



EVANSTON/SKOKIE  
SCHOOL DISTRICT 65

# ACHIEVEMENT & ACCOUNTABILITY REPORT 2019 - 2020



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# LETTER *from the* SUPERINTENDENT

Dear D65 Community,

As I reflect back on the unprecedented 2019-2020 school year I am impressed and inspired by the way our community of students, families and caregivers, educators, administrators, staff, community organizations and partners, and Evanston and Skokie as a whole pulled together to face the adversity created by Covid-19. The global pandemic upended our models of traditional schooling and necessitated innovation and recreation of new systems of supports for our students, staff, and families. Established systems were obsolete essentially overnight and we had to band together to develop new systems. Simultaneously we confronted, both as a community and as a nation, the deeply entrenched racism and systematic oppression of Black Americans in our country. Joining this community in mid-June 2020 I knew we could not ignore the critical importance of confronting these dual pandemics.

In spite of it all, we also could not cease our focus on providing rigorous learning opportunities for all of our students. In this report, you will see examples of student leadership and learning from civic engagement to developing and leading programs to support their peers. You will read about many of the phenomenal accomplishments of our educators and school leaders who bring their best to our students everyday and who serve as the role models and guides for our students. You will read about the efforts from our community members and partners who enrich opportunities for our students and our schools. It is through the strength of our community that we were able to join together to not only make it through the pandemic but to find ways to continue to thrive.

The pandemic affected our district in many ways, including the data we use to track and monitor student learning and progress. Due to disruptions in spring assessments we have had to make adjustments in what we can provide in our annual report. Given gaps in our data, we also want to acknowledge that this year, as in other years, we continue to use multiple measures to monitor our progress (more information about pandemic related data impacts can be found on page 12). We also recognize that while we see evidence of progress in our data we also see that progress is not even for all groups of students we serve. In the coming years and months we will continue to examine and integrate our district data to learn from our successes and improve where we see gaps in opportunities for student learning.

As we continue to expand opportunities for learning in our district, our resiliency and the spirit of our shared commitment to one another will continue to empower our progress. We cannot forget all we have learned last year, not only about the world but about ourselves and what we can accomplish together. As I often say, we cannot rest on the accomplishments we have attained. We must continue to push and strive to improve opportunities for our students. Let's go 65!

In hope and sincerity,

**Dr. Devon Horton**  
Superintendent

# our **SCHOOLS**

**10**  
elementary  
schools (K-5)

**3**  
middle  
schools (6-8)

**2**  
magnet  
schools (K-8)

**1**  
early childhood  
center (birth-5)

**1**  
self-contained special  
education school (ages 3-22)

**1**  
therapeutic  
day school

## **12** schools with English as a Second Language Program

Chute Middle School	Oakton Elementary
Haven Middle School	Dewey Elementary
Nichols Middle School	Joseph E. Hill Early Childhood Center
Dawes Elementary	Dr. Bessie Rhodes School of Global Studies
Lincoln Elementary	Dr. Martin Luther King Jr. Literary & Fine Arts School
Orrington Elementary	
Walker Elementary	

## **6** schools with a dual language program

Bessie Rhodes (K, 1st & 2nd grade only)\*  
Dawes Elementary  
Dewey Elementary  
Oakton Elementary  
Washington Elementary  
Willard Elementary

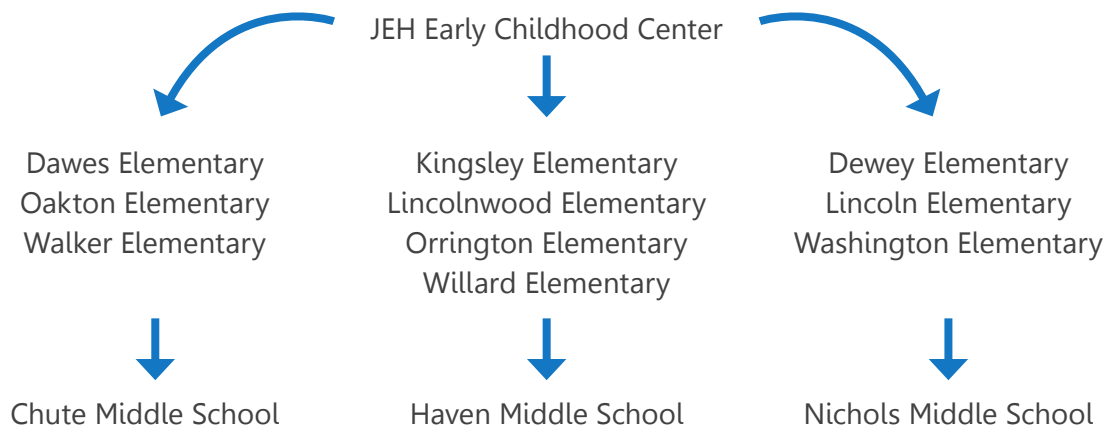
## **4** schools with bilingual support programs

Chute Middle School  
Haven Middle School  
Nichols Middle School  
Joseph E. Hill Early Childhood Center

## **1** school with an African Centered Curriculum program

Oakton Elementary

### **DISTRICT 65 FEEDER PATTERN**



\*As students move to the next grade level, the Two-Way Immersion program will expand annually Bessie Rhodes until it is offered in kindergarten through eighth grades.



