# School Year 2024-25 Evaluation Report

## School/District Improvement

February 2026

ILLINOIS STATE BOARD OF EDUCATION

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This evaluation report provides a summary of responses collected through the School Improvement Reporting System for school year 2024-25. School Improvement Reports are completed by school and district administrators of Targeted, Comprehensive, and Intensive schools. School Improvement Reports are required in Implementation Years 1, 2, and 3 after a school receives either a Targeted, Comprehensive, or Intensive designation. School Improvement Reports are located within IWAS and are used to monitor the evidence-based strategies utilized by schools, as well as learning partner services. Schools in the Report Card 2022 (RC22) and Report Card 2023 (RC23) cohorts completed a School Improvement Report for SY 2024-25. RC22 schools were in Implementation Year 2, and RC23 schools were in Implementation Year 1 during SY 2024-25. Due to the COVID 19 pandemic, there was not a Report Card 2021 cohort, and thus, no Implementation Year 3 schools during SY 2024-25.

**Evidence-Based Practices**

Schools in the RC22 and RC23 cohorts reported on which evidence-based practices were included in their School Improvement Plans (SIPs) for SY 2024-25. Table I provides a list of evidence-based practices and the number of schools reporting those practices during SY 2024-25.

**Table I: Evidence-Based Practices Included in School Improvement Plans**

| Evidence-Based Practice | # of Schools Reporting Practice During 2024-25 School Year |
|---|---|
| Principal Leadership Training/Coaching | 445 |
| Superintendent Training and Coaching | 75 |
| District- and School-Level Teams | 447 |
| Instructional Coaching | 467 |
| Instructional Practices | 529 |
| Instructional Planning and Preparation | 506 |
| Classroom Environment | 419 |
| Develop Professional Learning Community | 337 |
| Establish Successful Meetings (Facilitation) | 264 |
| New Teacher Coaching | 306 |
| Development of Schoolwide Systems | 445 |
| Development of Observation/Walk-Through Tools | 331 |
| Curriculum Implementation Support | 447 |
| Guidance with Vertical/Horizontal Alignment of Curriculum and Instruction | 271 |
| Program Audits | 98 |
| Family Engagement | 302 |
| Social and Emotional Learning | 372 |
| Special Education Instructional Practices and Performance | 307 |
| English/Bilingual Instructional Practices and Performance | 215 |
| Chronic Absenteeism/Truancy Assistance | 353 |

- Instructional Practices was the item selected most frequently (529 schools).
- Additionally, Instructional Planning and Preparation was selected by over 500 schools.

- Instructional Coaching, Principal Leadership Training/Coaching, Curriculum Implementation Support, District- and School-Level Teams, Development of Schoolwide Systems, and Classroom Environment were each selected by over 400 schools.

**Learning Partners**

Learning partners must possess the requisite content expertise, experience, and capacity to successfully support effective school improvement practices and deliver evidence-based services. The specific vendors listed in Table II below were approved by the Illinois State Board of Education to serve as learning partners during the 2024-25 school year. Title I, Part A, Section 1003 School Improvement Grant funds may be used for learning partner services. Learning partner services must be aligned to an approved SIP. Local Education Agencies (LEAs) must contract annually with a learning partner on behalf of each of their schools in Intensive or Comprehensive status during Implementation Years 1 and 2 of the school improvement cycle. Schools may engage with more than one learning partner during the school year. LEAs have the option to contract with a learning partner on behalf of their schools in Targeted status but are not required to do so.

**Table II: Number of Schools Engaging With Each Learning Partner**

| Learning Partner Name | # of Chicago Public Schools | # of Rest of State Schools | Total # of Schools Engaging With Learning Partner During 2024-25 School Year |
|---|---|---|---|
| Advancement Via Individual Determination (AVID Center) | 7 | 21 | 28 |
| An Achievable Dream Urban Learning Leadership Center (AADULLC) | 0 | 19 | 19 |
| Carnegie Learning Inc. | 5 | 8 | 13 |
| Catalyst for Educational Change | 19 | 21 | 40 |
| Cognia Inc. | 4 | 8 | 12 |
| Consortium for Educational Research | 8 | 2 | 10 |
| ECRA Group Inc. | 1 | 8 | 9 |
| Education Direction LLC | 0 | 10 | 10 |
| Flippen Group DBA Capturing Kids Hearts | 2 | 14 | 16 |
| Fulcrum Education Solutions LLC | 47 | 0 | 47 |
| Huron Consulting Services LLC | 0 | 1 | 1 |
| Illinois Principals Association | 15 | 28 | 43 |
| Imagine Learning LLC | 4 | 5 | 9 |
| Innovare Social Innovation Partners Inc. (DeFree Corp.) | 25 | 0 | 25 |
| Intermediate Service Center - North Cook | 0 | 1 | 1 |
| Intermediate Service Center - South Cook | 0 | 25 | 25 |
| Intermediate Service Center - West 40 | 10 | 15 | 25 |
| Keys to Literacy | 0 | 3 | 3 |

