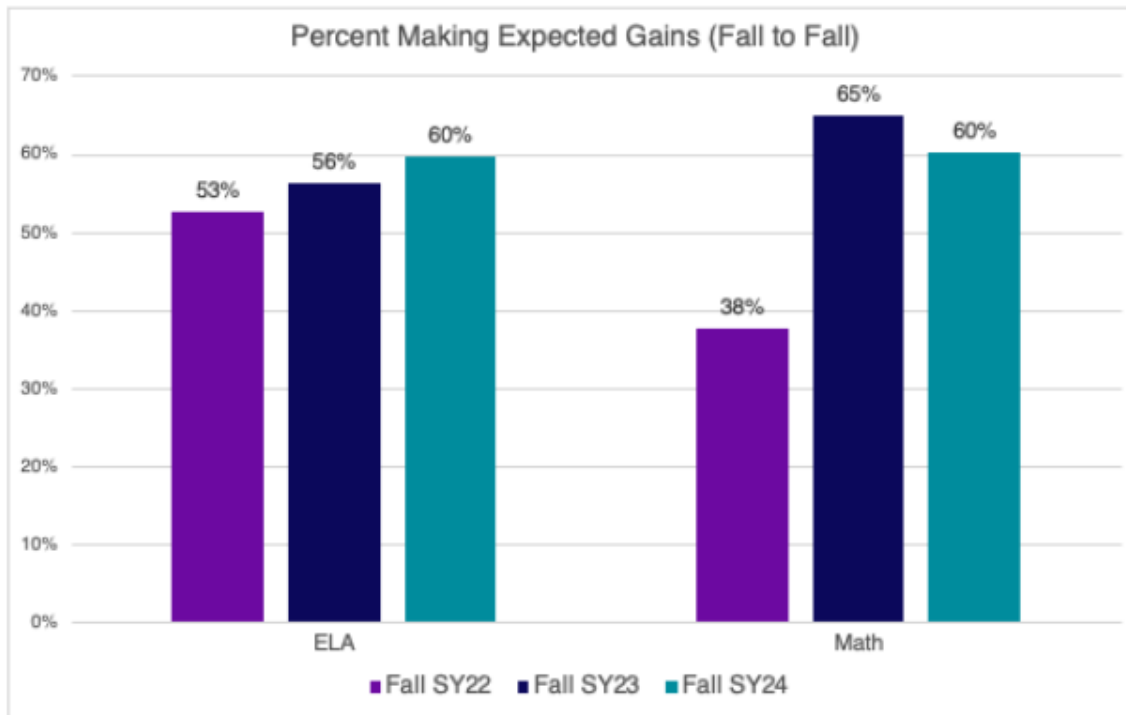
Percent of Students At/Below the 25th Percentile



SY 24 Fall MAP Growth



Percent of Students Making Expected Gains (Fall to Fall)



Headlines: SY23-24 MAP Fluency



- 
- MAP Fluency scores remain relatively consistent with the exception of percent of students meeting/exceeding benchmarks in Kindergarten “Phonics and Word Recognition-SPN” from 50% to 79% and 2nd grade “Literal Comprehension-ENG” from 74% to 79%.



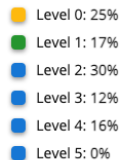
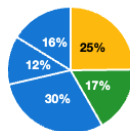
MAP Fluency: Kindergarten-ENG



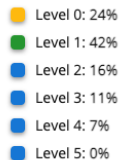
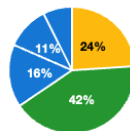
Fall SY23

DECODING

Phonological Awareness ?

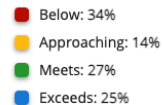
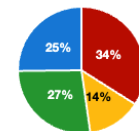


Phonics / Word Recognition ?

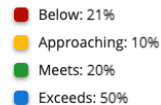
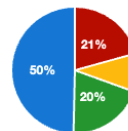


LANGUAGE COMPREHENSION

Listening Comprehension ?



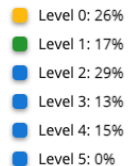
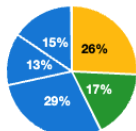
Picture Vocabulary ?



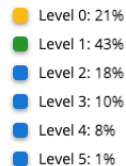
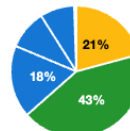
Fall SY24

DECODING

Phonological Awareness ?

