Evansville Promise Neighborhood (EPN) Evaluation Summary

October 31, 2026

Evansville Promise Neighborhood (EPN) is a community-based initiative housed at the University of Evansville's Center for Innovation & Change. This collaborative project – brought to life through the coordinated work of 23 partners – brings together families, organizations, and schools to co-design solutions and pathways to success. EPN serves the residents of 12 census tracts in Evansville, IN, and the students (along with their families) attending six focus schools in the Evansville Vanderburgh School Corporation (Bosse, 9-12; Delaware, K-6; Evans, PK-6; Glenwood, K-8; Lincoln, K-8; and Lodge, PK-8). EPN focuses on building strong partnerships that unlock resources and empower residents to lead the change they envision for their community. Detailed information about the initiative can be found in the Comprehensive Guide to the Evansville Promise Neighborhood booklet[1]. This evaluation summary highlights cumulative progress toward required result areas.

IMPLEMENTATION TIMELINE

The first year of the EPN grant award was April 2023 through March 2024. During this period, foundational elements of grant implementation occurred (e.g., developing and executing partnership memoranda of understanding [MOUs], completing data sharing agreements, attaining Institutional Review Board approval, establishing consent processes). The second year (April 2024 to March 2025) saw the ramp up of individual partner programs and the start of collective activity (partner workgroups, multi-partner initiatives). Most but not all EPN pipeline programs and services were fully implemented in Year Three (April 2025 to March 2026). EPN is in Year Four (April 2026 to March 2027) and expects full implementation of programs and services. More detailed information can be found on the EPN website[2]. Importantly, the grant year timeline does not directly align with school year timelines. Therefore, cumulative progress should be considered in the context of the implementation timeline for programs and services expected to impact these results, as well as data availability. An example timeline with school years follows.

Grant Timeline	Year One: April 1, 2023 to March 31, 2024	Year Two: April 1, 2024 to March 31, 2025	Year Three: April 1, 2025 to March 31, 2026	Year Four: April 1, 2026 to March 31, 2027	Year Five: April 1, 2027 to March 31, 2028
School Year:	2023-24	2024-25	2025-26	2026-27	2027-28

PROMISE NEIGHBORHOOD RESULT AREAS

The Government Performance and Results Act (GPRA) required indicators are key metrics aligned to results Evansville Promise Neighborhood aims to achieve, serving as the primary way to measure progress. These indicators reflect data around academic proficiency, graduation rates, family support of learning, healthy eating, and community safety, among other areas. Evansville Promise Neighborhood will use GPRA indicators to assess progress toward its goals and ensure accountability, demonstrating that the initiative is effectively improving the quality of life and educational outcomes in the community. EPN programs and services are provided as a continuum of solutions across **four interconnected pipelines targeting ten result areas**.

Early Health and Kindergarten Readiness (Pipeline 1)



Student Achievement and Success (Pipeline 2)



Postsecondary Access, Success, and Workforce Readiness (Pipeline 3)



Neighborhood and Community Revitalization (Pipeline 4)



[1] https://www.evansville.edu/epn/downloads/epn-comprehensive-guide.pdf
[2] https://www.evansville.edu/epn/index.cfm

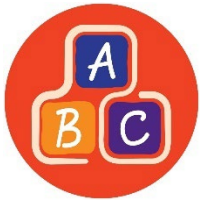
Results Area by GPRA Indicator and EPN Pipeline

For each of the areas below, EPN identified specific indicators and data sources to track progress throughout the life of the grant award. Indicators were developed in collaboration with pipeline workgroups.

Results Area	GPRA Indicator	Pipeline 1	2	3	4
(1) Children enter kindergarten ready to succeed in school.	**1.1** Number and percentage of kindergarten students who meet (meet-low/meet/meet-high/exceed) standard score by age on the Minnesota Executive Functioning Scale in the fall annually. **1.2** Number and percentage of kindergarten students who are at or above benchmark on the Acadience Total Reading Composite (TRC) in fall 2025 and annually thereafter. (Note: The Amira Reading Mastery (ARM) Score collected in fall 2023/2024 is no longer being used to assess progress).	■			
(2) Students are proficient in core academic subjects.	**2.1.1** Number and percentage of students at or above grade level according to the ILEARN Math assessment in grades 3-8. **2.1.2** Number and percentage of students at or above benchmark levels according to the SAT math section in grade 11. **2.2.1** Number and percentage of students at or above grade level according to the ILEARN English language arts assessment in grades 3-8. **2.2.2** Number and percentage of students at or above benchmark levels on the SAT Evidence-Based Reading and Writing section in grade 11.		■	■	
(3) Students successfully transition from middle school grades to high school.	**3.1** Attendance rate of students in 6th, 7th, 8th, and 9th grade as defined by average daily attendance. **3.2** Chronic absenteeism rate of students in 6th, 7th, 8th, and 9th grades.		■	■	
(4) Youth graduate from high school.	**4.1** Four-year adjusted cohort graduation rate.		■	■	
(5) High school graduates obtain a postsecondary degree, certification, or credential.	**5.1** Number and percentage of students who enroll in a two-year or four-year college or university after graduation. **5.2** Number and percentage of students who graduate from a two-year or four-year college or university or vocational certification completion.			■	
(6) Students are healthy.	**6.1** Number and percentage of students who consume five or more servings of fruits and vegetables daily.				■
(7) Students feel safe at school and in their community.	**7.1** Number and percentage of students (grades 6-12) who believe the school is a safe place for students and report being safe while traveling to and from school.		■		■
(8) Students live in stable communities.	**8.1** Student mobility rates from focus EPN schools.				■
(9) Families and community members support learning in EPN schools.	**9.1** Number and percentage of parents or family members that read to or encourage their children to read three or more times a week or reported their child read to themselves three or more times a week (birth–8th grade). **9.2** Number and percentage of parents/family members who report talking about the importance of college and career (9th–12th grade).	■	■	■	
(10) Students have access to 21st century learning tools.	**10.1** Number and percentage of students who have access to broadband internet and a connected computing device.				■

HIGHLIGHTS BY PIPELINE AREA

Highlighted findings are summarized below for each of the four pipeline areas. While some indicators cross pipelines, highlights focus on the primary pipeline results intended. Detailed results for each indicator are included in subsequent sections.



Early Health and Kindergarten Readiness Pipeline

By providing early health services and supporting programs that prepare children for kindergarten, the intended result for this pipeline focuses on equipping young learners with essential skills. The goal is to ensure every child begins their educational journey with a strong foundation.

- ✓ *Various measures of kindergarten readiness are being used to track progress in the early health and kindergarten readiness pipeline. Assessments are administered to kindergarteners at the beginning of each school year.*
  - ***Executive functioning** is a foundational aspect of self-regulation and contributes to the development of social-emotional skills. In fall 2025, 6 in 10 kindergarten students met standard score for age benchmarks on the Minnesota Executive Functioning Scale (MEFS), a measure of executive functioning. This represented a slight decline from baseline, highlighting the importance of continued emphasis on early learning efforts.*
  - ***Early literacy skills and/or reading proficiency are important aspects of early learning.** Based on the Amira Assessment, higher levels of reading mastery were observed among kindergarten students in fall 2024, compared to fall 2023. Beginning in fall 2025, the Amira assessment was discontinued and Acadience Reading was adopted as a new measure of early literacy (based on guidance provided by the Indiana Department of Education). As a new baseline measure, 1 in 4 students met early literacy/reading proficiency benchmarks.*
- ✓ ***Reading frequency remained steady for birth to 8th grade students.** In 2026, 47.8% of parents reported that their children read or were read to at least three times a week. While this is a slight increase from the 46.6% reported in 2024, the difference falls within the Margin of Error (MOE)[3] for the survey (MOE= +/-4.5 in 2026; +/-5.4 in 2024). When any frequency is considered, 83.8% of parents reported that their children read or were read to at least once or twice a week and 79.8% did so in 2024 (baseline).*



Student Achievement and Success

Maximizing student potential to improve educational outcomes by promoting academic excellence, addressing individual learning needs, providing enrichment opportunities, and fostering a supportive environment that encourages engagement and achievement for every child is the focus of this pipeline.

- ✓ *For both ILEARN **math and English language arts** (Grade 3-8), there was a decrease in scores from baseline (spring 2023) to spring 2025. Results resembled a declining districtwide trend during this same period. On the other hand, there was an improvement from baseline to spring 2025 across all schools in **IREAD scores** (Indiana's Reading Evaluation and Determination, a mandated assessment for third-grade students in Indiana to measure their foundational reading skills). A similar increase occurred districtwide. Three EPN schools (with students at this grade level) demonstrated improvement ranging from 6.1 to 53.7 percentage points. While IREAD is not associated with a GPRA indicator, results are promising and highlight early intervention efforts.*
- ✓ *The **average daily attendance** for 6th-9th grade students increased in 2025-26, compared to baseline (2022-23). **Chronic absenteeism** also improved over this same period. Higher attendance levels in early grades are important for instilling positive behavioral patterns earlier in a student's educational pathway. For all EPN K-5 grades combined, there was a decline in chronic absences each year and an overall improvement from baseline. All five EPN schools (with students at this grade level) demonstrated a decline in chronic absences.*

[3] Margin of Error (MOE) represents a survey's range of precision. For example, for 2026, 47.8% of parents reported their children read or were read to at least three times a week. When the MOE is considered, the true percentage falls within a range of 43.3% to 52.3%.



Postsecondary Access, Success, and Workforce Readiness

Preparing students for future success beyond high school by providing guidance, resources, and opportunities to explore higher education and career paths, equipping them with the skills and knowledge needed to excel in a competitive job market and achieve long-term career goals is the focus of this pipeline.

- ✓ *The percentage of high school graduates (graduating class of 2024)* ***enrolled in a two-year or four-year college or university after graduation*** *(up to 16 months post-graduation) improved from baseline (high school graduating class of 2022). Compared to the 2022 graduating cohort, the 2024 graduating cohort had a higher percentage of students enrolled in 4-year post-secondary opportunities.*

- ✓ *The percentage of high school graduates* ***who graduated from a two-year or four-year college or university or received a vocational certificate*** *by 2024-25 increased from baseline.*

- ✓ *More than half of parents or family members reported* ***talking with their high school students (grade 9-12) about the importance of college and career during both survey years (2024 and 2026).*** *In 2026, 52.6% of parents with students in 9th through 12th grade reported talking to their teens about college and careers (in fall 2025). While this decreased from 56.9% in 2024 (during fall 2023), the difference falls within the Margin of Error for survey administrations (+/-6.5 in 2026; +/-8.2 in 2024). Findings highlight the need for continued intervention.*



Neighborhood and Community Revitalization

This pipeline focuses on revitalizing neighborhoods and strengthening community bonds by enhancing local infrastructure, fostering community engagement, and implementing initiatives that improve the overall quality of life, contributing to a vibrant, connected, and resilient community.