| | | | |
|---|---|---|---|
| National Opinion Research Center | 1 | 0 | 1 |
| NewRoot Learning Institute | 19 | 3 | 22 |
| Northern Illinois University Board of Trustees | 1 | 11 | 12 |
| Partnership for Resilience | 1 | 4 | 5 |
| Peoples Education Inc. (DBA Mastery Education) | 1 | 0 | 1 |
| Professional Development Plus | 14 | 4 | 18 |
| Respond-Ability LLC | 6 | 5 | 11 |
| ROE 09 Champaign, Ford Counties | 0 | 3 | 3 |
| ROE 16 DeKalb County | 0 | 5 | 5 |
| ROE 17 DeWitt, Livingston, Logan, McLean Counties | 0 | 7 | 7 |
| ROE 19 DuPage County | 0 | 4 | 4 |
| ROE 21 Franklin, Johnson, Massac, Williamson Counties | 0 | 11 | 11 |
| ROE 24 Grundy, Kendall Counties | 0 | 4 | 4 |
| ROE 30 Alexander, Jackson, Perry, Pulaski, Union Counties | 0 | 7 | 7 |
| ROE 31 Kane County | 0 | 14 | 14 |
| ROE 33 Henderson, Mercer, Knox, Warren Counties | 0 | 5 | 5 |
| ROE 34 Lake County | 0 | 6 | 6 |
| ROE 45 Monroe, Randolph Counties | 0 | 5 | 5 |
| ROE 47 Lee, Ogle, Whiteside Counties | 0 | 0 | 0 |
| ROE 51 Menard, Sangamon Counties | 0 | 2 | 2 |
| ROE 54 Vermilion County | 0 | 3 | 3 |
| Savvas Learning Company LLC | 14 | 21 | 35 |
| Silver Strong & Associates LLC | 0 | 4 | 4 |
| Solid Ground Behavioral Services Inc. | 0 | 0 | 0 |
| TaJu Educational Solutions | 0 | 2 | 2 |
| Teach Plus Inc. | 4 | 1 | 5 |
| The Center: Resources for Teaching and Learning (Illinois Resource Center) | 2 | 4 | 6 |
| TNTP Inc. (The New Teacher Project) | 10 | 26 | 36 |
| UChicago Impact | 1 | 0 | 1 |
| WestEd | 8 | 3 | 7 |
| **Totals** | **229** | **353** | **582** |

- Forty-six of the 48 available learning partners engaged with at least one school.
- A total of 459 of the 604 RC22 and RC23 schools in Targeted, Comprehensive, or Intensive status engaged with a learning partner during SY 2024-2025. This includes all Comprehensive or Intensive schools (required to work with a learning partner) and some Targeted schools (optional).
- One hundred forty-five schools in Targeted status reported they relied solely on independent efforts during SY 2024-25.

A variety of stakeholders may engage with learning partners. Those stakeholders include district-level leaders, building-level leaders, teachers, and paraprofessionals. Image I shows the percentage of respondents who reported interaction with learning partners by stakeholder type.

**Image I: Stakeholder Interaction with Learning Partner**

- Building-level leaders were reported most frequently as interacting with learning partners.
- Eighty-six percent of respondents also reported teachers interacted with learning partners.

Learning partners engaged with stakeholders via virtual and in-person services. There is flexibility in partnering with learning partners that allows for short-term partnerships, long-term partnerships, multiple partnerships, and/or concurrent partnerships. The number of interactions between stakeholders and learning partners varied because of this flexibility. Image II illustrates the percentage of respondents who reported that their school had one to 10 interactions, 11-20 interactions, 21-30 interactions, 31-50 interactions, and 51-plus interactions with a learning partner during SY 2024-25.

**Image II: School Engagement with Learning Partner**

- Forty percent of respondents (185 schools) reported having one to 10 interactions and 29% of respondents (135 schools) reported having 11-20 interactions with a learning partner over the course of SY 2024-25.
- Seventeen percent of respondents (76 schools) reported having 21-30 interactions and 10% of respondents (44 schools) reported having 31-50 interactions with a learning partner over the course of SY 2024-25.
- Four percent of respondents (19 schools) reported having 51 or more interactions with a learning partner over the course of SY 2024-25.

School Improvement Plan goals were used as a gauge to measure the effectiveness of services provided by learning partners. Image III provides the percentage of respondents who reported learning partner engagement was effective in relation to school improvement goals to a great extent, moderate extent, minimal extent, or no extent.

**Image III: Effectiveness of Learning Partner Engagement in Relation to School Improvement Goals**

- Approximately 90% of respondents reported that their engagement with a learning partner was effective in supporting their SIP goals to a great or moderate extent.
- Nearly 10% reported that their engagement with a learning partner was effective in supporting their SIP goals to a minimal extent, and approximately three-tenths of a percent reported no extent.

**Summary**

The Department of School/District Improvement collects self-reported information from district and school administrators via the School Improvement Report. This report focuses on the evidence-based improvement practices chosen and the engagement with learning partners. During SY 2024-25, many evidence-based practices were implemented, including instructional planning and preparation, instructional coaching, curriculum implementation support, and principal leadership training/coaching. There were 48 learning partners, and 46 of these partners engaged with at least one school. A total of 459 of the 604 RC22 and RC23 schools in Intensive, Comprehensive, or Targeted status chose to collaborate with a learning partner. One hundred forty-five schools in Targeted status reported relying solely on independent efforts throughout the year as engagement with a learning partner was optional. Ninety percent of respondents reported that their engagement with a learning partner was effective in supporting their SIP goals to a great or moderate extent.