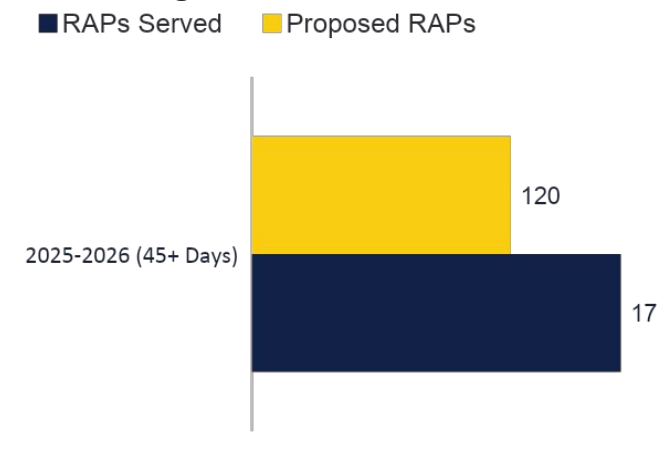


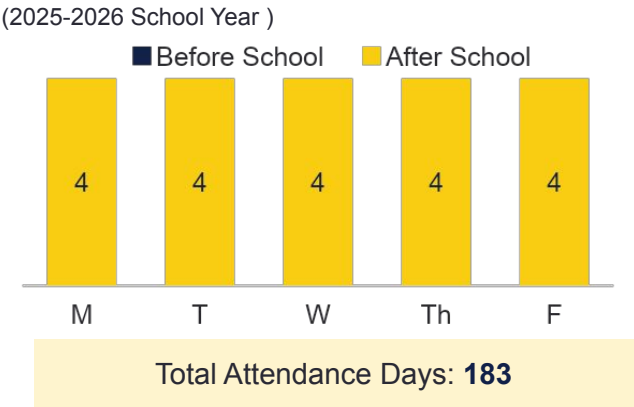


Program Attendance & Participant Characteristics (School-Year Programming)

Annual Program Attendance



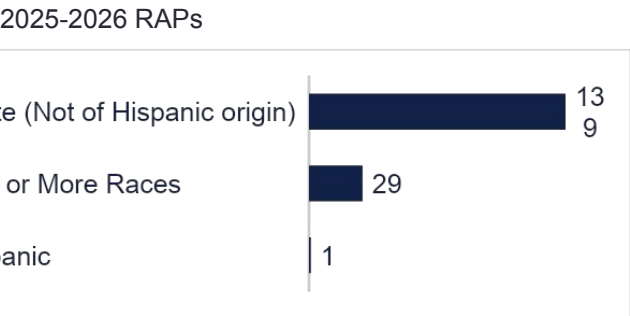
Program Hours Offered per Week



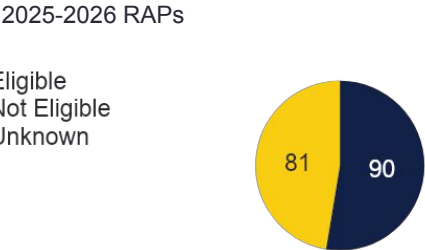
Participant Grade Level

- 2025-2026 RAPS
- Elementary School: 171
 - Intermediate/Middle School: 0
 - High School: 0

Race



Free and Reduced Lunch



Building Momentum for Next Year

- Describe one area of programming that you'd like to strengthen next year.
One area of programming that we would like to strengthen next year is helping youth with Social Emotional Learning. As indicated by reported social/behavioral measure outcomes, there is room for improvement in this program area. The program is also at full capacity which requires staff to be increasingly more intentional about positive role modeling, youth behavior support, and increasing behavior management skills.
- Staff will complete de-escalation training provided by a community partner specializing in helping youth workers learn best practices in youth behavior management. This training will help staff to proactively intervene when situations arise that could cause disruptive behavior. The training will also teach staff the importance of positive behavior reinforcement and how to use this tool to increase social-emotional learning.
- Two high school interns who have both been in the program since elementary school will serve as peer-to-peer mentors beginning next year. We have seen the impact that positive role modeling has during activities where older students set the tone, lead by example, and give positive reinforcement.
- Positive behavior reports, group agreements, and rewards will be used as tools to set clear expectations and help youth to develop social-emotional skills both individually and as a group.



2025-2026 Performance Measure Progress

Academic Outcomes

Outcome	Target	Performance Measure
68%	65%	of 1st-5th grade RAPs will earn a 'B or better' or increase their E/LA grade from fall to spring
75%	65%	of 1st-5th grade RAPs will earn a 'B or better' or increase their math grade from fall to spring
100%	65%	of kindergarten RAPs will earn a P (Pass) or increase their E/LA grade from fall to spring
100%	65%	of kindergarten RAPs will earn a P (Pass) or increase their math grade from fall to spring
54%	55%	of 3rd-5th grade RAPs will score At Proficiency or above on the English/Language Arts component of the Summative ILEARN assessment, or improve their state percentile ranking from the Checkpoint 1 assessment to the Summative ILEARN assessment
63%	50%	of 3rd-5th grade RAPs will score At Proficiency or above on the Math component of the Summative ILEARN assessment, or improve their state percentile ranking from the Checkpoint 1 assessment to the Summative ILEARN assessment
88%	65%	of K - 2nd grade RAPs will score at or above benchmark on the Dibels Reading assessment in fall and spring, or improve their composite score relative to benchmark from fall to spring
93%	65%	of K - 2nd grade RAPs will score at or above benchmark on the Dibels Math (Acadience) assessment in fall and spring, or improve their composite score relative to benchmark from fall to spring

Interpersonal/Behavioral Outcomes

Outcome	Target	Performance Measure
57%	60%	of RAPs will score at or above 24 (of 32) on the Self Management: interpersonal strength subscale of the WCSD Social and Emotional Competency Assessment or improve their score from pre to post
55%	60%	of RAPs will score at or above 24 (of 32) on the Self Management: intrapersonal strength subscale of the WCSD Social and Emotional Competency Assessment or improve their score from pre to post
60%	65%	of RAPs will score at or above 15 (of 20) on the Self Management: School Work subscale of the WCSD Social and Emotional Competency Assessment or improve their score from pre to post
59%	50%	of RAPs will score at or above 22 (of 32) on the Reading Motivation Questionnaire in the spring or increase their score from pre to post*

Family Engagement Outcomes

Outcome	Target	Performance Measure
100%	65%	of parents/guardians of RAPs will be involved in their child's education as evidenced by positive responses to 3 or more measures in the parent survey
47%	50%	of parents/guardians of RAPs will be involved with their child's school as evidenced by positive responses to 2 or more measures in the parent survey

Provide a brief explanation of any missing or incomplete data in the space provided below.