

East Aurora School District 131 School Improvement Plan 2026-2027



School Name:	East Aurora High School	Principal Name:	Kevin R. Marten
Mission:	To educate and empower all students to reach their full potential.	Vision:	Our graduates will be confident and productive global citizens committed to improving their community.

School Improvement Team	Name:	Tanya Galloway	Name:	Tom Skobel	Name:	Kelly Henkel
	Role:	Teacher	Role:	English & Fine Arts Division Chair	Role:	World Cultures Division Chair
	Name:	Brian Kinsella	Name:	Melinda Thomas	Name:	Brian Winders
	Role:	Teacher	Role:	Teacher	Role:	Social Studies Teacher
	Name:	Kara Bown	Name:	Stephanie McGrath	Name:	Nathan Jolley
	Role:	Math Teacher	Role:	Science Teacher	Role:	Social Studies Teacher
	Name:	Kevin R. Marten	Name:	Judith Durham	Name:	Lisa Case
	Role:	Principal	Role:	Truancy Liaison	Role:	Math and Business Division Chair
	Name:	Tamara Arnold	Name:	Illiana Cardenas de Garcia	Name:	
	Role:	Special Education Teacher	Role:	EL Teacher	Role:	

School Designation and Priorities

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

Enrollment: 3,942; Low Income Students: 63.4%; English Learners (ELs): 45.4%; IEPs: 12.2%; Graduation Rate: 90.5%; Chronic Absenteeism: 47.4%; Chronic Truancy Rate: 60.9%; 9th Grade On Track: 78.1%; ELA Proficiency: 22.6%; Math Proficiency: 13.6%

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, East Aurora High 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 ACT**, compared to Spring 2026 results.

Specific : The goal targets student performance in mathematics, aiming for a measurable improvement (6% increase) in ACT scores across all student groups. It defines the subject, the population, and the desired outcome clearly.

Measurable : Progress will be measured using ACT math scores from Spring 2026 (baseline) and Spring 2027 (post-intervention). The goal is a minimum 6% increase in the percentage of students meeting/exceeding expectations.

Achievable : The 6% increase is based on historical performance trends, data analysis, and planned interventions such as targeted math supports, tutoring, data-driven instruction, and professional development for teachers.

Relevant : This goal supports the school's broader mission of improving college and career readiness, addressing equity in achievement, and aligning with district-level improvement priorities focused on closing achievement gaps and increasing post-secondary success.

Time-Bound : Fall 2026 to Spring 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	29.70%	6.60%	16.20%	24.40%	29.60%	41.90%	30.00%	80.00%	22.10%	32.40%	26.90%
Math Achievement (MAP 25-26*Spring)	29.70%	6.60%	16.20%	24.40%	29.60%	41.90%	30.00%	80.00%	22.10%	32.40%	26.90%
Math Growth (MAP 25-26 *Fall to Spring)	44%	27%	41%	41%	44%	51%	60%	60%	46%	44%	44%
Pre-ACT 2025	10.66%	1.56%	1.39%	7.43%	10.56%	17.95%	18.75%	40%	Unknown	12.55%	9.03%
Math Proficiency (ACT) 25-26	8.94%	1.89%	2.04%	5.66%	8.59%	16.67%	13.33%	25%	Unknown	10.74%	6.38%
Math Growth (ACT) 24/25-25/26	2.34%	N/A	N/A	N/A	2.59%	N/A	N/A	N/A	N/A	2.84%	1.18%
Pre-ACT 2026											
Math Proficiency (ACT) 2027											
Math Growth (ACT) 2027											
Math Grades Proficient or Higher	44.52%	45.60%	39.50%	34.86%	44.45%	59.65%	53.85%	85.71%	Unknown	39.77%	49.46%

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 a variety of academic classroom discussion strategies in order to strengthen student reasoning, self-efficacy, and academic language development.

