

## East Aurora School District 131 School Improvement Plan 2025-2026



EAST AURORA DISTRICT 131

<b>School Name:</b>	Mabel O'Donnell Elementary School	<b>Principal Name:</b>	Tonetta Davis
<b>Mission:</b>	O'Donnell students, parents, staff, and community will partner to create a safe and nurturing environment that promotes a culture of high academic and social-emotional expectations for all learners using an engaging curriculum and purposeful assessments that are reflective to provide differentiated learning opportunities for student success.	<b>Vision:</b>	O'Donnell School encourages independent thinkers and problem solvers who are adaptable to an ever-changing world.

### School Improvement Team:

Name:	Tonetta Davis	Name:	Jodi Eppenstein	Name:	Antonia Ochoa
Role:	Principal	Role:	Pre-K Instructional Coach	Role:	Teacher
Name:	Maritere Wise	Name:	Chris Hayes	Name:	Kate Herbert
Role:	AP	Role:	Social Worker	Role:	Instructional Coach
Name:	Paul Mutschler	Name:	Madeley Rubio	Name:	
Role:	AP	Role:	Parent Liason	Role:	
Name:	Kathleen Driessen	Name:	Darren McArdle	Name:	
Role:	Interventionist	Role:	Teacher	Role:	
Name:	Jennifer Schlaiss	Name:	Joyce Ladewig	Name:	
Role:	Teacher	Role:	Teacher	Role:	
Name:	Teresa Stellman	Name:	Sandra Vazquez	Name:	
Role:	Teacher	Role:	Teacher	Role:	

### School Designation and Priorities

<b>School Designation</b>	Targeted	<b>Report Card Year: 23-24</b>	
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### Report Card general findings and focus areas:

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Numeracy Goal & Action Plan											
Annual Student Numeracy SMART Goal											
<b>PreK:</b> By the end of the 2025–2026 school year, O'Donnell School will increase the percentage of students meeting or exceeding age level expectations in mathematics by 6% (no less than 5%) across all reported groups/demographics, as measured by the Spring 2026 DRDP results, compared to Spring 2025 results.											
<b>ES/MS:</b> By the end of the 2025–2026 school year, O'Donnell School will increase the percentage of students meeting or exceeding grade-level expectations in mathematics by 6% (no less than 5%) across all reported groups/demographics, as measured by the Spring 2026 Illinois Assessment of Readiness (IAR), compared to Spring 2025 results.											
Specific:											
Measurable:											
Achievable:											
Relevant:											
Time-Bound:											
Schoolwide Current Reality by Subgroup:											
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline	25.08%	5.00%	17.92%	28.21%	20.63%	46.15%	57.14%	60.00%	20.00%	26.39%	23.84%
Math Achievement (MAP)	19.66%	2.50%	13.29%	23.08%	14.80%	38.46%	57.14%	60.00%	20.00%	20.83%	18.54%
Math Growth (MAP)	56.47%	58.97%	52.76%	61.54%	53.05%	75.00%	60.00%	85.71%		57.46%	55.56%
Math Proficiency (IAR/ACT) 2024	4.38%	0.00%	2.41%	0.00%	5.51%	0.00%	25.00%	0.00%	0.00%	4.94%	3.80%
Math Growth (IAR/ACT) 2024											
Math Proficiency (IAR/ACT) 2025											
Math Growth (IAR/ACT) 2025											
Math Grades Proficient or Higher											
iReady (K-8)	10.07%	5.41%	6.29%	21.62%	4.82%	28.57%	28.57%	44.44%	40.00%	12.33%	7.89%
DRDP (PK) COG3	All Students	IEP	EL	3 year olds	4 year olds	Half Day	Full Day	Spanish Dominant	English Dominant	Males	Females
	77.55%	70.00%	80.00%	100.00%	76.60%	n/a	77.55%	n/a	77.55%	68.97%	90.00%