## our STUDENTS

- **Orrington** and **Park** Schools continued their partnership for 4th grade students and drama classes
- **Lincolnwood**'s Problem Solvers had all three teams advance to the State finals. All of the teams did outstanding, scoring 2nd, 3rd and 5th place wins while one team, Team 1 advanced to the Virtual International Competition and came in 14th in the world!
- Fifteen 5th grade students from all three strands (General Education, African Centered Curriculum and Two Way Immersion) at **Oakton** united to spearhead adopting and implementing Oakton's Robust Green Initiative for all students and staff in the building. In addition, this group of student-leaders contacted various local community agencies like the YMCA to determine how they could volunteer and donate food and supplies to people in the community that may need them.
- Students and families at **JEH Early Childhood Center** participated in our Parents and Children Together programs that are part of our partnership with the Evanston Public Library. These workshops provide opportunities for parents and children to engage in literacy and STEM based activities. Students and Families also participated in our interactive music programming with the Evanston Symphony Orchestra. Despite the school closure in March, the families were able to participate in 17 workshops and events throughout the year, totaling 637 family touchpoints.
- **Lincoln** launched its second year of "Lincoln Pods," a program where each student meets monthly with an adult and students from each grade level in a small group. In our Pods, 4th and 5th graders took on leadership roles such as escorting younger students to meetings and co-facilitating sharing circles.
- Four students from **King Arts** had their films featured in the 2020 Evanston Experimental Film Showcase.
- **Orrington** has a thriving Schoolwide Buddies program. This program is for students in all classrooms, and supports older students in being mentors for younger students.
- In February, 380 **Walker** students in grades K-5 participated in the World of Walker concert. The performance featured songs in Hindi, Tagalog, Hebrew, Korean, Spanish, and English, along with other cultural traditions.
- Dewey Doers is a Service and Leadership team led by **Dewey** 5th graders and facilitated by parents/ caregivers and educators. With a focus on service to others and the needs of the school, the Dewey Doers led a Food Drive to benefit Hillside Food Pantry and Family Focus, a Diaper Drive to benefit Bundled Blessings, the Dewey MLK Day of Service to benefit Connections for the Homeless, "Thankful Cups" created and given to local fire and police at Thanksgiving, along with other service projects.



**FABRIC MURAL**

Dawes

- The **Haven** Middle School Boys Cross Country Team took 1st Place in the 3A Class Sectionals and won 4th Place at the IESA State Championship series in Bloomington IL. It should be noted that out of 3000 runners that competed in the State series 2 Haven students were among the top 10 fastest runners within the state.
- **Orrington** began student affinity groups for 5th graders for White and Black students
- Eight sixth grade leaders from **Nichols** participated in the Illinois Holocaust Museum's Student Leadership Day. The event focused on "Taking a Stand" and issues of social justice.
- **Walker** students participated in a Jump Rope Club during the month of February (National Heart Month). Students set goals to jump for 1 - 3 minutes without fail. Over 30 Walker students in grades 2nd - 5th grade were able to achieve 3 minute club status.
- **King Arts** students and staff designed and created a fabric mural which includes something created by every person in our school community. The theme of the mural is Literacy and Arts; it was funded by a grant from Foundation 65 and included guidance from the artist Maggie Weiss.
- At **Rice**, students led a student mentoring program focused on the 5 C's -- Competence, Confidence, Connection, Character, and Compassion. The seven pairs of student mentors and mentees met once a week and participated in activities which built social/emotional competencies, problem solving skills, strengthened relationships, and reflection and intentions for growth.
- **Haven** students created a Young Author's Poetry website in Spring 2020, sharing their creativity.
- **Washington** hosted a One Book, One School event where the entire student body and many members from the community read and discussed *Sulwe* by Lupita Nyong'o.
- **King Arts** students were invited to participate in a national Lego Robotics showcase. The Garden Windz team of 6 students in grades K-2 presented their lego city and custom robot at the event. King Arts had four robotics teams and hosted one of the area's largest robotics expos in December.
- **Nichols** students in the Climate Club completed a gardening project where they planted species native to our region around the Nichols building.
- In the spring, **District 65** 6th graders tackled Evanston's most pressing environmental issues in their science classes. Students choose a focal issue from the City of Evanston's Climate Action & Resilience Plan (CARP) and worked with partnership organizations to follow the engineering design process to address the local impact, investigate root causes, prototype and test their ideas, and create presentation videos to showcase their projects.
- Each homeroom at **Chute** was given a prominent black leader from the past or present to celebrate their contributions and legacy. All sixth through eighth graders worked collaboratively with their homeroom class to research who their black leader is/was, plan and create an entry for a school-wide door decorating celebration.

