

East Aurora School District 131 School Improvement Plan 2026-2027



EAST AURORA DISTRICT 131

School Name:	Simmons Middle School	Principal Name:	Nelson Granadillo
Mission:	The staff and community of Simmons Middle School promotes a positive learning environment for the academic, social, physical, and emotional development of each and every student to achieve high and realistic academic goals.	Vision:	Provide Academic Excellence and a Socially Responsible teaching community for all students.

School Improvement Team	Name:	Erik Toman	Name:	Emily McGinnis	Name:	Francisco de los Santos jr
	Role:	Teacher	Role:	Teacher	Role:	Teacher
	Name:	Erin Trejo	Name:	Kari Del Fiacco	Name:	Nelson Granadillo
	Role:	Teacher	Role:	Teacher	Role:	Principal
	Name:	Caroline Andres	Name:	Maria Gallego	Name:	James Los
	Role:	Teacher	Role:	Teacher	Role:	AP
	Name:	Christine Dodd	Name:	Mandy Martinez	Name:	Jamie Linder
	Role:	Teacher	Role:	Teacher	Role:	AP

School Designation and Priorities

School Designation	Targeted	Report Card Year:	2025-2026
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Report Card general findings and focus areas:

School Designation: Targeted due to the performance of the Students with Disabilities subgroup.
 Student achievement data indicates continued need for growth in mathematics and English language arts across grade levels and student groups.
 Chronic absenteeism continues to impact student engagement, instructional access, and academic outcomes.
 Algebra I participation and success remain important indicators of college and career readiness for eighth-grade students.
 Strong teacher retention and high assessment participation rates support instructional continuity and provide reliable data for continuous improvement efforts.

Instruction- Guiding Principle Educational Equity and Student Achievement

Numeracy Goal & Action Plan

Annual Student Numeracy SMART Goal

By the end of the 2026-2027 school year, Simmons Middle School 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)**, compared to Spring 2026 results.

Specific: Increase mathematics proficiency through consistent implementation of grade-level instructional practices focused on student reasoning and problem solving.

Measurable: IAR proficiency rates, iReady Achievement, iReady Growth, classroom grades, common assessments, and intervention data.

Achievable: Current MAP Growth data indicates students are making progress and can achieve increased proficiency through consistent instructional practices and targeted interventions.

Relevant: Mathematics achievement remains an area of need across student groups, particularly EL and CWD students.

Time-Bound: Spring 2027

Schoolwide Current Reality by Subgroup:

	All Students (690)	IEP (90)	EL (393)	Black (24)	Hispanic (620)	White (13)	Two or More (6)	Asian (6)	Newcomer (51)	Males (357)	Females (333)
Math MAP Baseline 25-26	32.0%	3.0%	19.0%	20.0%	33.0%	31.0%	67.0%	67.0%	22.0%	37.0%	28.0%
Math Achievement (MAP 25-26*Spring)	19.7%	0.0%	6.9%	15.9%	19.7%	15.4%	33.3%	50.0%	9.8%	23.0%	16.2%
Math Growth (MAP 25-26 *Fall to Spring)	56.0%	48.0%	53.0%	58.0%	55.0%	73.0%	50.0%	100.0%	67.0%	58.0%	54.0%
Math Proficiency (IAR) 25-26	12.20	1.10	2.60	7.40	12.00	15.40	33.30	50.00	1.60	15.90	8.10
Math Growth (IAR) 24/25-25/26	21.30	9.10	19.20	28.60	20.70	18.20	33.30	16.70	27.80	20.50	22.20
Math Proficiency (IAR) 2027											
Math Growth (IAR) 2027											
Math Grades Proficient or Higher	71.10%	76.10%	68.60%	63.00%	72%	50.00%	66.70%	100.00%	72.20%	69.10%	73.20%
iReady (K-8) *Fall 25-26	7.30%	0%	0.60%	7.20%	6.60%	8.30%	33.30%	50%	0%	10.10%	4.40%

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 academic 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 **cognitive task analysis** across all classrooms to strengthen student mathematical reasoning and independence through student engagement strategies.