- ✓ *There was improvement in the percentage of students who reported* ***consuming five or more servings of fruits/vegetables daily*** *in 2025 (February 2026) compared to baseline (February 2024). A higher percentage of students also consumed fruits/vegetables 4 or more times during this same time. Additionally, students consuming fruits/vegetables 3 or more times remained steady over the years (>80%).*

- ✓ *The percentage of students who believe* ***school is a safe place for students and report being safe while traveling to and from school*** *increased slightly in 2025 (February 2026) compared to baseline (February 2024). EPN partners have suggested student perceptions of safety may be impacted by several dimensions (e.g., peer relationships, sense of belonging). Several EPN strategies focus on strengthening connections and relations with students and these findings highlight the need for continued intervention.*

- ✓ *The* ***student mobility rate*** *for all schools (combined) improved in 2025-26 compared to baseline (2022-23). The mobility rate is a measure accounting for cumulative student entries and withdrawals (students transferring into and out of schools) relative to the number of students enrolled at the beginning of the year.*

- ✓ *The percentage of students in EPN schools who have* ***access to broadband internet and a connected computing device (with a fast speed) at home*** *has remained high (89.8% in 2025 (February 2026); 89.2% in 2024 (February 2025); 89.7% at baseline 2023 (February 2024)).*

PROGRESS TOWARD GPRA INDICATORS

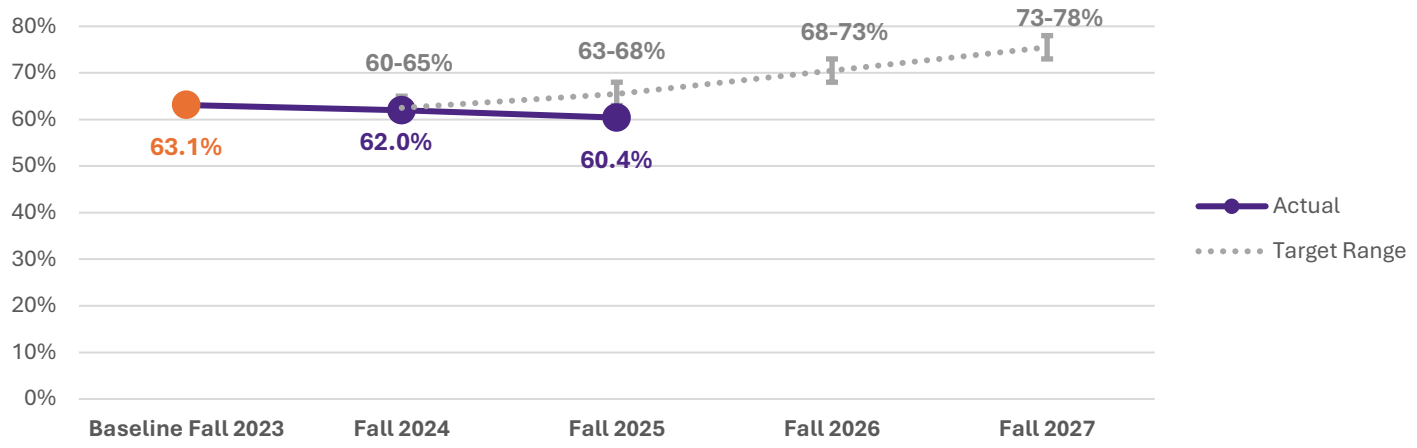
Progress toward each GPRA indicator is summarized in the following sections, detailing the data source selected as well as the most recent results available. Selected considerations and data notes are included to provide context and assist in interpreting findings.

Result 1: Children enter kindergarten ready to succeed in school.

GPRA INDICATOR 1.1 Number and percentage of kindergarten students who meet (meet-low/meet/meet-high/exceed) standard score by age on the Minnesota Executive Functioning Scale in the fall annually.

60.4% of kindergarten students met (meet-low/meet/meet-high/exceed) standard score by age benchmarks on the Minnesota Executive Functioning Scale in fall 2025, compared to 63.1% at baseline (fall 2023).

***Consideration:** The National Education Goals Panel (NEGP) defines school readiness according to multiple domains of early learning including physical well-being and motor development, social and emotional development, approaches to learning, language and literacy development, and cognition and general knowledge. EPN is using varied measures to assess readiness including the Minnesota Executive Functioning Scale (MEFS) (Indicator 1.1, described below) and Acadience/Amira (Indicator 1.2, described in the next section). MEFS (specific to indicator 1.1) is a measure of executive functioning, which is a foundational aspect of self-regulation. Executive functioning skills contribute to the development of social-emotional skills and children's approach to learning. The measure is administered to all kindergarten students in August/September each year.*



GPRA Indicator 1.1 Number and percentage of kindergarten students who meet (meet-low/meet/meet-high/exceed) standard score by age on the Minnesota Executive Functioning Scale in the fall annually.

Baseline	Targets			
Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027
63.1%	60-65%	63-68%	68-73%	73-78%
	Annual Progress			
	Fall 2024	Fall 2025	Fall 2026	Fall 2027
	62.0% (142/229)	60.4% (142/235)	---	---

Data Note: Students who meet-low, meet, meet-high or exceed standard score by age, Minnesota Executive Functioning Scale, Aug./Sept. 2023, 2024, and 2025. Data represent K students attending Delaware, Evans, Glenwood, Lincoln, and Lodge.

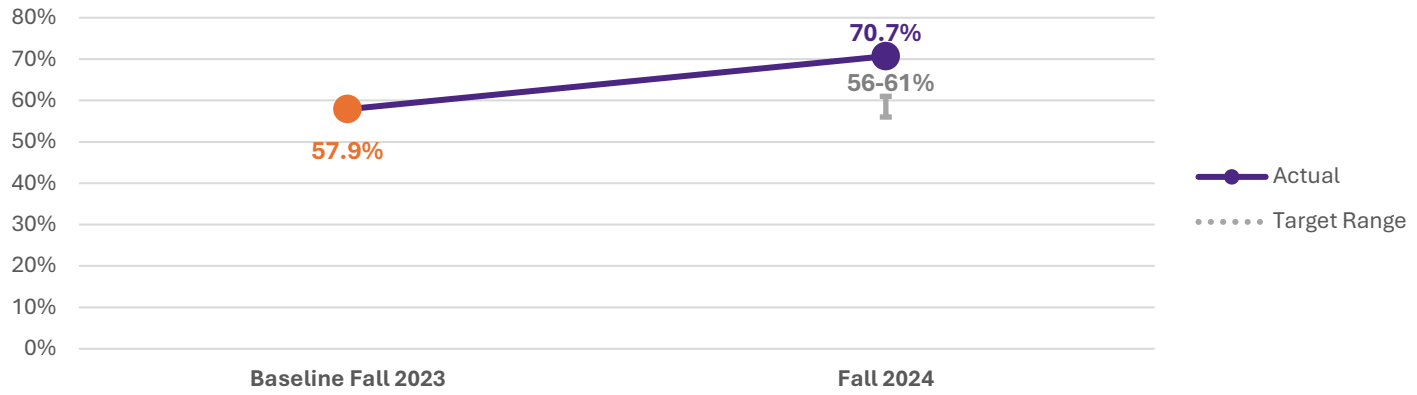
GPRA INDICATOR 1.2

The Amira Reading Mastery (ARM) Score from the Amira assessment was originally selected for indicator 1.2. This assessment was being used by the Evansville Vanderburgh School Corporation (EVSC) to meet Indiana Department of Education (IDOE) requirements for a dyslexia screener. The assessment was administered in fall 2023 and 2024. In June 2025, IDOE provided updated guidance[3] which resulted in a change in recommendations for the preferred universal screener to Acadience. As a result, EVSC transitioned to the Acadience assessment beginning in fall 2025 to align with the IDOE's preferred screening guidance. Given differences between the measures (e.g., methods of administration, score composition), scores are not directly comparable. Both data sources are summarized below.

GPRA INDICATOR 1.2 Number and percentage of kindergarten students who are at benchmark (near, at, or exceed grade level) based on the Amira Reading Mastery (ARM) Score from the Amira assessment in the fall annually. *(Note: Due to a change in assessment measures, Amira is no longer being administered)*

70.7% of kindergarten students met benchmark (near, at, or exceed grade level) based on the Amira Reading Mastery (ARM) Score from the Amira assessment in fall 2024, compared to 57.9% at baseline (fall 2023).This represented an improvement from baseline.

***Consideration:** The Amira Reading Mastery (ARM) Score is derived from the Amira Assessment (specific to indicator 1.2) and measures aspects of language and literacy development. As noted above, the assessment is no longer being used by EVSC as a universal screener.*



GPRA Indicator 1.2 Number and percentage of kindergarten students who are at benchmark (near, at, or exceed grade level) based on the Amira Reading Mastery (ARM) Score from the Amira assessment in the fall annually. (discontinued indicator)

Baseline	Targets
Fall 2023	Fall 2024
57.9%	56-61%
	Annual Progress Fall 2024
	70.7% (188/266)

Data Note: Student at or near, or exceeding grade level based on the ARM score, Amira assessment, Sept. 2023 and 2024. Data represent K students attending Delaware, Evans, Glenwood, Lincoln, and Lodge.

GPRA INDICATOR 1.2 Number and percentage of kindergarten students who are at or above benchmark on the Reading Composite Score (RCS) from the Acadience assessment in the fall annually. *(Note: Acadience is a new measure added in fall 2025 and will be used to assess subsequent progress)*

25.2% of kindergarten students met or were above benchmark on the Reading Composite Score (RCS) of the Acadience assessment in fall 2025. Data represent baseline measurement for kindergarten students.

***Consideration:** The National Education Goals Panel (NEGP) defines school readiness according to multiple domains of early learning including physical well-being and motor development, social and emotional development, approaches to learning, language and literacy development, and cognition and general knowledge. EPN is using varied measures to assess readiness including the Minnesota Executive Functioning Scale (MEFS) (Indicator 1.1, described previously) and Acadience/Amira (Indicator 1.2, described below). The Acadience Reading Composite Score (RCS) is a combination of multiple Acadience Reading scores and provides an overall estimate of students' early literacy skills and/or reading proficiency. The measure is administered to all kindergarten students beginning in fall 2025. Since the measure was conducted for the first time, current data serve as a baseline measurement for kindergarten students to assess subsequent progress.*

GPRA Indicator 1.2 Number and percentage of kindergarten students who are at benchmark (at or above) based on the Reading Composite Score from the Acadience assessment in the fall annually. (new indicator)

	Baseline	Annual Progress	
	Fall 2025	Fall 2026	Fall 2027
	25.2%	---	--

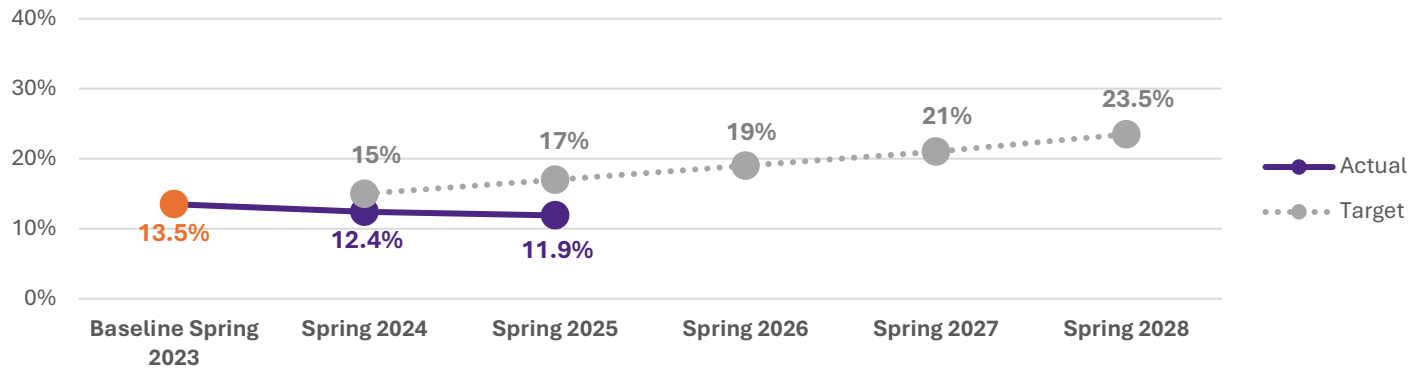
Data Note: Student at or above benchmark based on the Reading Composite Score (RCS), Acadience assessment, September 2025. Data represent K students attending Delaware, Evans, Glenwood, Lincoln, and Lodge.

Result 2: Students are proficient in core academic subjects.

GPRA INDICATOR 2.1.1 Number and percentage of students at or above grade level according to the ILEARN Math assessment in grades 3-8.

