



EAST AURORA DISTRICT 131

School Name:	Aries "Jaybird" Gonzalez Child Center	Principal Name:	Stephanie Steinbrecher
Mission:	Building foundations, empowering minds, SOARing together.	Vision:	At Gonzalez, we hold ourselves accountable to high academic outcomes for all students in an engaging and inclusive environment respectful of our diverse learners. Together we build a foundation for lifelong learning in a safe, supportive school community.

School Improvement Team:

Name:	Lana Gundy	Name:	Abby Spychalski	Name:	
Role:	Assistant Principal	Role:	PK Sped Instructional Teacher	Role:	
Name:	Cheryl Broach	Name:	Shawna Strausberger	Name:	
Role:	K-1 Adventures	Role:	Counselor	Role:	
Name:	Maire Burkett	Name:	Susan Whildin	Name:	
Role:	Data Analyst	Role:	Preschool Blended Teacher	Role:	
Name:	Ivan DeSantiago	Name:	Amanda Arshad	Name:	
Role:	Preschool Blended Spanish Dominant Teacher	Role:	Encore Teacher	Role:	
Name:	Yaremi Machuca	Name:		Name:	
Role:	Paraprofessional	Role:		Role:	
Name:	Carmen Nelson	Name:		Name:	
Role:	Social Worker	Role:		Role:	

School Designation and Priorities

School Designation		Report Card Year:	
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Report Card general findings and focus areas:

There is no Illinois School Report Card for Aries Jaybird Gonzalez Child Center or for Child Service Center Preschool.

Instruction- Guiding Principle Educational Equity and Student Achievement											
Numeracy Goal & Action Plan											
Annual Student Numeracy SMART Goal											
PreK: By the end of the 2025–2026 school year, Aries "Jaybird" Gonzalez Child Center 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.											
ES/MS: By the end of the 2025–2026 school year, Aries "Jaybird" Gonzalez Child Center 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 Winter 2025 Math MAP, as compared to Winter 2024 results.											
Specific: PK will measure											
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	11.54%	0%	12.50%	0%	20%	0%	0%	0%	n/a	22%	4%
Math Achievement (MAP)	11.54%	0%	12.50%	0%	20%	0%	0%	0%	n/a	22%	4%
Math Growth (MAP)	50.00%	71%	62.50%	57%	40%	100%	100%	50%	n/a	50%	50%
Math Proficiency (IAR/ACT) 2024	0%	0%	0%	0%	0%	n/a	n/a	n/a	n/a	0%	0%
Math Growth (IAR/ACT) 2024	0%	0%	0%	n/a	0%	n/a	n/a	n/a	n/a	0%	0%
Math Proficiency (IAR/ACT) 2025											
Math Growth (IAR/ACT) 2025											
Math Grades Proficient or Higher											
iReady (K-8)	11.54%	0%	0%	14%	11.76%	0%	0%	0%	N/A	9.50%	20%
DRDP (PK) COG2	All Students	IEP	EL	3 year olds	4 year olds	Half Day	Full Day	Spanish Dominant	English Dominant	Males	Females
	77%										
Priority Teaching Practices											
<i>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.</i>											
Build school capacity for designing and implementing differentiated small-group instruction. <div>Rationale: The introduction of a deliberate focus on effective instructional practices is essential to ensure student mastery in math. Small group instruction is a high-leverage strategy for differentiating learning, allowing teachers to address varied student needs, provide targeted support, and foster deeper engagement with mathematical concepts. Establishing clear routines and procedures within these small groups is paramount for maximizing instructional time, promoting student independence, and creating a productive learning environment, especially as teachers and students navigate unfamiliar mathematical materials. Furthermore, incorporating peer observation cycles will provide invaluable opportunities for teachers to collaboratively refine their small group strategies, share best practices, and build collective capacity in differentiating math instruction. This directly enhances their ability to effectively teach math.</div>											
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?					
Communicate the importance and urgency of differentiated small-group instruction as a key strategy for the new curriculum. Establish clear expectations and structures for its implementation.	August 2025	First Day Presentation, email communication w/handout	Once	Administration							