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.											
O'Donnell Elementary will provide opportunities for engaging all students in learning. This practice was selected to build school capacity for staff to provide opportunities for engaging all students in learning. Leaders and teachers will know our students' misconceptions/errors, see lightbulb moments, understand curriculum, demonstrate growth with assessments, identify and share successful engagement strategies, be stakeholders, focus on planning. This will lead students to show growth on assessments, focus on learning, develop intrinsic motivation to learn, develop growth mindset.											
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?					
<b>Practice 3.2 Provide Rigorous Evidence-Based Instruction</b>											
3.2.7.1 Build ongoing and interactive job-embedded professional learning											
3.2.7.1 regularly engage in the use of effective instructional practices											
Develop & administer a needs assessment survey on engagement in small group	August 2025	Google Form	August & January	Implement: Admin Monitor: SLT/ILT/Admin							
Calendar listing out actions steps/timeline for all staff to reference	August 2025	Calendar	Monthly	Implement: SLT Monitor: ILT/Admin							
Develop guidelines for CFA administration expectations, rigor, and fidelity	Institute August	PowerPoint/11x17 filer	Once	Implement: SLT Monitor: SLT							
Small group at least 2 days a week	FM 8/25, PLC 8/26	Schedules due 9/5, beg. 9/8, lesson plans, walkthroughs, PLC survey	Monthly	Implement: Teachers Monitor: SLT/ILT/Admin							
Team planning time dedicated to incorporating highly engaging strategies	PLC/2nd Mon. every other month	Calendar	Monthly	Implement: PLC Monitor: SLT							
Shared success at faculty meetings, pineapple chart utilizing encore teachers, faculty meeting classroom walks with open ended look-fors	January (Share) August 2025	Faculty meeting agenda, pineapple chart, staff artifacts	Monthly - 1 grade level	Implement: Teachers Monitor: ILT/Admin							
Present and monitor research-based highly engaging learning strategies for small group learning	Ongoing	Schedule, PowerPoint	Monthly	Implement: ILT Monitor: SLT							
Weekly or Biweekly walkthroughs with a data dashboard with reflection and feedback	Ongoing Beg. 9/1/25	Dashboard	Every other week	Implement: SLT/ILT/Admin Monitor: SLT/ILT/Admin							
Collect and monitor data for (N&O) MP3 aligned with iReady, including EL/CWD	Gr. Lev. Ongoing (spiral CFAs?)	Baseline scores Sept., Calendar from Gr. Level	Monthly	Implement: PLC Monitor: ILT/Admin							
Teacher & student data tracking-iReady MyPath, Fact Knowledge 15 minutes a day	Ongoing	TBD Top 3 choices	Weekly	Implement: PLC Monitor: Admin							
<b>PreK Action Plan</b>											
Present and monitor research-based highly engaging learning strategies for small group learning	Ongoing	Schedule, Slides	Monthly	Implement: ILT Monitor: Admin							
Develop and implement a checklist aligned to ECERS on highly engaging math centers.	Dev by Institute August	Checklist	Quarterly	Implement:Admin Monitor: Admin							
Teacher Open Ended questions per center posted.	August	Document	Once a semester	Implement: ILT Monitor: Admin							
Quarterly Lesson Plan review and feedback on differentiation	October	Feedback Form	November & April	Implement:Admin Monitor: Admin							

