

ESSER K-12 Data Informed Supports-CARES ACT

P.K. Yonge Developmental Research School (P.K. Yonge) has a long history of implementing a robust progress monitoring system for identifying achievement gaps in early literacy and implementing evidence-based interventions to accomplish a 95-100% promotion rate at the end of third grade each school year. This record of achievement is noteworthy as P.K. Yonge's student population is randomly selected to represent the diversity of Florida's student population in income, race, ethnicity, and achievement. Over the past five years, P.K. Yonge's partnership with the UF College of Education School Psychology Program has focused on collecting and analyzing progress monitoring data to close achievement gaps in mathematics, to identify student need for social and emotional learning (SEL)/mental health supports, and to design a robust and measurable Profile of a High School Graduate for College and Career Readiness.

While P.K. Yonge maintains a 95-100% high school graduate rate each year, the current need is to identify and measure critical indicators leading to the graduation of every high school student as college and career ready. With the Data-Informed Supports funding, P.K. Yonge will employ a team of UF School Psychology faculty and graduate students as lead data scientists to deepen collaboration with school leaders, learning community leaders, and teachers to enhance the P.K. Yonge's capacity to utilize student progress monitoring data to (1) identify students with significant academic needs, (2) identify appropriate instructional support, (3) design intervention strategies to address identified gaps in student achievement, and (4) inform professional learning needs.