

FINAL End-of-Year: School Year 2024-25



EOY: SY 2024-25 Monthly Data Snapshot

*Data through 06/13/25;
refreshed 08/25/25*

Lawton, Henry W. School

This snapshot provides a monthly summary of the Conditions for Success, and other related metrics, that leaders and staff can use to inform planning and decision-making. It is designed to ensure that everyone is looking at the same data for the same period of time, in a way that supports meeting the needs of students.

Produced by the Office of Evaluation, Research, and Accountability

Table of Contents

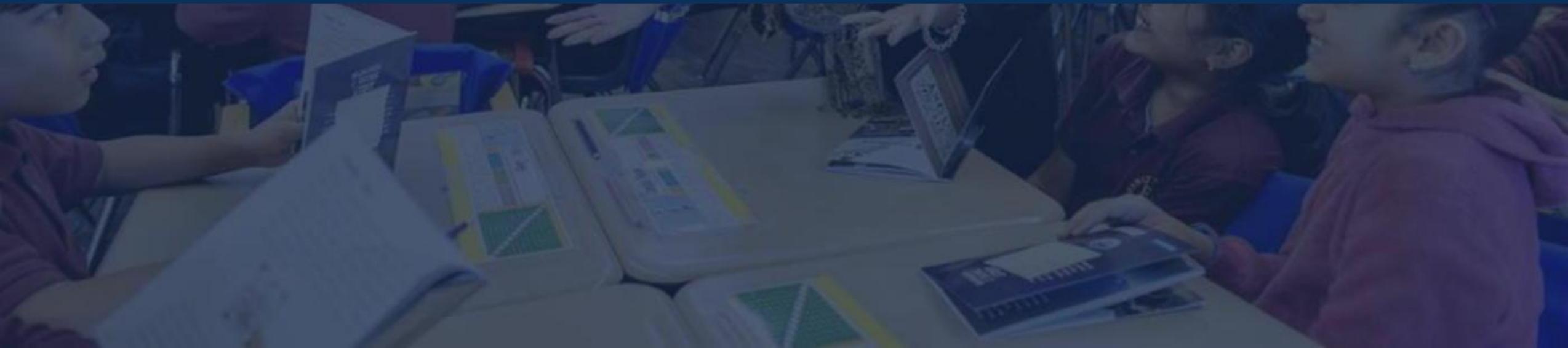
CONDITIONS FOR SUCCESS		Snapshot Calendar
Slides 4-9	Student Attendance: Attending 90%+ of days	All months
Slides 10-11	Teacher Attendance: Attending 90%+ of days	All months
Slide 12	Student Dropouts (Grades 7-12)	All months
Slides 13-14	On Track for Promotion/Graduation	Nov - Jun
ADDITIONAL MONTHLY METRICS		
Slide 16	Student Absences	All months
Slides 17-21	Suspensions	All months
Slide 22	Serious Incidents	All months
QUARTERLY UPDATES		
Appendix A	Academic Screeners: ELA and Math Performance	Oct, Dec, and Jun
Appendix B	Student Well-Being Survey	Oct, Feb, and Jun

Additional Data Notes

→ SY 2022-2023 and 2023-2024 are the comparison years for Attendance and Climate metrics.



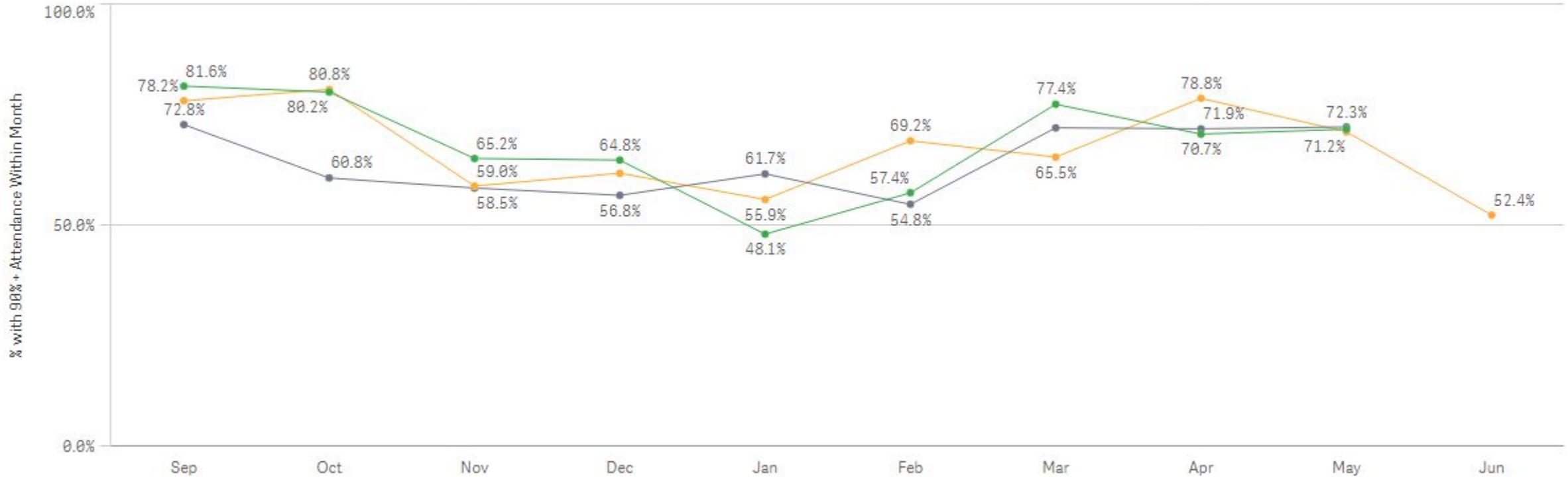
Conditions for Success



Student Attendance: 90%+ of Days, Within Month

Students with 90%+ Attendance Within Month

All Students, SY 2022-2023 through 2024-2025



In this chart, attendance is calculated within month, rather than the cumulative calculation typical in similar charts in Qlik.

Within-Month attendance data is NOT AVAILABLE for June 2025 because the district had fewer than 10 instructional days in the month of June.

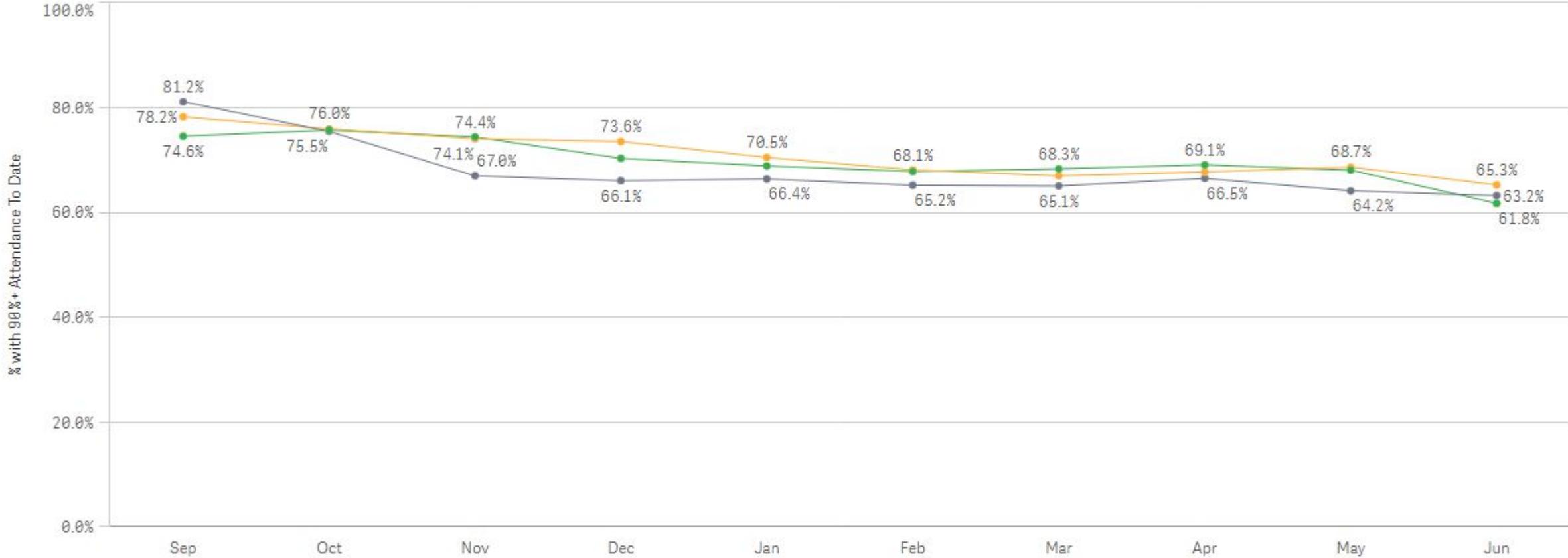
Colored by School Year



Student Attendance: 90%+ of Days, Cumulative

Students with 90%+ Attendance To Date

All Students, SY 2022-2023 through 2024-2025



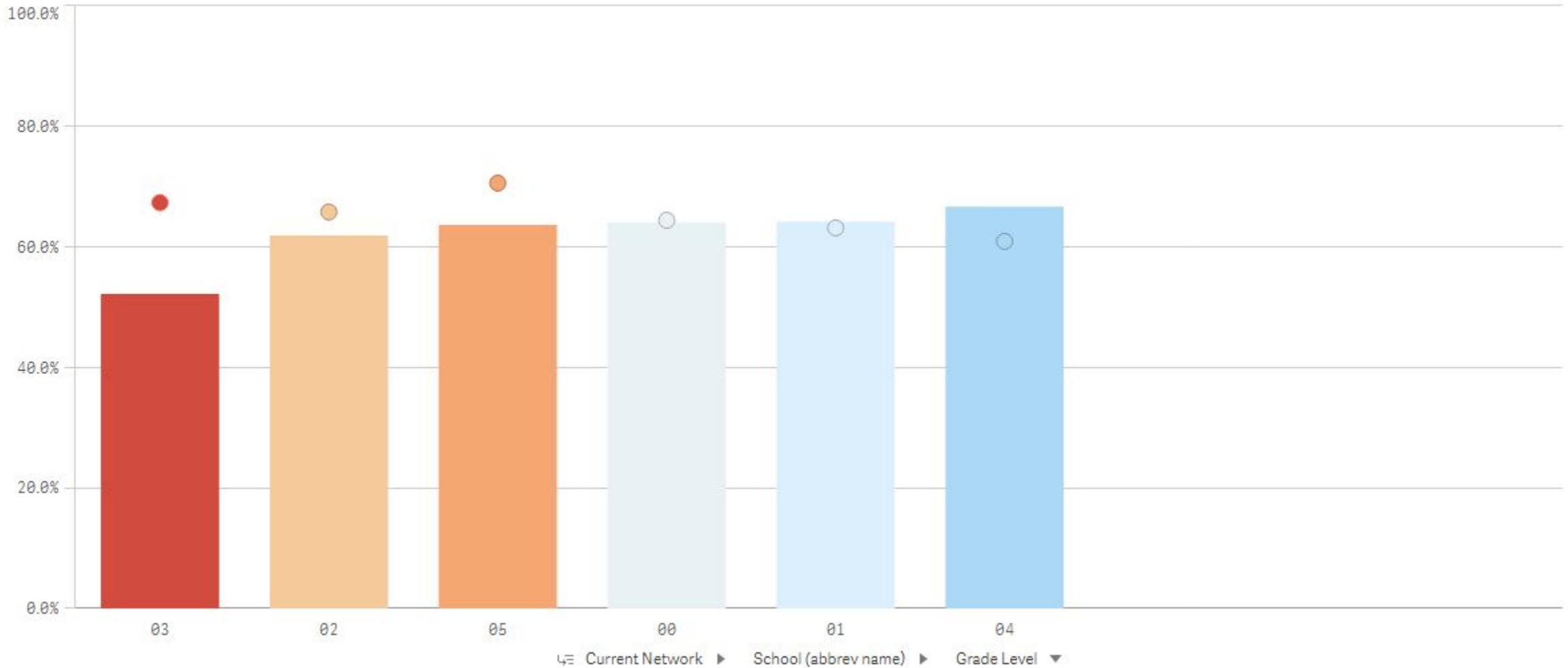
Colored by School Year



Student Attendance: 90%+ of Days, Cumulative – Grade Level

% of Students Attending 90% or More Days; SDP: 61.4%

2024-2025 (Bars) v. 2023-2024 (Circles), through Jun.



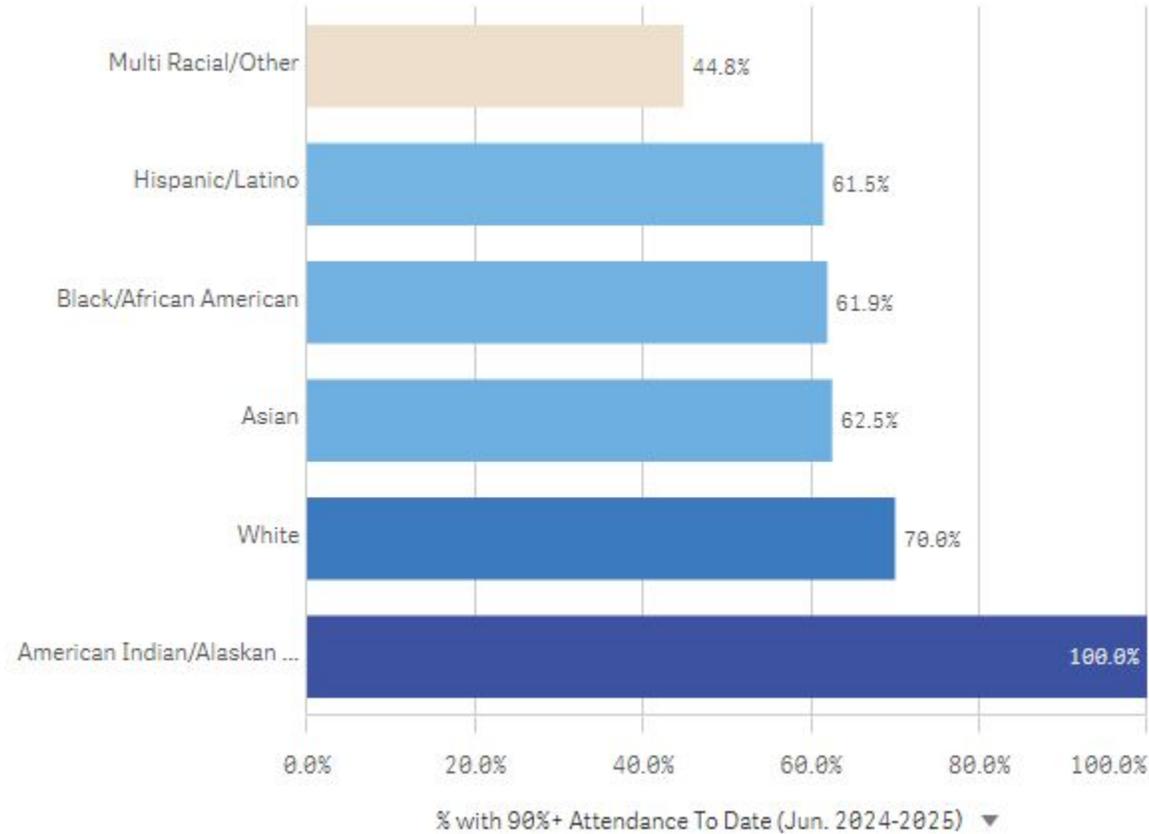
2024-2025 (Bars) v. 2023-2024 (Circles), through Jun. Colored by Year-Over-Year Change.

Student Attendance: 90%+ of Days, Cumulative – Race/Ethnicity

Attendance by race/ethnicity

Students with 90%+ Attendance To Date (Jun. 2024-2025)

By Race/Ethnicity (change, or add a second breakout, at left)

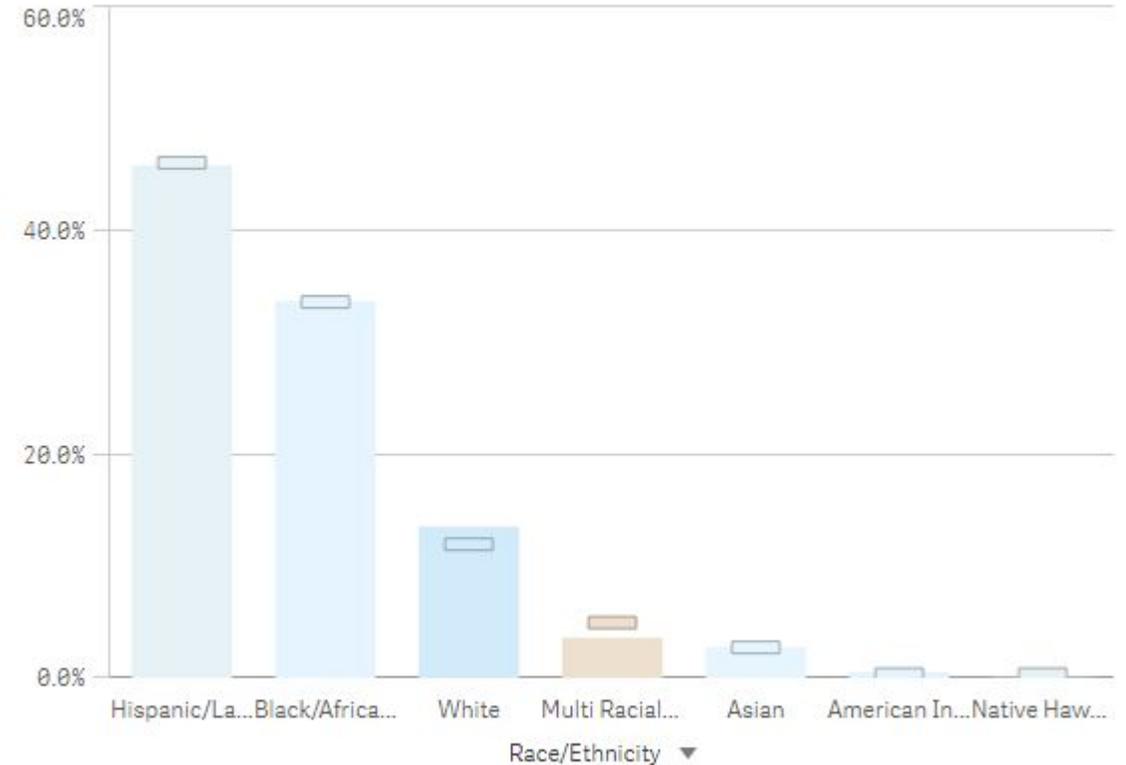


Reported at the School Level. Colored by % with 90%+ Attendance To Date (Jun. 2024-2025).

Disproportionality in attendance by race/ethnicity

90% Attendance v. Population Size by Subgroup

2024-2025 through Jun. 90% Attenders in Group as Percent of All 90% Attenders (Bars), vs. Group as Percent of All Students (Lines).



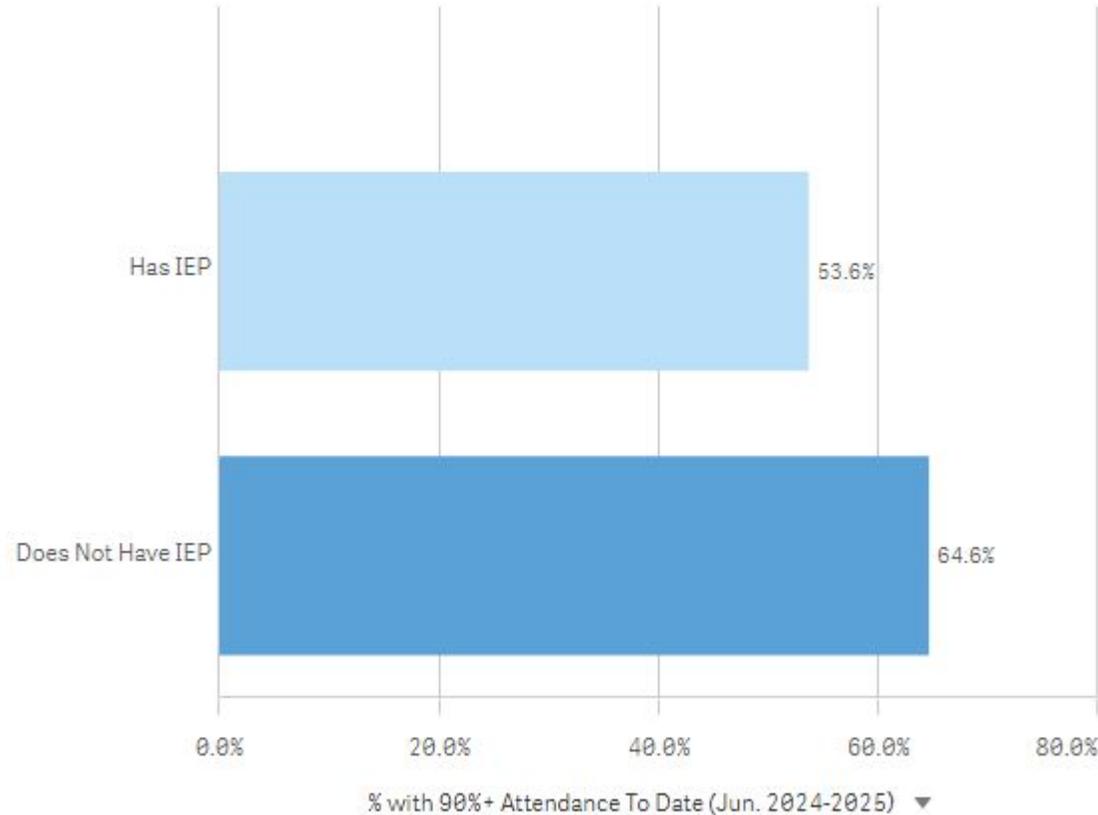
Reported at the School level (Lawton, Henry W. School). Colored by difference between Percent of 90% Attenders and Percent of Population.

Student Attendance: 90%+ of Days, Cumulative – Special Education Status

Attendance by special education status

Students with 90%+ Attendance To Date (Jun. 2024-2025)

By Special Education (change, or add a second breakout, at left)

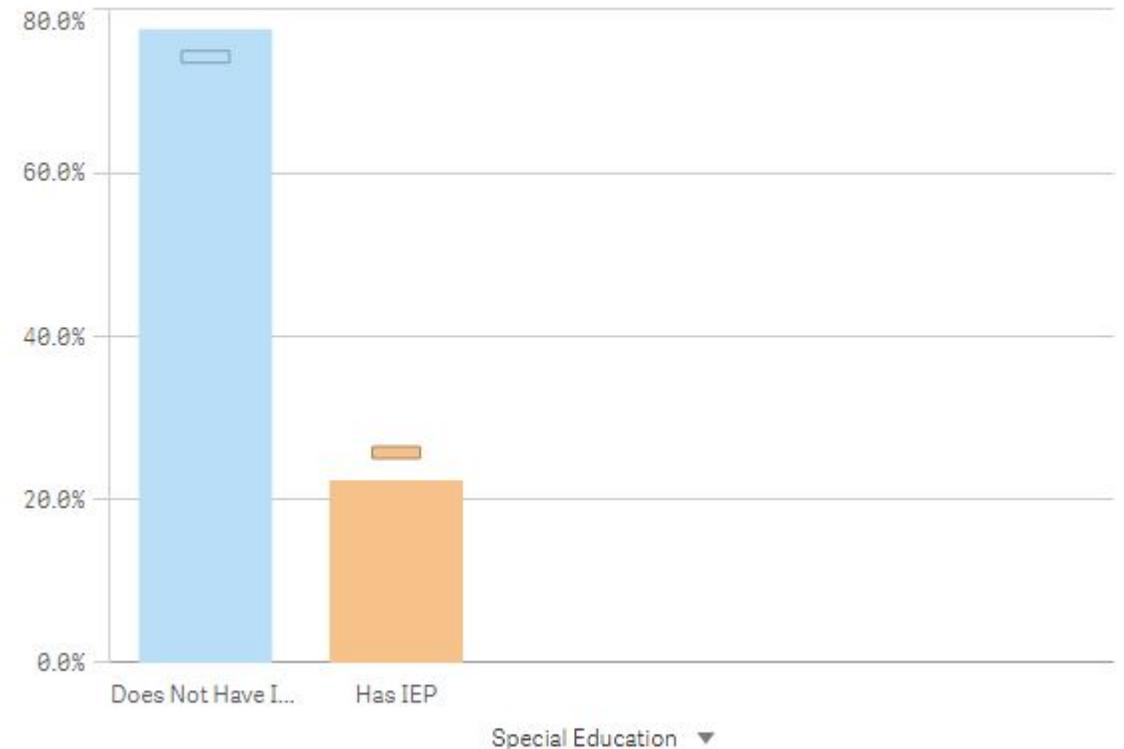


Reported at the School Level. Colored by % with 90%+ Attendance To Date (Jun. 2024-2025).

Disproportionality in attendance by special education status

90% Attendance v. Population Size by Subgroup

2024-2025 through Jun. 90% Attenders in Group as Percent of All 90% Attenders (Bars), vs. Group as Percent of All Students (Lines).



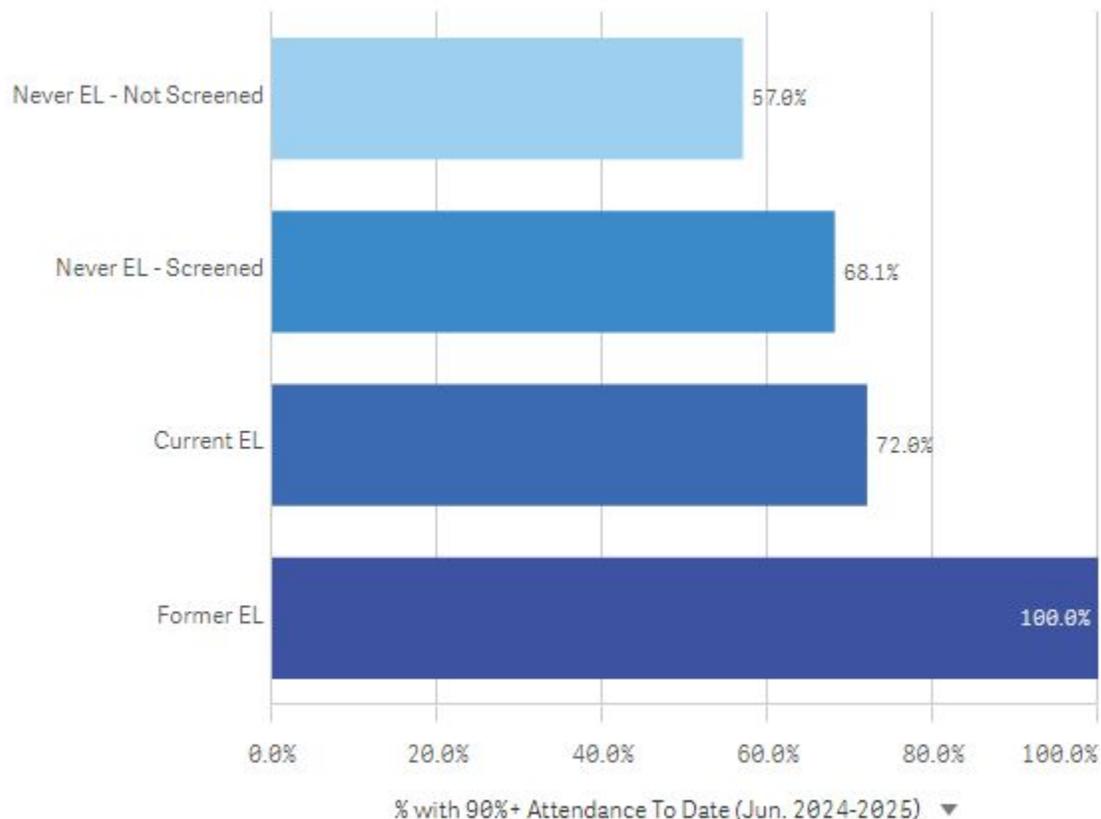
Reported at the School level (Lawton, Henry W. School). Colored by difference between Percent of 90% Attenders and Percent of Population.