Instruction- Guiding Principle Educational Equity and Student Achievement											
Literacy Goal & Action Plan											
Annual Student Literacy SMART Goal											
PreK: By the end of the 2025–2026 school year, O'Donnell School will increase the percentage of students meeting or exceeding age level expectations in literacy by 6% (no less than 5%) across all reported groups/demographics, as measured by the Spring 2026 DRDP results, compared to Spring 2025 results.											
ES/MS: By the end of the 2025–2026 school year, O'Donnell School will increase the percentage of students meeting or exceeding grade-level expectations in literacy by 6% (no less than 5%) across all reported groups/demographics, as measured by the Spring 2026 Illinois Assessment of Readiness (IAR), compared to Spring 2025 results.											
Specific:											
Measurable:											
Achievable:											
Relevant:											
Time-Bound:											
Schoolwide Current Reality by Subgroup:											
Literacy MAP Baseline	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy Achievement (MAP)	16.61%	10.00%	6.36%	30.77%	10.76%	53.85%	42.86%	20.00%	0.00%	5.60%	4.44%
Literacy Growth (MAP)	39.15%	38.46%	32.93%	41.03%	38.32%	38.46%	40.00%	50.00%	n/a	13.19%	19.87%
Spanish Literacy Achievement (MAP)	11.39%	0.00%	15.28%	3.57%	14.29%	0.00%	0.00%	0.00%	0.00%	9.65%	13.01%
Spanish Literacy Growth (MAP)	34.80%	34.78%	40.58%	28.57%	37.85%	20.00%	0.00%	20.00%	n/a	29.25%	39.67%
Lit Proficiency (IAR/ACT) 2024	0.00%	0.00%	0.00%		0.00%	0.00%				0.00%	
Literacy Growth (IAR/ACT) 2024											
Lit Proficiency (IAR/ACT) 2025											
Lit Growth (IAR/ACT) 2025											
Literacy Grades Proficient or Higher											
ACCESS 2024	5.91%	3.23%	5.91%	16.67%	6.02%	0.00%	n/a	0.00%	0.00%	0.00%	0.00%
ACCESS 2025											
DRDP (PK) LLD10	All Students	IEP	EL	3 year olds	4 year olds	Half Day	Full Day	Spanish Dominant	English Dominant	Males	Females
	72.55%	70.00%	73.53%	100.00%	71.43%	n/a	72.55%	100.00%	72.00%	74.07%	70.83%
Priority Teaching Practices											
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O'Donnell Elementary will provide opportunities for engaging all students in learning. This practice was selected to build school capacity for staff to provide opportunities for engaging all students in learning. Leaders and teachers will know our students' misconceptions/errors, see lightbulb moments, understand curriculum, demonstrate growth with assessments, identify and share successful engagement strategies, be stakeholders, focus on planning. This will lead students to show growth on assessments, focus on learning, develop intrinsic motivation to learn, develop growth mindset.											
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?					
Practice 3.2 Provide Rigorous Evidence-Based Instruction											
3.2.71 Build ongoing and interactive job-embeded professional learning											
3.2.71 regularly engage in the use of effective instructional practices											
Develop & administer a needs assessment survey on engagement in small group	August 2025	Google Form	August & January	Implement: Admin Monitor: SLT/ILT/Admin							
Calendar listing out actions steps/timeline for all staff to reference	August 2025	Calendar	Monthly	Implement: SLT Monitor: ILT/Admin							
Develop guidelines for CFA administration expectations, rigor, and fidelity	Insitute August	PowerPoint/11x17 flier	Once	Implement: SLT Monitor: SLT							
Small group reading 5 days a week	FM 8/25, PLC 8/26	Schedules due 9/5, beg. 9/8, lesson plans, walkthroughs, PLC survey	Monthly	Implement: Teachers Monitor: SLT/ILT/Admin							
Team planning time dedicated to incorporating highly engaging strategies	PLC/2nd Mon. every other month	Calendar	Monthly	Implement: PLC Monitor: SLT							
Present and monitor research-based highly engaging learning strategies for small group learning	Ongoing	Schedule, PowerPoint	Monthly	Implement: ILT Monitor: SLT							
Weekly or Biweekly walkthroughs with a data dashboard with reflection and feedback	Ongoing Beg. 9/1/25	Dashboard	Every other week	Implement: SLT/ILT/Admin Monitor: SLT/ILT/Admin							
Shared success at faculty meetings, pineapple chart utilizing encore teachers, faculty meeting classroom walks with open ended look-fors	January (Share) August 2025	Faculty meeting agenda, pinapple chart, staff artifacts	Monthly - 1 grade level	Implement: Teachers Monitor: ILT/Admin							
Collect and monitor data for writing aligned to HMH, including EL/CWD	Ongoing	Baseline scores Sept., Calendar from Gr. Level	Monthly	Implement: PLC Monitor: ILT/Admin							
Collect and monitor data for foundational skills (i.e. spelling), including EL/CWD	Ongoing	HMH spelling, IXL	Monthly	Implement: PLC Monitor: Admin/SLT							
Teacher & Student data tracking-Fluency	Ongoing	Amira, HMH timed passages	Weekly	Implement: PLC Monitor: Admin							
Conduct building wide PD on Writing Strategies	Ongoing	Faculty meeting &SIP PD days	Monthly	Implement: Admin Monitor: Admin							
PreK Action Plan											
Develop & administer a needs assessment survey on engagement in small group	August 2025	Google Form	August & January	Implement: Admin Monitor: SLT/ILT/Admin							
Present and monitor research-based highly engaging learning strategies for small group learning	Ongoing	Schedule, PowerPoint	Monthly	Implement: ILT Monitor: SLT							
Quarterly Lesson Plan review and feedback on differentiation	October	Feedback Form	November & April	Implement:Admin Monitor: Admin							

