



ACADEMIC DATA REPORT

2023-2024

SUMMATIVE DESIGNATION STATUS

2024 Status		What this means
Eisenhower	Commendable	Commendable
Lincoln	Commendable	Still under Comprehensive Rules due to 2023 status. Is in the first year of implementation of strategies to support all students.
Murrayville	Commendable	Commendable
North	Commendable	Commendable
South	Commendable	Commendable
Washington	Targeted	Begins planning year to support targeted subgroup of Children with Disabilities.
JMS	Commendable	Still under Comprehensive Rules due to 2023 status. Is in the first year of implementation of strategies to support all students.
JHS	Commendable	Comes out of Targeted designated status of 2019.

CELEBRATIONS

- **7 of our 8 schools scored in the Commendable Range for 2024**
- **Lincoln and JMS improved from Comprehensive to Commendable in 1 school year**
- **JHS has successfully exited their Targeted status from 2019**
- **All district ELA achievement data has steadily increased. (IAR & SAT)**
 - **This proves that the structures, practices, and strategies that were put in place to focus on ELA improvement have been successful.**
 - **The district will begin to implement similar strategies for Math improvement.**
- **Graduation rate improved from 68% - 79%**

IMPLEMENTATION EFFORTS BEFORE RECEIVING DATA:

1. District researched and adopted a new Foundational ELA program for elementary students to meet the needs that were being supplemented by teachers.
2. Algebra 1 has aligned standards and created common assessments.
3. All buildings are implementing grade level/content level meetings grounded in student outcome data utilizing the three big ideas of PLC consistently each week. (Student Learning, Collaborative Culture, and Student Outcomes)
4. Schedule analysis and modifications are being made to ensure all students are given explicit instruction on grade level standards.

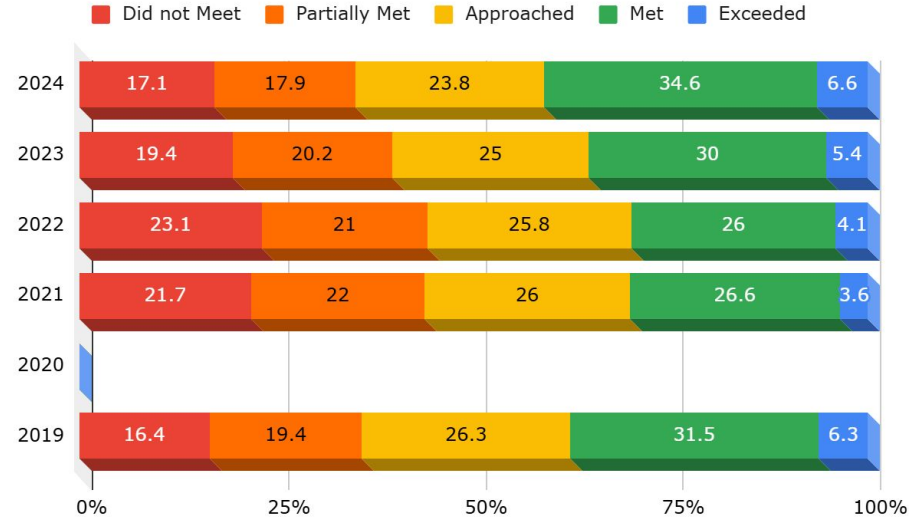
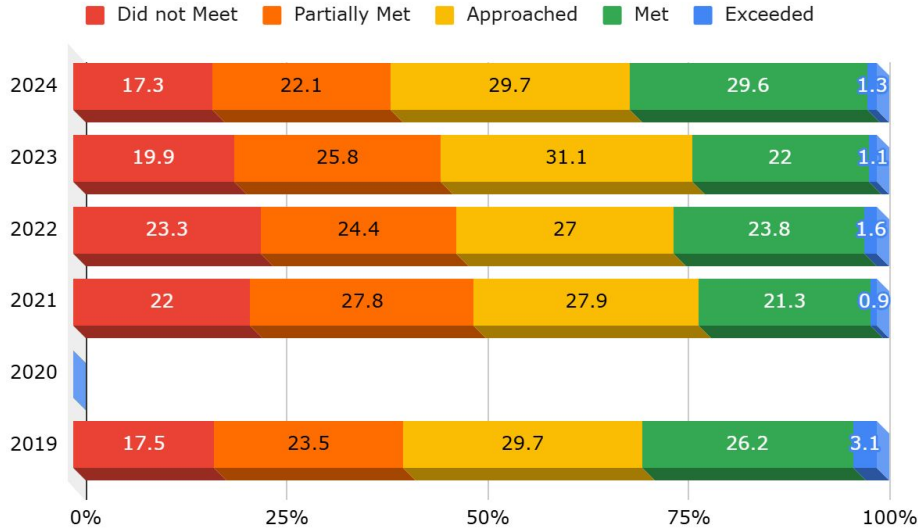
STRATEGIC PLAN AFTER RECEIVING DATA:

1. Increase use of district math resources with fidelity; taking what we have learned through our ELA successes
2. Continued focus on grade level/content level meetings grounded in student outcome data utilizing the three big ideas of PLC consistently each week. (Student Learning, Collaborative Culture, and Student Outcomes)
3. SIP meetings primary focus on Math program implementation, student data, and collaborative progress. (Continuing to monitor ELA progress)

DISTRICT

ELA IAR DATA

STATE

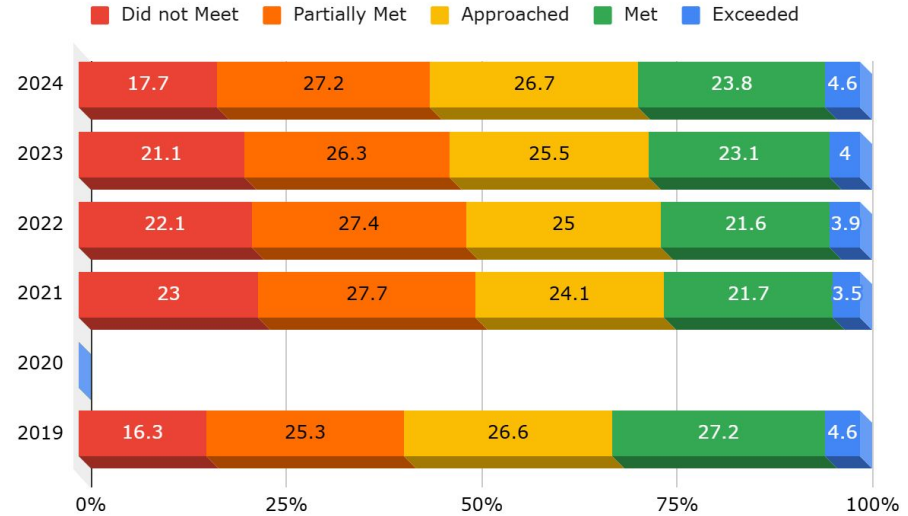
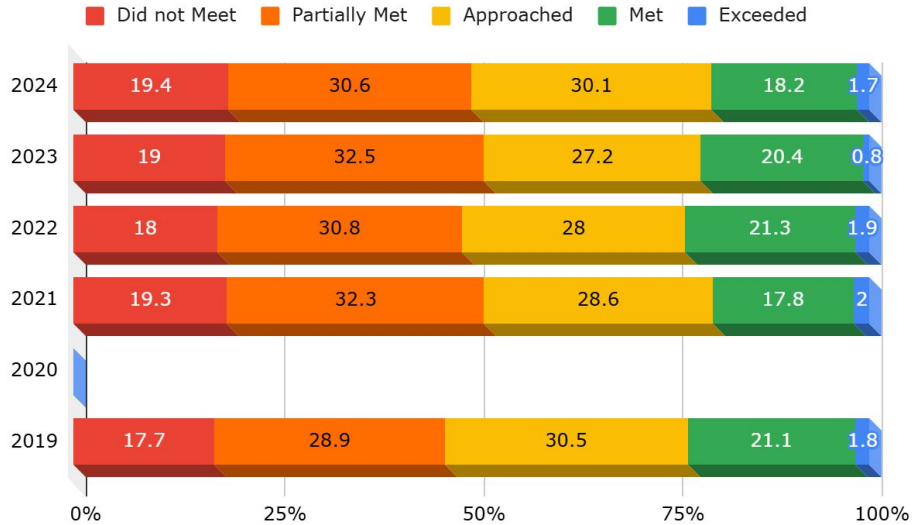