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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PLCs will be restructured with an increased focus on the Four DuFour questions, data collection/monitoring, and regular collaboration on the incorporation of classroom discussion strategies in classrooms.	Aug. 2026 - May 2027	Updated PLC agenda/notes document; Updated data collection tool	Weekly	Teachers; PLC Facilitators; Division Chairs; Building Administration	\$0.00	
Provide professional development to staff as it relates to incorporating specific strategies for classroom discussion, including providing a specific list of strategies and supports for implementing them.	Aug. 2026 - May 2027	Building PD catalog; Classroom discussion strategies guide for staff	Monthly	Division Chairs; Building Administration; ILT	TBD	
Provide opportunities for staff to develop collaborative practices with their peers with an emphasis on improving class discussions, collaborative strategies, and teambuilding activities, including providing opportunities to observe each other and reflect on what they observed.	Aug. 2026 - May 2027	PLC notes; SIP/Institute Day agendas; Classroom observations data collection tool	Weekly	Teachers; PLC Facilitators; Division Chairs; Building Administration	\$0.00	
Develop and implement a walkthrough tool to be used by admin that can then be reviewed and reflected upon in a variety of settings (e.g., division and faculty meetings).	Aug. 2026 - May 2027	Walkthrough tool; Walkthrough data; Division/Faculty/SIP-Institute Day agendas	Quarterly	Division Chairs; Building Administration; ILT	\$0.00	
Provide opportunities within the classroom for consistent student discussions, using academic language and building relationships.	Aug. 2026 - May 2027	Walkthrough tool data	Quarterly	Teachers	\$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?
Through implementation of classroom discussion strategies, teachers will incorporate academic language supports—including sentence frames, structured discourse, and visual representations—to increase access to grade-level mathematics for English Learners.	Aug. 2026 - May 2027	Building PD catalog; Classroom discussion strategies guide for staff; Walkthrough data	Quarterly	Teachers; PLC Facilitators; Division Chairs; Building 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?
Through implementation of classroom discussion strategies, teachers will incorporate academic language supports—including sentence frames, structured discourse, and visual representations—to increase access to grade-level mathematics for Children with Disabilities.	Aug. 2026 - May 2027	Building PD catalog; Classroom discussion strategies guide for staff; Walkthrough data	Quarterly	Teachers; PLC Facilitators; Division Chairs; Building 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, East Aurora High 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 ACT** , compared to Spring 2026 results.

Specific : The goal focuses on improving literacy achievement—specifically reading as measured by the ACT. It targets all student groups/demographics and sets a clear performance outcome.

Measurable : The improvement will be measured by comparing the percentage of students meeting or exceeding expectations on the ACT English and Reading sections from Spring 2025 to Spring 2026. A minimum 6% increase is the target across all reported groups.

Achievable : A 6% increase is ambitious but attainable with planned strategies such as literacy-focused instructional practices, targeted reading interventions, curriculum alignment, data-driven instruction, and teacher professional development.

Relevant : Literacy skills are foundational to student success in all content areas and are critical for college, career, and life readiness. This goal aligns with school and district priorities to close achievement gaps, improve equity, and support post-secondary outcomes for all students.

Time-Bound : Fall 2026 - Spring 2027

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Reading MAP Baseline 25-26	42%	11.30%	22.40%	38.30%	41.90%	51.20%	50%	87.50%	12.20%	40.90%	43%
Reading Achievement (MAP 25-26*Spring)	42%	11.30%	22.40%	38.30%	41.90%	51.20%	50%	87.50%	12.20%	40.90%	43%
Reading Growth (MAP 25-26 *Fall to Spring)	45%	42%	48%	50%	45%	37%	30%	50%	50%	46%	45%
Pre-ACT 2025	16.09%	2.50%	2.51%	15.49%	15.89%	35.90%	31.25%	25%	Unknown	15.95%	16.68%
Literacy Proficiency (ACT) 25-26	15.88%	3.77%	2.92%	13.20%	17.06%	22.22%	13.33%	25%	Unknown	15.88%	16.33%
Literacy Growth (ACT) 24/25-25/26	1.92%	3.77%	2.63%	2.09%	3.15%	-31.63%	5.00%	-8.33%	Unknown	0.67%	3.04%
Pre-ACT 2026											
Literacy Proficiency (ACT) 2027											
Literacy Growth (ACT) 2027											
Literacy Grades Proficient or Higher	66.58%	55.58%	59.83%	62.02%	66.16%	80.00%	69.70%	100.00%	Unknown	60.93%	72.21%
ACCESS 2025-2026	1.72%	0%	1.72%	0%	1.69%	0%	N/A	20%	Unknown	2.17%	1.18%
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 a variety of academic classroom discussion strategies in order to strengthen student reasoning, self-efficacy, and academic language development.