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?
Establish schoolwide expectations for Learning Targets and Language Targets in all classrooms	August 2026-October 2026	PLC agendas, common PLC template, classroom walkthrough data, Learning Targets and Language Objectives posted	Monthly	Administration, PLC Facilitators, Instructional Coaches	\$0.00	
Read, design and implement math tasks that require students to explain, justify, and apply their reasoning .	Ongoing	Student work samples, CER responses, cognitive task analysis templates, classroom walkthrough data	Monthly	Teachers, PLC Facilitators, Instructional Coaches, Administration	\$0.00	
Provide professional learning on Cognitive Task Analysis	Ongoing	PD agendas, sign-in sheets, PLC agendas, classroom walkthrough data	Monthly	Instructional Coaches, Administration	\$0.00	

Provide professional learning on Building Thinking Classrooms	Ongoing	PD materials, classroom walkthrough data, student work samples	Monthly	Instructional Coaches, Teacher Leaders, Administration	\$0.00	
Create, implement, and monitor a Numeracy Instructional Roadmap aligned to grade-level standards	Ongoing	Mathematics Instructional Roadmap, PLC agendas, common assessment reviews, classroom walkthrough data	Monthly	PLC Facilitators, Instructional Coaches, Administration	\$0.00	
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?
Implement SIOP components (Lesson Preparation, Lesson Delivery, Strategies, and Interaction) during mathematics instruction	Ongoing	SIOP planning tools, PLC agendas, classroom walkthrough data, student work samples	Monthly	Teachers, PLC Facilitators, EL Team, Instructional Coaches, Administration	\$0.00	
Develop students' mathematical communication through explicit instruction in vocabulary and language structures	Ongoing	Anchor charts, sentence stems, math notebooks, student discourse samples, classroom walkthrough data	Monthly	Teachers, PLC Facilitators, Instructional Coaches, Administration	\$0.00	
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?
Implement accommodations and modifications aligned to students' IEPs and 504 plans during mathematics instruction	Ongoing	IEP documentation, classroom walkthrough data, student work samples, accommodation tracking	Quarterly	SPED Teachers, General Education Teachers, Team Leaders, Administration	\$0.00	
Develop students' numeracy communication through explicit instruction in vocabulary and language structures	Ongoing	Graphic organizers, sentence stems, math notebooks, student work samples, classroom walkthrough data	Monthly	Teachers, SPED Team, PLC Facilitators, Administration	\$0.00	

Instruction- Guiding Principle Educational Equity and Student Achievement

Literacy Goal & Action Plan

Annual Student Literacy SMART Goal

By the end of the 2026-2027 school year, Simmons Middle School will increase the **percentage of students meeting or exceeding grade-level expectations in reading by 6% across all reported groups/demographics** , as measured by the **Spring 2027 Illinois Assessment of Readiness (IAR)** , compared to Spring 2026 results.

Specific: Increase reading proficiency through explicit academic language development and evidence-based literacy practices

Measurable: IAR proficiency rates, MAP Achievement, MAP Growth, ACCESS results, classroom grades, and common assessments

Achievable: Current growth data indicates students are making progress and can achieve increased proficiency through consistent literacy instruction

Relevant: Literacy achievement remains a schoolwide priority and is critical to success across all content areas

Time-Bound: Spring 2027

Schoolwide Current Reality by Subgroup:

	All Students (642)	IEP	EL	Black	Hispanic	White (11)	Two or More (6)	Asian (6)	Newcomer	Males	Females
Literacy MAP Baseline 25-26	34.0%	7.0%	12.0%	40.0%	33.0%	54.0%	50.0%	50.0%	6.0%	31.0%	38.0%
Literacy Achievement (MAP 25-26*Spring)	23.9%	4.5%	7.3%	22.5%	23.2%	38.5%	50.0%	50.0%	0.0%	22.0%	25.8%
Literacy Growth (MAP 25-26 *Fall to Spring)	52.0%	28.0%	44.0%	59.0%	52.0%	36.0%	50.0%	50.0%	35.0%	50.0%	54.0%
Spanish Literacy Achievement (MAP 25-26*Spring)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Spanish Literacy Growth (MAP 25-26 *Fall to Spring)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Literacy Proficiency (IAR) 2025-2026	25.70%	3.20%	7.30	22.20	25.20	42.90	50.00	66.70	1.60	21.30	30.70
Literacy Growth (IAR) 24/25-25/26	20.70	17.00	20.20	24.50	20.00	18.20	33.30	50.00	11.10	20.40	21.00
Literacy Proficiency (IAR) 2027											
Literacy Growth (IAR) 2027											
Literacy Grades Proficient or Higher	78.50%	85.50%	72.10%	77.60%	77.80%	100.00%	100.00%	100.00%	71.00%	77.00%	80.20%
ACCESS 2025-2026	4.07	0.00	3.07	NA	2.88	NA	NA	50.00	1.59	2.28	4.07
ACCESS 2026-2027											

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 academic 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 **cognitive task analysis** in all classrooms in order to strengthen literacy reasoning and independence through student engagement strategies.

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?
Establish schoolwide expectations for Learning Targets and Language Targets across all content areas	August 2026-October 2026	PLC agendas, common PLC template, classroom walkthrough data, Learning Targets and Language Objectives posted	Monthly	Administration, PLC Facilitators, Instructional Coaches		
Read, design and implement grade-level tasks that require students to explain, justify, and support their thinking through speaking and writing	Ongoing	Student writing samples, CER responses, discussion protocols, classroom walkthrough data	Monthly	Teachers, PLC Facilitators, Administration		

Provide professional learning on Cognitive Task Analysis	Ongoing	PD agendas, PLC agendas, classroom walkthrough data	Monthly	Instructional Coaches, Administration		
Reinforce academic vocabulary through multiple exposures, discussion, and application in speaking and writing.	Ongoing	Word walls, anchor charts, student notebooks, classroom walkthrough data, student work samples	Monthly	Teachers, PLC Facilitators, Instructional Coaches		
Create, implement, and monitor a Literacy Instructional Roadmap aligned to grade-level standards	Ongoing	Literacy Instructional Roadmap, PLC agendas, common assessment reviews, classroom walkthrough data	Monthly	Teachers, PLC Facilitators, Instructional Coaches, Administration		
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?
Implement SIOP strategies and language objectives	Ongoing	PLC agendas, PD materials, student work samples, classroom walkthrough data	Monthly	Teachers, PLC Facilitators, EL Team, Instructional Coaches, Administration		In Progress
Develop students' literacy and content-area communication through explicit instruction in academic vocabulary and language structures	Ongoing	Anchor charts, sentence stems, graphic organizers, student writing samples, classroom walkthrough data	Monthly	Teachers, PLC Facilitators, Instructional Coaches, Administration		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?
Implement accommodations and modifications aligned to students' IEPs and 504 plans across all content areas	Ongoing	IEP documentation, classroom walkthrough data, student work samples, accommodation tracking	Monthly	SPED Teachers, General Education Teachers, Team Leaders, Administration		In Progress
Develop students' literacy and content-area communication through explicit instruction in academic vocabulary and language structures	Ongoing	Anchor charts, graphic organizers, sentence stems, student work samples, classroom walkthrough data	Monthly	SPED Team, Teachers, PLC Facilitators, Administration		In Progress
						In Progress

