



2015 Achievement & Accountability Report

"We are committed to honest and transparent communication about our progress in implementing [the Strategic] plan—both our successes and challenges. We will also be transparent about the impact this plan has on the learning outcomes of District 65 students."

-District 65 Strategic Plan: 2015-2020, Adopted March 23, 2015

Evanston/Skokie District 65

Research, Accountability, & Data
January 22, 2016

2015 Achievement & Accountability Report

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Introduction

The 2014 Achievement and Accountability Report documented a four-year downward trend in District 65 student academic achievement. The sobering data in that report presented a call to action for all in the District 65 community: teachers, leaders, staff, families, partners, and neighbors. In the year since the publication of that report, the District has reached several important milestones on the path to reverse its downward academic performance. Early milestones on that path included adoption of an ambitious strategic plan that was informed by the participation of thousands in the community and the careful selection of metrics to track the District's progress. Currently, school and district staff members are implementing the vision laid out in the plan with urgency, and quarterly progress reports document the milestones achieved as a result of their efforts.

Like the 2014 report, this edition of the Achievement and Accountability Report documents results over a four-year period. However, this year's report differs in that it depicts potentially hopeful signs of improvement in student outcomes. Although the trend in student outcomes from 2012 to 2015 is generally negative, the trend for several important metrics flattened out or rebounded between 2014 and 2015. Most notably, the percent of students making expected gains grew between 2014 and 2015 in both reading and math. Further, the percent of students on-track for college was nearly flat in both subjects after four years of decline.

Much work lies ahead. A new measure of early literacy skills indicates that only about half of incoming kindergarteners score at or above state benchmarks on four or more of five skills tested; this statistic has a decreasing trend. The new measure also documents a wide gap between foundational literacy skills of students living in low-income households and those living in higher income households (Godard & Levy, 2015). This gap persists throughout elementary and middle school, and it is even more pronounced for Black and Hispanic students living in low-income households.

The challenge is real. Nonetheless, the 2015 results included in this report are a potentially hopeful sign. The District 65 administration is committed to a continued focus on urgent and thoughtful implementation of the strategies outlined in the new strategic plan. In collaboration with the whole community, we are confident that this focus will yield improved academic outcomes and narrowing of gaps in academic success.

Performance Highlights

Specific performance highlights from this year's report include answers to the following questions.

How is District 65 performing in mathematics and reading?

- **In both mathematics and reading, the decreasing trend in student achievement flattened out between 2014 and 2015 after several years of decreasing performance.** Between these years, the percent of students meeting college readiness benchmarks in reading increased by 0.3 percentage points. In mathematics, the percent of students on-track for college decreased by the same amount.

- **The decrease in reading achievement between 2012 and 2015 was larger than that in mathematics achievement.** Over that time period, the percent of students meeting college readiness benchmarks decreased 2.0 percentage points in mathematics compared to 5.0 percentage points in reading.
- **Between 2012 and 2015, literacy skills of incoming kindergarten students decreased.** Fewer students demonstrate skill mastery and fewer are on-track with state benchmarks when they enroll in District 65's kindergarten classrooms. More incoming kindergarten students require intervention, as well.

How much academic progress do students make from one year to the next?

- **Between 2014 and 2015, the percent of students making expected gains increased in both mathematics (3.7 percentage points) and reading (4.4 percentage points).** Despite these sizeable increases, the percent of students making expected gains in District 65 still decreased between 2012 and 2015 by 7.0 percentage points in mathematics and 1.1 percentage points in reading.
- **The percent of students making expected gains increased from 2014 to 2015 for students whose pre-test scores were both above and below the college readiness benchmark.** This follows three years of decline on the expected gains metric for both groups.
- **A greater percent of students made expected gains in mathematics than in reading.** In 2015, 44.7 percent of students made expected gains in mathematics compared to 37.7 percent of students in reading.

How do student outcomes differ by subgroup?

- **There is a large performance gap based on household income.** Only 11.7 percent of students who receive a free lunch are college ready in mathematics, compared to 56.7 percent of students who pay full price for lunch. This gap decreased by 0.9 percentage points from 2014, the first year it was tracked.
- **There is also a large performance gap between racial/ethnic groups.** Performance of Black and Hispanic students is significantly lower than White students, regardless of income level.
- **More than 85 percent of students with IEPs and students who are English learners score below the college readiness benchmarks in both reading and mathematics.** Student academic growth for these subgroups is similar to or greater than the District 65 average.

Report Organization

The *Accountability Summary* immediately follows this introduction. That section documents the District's baseline performance on the indicators adopted by the Board of Education to measure the District's progress on the strategic plan. The section also includes a status update on state and federal accountability.

The remainder of the report is dedicated to the presentation of results on student outcome metrics for the purposes of describing the current state of academic achievement in the District. These metrics have been grouped into three sections: *Student Academic Success*, *Student Academic Growth*, and *Gaps in Academic Success*. These categories align with those recommended by national accountability experts as key indicators of academic success for elementary and middle schools (Mickulecky & Christie, 2014).

In the past, this report has included analysis of results for various programs offered in District 65. The Office of Research, Accountability, and Data (RAD) has developed a calendar of program- and policy-related data analyses that will be published as updates and decisions about those programs and policies are brought to the Board for consideration.

This report includes a section with *Technical Notes* that are useful as background in interpreting the data presented. The report also contains an *Appendix* with a series of figures and tables that provide more detailed compilations of the data summarized in the body of the report.

Measuring Student Academic Achievement

In school year 2014-15, Illinois implemented a new Common Core State Standards (CCSS) aligned assessment for the first time in place of the Illinois Standards Achievement Test (ISAT). This assessment is commonly known as PARCC, and it establishes a new baseline for performance on the state assessment which cannot be directly compared to previous state assessments. The scores for PARCC were released in December 2015 and are available on the state report card on www.illinoisreportcard.com. These scores were reported to the Board by RAD in a separate report.

In order to provide a longitudinal portrait of District performance, the Measures of Academic Progress (MAP) assessment will serve as District 65's primary measure of academic success. MAP has been used for many years in District 65 as a measure of student achievement and student academic growth. Almost all students in grades 3 through 8 take the MAP assessment in both mathematics and reading. Throughout this report, MAP data from spring administrations of the assessment are used.