11.9% of 3-8 grade students were at or above grade level according to the ILEARN Math assessment[4] in spring 2025, compared to 13.5% at baseline (spring 2023).

***Consideration:** An increasing statewide trend among grades 3-8 and a declining districtwide trend occurred during this same period.*



GPRA Indicator 2.1.1 Number and percentage of students at or above grade level according to the ILEARN Math assessment in grades 3-8.

Baseline	Targets (Grades 3-8): Math				
Spring 2023	Spring 2024	Spring 2025	Spring 2026	Spring 2027	Spring 2028
13.5%	15%	17%	19%	21%	23.5%

		Annual Progress				
Grade Level(s)	Baseline Spring 2023	Spring 2024	Spring 2025	Spring 2026	Spring 2027	Spring 2028
Grades 3-8	13.5% (151/1122)	12.4% (143/1150)	11.9% (146/1226)	---	---	---
Grade 3	16.5% (36/218)	15.9% (36/226)	15.8% (39/247)	---	---	---
Grade 4	16.4% (37/226)	15.2% (36/237)	15.6% (35/225)	---	---	---
Grade 5	8.5% (21/246)	11.7% (27/231)	10.7% (27/253)	---	---	---
Grade 6	17.3% (39/225)	11.6% (28/241)	11.3% (27/240)	---	---	---
Grade 7	5.7% (6/106)	8.9% (10/112)	8.7% (12/138)	---	---	---
Grade 8	11.9% (12/101)	5.8% (6/103)	4.9% (6/123)	---	---	---

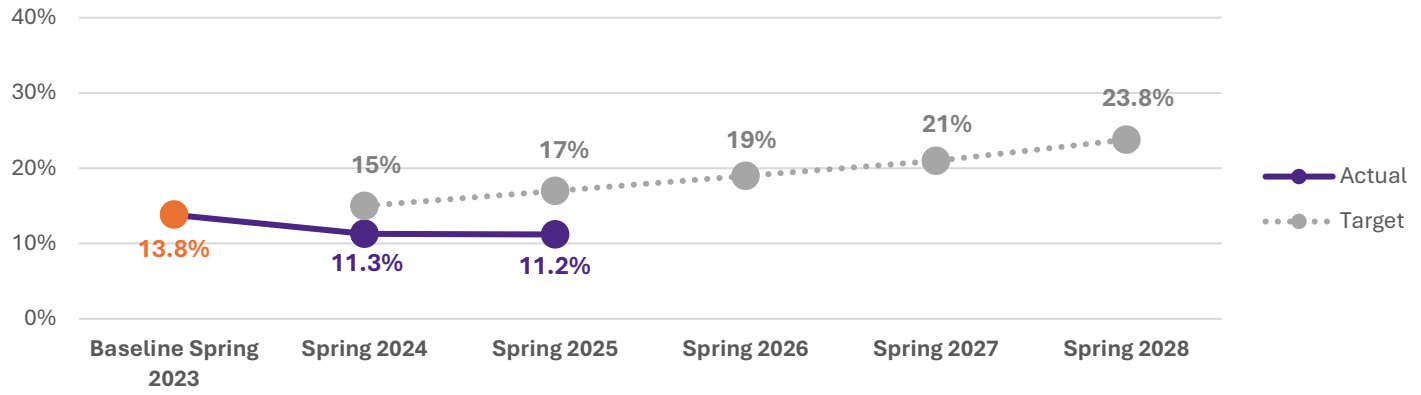
Data Note: Students (Grade 3-8) meeting proficiency in math, ILEARN Math State Assessment, spring 2023-2025. Data represent all students tested at the following locations: Delaware (3-6), Evans (3-6), Glenwood (3-8), Lincoln (3-8), and Lodge (3-8). For context, 40.9% of students (Grades 3-8) met proficiency in math statewide in 2023, compared to 40.7% in 2024, and 42.1% in 2025; 39.0% of students (Grades 3-8) met proficiency in math EVSC districtwide in 2023, compared to 37.1% in 2024, and 34.8% in 2025.

[4]Indiana Department of Education: Data Center and Reports. *2025, 2024, and 2023 ILEARN Grade 3-8*. Retrieved August 12, 2025, from https://www.in.gov/doe/it/data-center-and-reports

GPRA INDICATOR 2.2.1 Number and percentage of students at or above grade level according to the ILEARN English language arts assessment in grades 3-8.

11.2% of 3-8 grade students were at or above grade level according to the ILEARN English language arts assessment[5] in spring 2025, compared to 13.8% at baseline (spring 2023).

***Consideration:** A relatively stable statewide trend among grades 3-8 and a declining districtwide trend occurred during this same period. While not detailed in this report, there was a 13.3 percentage point increase from baseline (spring 2023) to spring 2025 across all schools in IREAD scores (Indiana's Reading Evaluation and Determination, a mandated assessment for third-grade students in Indiana to measure their foundational reading skills). A similar increase occurred districtwide. Three EPN schools (with students at this grade level) demonstrated increases ranging from 6.1 to 53.7 percentage points.*



GPRA Indicator 2.2.1 Number and percentage of students at or above grade level according to the ILEARN English language arts assessment in grades 3-8.

	Baseline	Targets (Grades 3-8): English Language Arts				
	Spring 2023	Spring 2024	Spring 2025	Spring 2026	Spring 2027	Spring 2028
	13.8%	15%	17%	19%	21%	23.8%
		Annual Progress				
Grade Level(s)	Baseline Spring 2023	Spring 2024	Spring 2025	Spring 2026	Spring 2027	Spring 2028
Grades 3-8	13.8% (155/1123)	11.3% (130/1155)	11.2% (138/1227)	---	---	---
Grade 3	11.9% (26/218)	7.5% (17/226)	10.9% (27/247)	---	---	---
Grade 4	12.8% (29/226)	10.9% (25/239)	8.0% (18/226)	---	---	---
Grade 5	9.3% (23/247)	13.4% (31/231)	10.7% (27/253)	---	---	---
Grade 6	18.7% (42/225)	12.4% (30/242)	16.3% (39/239)	---	---	---
Grade 7	12.3% (13/106)	14.2% (16/113)	7.9% (11/139)	---	---	---
Grade 8	21.8% (22/101)	9.6% (10/104)	13.0% (16/123)	---	---	---

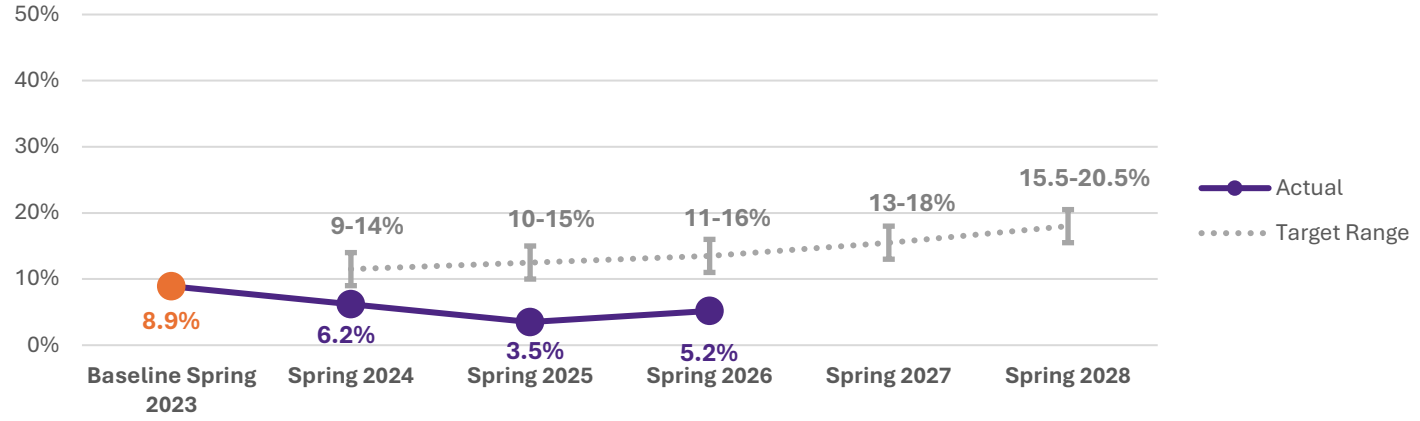
Data Note: Students (Grade 3-8) meeting proficiency in ELA, ILEARN ELA assessment, spring 2023-2025. Data represent all students tested at the following locations: Delaware (3-6), Evans (3-6), Glenwood (3-8), Lincoln (3-8), and Lodge (3-8). For context, 40.7% of students (Grades 3-8) met proficiency in ELA statewide in 2023, compared to 41.0% in 2024, and 40.6% in 2025; 39.3% of students (Grades 3-8) met proficiency in ELA EVSC districtwide in 2023, compared to 37.2% in 2024, and 33.2% in 2025.

[5]Indiana Department of Education: Data Center and Reports. *2025, 2024, and 2023 ILEARN Grade 3-8*. Retrieved August 12, 2025, from https://www.in.gov/doe/it/data-center-and-reports

GPRA INDICATOR 2.1.2 Number and percentage of students at or above benchmark levels according to the SAT math section in grade 11.

5.2% of 11th grade students were at or above benchmark levels according to the SAT math section[6] in spring 2026, compared to 8.9% at baseline (spring 2023). While this reflects a decrease from baseline, there was a slight increase in spring 2026 compared to the previous year.

***Consideration:** While a 3.7 percentage point decrease occurred from baseline to spring 2026, both the district and state saw decreases during this same period (5.1 percentage point statewide decrease and 5.2 percentage point decrease districtwide). Further, the SAT transitioned to an online platform in 2024. While scores (paper vs. online) are deemed to be comparable, the change in testing methods should be considered.*



GPRA Indicator 2.1.2 Number and percentage of students at or above benchmark levels according to the SAT math section in grade 11.

	Baseline	Targets-Math				
	Spring 2023	Spring 2024	Spring 2025	Spring 2026	Spring 2027	Spring 2028
	8.9%	9-14%	10-15%	11-16%	13-18%	15.5-20.5%
		Annual Progress				
Grade Level	Baseline Spring 2023	Spring 2024	Spring 2025	Spring 2026	Spring 2027	Spring 2028
11	8.9% (15/168)	6.2% (11/177)	3.5% (7/200)	5.2% (8/153)	---	

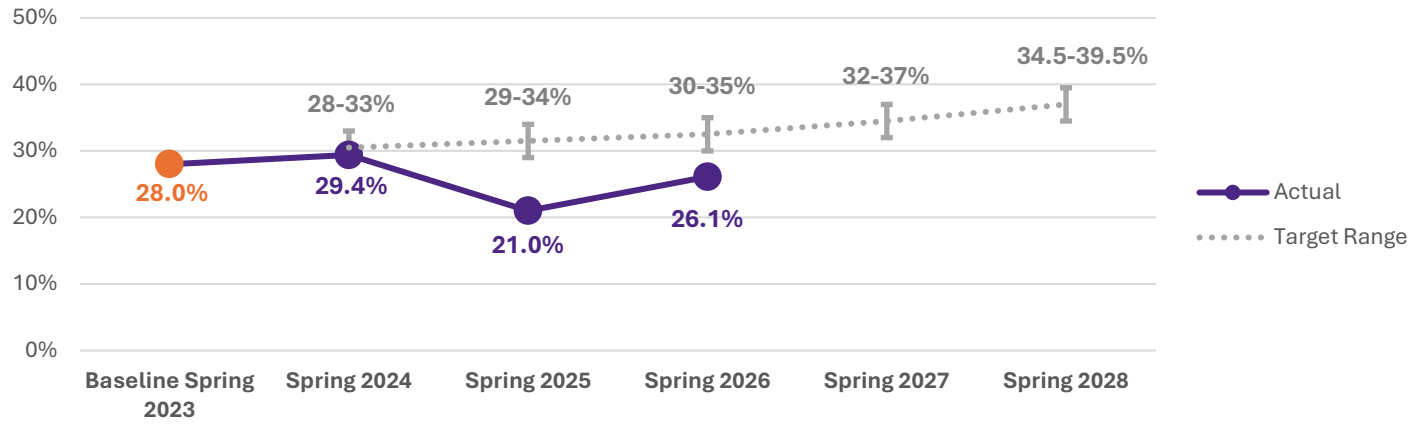
Data Note: Students (Grade 11; attending Bosse) meeting SAT benchmark score in math, SAT, spring 2023-2026. For context, 30.7% of students (Grade 11) met SAT benchmarks in math statewide in 2023, compared to 25.2% in 2024, 25.4% in 2025, and 25.6% in 2026; 28.0% of students (Grade 11) met SAT benchmarks in math EVSC districtwide in 2023, compared to 23.2% in 2024, 20.9% in 2025, and 22.8% in 2026. The SAT transitioned to an online platform in 2024. While results are reported as comparable to 2023, the change in testing methods should be considered.