Student Attendance: 90%+ of Days, Cumulative – English Learner Status

Attendance by English learner status

Students with 90%+ Attendance To Date (Jun. 2024-2025)

By EL Status (change, or add a second breakout, at left)

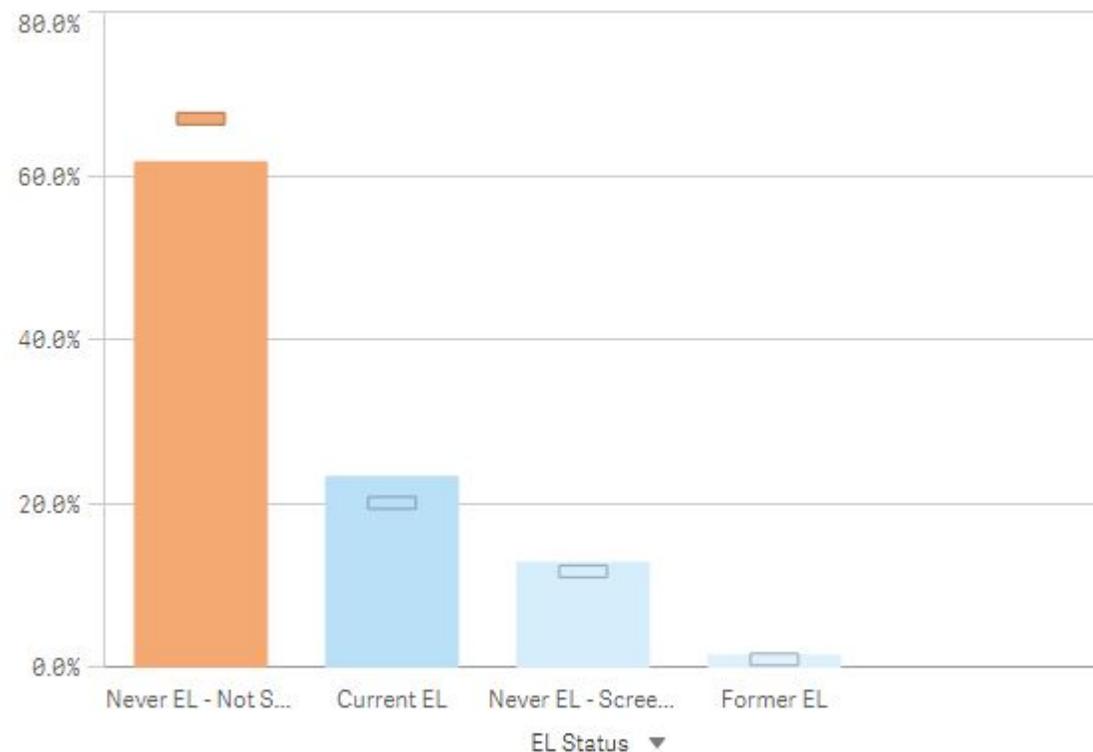


Reported at the School Level. Colored by % with 90%+ Attendance To Date (Jun. 2024-2025).

Disproportionality in attendance by English learner status

90% Attendance v. Population Size by Subgroup

2024-2025 through Jun. 90% Attenders in Group as Percent of All 90% Attenders (Bars), vs. Group as Percent of All Students (Lines).



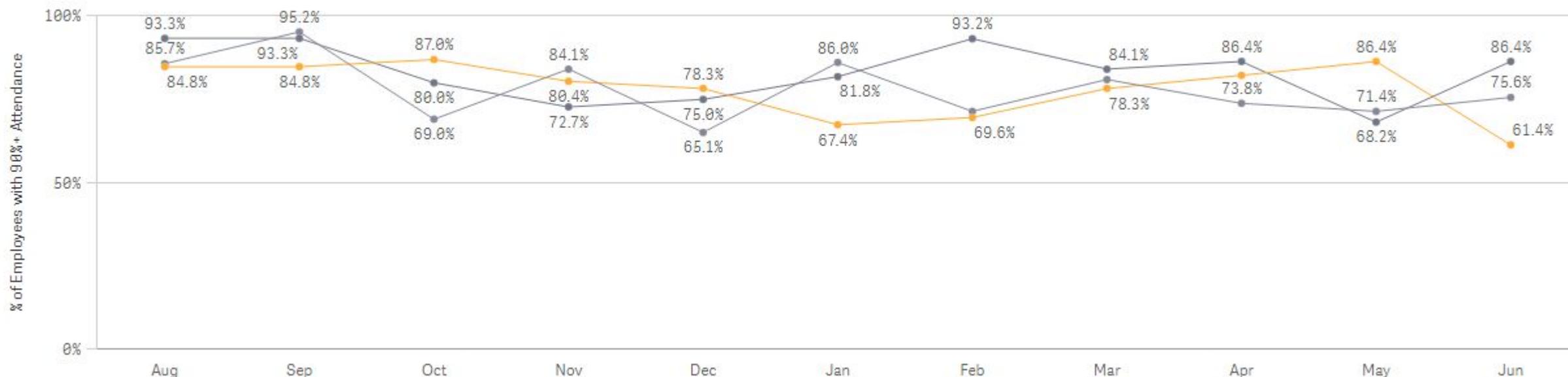
Reported at the School level (Lawton, Henry W. School). Colored by difference between Percent of 90% Attenders and Percent of Population.

Teacher Attendance: 90%+ of Days, Within Month

IMPORTANT: Data from the ERP Transition is PRELIMINARY and still under review. Data may change in future updates.

Employees With 90%+ Attendance Within Month

2022-2023 through 2024-2025



NOTE: In this chart, attendance is calculated within month, rather than the cumulative calculation typical in many similar charts in Qlik.

Within-Month Teacher Attendance data for June 2025 represents a partial month (10 days of employment, including 1 paid holiday).

Colored by School Year

2022-2023

2023-2024

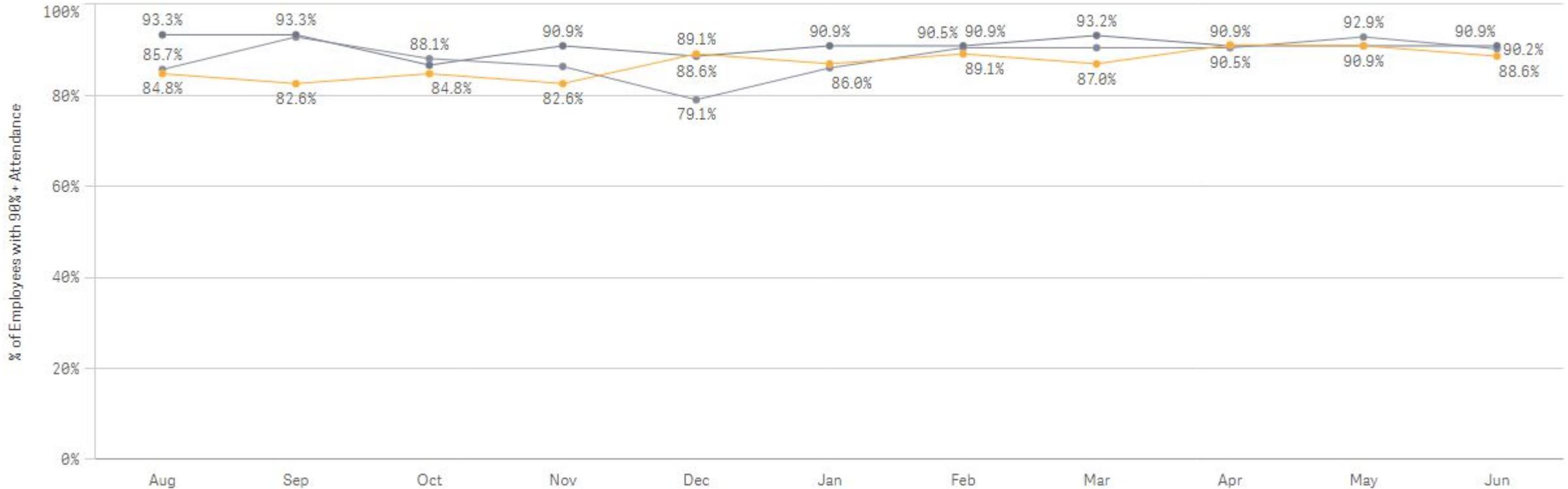
2024-2025

Teacher Attendance: 90%+ of Days, Cumulative

IMPORTANT: Data from the ERP Transition is PRELIMINARY and still under review. Data may change in future updates.

Employees With 90%+ Attendance Cumulatively

2022-2023 through 2024-2025



Colored by School Year

2022-2023

2023-2024

2024-2025

Student Dropouts (Grades 7-12): Cumulative

Invalid selections

Colored by School Year

2022-2023

2023-2024

2024-2025

For schools that do not serve grades 7-12, the chart is replaced with a gray box for “Invalid selections.”
For schools that serve grades 7-12, but currently have 0 dropouts for the years displayed, the chart will display the following message: “The chart is not displayed because it contains only undefined values.”

On Track for Promotion/Graduation: Cumulative - Grade Level

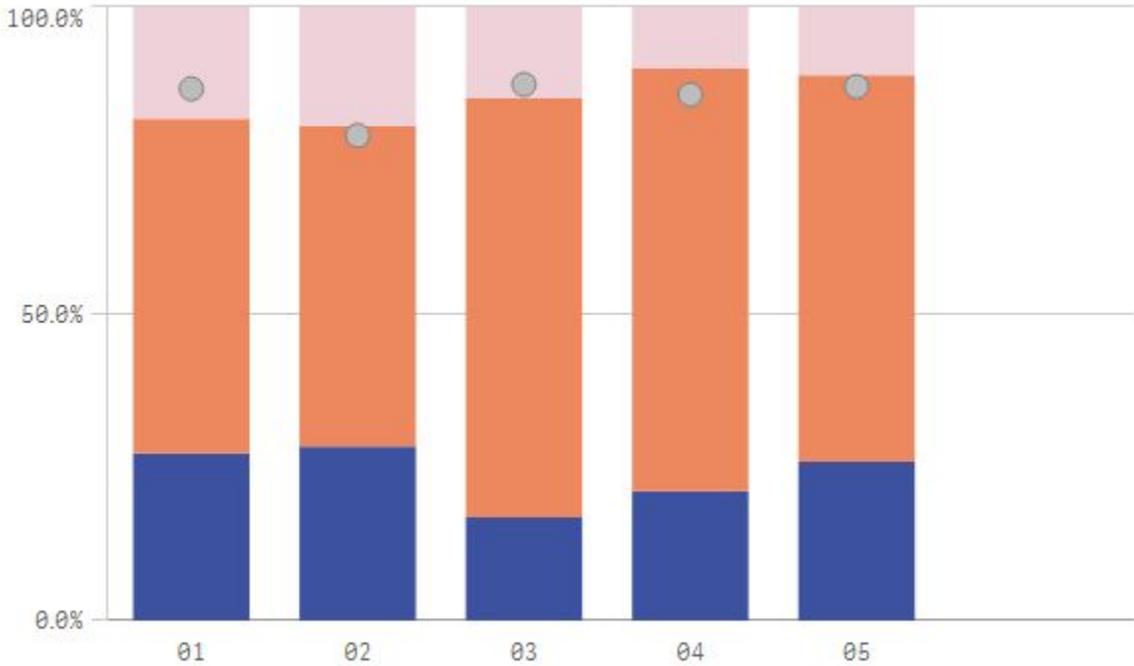
% of Students On Track for Promotion

Out of 448 Students; Grades 1-5, Through End of Year 2024-2025

85.3%^{+0.3%}_{YOY}

On Track Status Breakdown

Through End of Year 2024-2025



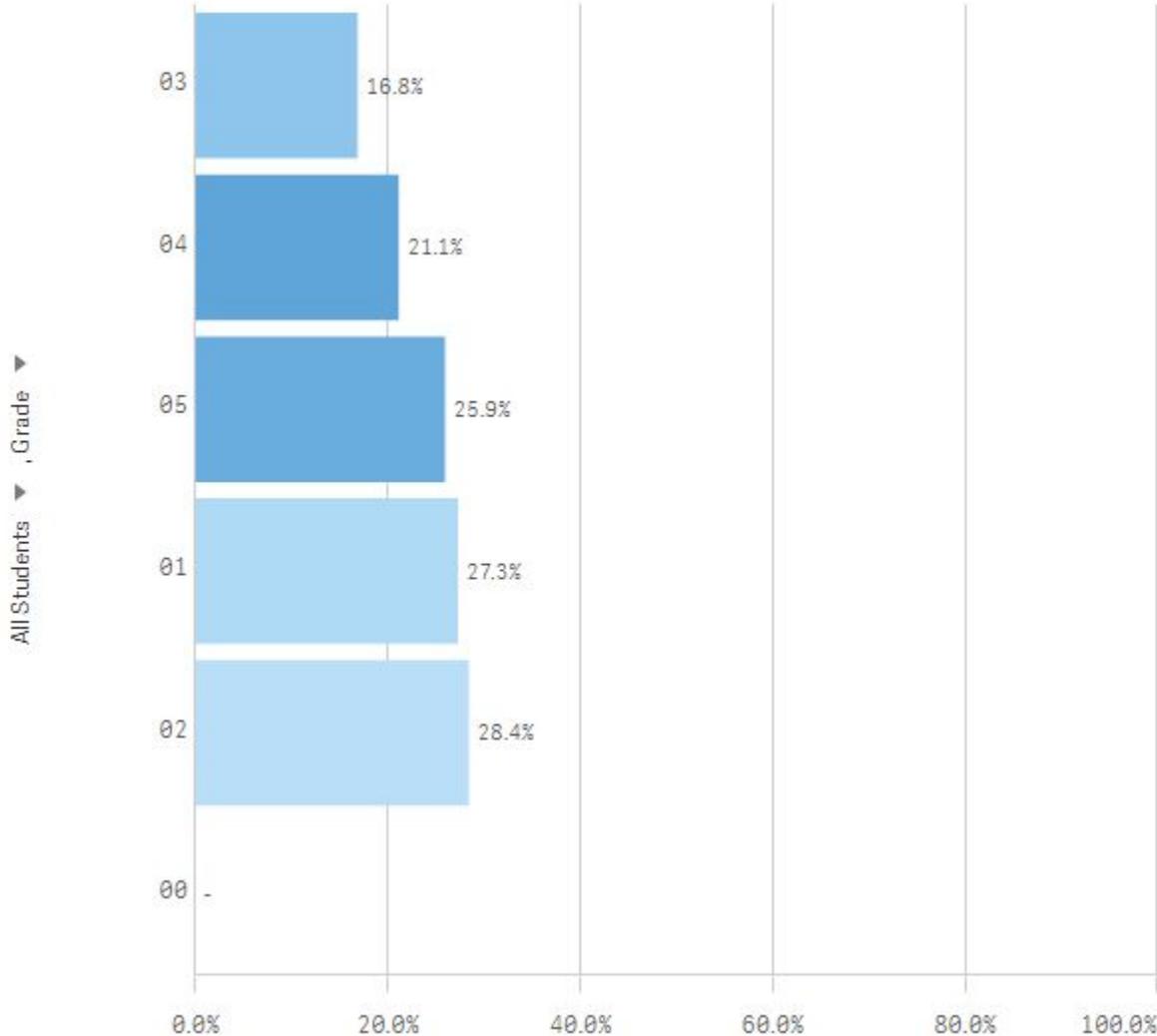
Off-Track

At Risk

Firmly on Track

% Firmly On Track for Promotion (Select One or Two Subgroups)

Through End of Year 2024-2025



On Track for Promotion/Graduation: Off Track Reasons, Cumulative

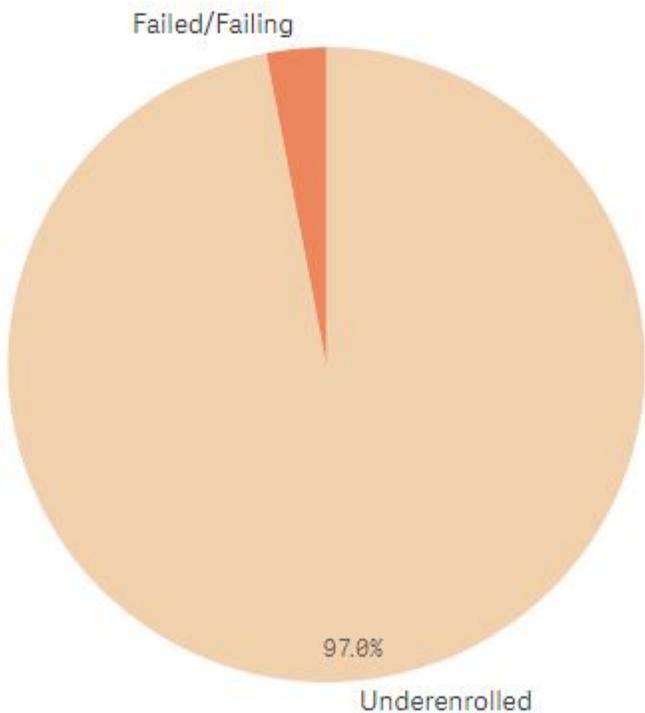
% of Students Off Track

Out of 448 Students; Grades 1-5, Through End of Year 2024-2025

14.7%

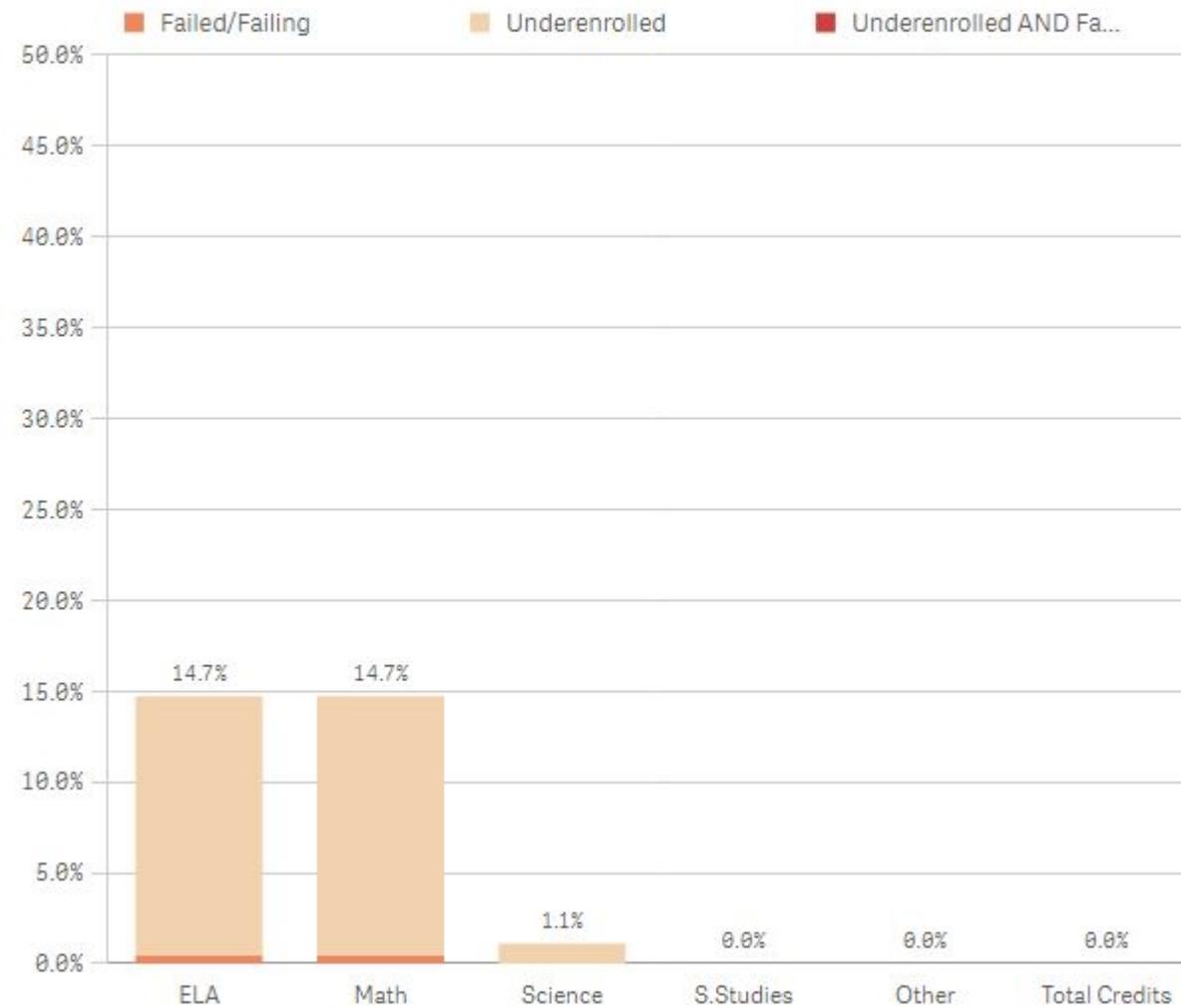
% of Students by Reason for Being Off Track

Out of 66 Students; Grades 1-5, Through End of Year 2024-2025

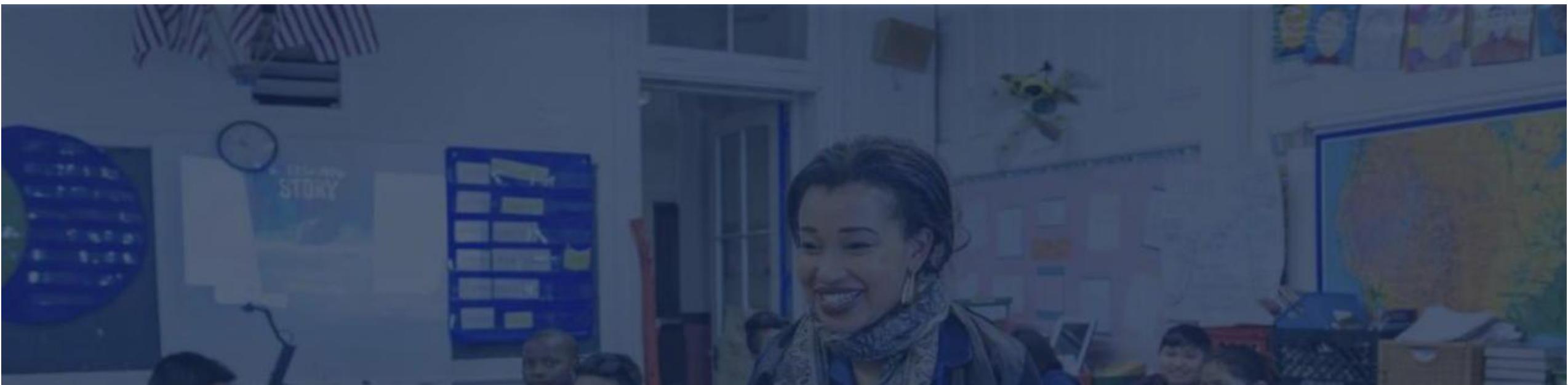


% of Students by Off Track Reasons by Subject Area

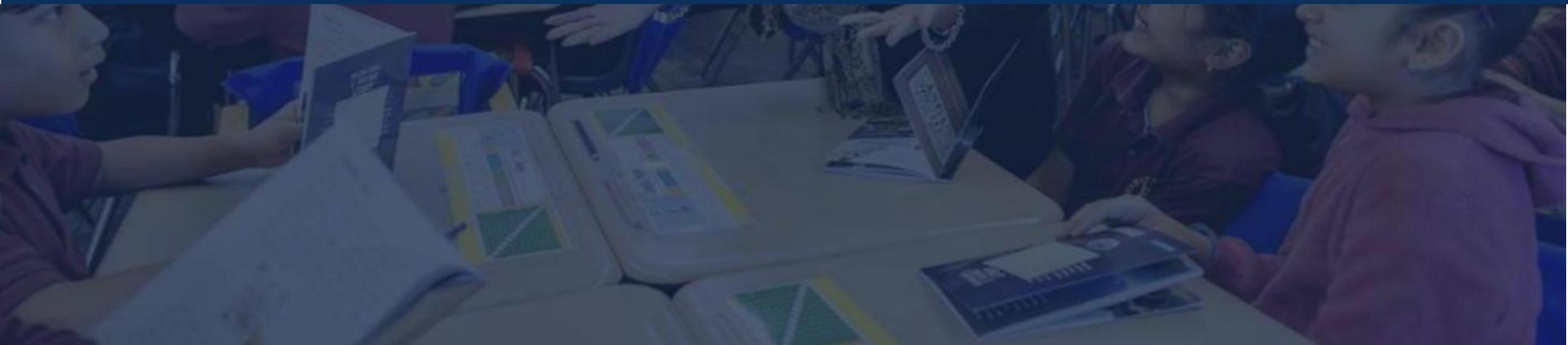
Out of 448 Students; Grades 1-5, Through End of Year 2024-2025



Note: Students can be counted multiple times (e.g. if they are failing both English and Math)



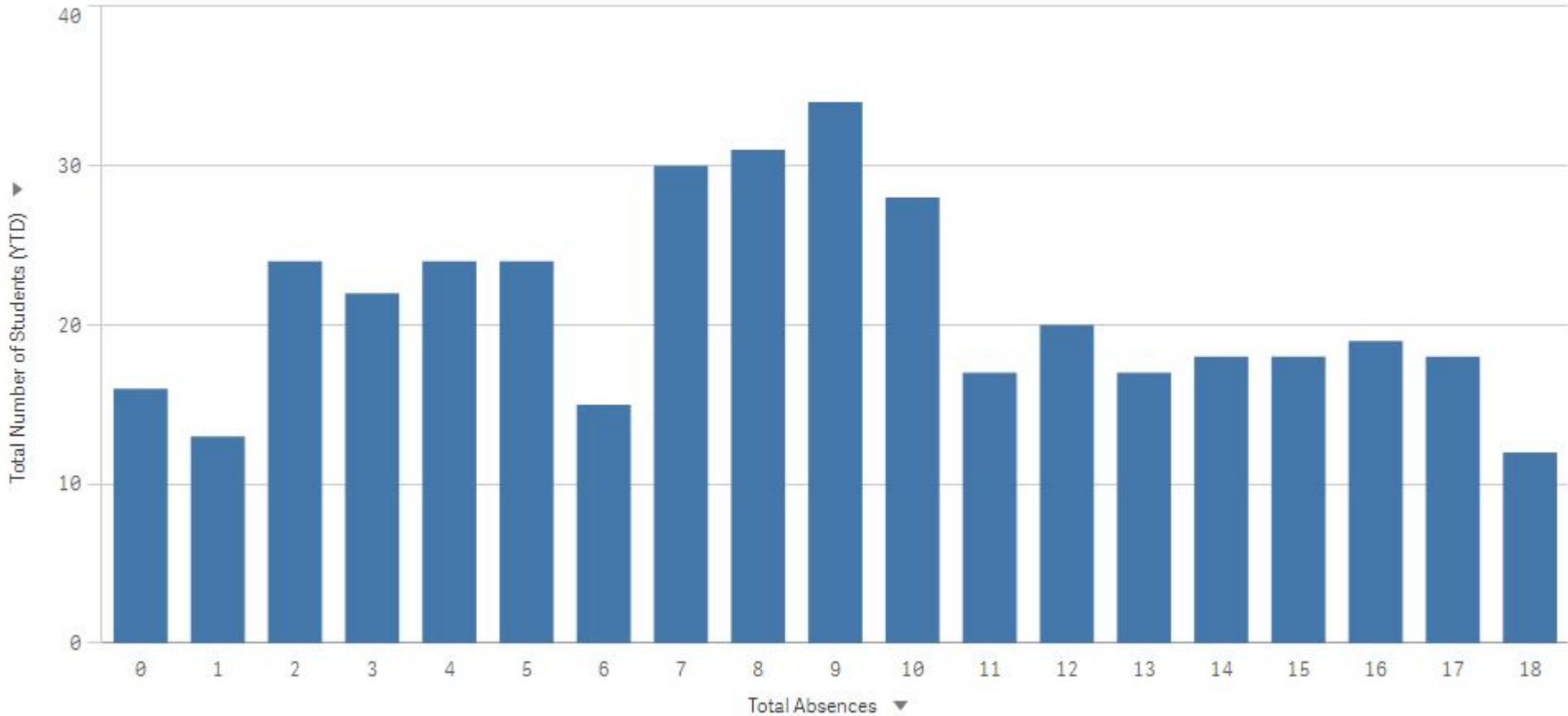
Additional Monthly Metrics



Student Absences: Students with 18 or Fewer Absences, Cumulative

Distribution of Students by # of Absence Days

Through Jun. 2024-2025 for Lawton, Henry W. School



Total # Enrolled

586

of Students Selected

400

% of Total Enrolled Selected

68%

Students who are enrolled for the entire school year, and have 18 or fewer absences by the end of the school year, will be counted as attending 90%+ of school days. (Important: This visualization includes students enrolled for any part of the school year; it is not limited to students enrolled the entire school year.)