Launch initial professional learning sessions focused on differentiated instruction. Begin organizing peer observation cycles to foster collaborative learning and sharing of best practices.	August 2025	Agendas, presentations, spreadsheet for observation cycles	Monthly	Administration, SLT & ILT	
Begin assessing student learning needs through formative assessments. Encourage teachers to start using flexible groupings to address immediate needs.	August 2025	CFA's, Lesson plans	Biweekly	PLC's	
Foster an environment that supports experimentation and sharing of instructional strategies. Encourage teachers to discuss successes and challenges in PLC meetings	August 2025	PLC Agendas & Notes	Weekly	PLC's	
Set and monitor short-term (45 Day Review - Mid Oct) goals related to small-group instruction. Provide targeted support for teachers who need additional help.	October 2025	45 day-SMART GOAL form; 15 day targeted support form based on data from lesson plan reviews and small group observations	Monthly	Administration, SLT & ILT	
Collect and review lesson plans.	September to May 2026	Lesson plan review	Monthly	Gundy	
Strengthen PLCs by embedding structured collaborative reviews of student work and instructional strategies. Use data-driven discussions to refine instructional practices.	September to October 2025	PLC Agendas & Notes	Weekly	PLC's	
Create opportunities for teachers to reflect on their small-group instruction practices and share insights during PLC. Reinforce a culture of feedback and continuous improvement.	September to October 2025	PLC Agendas & Notes, Staff Implementation Survey	Bi-Quarterly	Gundy; PLC Leaders	
Celebrate early successes and growth in small-group instruction practices. Engage families and stakeholders in understanding instructional shifts.	September to October 2025	Newsletters, Curriculum Night slides, website, Parent Night Agendas	Quarterly	Team GCC	
Evaluate the progress of small-group instruction implementation. Make necessary adjustments to ensure the initiative remains on track.	November to December 2025	45 day-SMART GOAL form; 15 day targeted support form based on data from lesson plan reviews and small group instruction	Bi-Quarterly	Administration, SLT & ILT	
Continue professional development cycles, informed by feedback and data. Ensure professional learning is differentiated to meet varied teacher needs.	November to December 2025	Agendas, presentations, walk through data, survey data	Bi-Quarterly	Administration, SLT & ILT	
Monitor long-term goals and adjust strategies as needed. Ensure sustainability of small-group instruction as part of the instructional framework.	Mid-Dec/January 2026	Benchmark and CFA data, PLC agendas/minutes	Quarterly	Administration, SLT & ILT	
Implement ongoing coaching and mentoring programs. Ensure that professional development opportunities are effective and aligned with teacher needs.	January to March 2026	Instructional Coaching log, Agendas/Minutes/Presentations	Monthly	Administration, SLT & ILT	

Continue refining small-group strategies based on student outcomes. Provide ongoing support for teachers to adapt instructional practices.	January to March 2026	45 day-SMART GOAL form; 15 day targeted support form based on data from lesson plan reviews and small	Bi-Quarterly	Administration, SLT & ILT		
Reinforce a culture of continuous improvement and shared accountability. Encourage reflection and sharing of new ideas for improving student outcomes.	January to March 2026	PLC Agendas & Notes, Survey	Bi-Quarterly	Administration, SLT & ILT		
Conduct a comprehensive evaluation of the small-group instruction initiative. Plan for the next steps to sustain and build on successes. Review and update professional development plans based on the year's experiences. Plan for future training and support. Ensure that all instructional strategies are aligned with evidence-based practices and the curriculum.	April to May 2026	Agendas, Notes, Survey	Annually	Administration, SLT & ILT		
Celebrate achievements and contributions of all community members. Engage in reflection and planning for the next academic year. Share accomplishments at the State of the School presentation.	April to May 2026	State of the School Presentation and Benchmark Data	Annually	Administration, SLT & ILT		

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, Aries "Jaybird" Gonzalez Child Center 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, Aries "Jaybird" Gonzalez Child Center 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 Winter 2025 Reading MAP, compared to Winter 2024 results.

Specific: PK will measure using DRDP-LLD8: Phonological Awareness

Measurable:

Achievable:

Relevant:

Time-Bound:

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline	11.54%	0.00%	12.50%	14.29%	6.67%	0.00%	0.00%	50%	n/a	13.64%	0.00%
Literacy Achievement (MAP)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	n/a	0.00%	0.00%
Literacy Growth (MAP)	53.85%	71.43%	50.00%	57.14%	46.67%	100%	0.00%	100%	n/a	63.64%	0.00%
Spanish Literacy Achievement (MAP)											
Spanish Literacy Growth (MAP)											
Lit Proficiency (IAR/ACT) 2024	9%	0%	0%	0%	13%	n/a	n/a	n/a	n/a	0%	50%
Literacy Growth (IAR/ACT) 2024	20%	0%	0%	n/a	20%	n/a	n/a	n/a	n/a	33%	0%
Lit Proficiency (IAR/ACT) 2025											
Lit Growth (IAR/ACT) 2025											
Literacy Grades Proficient or Higher											
ACCESS 2024											
ACCESS 2025											
DRDP (PK) LLD6 (LLD5 for 25-26?)	All Students 77%	IEP	EL	3 year olds	4 year olds	Half Day	Full Day	Spanish Dominant	English Dominant	Males	Females
							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.