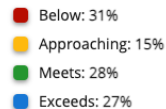
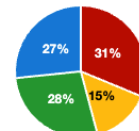


Phonics / Word Recognition ?

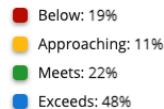
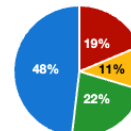


LANGUAGE COMPREHENSION

Listening Comprehension ?



Picture Vocabulary ?





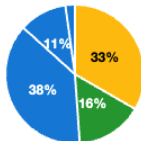
MAP Fluency: Kindergarten-SPN



Fall SY23

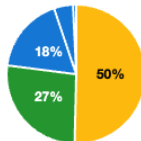
DECODING

Phonological Awareness ?



- Level 0: 33%
- Level 1: 16%
- Level 2: 38%
- Level 3: 11%
- Level 4: 2%
- Level 5: 0%

Phonics / Word Recognition ?



- Level 0: 50%
- Level 1: 27%
- Level 2: 18%
- Level 3: 4%
- Level 4: 1%
- Level 5: 0%

LANGUAGE COMPREHENSION

Listening Comprehension ?



- Below: 85%
- Approaching: 6%
- Meets: 8%
- Exceeds: 1%

Picture Vocabulary ?

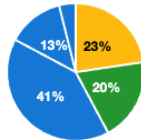


- Below: 90%
- Approaching: 7%
- Meets: 4%
- Exceeds: 0%

Fall SY24

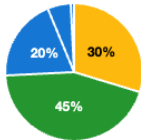
DECODING

Phonological Awareness ?



- Level 0: 23%
- Level 1: 20%
- Level 2: 41%
- Level 3: 13%
- Level 4: 4%
- Level 5: 0%

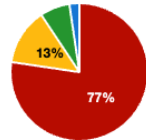
Phonics / Word Recognition ?



- Level 0: 30%
- Level 1: 45%
- Level 2: 20%
- Level 3: 5%
- Level 4: 1%
- Level 5: 0%

LANGUAGE COMPREHENSION

Listening Comprehension ?



- Below: 77%
- Approaching: 13%
- Meets: 7%
- Exceeds: 2%

Picture Vocabulary ?



- Below: 85%
- Approaching: 9%
- Meets: 5%
- Exceeds: 1%



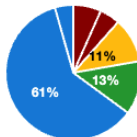
MAP Fluency: 1st Grade-ENG



Fall SY23

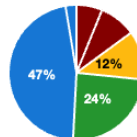
DECODING

Phonological Awareness ?



- Level 0: 7%
- Level 1: 5%
- Level 2: 11%
- Level 3: 13%
- Level 4: 61%
- Level 5: 4%

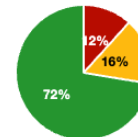
Phonics / Word Recognition ?



- Level 0: 6%
- Level 1: 9%
- Level 2: 12%
- Level 3: 24%
- Level 4: 47%
- Level 5: 3%

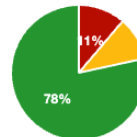
LANGUAGE COMPREHENSION

Listening Comprehension ?



- Below: 12%
- Approaching: 16%
- Meets: 72%
- Exceeds: 0%

Picture Vocabulary ?

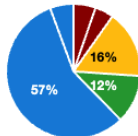


- Below: 11%
- Approaching: 10%
- Meets: 78%
- Exceeds: 0%

Fall SY24

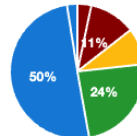
DECODING

Phonological Awareness ?



- Level 0: 5%
- Level 1: 4%
- Level 2: 16%
- Level 3: 12%
- Level 4: 57%
- Level 5: 6%

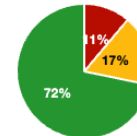
Phonics / Word Recognition ?



- Level 0: 3%
- Level 1: 11%
- Level 2: 9%
- Level 3: 24%
- Level 4: 50%
- Level 5: 2%

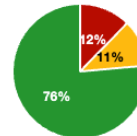
LANGUAGE COMPREHENSION

Listening Comprehension ?



- Below: 11%
- Approaching: 17%
- Meets: 72%
- Exceeds: 0%

Picture Vocabulary ?