Suspensions: % with Zero Out-of-School Suspensions, Cumulative

% of Students with Zero Out-of-School Suspensions (Cumulative by Month)

Cumulative YTD by month for 2022-2023 through 2024-2025



Reported at the School level (Lawton, Henry W. School).

Colored by School Year

2022-2023

2023-2024

2024-2025

Suspensions: Count of Out-of-School Suspensions, Cumulative

Total Students With an OSS

2024-2025 through Jun.

2 ^{1.0}
OSS per Student

Total Out-of-School Suspensions

2024-2025 through Jun.

2 ⁰
K-3 OSS (YTD)

Total Days Suspended (OSS only)

2024-2025 through Jun.

2 ^{1.0}
OSS Days/Student (YTD)

Suspension Reasons

2024-2025 through Jun.

Destruction Of Property (Less Than \$500)
1

Threats/Intimidation
1

* The data set contains negative or zero values that cannot be shown in this chart.

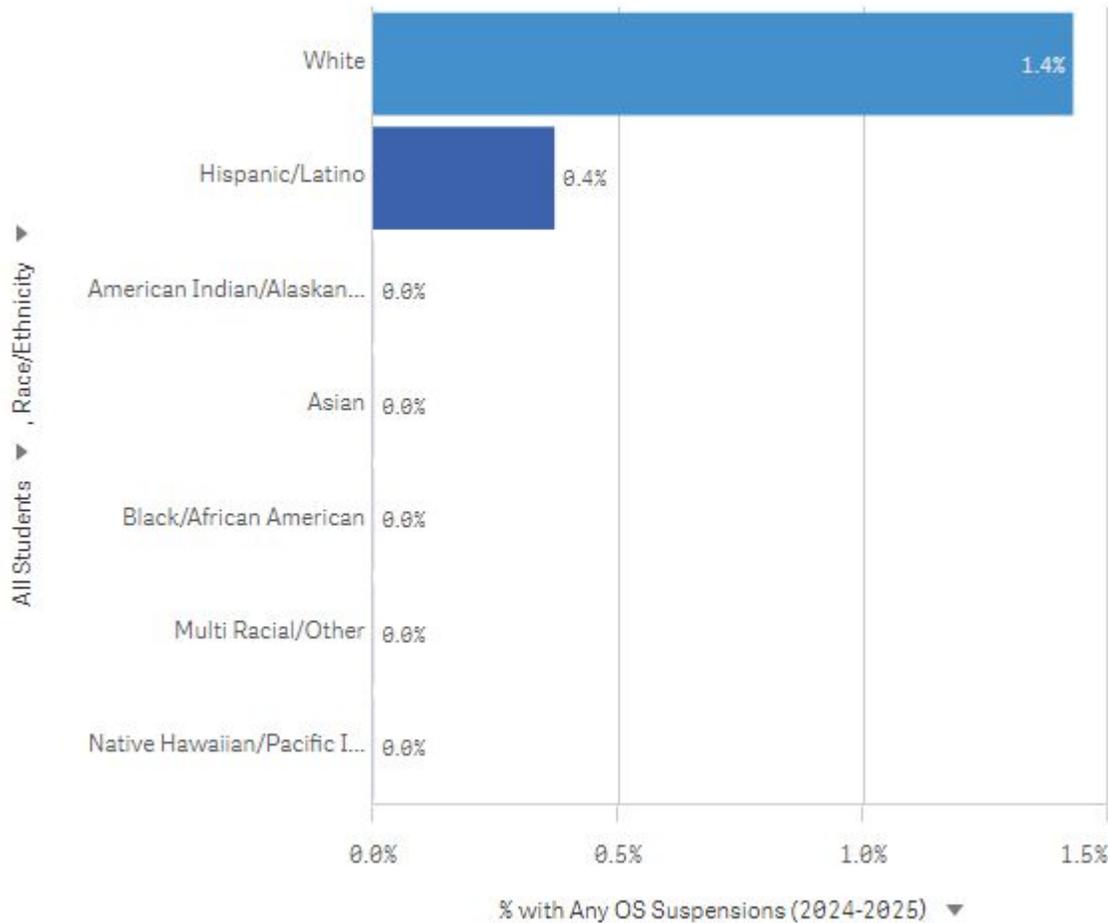
Colored by average number of days suspended per student. Reported at the School level (Lawton, Henry W. School).

Suspensions: % with Any Out-of-School Suspensions - Race/Ethnicity

% with any OS suspensions by race/ethnicity

Out-of-School Suspensions by Subgroup

Out of 586 Students; 2024-2025 through Jun.; SDP: 94.1%

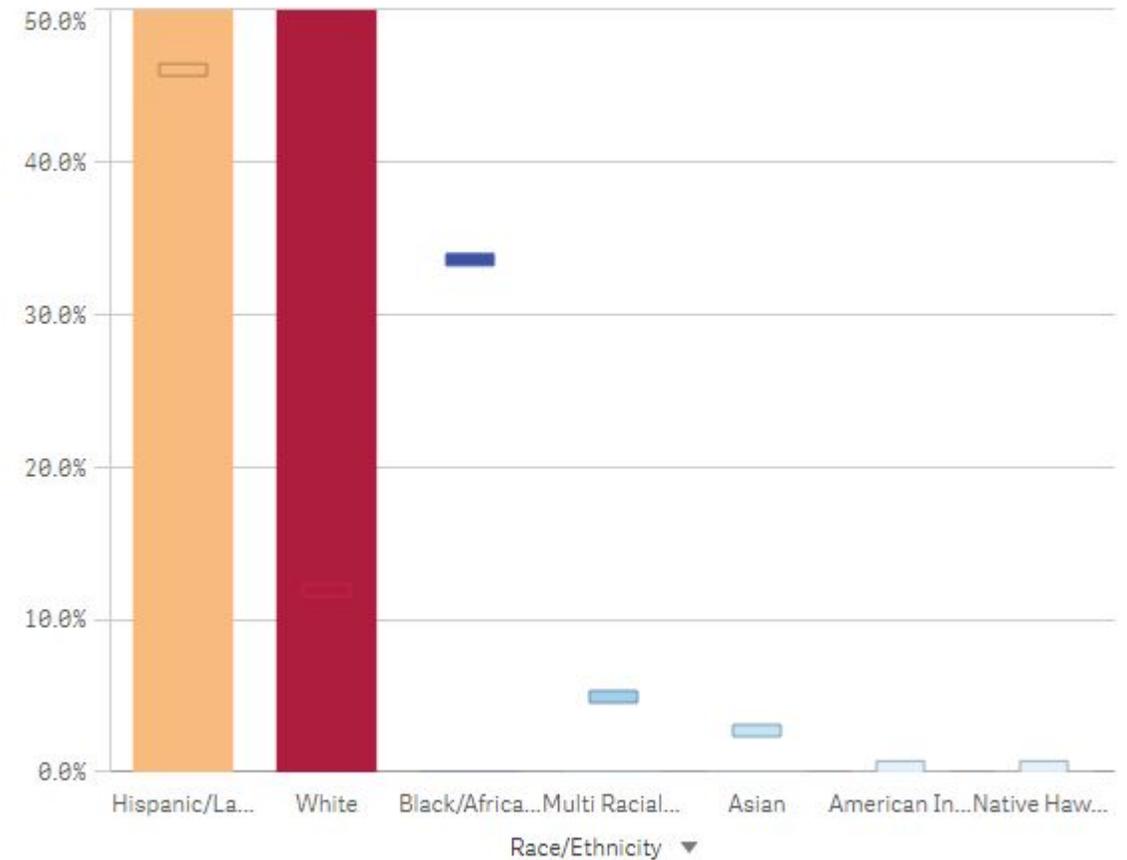


Reported at the School level (Lawton, Henry W. School).

Disproportionality in OS suspensions by race/ethnicity

Out-of-School Suspensions v. Population Size by Subgroup

2024-2025 through Jun. OS Suspensions as Percent of Total (Bars), vs. Group as Percent of All Students (Lines).



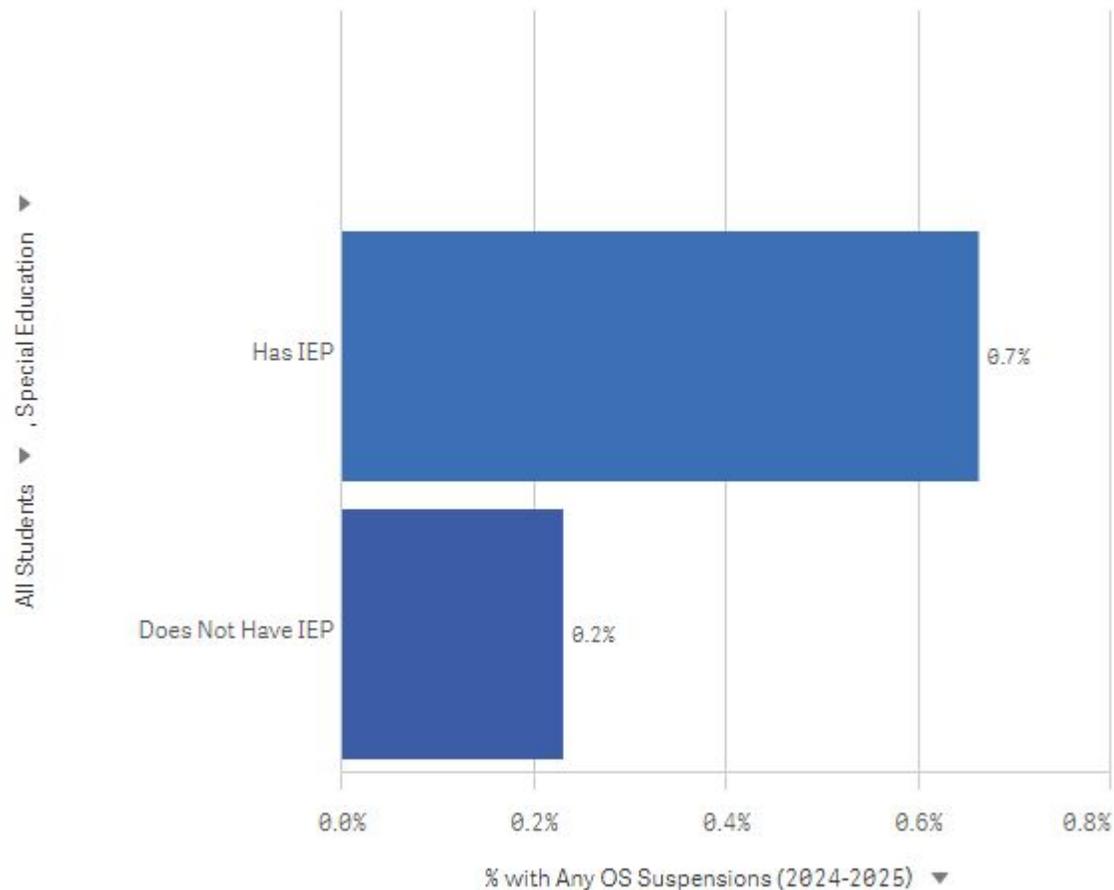
Reported at the School level (Lawton, Henry W. School). Colored by difference between Suspension Rate and Percent of Population.

Suspensions: % with Any Out-of-School Suspensions – Special Education Status

% with any OS suspensions by special education status

Out-of-School Suspensions by Subgroup

Out of 586 Students; 2024-2025 through Jun.; SDP: 94.1%

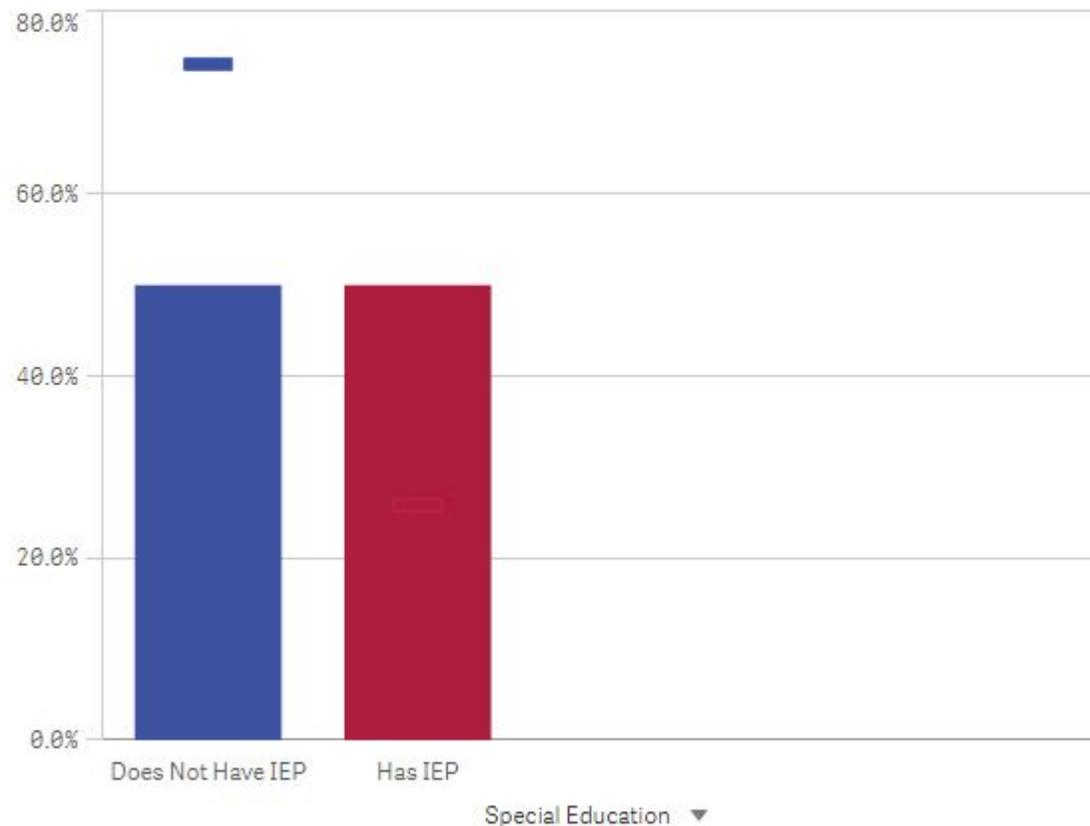


Reported at the School level (Lawton, Henry W. School).

Disproportionality in OS suspensions by special education status

Out-of-School Suspensions v. Population Size by Subgroup

2024-2025 through Jun. OS Suspensions as Percent of Total (Bars), vs. Group as Percent of All Students (Lines).



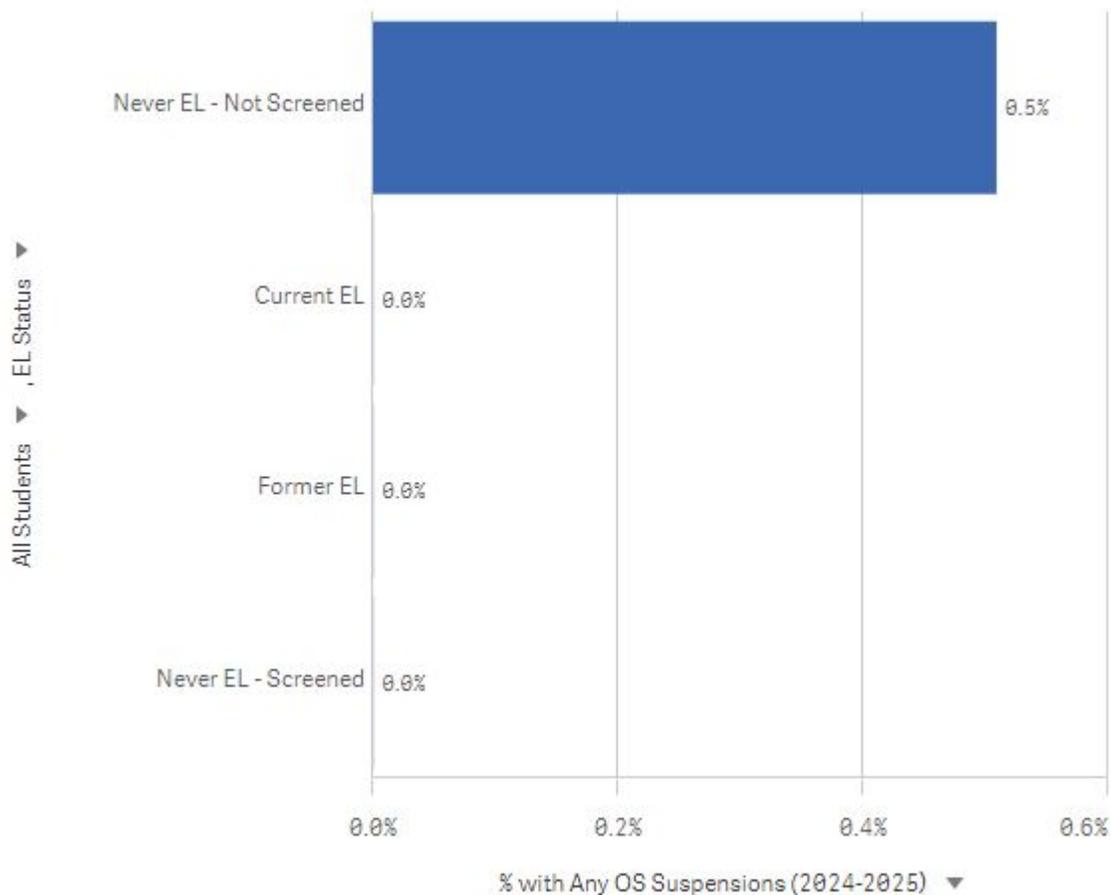
Reported at the School level (Lawton, Henry W. School). Colored by difference between Suspension Rate and Percent of Population.

Suspensions: % with Any Out-of-School Suspensions – English Learner Status

% with any OS suspensions by English learner status

Out-of-School Suspensions by Subgroup

Out of 586 Students; 2024-2025 through Jun.; SDP: 94.1%

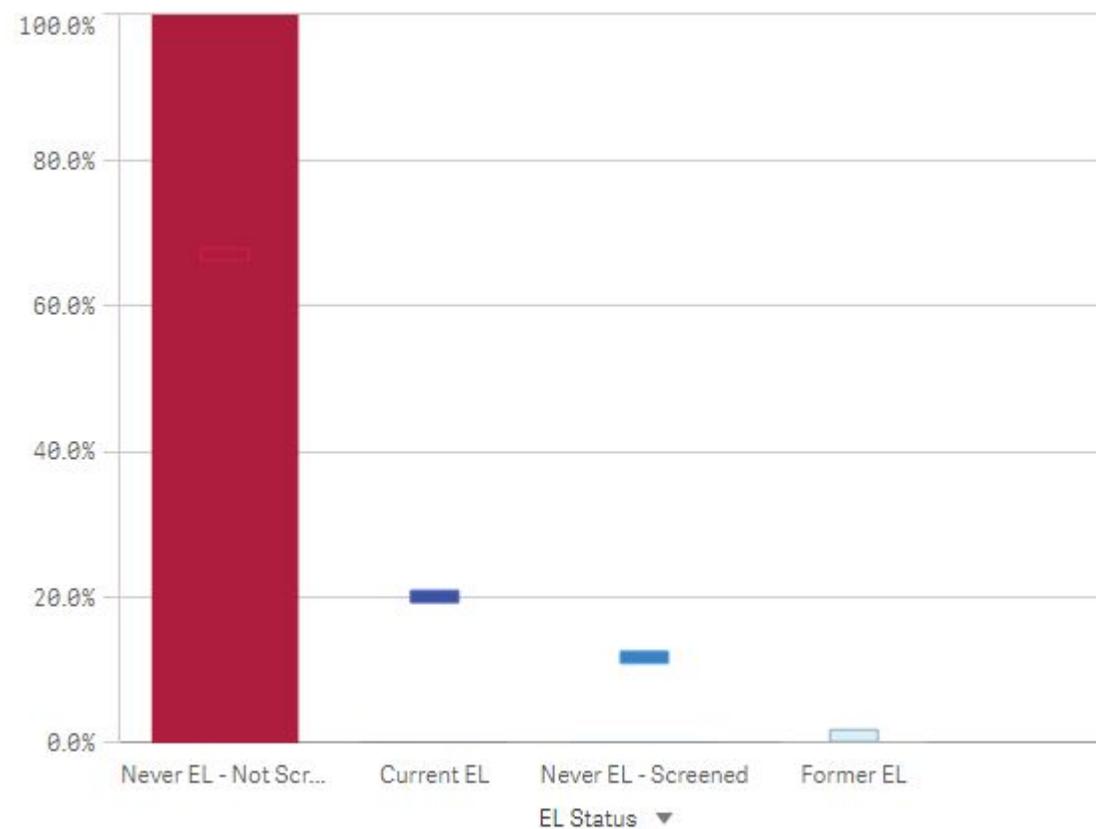


Reported at the School level (Lawton, Henry W. School).

Disproportionality in OS suspensions by English learner status

Out-of-School Suspensions v. Population Size by Subgroup

2024-2025 through Jun. OS Suspensions as Percent of Total (Bars), vs. Group as Percent of All Students (Lines).



Reported at the School level (Lawton, Henry W. School). Colored by difference between Suspension Rate and Percent of Population.

Serious Incidents: Incident Rate and Incident Types

Serious Incidents (2022-2023 through 2024-2025)

Selected schools or networks. Use drop-down boxes at left to modify view.. Cumulative YTD through Jun. in all years.

School Year	🔍	Average Daily Membership (EOY)	# Serious Incidents (EOY)	Serious Incident Rate (EOY)	# Student Incidents (EOY)	Student Incident Rate (EOY)	# Violent Incidents (EOY)	Violent Incident Rate (EOY)	Total Cost (EOY)
2024-2025		536	7	1.3	4	0.7	0	0.0	\$0
2023-2024		545	5	0.9	0	0.0	0	0.0	\$0
2022-2023		572	3	0.5	2	0.3	0	0.0	\$0

Total Incidents by Type

2024-2025 through Jun.

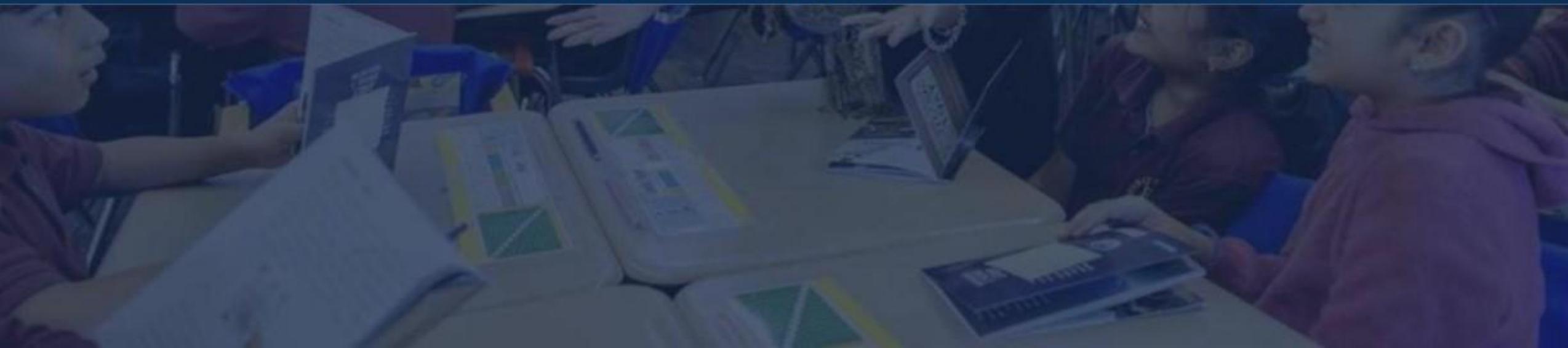


Reported at the School level (Lawton, Henry W. School). Larger boxes represent more incidents.