Culture- Guiding Principle Educational Equity, Collaborative Leadership, and Student Achievement												
By June 2026, _____ School will foster a culture for belonging that _____ % of all students as measured by _____												
Annual Culture for Belonging SMART Goal												
PreK: By June 2026, O'Donnell School will foster a culture for belonging measured by a 6% increase in the overall TPOT score as compared to the 2025 Spring results.												
ES/MS/HS: By June 2026, O'Donnell School will foster a culture for belonging that fewer than 25% of all students are identified as Chronically Absent as measured by end of the year attendance records in alignment with state reporting guidelines.												
ES/MS/HS: By June 2026, O'Donnell School will foster a culture for belonging with a decrease of 5% from 382 in Office Discipline Referrals as measured by end of the year ODR data.												
Specific:												
Measurable:												
Achievable:												
Relevant:												
Time-Bound:												
Schoolwide Current Reality by Subgroup:												
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females	
ADA		90.55%	87.31%	90.66%	89.26%	90.81%	88.13%	96.93%	89.66%	88.39%	89.23%	91.90%
	GenEd	91.13%	91.64%	90.91%	91.74%	90.91%	91.17%	96.93%	89.66%	88.39%	90.02%	92.22%
	D-Sped	76.99%	76.99%	45.65%	78.50%	82.89%	45.65%	n/a	n/a	n/a	75.80%	79.66%
Chronic Absenteeism		36.36%	40.91%	37.02%	35.42%	36.32%	40.00%	0.00%	54.55%	50.00%	44.10%	28.03%
	GenEd	35.08%	32.26%	36.67%	30.77%	35.93%	35.71%	0.00%	54.55%	50.00%	42.11%	28.10%
	D-Sped	61.54%	61.54%	100.00%	55.56%	66.67%	100.00%	n/a	n/a	n/a	77.78%	25.00%
Referrals		24.84%	56.82%	14.36%	54.17%	18.38%	40.00%	42.86%	9.09%	0.00%	32.92%	16.56%
	GenEd	21.64%	38.71%	13.89%	43.59%	17.32%	35.71%	42.86%	9.09%	0.00%	28.95%	14.38%
	D-Sped	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	n/a	n/a	n/a	100.00%	100.00%
OSS Incidents		5.66%	25.00%	1.10%	18.75%	2.99%	6.67%	14.29%	0.00%	0.00%	9.94%	1.27%
	GenEd	2.30%	0.00%	0.56%	2.56%	2.16%	0.00%	14.29%	0.00%	0.00%	4.61%	0.00%
	D-Sped	84.62%	84.62%	100.00%	88.89%	66.67%	100.00%	n/a	n/a	n/a	100.00%	50.00%
ISI Incidents		1.57%	4.55%	1.10%	0.00%	1.71%	6.67%	0.00%	0.00%	0.00%	3.11%	0.00%
	GenEd	1.31%	3.23%	1.11%	0.00%	1.30%	7.14%	0.00%	0.00%	0.00%	2.63%	0.00%
	D-Sped	7.69%	7.69%	0.00%	0.00%	33.33%	0.00%	n/a	n/a	n/a	11.11%	0.00%
Graduation Rate (HS)		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	FoT (HS)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5Essentials Snapshot:												
Survey Year	Overall ImprovementRating:		Ambitious Instruction:		Collaborative Teachers:		Effective Leaders:		Supportive Environment:		Involved Families:	
2025	Not Yet Organized		Weak		Weak		Weak		Neutral		Weak	
TPOT (PreK)												
Data Period	Overall	4: Promoting Children's Engagement		7: Teaching Behavior Expectations		8: Teaching Social Skills and Emotional Competencies		12: Interventions for Children with Persistent Challenging Behaviors		1: Schedules, Routines, and Activities		
Spring 2025	94%	100%		94%		80%		100%		89%		
Fall 2025												
Spring 2026												
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.												
O'Donnell aims to create a culture where all stakeholders are actively engaged in the learning process, reflect on their progress, and collaborate with educators to set and achieve personalized goals. Building acapacity to create a culture where all stakeholders are actively engaged in the learning process, reflect on their progress, and collaborate with educators to set and achieve personalized will increase leaders and staff trust with stakeholders through collaboration will lead to increased student attendance, decreased behavior referrals, and a stronger sense of belonging.												
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?
4.3 Engage students and families in pursuing educational goals												
4.3.40 Perception of Classroom Visitors												
Create a volunteer agreement form-include confidentiality			August	Volunteer agreement @ Curriculum Night, PT Conferences, Meet & Greet		At least three times in 1st quarter		Implement: All Staff Monitor: Parent Liason				
Back to School Picnic			September 5th 4:30-6:30 (12th)	Sign-In Sheet (QR Code)		Once		Implement:      Monitor:				
Develop calendar for family nights-leading with SEL Night (specific topics to be determined)			August	Calendar		Ongoing		Implement:      Monitor:				
Add Q&A session to coffee with the principal			September	Coffee w/Principal Agenda		Quarterly		Implement:      Monitor:				
Implement townhall switch for students focusing on belonging			September	Schedule		Monthly		Implement:      Monitor:				
Disseminate information to teachers for voluteeers (finger printing)			August	Email		Once		Implement:      Monitor:				
Share 5 Essential Data			September	Faculty Meeting agenda		Once		Implement:      Monitor:				
Attendance initiative/contract with families			September	Contract		Weekly		Implement:      Monitor:				
Restorative Discipline Handbook			September	Handbook		Once		Implement:      Monitor:				
monitor rotation and timeliness of student work displays			September	Student work displays		Quarterly		Implement: Teachers Monitor: Admin				