- Below: 12%
- Approaching: 11%
- Meets: 76%
- Exceeds: 0%



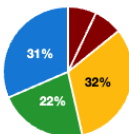
MAP Fluency: 1st Grade-SPN



Fall SY23

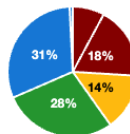
DECODING

Phonological Awareness ②



- Level 0: 7%
- Level 1: 7%
- Level 2: 32%
- Level 3: 22%
- Level 4: 31%
- Level 5: 0%

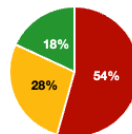
Phonics / Word Recognition ②



- Level 0: 8%
- Level 1: 18%
- Level 2: 14%
- Level 3: 28%
- Level 4: 31%
- Level 5: 1%

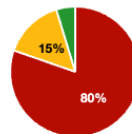
LANGUAGE COMPREHENSION

Listening Comprehension ②



- Below: 54%
- Approaching: 28%
- Meets: 18%
- Exceeds: 0%

Picture Vocabulary ②

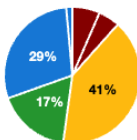


- Below: 80%
- Approaching: 15%
- Meets: 5%
- Exceeds: 0%

Fall SY24

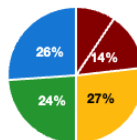
DECODING

Phonological Awareness ②



- Level 0: 7%
- Level 1: 5%
- Level 2: 41%
- Level 3: 17%
- Level 4: 29%
- Level 5: 1%

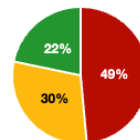
Phonics / Word Recognition ②



- Level 0: 9%
- Level 1: 14%
- Level 2: 27%
- Level 3: 24%
- Level 4: 26%
- Level 5: 0%