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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PLCs will be restructured with an increased focus on the Four DuFour questions, data collection/monitoring, and regular collaboration on the incorporation of classroom discussion strategies in classrooms.	Aug. 2026 - May 2027	Updated PLC agenda/notes document; Updated data collection tool	Weekly	Teachers; PLC Facilitators; Division Chairs; Building Administration	\$0.00	
Provide professional development to staff as it relates to incorporating specific strategies for classroom discussion, including providing a specific list of strategies and supports for implementing them.	Aug. 2026 - May 2027	Building PD catalog; Classroom discussion strategies guide for staff	Monthly	Division Chairs; Building Administration; ILT	TBD	
Provide opportunities for staff to develop collaborative practices with their peers with an emphasis on improving class discussions, collaborative strategies, and teambuilding activities, including providing opportunities to observe each other and reflect on what they observed.	Aug. 2026 - May 2027	PLC notes; SIP/Institute Day agendas; Classroom observations data collection tool	Weekly	Teachers; PLC Facilitators; Division Chairs; Building Administration	\$0.00	
Develop and implement a walkthrough tool to be used by admin that can then be reviewed and reflected upon in a variety of settings (e.g., division and faculty meetings).	Aug. 2026 - May 2027	Walkthrough tool; Walkthrough data; Division/Faculty/SIP-Institute Day agendas	Quarterly	Division Chairs; Building Administration; ILT	\$0.00	
Provide opportunities within the classroom for consistent student discussions, using academic language and building relationships.	Aug. 2026 - May 2027	Walkthrough tool data	Quarterly	Teachers	\$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?
Through implementation of classroom discussion strategies teachers will embed disciplinary literacy strategies that explicitly develop academic language, vocabulary, reading comprehension, and written response skills across all content areas, ensuring English Learners regularly engage in speaking, reading, writing, and collaborative discourse.	Aug. 2026 - May 2027	Walkthrough tool; Walkthrough data; Division/Faculty/SIP-Institute Day agendas	Quarterly	Division Chairs; Building Administration; ILT	\$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?
Through implementation of classroom discussion strategies teachers will embed disciplinary literacy strategies that explicitly develop academic language, vocabulary, reading comprehension, and written response skills across all content areas, ensuring students with disabilities regularly engage in speaking, reading, writing, and collaborative discourse.	Aug. 2026 - May 2027	Walkthrough tool; Walkthrough data; Division/Faculty/SIP-Institute Day agendas	Quarterly	Division Chairs; Building Administration; ILT	\$0.00	

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 High School will increase the percentage of students in daily attendance by 5% as measured by Average Daily Attendance (89.3% overall ADA) over 2025-2026.											
Specific : The goal targets a stronger sense of belonging among students, with Average Daily Attendance (ADA) serving as the primary indicator. It focuses on increasing student engagement and presence at school.											
Measurable : Progress will be measured by tracking Average Daily Attendance rates from the 2025–2026 school year to the end of the 2026–2027 school year. The target is a 5% increase in ADA.											
Achievable : The goal is attainable through planned efforts such as student voice initiatives, mentoring programs, inclusive practices, student-staff relationship building, and attendance interventions. Past attendance trends and current capacity support a realistic 5% improvement.											
Relevant : Student belonging is directly linked to engagement, academic achievement, and well-being. Increasing attendance supports broader district goals around equity, inclusion, and student success, making this goal both timely and mission-aligned.											
Time-Bound : Fall 2026 - Spring 2027											
Schoolwide Current Reality by Subgroup:											
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
ADA (25-26)	80.7%	79.1%	77.9%	80.1%	80.6%	83%	79.1%	93.3%	79.7%	80.5%	80.8%
Chronic Absenteeism (25-26)	47.4%	51.2%	52.4%	55.2%	47.1%	44.3%	50%	Redacted	55%	47.3%	47.6%
Referrals (25-26)	27.7%	36.6%	32.8%	42.2%	26.8%	12.2%	31.4%	5.9%	33.2%	33.4%	21.6%
ISI Incidents (25-26)	14%	22.7%	16.9%	27.7%	13.0%	6.1%	20.0%	0.0%	13.2%	17.7%	10.0%
Graduation Rate 25-26	90.5%	79.5%	85.2%	93.4%	90.5%	72.2%	92.3%	Redacted	Unknown	87.8%	93%
Freshmen on Track Rate 25-26 (FoT)	78.1%	78.3%	73.8%	75.4%	78%	86.4%	Redacted	Redacted	Unknown	77.2%	79.1%
Satchel Pulse Snapshot: (Avg. across all four grade levels)											
Survey Month	Relationship Skills (#)	Responsible Decision Making (#)		Self Awareness (#)	Self Management (#)		Social Awareness (#)		Tier 1 (%)	Tier 2 (%)	Tier 3 (%)
October 25	6.7	6.6		6.6	6.4		6.9		78%	17%	6%
January 26	N/A	N/A		N/A	N/A		N/A		N/A	N/A	N/A
May 26	6.8	6.7		6.7	6.5		7.1		77%	16%	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		Weak		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 regularly incorporate class/team building activities throughout the year to foster a culture of belonging in every classroom.											
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 professional development to staff as it relates to incorporating specific strategies to develop a culture of belonging, including providing a specific list of team building and collaborative strategies and supports for implementing them.		Aug. 2026 - May 2027	Building PD catalog; Classroom discussion strategies guide for staff			Monthly		Division Chairs; Building Administration; ILT		TBD	

