

East Aurora School District 131 School Improvement Plan 2026-2027



EAST AURORA DISTRICT 131

School Name:	East Aurora Extension Campus	Principal Name:	Mr. Taveras J. Crump
Mission:	To educate and empower all students to reach their full potential.	Vision:	To provide students with the academic and social-emotional preparation to positively contribute to their communities and families.

School Improvement Team	Name:	Taveras Crump	Name:	Patrick Meek	Name:	
	Role:	Principal	Role:	Teacher	Role:	
	Name:	Tamika Gardner	Name:	Robert Chihoski	Name:	
	Role:	Dean of Student	Role:	Teacher	Role:	
	Name:	Jessica Trilling Sheldon	Name:	Lucas Sherrin	Name:	
	Role:	Teacher	Role:	Teacher	Role:	
	Name:	Scarlott Stein	Name:	Deondre Floyd	Name:	
	Role:	Teacher	Role:	Special Education Teacher Assistant	Role:	

School Designation and Priorities

School Designation	School is not rated	Report Card Year:	2025-2026
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Report Card general findings and focus areas:

At the East Aurora Extension Campus, we serve East Aurora School District #131 students in grades 6-12. We support our district's students who are members of either the PATHWAYS or DREAMSS programs. Our DREAMSS program is a high school program that supports the educational, behavioral and social-emotional needs of students whose unique needs dictate that they need to be supported in a smaller environment. Each student in the DREAMSS program has an Individualized Education Plan (IEP). We support both middle and high school students in our PATHWAYS program. These students are general education students who have temporarily lost the privilege of attending their respective home schools typically as a result of multiple or excessive behavioral infractions. Our goal is to help each of our high school students regardless of program, recover credits and support them graduating within four years of beginning their high school careers. We serve anywhere from 85 to 125 students annually at the East Aurora Extension Campus.

Instruction- Guiding Principle Educational Equity and Student Achievement

Numeracy Goal & Action Plan

Annual Student Numeracy SMART Goal

HS: By the end of the 2026-2027 school year, East Aurora Extension Campus will increase the **percentage of students meeting or exceeding grade-level expectations in mathematics by 6% across all reported groups/demographics**, as measured by the **Spring 2027 ACT and MAP**, compared to Spring 2026 results.

MS: By the end of the 2026-2027 school year, East Aurora Extension Campus will increase the **percentage of students meeting or exceeding grade-level expectations in mathematics by 6% across all reported groups/demographics**, as measured by the **Spring 2027 Illinois Assessment of Readiness (IAR) and MAP**, compared to Spring 2026 results.

Specific: Students and staff will benefit from this goal as staff increases their capacity to implement targeted interventions.

Measurable: The percentage of students meeting or exceeding grade-level expectations in mathematics will increase by 6% across all reported groups/demographics as measured by ACT MAP, and IAR.

Achievable: This goal is achievable when compared to the Spring 2026 results.

Relevant: The growth is needed in mathematics to help our students be prepared for post secondary careers and college.

Time-Bound: Fall of 2026 to the Spring of 2027.

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline 25-26	28%	20%	33%	20%	32%	N/A	N/A	N/A	N/A	13%	50%
Math Growth (MAP 25-26 *Fall to Winter)	42%	60%	50%	50%	43%	N/A	N/A	N/A	N/A	31%	40%
Pre-ACT 2025	10.66%	1.56%	1.39%	7.43%	10.56%	N/A	N/A	N/A	N/A	12.55%	9.03%
Math Proficiency (ACT) 25-26	2.40%	N/A	7.14%	N/A	3.03%	N/A	N/A	N/A	N/A	N/A	6.67%
Math Growth (ACT) 24/25-25/26	49.50%	44%	57%	75.50%	42.50%	N/A	N/A	N/A	N/A	44.00%	55.00%
Math Proficiency (IAR) 25-26	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math Growth (IAR) 24/25-25/26	28.60%	N/A	N/A	50%	N/A	N/A	N/A	N/A	N/A	25%	33.30%
Math Proficiency (IAR) 2027	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math Growth (IAR) 2027	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pre-ACT 2026						N/A	N/A	N/A	N/A		
Math Proficiency (ACT) 2027						N/A	N/A	N/A	N/A		
Math Growth (ACT) 2027						N/A	N/A	N/A	N/A		
Math Grades Proficient or Higher	79%	52%	84%	70%	80%	N/A	N/A	N/A	N/A	70%	87%

Priority Teaching Practices

For this section identify 1-2 Priority Teaching Practices that you will use to move from your current reality to your identified goal above. Please explain why this practice was selected and how you believe it will impact this specific goal. Example: We will implement structured academi discussion protocols across all classrooms in order to stengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...