Appendix A: Academic Screeners

(available in the following Snapshot months: October, December, and June)



Academic Screeners: Reading and Math, Performance and Participation

Reading: Performance and Participation, All Grades

Reading: % at Highest Tier/Level

Out of 499 Results in Star, Gr. K-5, Spring 2024-2025

41.3%^{+1.1%}_{YOY}

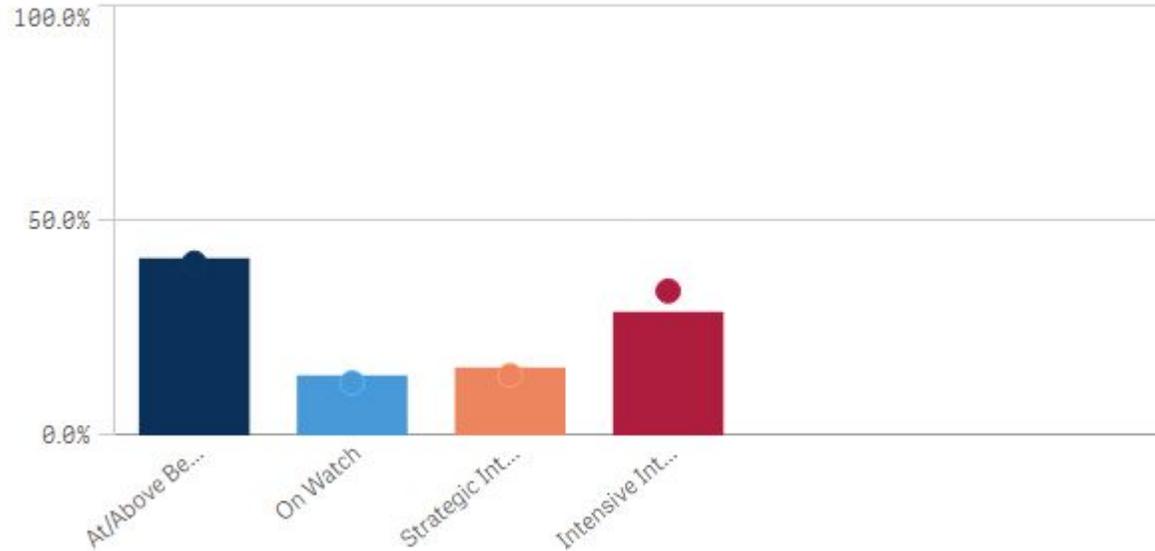
Reading: % Participation

Star, Gr. K-5, Spring 2024-2025; 509 Eligible Students

98.0%^{+0.8%}_{YOY}

Reading: % at Highest Tier/Level

Star, Gr. K-5, Spring 2024-2025



aimsweb Tier/Star Level (Reading)

Math: Performance and Participation, All Grades

Math: % at Highest Tier/Level

Out of 266 Results in Star, Gr. K-5, Spring 2024-2025

23.3%^{-4.0%}_{YOY}

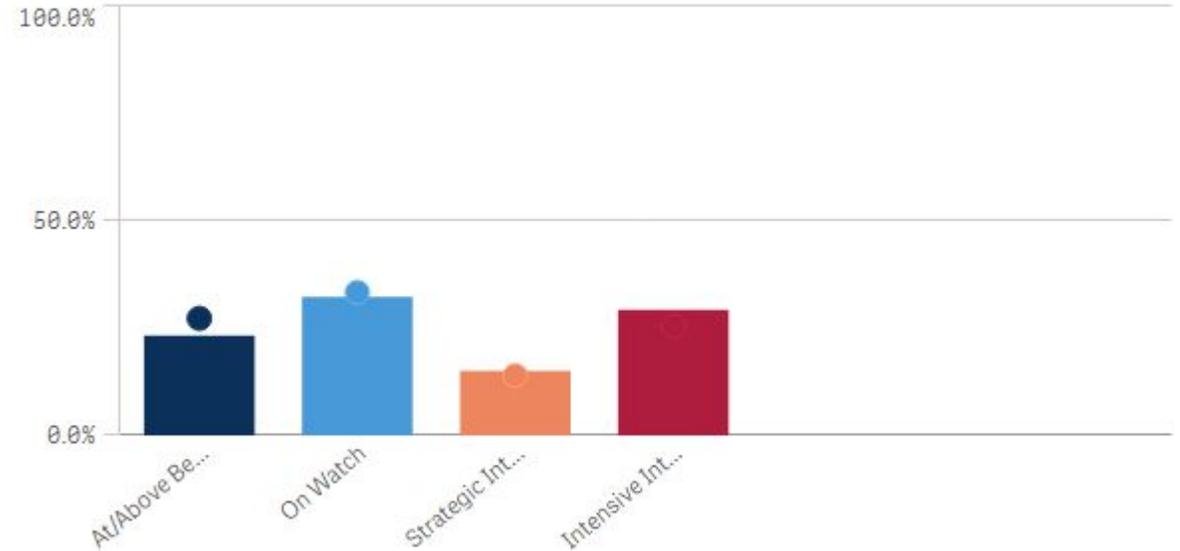
Math: % Participation

Star, Gr. K-5, Spring 2024-2025; 522 Eligible Students

98.5%^{+1.0%}_{YOY}

Math: % at Highest Tier/Level

Star, Gr. K-5, Spring 2024-2025



aimsweb Tier/Star Level (Math)

Academic Screeners: Reading and Math, Participation

Participation Rates by Grade (Lawton, Henry W. School)

Star, Gr. K-5, Spring 2024-2025

Grade Level	Q	# Eligible for Participation Metrics (YTD)	% Participating in Both CAT (or equivalent) Reqs	# Participating in Both CAT (or equivalent) Reqs	% Satisfying Only Reading CAT Req. (inc. exemptions)	# Satisfying Only Reading CAT Req. (inc. exemptions)	% Satisfying Only Math CAT (or equivalent) Req.	# Satisfying Only Math CAT (or equivalent) Req.	% Participating in Neither CAT (or equivalent) Reqs	# Participating in Neither CAT (or equivalent) Reqs
Totals		523	97.8%	497	0.2%	1	0.6%	3	1.3%	7
00		83	95.0%	76	0.0%	0	1.2%	1	3.6%	3
01		88	98.9%	87	0.0%	0	0.0%	0	1.1%	1
02		87	95.3%	81	1.1%	1	1.1%	1	2.3%	2
03		97	97.9%	92	0.0%	0	1.0%	1	1.0%	1
04		88	100.0%	86	0.0%	0	0.0%	0	0.0%	0
05		80	100.0%	75	0.0%	0	0.0%	0	0.0%	0

Academic Screeners: Goals & Guardrails - Reading and Math Indicators

Goal 1

Reading: Performance, Gr 3-8

Reading: % at Highest Tier/Level

Out of 253 Results in Star, Gr. 3-5, Spring 2024-2025

34.4%^{+2.3%}_{YOY}

Goal 2

Reading: Performance, Gr 3

Reading: % at Highest Tier/Level

Out of 92 Results in Star, Gr. 3, Spring 2024-2025

35.9%^{-4.6%}_{YOY}

High Schools

Reading: Performance, Gr 9-11

Invalid selections

Goal 3

Math: Performance, Gr 3-8

Math: % at Highest Tier/Level

Out of 264 Results in Star, Gr. 3-5, Spring 2024-2025

23.5%^{+1.7%}_{YOY}

Goal 3

Math: Performance, Gr 3

Math: % at Highest Tier/Level

Out of 96 Results in Star, Gr. 3, Spring 2024-2025

28.1%^{+2.6%}_{YOY}

High Schools

Math: Performance, Gr 9-11

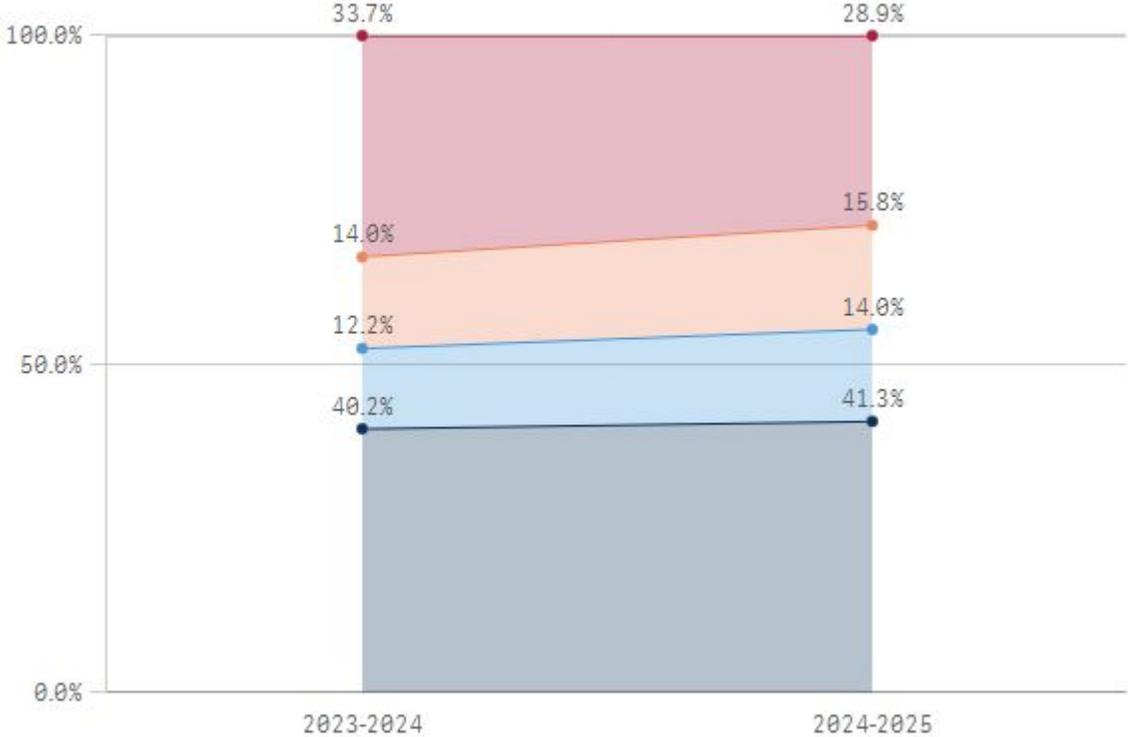
Invalid selections

Academic Screeners: Reading and Math, Performance - Across Years

Reading: Performance, All Grades – Current Cycle Across Years

Results by Performance Level and School Year in Reading

Star, Gr. K-5, through Spring 2024-2025



All assessments from 2021-22 forward are Star. Earlier cycles include aimsweb for K-5.

Math: Performance, All Grades – Current Cycle Across Years

Results by Performance Level and School Year in Math

Star, Gr. K-5, through Spring 2024-2025



All assessments from 2021-22 forward are Star. Earlier cycles include aimsweb for K-5.

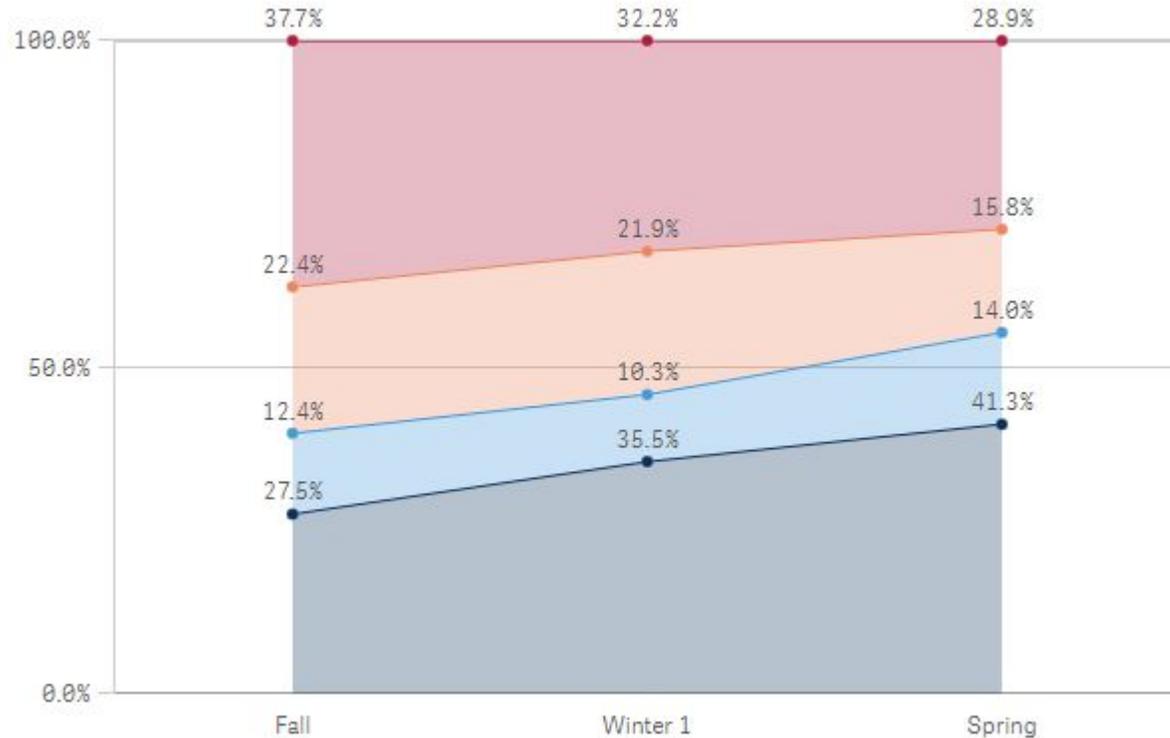
Intensive Intervention
Strategic Intervention
On Watch
At/Above Benchmark

Academic Screeners: Reading and Math, Performance – Within Year

Reading: Performance, All Grades - Cycles Within Year

Results by Performance Level and Assessment Period in Reading

Star, Gr. K-5, 2024-2025 through Spring

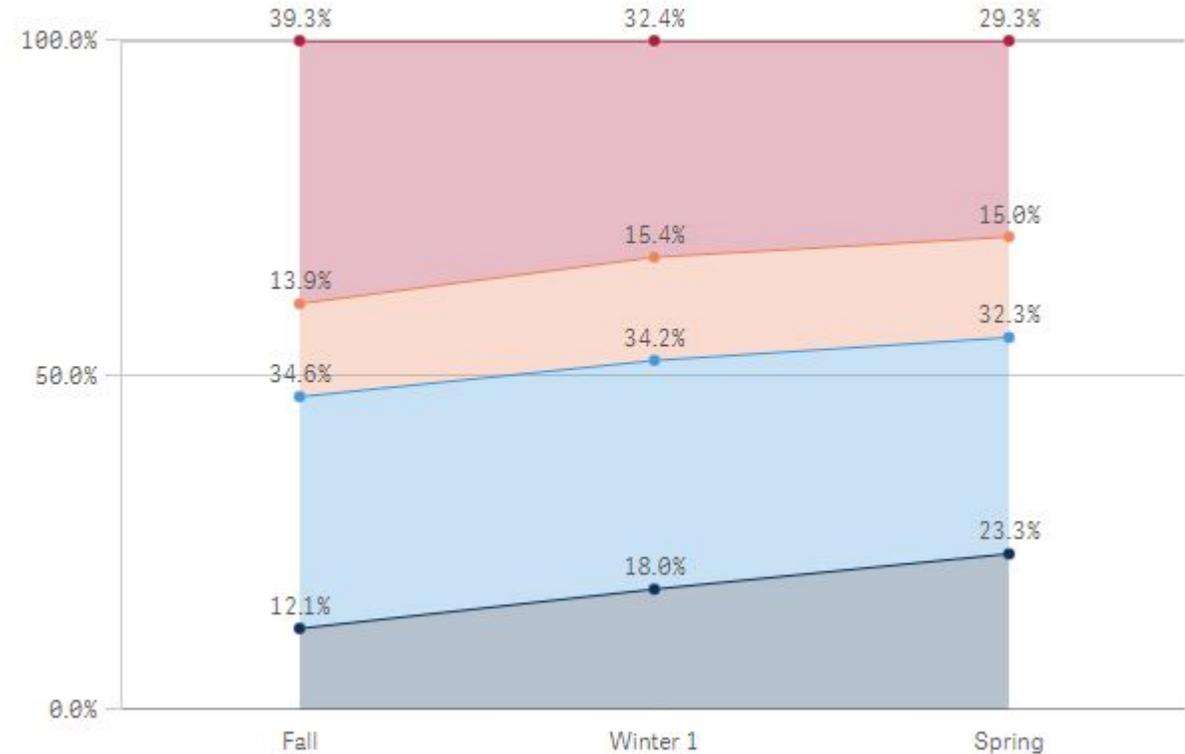


All assessments from 2021-22 forward are Star. Earlier cycles include aimsweb for K-5.

Math: Performance, All Grades - Cycles Within Year

Results by Performance Level and Assessment Period in Math

Star, Gr. K-5, 2024-2025 through Spring



All assessments from 2021-22 forward are Star. Earlier cycles include aimsweb for K-5.

Intensive Intervention

Strategic Intervention

On Watch

At/Above Benchmark

Academic Screeners: Reading and Math, Performance - Attendance Rate

Reading: % At/Above Benchmark by attendance rate

Performance Details - Reading

Mandatory Assessments, through Spring 2024-2025

School Year	Asses... Cycle	Attendance Rate	# Parti... in	% Parti... in	% Tier 1/At or Above	# Tier 1/At or Above	% On Watch (Star)	# On Watch (Star)	% Tier 2/Str... Inter...	# Tier 2/Str... Inter...	% Tier 3/Int... Inter...	# Tier 3/Int... Inter...	Avg Natio... Perce...	Avg Star Scale	Median SGP from	Avg SGP from	Avg Normal Curve
2024-2025	Spring	95%+ of Days Attended	170	98.8%	46.5%	79	12.9%	22	13.5%	23	27.1%	46	43.3	897.7	61.0	56.5	43.5
2024-2025	Spring	90~95% of Days Attended	162	98.8%	43.8%	71	13.6%	22	16.7%	27	25.9%	42	40.4	876.7	52.0	51.9	42.1
2024-2025	Spring	85~90% of Days Attended	94	97.9%	35.1%	33	13.8%	13	13.8%	13	37.2%	35	35.3	873.7	45.5	49.8	37.4
2024-2025	Spring	80~85% of Days Attended	40	97.6%	37.5%	15	17.5%	7	20.0%	8	25.0%	10	35.8	886.0	53.0	50.2	38.4
2024-2025	Spring	<80% of Days Attended	33	91.7%	24.2%	8	18.2%	6	24.2%	8	33.3%	11	27.8	813.1	35.0	41.2	32.7
2023-2024	Spring	95%+ of Days Attended	193	98.5%	48.2%	93	10.9%	21	13.5%	26	27.5%	53	39.0	883.0	53.0	54.6	39.8

All assessments from 2021-22 forward are Star. Earlier cycles include aimsweb for K-5. Only aimsweb (K-5) was administered in 2018-19.

Math: % At/Above Benchmark by attendance rate

Performance Details - Math

Mandatory Assessments, through Spring 2024-2025

School Year	Asses... Cycle	Attendance Rate	# Parti... in Math	% Parti... in Math	# With Scores in Math	% Tier 1/At or Above	# Tier 1/At or Above	% On Watch (Star)	# On Watch (Star)	% Tier 2/Str... Inter...	# Tier 2/Str... Inter...	% Tier 3/Int... Inter...	# Tier 3/Int... Inter...	Avg Natio... Perce...	Avg Star Scale	Median SGP from	Avg SGP from
2024-2025	Spring	95%+ of Days Attended	177	99.4%	98	33.7%	33	28.6%	28	13.3%	13	24.5%	24	42.8	972.6	60.5	58.3
2024-2025	Spring	90~95% of Days Attended	161	98.2%	75	22.7%	17	38.7%	29	16.0%	12	22.7%	17	38.7	971.4	62.0	56.3
2024-2025	Spring	85~90% of Days Attended	98	100.0%	56	14.3%	8	35.7%	20	12.5%	7	37.5%	21	31.0	930.6	53.0	47.6
2024-2025	Spring	80~85% of Days Attended	42	97.7%	24	12.5%	3	33.3%	8	25.0%	6	29.2%	7	30.2	956.6	57.0	56.0
2024-2025	Spring	<80% of Days Attended	36	92.3%	13	7.7%	1	7.7%	1	15.4%	2	69.2%	9	17.9	899.8	40.0	47.8

All assessments from 2021-22 forward are Star. Earlier cycles include aimsweb for K-5. Only aimsweb (K-5) was administered in 2018-19. Note that there is currently no performance data for students in grades K-2 who qualify as participants because they completed all CBMs (rather than taking Star Math). A small number of other students who are counted as participants are missing performance data; we are hoping to resolve this shortly.

Academic Screeners: Reading, Performance - Grade Level

Performance Details - Reading

Star, 2024-2025 through Spring

Assessm... Cycle	Q	Grade Level	Q	# Participating in Reading CAT Req.	% Participating in Reading CAT Req.	% At/Above Benchmark in Reading	# At/Above Benchmark in Reading	% On Watch in Reading	# On Watch in Reading	% Strategic Intervention in Reading	# Strategic Intervention in Reading	% Intensive Intervention in Reading	# Intensive Intervention in Reading	Median SGP from Fall
Spring			00	76	95.0%	65.8%	50	11.8%	9	5.3%	4	17.1%	13	66.0
Spring			01	87	98.9%	49.4%	43	13.8%	12	20.7%	18	16.1%	14	38.5
Spring			02	83	96.5%	31.3%	26	13.3%	11	14.5%	12	41.0%	34	48.0
Spring			03	92	97.9%	35.9%	33	16.3%	15	17.4%	16	30.4%	28	42.0
Spring			04	86	100.0%	37.2%	32	11.6%	10	17.4%	15	33.7%	29	61.0
Spring			05	75	100.0%	29.3%	22	17.3%	13	18.7%	14	34.7%	26	53.0

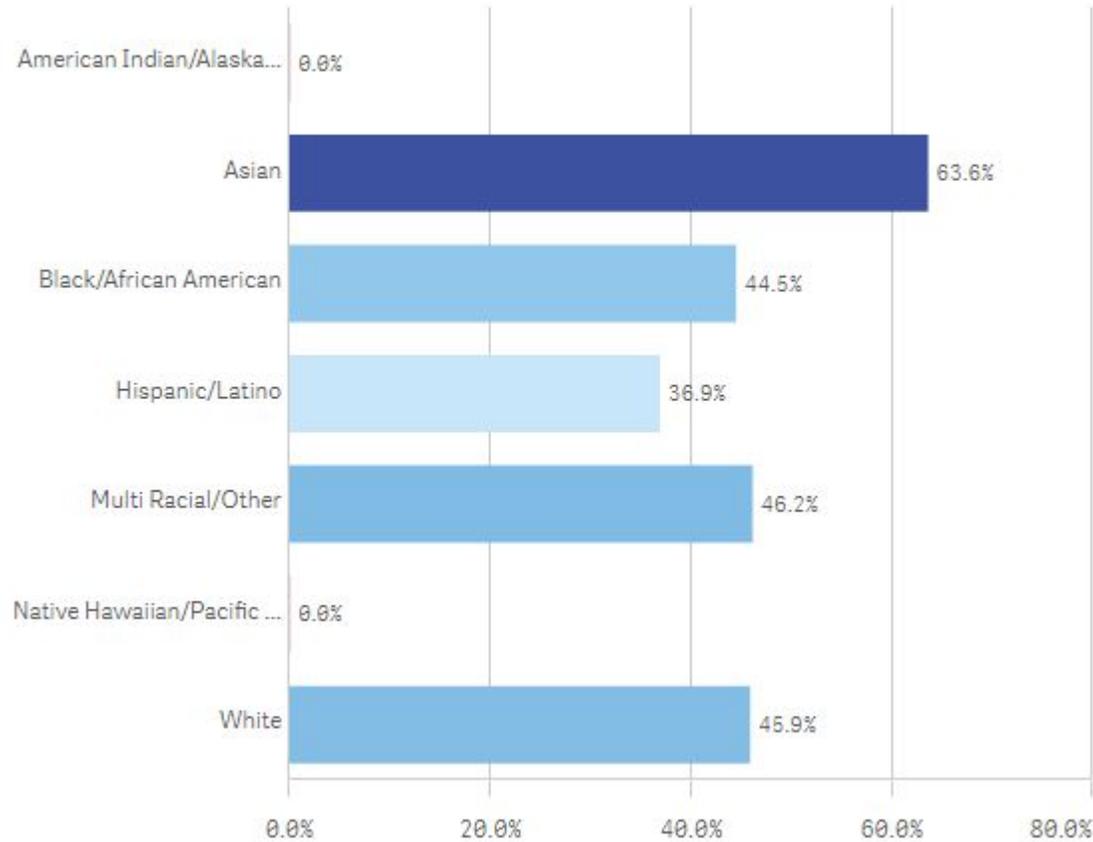
All assessments from 2021-22 forward are Star. Earlier cycles include aimsweb for K-5.