[6]Indiana Department of Education: Data Center and Reports. *2026, 2025, 2024, and 2023 SAT Grade 11.* Retrieved August 12, 2026, from https://www.in.gov/doe/it/data-center-and-reports

GPRA INDICATOR 2.2.2 Number and percentage of students at or above benchmark levels according to the SAT evidence-based reading and writing section in grade 11.

26.1% of 11th grade students were at or above benchmark levels according to the SAT evidence-based reading and writing section[7] in spring 2026, compared to 28.0% at baseline (spring 2023). While an increase occurred between baseline (spring 2023) and spring 2024, a decrease occurred from baseline (spring 2023) to spring 2025 and 2026. There was also an increase in spring 2026 compared to the previous year.

***Consideration:** While a 1.9 percentage point decrease occurred from baseline to spring 2026, both the district and state saw slight increases during this same period (1.4 percentage point statewide increase and 0.7 percentage point increase districtwide). Further, the SAT transitioned to an online platform in 2024. While scores (paper vs. online) are deemed to be comparable, the change in testing methods should be considered.*



GPRA Indicator 2.2.2 Number and percentage of students at or above benchmark levels according to the SAT evidence-based reading and writing section in grade 11.

	Baseline	Targets-SAT: Evidence-Based Reading and Writing				
	Spring 2023	Spring 2024	Spring 2025	Spring 2026	Spring 2027	Spring 2028
	28.0%	28-33%	29-34%	30-35%	32-37%	34.5-39.5%
		Annual Progress				
Grade Level	Baseline Spring 2023	Spring 2024	Spring 2025	Spring 2026	Spring 2027	Spring 2028
11	28.0% (47/168)	29.4% (52/177)	21.0% (42/200)	26.1% (40/153)	---	

Data Note: Students (Grade 11; attending Bosse) meeting SAT benchmark score in evidence-based reading and writing (EBRW), SAT, spring 2023-2026. For context, 50.5% of students (Grade 11) met SAT benchmarks in evidence-based reading and writing (EBRW) statewide in 2023, compared to 51.8% in 2024, 54.5% in 2025, and 51.9% in 2026; 47.6% of students (Grade 11) met SAT benchmarks in evidence-based reading and writing (EBRW) EVSC districtwide in 2023, compared to 45.7% in 2024, 47.8% in 2025, and 46.9% in 2026. The SAT transitioned to an online platform in 2024. While results are reported as comparable to 2023, the change in testing methods should be considered.

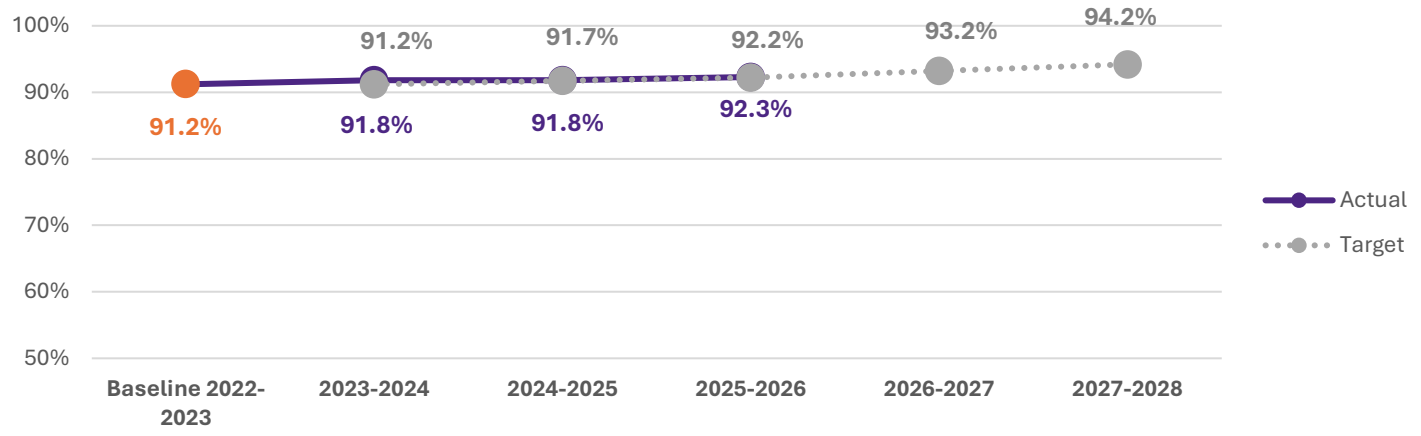
[7]Indiana Department of Education: Data Center and Reports. *2026, 2025, 2024, and 2023 SAT Grade 11.* Retrieved August 12, 2026, from https://www.in.gov/doe/it/data-center-and-reports

Result 3. Students successfully transition from middle school grades to high school.

GPRA INDICATOR 3.1 Attendance rate of students in 6th, 7th, 8th, and 9th grade as defined by average daily attendance.

*The average daily attendance for 6-9 grade students was **92.3%** in 2025-2026, compared to **91.2%** at baseline (2022-2023). This represented an improvement in overall attendance.*

***Consideration:** Average daily attendance includes the sum of all days each student attends by the sum of all days each student is enrolled during the year. Student attendance rates in grades 6, 7, and 9 increased from baseline to 2025-26, while student attendance rates in grade 8 decreased from baseline to 2025-26. Student attendance rates in grades 7, 8, and 9 demonstrated increases in 2025-26 compared to the prior year, while student attendance rates in grade 6 decreased.*



GPRA Indicator 3.1 Attendance rate of students in 6th, 7th, 8th, and 9th grade as defined by average daily attendance.

Grade Level(s)	Baseline 2022-2023	Targets (Grades 6-9): Average Daily Attendance 2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
6-9	**91.2%**	91.2%	91.7%	92.2%	93.2%	94.2%

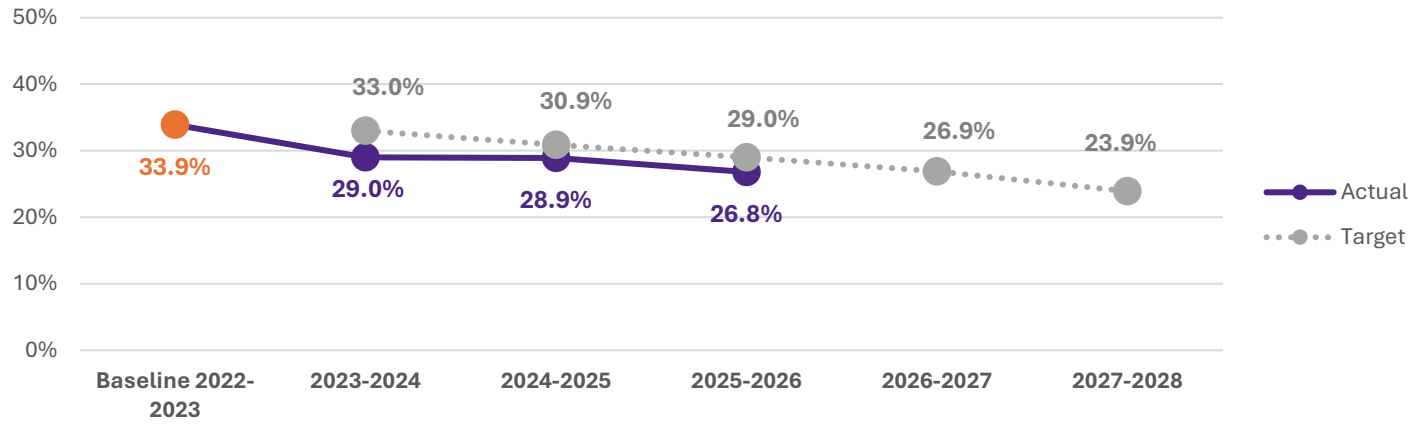
Grade Level(s)	Baseline 2022-2023	Annual Progress 2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
6-9	91.2% (110,779.5/ 121,492)	91.8% (111,282.5/ 121,212)	91.8% (122,211.5/ 133,153)	92.3% (118829.5/ 128829.5)	---	---
6	91.1% (37,782/ 41,480)	93.0% (42,409/ 45,615)	93.1% (40,909.5/ 43,934)	92.3% (42,765.5/ 46,320)	---	---
7	90.5% (17,816/ 19,679)	93.2% (20,190/ 21,669)	92.6% (23,407/ 25,280)	93.2% (21,049/ 22,588)	---	---
8	93.0% (19,049.5/ 20,488)	89.5% (17,809.5/ 19,909)	91.7% (21,899.5/ 23,889)	92.4% (22,933/ 24,826)	---	---
9	90.7% (36,131.5/ 39,845)	90.8% (30,874/ 34,019)	89.9% (35,995.5/ 40,050)	91.7% (32,082/ 34,968)	---	---

Data Note: Student grade-level (Grade 6-9) attendance rate (sum of all days each student attended/sum of all days each student is enrolled during the year), EVSC Administrative Records, 2022-2023/2023-2024/2024-2025/2025-2026. Data represent students attending Bosse (9), Delaware (6), Evans (6), Glenwood (6-8), Lincoln (6-8), and Lodge (6-8).

GPRA INDICATOR 3.2 Chronic absenteeism rate of students in 6th, 7th, 8th, and 9th grades.

26.8% of 6-9 grade students were chronically absent in 2025-2026, compared to 33.9% at baseline (2022-2023). The 7.1 percentage point decrease represents an improvement in chronic absenteeism.

***Consideration:** Students in each grade-level (6-9) demonstrated fewer chronic absences compared to baseline (2022-23). Compared to the prior year (2024-25), students in grades 7, 8, and 9 decreased chronic absences in 2025-26 whereas students in grade 6 increased. Compared to baseline, nearly all EPN schools serving grades 6 through 9 demonstrated declines in chronic absenteeism in 2025-2026 at each grade level. Only one of five schools at grade 6 and one of three schools at grade 8 did not demonstrate a decline. Students attending grades 7-9 demonstrated the lowest level of chronic absenteeism in 2025-2026 compared to prior grant periods. Higher attendance levels in early grades are important for instilling positive behavioral patterns earlier in a student's educational pathway. In a supplemental analysis (not depicted in this report), chronic absences for grades K-5 were examined and a positive trend identified. Specifically, for all EPN K-5 grades combined, there was a decline in chronic absences each year and an overall 8.1 percentage point decrease from baseline to 2025-26 (2022-23=33.5%; 2023-24=30.0%; 2024-25=28.3%; 2025-26=25.4%). When compared to baseline (2022-23), all five EPN schools (with students at this grade level) demonstrated a decline.*



GPRA Indicator 3.2 Chronic absenteeism rate of students in 6th, 7th, 8th, and 9th grades.