We will implement a structured intervention approach focused on mathematics in order to strengthen students' attainment and achivement in numeracy.

Action Planning

Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
At Tier 1, deliver high-quality differentiated mathematics instruction that promotes basic math facts and increases mathematical stamina in students.	August 19, 2026-May 31, 2027	Documentation of student intervention	Monthly	School Improvement Planning Team	EA School District #131	In Progress

At Tier 2, interventions will involve small-group instruction focused on specific numeracy skills, including number sense, place value, operations, and mathematical reasoning. These interventions will be explicit, systematic, and monitored.	September 21, 2026-May 31, 2027	Documentation of student intervention	Monthly	School Improvement Planning Team	EA School District #131	In Progress
At Tier 3, intensive, individualized support. Intervention strategies will be tailored to their specific needs and developed collaboratively with support staff, specialists, and families where appropriate.	October 22, 2026-May 31, 2027	Documentation of student intervention	Monthly	School Improvement Planning Team	EA School District #131	In Progress
Provide professional development for all East Aurora Extension Campus teachers regarding providing differentiated mathematics support to middle and high school students.	September 17, 2026-April 30, 2027	Documentation of professional development provided to staff throughout our professional development days from September 2026 through April 2027	Monthly	School Improvement Planning Team	EA School District #131	In Progress
Development or agreement on the use of a monitoring tool that can be used to assess the efficacy of the mathematics interventions being implemented during the 2026-2027 school year.	September 17, 2026-April 30, 2027	Documentation of student intervention and documentation of use of the monitoring tool used to monitor the efficacy of mathematics interventions	Monthly	School Improvement Planning Team and Professional Learning Communities	EA School District #131	In Progress
EL Action Planning						
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Targeted mathematical interventions for EL students designed by our EL certified teachers. Interventions will be tailored to the specific areas in need of growth for each student as informed by their performance on mathematics assessments, district sanctioned assessments, IAR and the ACT.	September 21, 2026-May 31, 2027	Documentation of student intervention	Monthly	PLC, MTSS, and SIP Team	EA School District #131	In Progress
						Yes
CWD Action Planning						
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Specific and targeted instruction to help students meet or exceed their IEP goals provided during FLEX time with students.	August 26, 2026-May 31, 2027	Documentation of student intervention	Bi-Weekly	SPED Instructors	EA School District #131	In Progress
Professional development provided to our Special Education teachers by Student Services regarding providing targeted support to help students meet or exceed their IEP goals.	August 26, 2026-May 31, 2027	Documentation of professional development provided to our Special Education teachers focused on providing specific support to students designed to help them meet their IEP goals.	Monthly	EAEC Administration and Student Services Team	EA School District #131	In Progress

Instruction- Guiding Principle Educational Equity and Student Achievement

Literacy Goal & Action Plan

Annual Student Literacy SMART Goal

HS: By the end of the 2026-2027 school year, East Aurora Extension Campus will increase the **percentage of students meeting or exceeding grade-level expectations in literacy by 6% across all reported groups/demographics** , as measured by the **Spring 2027 ACT and MAP** , compared to Spring 2026 results.

MS: By the end of the 2026-2027 school year, East Aurora Extension Campus will increase the **percentage of students meeting or exceeding grade-level expectations in literacy by 6% across all reported groups/demographics** , as measured by the **Spring 2027 Illinois Assessment of Readiness (IAR) and MAP** , compared to Spring 2026 results.

Specific: Students and staff will benefit from this goal as staff increases their capacity to implement targeted interventions.

Measurable: The percentage of students meeting or exceeding grade-level expectations in literacy will increase by 6% across all reported groups/demographics as measured by ACT, MAP, and IAR.

Achievable: This goal is achievable when compared to the Spring 2026 results.

Relevant: The growth is needed in literacy to help our students be prepared for post secondary careers and college.

Time-Bound: Fall of 2026 to the Spring of 2027.