Academic Screeners: Reading, Performance - Race/Ethnicity

Reading: % At/Above Benchmark by race/ethnicity

% At/Above Benchmark in Reading by Race/Ethnicity

Star, Gr. K-5, Spring 2024-2025

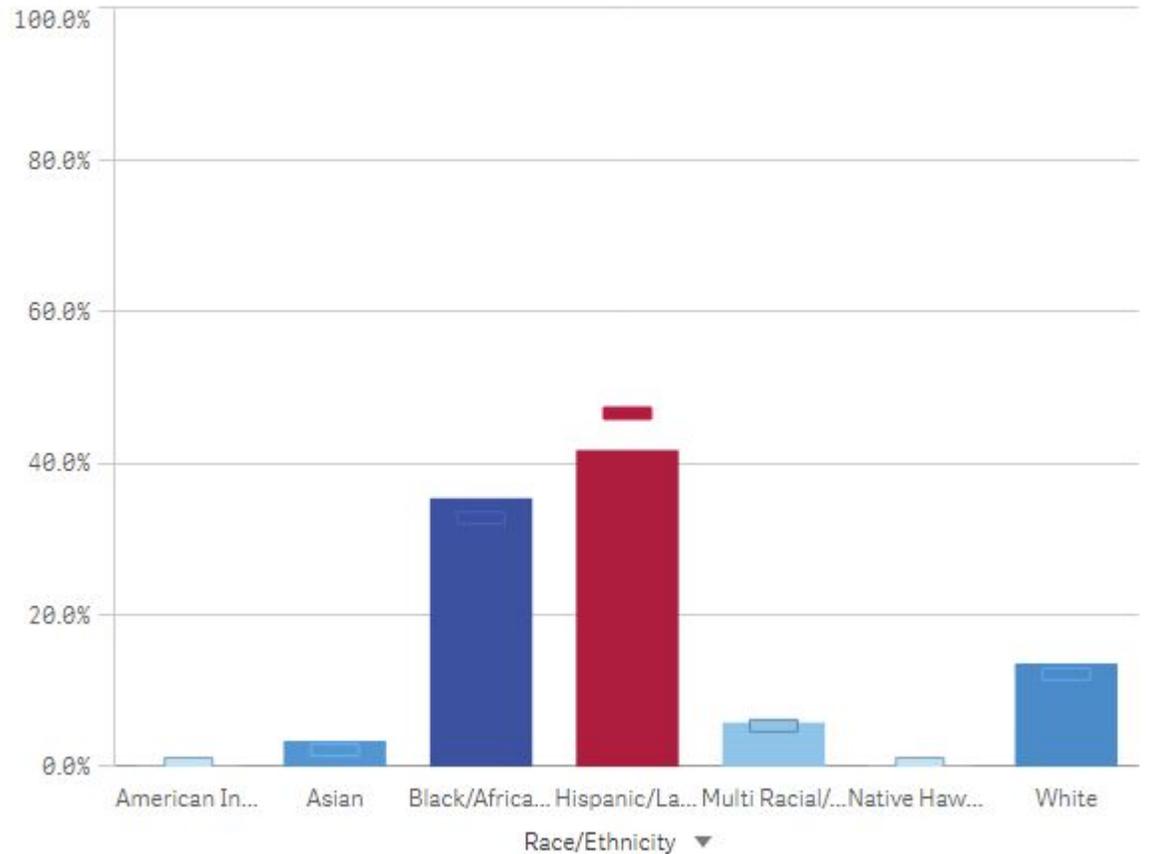


Colored by percent at Tier 1/At or Above Benchmark

Reading: Disproportionality in % At/Above Benchmark by race/ethnicity

Disproportionality in % At/Above Benchmark in Reading

Group as percent of all students Tier 1/At or Above Benchmark (bars), versus group as percent of total assessed (lines)

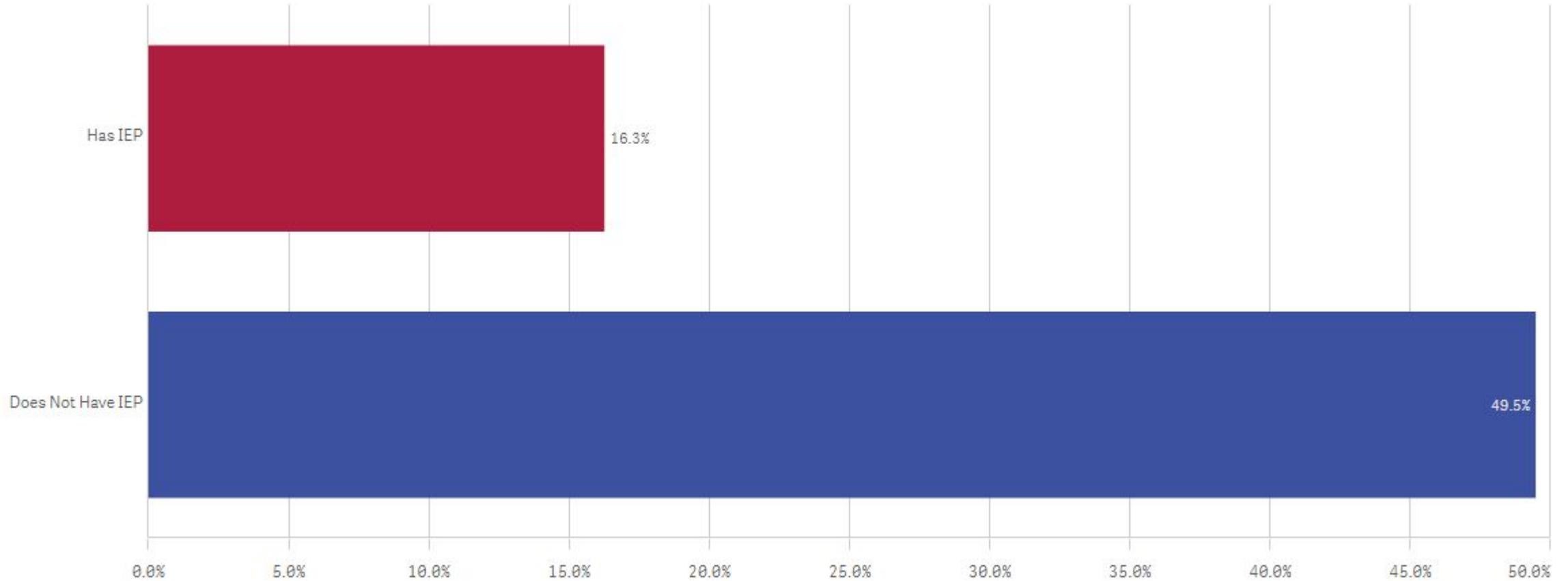


Academic Screeners: Reading, Performance - Special Education Status

Reading: % At/Above Benchmark by special education status

% At/Above Benchmark in Reading by Special Education Status

Star, Gr. K-5, Spring 2024-2025



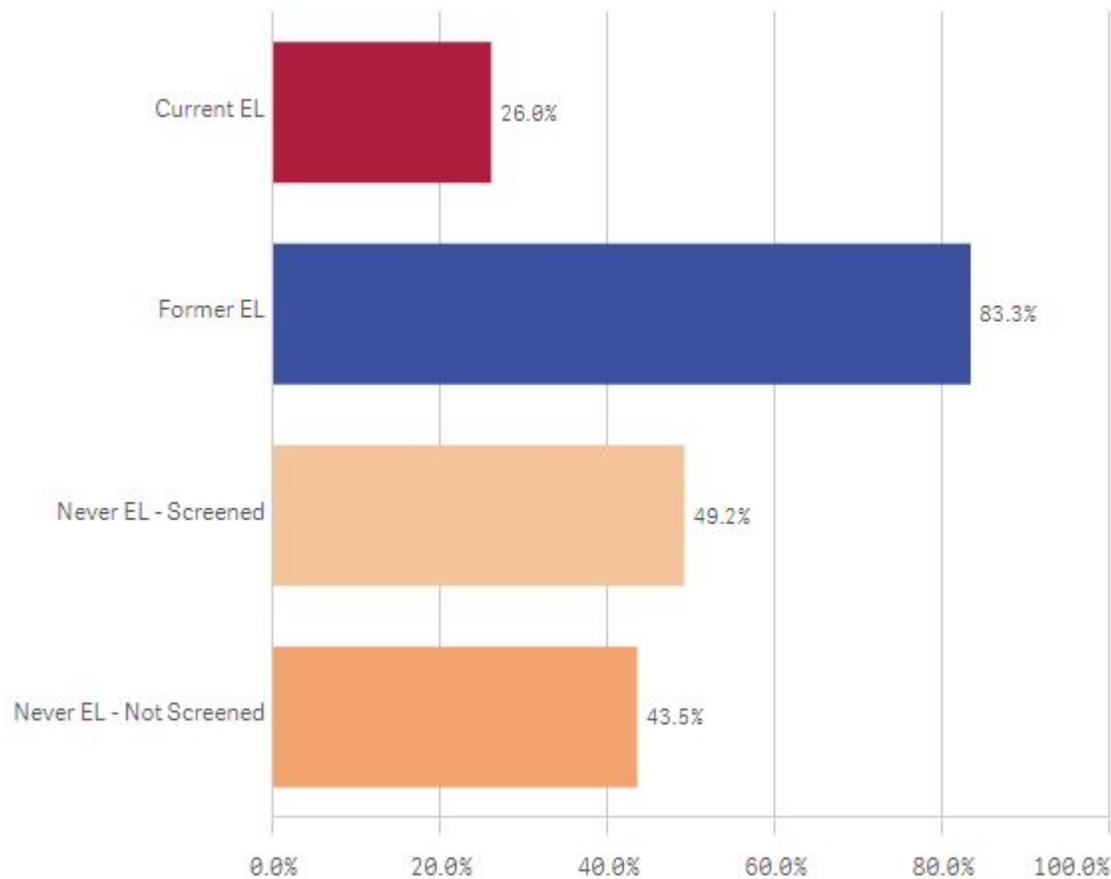
Colored by percent at Tier 1/At or Above Benchmark

Academic Screeners: Reading, Performance - English Learners

Reading: % At/Above Benchmark by English learner status (Current and Former EL students)

% At/Above Benchmark in Reading by EL Status

Star, Gr. K-5, Spring 2024-2025

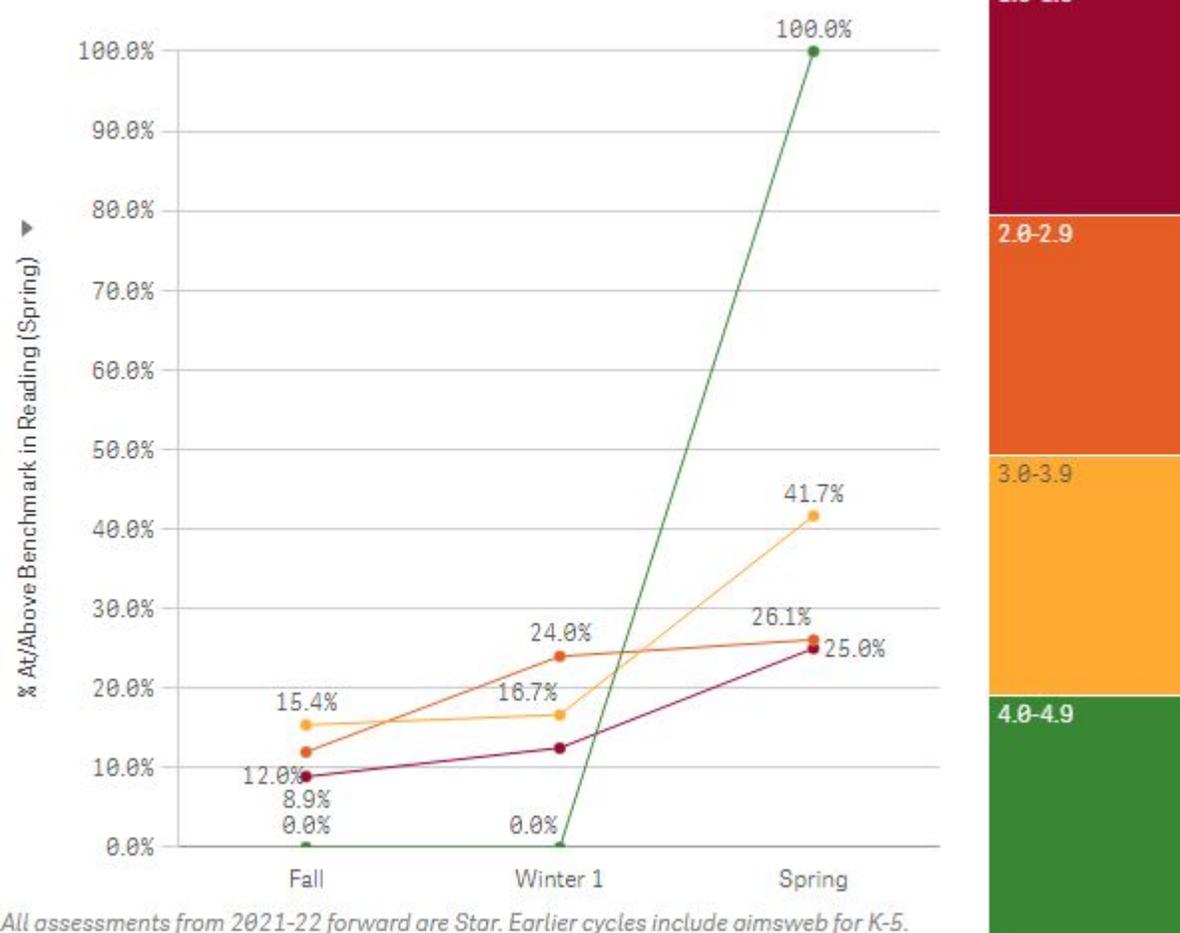


Colored by percent at Tier 1/At or Above Benchmark

Reading: % At/Above Benchmark by English learner level by cycle (Current EL students, Levels 1.0-4.9 only)

Trend in % of Students At or Above Benchmark in Reading by EL Level

Star, Gr. K-5, 2024-2025 through Spring



All assessments from 2021-22 forward are Star. Earlier cycles include aimsweb for K-5.

Academic Screeners: Reading, Performance - English Learners

Reading: Performance by English learner level (Current EL students, Levels 1.0-4.9 only)

Performance Details - Reading

Star, 2024-2025 through Spring

Assessm... Cycle	Q	EL Level	Q	# Participating in Reading	% Participating in Reading	% At/Above Benchmark in Reading	# At/Above Benchmark in Reading	% On Watch in Reading	# On Watch in Reading	% Strategic Intervention in Reading	# Strategic Intervention in Reading	% Intensive Intervention in Reading	# Intensive Intervention in Reading	Median SGP from Fall
Spring		1.0-1.9		52	98.1%	25.0%	13	7.7%	4	15.4%	8	51.9%	27	52.5
Spring		2.0-2.9		23	100.0%	26.1%	6	21.7%	5	17.4%	4	34.8%	8	68.5
Spring		3.0-3.9		12	100.0%	41.7%	5	0.0%	0	33.3%	4	25.0%	3	47.0
Spring		4.0-4.9		1	100.0%	100.0%	1	0.0%	0	0.0%	0	0.0%	0	99.0
Winter 1		1.0-1.9		48	100.0%	12.5%	6	4.2%	2	20.8%	10	62.5%	30	33.0
Winter 1		2.0-2.9		25	100.0%	24.0%	6	12.0%	3	20.0%	5	44.0%	11	39.0
Winter 1		3.0-3.9		12	100.0%	16.7%	2	25.0%	3	41.7%	5	16.7%	2	43.5
Winter 1		4.0-4.9		1	100.0%	0.0%	0	0.0%	0	0.0%	0	100.0%	1	63.0
Fall		1.0-1.9		45	93.8%	8.9%	4	8.9%	4	11.1%	5	71.1%	32	-
Fall		2.0-2.9		25	100.0%	12.0%	3	12.0%	3	20.0%	5	56.0%	14	-
Fall		3.0-3.9		13	100.0%	15.4%	2	0.0%	0	46.2%	6	38.5%	5	-
Fall		4.0-4.9		1	100.0%	0.0%	0	0.0%	0	0.0%	0	100.0%	1	-

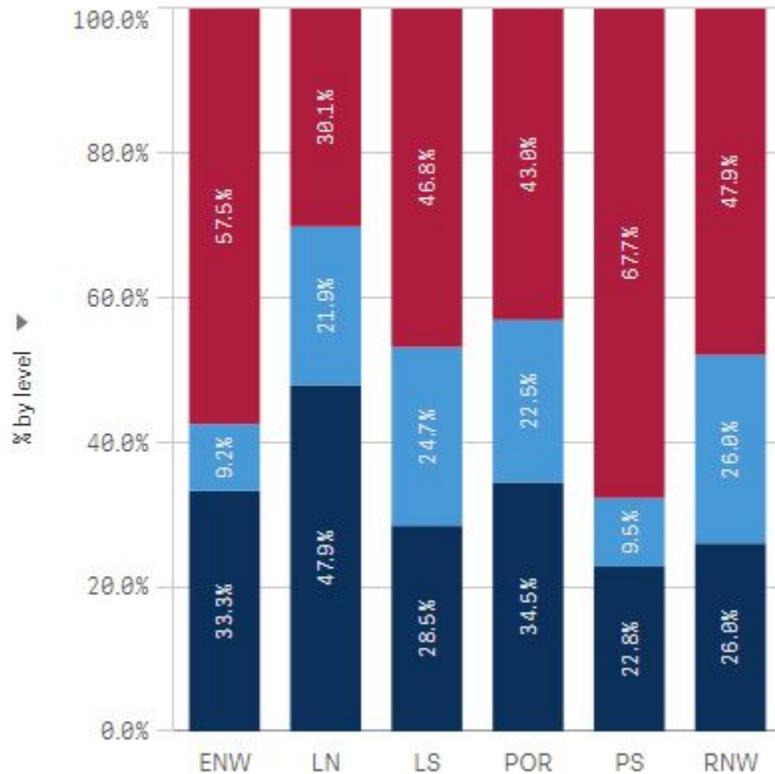
All assessments from 2021-22 forward are Star. Earlier cycles include aimsweb for K-5.

Academic Screeners: Reading, Performance - Curriculum-Based Measures

Reading CBMs: Fall, 2024-2025

Reading CBM Performance Level

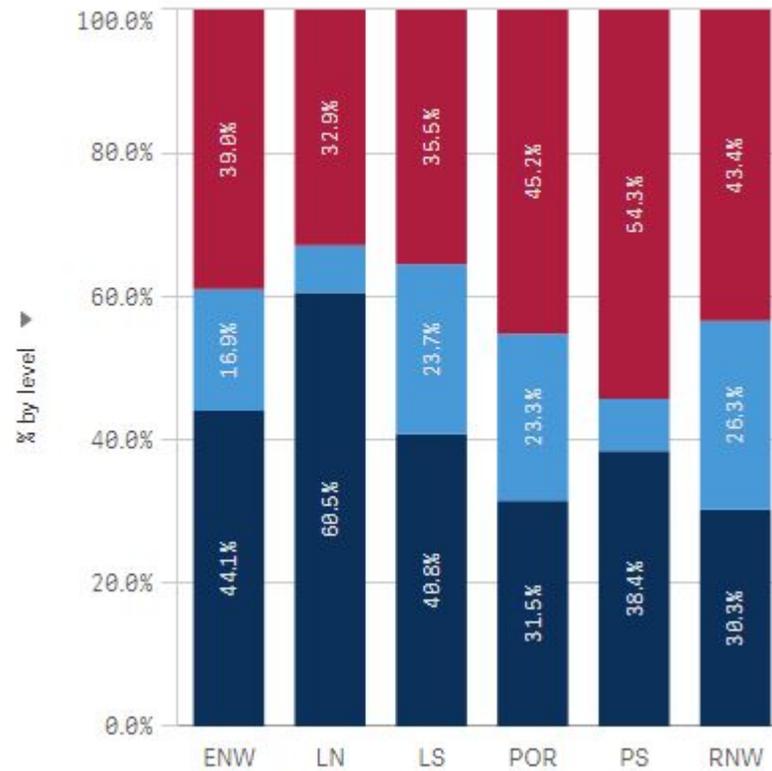
Star, subtests; Gr. K-5, Fall 2024-2025



Reading CBMs: Winter, 2024-2025

Reading CBM Performance Level

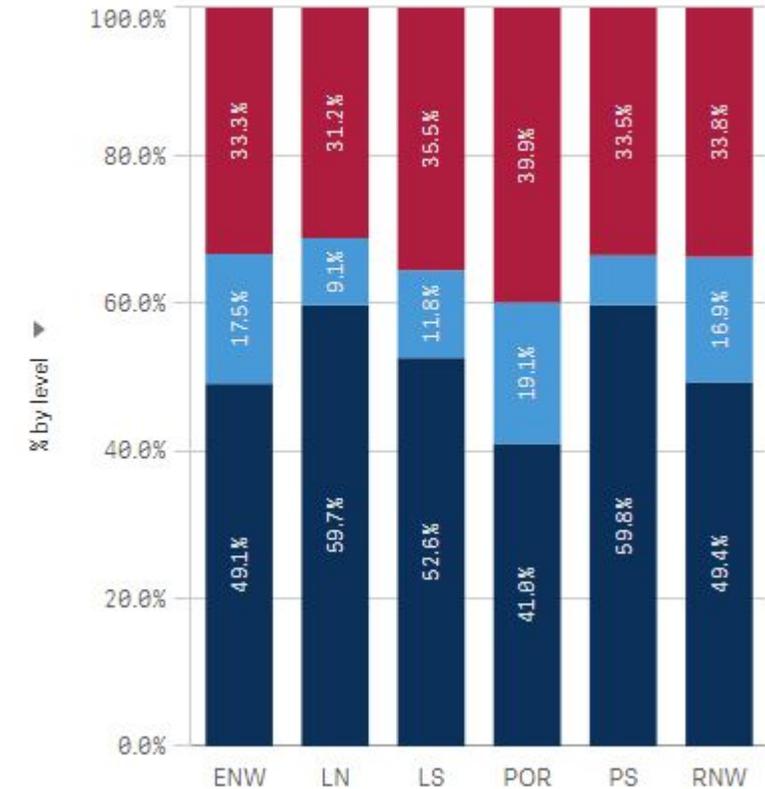
Star, subtests; Gr. K-5, Winter 1 2024-2025



Reading CBMs: Spring, 2024-2025

Reading CBM Performance Level

Star, subtests; Gr. K-5, Spring 2024-2025



ENW: Expressive Nonsense Words
 LN: Letter Naming
 LS: Letter Sounds

POR: Passage Oral Reading
 PS: Phoneme Segmentation
 RNW: Receptive Nonsense Words

Academic Screeners: Math, Performance - Grade Level

Performance Details - Math

Star, 2024-2025 through Spring

Assess... Cycle	Q	Grade Level	Q	# Participating in Math CAT	% Participating in Math CAT	# With Scores in Math CAT	% At/Above Benchmark in Math	# At/Above Benchmark in Math	% On Watch in Math	# On Watch in Math	% Strategic Intervention in Math	# Strategic Intervention in Math	% Intensive Intervention in Math	# Intensive Intervention in Math	Median SGP from Fall
Spring			00	80	96.4%	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-
Spring			01	87	98.9%	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-
Spring			02	83	96.5%	2	0.0%	0	0.0%	0	0.0%	0	100.0%	2	4.5
Spring			03	96	99.0%	96	28.1%	27	27.1%	26	15.6%	15	29.2%	28	46.0
Spring			04	88	100.0%	88	18.2%	16	38.6%	34	14.8%	13	28.4%	25	64.0
Spring			05	80	100.0%	80	23.8%	19	32.5%	26	15.0%	12	28.7%	23	65.5

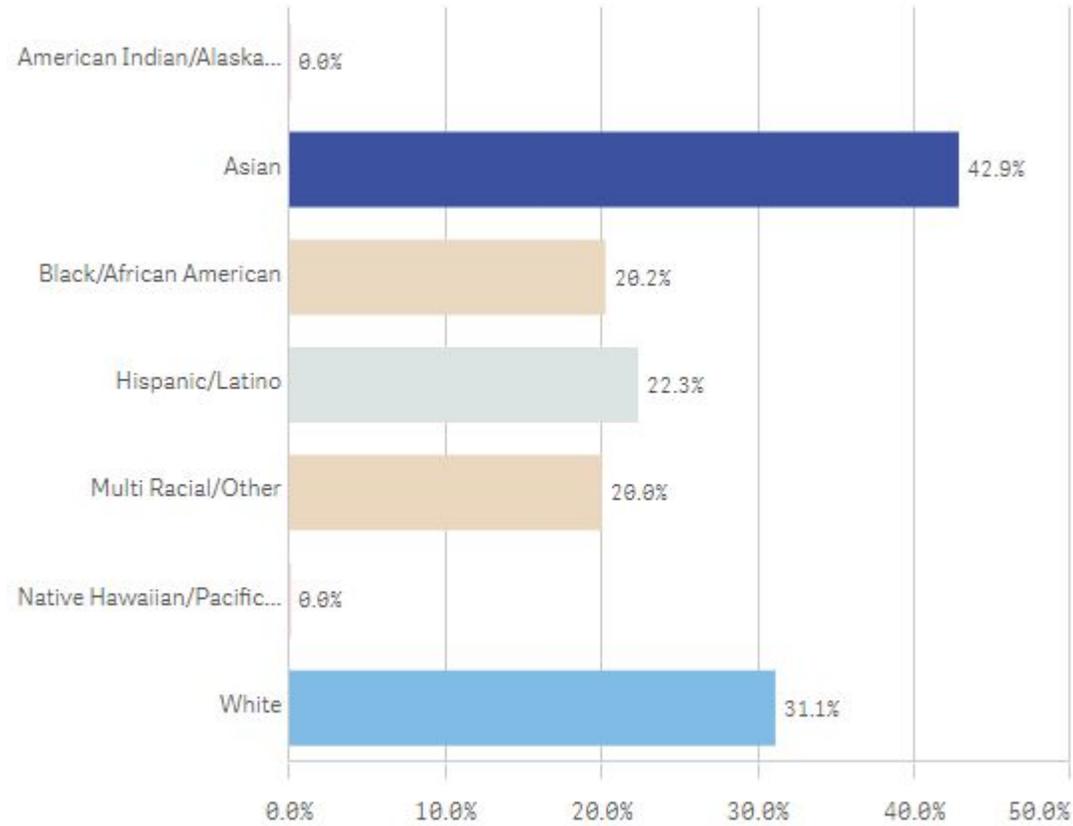
All assessments from 2021-22 forward are Star. Earlier cycles include aimsweb for K-5. Note that there is currently no performance data for students in grades K-2 who qualify as participants because they completed all CBMs (rather than taking Star Math). A small number of other students who are counted as participants are missing performance data; we are hoping to resolve this shortly.