## our EDUCATORS

- **District 65** has 31 Nationally Board Certified Teachers.
- **Orrington** has completed full school wide adoption of the Zones of Regulation model for all grades. This supports students in all grades to develop their self-regulation and social emotional wellbeing.
- **JEH Early Childhood** educators completed their first year of implementation of the three-year strategic plan aimed at improving student kindergarten readiness through 5 strategic goals. The work in year one focused on increasing teacher collaboration, a collective commitment to data-informed decision-making, and a deep study of integrated curriculum which allows students to engage in relevant, meaningful activities that can be connected to real life.
- At **Rhodes** general music teacher, Michael Boyle, worked with 1st and 4th grade students to perform African folk and Chicago blues songs that inspired greatness in the music industry. Band director, John Carrol, directed the middle school jazz band students in performing songs from jazz pioneer Count Basie and 70's hit-makers Sister Sledge. The culminating showcase was a "An Ode to Hip Hop: Bridging the Past with the Present. This 2019-2020 Black History Month program was made possible by a generous grant and support from our Foundation 65.
- Carolyn Mattox, **Dewey's** art teacher, teamed with 5th grade teachers to create learning opportunities about activism - the strategies activists use to impact the world and how activism relates to art. The fifth grade students had the opportunity to meet and work with Ben Blount, an Evanston community member and activist, artist, educator, and printer. With his support, each class created their own informative or persuasive activism message and learned how to select type size and color to go with their message.
- **Willard** Music teacher Arturo Feurte was a Finalist for the Golden Apple Award for Excellence in Teaching. Mr. Fuerte is a general music teacher at Willard and also supports 23 student rock bands composed of fourth and fifth grade students.
- Books of Belonging was introduced at **Walker** by librarian Edie Hertel to provide books to first grade students, with a focus on increasing children's literacy skills and their awareness of the diversity of races, cultures, and identities of Walker Elementary School students and families. Thanks to the support of Donors

LEARN-A-BRATION™  
CELEBRATION

Rhodes



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Choose and school funds, students received four titles for their personal library throughout the school year.

- All certified staff members at **Oakton** took part in a year-long unified book study on Robin Diangelo's book "White Fragility." This was a part of their school's professional learning plan to improve equitable access to instruction to all of the schools' students of color.
- **Orrington** started a Family Eagle Equity group. This group of teachers and parents focuses on examining school policies, practices and protocols to ensure equitable outcomes for all students.
- **Willard**'s fifth grade teacher Jason Betts is an accomplished artist and photographer. His work was recognized and displayed at the Noyes Cultural Arts Center in Evanston, from January-March. His work featured works ranging from portraits to cityscapes and includes a series from the Lorraine Hotel in Memphis.
- **Washington** School hosted 3 family forums titled "Brave Spaces, Diverse Voices". These events focused on issues of equity and were planned by the principal advisory team which is comprised of students, educators, and caregivers.
- Jennifer Dao, a math teacher at **Nichols**, co-facilitated the Nepantla Summer Cohort, leading mathematics educators across the nation in anti-racist work with a focus on navigating racism in math education.
- Learn-a-bration™, conceived of by ShaRita Alexander, 5th grade teacher, presents unique experiences to guide inquiry into the contributions of Black people in our American society. Guided by Ms. Alexander and Tracy Hubbard, Library Media Specialist with support of the Black History Month committee, all **Bessie Rhodes** students were immersed in a five week journey, "An Ode to Hip Hop". In partnership with various Evanston-based organizations, students embraced Black and Latinx culture through interactive storytelling, the art of making beats, evolution of dance, discovering DJing, and the art of drumming.