The graphs above show District and State Achievement results from IAR. We do not have any data from 2020 because we were closed due to COVID. The district made steady growth towards pre-pandemic achievement in 2021 and 2022. We experienced a slight dip in 2023 and began to respond to that data in 2024. As evidenced in the chart above, our district experienced a significant gain in achievement in the 2024 school year. This was accomplished by analyzing foundational reading skill data and utilizing current instructional research to improve instruction. As a result of this analysis, the district sought out and adopted a new reading series that has a strong foundational approach to reading instruction.

DISTRICT

MATH IAR DATA

STATE



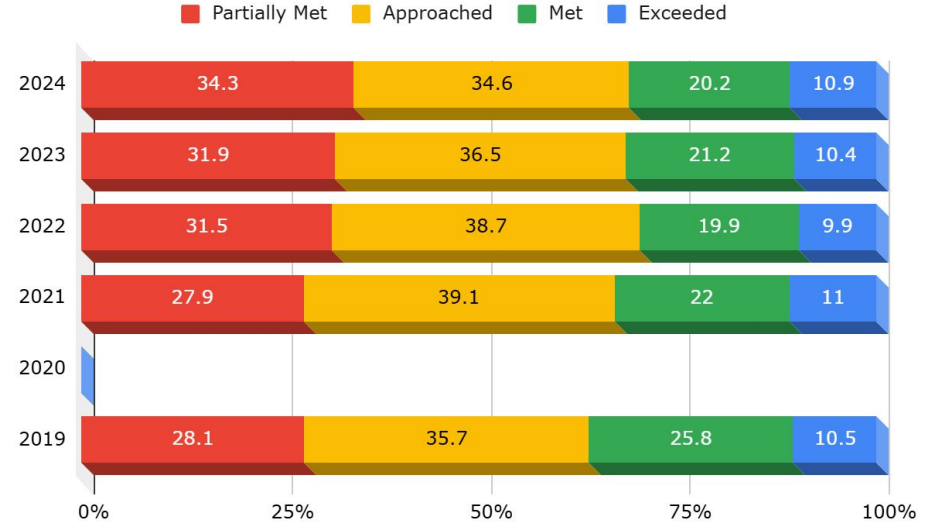
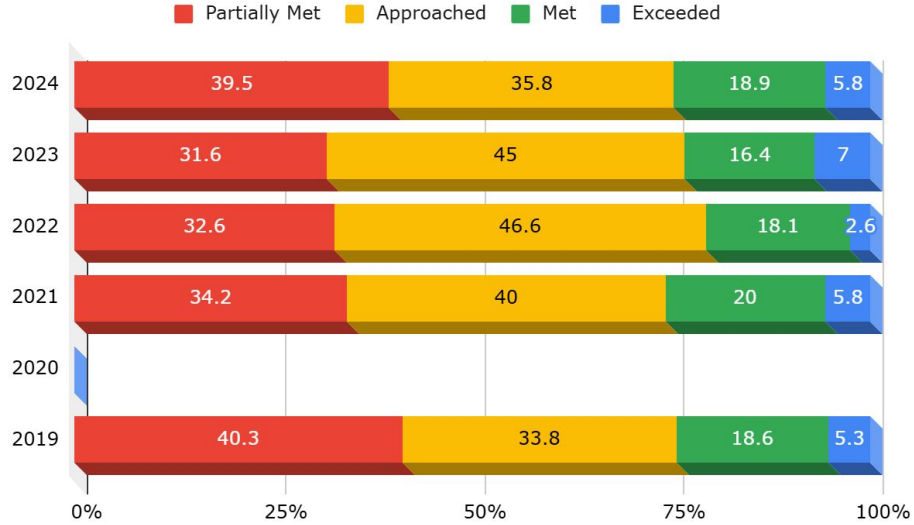
The graphs above show District and State Achievement results from IAR. We do not have any data from 2020 because we were closed due to COVID. The state and district experience lower math achievement than ELA. This trends across the nation as well. However, the district has seen inconsistent achievement in the past few years.