Academic Screeners: Math, Performance - Race/Ethnicity

Math: % At/Above Benchmark by race/ethnicity

% At/Above Benchmark in Math by Race/Ethnicity

Star, Gr. K-5, Spring 2024-2025

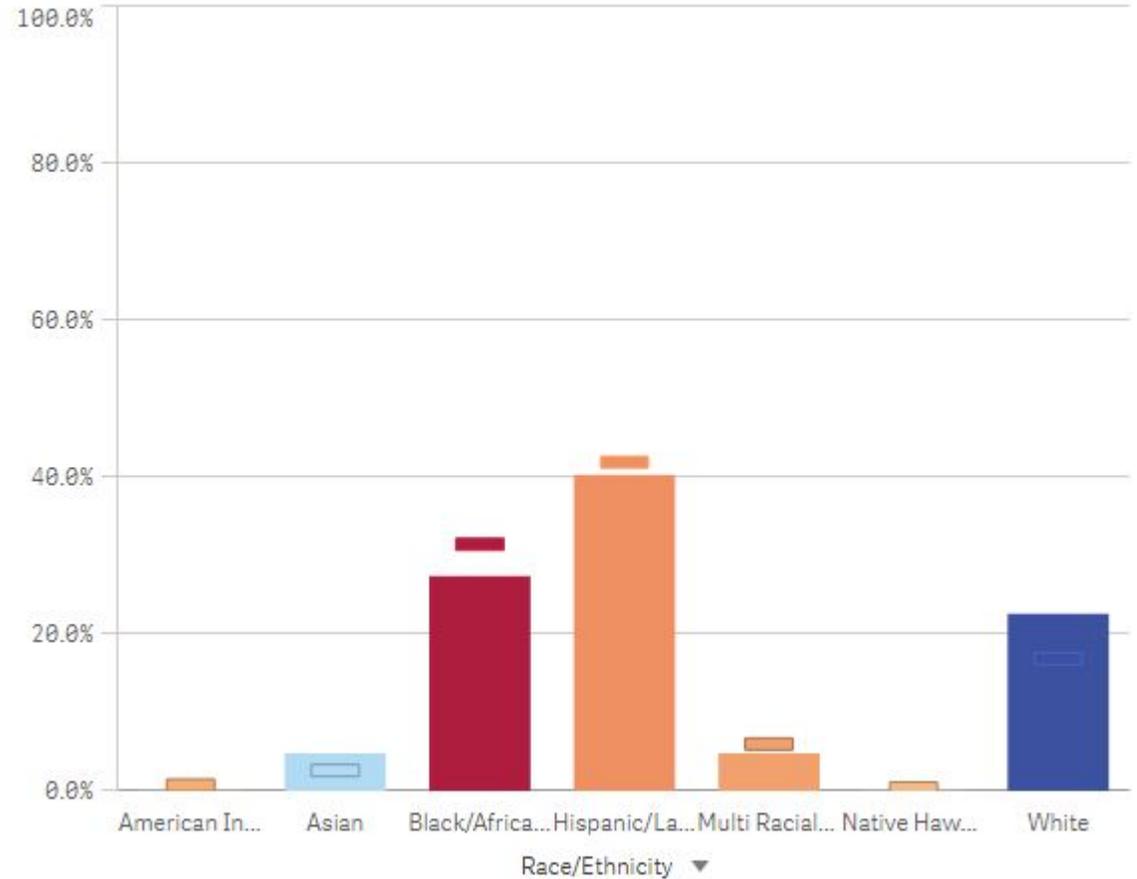


Colored by percent at Tier 1/At or Above Benchmark

Math: Disproportionality in % At/Above Benchmark by race/ethnicity

Disproportionality in % At/Above Benchmark in Math

Group as percent of all students At/Above Benchmark (bars), versus group as percent of total assessed (lines)

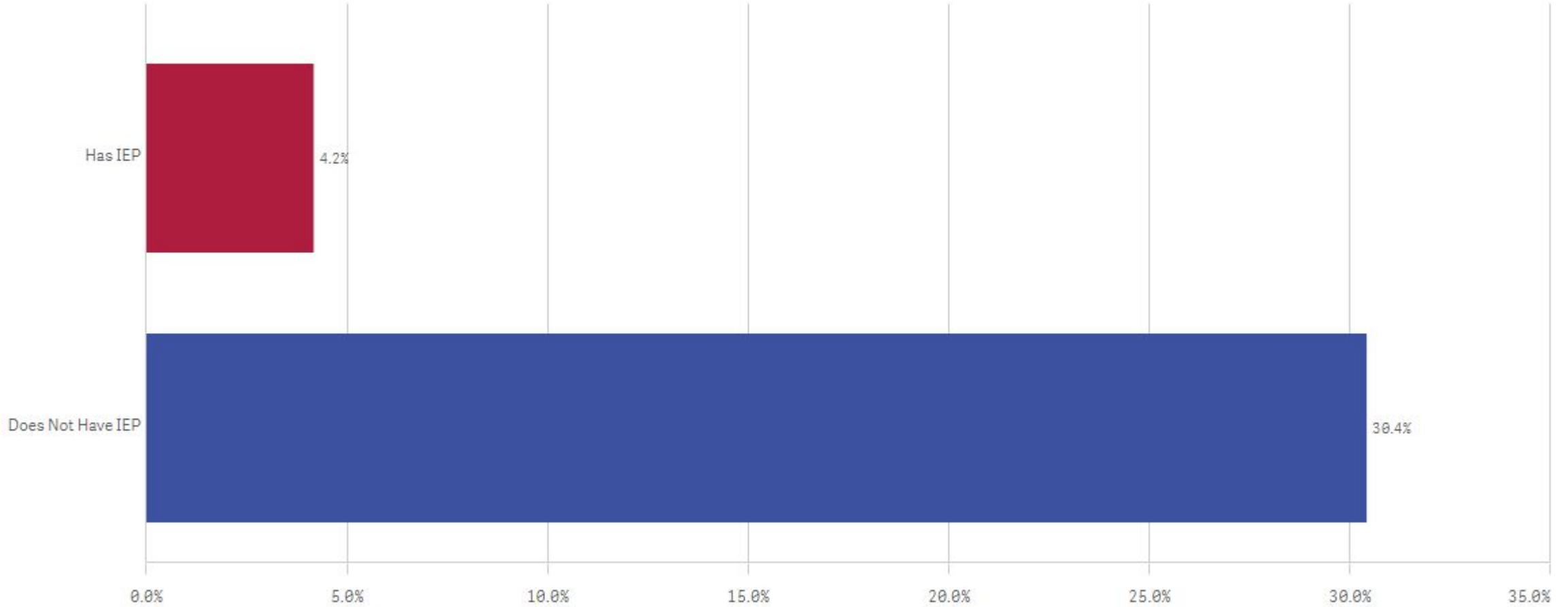


Academic Screeners: Math, Performance - Special Education Status

Math: % At/Above Benchmark by special education status

% At/Above Benchmark in Math by Special Education Status

Star, Gr. K-5, Spring 2024-2025



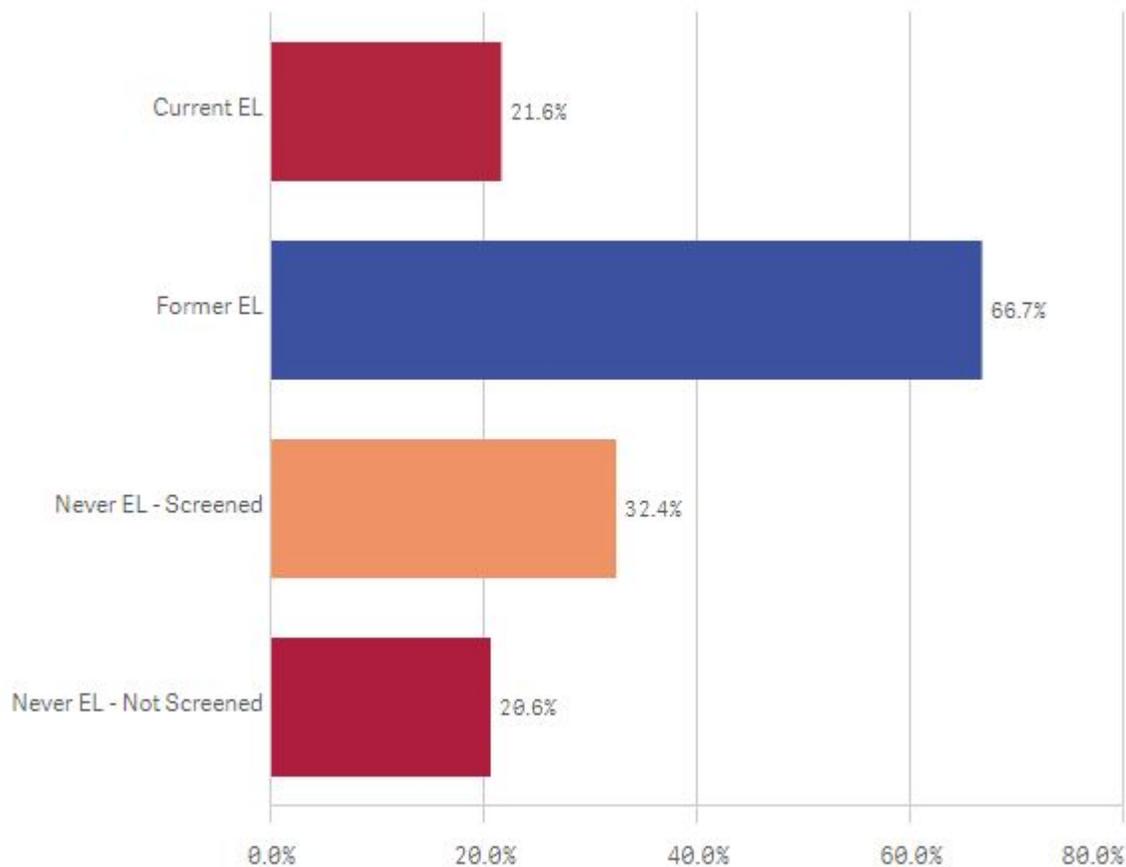
Colored by percent at Tier 1/At or Above Benchmark

Academic Screeners: Math, Performance - English Learners

Math: % At/Above Benchmark by English learner status (Current EL and Former EL students)

% At/Above Benchmark in Math by EL Status

Star, Gr. K-5, Spring 2024-2025

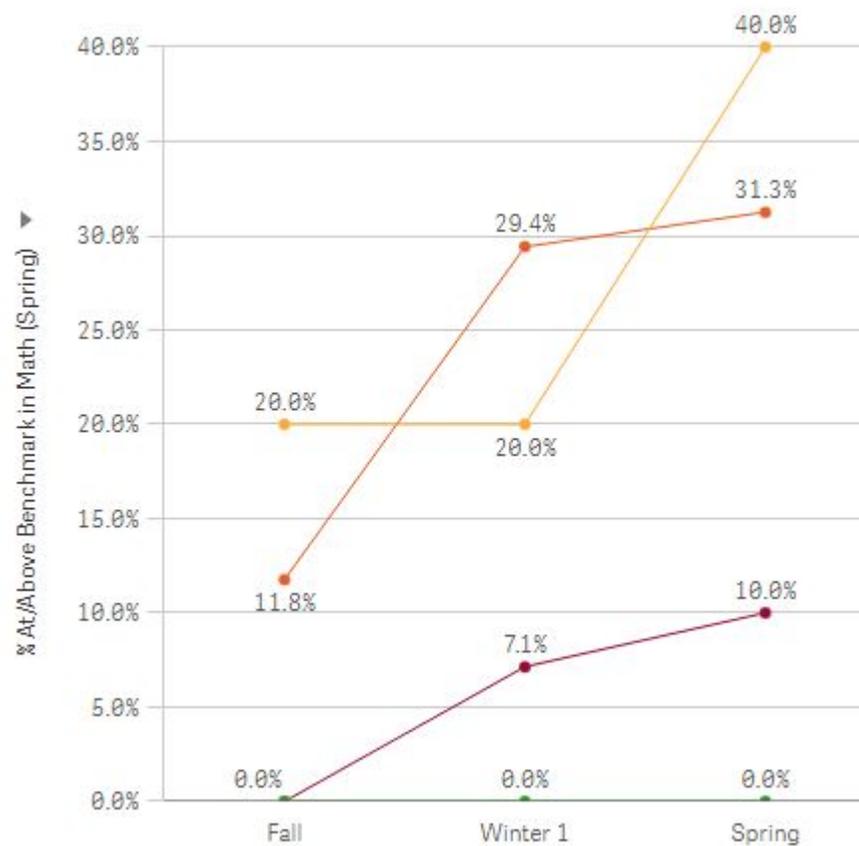


Colored by percent at Tier 1/At or Above Benchmark

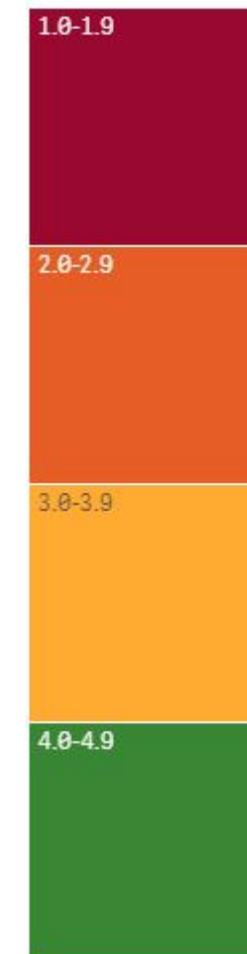
Math: % At/Above Benchmark by English learner level by cycle (Current EL students, Levels 1.0-4.9 only)

Trend in % of Students At or Above Benchmark in Math by EL Le...

Star, Gr. K-5, 2024-2025 through Spring



Colored by EL ...



All assessments from 2021-22 forward are Star. Earlier cycles include aimsweb for K-5.

Academic Screeners: Math, Performance - English Learners

Math: Performance by English learner level (Current EL students, Levels 1.0-4.9 only)

Performance Details - Math

Star, 2024-2025 through Spring

Assessm... Cycle	Q	EL Level	Q	# Participating in Math CAT	% Participating in Math CAT	# With Scores in Math CAT	% At/Above Benchmark in Math	# At/Above Benchmark in Math	% On Watch in Math	# On Watch in Math	% Strategic Intervention in Math	# Strategic Intervention in Math	% Intensive Intervention in Math	# Intensive Intervention in Math	Median SGP from Fall
Spring		1.0-1.9		61	98.4%	20	10.0%	2	15.0%	3	15.0%	3	60.0%	12	60.0
Spring		2.0-2.9		23	100.0%	16	31.3%	5	37.5%	6	12.5%	2	18.8%	3	63.0
Spring		3.0-3.9		13	100.0%	10	40.0%	4	50.0%	5	10.0%	1	0.0%	0	83.5
Spring		4.0-4.9		1	100.0%	1	0.0%	0	100.0%	1	0.0%	0	0.0%	0	92.0
Winter 1		1.0-1.9		51	98.1%	14	7.1%	1	21.4%	3	35.7%	5	35.7%	5	45.5
Winter 1		2.0-2.9		25	100.0%	17	29.4%	5	35.3%	6	11.8%	2	23.5%	4	53.0
Winter 1		3.0-3.9		13	100.0%	10	20.0%	2	50.0%	5	10.0%	1	20.0%	2	18.0
Winter 1		4.0-4.9		1	100.0%	1	0.0%	0	0.0%	0	0.0%	0	100.0%	1	19.0
Fall		1.0-1.9		49	98.0%	14	0.0%	0	14.3%	2	14.3%	2	71.4%	10	-
Fall		2.0-2.9		25	100.0%	17	11.8%	2	52.9%	9	17.6%	3	17.6%	3	-
Fall		3.0-3.9		13	100.0%	10	20.0%	2	30.0%	3	30.0%	3	20.0%	2	-
Fall		4.0-4.9		1	100.0%	1	0.0%	0	0.0%	0	0.0%	0	100.0%	1	-

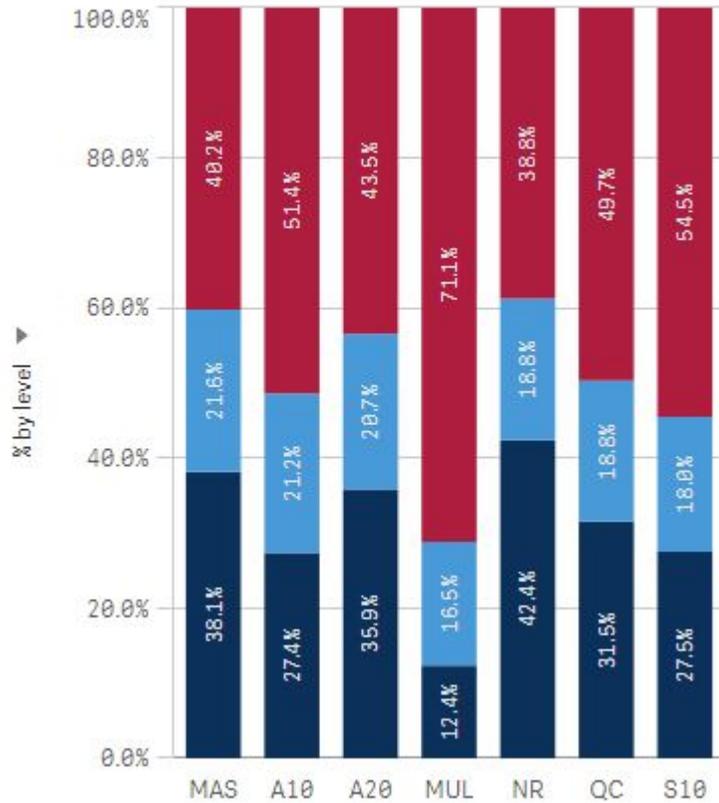
All assessments from 2021-22 forward are Star. Earlier cycles include aimsweb for K-5. Note that there is currently no performance data for students in grades K-2 who qualify as participants because they completed all CBMs (rather than taking Star Math). A small number of other students who are counted as participants are missing performance data; we are hoping to resolve this shortly.

Academic Screeners: Math, Performance - Curriculum-Based Measures

Math CBMs: Fall, 2024-2025

Math CBM Performance Level

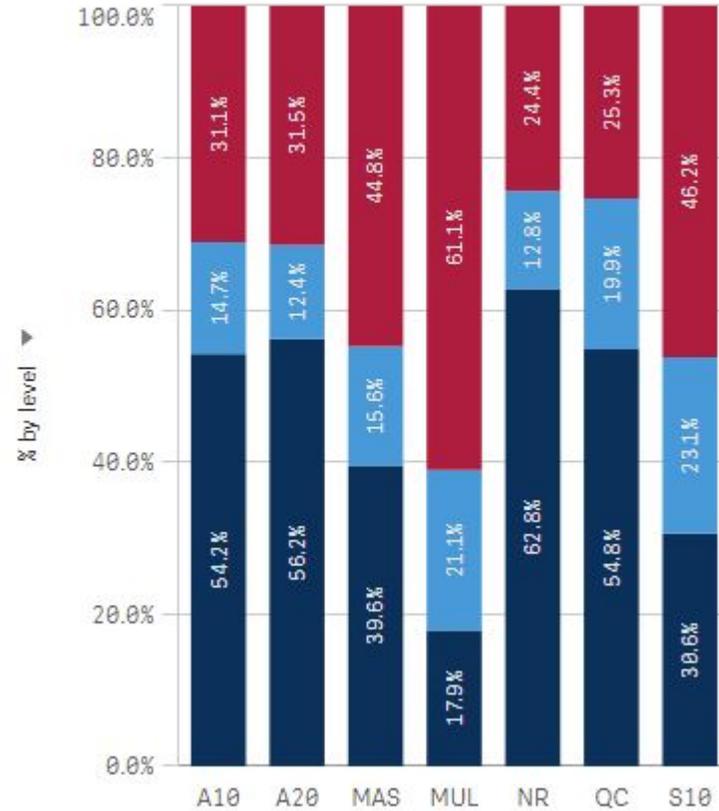
Star, subtests; Gr. K-5, Fall 2024-2025



Math CBMs: Winter, 2024-2025

Math CBM Performance Level

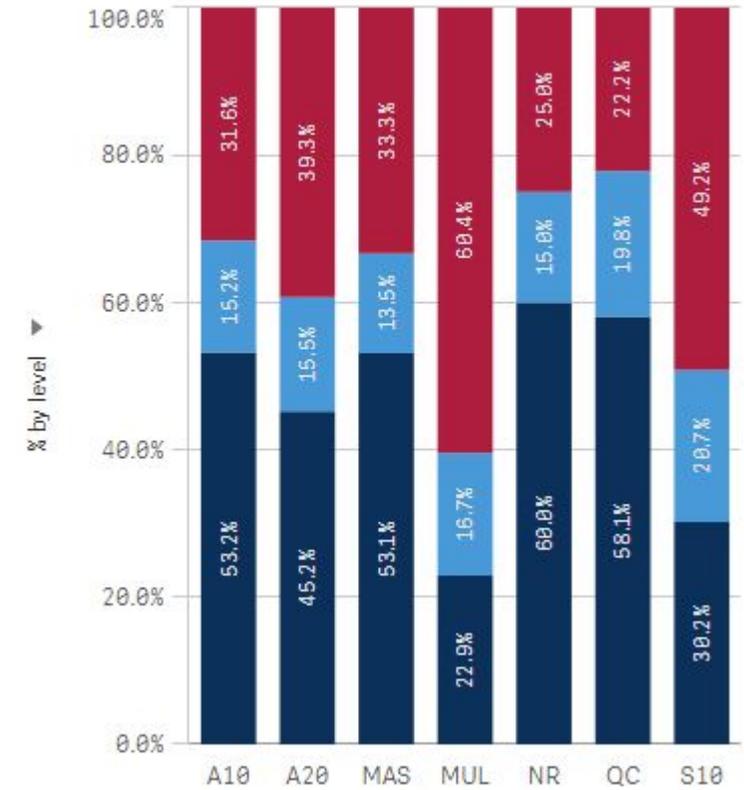
Star, subtests; Gr. K-5, Winter 1 2024-2025



Math CBMs: Spring, 2024-2025

Math CBM Performance Level

Star, subtests; Gr. K-5, Spring 2024-2025



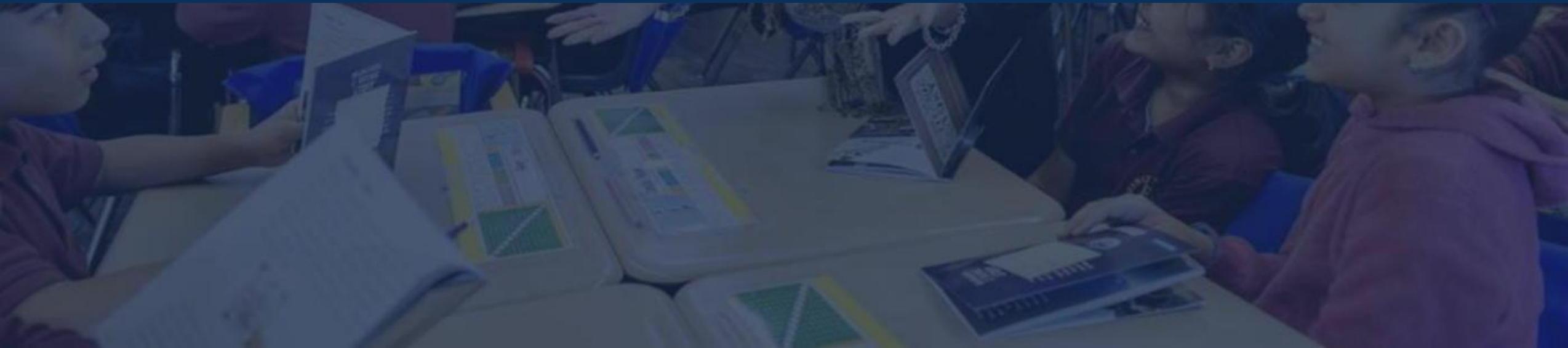
A10: Addition to 10
 A20: Addition to 20
 MAS: Mixed Addition & Subtraction
 MUL: Multiplication to 100

NR: Numeral Recognition
 QC: Quantity Comparison
 S10: Subtraction from 10



Appendix B: Student Well-Being Survey

(available in the following Snapshot months: October, February, and June)



Student Well-Being Survey



2024-2025, Window 3 report for:

Lawton, Henry W. School

What is the Student Well-Being Survey

The Student Well-being Survey (SWBS) for grades 3-12 is a brief survey available three times a year via the student portal. It gathers Tier 1 insights on students' perceptions of social-emotional learning (SEL) skills and relationships at school. The survey provides aggregate data on peer and adult relationships and the usage of social-emotional skills. Responses are confidential and not intended for individual assessment.

Reflection questions as you review the data

- How has the participation rate changed over time?
- Review each score type: Adult-Student Relationships, Peer Relationships, and Self-Development
 - Which subgroup scored the lowest? Highest?
 - Is there a subgroup with the lowest relationship scores in multiple relationship types?
 - Are there grade-level differences?
 - Are the relationship scores improving over time?
 - Are response rates improving over time?

Student Well-Being Survey: Participation Rates

Response Rate: All Students

% Responded

2024-2025 Window 3, # of Student Responses: 247 out of 272

90.8% ^{+21.1%}
Change from 2024-2025 Q2

Response Rate: Black/African American & Hispanic/Latino

% Responded - Black/African American and Hispanic/Latino

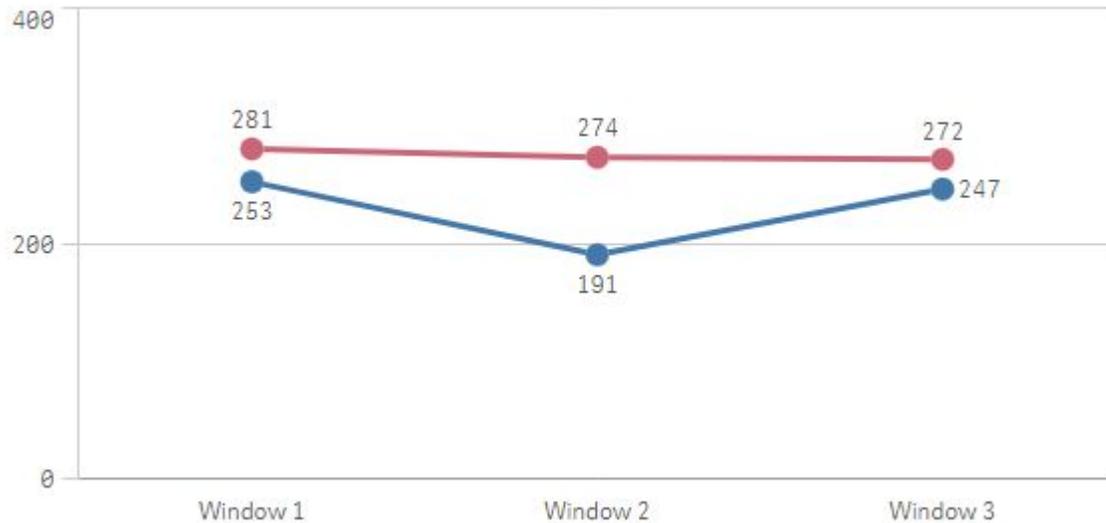
2024-2025 Window 3, # of Black and Hispanic Student Responses: 179 out of 200

89.5% ^{19.5%}
Change from 2024-2025 Q2

Response Rate: Count by Survey Window

Respondents by Response Period

Respondents (Blue) vs. # Enrolled (Red). All Response Periods.