Grade Level(s)	Baseline 2022-2023	Targets (Grades 6-9): Chronic absenteeism 2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
6-9	33.9%	33.0%	30.9%	29.0%	26.9%	23.9%

Grade Level(s)	Baseline 2022-2023	Annual Progress 2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
6-9	33.9% (261/770)	29.0% (226/778)	28.9% (241/835)	26.8% (219/818)	---	---
6	34.9% (95/272)	25.2% (73/290)	25.0% (68/272)	29.6% (89/301)	---	---
7	37.8% (48/127)	25.9% (38/147)	25.8% (41/159)	19.9% (28/141)	---	---
8	26.0% (34/131)	33.3% (42/126)	27.8% (42/151)	22.8% (36/158)	---	---
9	35.0% (84/240)	34.0% (73/215)	35.6% (90/253)	30.3% (66/218)	---	---

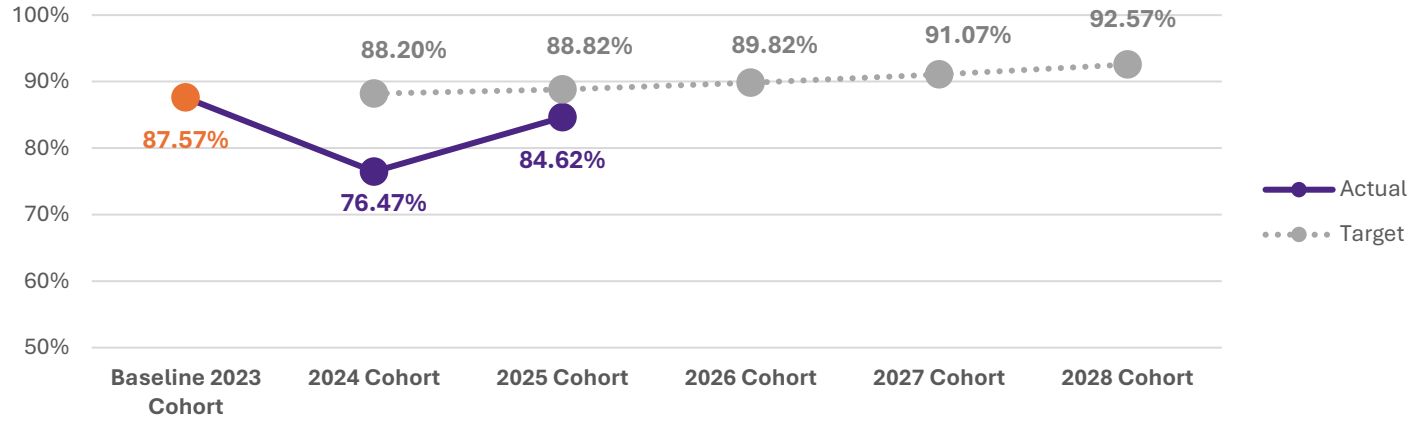
Data Note: Student grade-level (Grade 6-9) chronic absence rate (student absence [excused, unexcused, or suspended] for 10 percent or more of days enrolled at the target school based on 18 days minimum enrollment), EVSC Administrative Records, 2022-2023/2023-2024/2024-2025/2025-2026. Data represent students attending Bosse (9), Delaware (6), Evans (6), Glenwood (6-8), Lincoln (6-8), and Lodge (6-8).

Result 4. Youth graduate from high school (Four-year adjusted cohort graduation rate).

GPRA INDICATOR 4.1 Four-year adjusted cohort graduation rate.

*The 4-year adjusted cohort graduation rate was **84.62%** in 2025 (2025 Cohort), compared to **87.57%** in 2023 (2023 Cohort).*

***Consideration:** The 4-year adjusted cohort graduation rate was 84.62% in 2025 (2025 Cohort), compared to 87.57% in 2023 (2023 Cohort). This represented a 2.95 percentage point decrease from baseline, but an 8.15 percentage point increase from the prior year (2024 Cohort). While the annual target of 88.82% for 2025 was not met, the annual increase suggests progress toward this performance measure compared to the prior year. Several factors should be considered when reviewing prior 2023-24 (Cohort 2024) results: (a) It was the final cohort of students who began their high school experience with social distancing and other COVID-19 related measures in place. The students were in 8th grade in the spring of 2020 when schools were closed statewide due to the pandemic; (b) An increased number of students in the 2024 cohort pursued a GED due to various reasons (e.g., attendance, need for credit recovery, etc.); and (c) The number of students included in the cohort increased from baseline. In prior years, students had the opportunity to attend an alternative education school which provided additional support for students who would benefit from credit recovery and attendance intervention. This school transitioned to a program within each traditional high school, which accounts for some of the increase in the number of students in the cohort.*



GPRA Indicator 4.1 Four-year adjusted cohort graduation rate.

Baseline	Targets				
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
87.57%	88.20%	88.82%	89.82%	91.07%	92.57%

[redacted]	Annual Progress				
Baseline 2023 Cohort 2022-2023	2024 Cohort 2023-2024	2025 Cohort 2024-2025	2026 Cohort 2025-2026	2027 Cohort 2026-2027	2028 Cohort 2027-2028
87.57% (155/177)	76.47% (156/204)	84.62% (165/195)	---	---	

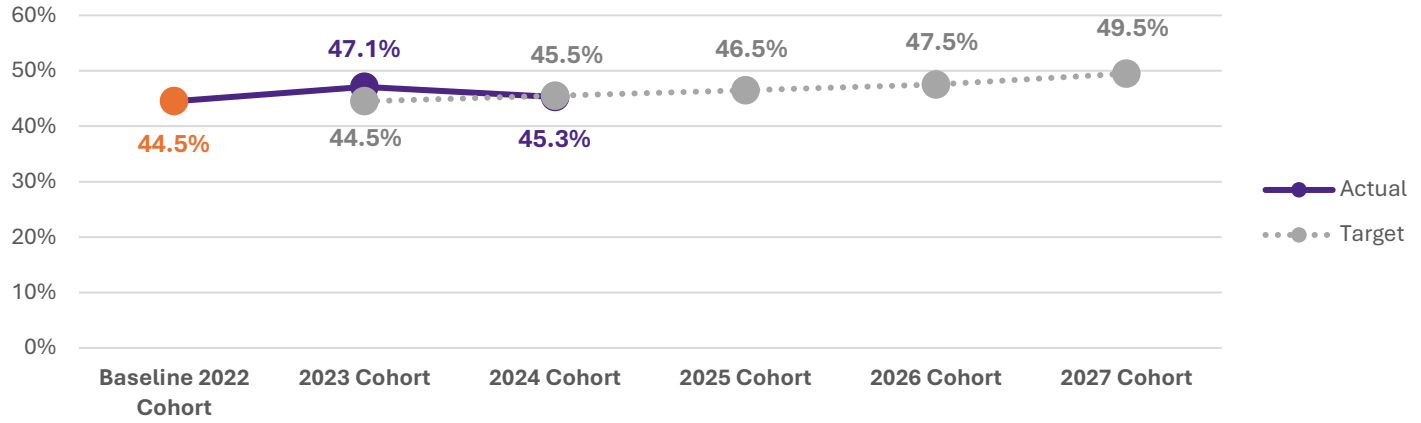
Data Note: Four-year adjusted cohort graduation rate (Bosse), EVSC Administrative Records from Indiana Department of Education, 2022-2023 (2023 Graduation Cohort), 2023-2024 (2024 Graduation Cohort), and 2024-2025 (2025 Graduation Cohort). Information on the definition of the four-year adjusted cohort graduation rate is available on the Indiana Department of Education's accountability dashboard (https://www.in.gov/doe/it/accountability-dashboard/graduation-rate).

Result 5. High school graduates obtain a post-secondary degree, certification or credential.

GPRA 5.1 Number and percentage of students who enroll in a two-year or four-year college or university after graduation.

45.3% of high school graduates (graduating class of 2024) enrolled in a two-year or four-year college or university after graduation (up to 16 months post-graduation), compared to 44.5% at baseline (high school graduating class of 2022). This represents an improvement from baseline.

***Consideration:** High school graduates are tracked for up to 16 months after their high school graduation to determine whether they enrolled in community colleges, associate's programs, or four-year colleges or universities. Compared to the 2022 graduating cohort, the 2024 graduating cohort had a higher percentage of students enrolled in four-year opportunities (2024: 34.6%; 2022: 27.7%) and a lower percentage enrolled in two-year post-secondary opportunities (2024: 10.7%; 2022: 16.8%).*



GPRA Indicator 5.1 Number and percentage of students who enroll in a two-year or four-year college or university after graduation.

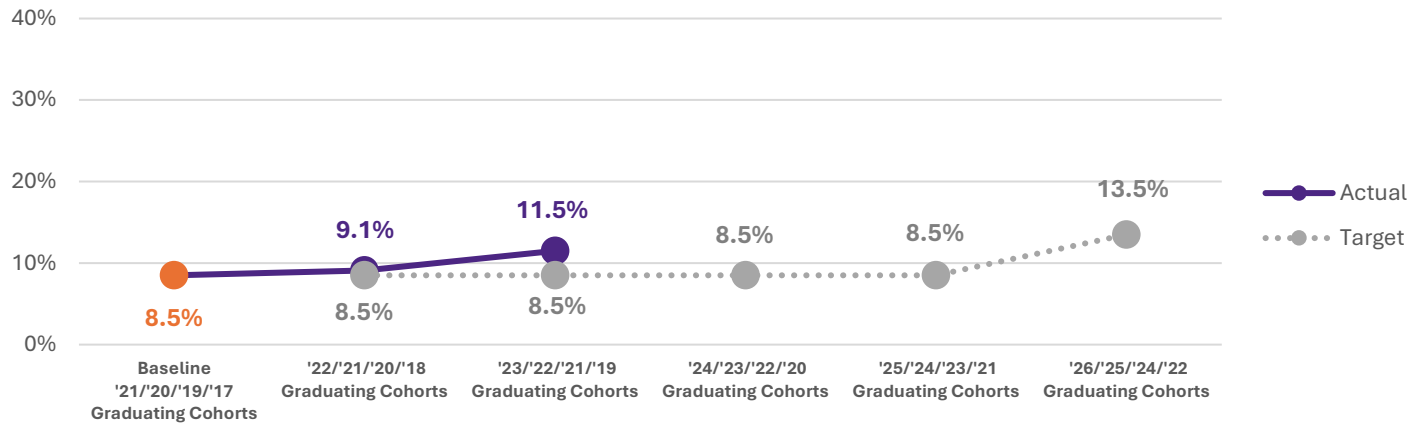
Baseline (2022 Cohort) 2023	(2023 Cohort) 2024	(2024 Cohort) 2025	Targets (2025 Cohort) 2026	(2026 Cohort) 2027	(2027 Cohort) 2028
44.5%	44.5%	45.5%	46.5%	47.5%	49.5%
			Annual Progress		
(2022 Cohort) 2023	(2023 Cohort) 2024	(2024 Cohort) 2025	(2025 Cohort) 2026	(2026 Cohort) 2027	(2027 Cohort) 2028
44.5% (69/155)	47.1% (72/153)	45.3% (72/159)	---	---	

Data Note: Enrollment in a two-year or four-year college or university after high school graduation (Bosse). High school graduates are tracked for up to 16 months after their high school graduation to determine whether they enrolled in community colleges, associate's programs, or four-year colleges or universities; National Student Clearinghouse, November 2023, 2024, and 2025; Baseline data reflect the high school graduating class of 2022 who enrolled in a two-year or four-year college or university up to 16 months after high school graduation.

GPRA 5.2 Number and percentage of students who graduate from a two-year or four-year college or university or vocational certification completion.