LANGUAGE COMPREHENSION

Listening Comprehension ②



- Below: 49%
- Approaching: 30%
- Meets: 22%
- Exceeds: 0%

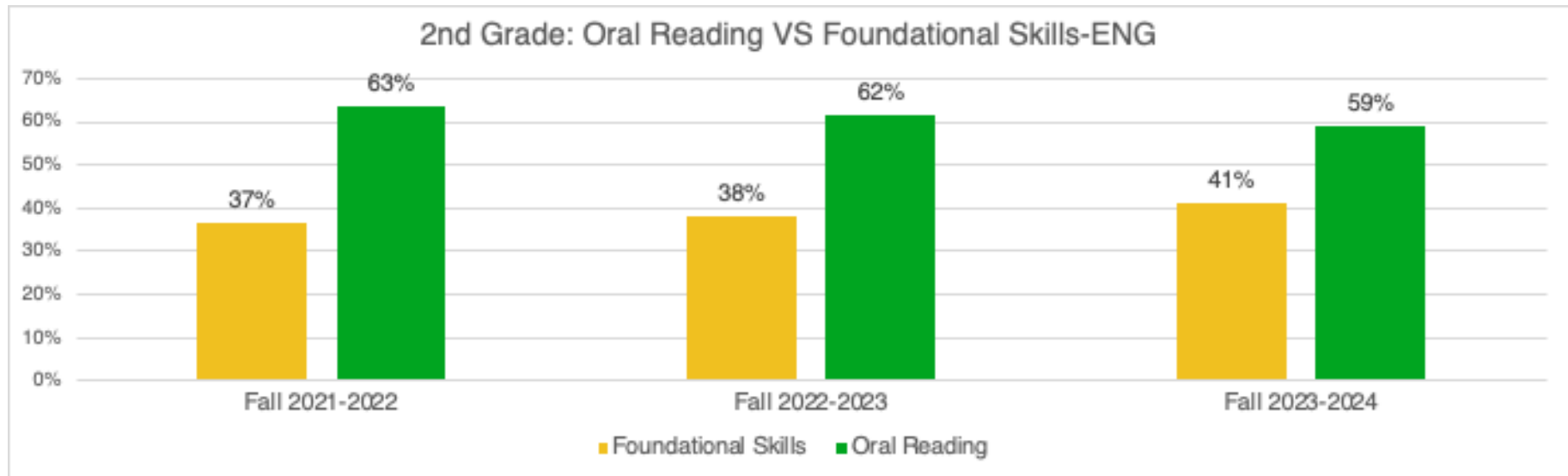
Picture Vocabulary ②



- Below: 83%
- Approaching: 12%
- Meets: 5%
- Exceeds: 0%

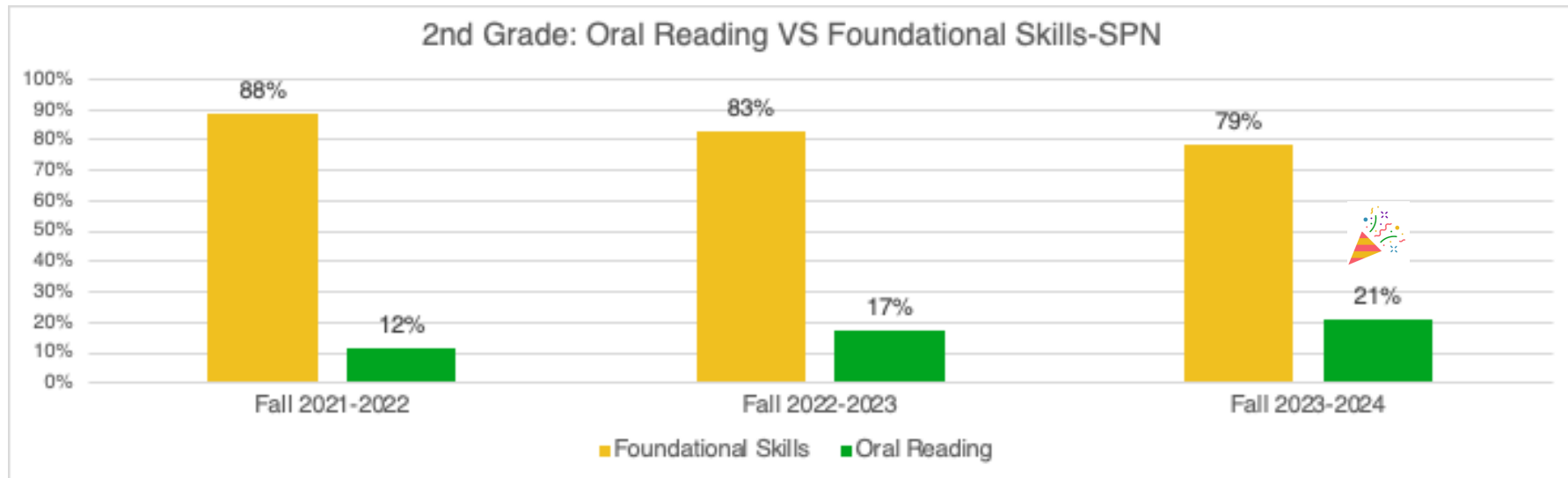


MAP Fluency: 2nd Grade-ENG





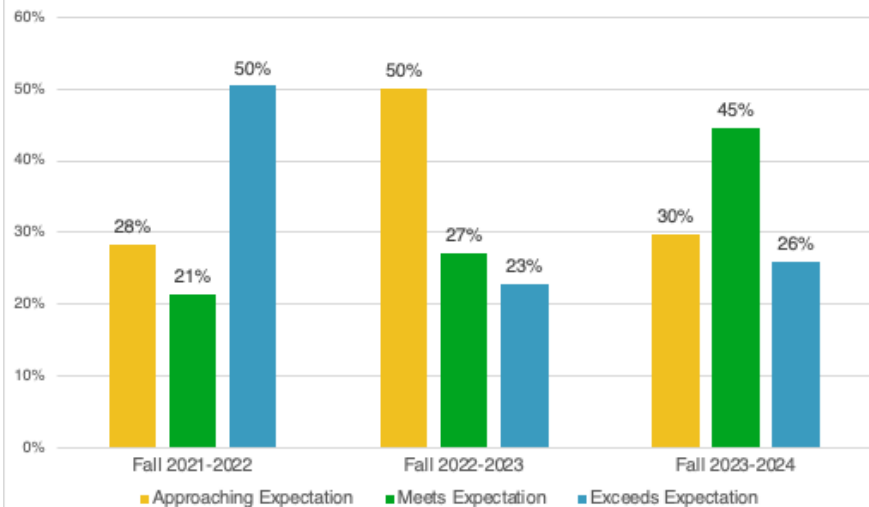
MAP Fluency: 2nd Grade-SPN



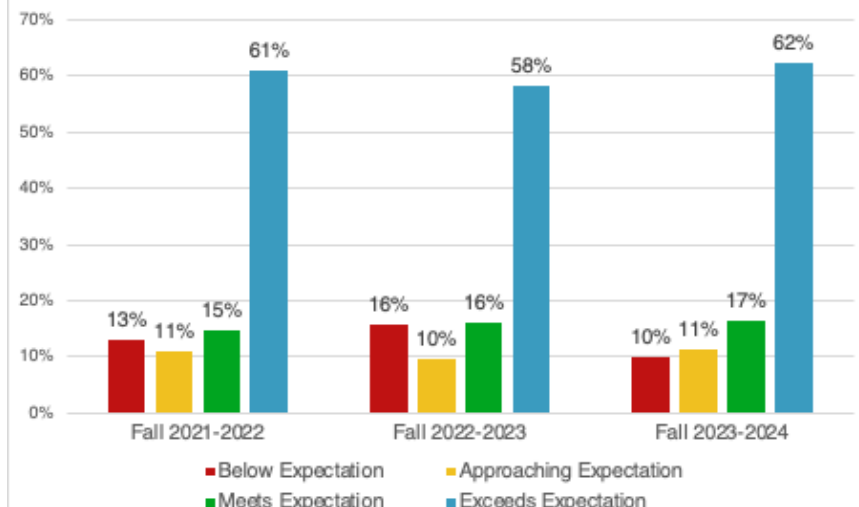
MAP Fluency Bright Spots



Kindergarten: Phonics and Word Recognition-SPN



2nd Grade: Literal Comprehension-ENG





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 80 staff in October and scheduled for more than 60 staff in November.
- Districtwide DEIB training on October 4th with 93% attendance for certified staff (944/1017)

Elevating Educators Goals



Educator Influence	Goal	Baseline
Percent of staff completing at least one Diversity, Equity, Inclusion, and Belonging competency training	100%	90%

DEIB Training



80+ Educators CPI Trained

Future Reporting



- In-depth analysis of Panorama and Early Childhood Outcomes
- Additional ways to monitor progress on Strategic Plan goals across departments
- Collect feedback and implementation for the new School Data Dashboard and “Journey Jams”
- Additional analysis data on “Elevating Educators”



Questions?



THANK
YOU

Learning Environment Headlines



Attendance

- Attendance is trending up in SY24 at 93% from 91% in SY22 and 92% in SY23.

5 Essentials

- Increase in Effective Leaders, Collaborative Teachers, and Involved Families
- Supportive Environment decreased by 10 points (-17%)

Panorama