## our LEADERS

- Principal Jessica Plaza at **Orrington** graduated with her Doctorate in Educational Administration in June 2020. Congratulations Dr. Plaza!
- Lincoln** Principal Michelle Cooney and Assistant Principal Luke Larmee launched community building events within grade levels by hosting grade-level potlucks. Each potluck highlighted a local restaurant and invited families to come together with a goal of making new connections across grades.
- Jill Anderson, Principal of **Park** school, and the educators at Park expanded the use of the Communication Matrix and Verbal Behavior Milestones Assessment Program (VB-MAPP) for all students in order to leverage this benchmarking tool for increasing student communication skills. This builds on the success of their Spring 2019 pilot of the VB-MAPP. In only three months time they saw 3% growth in students' "requesting and obtaining" skills.
- Kingsley's** principal David Davis worked with the district FACE team to create a program to deliver groceries to 25 families every week throughout the summer. These were bagged and included non-perishables, meat, dairy, and household cleaning supplies.
- Dr. Michael Allen, Principal of **Oakton** Elementary, was named the 2020 Elementary Principal of the Year (North Cook Region) by the Illinois Principals Association. The prestigious award recognizes elementary school principals who have demonstrated a positive impact on their students and learning community.
- Dawes** Elementary, in partnership with the Evanston Arts Council, created a schoolwide art mural with collaboration from students, families, staff, and community partners. On the final day of collaboration, all stakeholders involved placed their individual handprints on the mural as a sign of their ongoing support for Dawes.



**DR. MICHAEL  
ALLEN**  
Oakton

## our COMMUNITY

- With support of school PTAs across District 65, the PTA Equity Project (PEP) was instrumental in responding to the COVID-19 pandemic and raised over \$500,000 in aid for families. The foundational belief of the PTA Equity Project is that all students and families in the district should have equitable access to the important enrichment and community-building opportunities that PTAs provide, regardless of the school they attend.
- Dr. Sharon Sprague, Director of Early Childhood Programs at the **Joseph E. Hill Early Childhood Center**, partnered with the Evanston Early Childhood Council and Evanston Cradle to Career to develop collaborative and cohesive partnerships throughout the community that foster high quality early childhood experiences for Evanston's youngest learners.
- The **D65 Family Engagement team** partnered with Oakton Community College to create a parent interpreter program. Through the program an initial cohort of nine parent volunteers were trained to provide families with interpretation supports. This incredible program creates more opportunities for teacher and family engagement. As an action research Sprout project, Nichols' educators Teresa Cabrera, Ana Salinas and Rocio Murrilo with the support of Mr. Harries advocated for Spanish/English interpreter assistance during their conferences hoping to create a more equitable experience for families during parent/teacher conferences.
- Since fall 2019, the **Lincolnwood CARES** team has been working collaboratively to support resource sharing. The team includes the Lincolnwood PTA, Lincolnwood Family Liaison, and Lincolnwood CARES team. Their committee work has grown from a small emergency fund to a strong network of support that aids with improved access to school supplies and items that help fulfill basic needs for families.
- **Washington** established a new partnership between the PTA, Principal Advisory Team, and educators. This team, the Washington Community Action Coalition, supports family engagement, community equity education, and effective two-way communication across the school and community.
- Through a Foundation 65 grant, Perspectives: Powerful Women, Powerful Stories, **Nichols** hosted two authors who came and spoke to students. K.A. Holt presented to all 6th graders and Guadalupe Garcia McCall presented to all 7th graders.



**PARENT  
INTERPRETERS**

- **Oakton**'s PTA hosted an entire official meeting in Spanish where all English speakers utilized translation devices in order to take part in the meeting. The goal was to stand in solidarity with their bilingual community in an effort to specifically lift up and celebrate bi-literacy as a strength as well as for English speakers to understand what many native-Spanish speakers endure regularly in our society.
- **Lincoln** worked together with Books and Breakfast for the 2019-2020 school year. This collaboration supported 30 students in grades K-5. Books and Breakfast worked together with students, families, educators and school leadership to support academic success and provide a nutritious breakfast to Lincoln students in the program.
- **Dewey** hosted the school's first Culture Fair that was planned by the Staff Culture Committee and PTA, There were family-sponsored tables representing various cultures and games, dances, and lots of entertainment! Per one parent's email: "It was beautiful to see so many Dewey families come together and get to know each other on a more personal level. This event showed them (her boys) not only that their friends come from so many different backgrounds but that our school is also committed to supporting and celebrating these differences."
- **Dawes** went "green" for breakfast and lunch by establishing composting as a school wide expectation, including earning a grant to build a full, permanent composting station. Students learned how to care for the environment while also deepening their understanding of how we can use composting for sustainability.
- During the Citywide Cardboard Carnival, students worked to design and build their own arcade games using cardboard engineering skills and the coding of circuit boards to run motors and sensors. More than 30 District 65 middle school students showcased their 24 arcade games for 100 elementary students to play at the first Cardboard Carnival held at the Evanston Public Library (EPL). This collaborative event was done in partnership with **District 65's EvanSTEM project**, Evanston Public Library, Family Focus and Northwestern's McCormick School of Engineering.