The MAP assessment provides reliable measures of student academic performance and student academic growth using items that are aligned with the Common Core State Standards. District 65 has baseline data on MAP, and researchers have established a relationship between student performance on MAP and their eventual success on the ACT (Theaker & Johnson, 2011; Thum & Metta, 2015). This research allows us to track the percent of students who are on-track to meet College Readiness Benchmarks on the ACT.

Throughout this report RAD refers to college readiness and meeting college readiness benchmarks. Those terms, which are used interchangeably, refer to students in grade 3 to 8 being on-track for college readiness as defined by measurement standards on MAP developed in 2011 (Theaker & Johnson, 2011). This definition of on-track for college readiness is aligned with data already reported by RAD, analyzed by school-based teams, and used in staff evaluations for 2015. A newer estimate of college readiness was published in summer 2015 (Thum & Metta, 2015). The technical notes section of this report includes more information about the differences between these two standards and an analysis comparing District 65 results on the two standards.

Accountability Summary

Progress toward Board Goals

The 2014 Achievement & Accountability report documented the District's progress from 2011 to 2014. Over that period, District 65 did not meet the outcome goals set by its Board of Education. During that period, the percent of eighth grade students at or above college readiness benchmarks on the EXPLORE assessment increased in math and was flat in reading. However,

- the District posted flat or downward trends in the percent of students meeting college readiness benchmarks on ISAT, meeting or exceeding state standards on ISAT, and scoring at or above grade level on ISAT and MAP in both reading and math;
- the percent of students scoring at or below the 25th percentile on ISAT increased in both reading and math;
- the average scale score on ISAT was flat or decreased in six grade levels in reading and three grade levels in math; and
- the majority of subgroups improved on only three of the 13 reported measures.

The strategic plan approved by the Board of Education in March 2015 laid out a plan to address a wide variety of needs addressed by the Evanston and Skokie communities, including the downward academic performance shown in the 2014 Achievement & Accountability report. In September 2015, the Board of Education approved a set of four outcome goals that will serve alongside the strategic plan to guide work over the coming years. The four outcome goals were established to provide all stakeholders a clear sense about what the strategic plan is intended to help our students accomplish.

The outcome goals are as follows:

- Increase percent of students at or above college readiness benchmarks in mathematics and reading;
- Increase percent of students making expected gains in mathematics and reading, including both students who start below the college readiness benchmarks and students who start above the college readiness benchmark;
- Decrease percent of students at or below the 25th percentile; and
- Decrease achievement gaps between groups of students in math and reading by improving performance of all subgroups.

The outcome targets are included in Table 1.

Table 1: Board Outcome Targets Established in the Strategic Plan

Metric	Baseline (2014-15)	5-Year Target	Current Trend	Difference
Percent meeting CRB (mathematics)	39.1%	5.0%	-3.5%	8.5%
Percent meeting CRB (reading)	49.8%	6.5%	-8.5%	15.0%
Percent making expected gains (mathematics)	44.7%	5.0%	-11.5%	16.5%

Metric	Baseline (2014-15)	5-Year Target	Current Trend	Difference
Percent making expected gains (reading)	37.7%	6.5%	-2.0%	8.5%
Percent at or below the 25 th percentile (mathematics)	15.6%	-3.5%	0.0%	-3.5%
Percent at or below the 25 th percentile (reading)	16.1%	-2.0%	6.0%	-8.0%

Baseline data for 2014-15 has already been reported on the strategic plan scorecard; the scorecard also includes three years of trend data. Table 2 is a copy of this scorecard. In this report, we provide a more detailed analysis of these baseline data. Moving forward, the metrics on this scorecard along with the outcome goals set by the Board will provide the Evanston and Skokie communities with a clear picture of the District's progress.

Table 2: Strategic Plan Scorecard

Outcome Indicator		2011-12	2012-13	2013-14	2014-15	Change from 2011-12	Change from 2013-14	2020 (5-Year) Target
Early Literacy (Gr. K-2)	% on pace with early literacy skills	Data Not Available: Metric in Development						
Academic Outcomes (Gr. 3-8)	% meeting CRBs in reading	54.8%	53.5%	49.5%	49.8%	-5.0%	0.2%	6.5%
	% meeting CRBs in math	41.1%	41.8%	39.4%	39.1%	-2.0%	-0.3%	5.0%
	% at or below the 25 th percentile in reading	12.5%	14.1%	16.1%	16.1%	3.6%	0.0%	-2.0%
	% at or below the 25 th percentile in math	15.1%	14.7%	15.5%	15.6%	0.5%	0.1%	-3.5%
	% making expected gains in reading							
	All students	38.8%	37.6%	33.3%	37.7%	-1.1%	4.4%	6.5%
	Students meeting CRBs	29.6%	31.7%	26.6%	31.4%	1.8%	4.9%	
	Students not meeting CRBs	50.5%	45.1%	41.4%	44.1%	-6.3%	2.7%	
	% making expected gains in math							
	All students	51.7%	50.4%	41.0%	44.7%	-7.0%	3.7%	5.0%
	Students meeting CRBs	51.2%	46.3%	36.3%	39.4%	-11.8%	3.1%	
	Students not meeting CRBs	49.8%	53.1%	44.5%	47.1%	-2.7%	2.6%	
Achievement Gaps (Gr. 3-8)	% meeting CRBs in reading:							
	Students who qualify for free or reduced lunch	25.0%	24.4%	17.7%	20.4%	-4.6%	2.8%	
	Students who do not qualify for free or reduced lunch	76.0%	72.9%	70.1%	69.9%	-6.1%	-0.2%	
	African American/Black	25.6%	25.0%	18.9%	20.1%	-5.5%	1.1%	
	Asian	60.6%	62.3%	60.0%	61.5%	0.9%	1.5%	
	Hispanic/Latino	34.8%	31.2%	28.3%	26.6%	-8.2%	-1.7%	
	Multi-Racial	63.6%	57.6%	56.3%	60.7%	-2.9%	4.4%	
	White	80.5%	78.8%	74.3%	72.2%	-8.3%	-2.1%	