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline 25-26	46%	20%	36%	37%	50%	N/A	N/A	N/A	N/A	35%	60%
Literacy Achievement (MAP 25-26*Winter)	28.60%	20%	18.20%	25%	30.80%	N/A	N/A	N/A	N/A	62%	78%
Literacy Growth (MAP 25-26 *Fall to Winter)	68%	43%	70%	75%	71%	N/A	N/A	N/A	N/A	15%	46.70%
Pre-ACT 2025	16.09%	2.50%	2.51%	15.49%	15.89%	N/A	N/A	N/A	N/A	15.95%	16.68%
Literacy Proficiency (ACT) 25-26	9.52%	17.65%	N/A	12.50%	9.09%	N/A	N/A	N/A	N/A	3.70%	20.00%
Literacy Growth (ACT) 24/25-25/26	28.00%	33.00%	11.00%	46.00%	28.00%	N/A	N/A	N/A	N/A	25.00%	31.00%
Literacy Proficiency (IAR) 25-26	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Literacy Growth (IAR) 24/25-25/26	28.60%	N/A	N/A	50%	N/A	N/A	N/A	N/A	N/A	N/A	66.70%
Pre-ACT 2026						N/A	N/A	N/A	N/A		
Literacy Proficiency (ACT) 2027						N/A	N/A	N/A	N/A		
Literacy Growth (ACT) 2027						N/A	N/A	N/A	N/A		
Literacy Grades Profient or Higher	93%	95%	100%	82%	100%	N/A	N/A	N/A	N/A	93%	91%
ACCESS 2025-2026	1.42%	N/A	1.42%	N/A	1.42%	N/A	N/A	N/A	N/A	1.22%	1.68%
ACCESS 2026-2027						N/A	N/A	N/A	N/A		
Literacy Proficiency (IAR) 2027	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Literacy Growth (IAR) 2027	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Priority Teaching Practices

For this section identify 1-2 Priority Teaching Practices that you will use to move from your current reality to your identified goal above. Please explain why this practice was selected and how you believe it will impact this specific goal. **Example: We will implement structured academi discussion protocols across all classrooms in order to strengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...**

We will implement a structured Intervention approach focused on literacy in order to strengthen improve students' attainment and ahievement in literacy.

Action Planning

Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
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At Tier 1, deliver high-quality differentiated ELA instruction that promotes students literacy and writing skills.	August 19, 2026-May 31, 2027	Documentation of student intervention	Monthly	School Improvement Planning Team	EA School District #131	In Progress
At Tier 2, interventions will involve small-group instruction focused on specific literacy skills, including deciphering main and supporting ideas in readings, author's point of view, and written expression. These interventions will be explicit, systematic, and monitored.	September 21, 2026-May 31, 2027	Documentation of student intervention	Monthly	School Improvement Planning Team	EA School District #131	In Progress
At Tier 3, intensive, individualized support. Intervention strategies will be tailored to their specific needs and developed collaboratively with support staff, specialists, and families where appropriate.	October 22, 2026-May 31, 2027	Documentation of student intervention	Monthly	School Improvement Planning Team	EA School District #131	In Progress
Provide professional development for all East Aurora Extension Campus teachers regarding providing differentiated ELA support to middle and high school students.	September 17, 2026-April 30, 2027	Documentation of professional development provided to staff throughout our professional development days from September 2026 through April 2027	Monthly	School Improvement Planning Team	EA School District #131	In Progress
Development or agreement on the use of a monitoring tool that can be used to assess the efficacy of the ELA interventions being implemented during the 2026-2027 school year.	September 17, 2026-April 30, 2027	Documentation of student intervention and documentation of use of the monitoring tool used to monitor the efficacy of mathematics interventions	Monthly	School Improvement Planning Team and Professional Learning Communities	EA School District #131	In Progress
Utilization of Student Support Tracker spreadsheet to document specific academic needs for students and to document specific interventions provided to students. Development of additional area on student support tracker for staff to document efficacy of interventions.	August 19, 2026-May 31, 2027	Student Support Tracker (Evidence of Intervention and Efficacy of Intervention)	Weekly	EAEC Teaching Staff and EAEC Administration	EA School District #131	In Progress
EL Action Planning						
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Targeted speaking, listening and writing interventions for EL students designed by our EL certified teachers. Interventions will be tailored to the specific areas in need of growth for each student as informed by their performance on ELA assessments, district sanctioned assessments, IAR and the ACT.	September 21, 2026-May 31, 2027	Documentation of student intervention	Monthly	PLC, MTSS, and SIP Team	EA School District #131	In Progress
						In Progress
CWD Action Planning						
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Specific and targeted ELA instruction to help students meet or exceed their IEP goals provided during FLEX time with students.	August 26, 2026-May 31, 2027	Documentation of student intervention	Bi-Weekly	SPED Instructions	EA School District #131	In Progress