District staff has been working on identifying and prioritizing content standards and creating common assessments for all grade level/content teachers to use. Additionally, the district will utilize structures, practices, and strategies proven successful in ELA improvement to support Math improvement.

DISTRICT

SAT ELA DATA

STATE

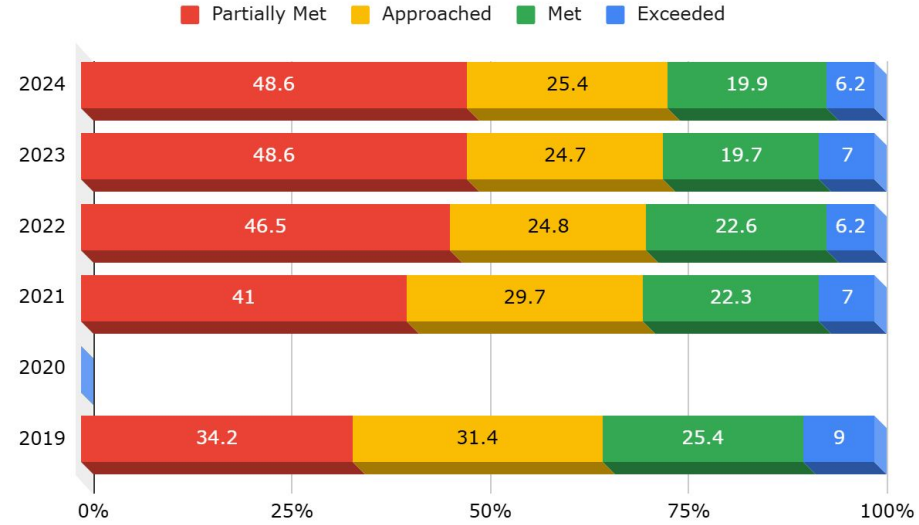
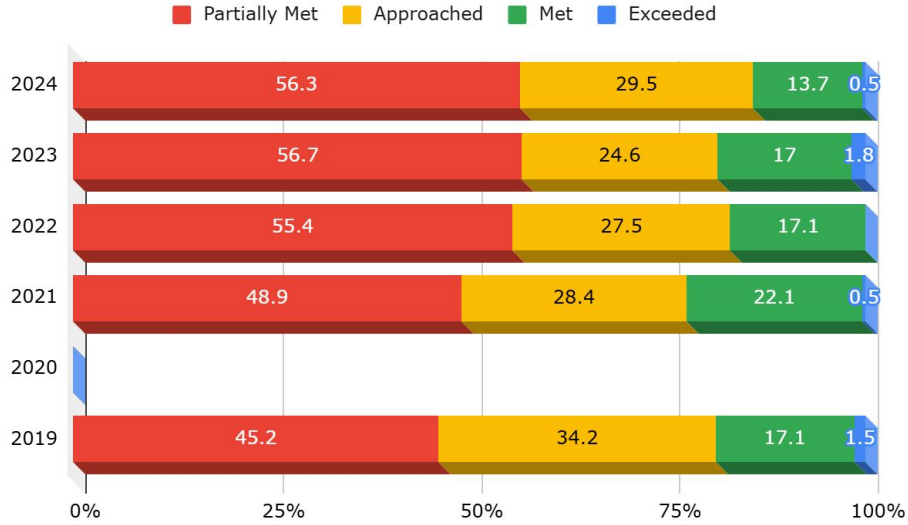


The graphs above show SAT achievement data for the past few year. The state had historically given the SAT to 11th grade students. The district has returned to pre-pandemic achievement.