Outcome Indicator		2011-12	2012-13	2013-14	2014-15	Change from 2011-12	Change from 2013-14	2020 (5-Year) Target
	Black and Hispanic students who do not qualify for free or reduced lunch	53.7%	48.7%	46.8%	48.2%	-5.5%	2.0%	
	Students with disabilities (IEP)	15.6%	15.1%	10.2%	13.2%	-2.3%	3.1%	
	Students formerly identified as needing English Learner supports	Data Not Available: Metric in Development						
	% meeting CRBs in mathematics:							
	Students who qualify for free or reduced lunch	14.1%	14.0%	11.8%	13.5%	-0.6%	1.7%	
	Students who do not qualify for free or reduced lunch	60.4%	60.3%	57.0%	56.7%	-3.7%	-0.3%	
	African American/Black	12.7%	12.7%	10.8%	10.4%	-2.3%	-0.3%	
	Asian	55.3%	60.7%	55.5%	56.7%	1.4%	1.2%	
	Hispanic/Latino	22.4%	19.9%	21.2%	19.0%	-3.4%	-2.3%	
	Multi-Racial	45.6%	45.5%	43.4%	46.4%	0.9%	3.0%	
	White	65.8%	66.4%	61.4%	59.8%	-6.0%	-1.6%	
	Black and Hispanic students who do not qualify for free or reduced lunch	34.2%	32.5%	33.5%	33.0%	-1.2%	-0.5%	
	Students with disabilities (IEP)	10.8%	12.4%	9.8%	10.5%	-0.3%	0.7%	
	Students formerly identified as needing English Learner supports	Data Not Available: Metric in Development						
Academic Challenge (Gr. 6-8)	Academic press measure on the 5Essentials Survey	n/a	59 (Avg)	59 (Avg)	66 (Avg)	7	7	

State and Federal Accountability

In last year's Achievement & Accountability Report, RAD noted that Illinois would assign accountability ratings in 2015 according to the terms of its federally approved waiver to the No Child Left Behind (NCLB) Act (2001). There has been substantial change to state and federal law regarding school and district accountability since the publication of last year's report. The Illinois State Board of Education (ISBE) has not yet released accountability ratings for 2015, and it does not appear likely that ISBE will do so.

On the state level, Governor Rauner signed Illinois Public Act 99-193 into law on July 30, 2015. The Act revised the Illinois School Code by replacing the requirement that schools and districts make Adequate Yearly Progress (AYP) with a balanced accountability measure that includes student performance and professional practice. The revised statute stipulates rewards for high performing schools and districts as well as mandates supports for those that consistently fail to perform. The revised statute also indicates

that schools and districts, which receive Title I funds may face additional sanctions for failure to meet performance standards as mandated by the federal Elementary and Secondary Education Act (ESEA).

Details on implementation of the revised statute remain somewhat unclear. ISBE has convened a committee charged with developing recognition standards for student performance and school improvement for all school districts and their individual schools. However, when requested, ISBE was not able to provide any information about the multiple measure index or annual measureable objectives required in 2015-16 by the statute as revised.

The implementation of the new state law is also complicated by the December 2015 enactment of the Every Student Succeeds Act (ESSA) at the federal level. ESSA, which represents a reauthorization of ESEA, contains substantial changes to federal accountability provisions in comparison to those included in ESEA's last reauthorization—the No Child Left Behind (NCLB) Act (2001).

In regard to the implementation of these two laws, ISBE staff informed RAD:

“[ISBE is] still in the development phase and things have changed dramatically by the passage of Every Student Succeeds Act (ESSA). Modifications are going to have to be made to the [state] statute to align with the new law. Many of [the] questions [raised by District 65] address issues that may change as we continue to evaluate the Illinois Balanced Assessment Measures statute and ESSA. Once things become clearer we will begin outreach to the field. We anticipate that taking place this summer (M. Wright, personal communication, January 11, 2015).”

In the mean time, on December 7, 2015, ISBE released district- and school- level PARCC scores to the public. RAD reported these scores in a memorandum presented at the December 14, 2015 District 65 Board of Education meeting (Godard, 2015).

Student Academic Success

The purpose of this section is to provide a snapshot of the current state of the academic success of District 65 students. As mentioned in the introduction to this report, MAP serves as District 65's primary measure of student academic success during these years of transition in the state assessment system. Benchmarks used on MAP are described further in the Technical Notes section.

Table 3: Definition of Academic Success Indicators Used in this Report

Metric	Definition
College Readiness Benchmarks (CRB)	Students who scores at or above college readiness benchmarks established by the assessment vendor. These benchmarks equate to at least a 50 percent likelihood of achieving ACT scores at or above college readiness benchmarks (Theaker & Johnson, 2011). For the purposes of this report, District 65 continues use of the 2011 benchmarks, which is aligned with all other reporting for 2015. Further information on this choice can be found in the technical notes, under the heading <i>Technical Notes on College Readiness Benchmarks</i>.
At or below the 25 th Percentile	Students who score at or below the 25th percentile compared to a national sample.

How is District 65 performing in reading and math?

- In both mathematics and reading, the decreasing trend in student achievement flattened out between 2014 and 2015 after several years of decreasing performance. Between these years, the percent of students meeting college readiness benchmarks in reading increased by 0.3 percentage points. In mathematics, the percent of students on-track for college decreased by the same amount.
- The decrease in reading achievement between 2012 and 2015 was larger than that in mathematics achievement. Over that time period, the percent of students meeting college readiness benchmarks decreased 2.0 percentage points in mathematics compared to 5.0 percentage points in reading.
- Between 2012 and 2015, literacy skills of incoming kindergarten students decreased. Fewer students demonstrate skill mastery and fewer are on-track with state benchmarks when they enroll in District 65's kindergarten classrooms. More incoming kindergarten students require intervention, as well.