Build school capacity for designing and implementing differentiated small-group instruction.

Rationale: The introduction of a new curriculum necessitates a deliberate focus on effective instructional practices to ensure successful implementation and student mastery. Small group instruction is a high-leverage strategy for differentiating learning, allowing teachers to address varied student needs, provide targeted support, and foster deeper engagement with the new content. Establishing clear routines and procedures within these small groups is paramount for maximizing instructional time, promoting student independence, and creating a productive learning environment, especially as teachers and students navigate unfamiliar materials. Furthermore, incorporating peer observation cycles will provide invaluable opportunities for teachers to collaboratively refine their small group strategies, share best practices, and build collective capacity in differentiating instruction, directly enhancing their ability to effectively utilize the new curriculum.

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?
Communicate the importance and urgency of differentiated small-group instruction as a key strategy for the new curriculum. Establish clear expectations and structures for its implementation.	August 2025	First Day Presentation, email communication w/handout	Once	Administration	0	In Progress

Launch initial professional learning sessions focused on differentiated instruction. Begin organizing peer observation cycles to foster collaborative learning and sharing of best practices.	August 2025	Agendas, presentations, spreadsheet for observation cycles	Monthly	Administration, SLT & ILT	In Progress
Begin assessing student learning needs through formative assessments. Encourage teachers to start using flexible groupings to address immediate needs.	August 2025	CFA's, Lesson plans	Biweekly	PLC's	
Foster an environment that supports experimentation and sharing of instructional strategies. Encourage teachers to discuss successes and challenges in PLC meetings	August 2025	PLC Agendas & Notes	Weekly	PLC's	
Set and monitor short-term (45 Day Review - Mid Oct) goals related to small-group instruction. Provide targeted support for teachers who need additional help.	October 2025	45 day-SMART GOAL form; 15 day targeted support form based on data from lesson plan reviews and small group observations	Bi-Quarterly	Administration, SLT & ILT	
Collect and review lesson plans.	September to May 2026	Lesson plan review	Monthly	Gundy	
Strengthen PLCs by embedding structured collaborative reviews of student work and instructional strategies. Use data-driven discussions to refine instructional practices.	September to October 2025	PLC Agendas & Notes	Weekly	PLC's	
Create opportunities for teachers to reflect on their small-group instruction practices and share insights during PLC. Reinforce a culture of feedback and continuous improvement.	September to October 2025	PLC Agendas & Notes, Staff Implementation Survey	Bi-Quarterly	Gundy; PLC Leaders	
Celebrate early successes and growth in small-group instruction practices. Engage families and stakeholders in understanding instructional shifts.	September to October 2025	Newsletters, Curriculum Night slides, website, Parent Night Agendas	Quarterly	Team GCC	
Evaluate the progress of small-group instruction implementation. Make necessary adjustments to ensure the initiative remains on track.	November to December 2025	45 day-SMART GOAL form; 15 day targeted support form based on data from lesson plan reviews and small	Bi-Quarterly	Administration, SLT & ILT	
Continue professional development cycles, informed by feedback and data. Ensure professional learning is differentiated to meet varied teacher needs.	November to December 2025	Agendas, presentations, walk through data, survey data	Bi-Quarterly	Administration, SLT & ILT	
Monitor long-term goals and adjust strategies as needed. Ensure sustainability of small-group instruction as part of the instructional framework.	Mid-Dec/January 2026	Benchmark and CFA data, PLC agendas/minutes	Benchmarking periods	Administration, SLT & ILT	
Implement ongoing coaching and mentoring programs. Ensure that professional development opportunities are effective and aligned with teacher needs.	January to March 2026	Instructional Coaching log, Agendas/Minutes/Presentations	Monthly	Administration, SLT & ILT	

[illegible]

Culture- Guiding Principle Educational Equity, Collaborative Leadership, and Student Achievement	
Culture for Belonging & Action Plan	

Annual Culture for Belonging SMART Goal	
1	100%
2	100%
3	100%
4	100%
5	100%
6	100%
7	100%
8	100%
9	100%
10	100%
11	100%
12	100%
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91	100%
92	100%
93	100%
94	100%
95	100%
96	100%
97	100%
98	100%
99	100%
100	100%

PreK: By June 2026, Aries "Jaybird" Gonzalez Child Center 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, Aries "Jaybird" Gonzalez Child Center will foster a culture for belonging measured by a 6% decrease of all student ODR's as compared to the EOY 2025 data.