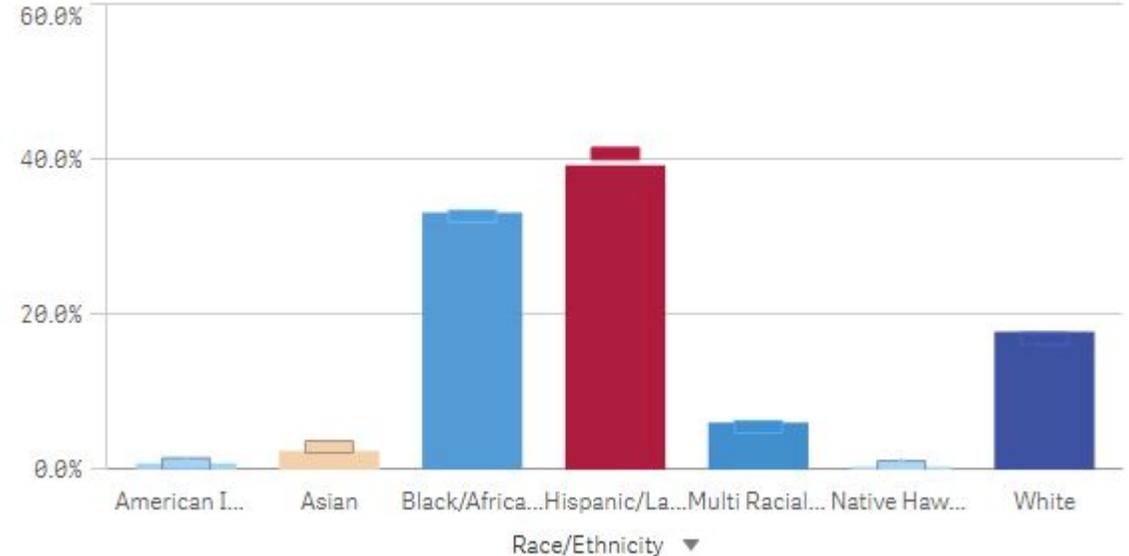


Defaults to all response periods.

Response Rate: Disproportionality by race/ethnicity

Respondents by Race/Ethnicity

Data for 2024-2025 Window 3



Student Well-Being Survey: Relationship Scores

Relationships measured by the Student Well-Being Survey (SWBS)

Adult-Student Relationship Score

The percentage of students who reported positive interactions and experiences they have/have had with adults

Peer-Peer Relationship Score

The percentage of students who reported positive interactions and experiences they have/have had with their peers

Self Development Score

The percentage of students who reported comfort with and the use of social-emotional skills including managing difficult emotions

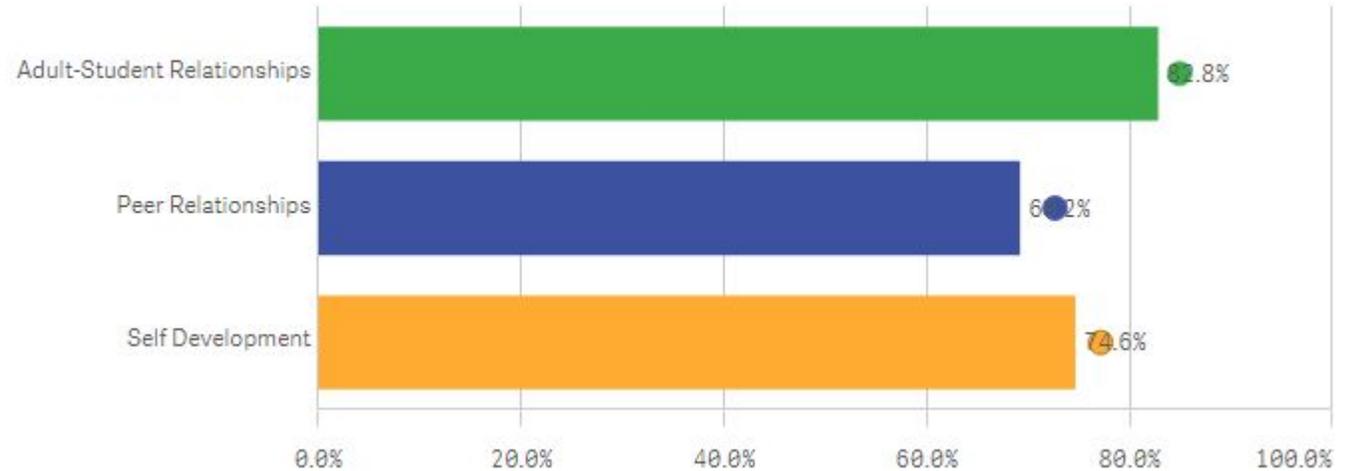
Each Relationship Score measures a different construct and should not be compared across relationship types.

The same Relationship Score can be monitored across survey windows.

Relationship Score: Average % Positive

Relationship Score (avg % positive) by Relationship

Data for 2024-2025 Window 3



Relationship Score: Average % Positive by Survey Window

Average Relationship Scores

Data for 2024-2025

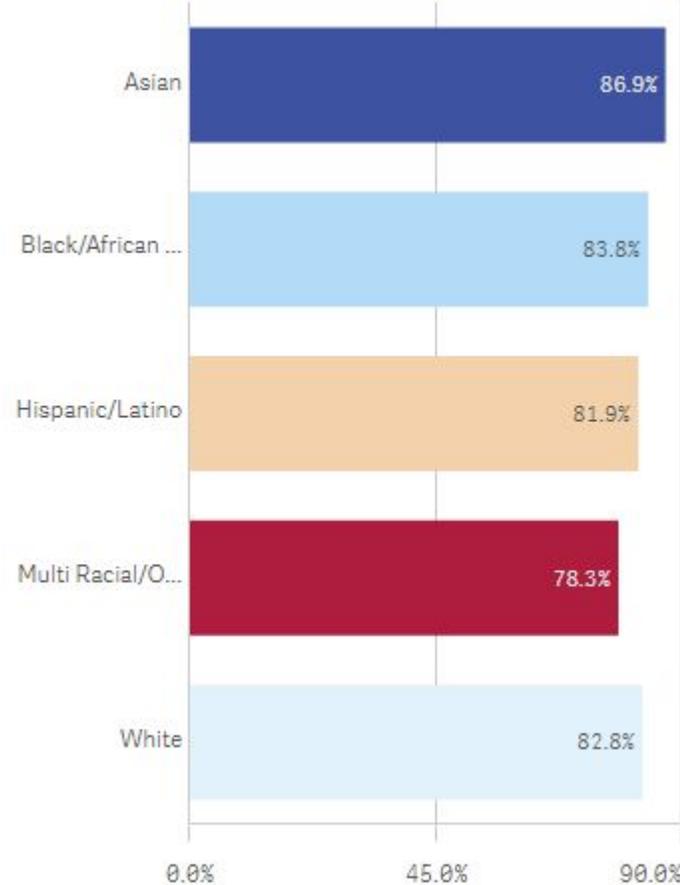
Response Window	Q	Adult-Student Relationships	Peer Relationships	Self Development
Window 3		82.8%	69.2%	74.6%
Window 2		84.9%	72.6%	77.1%
Window 1		86.7%	73.0%	78.4%

Student Well-Being Survey: Relationship Scores by Race/Ethnicity

Adult-Student Relationship Score

Adult Relationships Score by Race/Ethnicity

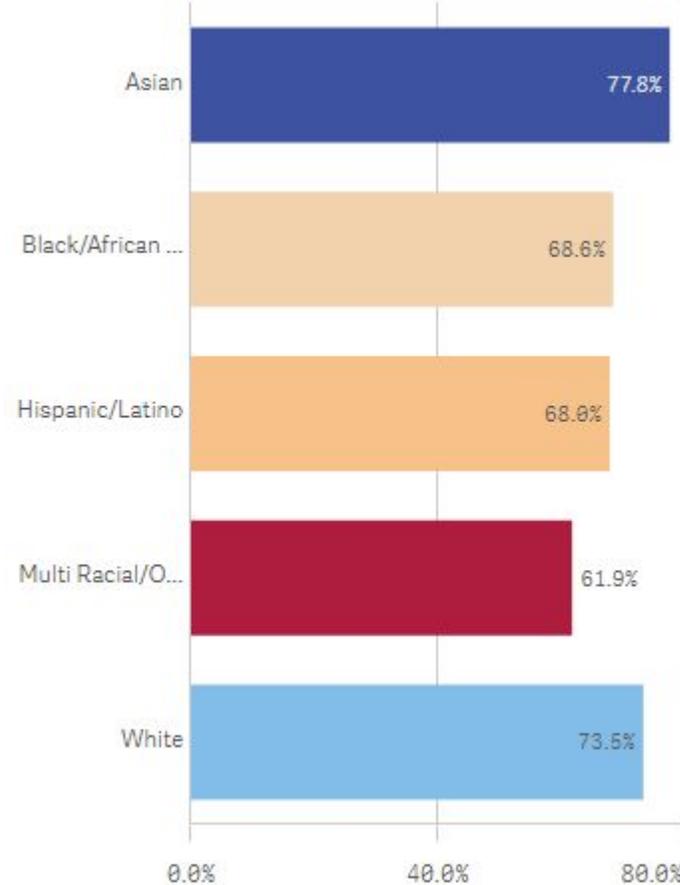
Data for 2024-2025 Window 3



Peer Relationship Score

Peer Relationships Score by Race/Ethnicity

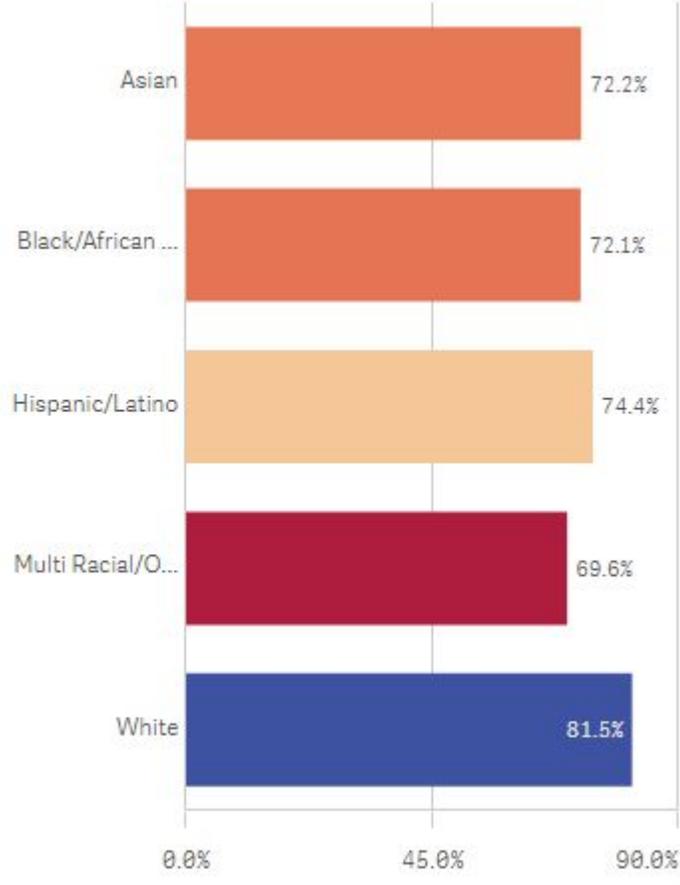
Data for 2024-2025 Window 3



Self Development Score

Self Development Score by Race/Ethnicity

Data for 2024-2025 Window 3

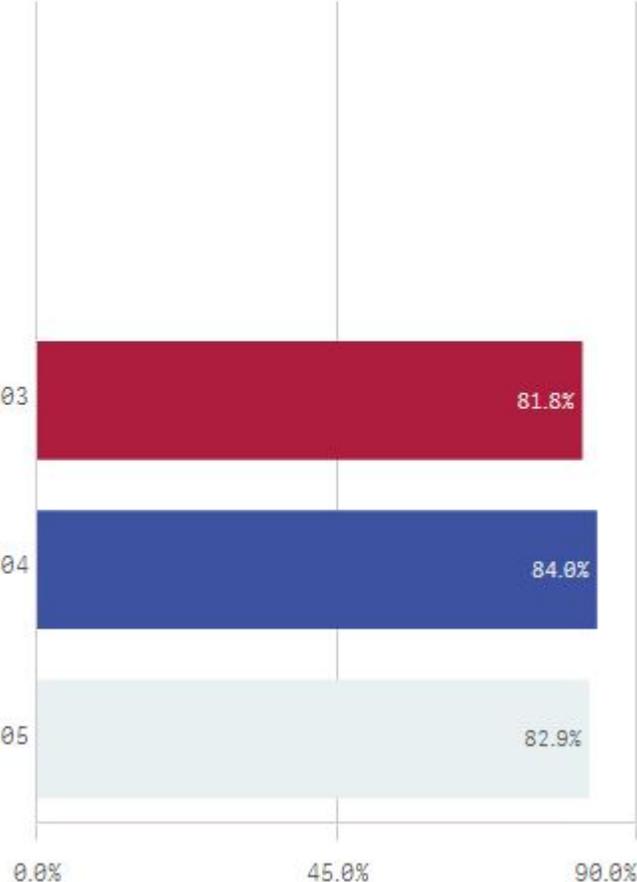


Student Well-Being Survey: Relationship Scores by Grade

Adult-Student Relationship Score

Adult Relationships Score by Grade Level

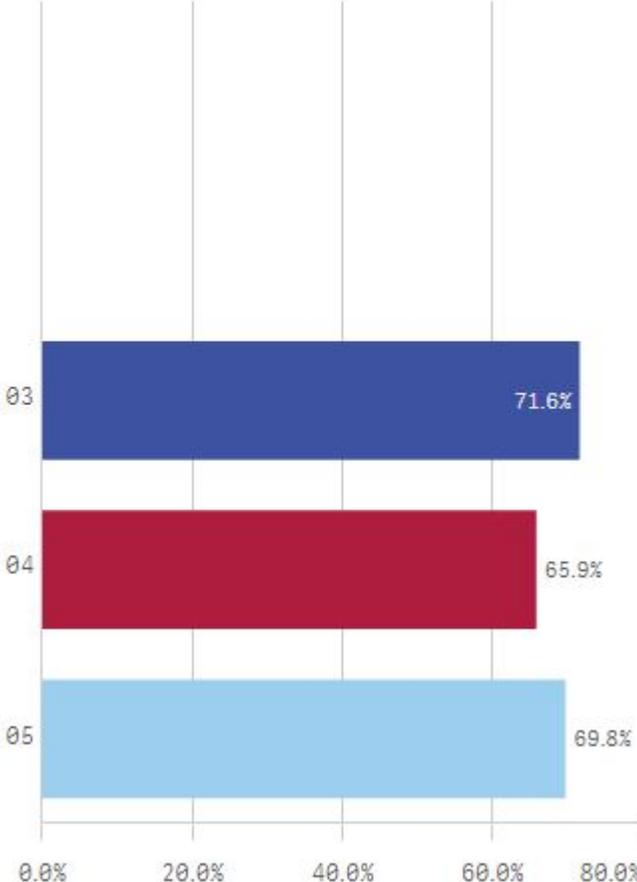
Data for 2024-2025 Window 3



Peer Relationship Score

Peer Relationships Score by Grade Level

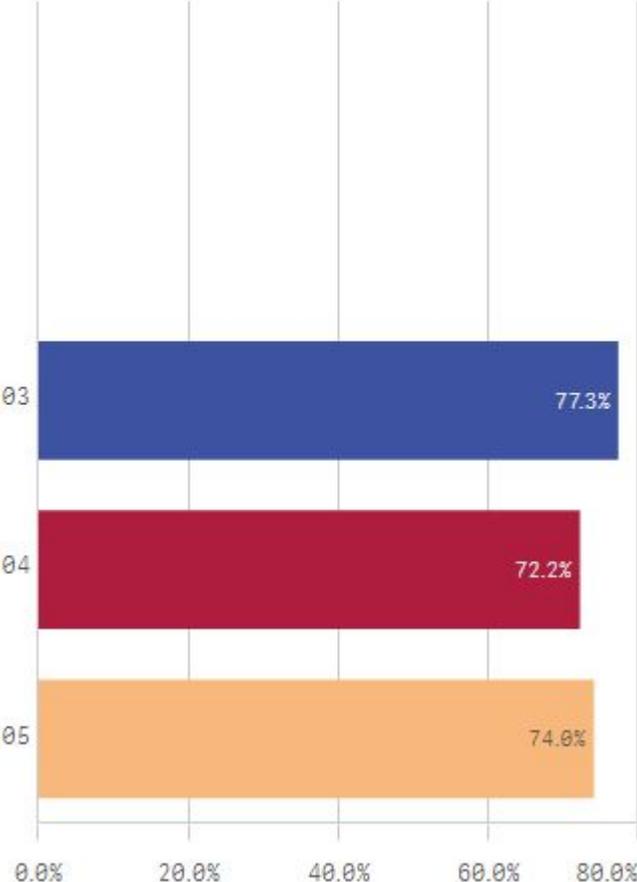
Data for 2024-2025 Window 3



Self Development Score

Self Development Score by Grade Level

Data for 2024-2025 Window 3

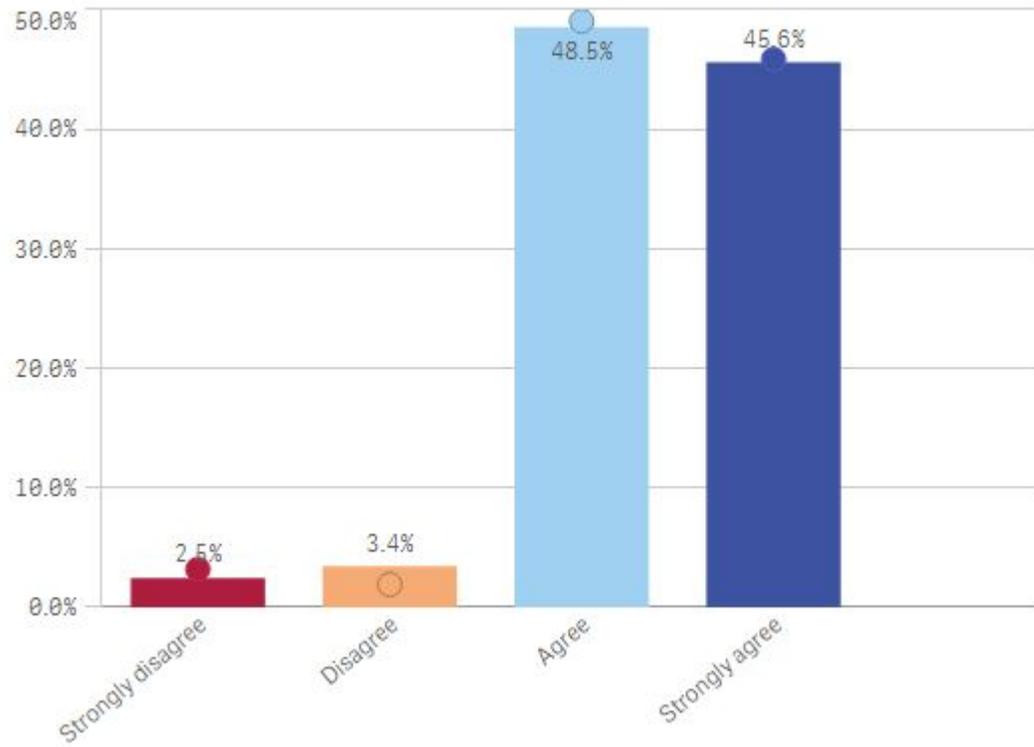


Student Well-Being Survey: Adult-Student Relationship

Adult-Student Relationship Score - Featured Question: *Adults at school say nice things to me.*

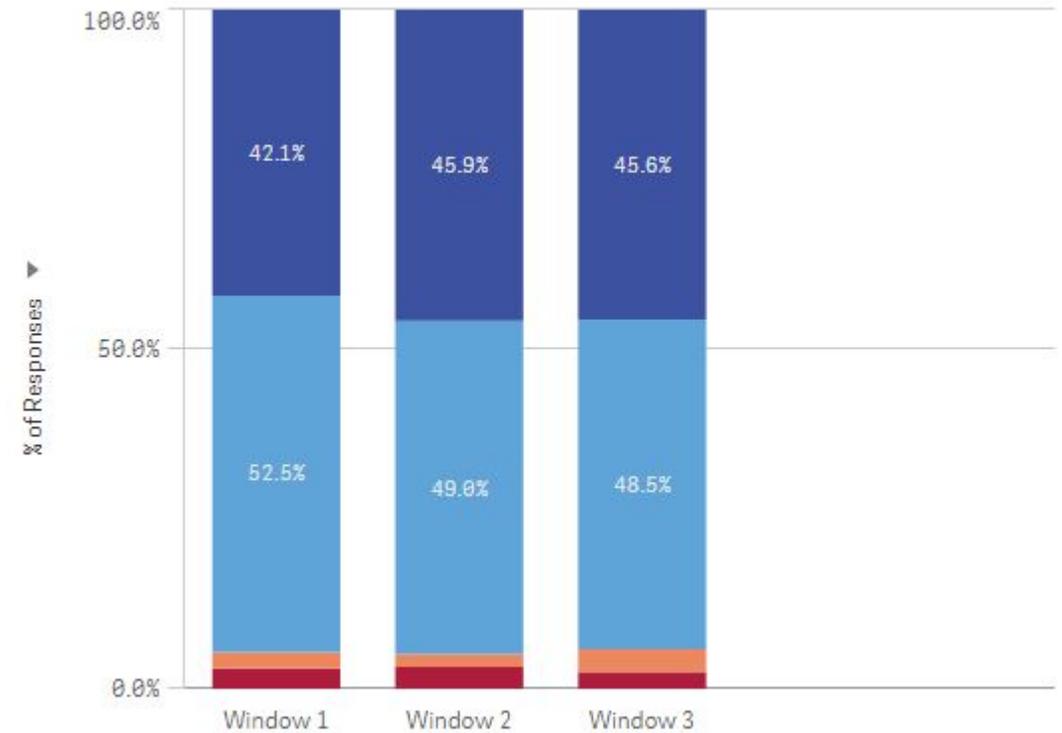
Adults at school say nice things to me

2024-2025 Window 3 (Bars)



Adults at school say nice things to me

All Response Periods

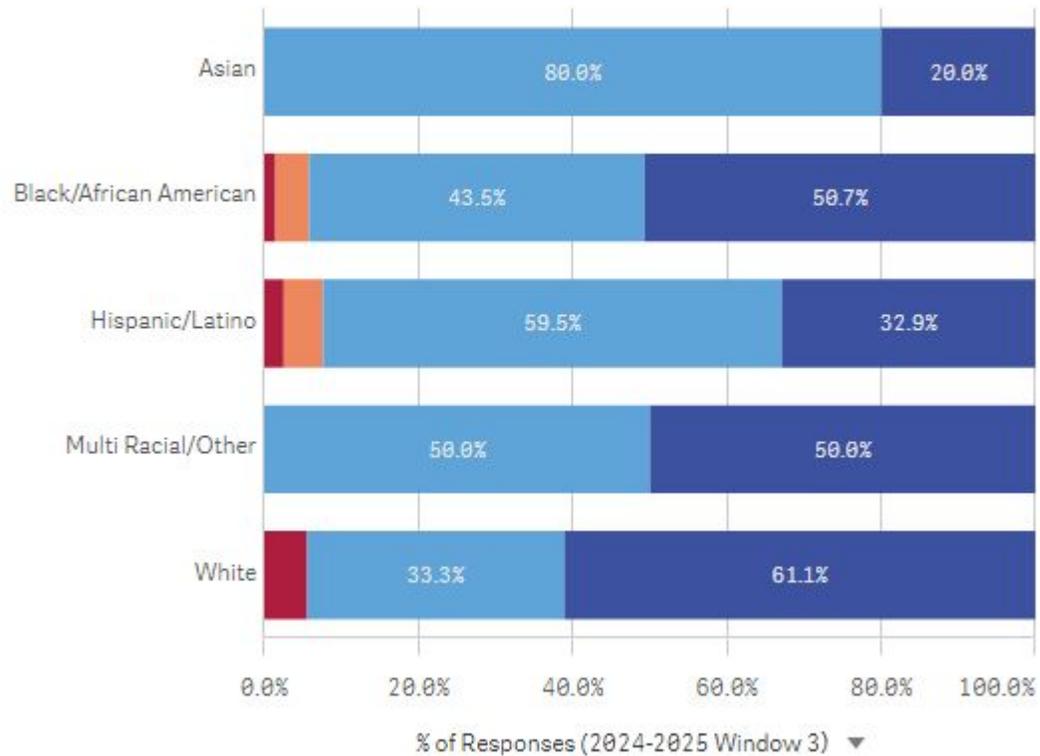


Student Well-Being Survey: Adult-Student Relationship

Adult-Student Relationship Score - Featured Question: *Adults at school say nice things to me.*

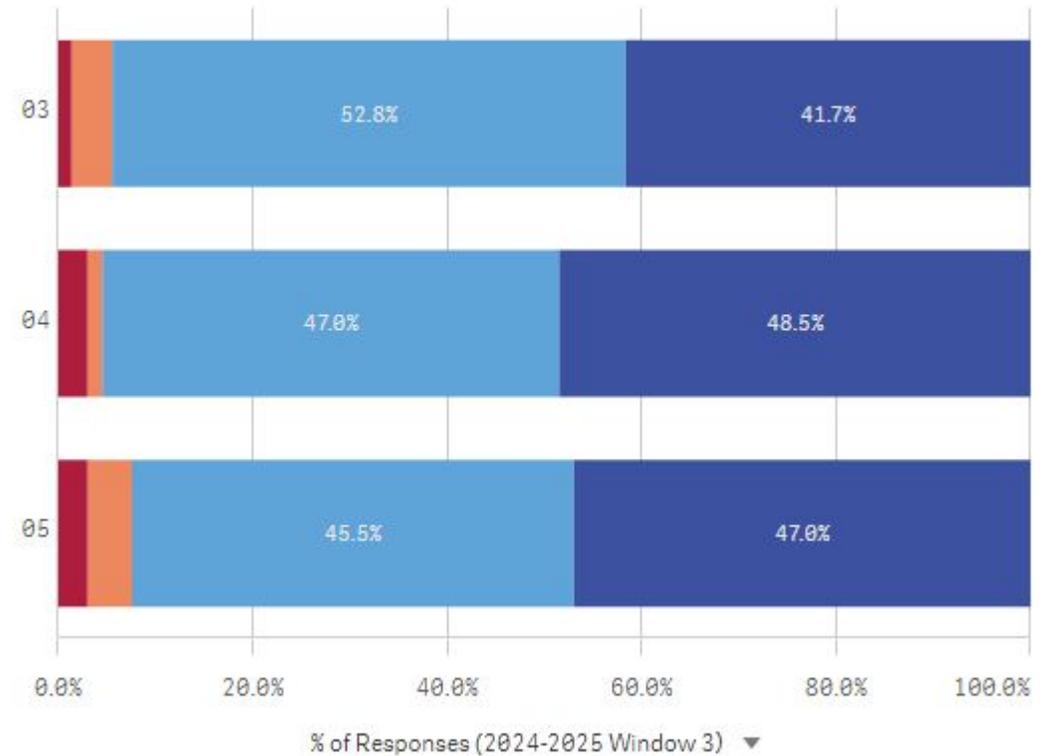
Responses by Race/Ethnicity: Adults at school say nice things to me