College Readiness Benchmarks

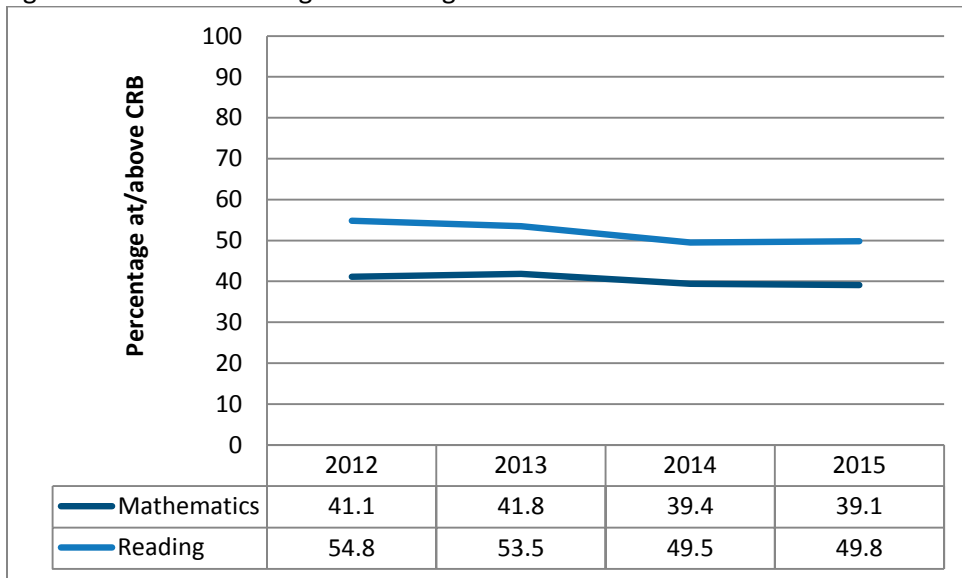
The goals set by the District 65 Board of Education in 2015 include increasing the percent of students at or above college readiness standards in math and reading on the MAP assessment. Figure 1 depicts the historical trend on that statistic.

In 2015, 39.1 percent of students met the college readiness benchmarks in mathematics on MAP. Over the past four years the percent of students meeting college readiness benchmarks on MAP has decreased. This decrease slowed significantly between 2014 and 2015.

In 2015, 49.8 percent of students met the college readiness benchmarks in reading on MAP. Over the past four years the percent of students meeting the college readiness benchmarks on MAP has decreased. Between 2014 and 2015, the trend reversed and small increases in reading were seen.

Comparatively, much larger changes are seen in reading than mathematics over the 2012 to 2015 period. Whereas there is a net decrease of 2.0 percentage points in college readiness in mathematics, there is a comparatively larger decrease of 5.0 percentage points in college readiness in reading.

Figure 1: Percent Meeting MAP College Readiness Benchmarks



Tables 4a and 4b show the percent of students meeting college readiness benchmarks by grade. College readiness in mathematics is consistently less than readiness in reading. However, the general trend is parallel between the subjects: a decrease in college readiness between 2012 and 2015, with a slight uptick between 2014 and 2015.

In mathematics, four of six grades show the same decreasing trend illustrated by Figure 1. Only Grades 4 and 5 have an increase in the percent meeting college readiness benchmarks. This increase is a result of increased performance between the 2014 and 2015 school years. College readiness rates in mathematics range from 28.6 to 50.6.

In reading, all grades show the same decreasing four-year trend shown in Figure 1. The college readiness rates in reading vary less by grade level than in mathematics. They range from 48.0 to 54.6.

Table 4a: Percent Meeting College Readiness Benchmarks on MAP in Mathematics, by Grade

	2012	2013	2014	2015
Grade 3	37.6	36.6	33.5	34.5
Grade 4	48.0	47.8	45.4	50.6
Grade 5	41.4	43.9	42.8	41.6
Grade 6	35.8	34.0	31.9	28.6
Grade 7	39.6	45.8	40.7	37.4
Grade 8	44.7	42.4	43.4	42.5

Table 4b: Percent Meeting College Readiness Benchmarks on MAP in Reading, by Grade

	2012	2013	2014	2015
Grade 3	53.5	50.3	48.8	48.0
Grade 4	53.4	53.2	46.4	48.6
Grade 5	54.4	54.8	49.9	49.2
Grade 6	55.0	53.0	47.3	50.1
Grade 7	53.5	55.7	51.0	48.7
Grade 8	59.2	54.6	56.7	54.6

At or below the 25th Percentile

The 2015 strategic plan aims to, “ensure consistent implementation of instructional approaches for struggling learners (Evanston/Skokie District 65, 2015).” Scoring at or below the 25th percentile is an indicator used to track the percent of learners who are struggling. These students may be in need of academic intervention and are at the greatest risk of academic failure in high school. This section includes the historical results on the percent of students at or below the 25th percentile based on the MAP assessment’s national norm sample.

Table 5 contains the percent of students in grades three through eight who scored at or below the 25th percentile. The data show that the percent of students at or below the 25th percentile has increased over the last four years, particularly in reading. This change slowed between 2014 and 2015. In mathematics, there was a slight increase of 0.1 percent of students scoring at or below the 25th percentile in that time period. In reading, the trend is flat.

Table 5: Percent at or below the 25th Percentile on MAP

	2012	2013	2014	2015
Mathematics	15.1	14.7	15.5	15.6
Reading	12.5	14.1	16.1	16.1

Average Scale Score

The analysis of student academic success presented above relies on indicators that show the percent of students who attain a score above or below a benchmark on the MAP assessment. These indicators are readily communicated and understood but are also potentially limited in their ability to show small, incremental changes in a distribution. For this reason, Tables 6a and 6b show the average scale score on MAP in mathematics and reading by grade level for the last four years. The average scale score may show changes in student performance that the benchmark indicators obscure. For context, each table also includes the scale score cut points associated with being on-track for college readiness at each grade level.

Between 2012 and 2015 the average scale score decreased in mathematics in four of six grades measured. Grade 5 shows an increase of 0.2 scale score points. The trend for Grade 4 is flat between 2012 and 2015. The trend varies less than the college readiness benchmark scores in Table 4a. Between 2014 and 2015, average scale scores increased in two of six grades.