Schoolwide Current Reality by Subgroup:

[illegible]

5Essentials Snapshot:

Survey Year	Overall ImprovementRating:	Ambitious Instruction:	Collaborative Teachers:	Effective Leaders:	Supportive Environment:	Involved Families:
2025	Organized	No Data	Neutral	Strong	No Data	Neutral

[illegible]

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	5: Providing Directions
Spring 2025	79%	77%	49%	71%	86%	71%
Fall 2025						
Spring 2026						

Priority Teaching Practices	
1	1. Establish a safe and supportive learning environment.
2	2. Set clear expectations and boundaries.
3	3. Use a variety of instructional strategies.
4	4. Provide timely and constructive feedback.
5	5. Encourage student participation and collaboration.
6	6. Differentiate instruction to meet individual needs.
7	7. Monitor student progress and adjust instruction accordingly.
8	8. Communicate effectively with parents and colleagues.
9	9. Reflect on practice and seek professional development.
10	10. Foster a growth mindset and resilience.

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.

Build teacher capacity to establish and implement consistent classroom procedures and routines. Establishing consistent school-wide procedures and routines is crucial for school improvement because it maximizes instructional time by minimizing disruptions and fosters a predictable, safe, and independent learning environment for students. This foundational consistency empowers teachers to focus on quality instruction and allows the entire school community to operate more efficiently, leading to enhanced academic outcomes and a positive school culture.

Action Planning	
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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?

Communicate the urgency of establishing consistent classroom procedures. Engage teachers in discussions about initial implementation steps. Identify which procedures/routines are priority for the development of a school-wide plan.	August	BOY presentation & School Wide Expectation plan	Once	SLT after first day		<div></div>
Organize peer observations to share best practices.	August	PD presentatins from staff led PD and PD sign-in sheets	Once	Implement: Admin, Monitor: SIP Team		<div>Yes</div>
Facilitate a PD session focused on sharing effective classroom management strategies and establishing routines.	9/25/25	PD presentatins from staff led PD and PD sign-in sheets	Once	Implement: Admin, Monitor: SIP Team		<div></div>
Create opportunities for teachers to reflect on their routines/procedures practices and share insights during PLC. Reinforce a culture of feedback and continuous improvement.	Ongoing beginning in September	PLC Agendas & Notes, Staff Implementation Survey	Bi-Quarterly	Gundy; PLC Leaders		<div></div>
Conduct classroom walkthroughs to monitor implementation of routines and provide feedback. Adjust the plan as needed.	Bimonthly beginning Oct.	Create a walk through form to collect data	Bi-Quarterly	Admin & SIP Team		<div></div>
Set and monitor short-term (45 Day Review - Mid Oct) goals related to routines/procdures. Provide targeted support for teachers who need additional help.	Ongoing beginning in November	45 day-SMART GOAL form; 15 day targeted support form based on data from lesson plan reviews and small group observations	Bi-Quarterly	SLT & Instructional Coaches		<div></div>
Foster an environment that supports experimentation and sharing of routines/prodcudures. Encourage teachers to discuss successes and challenges in PLC meetings	Ongoing beginnin in Aug/Sept.	PLC agendas and notes	Weekly	PLC's		<div></div>
Refine instructional strategies to support consistent routines and ensure resources are available to teachers.	Ongoing beginning in November, bi-quarterly	PD presentations and sign in sheets, PLC agendas and notes	Bi-Quarterly	Implement: Instructional Coaches, Admin, Monitor: SIP Team		<div></div>
Reintroduce the importance of consistent procedures and rutines. After winter break.	December 2025	PD presentation & handouts	Once	Admin, Coaches (handouts), PLC team		<div></div>
Celebrate achievements and contributions of all community members. Engage in reflection and planning for the next academic year. Share accomplishments at the State of the School presentation.	April to May 2026	State of the School Presentation and Benchmark Data	Annually	Administration, SLT & ILT		<div></div>

	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					
	Grade						Grade						Grade						Grade					
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Literacy Goal	MAP Reading Achievement	MAP Reading Growth		ELA Grades Prof. or Higher			MAP Reading Achievement	MAP Reading Growth		ELA Grades Prof. or Higher			MAP Reading Achievement	MAP Reading Growth		ELA Grades Prof. or Higher			MAP Reading Achievement	MAP Reading Growth		ELA Grades Prof. or Higher		
	Overall Building						Overall Building						Overall Building						Overall Building					
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Culture & Belonging Goal	ADA	Chronic Absenteeism		Discipline Referrals			ADA	Chronic Absenteeism		Discipline Referrals			ADA	Chronic Absenteeism		Discipline Referrals			ADA	Chronic Absenteeism		Discipline Referrals		
	Overall Building						Overall Building						Overall Building						Overall Building					
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Culture & Belonging Goal	OSS Days	Staff Implementation Survey					OSS Days						OSS Days						OSS Days					
	Overall Building						Overall Building						Overall Building						Overall Building					
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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

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