DISTRICT

SAT MATH DATA

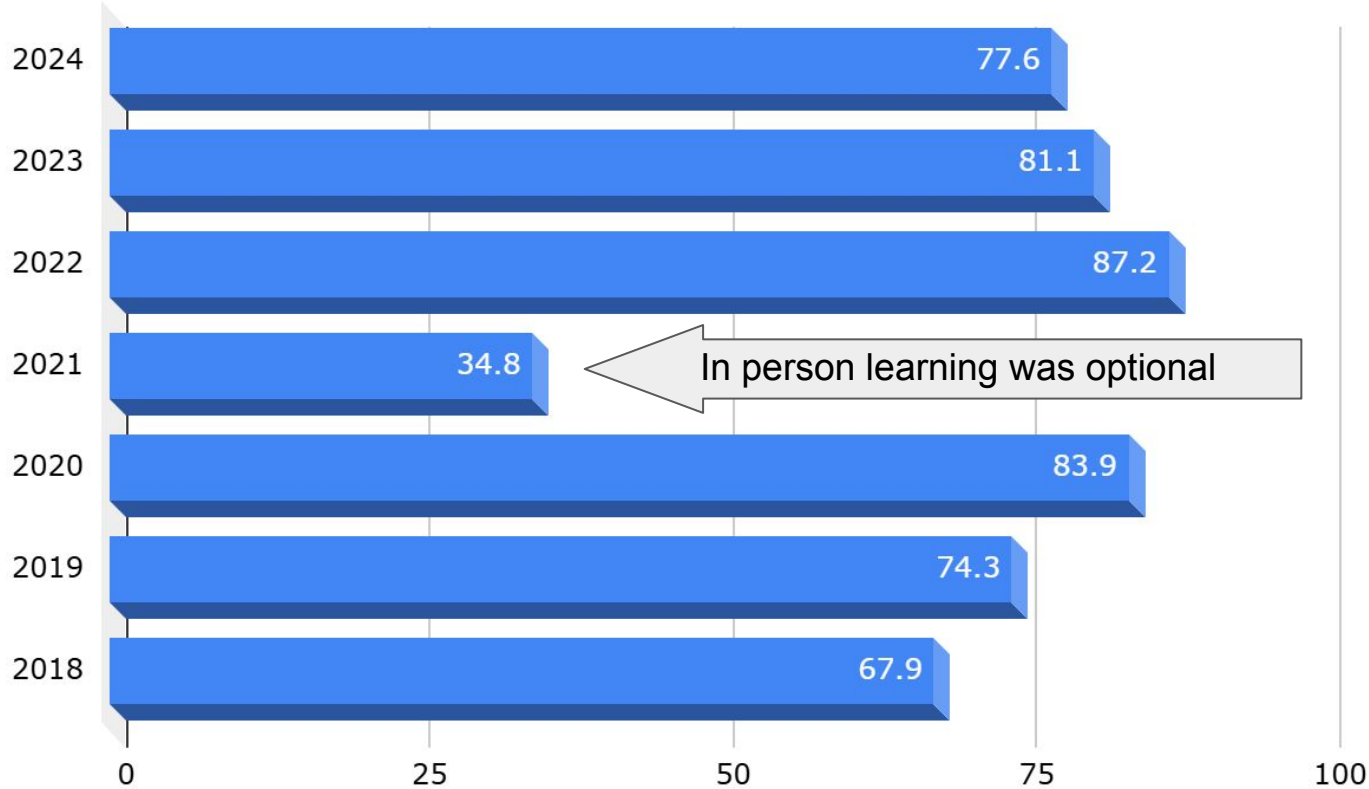
STATE



The graphs above show SAT/ACT achievement data for the past few years. The state had historically given the SAT to 11th grade students. As evidenced by the data, both the district and state have experienced a decline in math achievement according to this data.