Table 6a: Average Mathematics Scale Score on MAP, by Grade

	2012	2013	2014	2015	College Readiness Benchmark
Grade 3	210.8	209.7	208.6	209.3	216
Grade 4	221.5	221.9	220.8	221.5	224
Grade 5	229.7	230.7	230.5	229.9	236
Grade 6	233.6	233.6	231.9	231.5	242
Grade 7	237.5	241.1	238.3	236.8	244
Grade 8	245.7	244.4	244.6	244.5	239

Between 2012 and 2015 the average scale score decreased in reading in all six grades measured. The trend varies less than the college readiness benchmark scores in Table 4b. Between 2014 and 2015, average scale scores increased in three of six grades.

Table 6b: Average Reading Scale Score on MAP, by Grade

	2012	2013	2014	2015	College Readiness Benchmark
Grade 3	207.0	205.4	204.7	205.1	208
Grade 4	214.0	214.0	211.5	212.1	215
Grade 5	219.5	219.3	217.8	217.5	220
Grade 6	223.6	222.9	220.5	221.7	224
Grade 7	226.2	227.0	225.8	225.0	227
Grade 8	230.7	230.2	231.0	229.2	230

Figures A-1 and A-2 in the appendix depict the scale score distributions for each grade. Scores above the college readiness benchmarks are highlighted in lighter blue. These charts show the relatively narrow

clustering of scores around the average score, as well as the shape of the distribution. Table A-3 in the appendix shows the percent of students by decile in both subjects.

Reading Achievement of Incoming Kindergarten Students

The Superintendents' Joint Achievement report was presented to the board on November 9, 2015 (Godard & Levy, 2015). This report demonstrated that the Illinois Snapshot of Early Literacy (ISEL) skills could summarize literacy skills of students entering District 65. In addition to summarizing performance on individual skills, this analysis provides a provisional estimate of kindergarten readiness in reading based on the foundational literacy skills measured on ISEL.¹

The Illinois State Board of Education (ISBE) created the ISEL to measure essential literacy skills needed by students to be successful readers. The fall administration of the ISEL for kindergarten students consists of five snapshots. Each snapshot assesses a single foundational literacy skill. The five skills assessed are alphabet recognition, phonemic awareness, one-to-one matching, letter sounds, and story listening. This analysis of kindergarten ISEL data is informative about the skills of incoming kindergarten students. This analysis has not been validated as predictive of future student performance, nor does it capture the full array of skills that are associated with readiness for kindergarten.

For the purposes of the Superintendents' Joint Achievement Report, a student was considered kindergarten-ready in reading if the student scored at or above the statewide benchmark (50th percentile) on either four or five of the five ISEL snapshots administered during the first month of kindergarten. In this report, RAD introduces definitions for skills mastered and needing intervention. Mastery is defined as answering all questions on a subtest correctly. Mastery of two or more skills demonstrates advanced competence in early literacy skills. Need for intervention is defined as being below the 20th percentile statewide. Performing at the intervention level in one or more skills indicates that a student will need additional attention to catch-up with their peers.

Figure 2 indicates the trends in these three measures between 2012 and 2015. In that time period, the percent of students meeting mastery as well as kindergarten readiness criteria decreased by more than six percentage points. During the same period, the percent of students needing intervention in one or more skills increased by 6.9 percentage points. Tables 7, 8, and 9, on the following page, detail the percent of students with skills at these levels.²

¹ This analysis excludes the ISEL Spanish test so that accurate comparisons between students can be made.

² These numbers differ from the numbers released in the Superintendents' Joint Achievement Report (Godard & Levy, 2015). This report includes only students with 5 subtest scores, a refinement from the Superintendents' Joint Achievement Report (Godard & Levy, 2015).

Figure 2: Literacy Skills on Entry to Kindergarten: 2012-2015

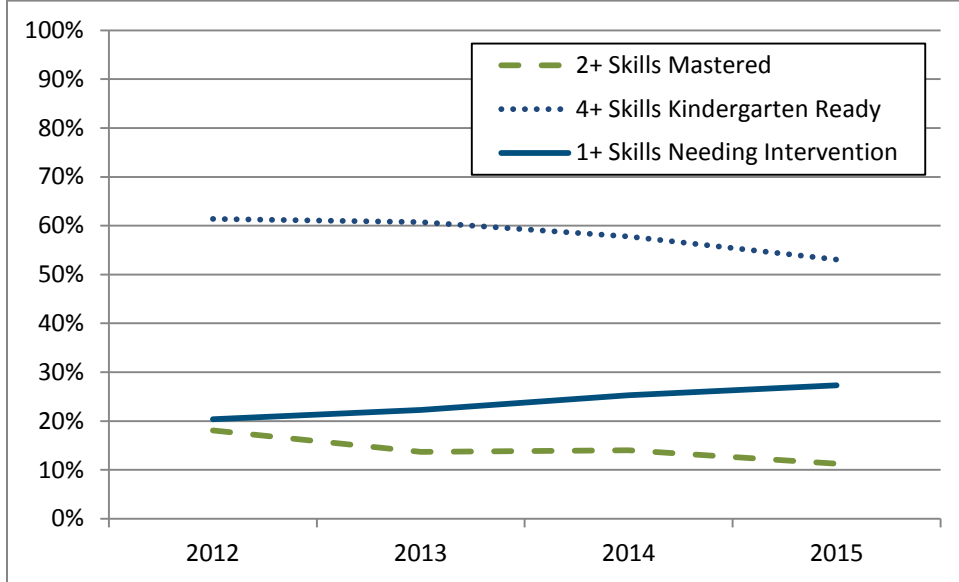


Table 7 indicates the percent of incoming kindergarteners who demonstrated mastery of skills. Between 2012 and 2015, there was a decline of 6.8 in the percent of incoming kindergarteners who had mastered two or more skills. Incoming kindergarteners who had mastered one or more skills remained approximately the same over the same period.