**CITYWIDE  
CARDBOARD  
CARNIVAL**



# PANDEMIC RELATED

## *Data Impacts*

In Spring of 2020, District 65 schools, like all Illinois schools, transitioned to remote learning as a result of the pandemic and the Covid-19 virus. The suspension of in-person instruction resulted in several direct impacts on our annually collected data. These impacts have affected the availability of several of the measures we would have typically reported in this annual report. Below we have outlined the data which was affected by the Covid-19 related transition to remote learning and those which were not.

### Data not impacted

- **5Essentials data** - We were fortunate to have implemented our 5Essentials survey in the winter of 2020 and as a result our 5Essentials data for 2020 was available.
- **ISEL** - This assessment was administered in the fall of 2020 and was therefore not affected by the pandemic.

### Data was adjusted

- **Attendance data** - although students continued learning in Spring, our annual measures of attendance that we have historically used in this report look at in person attendance. In order to provide the community with data that is reflective of in person learning, we adjusted the attendance data charts to reflect attendance up to the transition to remote learning. In SY20 this transition occurred in the second week of March - March 13, 2020. For comparison purposes, we have also provided adjusted attendance data from the prior school year, SY19, using the same methodology (SY19 attendance from the beginning of the school year to the second week of March - March 15, 2019).

### Data not available

- There was no administration of **MAP** in the Spring, therefore we cannot report the percentage of students who met the College Readiness Benchmark which is a benchmark we use with our spring assessment results. In lieu of this, we are providing MAP assessment results from the Winter administration which took place prior to the start of the pandemic. From the Winter MAP assessment we include two measures - one of attainment and one of growth.
- **% of students at or above the 50th percentile** - this measure shows the percentage of students who attain scores that place them at or above the 50th percentile. Students at the 50th percentile are performing at the typical, or average, level for students in their grade.
- **% of students Making Expected Gains** - this measure shows whether students are making their projected, or anticipated, growth. The Making Expected Gains measure relies on data from the student's prior assessment - in this case data from the Winter 2018-2019 school year - in order to assess the student's growth to the Winter 2019-2020 school year. We are only able to include one year of data for this metric of Winter to Winter Making Expected Gains because in the 2017-2018 school year Winter MAP testing was optional and there is insufficient data as a result.
- There was also no administration of the **DRA** assessment in the Spring. As a result, we are providing the results of the Winter DRA administration which took place prior to the pandemic.

# INTERPRETING DATA

## *with a lens for equity*

Given the District's commitment to equity, please consider the following in reviewing data on student outcomes:

- Data in education has at times been used to perpetuate inequality and to justify outcomes that should be unacceptable in a system committed to equity. This reality is present even as District 65 seeks to use data to inform equitable decision making.
- When aggregate data show that members of a particular student demographic group score below benchmarks, these outcomes reflect opportunity gaps faced by marginalized groups due to institutional racism in the education system and for many families insufficient social and economic supports. These results should not be used to draw conclusions about the efforts, abilities, or strengths of these students or their families.
- District 65 aims to be transparent about this structurally reinforced opportunity gap by comparing the performance of White students, who have structural advantage, to students of color. The District recognizes the limitations of such a comparison and the potential for normalizing Whiteness.
- When aggregate data show that groups in District 65 are outperforming state or national averages, or that the score gaps in our District are similar to those at the state and national level, these results do NOT mean the District can have any less urgency in its efforts to promote equity.
- Students and families of Pacific Islander and Native American decent, and students whose gender identities are non-binary are all important members of the District 65 community. For confidentiality reasons because the actual number of students in those groups is small, the District cannot report on some outcomes measures as they would be potentially identifiable.