Professional development provided to our Special Education teachers by Student Services regarding providing targeted support to help students meet or exceed their IEP goals.	August 26, 2026-May 31, 2027	Documentation of professional development provided to our Special Education teachers focused on providing specific support to students designed to help them meet their IEP goals.	Monthly	EAEC Administration and Student Services Team	EA School District #131	In Progress
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Culture- Guiding Principle Educational Equity, Collaborative Leadership, and Student Achievement													
Culture of Belonging & Action Plan													
Annual Culture of Belonging SMART Goal													
By the end of the 2026-2027 school year, East Aurora Extension Campus will increase the percentage of students sense of belongingness and connection by 6% as measured by the district sanctioned Panorama Survey.													
Specific: The goal targets a stronger sense of belonging among students, with the Panorama Survey serving as our primary indicator. The survey focuses on assessing student's sense of belonging and connection to our school community.													
Measurable: This goal is measurable as the Panorama Survey will be issued on at least two occasions during the 2026-2027 school year. There will be a baseline Panorama Survey issued in the fall and a Panorams Survey issued in the Spring. We will use the results of these two surveys to assess growth in students feelings of a sense of belongingness and connection to our school community.													
Achievable: This goal is attainable through targeted efforts to increase student voice in our school community through our Student Leadership Advisory Program, inclusive teaching practices, social-emotional support provided to all students, student-staff relationship building, our student mentoring program and other initiatives designed to increase students feelings of a sense of belonging to their school community.													
Relevant: This goal is not only relevant but urgent. Students feeling of a sense of belonging is integral to increasing their overall achievement as students. An increase in sense of belonging will have benefits regarding student behavior and should lead to an increase in their attendance as evidenced by a higher average daily attendance rate and a decrease in chronic truancy and chronic absenteeism.													
Time-Bound: This goal will be our focus and will be monitored from the Fall of 2026 through the Spring of 2027.													
Schoolwide Current Reality by Subgroup:													
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females		
ADA (25-26)	69.2%	69.6%	69.7%	66.7%	69%	69.4%	94.8%	N/A	N/A	64.2%	75.6%		
Chronic Absenteeism (25-26)	82%	83%	76%	93%	82%	100%	50%	N/A	N/A	86%	77%		
Referrals (25-26)	46.3%	62.90%	45.20%	43.5%	48.8%	50%	N/A	N/A	N/A	41.8%	53.7%		
OSS Incidents (25-26)	17.6%	31.4%	14.3%	17.4%	18.8%	0%	N/A	N/A	N/A	14.9%	22%		
ISI Incidents (25-26)	13%	20%	7.1%	17.4%	12.5%	0%	N/A	N/A	N/A	14.9%	9.8%		
Graduation Rate 25-26	90.5%	79.5%	85.2%	93.4%	90.5%	N/A	92.3%	N/A	N/A	87.8%	93%		
Credits Accrued (25-26) #s	370.5	169	143.5	106.5	267.5	5.5	N/A	N/A	N/A	196	174.5		
Satchel Pulse Snapshot:													
Survey Month	Relationship Skills (#)		Responsible Decision Making (#)		Self Awareness (#)		Self Management (#)		Social Awareness (#)		Tier 1 (%)	Tier 2 (%)	Tier 3 (%)
October 25	5.1		4.93		4.98		4.53		5.15		69%	16%	13%
January 26	N/A		N/A		N/A		N/A		N/A		N/A	N/A	N/A
May 26	5.1		4.43		5.23		4.48		4.83		69%	16%	13%
CALL Survey Snapshot:													
25-26 SY	Overall Improvement Rating:		Turnaround Leadership		Talent Development		Instructional Transformation				Culture Shift		
Category Score Ave.	a needing attention/ inconsistent impleme2.9		Area needing attention/ inconsistent implementationeeding attention/ inconsistent imple2.9		Area needing attention/ inconsistent implementationg attention/ inconsistent in								
Priority Teaching Practices													
For this section identify 1-2 Priority Teaching Practices that you will use to move from your current reality to your identified goal above. Please explain why this practice was selected and how you believe it will impact this specific goal. Example: We will implement structured academi discussion protocols across all classrooms in order to stengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...													
We will implement specific programs and provide specific opportunities in order to increase student's sense of belongingness and connection to the school commuity and school district.													
Action Planning													
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)			Dates to be Implemented	Artifacts to show this action is in progress?			How frequently does the SIP team monitor?		Who is responsible to implement and monitor?		Cost & Funding Source	Was the action step completed?	
Professional development provided to staff regarding the design and implementation of the Panorama Survey sanctioned by our district for the purpose of gaining a better insight into students' social-emotional wellness. The professional development will be provided by EAEC Administration and Student Services and will help staff gain a deeper understanding of how this survey can provide insight into things that we need to implement in order to increase students' sense of belonging.			September 21, 2026- May 31, 2027	Documentation of professional development provided to staff throughout our professional development days from September 2026 through April 2027			Monthly		School Improvement Planning Team and EAEC Administration		EA School District #131	In Progress	
Implementation of our Student Mentoring Program tentatively called "Mentee Mondays!"			September 21, 2026- May 31, 2027	Documentation of "Mentee Mondays" mentoring program meetings and sessions between mentors and mentees once the program has been established			Monthly		School Improvement Planning Team and EAEC Administration		EA School District #131	In Progress	