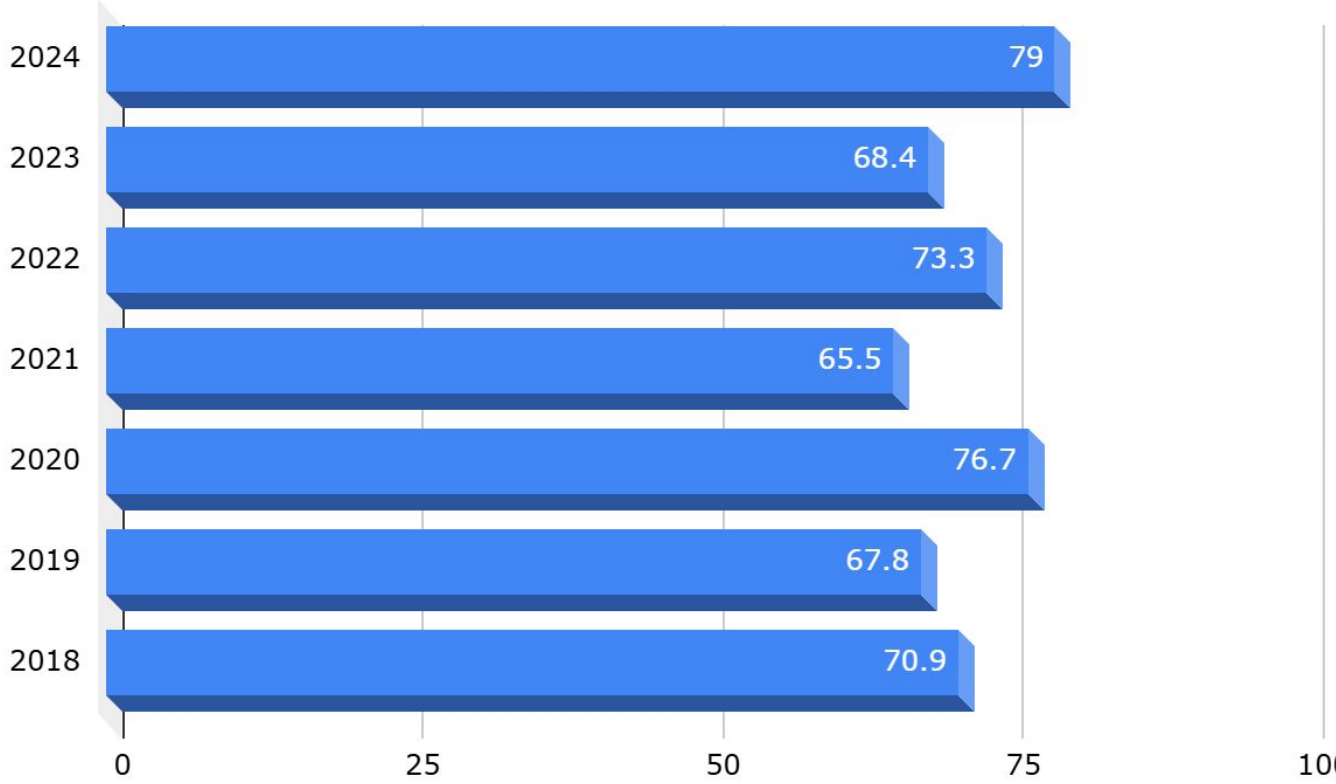
The district will utilize structures, practices, and strategies proven successful in ELA improvement to support Math improvement.

9TH GRADERS ON TRACK*



*Students identified as “on track” have earned at least five full-year course credits (10 semester credits) and have earned no more than one semester “F” in a core course (English, math, science, or social science).