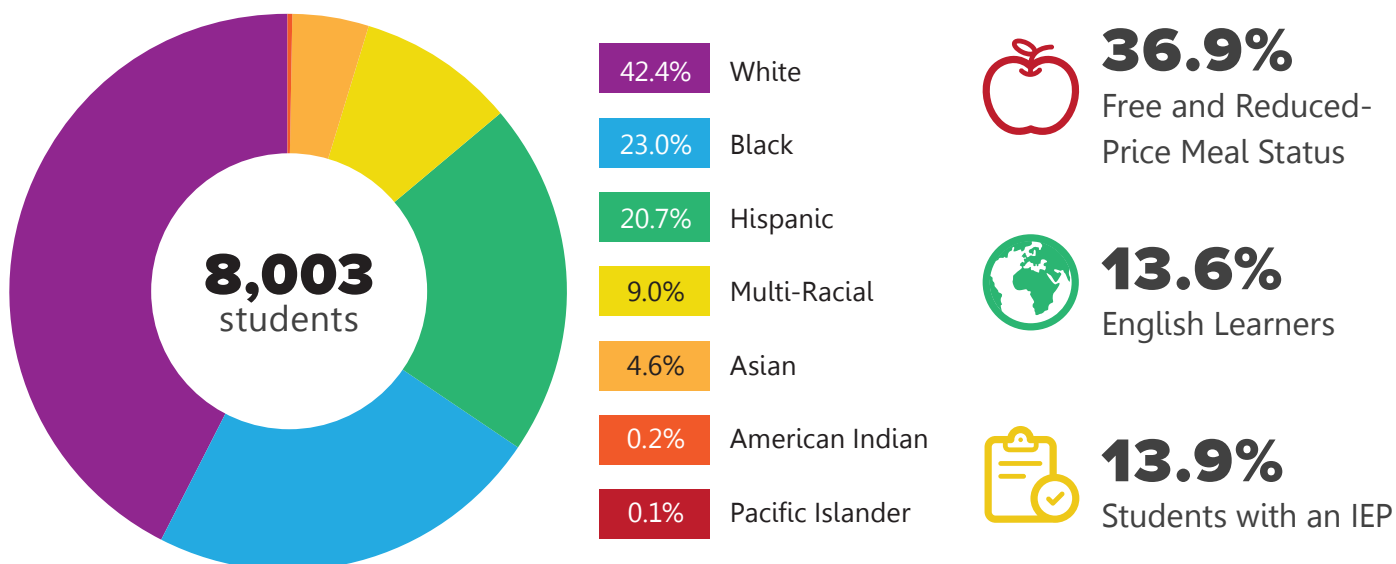


# student **DEMOGRAPHICS**

## OUR MISSION

Working together as a community, we will inspire creativity and prepare each student to achieve academically, grow personally, and contribute positively to a global society. Every Child, Every Day, Whatever it Takes.

## BY THE NUMBERS



## THREE-YEAR DEMOGRAPHIC TRENDS

Year	School Count	Black	Hispanic	White	Asian	Multi-Racial	Amer. Indian	Pacific Islander	FRL	EL	IEP
2017-18	8437	23.30%	21.10%	41.70%	4.70%	8.90%	0.20%	0.10%	38.20%	12.70%	13.40%
2018-29	8144	22.90%	20.90%	42.10%	4.80%	8.90%	0.20%	0.10%	37.80%	13.40%	14.30%
2019-20	8003	23.00%	20.70%	42.40%	4.60%	9.00%	0.20%	0.10%	36.90%	13.60%	13.90%

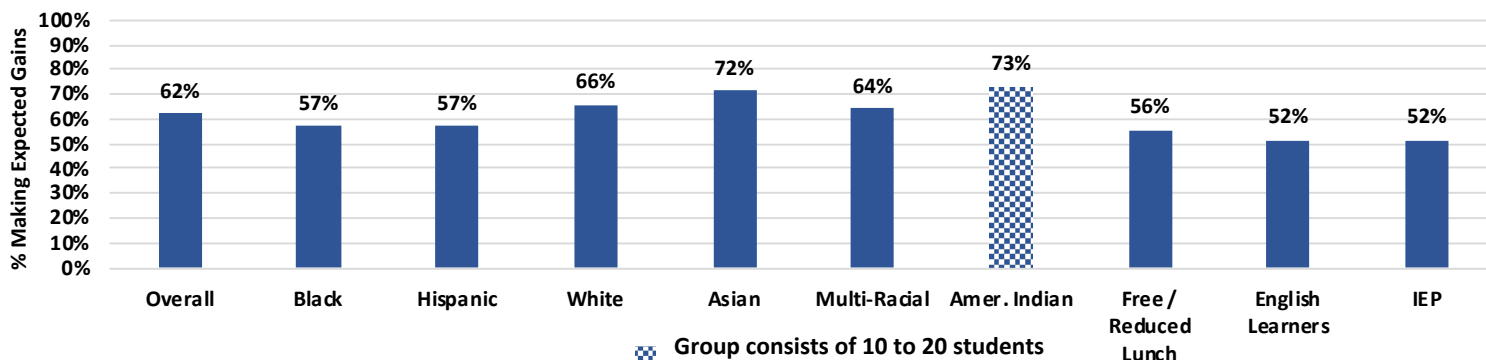
Did you know?