invite/connect community partners to present, volunteer, and attend school events (SASS, APD, Calvary Church, EAHS)	August	Visitor sign-in/SLT agenda	Ongoing	Implement:	Monitor:
Student Council-plan events	October	Minutes PowerPoint, Holidays around the world, identity board, books, talent show, staff food, door decor	Monthly beginning in October	Implement: Admin Monitor: Admin	
Culturally responsive practices	October		Quarterly	Implement: SW/Admin Monitor: Admin	
Quarterly Behavior Incentives	October		Quarterly	Implement: PBIS Team Monitor: SLT	
Grade Level Family Day Events (at least one)	January		Annual	Implement: PLC Monitor: Admin	
<b>PreK Action Plan</b>					
Provide feedback on preschool daily schedule. <u>Based on TPOT guidelines</u>	September	Feedback template	Once	Implement: Admin Monitor: SLT/ILT/Admin	
Monitor implementation using the NCPMI Checklist: Preparing for the Pyramid	Ongoing	<a href="#">Preparing for the Pyramid: Classroom Essentials</a>	Quarterly	Implement: Admin Monitor: Admin	

	45 Day Review- Mid October						45 Day Review- Mid December/January						45 Day Review- Start of March						45 Day Review- Mid May					
Numeracy Goal	MAP Math Achievement		iReady Math Proficiency		Math Grades Prof. or Higher		MAP Math Achievement		iReady Math Proficiency		Math Grades Prof. or Higher		MAP Math Achievement		iReady Math Proficiency		Math Grades Prof. or Higher		MAP Math Achievement		iReady Math Proficiency		Math Grades Prof. or Higher	
	Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building	
	Grade		Grade		Grade		Grade		Grade		Grade		Grade		Grade		Grade		Grade		Grade		Grade	
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	Grade		Grade		Grade		Grade		Grade		Grade		Grade		Grade		Grade		Grade		Grade		Grade	
	MAP Math Growth		Cog 3				MAP Math Growth		Cog 3				MAP Math Growth		Cog 3				MAP Math Growth		Cog 3			
Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		
Grade		Grade		Grade		Grade		Grade		Grade		Grade		Grade		Grade		Grade		Grade		Grade		
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Assessment	Reporting Format
Literacy/Math MAP Baseline	Percentage Meeting/Exceeding Reading Norms
Literacy/Math Achievement (MAP)	Percentage of students scoring at or above the 41st percentile (average)
Literacy/Math Growth (MAP)	Percentage of students meeting or exceeding their projected growth targets (Fall to Winter)
Spanish Literacy Achievement (MAP)	Percentage of students scoring at or above the 41st percentile (average)
Spanish Literacy Growth (MAP)	Percentage of students meeting or exceeding their projected growth targets (Fall to Winter)
Literacy/Math Proficiency (IAR/ACT) 2024	Percentage of students scoring at "meets" or "exceeds standards" on IAR or ACT
Literacy/Math Growth (IAR/ACT) 2024	Percentage of students who improved at least one performance level from Spring 23 to Spring 24
Literacy/Math Proficiency (IAR/ACT) 2025	Percentage of students scoring at "meets" or "exceeds standards" on IAR or ACT
Literacy/Math Growth (IAR/ACT) 2025	Percentage of students who improved at least one performance level from Spring 24 to Spring 25
Literacy/Math Grades Proficient or Higher	Percentage of students earning a grade of "Proficient" or higher in their ELA or math course grades
iReady (K-8)	Percentage of students scoring on or above grade level on iReady Math
ACCESS 2024	Percentage of EL scoring 4.8 or higher (proficient) 2024
ACCESS 2025	Percentage of EL scoring 4.8 or higher (proficient) 2025
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

<b>DRDP</b>	Desired Results Developmental Profile
<b>ADA</b>	Average Daily Attendance
<b>OSS</b>	Out of School Suspension
<b>ISI</b>	In School Intervention
<b>FoT</b>	Freshmen on Track