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, Simmons Middle School will strengthen a positive and respectful school culture by reducing referrals categorized as disrespect toward staff from 65.5% to 50% of total referrals, as measured by Synergy.												
Specific: Improve student behavior, relationships, and school connectedness through consistent expectations and positive adult-student relationship												
Measurable: Behavior referrals, attendance, chronic absenteeism, OSS, and ISI data.												
Achievable: Current systems and support structures provide a strong foundation for improving student behavior and belonging												
Relevant: Disrespect toward staff is the largest discipline concern and directly impacts school climate and student success												
Time-Bound: May 2027												
Schoolwide Current Reality by Subgroup:												
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females	
ADA (25-26)	90.6%	89.5%	89.6%	89.2%	90.6%	91.4%	91.8%	97.2%	87.9%	90.6%	90.6%	
Chronic Absenteeism (25-26)	31%	28%	37%	30%	31%	36%	33%	0%	38%	33%	28%	
Referrals (25-26)	37.9%	40.4%	38.1%	62.3%	36.1%	43.8%	33.3%	33.3%	39.7%	37.9%	30.7%	
OSS Incidents (25-26)	12.4%	14.4%	11.4%	28.3%	11.4%	6.3%	16.7%	0%	10.3%	16.1%	8.4%	
ISI Incidents (25-26)	14.8%	17.3%	15.1%	28.3%	13.9%	18.8%	16.7%	0%	19.1%	20.4%	8.9%	
Satchel Pulse Snapshot:												
Survey Month	Relationship Skills (#)	Responsible Decision Making (#)		Self Awareness (#)	Self Management (#)	Social Awareness (#)		Tier 1 (%)	Tier 2 (%)	Tier 3 (%)		
October 25	204	168		87	177	45		531 - 75%	114 - 16%	36 - 5%		
January 26	211	129		157	195	52		588 - 74.2%	116 - 14.6%	40 - 5.1%		
May 26	196	139		135	192	39		553 - 78%	111 - 15%	37 - 5%		
5Essentials Snapshot:												
Survey Year	Overall Improvement Rating:		Ambitious Instruction:		Collaborative Teachers:		Effective Leaders:		Supportive Environment:		Involved Families:	
25-26 SY	Partially Organized		Neutral		Neutral		Neutral		Neutral		Weak	
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 consistent relationship-building and belonging practices across all classrooms to strengthen students' sense of belonging, respect, and positive behavior through meaningful staff-student connections and clear expectations.												
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?			
(Parental Involvement Action Step, 1 of 2) Strengthen family-school partnerships by providing opportunities for families to build positive relationships with staff and actively participate in activities that promote students' sense of belonging		Ongoing	Family event agendas, sign-in sheets, participation data, family surveys, event photos		Quarterly	Administration			In Progress			
(Parental Involvement Action Step, 2 of 2) Provide families with consistent communication and resources to reinforce relationship-building, respectful behavior, and school expectations at home and in partnership with the school.		Ongoing	Newsletters, ParentSquare communication logs, family resource materials, workshop presentations, outreach records		Quarterly	Administration			In Progress			
Establish and implement The Simmons Way by developing shared behavior expectations and common practices that are explicitly taught, modeled, and reinforced across all settings to ensure a consistent, respectful, and supportive experience for every student.		Ongoing	Behavior matrix, expectation posters, referral data, classroom walkthrough data, teaching materials		Quarterly	SIP Team, Team Leaders, Administration			In Progress			
Implement consistent relationship-building practices that foster positive staff-student connections, student recognition, and a strong sense of belonging		Ongoing	Advisory activities, student recognition data, Panorama results, student surveys, classroom walkthrough data		Quarterly	All Staff, Team Leaders, Administration			In Progress			

Build staff capacity to consistently implement and reinforce behavior expectations through training and calibration on the schoolwide behavior matrix	Ongoing	PD agendas, behavior matrix (minors and majors), classroom walkthrough data, discipline trend reports	Quarterly	Administration, SLT, Team Leaders		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?
Provide schoolwide expectations using visuals and student-friendly language	Ongoing	Behavior matrix visuals, classroom posters, student handbook, classroom walkthrough data	Quarterly	Teachers, Team Leaders, Administration		In Progress
Communicate important information in family-friendly formats	Ongoing	Translated communications, family outreach logs, newsletters, meeting materials	Quarterly	Administration		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?
Provide schoolwide expectations using visuals, explicit instruction, and student-friendly language	Ongoing	Visual supports, classroom expectations, classroom walkthrough data, student behavior data	Quarterly	Teachers, SPED Team, Administration		In Progress
Communicate important information in family-friendly formats	Ongoing	Family communication logs, translated documents, outreach records	Quarterly	Administration, SPED Team		In Progress
Implement accommodations and modifications aligned to students' IEPs and 504 plans to support behavioral and social-emotional success.	Ongoing	IEP documentation, behavior plans, student support plans, behavior data reviews	Quarterly	SPED Team, Teachers, Administration		