Data for 2024-2025 Window 3



Responses by Grade Level: Adults at school say nice things to me

Data for 2024-2025 Window 3

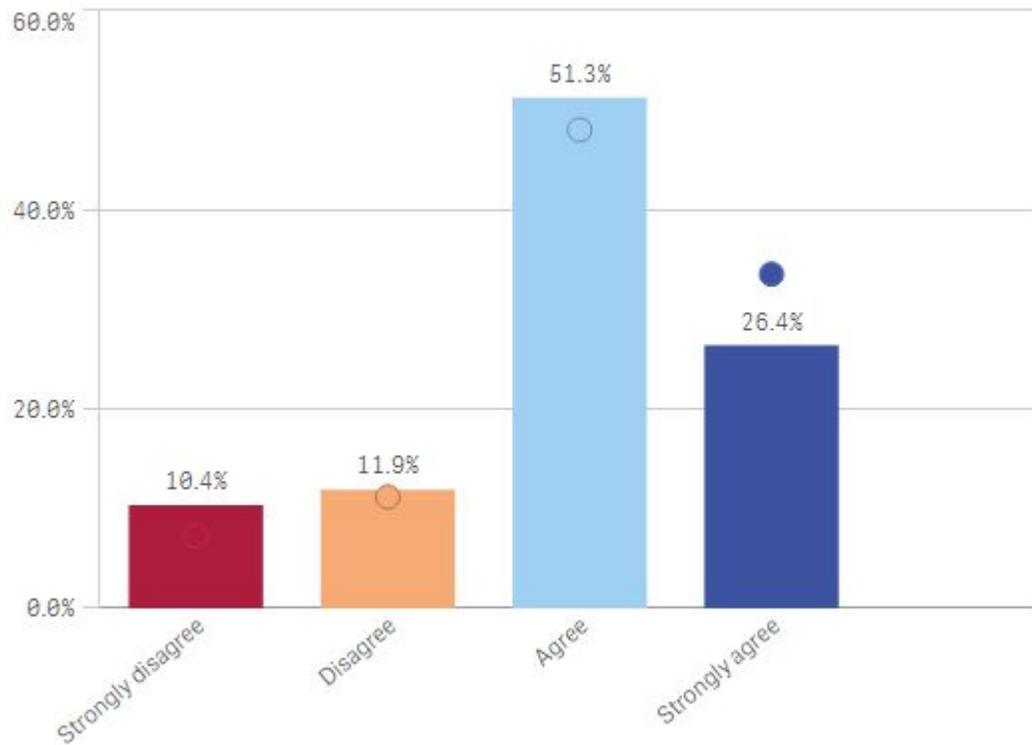


Student Well-Being Survey: Peer Relationship

Peer Relationship Score - Featured Question: *Students from my school show me they care about me.*

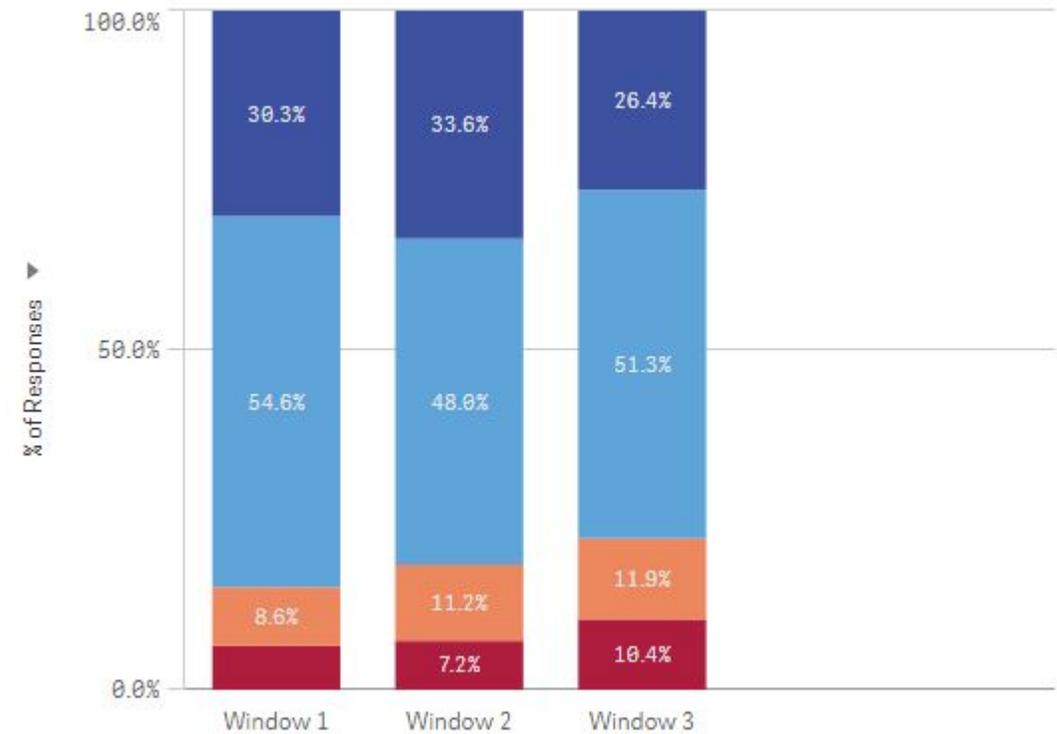
Students from my school show me they care about me

2024-2025 Window 3 (Bars)



Students from my school show me they care about me

All Response Periods

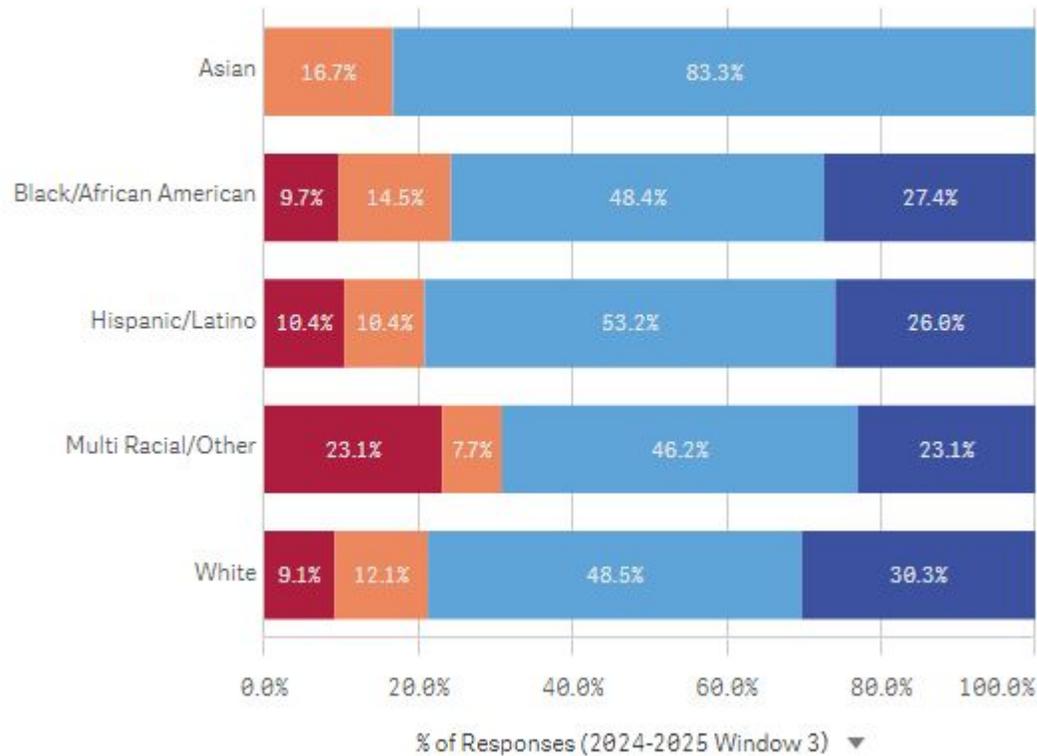


Student Well-Being Survey: Peer Relationship

Peer Relationship Score - Featured Question: *Students from my school show me they care about me.*

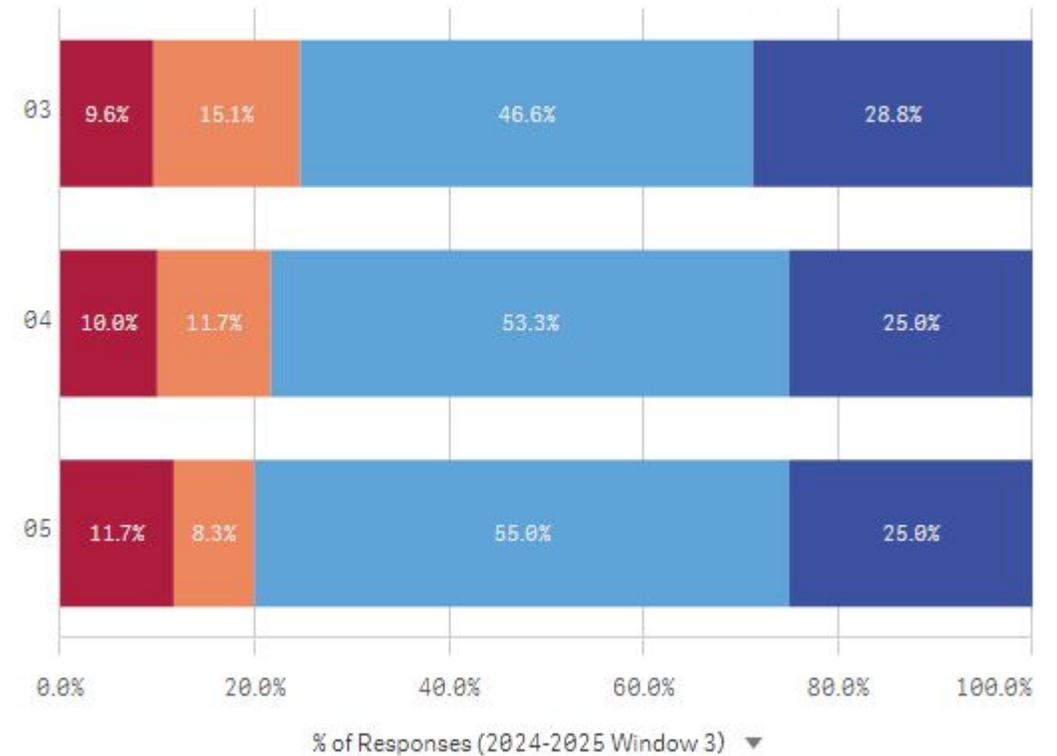
Responses by Race/Ethnicity: Students from my school show me they care ...

Data for 2024-2025 Window 3



Responses by Grade Level: Students from my school show me they care ab...

Data for 2024-2025 Window 3

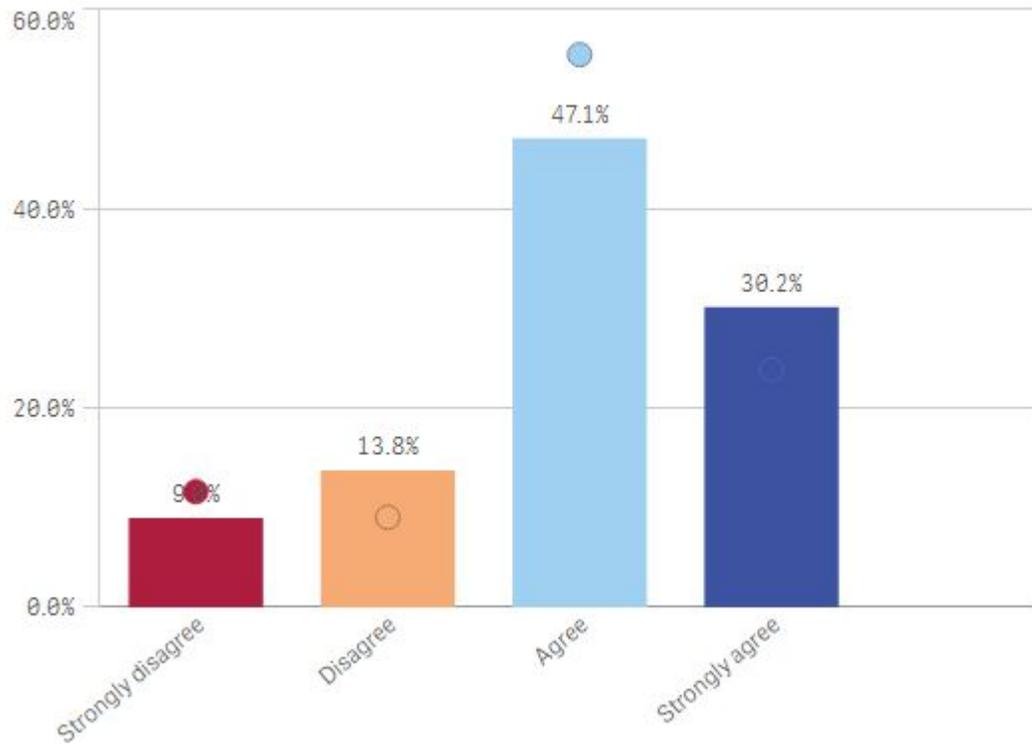


Student Well-Being Survey: Self-Development

Self Development Score - Featured Question: *I can find words to describe how I am feeling.*

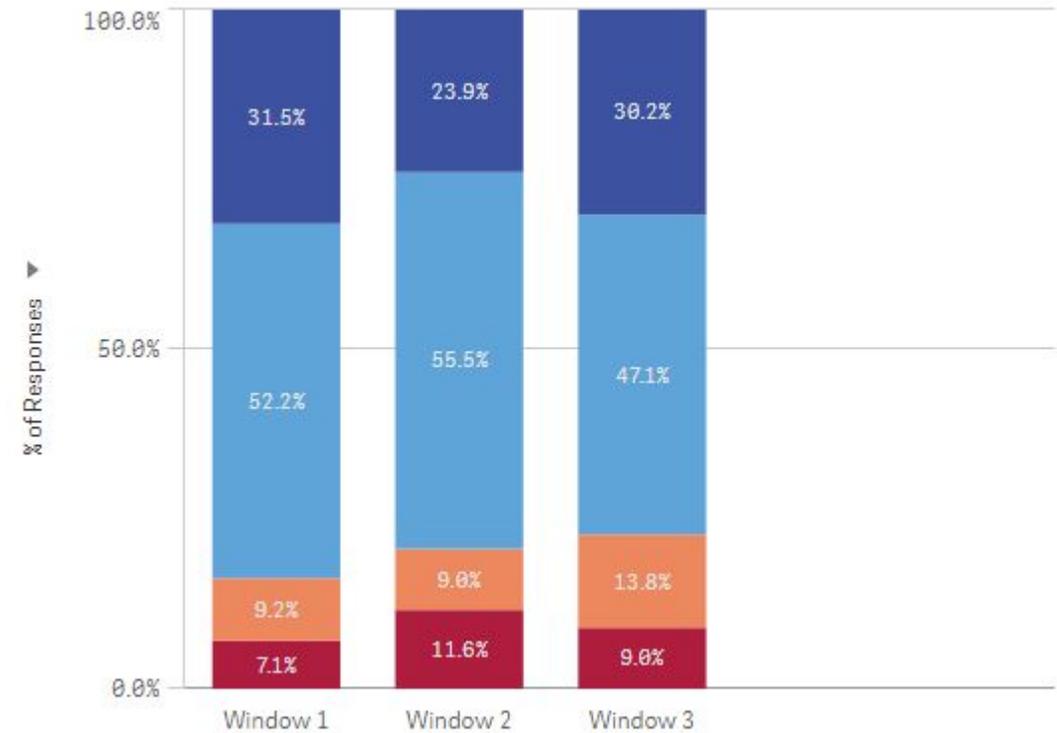
I can find words to describe how I am feeling

2024-2025 Window 3 (Bars)



I can find words to describe how I am feeling

All Response Periods

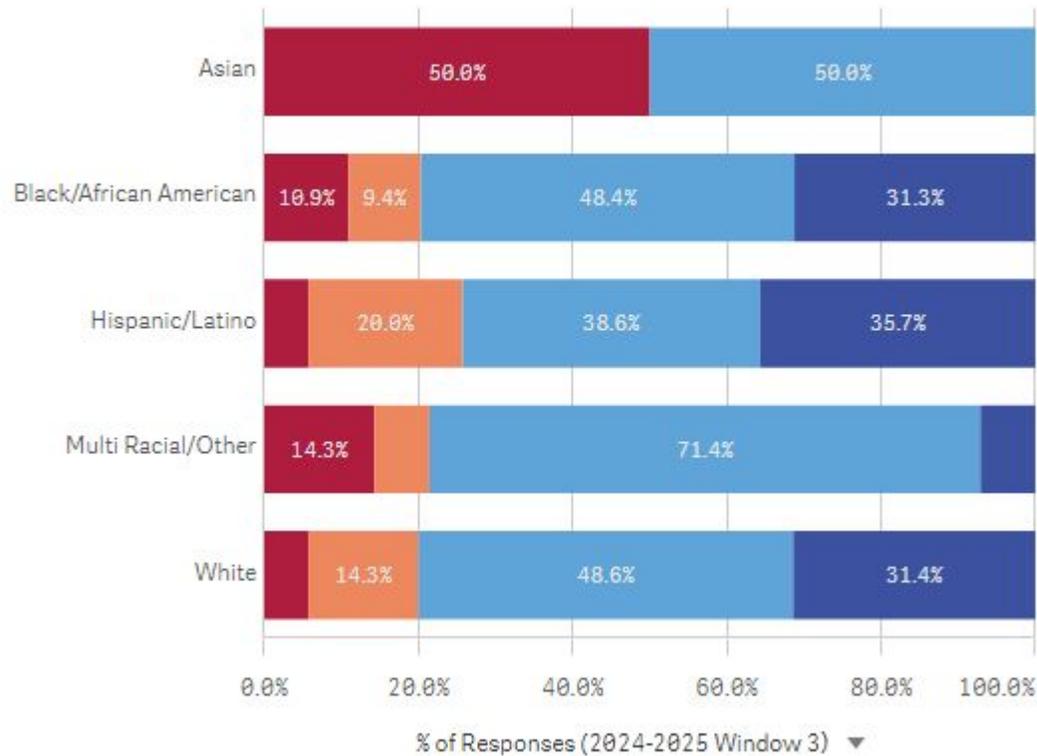


Student Well-Being Survey: Self-Development

Self Development Score - Featured Question: *I can find words to describe how I am feeling.*

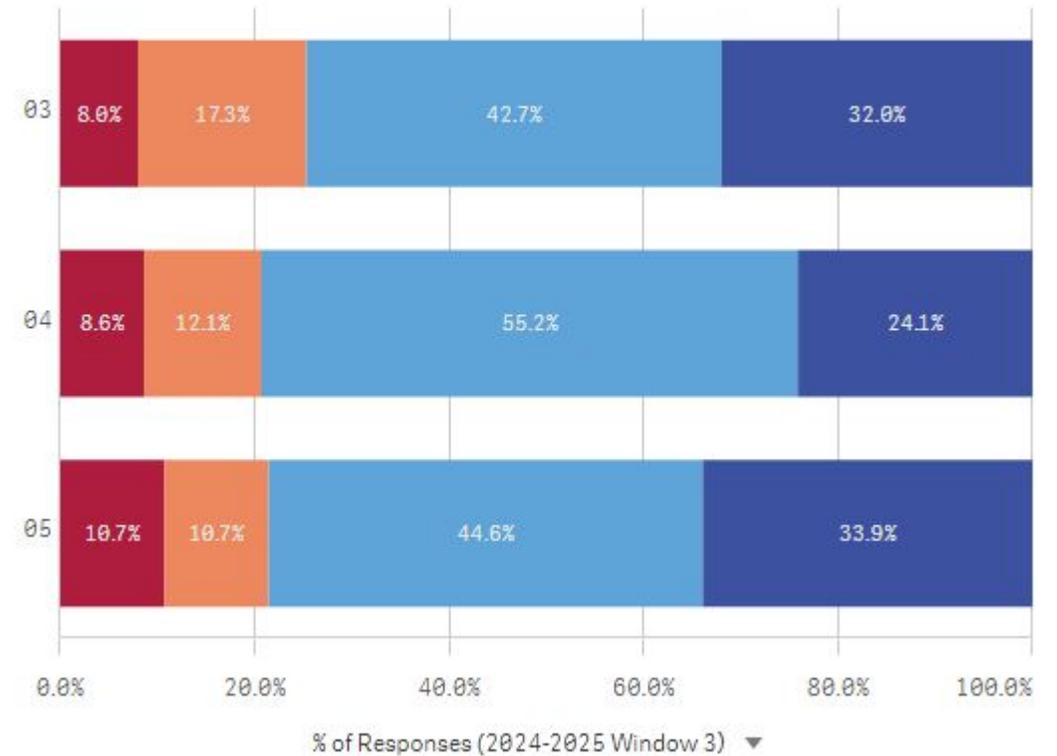
Responses by Race/Ethnicity: I can find words to describe how I am feeling

Data for 2024-2025 Window 3



Responses by Grade Level: I can find words to describe how I am feeling

Data for 2024-2025 Window 3



Data Notes

- After receiving feedback from our staff and students and doing some rigorous validity testing, the Office of School Climate and Culture has **updated 3 of the questions within the survey**, specifically around **Peer Relationships**. We have also reordered the questions so that all questions related to the same relationship category will be grouped together. All updates are reflected in implementation resources. We hope these changes continue to improve the survey's impact and best capture students' experiences at school.
- In 2024-2025, the Student Well-Being Survey will be administered three times a year:
 - Window 1: **Oct 7 – Oct 18**
 - Window 2: **Feb 10 – Feb 26**
 - Window 3: **May 1 – Jun 13**

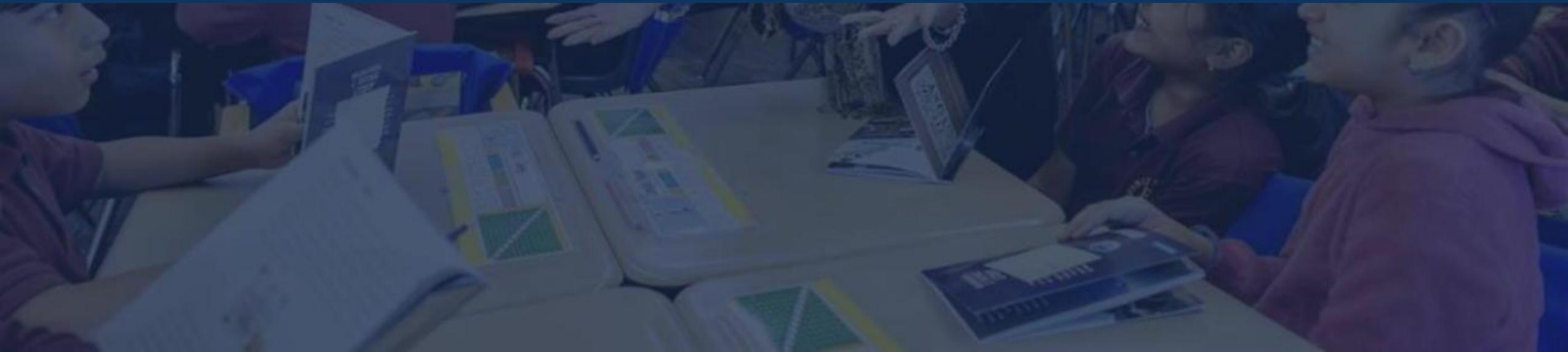
Additional Resources

For information about the SWBS, visit:
<https://www.philasd.org/schoolclimate/#studentsurvey>

For Staff Resources about the SWBS, visit:
<https://www.philasd.org/employees/#ccstaff>,
and view the SWBS “Administration & Implementation Resources”



Resources



Key Metric Definitions

CONDITIONS FOR SUCCESS	
Student Attendance	Percentage of students attending 90% or more of instructional days
Teacher Attendance	Percentage of teachers attending 90% or more of work days
Student Dropouts	Number of students no longer enrolled, and who did not transfer or graduate
On Track for Promotion/ Graduation	<p>For high school students: Percentage of students on track to graduate high school within four years of first-time enrollment in 9th grade</p> <p>For non-high school students: Percentage of students on track to be promoted to the next grade level</p>
QUARTERLY UPDATES	
Academic Screeners	<ul style="list-style-type: none"> • Participation: Percentage of students eligible to take the assessment who were administered the assessment within the official testing window • % At/Above Benchmark: Percentage of students who scored At/Above Benchmark on the Star assessment
Student Well-Being Survey	<ul style="list-style-type: none"> • Participation: Percentage of students in grades 3-12 who responded to the survey • % Positive: Percentage of respondents who selected a positive response for a question • Relationship Score: Average of % <i>Positive</i> responses for all questions within a relationship category

Links to Qlik Applications

Qlik Applications [requires Qlik access]:

- **Climate Matters -**
<https://qlik.philasd.org/sense/app/b66772d1-2543-4971-a8f1-5e7c7af46e0e/overview>
- **School Employee Attendance -**
<https://qlik.philasd.org/sense/app/4a968204-87f3-4f65-8eb6-d335cd893d17/overview>
- **Dropouts Monitoring -**
<https://qlik.philasd.org/sense/app/9a7314b0-5ce8-4595-a490-e4df51f770dc/overview>
- **Course Marks & Credits -**
<https://qlik.philasd.org/sense/app/71e70537-8f6d-45f7-b0b6-a9633ef95998/view>
- **Academic Screeners -**
<https://qlik.philasd.org/sense/app/982b20b4-42d4-4fad-b977-291d9ab2c17c/overview>
- **Student Well-Being Survey -**
<https://qlik.philasd.org/sense/app/d23394c6-2a48-478f-9c46-db687fb2f490/overview>

Qlik Getting Started Guide and Qlik 101 training videos: bit.ly/40q4F2x

Links to Additional Resources

PESO School Improvement Planning folders:

- https://drive.google.com/drive/folders/1B6ZoBbg3AwQPfMyVHVmIpyDYR-NW_p3j?usp=drive_link

Survey Reports by School:

- Student Well-Being Survey - <https://www.philasd.org/schoolclimate/#studentsurvey>
- Philly School Experience Survey - tinyurl.com/pseesschools
- Senior Exit Survey - <https://www.philasd.org/research/programsservices/projects/senior-exit-survey/senior-exit-survey-school-level-reports/>

Additional Information:

- Viewing Student Data for Accountability Across Different Systems (info deck) - <https://docs.google.com/presentation/d/1PX2I47nkl6om5EQG1bFToi-9Hekb5AiYng75mBCNL-4/edit?usp=sharing>



THE SCHOOL DISTRICT OF
PHILADELPHIA

EVALUATION, RESEARCH, AND ACCOUNTABILITY

Do you have questions about your data?

Reach out to your PESO support person!

Find them at: philasd.org/research/#planevi

or planningsupports@philasd.org