GRADUATION RATE

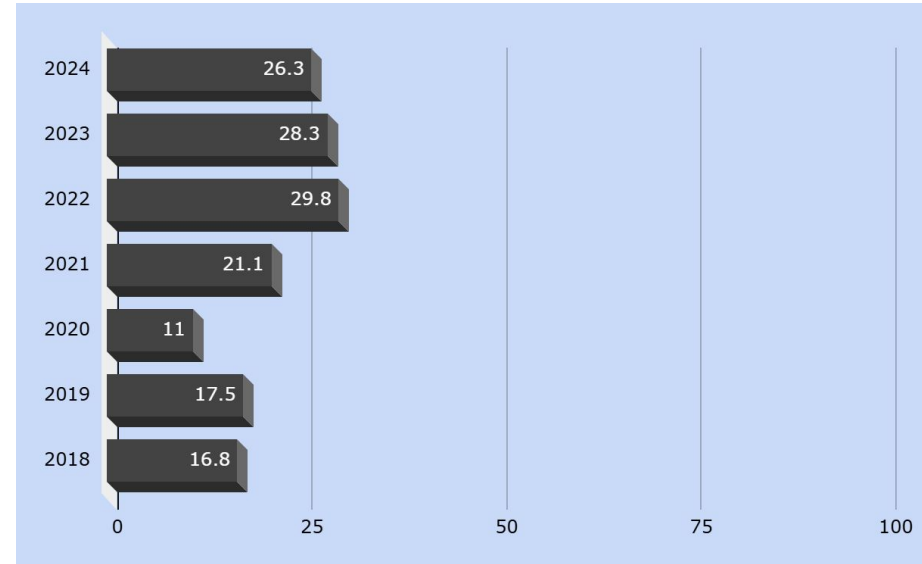
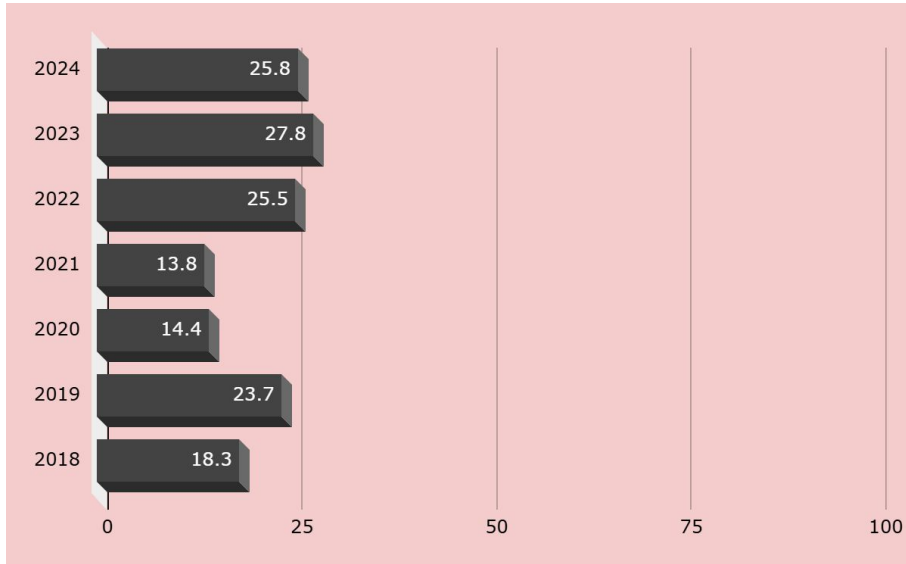


**STATE AVERAGE IS
BETWEEN 86%-88%
YEARLY.**

DISTRICT

CHRONIC ABSENTEEISM

STATE



A student is deemed chronically absent if they miss 10% or more of the school year regardless of excuse. Before the pandemic, our district's chronic absenteeism rate was higher than the state average. And while the rate has increased since the pandemic, our district is now below the state average.