11.5% of high school graduates (from the 2023, 2022, 2021, and 2019 graduating cohorts) graduated from a two-year or four-year college or university or received a vocational certificate by 2024-25. In comparison, 8.5% of high school graduates at baseline (2021, 2020, 2019, and 2017 graduating cohorts) graduated from a two-year or four-year college or university or received a vocational certificate. This represents an improvement from baseline.

***Key Consideration:** This indicator does not account for students who may still be working towards a degree or certificate at the time of data collection. As a result, percentages reflect degree/certificate completion at the time of data collection, not the ultimate rate of degree/certificate completion for each graduating cohort. The period after enrollment to completion includes up to 6 years (up to 150% of the time of a 4-year program). Unlike GPRA 5.1, which tracks outcomes for a single graduating class, GPRA 5.2 examines four cohorts of high school graduates as they reach key milestones after graduation - 2 years (on-time completion for a 2-year degree), 3 years (150% time for a 2-year degree), 4 years (on-time completion for a 4-year degree), and 6 years (150% time for a 4-year degree). For each cohort, all degrees earned by the time of data collection are included in the calculation. This includes associate and bachelor's degrees, as well as vocational certificates earned within 150% of the expected time to completion.*



GPRA Indicator 5.2 Number and percentage of students who graduate from a two-year or four-year college or university or vocational certification completion.

Baseline (2021, 2020, 2019, and 2017 Cohort) 2023	(2022, 2021, 2020, and 2018 Cohort) 2024	(2023, 2022, 2021, and 2019 Cohort) 2025	Targets (2024, 2023, 2022, and 2020 Cohort) 2026	(2025, 2024, 2023, and 2021 Cohort) 2027	(2026, 2025, 2024, and 2022 Cohort) 2028
8.5%	8.5%	8.5%	8.5%	8.5%	13.5%

			Annual Progress (2024, 2023, 2022, and 2020 Cohort) 2026	(2025, 2024, 2023, and 2021 Cohort) 2027	(2026, 2025, 2024, and 2022 Cohort) 2028
(2021, 2020, 2019, and 2017 Cohort) 2023	(2022, 2021, 2020, and 2018 Cohort) 2024	(2023, 2022, 2021, and 2019 Cohort) 2025			
8.5% (44/520)	9.1% (54/595)	11.5% (65/565)	---	---	---

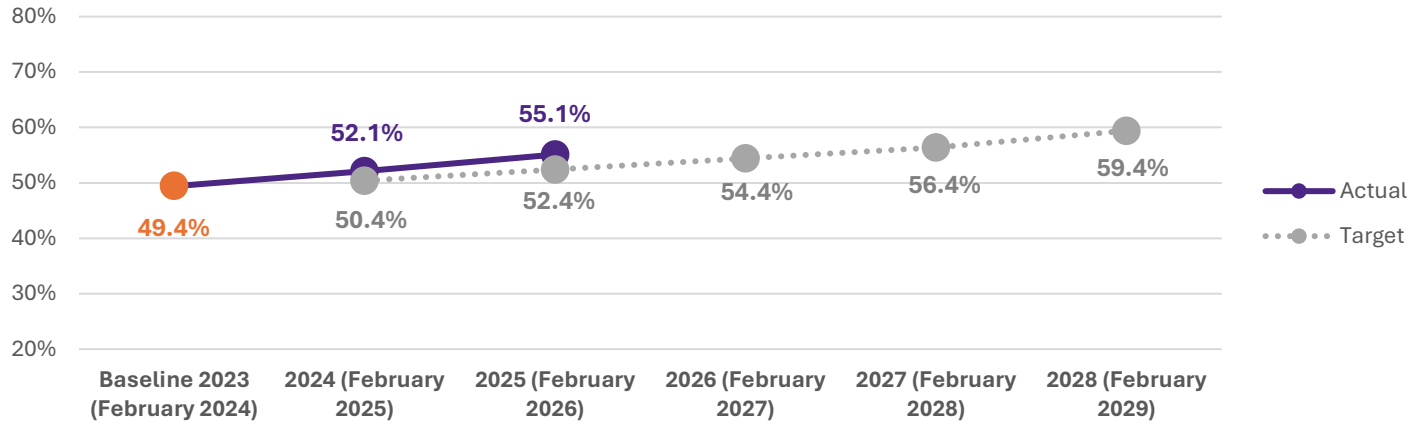
Data Note: Graduation from a two- or four-year college or university or vocational certification completion is defined as completing a traditional two- or four-year college or university or vocational certification within 100% or 150% of the time. This reflects up to a 6-year period after enrollment; National Student Clearinghouse, November 2023, 2024, and 2025; Baseline data reflect four combined cohorts consisting of 2021, 2020, 2019, and 2017 Bosse high school graduates (N=520). Data were calculated using the GPRA tracking and reporting Excel tool provided by Promise Neighborhood Technical Assistance.

Result 6. Number and percentage of children who consume five or more servings of fruits and vegetables daily.

GPRA 6.1 Number and percentage of students who consume five or more servings of fruits and vegetables daily.

*The percentage of students consuming five or more servings of fruit/vegetables daily was **55.1%** in 2025 (February 2026 survey), compared to **49.4%** in 2023 (February 2024 survey). This represents an improvement from baseline.*

***Consideration:** Data informing this indicator are derived from two separate questions from the My School Survey-Student Version: (a) How many times a day do you eat fruit? (be sure to count fruit and 100% fruit juices, but do not count drinks like punch, Kool-Aid, or sports drinks), and (b) How many times a day do you usually eat vegetables? (for example, green salads, carrots, potatoes, and other vegetables). In 2025 (February 2026 survey, N=969), 55.1% of students reported consuming fruits/vegetables five or more times, while 68.3% of these students consumed them four or more times, and 80.8% three or more times. Overall, when compared to baseline (February 2024 survey), a higher percentage of students consumed fruits/vegetables 4 or more times and 5 or more times, whereas consumption remained steady for those consuming fruits/vegetables 3 or more times.*



GPRA 6.1 Number and percentage of students who consume five or more servings of fruits and vegetables daily.

Baseline	Targets				
2023	2024	2025	2026	2027	2028
49.4%	50.4%	52.4%	54.4%	56.4%	59.4%

	Annual Progress				
Baseline 2023 (February 2024)	2024 (February 2025)	2025 (February 2026)	2026 (February 2027)	2027 (February 2028)	2028 (February 2029)
49.4% (357/723)	52.1% (323/620)	55.1% (534/969)	---	---	

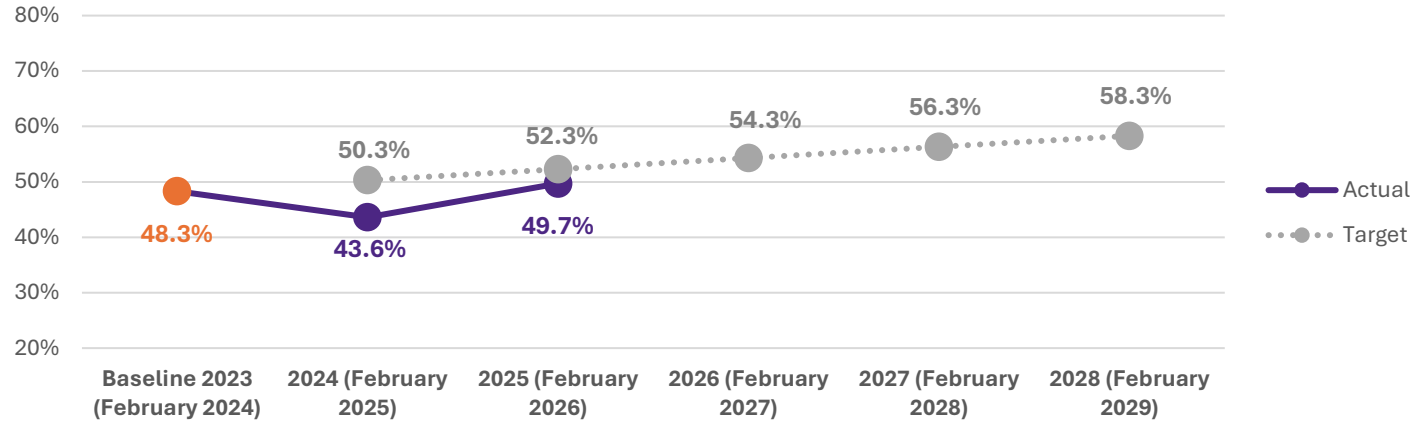
Data Note: Percent represents 6th to 12th grade students aggregated for all EPN schools (Bosse, Delaware, Evans, Glenwood, Lincoln, and Lodge) reporting consumption of five or more servings of fruits and vegetables, My School Survey-Student Version. Baseline data reported for 2023, 2024, and 2025 collected from the February 2024, 2025, and 2026 survey administration, respectively. The overall survey response rate varied by year (2024=67%; 2025=53%; 2026=87%).

Result 7. Students feel safe at school and in their community.

GPRA 7.1 Number and percentage of students (grades 6-12) who believe the school is a safe place for students and report being safe while traveling to and from school.

*The percentage of students who believe school is a safe place for students and report being safe while traveling to and from school was **49.7%** in 2025 (February 2026 survey), compared to **48.3%** in 2023 (February 2024 survey) and **43.6%** in 2024 (February 2025). This represents an overall increase from baseline and from the prior year.*

***Consideration:** Data informing this indicator are derived from two separate items from the My School Survey-Student Version: (a) This school is a safe place for students, and (b) I am safe traveling to and from school. Given the discrepancy in perceptions between items (as shown below), change in the overall indicator will largely be impacted by changes in student perceptions of school being a safe place for students. Therefore, it is important to note that while 53.6% agreed or strongly agreed with this survey item in 2025 (February 2026), nearly a third of respondents (32.0%) neither agreed nor disagreed as opposed to actively disagreeing with this item. This offers important context in understanding student perceptions. EPN partners have suggested student perceptions of safety may be impacted by several dimensions (e.g., peer relationships, sense of belonging). Several EPN strategies focus on strengthening connections and relations with students.*



GPRA 7.1 Number and percentage of students (grades 6-12) who believe the school is a safe place for students and report being safe while traveling to and from school.

Baseline	Targets				
2023	2024	2025	2026	2027	2028
48.3%	50.3%	52.3%	54.3%	56.3%	58.3%

[redacted]	Annual Progress				
Baseline 2023 (February 2024)	2024 (February 2025)	2025 (February 2026)	2026 (February 2027)	2027 (February 2028)	2028 (February 2029)
48.3% (351/726)	43.6% (261/598)	49.7% (472/950)	---	---	

Data Note: Percent represents 6th to 12th grade students aggregated for all EPN schools (Bosse, Delaware, Evans, Glenwood, Lincoln, and Lodge) reporting school being safe and feeling safe traveling to and from school, My School Survey-Student Version. Data reported for 2023, 2024, and 2025 collected from the February 2024, 2025, and 2026 survey administration, respectively. GPRA 7.1 is based on a combination of a student's response (agree/strongly agree) to survey items specific to 7.1a and 7.1b below. While data and targets are provided for these individual items, it is understood that achieving the same amount of change on both items is not a necessary condition of achieving target projections for the overall GPRA indicator. Baseline data reported for 2023, 2024, and 2025 collected from the February 2024, 2025, and 2026 survey administration, respectively. The overall survey response rate varied by year (2024=67%; 2025=53%; 2026=87%).