Table 7: Percent of Incoming Kindergarteners with 1-5 Skills Mastered

Number of Skills Mastered	2012	2013	2014	2015
0	60.0	65.0	62.1	66.3
1	21.9	21.3	23.9	22.4
2	10.6	8.2	10.1	7.4
3	5.4	4.4	3.3	3.3
4	1.7	1.0	0.5	0.6
5	0.4	0.1	0.1	0.0
Total Students	811	829	793	797

Table 8 contains the percent of students who have kindergarten ready scores on up to five skills when they enter kindergarten. The percent of incoming kindergarteners with kindergarten ready scores on four or more assessed skills decreased by 8.3 percentage points between 2012 and 2015.

Table 8: Percent of Incoming Kindergarteners with 1-5 Skills Kindergarten Ready

Number of Skills Kindergarten-ready	2012	2013	2014	2015
0	6.2	7.1	9.9	10.6
1	6.3	7.0	8.0	8.1
2	13.1	12.3	10.2	13.4
3	13.1	12.9	14.1	14.7
4	22.7	25.7	24.5	21.1
5	38.7	35.0	33.3	32.0
Total Students	811	829	793	797

Table 9 indicates the percent of incoming kindergarten students with skills assessed as in need of intervention. The percent of incoming kindergarteners needing intervention in one or more subtests increased 6.9 percentage points between 2012 and 2015.

Table 9: Percent of Incoming Kindergarteners with 1-5 Skills Needing Intervention

Number of Skills in need of Intervention	2012	2013	2014	2015
0	79.6	77.8	74.7	72.7
1	11.7	13.9	14.7	17.4
2	5.4	3.7	5.0	5.9
3	2.1	2.6	3.5	2.7
4	0.4	1.8	1.4	0.6
5	0.8	0.3	0.7	0.7
Total Students	811	829	793	797

Student Academic Growth

The indicators in the preceding section depicted the academic success of District 65 students on several important benchmarks. Those indicators show whether students in District 65 attained proficiency in mathematics and reading appropriate to their grade level.

In this section, indicators of student academic growth round out the picture of student performance. These indicators provide a comparison of annual academic growth for District 65 students compared to their national peers.

How much academic progress do students make from one year to the next?

- Between 2014 and 2015, the percent of students making expected gains increased in both mathematics (3.7 percentage points) and reading (4.4 percentage points). Despite these sizeable increases, the percent of students making expected gains in District 65 still decreased between 2012 and 2015 by 7.0 percentage points in mathematics and 1.1 percentage points in reading.
- The percent of students making expected gains increased from 2014 to 2015 for students whose pre-test scores were both above and below the college readiness benchmark. This follows three years of decline on the expected gains metric for both groups.
- A greater percent of students made expected gains in mathematics than in reading. In 2015, 44.7 percent of students made expected gains in mathematics compared to 37.7 percent of students in reading.

Expected Gains on MAP

The percent of students achieving expected gains is a good indicator of student growth from one spring to the next. To calculate this indicator, RAD uses growth norms developed by NWEA. These growth norms are based on average post-test scores for each possible score on the pre-test. The measure reported here does not count students whose growth fell within the range of test error as having made expected gains. The test vendor, NWEA, does not release national averages for comparison on this measure. Consequently, it is best understood in context of historical District 65 data. Additional information can be found in the technical notes section under *Technical Notes on Growth*.

Table 10 indicates the percent of students who made expected gains on MAP in District 65. In mathematics, we note a decrease in the percent making expected gains between 2012 and 2015. Scores in reading show a smaller decrease between those years. In both mathematics and reading, the percent of students making expected gains increased between 2014 and 2015.

Table 10: Percent who Made Expected Gains on MAP

	2012	2013	2014	2015
Mathematics	51.7	50.4	41.0	44.7
Reading	38.8	37.6	33.3	37.7

Expected Gains by College Readiness Benchmark

Last year, the Achievement and Accountability report included a summary of student growth for students at or below the 25th percentile and at or above the 75th percentile. This year's reporting has been modified to bring the report in alignment with the strategic plan scorecard. RAD has included an analysis of expected gains for students whose pre-test scores were below college readiness benchmarks and for students whose pre-test scores were at or above college readiness benchmarks in tables 11 and 12. For further detail, see tables A-5 and A-6, in the appendix, which show expected gains statistics for students starting at or below the 25th percentile and at or above the 75th percentile.

Below the College Readiness Benchmark

The percent of students starting at or below the college readiness benchmarks who made expected gains on MAP is included in Table 11. In mathematics, 47.1 percent of students who started below the college readiness benchmarks made expected gains on MAP in 2015. This represents a decrease since 2012, but does mark an increase from 2014. In reading, 44.1 percent of students starting at or below the college readiness benchmarks made expected gains in 2015. This is a decrease from 2012, but is an increase from 2014.

Table 11: Percent who Made Expected Gains on MAP: Starting below College Readiness Benchmark

	2012	2013	2014	2015
Mathematics	49.8	53.1	44.5	47.1
Reading	50.5	45.1	41.4	44.1

At or Above the College Readiness Benchmarks

Table 12 includes the percent of students who made expected gains on MAP and started at or above the college readiness benchmarks. In mathematics, 39.4 percent of students made expected gains on MAP in 2015. This is a decrease from 2012, but is an increase from 2014. In reading, 31.4 percent of students starting at or above the college readiness benchmarks made expected gains in 2015. This is a decrease from 2012, but represents an increase from 2014. Whereas students making expected gains in mathematics showed a significant downward trend between 2012 and 2015, students making expected gains in reading showed significant variation between those years.

Table 12: Percent who Made Expected Gains on MAP: Starting at or above College Readiness Benchmarks

	2012	2013	2014	2015
Mathematics	51.2	46.3	36.3	39.4
Reading	29.6	31.7	26.6	31.4

Gaps in Academic Success

The sections above contain a snapshot of academic success and academic growth in District 65. In this section, those same indicators are disaggregated by student subgroup. The nature of these subgroups is diverse. Some subgroups represent individual characteristics like household income status or race and ethnicity. Others, like disability status, reflect special learning needs. Results for each subgroup are presented here to provide a snapshot of equity in educational outcomes for students in the district.