Student survey issued quarterly to gage students' perceptions regarding sense of belonging to our school and school community.	Quarterly	Survey and Survey Results	Quarterly	School Improvement Planning Team, School Leadership Team and EAEC Administration	No cost	In Progress
Student input and feedback from Principal Student Advisory Board to review student survey after each administration	Quarterly	Survey Results, meeting agendas	Quarterly	Building Administration and SIP/SLT	No cost	In Progress
Conversion of the EAEC "Student On-Track Tracker" to document students' progress towards graduation within four years.	September 21, 2026-May 31, 2027	Student On-Track Tracker Shared with EAEC Staff and Administration	Quarterly	Building Administration and SIP/SLT	No cost	In Progress
EL Action Planning						
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Principal Student Advisory Board expressly seeking student input regarding components of school and our school community that can be adjusted, altered or created to increase EL students' sense of belonging to the larger school community. All reasonable and responsible suggestions will be implemented in a timely manner.	September 21, 2026-May 31, 2027	Documentation of student input regarding ideas to increase the sense of belonging amongst EL students and documentation of initiatives implemented based on student suggestions provided through the Student Advisory Board or other forums	Monthly	School Improvement Planning Team and EAEC Administration	No cost	In Progress
						Yes
CWD Action Planning						
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Time dedicated during FLEX time and individual student's IEP meetings to expressly seek their input regarding their current sense of belonging to our school community. This dedicated time will be followed by time dedicated to soliciting their ideas regarding appropriate and responsible things that can be done to increase their individual sense of belonging. This being done for individual students could collectively inform our direction as a school regarding increasing students with IEPs or 504s sense of belonging.	August, 19 2026-May 28, 2027	Students IEP notes and implementation of ideas harvested from students during their IEP meetings.	Monthly	School Improvement Planning Team, Special Education Teachers, Student Services and EAEC Administration	No cost	In Progress

Assessment	Reporting Format
Literacy/Math MAP Baseline	Percentage Meeting/Exceeding Reading Norms
Literacy/Math Achievement (MAP)	Percentage of students scoring at or above the 61st percentile (average)
Literacy/Math Growth (MAP)	Percentage of students meeting or exceeding their projected growth targets (Fall to Spring)
Spanish Literacy Achievement (MAP)	Percentage of students scoring at or above the 61st percentile (average)
Spanish Literacy Growth (MAP)	Percentage of students meeting or exceeding their projected growth targets (Fall to Spring)
Literacy/Math Proficiency (IAR/ACT) 25/26	Percentage of students scoring at "meets" or "exceeds standards" on IAR or ACT
Literacy/Math Growth (IAR/ACT)	Percentage of students who improved at least one performance level from Spring 25 to Spring 26
Literacy/Math Grades Proficient or Higher	Percentage of students earning a grade of "Proficient" or higher in their ELA or math course grades (*Where proficient is defined as a C or above in traditional grading)
iReady (K-8)	Percentage of students scoring on or above grade level on iReady Math
ACCESS 2025	Percentage of EL scoring 4.8 or higher (proficient) 2025
ACCESS 2026	Percentage of EL scoring 4.8 or higher (proficient) 2026
DRDP (PK)	Percentage of students scoring at or above the benchmark
Additional Measures	Reporting Format
ADA	Average daily attendance (ADA) percentages
Chronic Absenteeism	Percentage of students chronically absent
Behavior Referrals	Percentage of students with one or more behavior referrals
Out of School Suspension	Percentage of students with one or more Out-of-School Suspension (OSS) incidents
In-School Intervention	Percentage of students receiving In-School Intervention (ISI)
Graduation Rate	ACGR = (Number of Graduates ÷ (Number of Graduates + Number of Non-Graduates)) × 100
FoT	Number of students who earned at least 5 credits and failed no more than 0.5 credits in core subjects) ÷ (Total number of first-time 9th-grade students) × 100
Abbreviations	
MAP	Measures Of Academic Progress (NWEA Assessment)
IAR	Illinois Assessment of Readiness

ACT	American College Test
ACCESS	ACCESS for ELLs or Assessing Comprehension and Communication in English State-to-State for English Language Learners
DRDP	Desired Results Developmental Profile
ADA	Average Daily Attendance
OSS	Out of School Suspension
ISI	In School Intervention
FoT	Freshmen on Track