	45 Day Review- Mid October						45 Day Review- Mid December/January (Winter 2026 - Q2)						45 Day Review- Mid of March (Q3)						45 Day Review- Mid May (Spring 2026 - Q4 Progress)					
Numeracy Goal	IReady Math Proficiency		Math Grades Prof or Higher (Q1)		Monitor HERE		IReady Math Proficiency		Math Grades Prof or Higher (Q2)		Monitor HERE		Monitor HERE		Math Grades Prof or Higher (Q3)		Monitor HERE		IReady Math Proficiency		Math Grades Prof or Higher (Q4)		Monitor HERE	
	Overall		Overall				Overall		Overall						Overall				Overall		Overall			
	Building		Building				Building		Building						Building				Building		Building			
	Grade 6		Grade 6				Grade 6		Grade 6						Grade 6				Grade 6		Grade 6			
	Grade 7		Grade 7				Grade 7		Grade 7						Grade 7				Grade 7		Grade 7			
	Grade 8		Grade 8				Grade 8		Grade 8						Grade 8				Grade 8		Grade 8			
	CWD		CWD				CWD		CWD						CWD				CWD		CWD			
	EL		EL				EL		EL						EL				EL		EL			
	Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE	
Literacy Goal	IReady Reading Proficiency		ELA Grades Prof or Higher (Q1)		Monitor HERE		IReady Reading Proficiency		ELA Grades Prof or Higher (Q2)		Monitor HERE		Monitor HERE		ELA Grades Prof or Higher (Q3)		Monitor HERE		IReady Reading Proficiency		ELA Grades Prof or Higher (Q4)		Monitor HERE	
	Overall		Overall				Overall		Overall						Overall				Overall		Overall			
	Building		Building				Building		Building						Building				Building		Building			
	Grade 6		Grade 6				Grade 6		Grade 6						Grade 6				Grade 6		Grade 6			
	Grade 7		Grade 7				Grade 7		Grade 7						Grade 7				Grade 7		Grade 7			
	Grade 8		Grade 8				Grade 8		Grade 8						Grade 8				Grade 8		Grade 8			
	CWD		CWD				CWD		CWD						CWD				CWD		CWD			
	EL		EL				EL		EL						EL				EL		EL			
	Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE	
Culture & Belonging Goal	ADA		Chronic Absenteeism		Discipline Referrals %		ADA		Chronic Absenteeism		Discipline Referrals %		ADA		Chronic Absenteeism		Discipline Referrals %		ADA		Chronic Absenteeism		Discipline Referrals %	
	Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall		Overall	
	Building		Building		Building		Building		Building		Building		Building		Building		Building		Building		Building		Building	
	Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6	
	Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7	
	Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8	
	CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD	
	EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL	
	Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE		Monitor HERE	
—	OSS %		Panorama Survey (Belonging)		Monitor HERE		OSS %		Monitor HERE		Monitor HERE		OSS %		Panorama Survey (Belonging)		Monitor HERE		OSS %		Monitor HERE		Monitor HERE	
	Overall		Overall				Overall						Overall		Overall				Overall					
	Building		Building				Building						Building		Building				Building					
	Grade 6		Grade 6				Grade 6						Grade 6		Grade 6				Grade 6					
	Grade 7		Grade 7				Grade 7						Grade 7		Grade 7				Grade 7					
	Grade 8		Grade 8				Grade 8						Grade 8		Grade 8				Grade 8					
	CWD		CWD				CWD						CWD		CWD				CWD					
	EL		EL				EL						EL		EL				EL					

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