The data presented in this section document gaps in performance for several student subgroups. Among the largest performance gaps are those for Black and Hispanic students and those for students living in low-income households. Household income and race/ethnicity are both correlated with academic outcomes of students, and students of color living in low-income households have lower academic outcomes than their White peers living in low-income households. Recognizing that academic outcomes for students of color, particularly Black students, have long lagged those of White students, RAD will also prepared a separate report focusing on the achievement of Black students.

How does student performance differ by subgroup?

- There is a large performance gap based on household income. Only 11.7 percent of students who receive a free lunch are college ready in mathematics, compared to 56.7 percent of students who pay full price for lunch. This gap decreased by 0.9 percentage points from 2014, the first year it was tracked.
- There is also a large performance gap between racial/ethnic groups. Performance of Black and Hispanic students is significantly lower than White students, regardless of income level.
- More than 85 percent of students with IEPs and students who are English learners score below the college readiness benchmarks in both reading and mathematics. Student academic growth for these subgroups is similar to or greater than the District 65 average

Students Living in Low-Income Families

In this report, low-income is primary defined based on a family's eligibility for a free- or reduced-price lunch. Low-income families by this definition may earn up to 180 percent of the federal poverty guideline for their household size. The results reported here for students living in low-income households also include results for a small number of students who live in institutions for neglected or delinquent youth.

Academic Success

Tables 13a and 13b illustrate success in mathematics and reading for students living in low-income families. In 2015, 13.5 percent of District 65 students living in low-income families met the college readiness benchmarks on MAP in mathematics. This compares to 56.7 percent for students with full price lunch status. In reading, 20.4 percent of students living in low-income families met the college readiness benchmark. This compares to 69.9 percent for students who pay full price for lunch.

Over the last four years, the percent of students living in low-income families who met the college readiness benchmarks on MAP decreased and the percent at or below the 25th percentile increased. Between 2012 and 2014, the percent of students living in low-income households meeting college readiness benchmarks decreased 2.3 percent in mathematics and 7.3 percent in reading. The trend for these students rebounded slightly between 2014 and 2015.

District 65 seeks to reduce the percent of students scoring at or below the 25th percentile. However, the percent of students living in low-income households at or below the 25th percentile increased between 2014 and 2015 in mathematics. In reading, the percent of students living in low-income households who scored at or below the 25th percentile increased 7.3 percentage points from 2012 to 2014. In 2015, this statistic decreased 0.3 percentage points in 2015.

Table 13a: Academic Success in Mathematics: Students Living in Low-Income Households

	2012	2013	2014	2015
Meets CCR Benchmark	14.1	14.0	11.8	13.5
At or Below the 25th Percentile	30.1	28.1	31.7	32.3

Table 13b: Academic Success in Reading: Students Living in Low-Income Households

	2012	2013	2014	2015
Meets CCR Benchmark	25.0	24.4	17.7	20.4
At or Below the 25th Percentile	25.4	27.6	32.7	32.4

Expected Gains

Over the last four years, there was a decrease not only in the academic success of students living in low-income families, but also in academic growth of those same students. Table 14 shows the percent of students living in low-income families who made expected gains on MAP. In mathematics, the decrease was 6.4 percentage points between 2012 and 2015. In reading, the percent of students living in low-income families who met expected gains on MAP decreased by 2.2 percentage points. This decrease slowed between 2014 and 2015 in mathematics and reversed in reading. The percentage of students making expected gains on MAP in mathematics decreased by 0.6 percentage points. In reading, the percent of students making expected gains on MAP increased by 4.3 percentage points.

Table 14: Percent who Made Expected Gains on MAP: Students Living in Low-Income Households

	2012	2013	2014	2015
Mathematics	47.1	47.6	41.2	40.6
Reading	39.4	38.3	32.9	37.2

Household Income Detail

Tables 15a and 15b show the 2015 MAP results in mathematics and reading by free or reduced lunch status. Students eligible for a free lunch live in households that earn no more than 130 percent of the federal poverty guideline for their size. Students eligible for a reduced price lunch live in households earning more than 130 percent of the federal poverty guideline, but no more than 180 percent of the federal poverty guideline.

The data in Tables 15a and 15b provide additional detail about the relationship of household income and academic performance. Students eligible for a free lunch meet the college benchmarks at a rate 45.0 percentage points less than students with full pay lunch status in mathematics. In reading, that figure is 51.1 percentage points less.

Table 15a: 2015 Academic Success in Mathematics, by Lunch Eligibility

	Free	Reduced	Full Pay
Meets CCR Benchmark	11.7	27.3	56.7
At or Below the 25th Percentile	33.9	20.4	4.1

Table 15b: 2015 Academic Success in Reading, by Lunch Eligibility

	Free	Reduced	Full Pay
Meets CCR Benchmark	18.8	32.9	69.9
At or Below the 25th Percentile	34.0	20.4	4.8

Race/Ethnicity*Academic Success*

Tables 16a and 16b summarize the percent of students who met college readiness benchmarks on MAP in mathematics and reading by race/ethnicity. These tables show a decrease in performance between 2012 and 2015 for each racial/ethnic identity group except for Multi-racial students in mathematics and Asian students in both subjects. Between 2014 and 2015, two racial/ethnic identity groups showed an increase in the percent that met the college readiness benchmarks mathematics. In reading, three racial/ethnic identity groups showed an increase.

Table 16a: Percent Meeting College Readiness Benchmarks in Mathematics on MAP, by Race/Ethnicity

	2012	2013	2014	2015
All Students	41.1	41.8	39.4	39.1
Asian	55.3	60.7	55.5	56.7
Black	12.7	12.7	10.8	10.4
Hispanic	22.4	19.9	21.2	19.0
Multi-racial	45.6	45.5	43.4	46.4
White	65.8	66.4	61.4	59.8

Table 16b: Percent Meeting College Readiness Benchmarks in Reading on MAP, by Race/Ethnicity

	2012	2013	2014	2015
All Students	54.8	53.5	49.5	49.8
Asian	60.6	62.3	60.0	61.5
Black	25.6	25.0	18.9	20.1
Hispanic	34.8	31.2	28.3	26.6
Multi-racial	63.6	57.6	56.3	60.7
White	80.5	78.8	74.3	72.2

Bottom 25th Percentile

Tables 17a and 17b summarize the percent of students who scored at or below the 25th percentile on the MAP assessment by race/ethnicity in mathematics and reading. In mathematics, there is an increase in the percent at or below the 25th percentile on MAP for three of five racial/ethnic identity groups between 2012 and 2015. Between 2014 and 2015, two of five racial/ethnic identity groups showed a decrease: Asian and Multi-racial students.