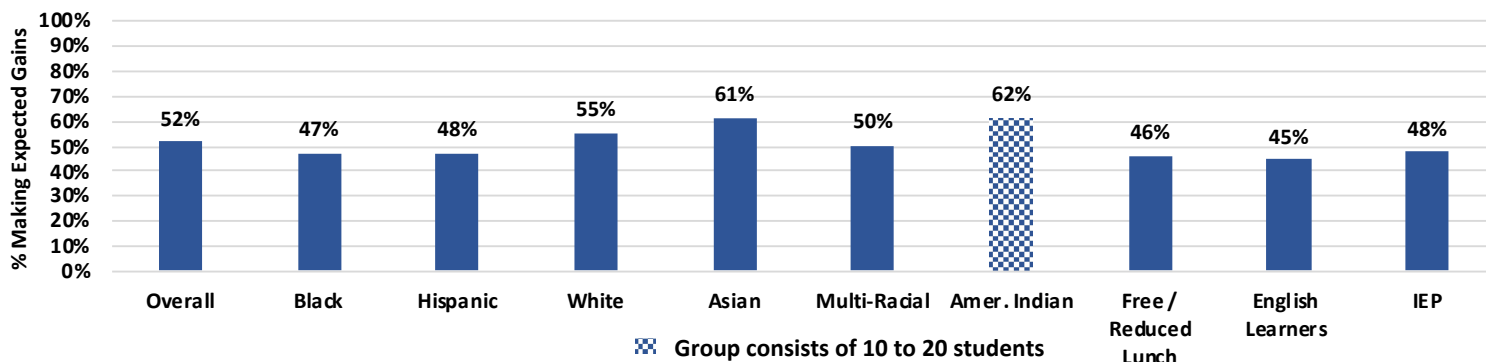
**DISTRICT 65 STUDENTS REPRESENT  
80 COUNTRIES AND SPEAK  
84 DIFFERENT LANGUAGES!**

# STUDENTS MAKING EXPECTED GAINS ON MAP *(winter to winter)*

## Making Expected Gains (ELA)



## Making Expected Gains (Math)



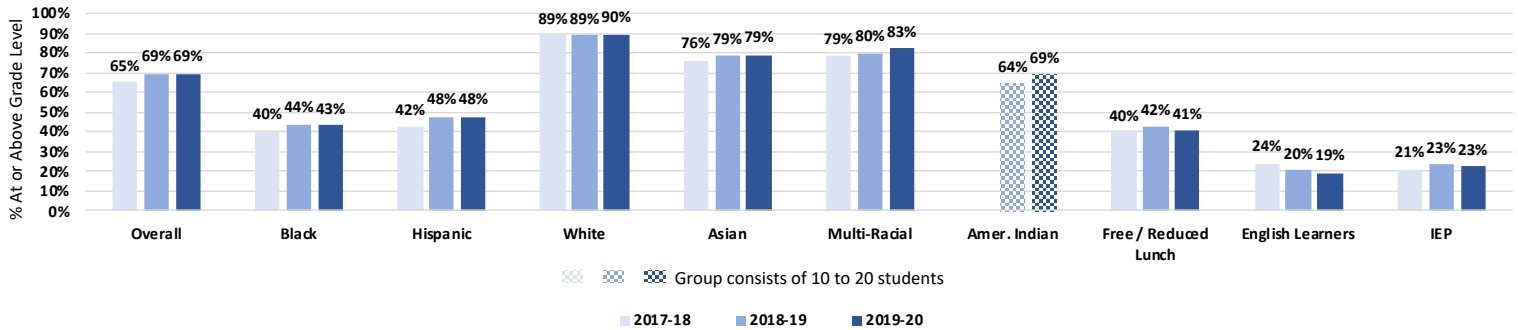
### What does “Making Expected Gains” mean?

These charts show the percent of students who met or exceeded their individual growth targets on NWEA’s MAP test and are therefore “Making Expected Gains”. A student’s expected gains are based on the “typical” growth of students who have similar prior assessment results.

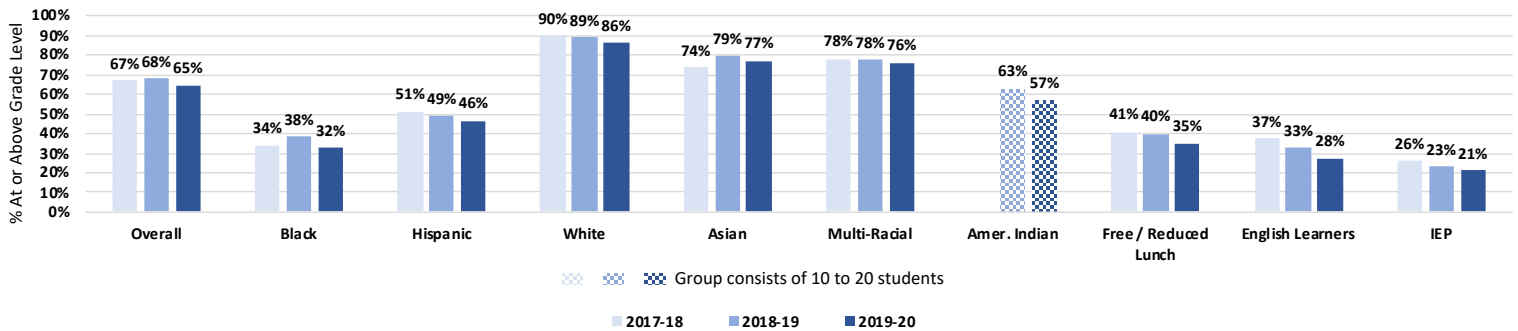
**Note:** Due to the pandemic, Spring assessments were not conducted so only Winter assessments are included.