Percent of students who feel safe at school (7.1a)

Baseline	Targets				
2023	2024	2025	2026	2027	2028
51.9%	53.9%	55.9%	57.9%	59.9%	61.9%

Percent of students who feel safe at school (7.1a)

[redacted]	Annual Progress				
Baseline 2023 (February 2024)	2024 (February 2025)	2025 (February 2026)	2026 (February 2027)	2027 (February 2028)	2028 (February 2029)
51.9%[a] (399/769)	45.8%[b] (290/633)	53.6%[c] (540/1008)	---	---	

[a]Baseline 2023: 51.9% of 6th to 12th grade students agreed or strongly agreed with the survey item (i.e., This school is a safe place for students), 32% neither agreed nor disagreed, and 16.0% of students disagreed/strongly disagreed. "Don't know" responses were removed.
[b]2024: 45.8% of 6th to 12th grade students agreed or strongly agreed with the survey item (i.e., This school is a safe place for students), 33.8% neither agreed nor disagreed, and 20.4% of students disagreed/strongly disagreed. "Don't know" responses were removed.
[c]2025: 53.6% of 6th to 12th grade students agreed or strongly agreed with the survey item (i.e., This school is a safe place for students), 32.0% neither agreed nor disagreed, and 14.4% of students disagreed/strongly disagreed. "Don't know" responses were removed.

Percent of students who feel safe traveling to and from school (7.1b)

Baseline	Targets				
2023	2024	2025	2026	2027	2028
76.2%	78.2%	80.2%	82.2%	84.2%	86.2%

Percent of students who feel safe traveling to and from school (7.1b)

[redacted]	Annual Progress				
Baseline 2023 (February 2024)	2024 (February 2025)	2025 (February 2026)	2026 (February 2027)	2027 (February 2028)	2028 (February 2029)
76.2%[a] (593/778)	73.1%[b] (474/648)	76.3%[c] (778/1019)	---	---	

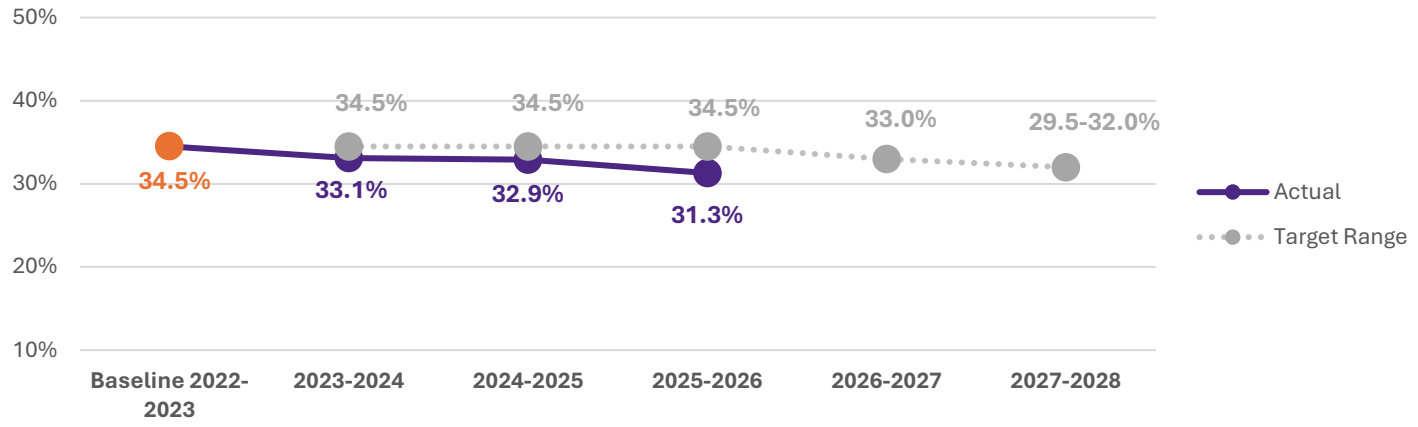
[a]Baseline 2023: 76.2% of 6th to 12th grade students agreed or strongly agreed with the survey item (i.e., I am safe traveling to and from school), 18.0% neither agreed nor disagreed, and 5.8% of students disagreed/strongly disagreed. "Don't know" responses were removed.
[b]2024: 73.1% of 6th to 12th grade students agreed or strongly agreed with the survey item (i.e., I am safe traveling to and from school), 19.9% neither agreed nor disagreed, and 8.5% of students disagreed/strongly disagreed. "Don't know" responses were removed.
[c]2025: 76.3% of 6th to 12th grade students agreed or strongly agreed with the survey item (i.e., I am safe traveling to and from school), 19.4% neither agreed nor disagreed, and 4.2% of students disagreed/strongly disagreed. "Don't know" responses were removed.

Result 8. Students live in stable communities.

GPRA 8.1 Student mobility rates from focus EPN schools.

*The student mobility rate across all EPN schools was **31.3%** in 2025-2026 compared to **34.5%** at baseline (2022-2023). This represents an improvement from baseline.*

***Consideration:** Student mobility is defined as the cumulative number of student entries and withdrawals (students transferring into and out of schools) at target EPN schools, from the first day of enrollment until the end of school year, divided by the first official enrollment count of the academic year.*



GPRA 8.1 Student mobility rates from focus EPN schools.

Baseline	Targets				
2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
34.5%	34.5%	34.5%	34.5%	33.0%	29.5%-32.0%

	Annual Progress				
Baseline 2023 Cohort 2022-2023	2024 Cohort 2023-2024	2025 Cohort 2024-2025	2026 Cohort 2025-2026	2027 Cohort 2026-2027	2028 Cohort 2027-2028
34.5%	33.1%	32.9%	31.3%	---	---

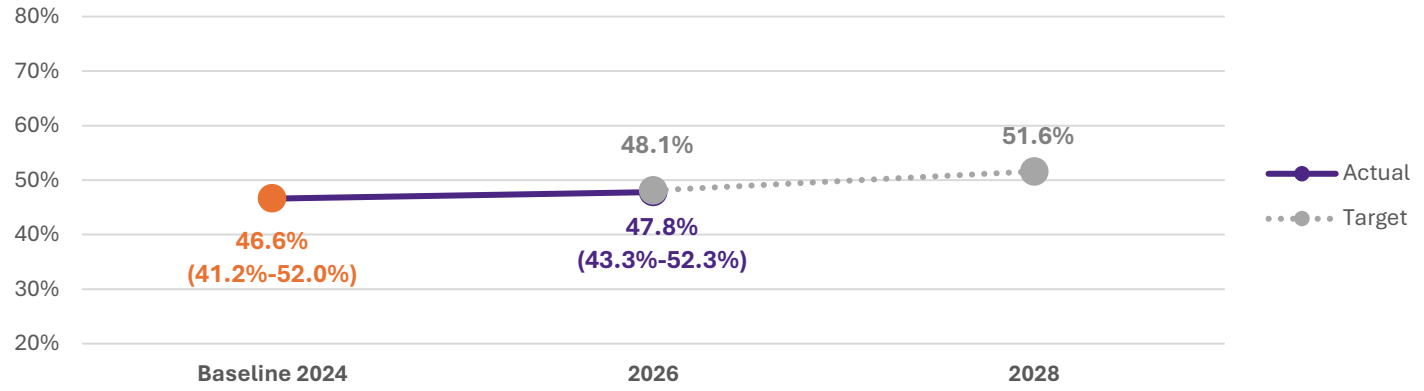
Data Note: Student mobility rate aggregated for all EPN schools, 2022-23, 2023-24, 2024-25, and 2025-26 (Bosse, Delaware, Evans, Glenwood, Lincoln, and Lodge). Student mobility defined as the cumulative number of student entries and withdrawals at target EPN schools, from the first day of enrollment until end of school year, divided by the first official enrollment count of the academic year.

Result 9. Families and community members support learning in Promise Neighborhood Schools.

GPRA Indicator 9.1 Number and percentage of parents or family members that read to or encourage their children to read three or more times a week or reported their child read to themselves three or more times a week (birth–8th grade).

*The percentage of parents reporting that their children read or were read to at least three times a week was **47.8%** in 2026 compared to **46.6%** in 2024 (baseline). Additionally, when any frequency is considered, **83.8%** of parents reported that their children read or were read to at least once or twice a week and **79.8%** did so in 2024 (baseline). While results represent improvement from baseline, the percentages fall within the Margin of Error (MOE) for survey administrations (MOE= +/-4.5 in 2026; +/-5.4 in 2024).*

***Consideration:** Data for this indicator were collected from the Promise Community Survey administered in 2024 and 2026 (approximately April through August). The primary purpose of the survey is to measure progress toward proposed GPRA targets. Towards this aim, the survey is administered every two years (2024, 2026, and 2028). When interpreting findings, it is important to consider the Margin of Error (MOE) for survey administrations. The MOE provides a range of precision. A 95% confidence interval was used to calculate the MOE. In 2026, 47.8% of parents reported that their children read or were read to at least three times a week and 46.6% did so in 2024 (baseline). The MOE is +/- 4.5 percentage points for 2026 and +/-5.4 for 2024 (baseline). This means the actual value for both survey periods falls within the range of 43.3% to 52.3% in 2026, and 41.2% to 52.0% in 2024 (baseline). While the proposed 2026 target (48.1%) was achieved when the MOE is considered, the actual percentage of parents reporting that their children read or were read to at least three times a week remains unchanged.*



GPRA 9.1 Number and percentage of parents or family members that read to or encourage their children to read three or more times a week or reported their child read to themselves three or more times a week (birth–8th grade).

Baseline	Targets	
2024	2026	2028
46.6% (129/277)	48.1%	51.6%

	Annual Progress	
Baseline 2024	2026	2028
46.6% (129/277) 2024 Margin of Error=+/-5.4% (41.2%-52.0%)	47.8% (209/437) 2026 Margin of Error=+/-4.5% (43.3% to 52.3%)	---

Note: Parents or family members that read to or encourage their children to read three or more times a week or reported their child read to themselves three or more times a week (birth–8th grade) is based on responses to two age-based survey items included in the Promise Community Survey: (Birth to age 5): In a typical week, how often do you or any other family members read books to your child? (K-8): In the past week, how often did your child read to himself/herself or to others outside of school? The indicator is calculated individually for each item and summed across items and age levels based on the percentage reporting "3 or more" times per week. "Don't know" or missing responses are excluded from the calculation.

In addition to the overall GPRA indicator, data for individual survey items are presented below along with detailed frequency information. These data help to inform overall community needs specific to early literacy.

- ***Birth to 5 Years:*** *In 2026, **45.5%** of parents reported that their children were read to at least three times a week and **44.0%** did so in 2024 (baseline). When any frequency is considered, **81.3%** of parents reported that their children were read to at least once or twice a week and **78.4%** did so in 2024 (baseline). Differences between survey periods fall within the Margin of Error (MOE).*

- ***K to 8th Grade:*** *In 2026, **49.8%** of parents reported that their children read at least three times a week and **49.0%** did so in 2024 (baseline). When any frequency is considered, **85.8%** of parents reported that their children read at least once or twice a week and **81.1%** did so in 2024 (baseline). Differences between survey periods fall within the Margin of Error (MOE).*

Combined Items-GPRA Calculation Birth to 8th Grade: In a typical week, how often do you or any other family members read books to your child? OR, In the past week, how often did your child read to himself/herself or to others outside of school?	Not At All	Once or Twice	Three to Six Times	Every Day	(Any Frequency) Once or Twice/Three to Six Times/ Every Day	GPRA 9.1 Three to Six Times/ Every Day	N
2026	16.2%	35.9%	23.3%	24.5%	83.8% (+/-4.5) n=366	47.8% (+/-4.5) n=209	437
2024	20.2%	33.2%	24.5%	22.0%	79.8% (+/-5.4) n=221	46.6% (+/-5.4) n=129	277

Note: Based on those with a valid response to an item (Excludes Don't Know and Missing).