- “Sense of Belonging” has stayed relatively steady over the past three years for grades 5-8 at 50% and exactly the same last year for grades 3-4 at 67%

Behavior Incidents and Suspensions

- Currently, only 16% of the total number of behavior incidents are Level 3, 4, or 5 as compared to the same time in SY23 and SY22 at 24% and 23% respectively.
- Currently, only 3% of students have a Level 3, 4, or 5 behavior incident. The district is currently on track to reach the goal (5%).
- Decrease in the percent of suspensions by black students by 2% and a decrease in the percent of suspensions by Hispanic students by 8%.
- Decrease in percent of behavior incidents by black students from 62% to 54%
- Increase in percent of behavior incidents by hispanic students from 7% to 16%.

Student Learning Headlines



SY24 Fall MAP Growth

- Increase in students meeting CRB(SAT) in ELA in the Fall from 73% in SY23 to 78% in SY24.
- Increase in students meeting CRB(SAT) in Math in the Fall from 46% in SY23 to 52% in SY24.
- Decrease in students at/below the 25th percentile in ELA in the Fall from 15% in SY23 to 12% in SY24.
- Decrease in students at/below the 25th percentile in Math in the Fall from 19% in SY23 to 16% in SY24.
- Increase in students “Making Expected Gains” in ELA from 56% to 60%.
- Decrease in students “Making Expected Gains” in Math from 65% to 60%.

SY24 Fall MAP Fluency

- MAP Fluency scores remain relatively consistent with the exception of percent of students meeting/exceeding benchmarks in Kindergarten “Phonics and Word Recognition-SPN” from 50% to 79% and 2nd grade “Literal Comprehension-ENG” from 74% to 79%.