# STUDENTS AT OR ABOVE THE 50TH PERCENTILE

At or Above Grade Level (ELA)



At or Above Grade Level (Math)

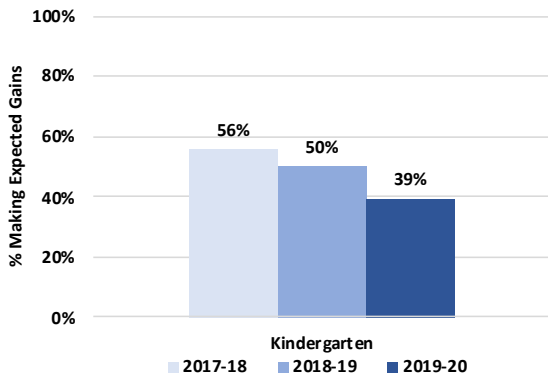


## What does “% At or Above Grade Level” mean?

These charts show the percent of students who are scoring at or above the 50th percentile. Students at the 50th percentile are performing at the typical, or average, level for students in their grade. This is an attainment measure that includes students from grades 3-8.

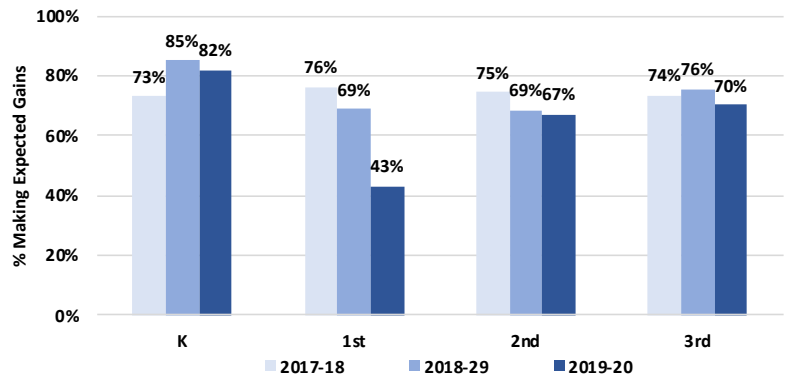
## additional MEASURES

### Illinois Snapshot of Early Literacy



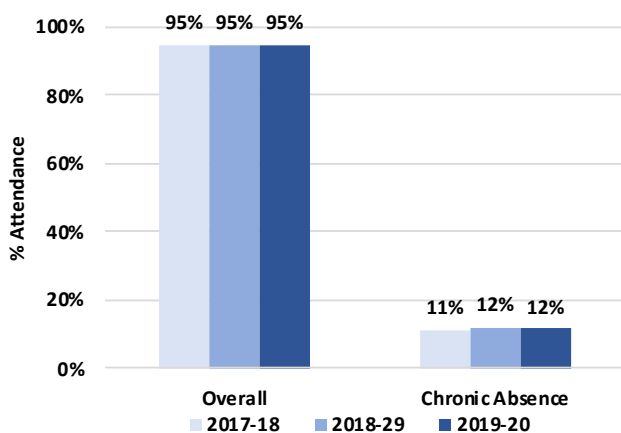
ISEL is an assessment administered to kindergarten students that provides an estimate of kindergarten readiness on four areas of skill. In 2020, a student is considered "Kindergarten Ready" when they score at or above the 50th percentile on three of the four skills we assess.

### Developmental Reading Assessment



DRA is a tool used to assess literacy in grades K-3. This chart shows the percent of students achieving benchmarks on the winter assessment.

### Attendance



?

Because of the effects of Covid-19, D65 decided to transition to remote learning on Friday March 13, 2020 (the 2nd week of March). As a result, attendance measures for the school year 2019-20 are reported through the last day of in-person learning. In an attempt to be consistent with our reporting of attendance data for the previous three years we are only reporting attendance data up through the second week of March in each year presented in this chart, regardless of in-person learning status.



**EVANSTON/SKOKIE**  
SCHOOL DISTRICT 65

**Evanston/Skokie School District 65**

1500 McDaniel Avenue • Evanston, Illinois 60201

**P** 847.859.8000 • **F** 847.866.7241

[www.district65.net](http://www.district65.net)