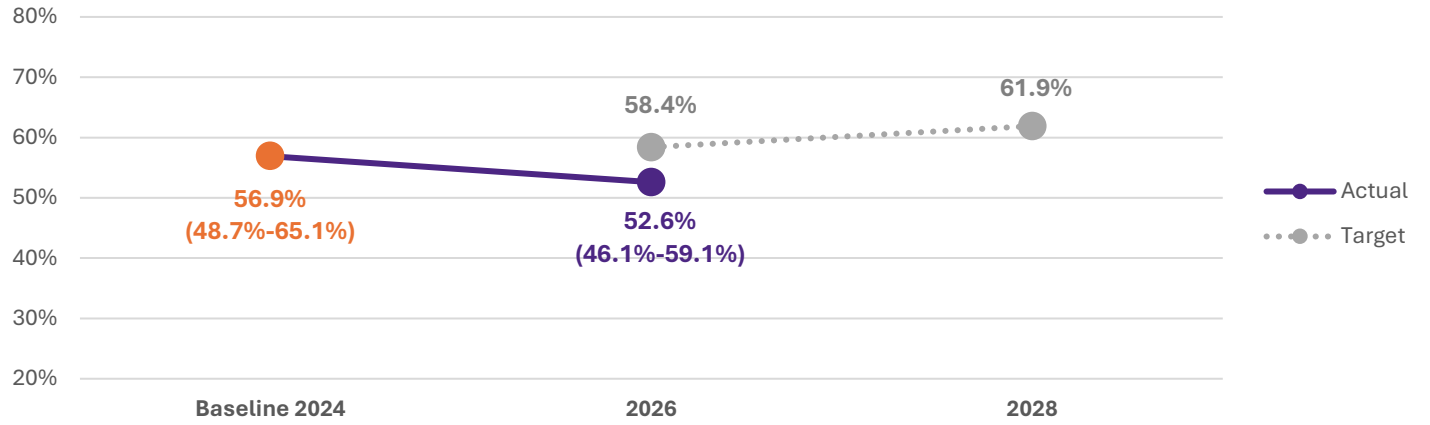
Birth to 5 Years **In a typical week, how often do you or any other family members read books to your child?**	Not At All	Once or Twice	Three to Six Times	Every Day	(Any Frequency) Once or Twice/Three to Six Times/ Every Day	Three to Six Times/ Every Day	N
2026	18.7%	35.9%	20.7%	24.7%	81.3% (+/-6.5)	45.5% (+/-6.5)	198
2024	21.6%	34.3%	21.6%	22.4%	78.4% (+/-7.7)	44.0% (+/-7.7)	134
K to 8th Grade **In the past week, how often did your child read to himself/herself or to others outside of school?**	Not At All	Once or Twice	Three to Six Times	Every Day	(Any Frequency) Once or Twice/Three to Six Times/ Every Day	Three to Six Times/ Every Day	N
2026	14.2%	36.0%	25.5%	24.3%	85.8% (+/-6.1)	49.8% (+/-6.1)	239
2024	18.9%	32.2%	27.3%	21.7%	81.1% (+/-7.6)	49.0% (+/-7.6)	143

Note: Based on those with valid response to an item (Excludes Don't Know and Missing).

GPRA Indicator 9.2 Number and percentage of parents/family members who report talking about the importance of college and career (9th–12th grade).

*The percentage of parents with students in 9th to 12th grade reporting talking with their teens about college and careers (in fall 2025) was **52.6%** in 2026 compared to **56.9%** in 2024 (baseline). While results represent a decline from baseline, the percentages fall within the Margin of Error (MOE) for survey administrations (MOE= +/-6.2 in 2026; +/-8.2 in 2024).*

***Consideration:** Data for this indicator were collected from the Promise Community Survey administered in 2024 and 2026 (approximately April through August). The primary purpose of the survey is to measure progress toward proposed GPRA targets. Towards this aim, the survey is administered every two years (2024, 2026, and 2028). When interpreting findings, it is important to consider the Margin of Error (MOE) for survey administrations. The MOE provides a range of precision. A 95% confidence interval was used to calculate the MOE. In 2026, 52.6% of parents with students in 9th through 12th grade reported talking to their teens about college and careers (in fall 2025), and 56.9% did so in 2024 (baseline). The MOE is +/- 6.5 percentage points for 2026 and +/-8.2 for 2024 (baseline). This means the actual value for both survey periods falls within the range of 46.1% to 59.1% in 2026, and 48.7% to 65.1% in 2024 (baseline). While the proposed 2026 target (58.4%) was achieved when the MOE is considered, the actual percentage of parents talking with their teens about college and careers remains unchanged.*



GPRA 9.2 Number and percentage of parents/family members who report talking about the importance of college and career (9th–12th grade).

Baseline	Targets	
2024	2026	2028
56.9% (58/102)	58.4%	61.9%

	Annual Progress	
Baseline 2024	2026	2028
56.9% (58/102) 2024 Margin of Error=+/-8.2% (48.7%-65.1%)	52.6% (80/152) 2026 Margin of Error=+/-6.5% (46.1% to 59.1%)	---

Note: Parents/family members who report talking about the importance of college and career (9th–12th grade) is based on responses to the following survey item for grades 9-12: During the fall [relevant year], how often did you or a family member provide advice or information about the following to your high school student (9th to 12th grade): Applying to college or other schools after high school, and specific jobs your high school student might apply for after completing or leaving high school? The indicator is based on participants who report "sometimes" or "often" on both items. Only participants with a valid response on both items are included in the calculation, so "don't know" or missing responses on either item are excluded from the calculation. Baseline data collected from the Promise Community Survey (May to August 2024).

In addition to the overall GPRA indicator, data for individual survey items are presented below along with detailed frequency information. These data help to inform overall community needs specific to college and career readiness.

- ***Program selection:*** *In 2026, **71.0%** of parents with students in 9th through 12th grade reported talking to their teens about **selecting programs or courses at school** (in fall 2025) and **67.6%** did so in 2024. Differences between survey periods fall within the Margin of Error (MOE).*

- ***College entrance exams:*** *In 2026, **63.2%** of parents with students in 9th through 12th grade reported talking to their teens about **plans and preparation for college entrance exams** (in fall 2025) and **63.9%** did so in 2024. Differences between survey periods fall within the Margin of Error (MOE).*

- ***College/other schools after high school:*** *In 2026, **59.9%** of parents with students in 9th through 12th grade reported talking to their teens about **applying to college or other schools after high school** (in fall 2025) and **56.2%** did so in 2024. Differences between survey periods fall within the Margin of Error (MOE).*

- ***Careers after high school:*** *In 2026, **58.6%** of parents with students in 9th through 12th grade reported talking to their teens about **specific jobs your high school student might apply for after completing or leaving high school** (in fall 2025) and **63.5%** did so in 2024. Differences between survey periods fall within the Margin of Error (MOE).*

Individual Items		Not At All	Sometimes	Often	Sometimes/Often	N
a. Selecting programs or courses at school.	2026	29.0%	35.8%	35.2%	71.0% (+/-6.4)	162
	2024	32.4%	24.3%	43.2%	67.6% (+/-8.2)	111
b. Plans and preparation for college entrance exams such as ACT, SAT, or ASVAB.	2026	36.8%	31.0%	32.3%	63.2% (+/-6.5)	155
	2024	36.1%	28.7%	35.2%	63.9% (+/-8.2)	108
c. Applying to college or other schools after high school.	2026	40.1%	26.8%	33.1%	59.9% (+/-6.5)	157
	2024	43.8%	19.0%	37.1%	56.2% (+/-8.2)	105
d. Specific jobs your high school student might apply for after completing or leaving high school.	2026	41.4%	26.1%	32.5%	58.6% (+/-6.5)	157
	2024	36.5%	23.1%	40.4%	63.5% (+/-8.2)	104

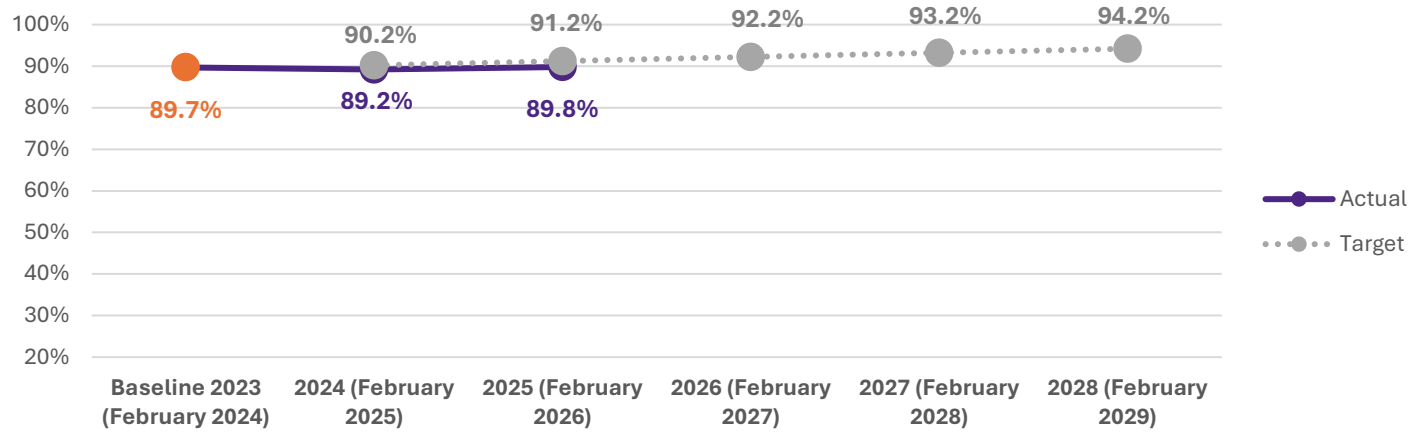
Note: Based on those with a valid response for an individual item (Excludes Don't Know and Missing). While the GPRA indicator is only based on items c and d, items a and b are displayed above to inform EPN efforts.

Result 10. Students have access to 21st century learning tools.

GPRA Indicator 10.1 Number and percentage of students who have access to broadband internet and a connected computing device.

*The percentage of students who have access to broadband internet and a connected computing device (with a fast speed) at home was **89.8%** in 2025 (February 2026), compared to **89.7%** in 2023 (February 2024). A slight increase was noted from baseline. Overall, the percentage reporting access remains at a high level.*

***Consideration:** Data informing this indicator are derived from four separate questions from the My School Survey-Student Version: (a) Can you access the internet at home with a desktop computer or laptop? (b) Can you access the internet at home with a phone? (c) Can you access the internet at home with another device (tablet, Kindle, iPad)? and (d) Is the connection you use at home to access the internet fast (DSL, Broadband, or cable) or slow? Students reporting having access in any of these ways while also endorsing the connection as being fast are counted as having access to broadband internet and a connected computing device (with a fast speed) at home. Importantly, because all students attending EPN schools have access to broadband internet and a connected computing device at school, items related to this indicator are focused on the extent to which students have home access.*



GPRA 10.1 Number and percentage of students who have access to broadband internet and a connected computing device.

Baseline	Targets				
2023	2024	2025	2026	2027	2028
89.7%	90.2%	91.2%	92.2%	93.2%	94.2%

	Annual Progress				
Baseline 2023 (February 2024)	2024 (February 2025)	2025 (February 2026)	2026 (February 2027)	2027 (February 2028)	2028 (February 2029)
89.7% (604/673)	89.2% (481/539)	89.8% (775/863)	---	---	

Data Note: Percent represents 6th to 12th grade students aggregated for all EPN schools (Bosse, Delaware, Evans, Glenwood, Lincoln, and Lodge) reporting being able to access the internet at home (with a fast speed) using a computer/laptop, phone, or other device; My School Survey-Student Version. Baseline data reported for 2023 collected from the February 2024 survey administration; 2024 collected from the February 2025 survey administration, and 2025 collected from the February 2026 survey administration. Baseline data reported for 2023, 2024, and 2025 collected from the February 2024, 2025, and 2026 survey administration, respectively. The overall survey response rate varied by year (2024=67%; 2025=53%; 2026=87%).