Develop and implement a walkthrough tool to be used by admin that can then be reviewed and reflected upon in a variety of settings (e.g., division and faculty meetings).	Aug. 2026 - May 2027	Walkthrough tool; Walkthrough data; Division/Faculty/SIP-Institute Day agendas	Quarterly	Division Chairs; Building Administration; ILT	\$0.00	
Provide opportunities within the classroom for consistent student discussions, using academic language and building relationships.	Aug. 2026 - May 2027	Walkthrough tool data	Quarterly	Teachers	\$0.00	
Monthly communication to families from building admin, emphasizing the importance of student attendance and how frequently their student has been absent.	Aug. 2026 - May 2027	Mail merge form letter; EAHS Attendance Dashboard	Monthly	Building Administration; Data Analyst	\$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?
Through the implementation of class/team building activities teachers will expand opportunities for English Learners to develop a sense of belonging by intentionally increasing participation in classroom collaborative structures.	Aug. 2026 - May 2027	Walkthrough tool; Walkthrough data; Division/Faculty/SIP-Institute Day agendas	Quarterly	Division Chairs; Building Administration; ILT	\$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?
Through the implementation of class/team building activities teachers will expand opportunities for Students with Disabilities to develop a sense of belonging by intentionally increasing participation in classroom collaborative structures.	Aug. 2026 - May 2027	Walkthrough tool; Walkthrough data; Division/Faculty/SIP-Institute Day agendas	Quarterly	Division Chairs; Building Administration; ILT	\$0.00	

	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	Pre-ACT Math Proficiency		Math Grades Prof or Higher (Q1)		Monitor HERE		Monitor HERE		Math Grades Prof or Higher (Q2)		Monitor HERE		Monitor HERE		Math Grades Prof or Higher (Q3)		Monitor HERE		Act Math Proficiency		Math Grades Prof or Higher (Q4)		Monitor HERE	
	Overall		Overall						Overall						Overall				Overall		Overall			
	Building		Building						Building						Building				Building		Building			
	Grade 9		Grade 9						Grade 9						Grade 9				Grade 9		Grade 9			
	Grade 10		Grade 10						Grade 10						Grade 10				Grade 10		Grade 10			
	Grade 11		Grade 11						Grade 11						Grade 11				Grade 11		Grade 11			
	Grade 12		Grade 12						Grade 12						Grade 12				Grade 12		Grade 12			
	CWD		CWD						CWD						CWD				CWD		CWD			
	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	Pre-ACT Reading Proficiency		ELA Grades Prof or Higher (Q1)		Monitor HERE		Monitor HERE		ELA Grades Prof or Higher (Q2)		Monitor HERE		Monitor HERE		ELA Grades Prof or Higher (Q3)		Monitor HERE		Act Reading Proficiency		ELA Grades Prof or Higher (Q4)		Monitor HERE	
	Overall		Overall						Overall						Overall				Overall		Overall			
	Building		Building						Building						Building				Building		Building			
	Grade 9		Grade 9						Grade 9						Grade 9				Grade 9		Grade 9			
	Grade 10		Grade 10						Grade 10						Grade 10				Grade 10		Grade 10			
	Grade 11		Grade 11						Grade 11						Grade 11				Grade 11		Grade 11			
	Grade 12		Grade 12						Grade 12						Grade 12				Grade 12		Grade 12			
	CWD		CWD						CWD						CWD				CWD		CWD			
	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 9		Grade 9		Grade 9		Grade 9		Grade 9		Grade 9		Grade 9		Grade 9		Grade 9		Grade 9		Grade 9		Grade 9	
	Grade 10		Grade 10		Grade 10		Grade 10		Grade 10		Grade 10		Grade 10		Grade 10		Grade 10		Grade 10		Grade 10		Grade 10	
	Grade 11		Grade 11		Grade 11		Grade 11		Grade 11		Grade 11		Grade 11		Grade 11		Grade 11		Grade 11		Grade 11		Grade 11	
	Grade 12		Grade 12		Grade 12		Grade 12		Grade 12		Grade 12		Grade 12		Grade 12		Grade 12		Grade 12		Grade 12		Grade 12	
	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 9		Grade 9				Grade 9						Grade 9		Grade 9				Grade 9					
	Grade 10		Grade 10				Grade 10						Grade 10		Grade 10				Grade 10					
	Grade 11		Grade 11				Grade 11						Grade 11		Grade 11				Grade 11					
	Grade 12		Grade 12				Grade 12						Grade 12		Grade 12				Grade 12					
	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