Table 17b indicates the percent of students at or below the 25th percentile in reading by race/ethnicity. There is an increase in the percent at or below the 25th percentile on MAP for four of five racial/ethnic identity groups in reading between 2012 and 2015. Two of five racial/ethnic identity groups show a decrease between 2014 and 2015: Asian and Multi-racial students.

Table 17a: Percent at or below the 25th Percentile in Mathematics on MAP, by Race/Ethnicity

	2012	2013	2014	2015
All Students	15.1	14.7	15.5	15.6
Asian	9.6	7.9	12.0	8.6
Black	31.2	28.4	33.4	33.9
Hispanic	25.0	23.9	22.8	26.1
Multi-racial	9.9	9.3	12.0	9.4
White	1.8	2.7	2.7	3.2

Table 17b: Percent at or below the 25th Percentile in Reading on MAP, by Race/Ethnicity

	2012	2013	2014	2015
All Students	12.5	14.1	16.1	16.1
Asian	11.2	9.9	11.0	10.2
Black	23.0	27.0	31.2	32.1
Hispanic	23.0	22.2	27.4	28.6
Multi-racial	8.2	9.0	11.7	11.1
White	1.9	3.0	3.4	3.6

Expected Gains

Tables 18a and 18b indicate the percent of students who made expected gains on MAP by race/ethnicity in mathematics and reading. In mathematics, results for all five racial/ethnic identity groups showed a decrease between 2012 and 2015. This decrease rebounds between 2014 and 2015 in four of five racial/ethnic identity groups. Only Hispanic students do not show an increase in the percentage making expected gains between 2014 and 2015.

In reading, there was a decrease in students making expected gains between 2012 and 2015 for four of five racial/ethnic identities. During this period, only Multi-racial students showed an increase in reading. Between 2014 and 2015, results for all five racial/ethnic identities showed an increase in the percentage of students making expected gains.

RAD notes that the gap in Black and Hispanic students making expected gains compared to White students is relatively small compared to the gap in the percent of students meeting college readiness benchmarks. This is true in both reading and mathematics. In reading, for example, there is a gap of 0.6 percentage points between White and Black students in making expected gains. This compares to a gap of 52.1 percentage points between White and Black students in meeting college readiness benchmarks in reading.

Table 18a: Percent who Made Expected Gains in Mathematics on MAP, by Race/Ethnicity

	2012	2013	2014	2015
All Students	51.7	50.4	41.0	44.7
Asian	57.0	56.7	46.6	51.5
Black	49.0	45.3	38.5	42.1
Hispanic	45.4	49.9	45.3	40.8
Multi-racial	55.1	49.2	40.6	48.7
White	54.9	53.0	40.5	46.3

Table 18b: Percent who Made Expected Gains in Reading on MAP, by Race/Ethnicity

	2012	2013	2014	2015
All Students	38.8	37.6	33.3	37.7
Asian	42.3	46.1	32.2	40.4
Black	37.8	35.7	31.9	36.3
Hispanic	43.6	38.5	34.4	40.4
Multi-racial	36.9	35.6	37.5	39.2
White	37.3	38.0	33.3	36.9

Students Living in Low Income Households, by Race/Ethnicity

Independently, both household income and race/ethnicity are important factors in academic achievement that require study and action. Further, students living in low-income households who are also students of color are among the least likely in the District to meet college readiness benchmarks. Among Black and Hispanic students, those from higher income households (i.e., those not eligible for a free or reduced price lunch) were on-track for college readiness nearly three times more frequently than

their peers in lower-income households of the same racial/ethnic identity in both reading and math. Table 19 also indicates that White and Asian students from higher income households (i.e., those not eligible for a free or reduced price lunch) met college readiness benchmarks at a higher rate than their Black and Hispanic peers from higher income households. This gap appears in both mathematics and reading.

Table 19 shows the percent of students who met college readiness benchmarks on MAP in 2015 by race/ethnicity and household income status. Students living in low-income households of all racial/ethnic identities met college readiness benchmarks at a lower rate than students of the same racial/ethnic identity who did not live in a low-income household. In interpreting Table 19, it is important to note that the number of students in some of the categories is quite small. This includes Black and Hispanic students in the full price category and Asian students in the free or reduced category.

Table 19: 2015 Percent Meeting College Readiness Benchmarks on MAP, by Race/Ethnicity and Household Income

	Mathematics		Reading	
	Free & Reduced	Full Price	Free & Reduced	Full Price
Asian	40.0	66.7	42.9	72.6
Black	7.0	23.4	15.0	39.0
Hispanic	9.5	41.9	14.1	56.9
Multi-racial	21.8	59.9	37.1	73.6
White	39.8	61.8	45.2	74.9

Students with Disabilities

For the purposes of this report, students with disabilities are defined as those students who have an Individualized Education Plan (IEP). Table 20 indicates the percent of students with disabilities who met college readiness benchmarks on the MAP assessment in reading and mathematics. The table shows a decrease in performance between 2012 and 2015 for students with disabilities in both subjects. However, there is an increase between 2014 and 2015 in both subjects. This increase is comparatively more pronounced in reading: 3.0 percentage points compared to 0.7 percentage points in mathematics.

Table 20: Percent Meeting College Readiness Benchmarks on MAP: Students with Disabilities

	2012	2013	2014	2015
Mathematics	10.8	12.4	9.8	10.5
Reading	15.6	15.1	10.2	13.2

Table 21 indicates the percent of students with disabilities who made expected gains on MAP in mathematics and reading. As with the other reported subgroups, there was a decrease in the percent of students with disabilities who made expected gains between 2012 and 2015. Similar to District-wide performance, the expected gains statistic for students with disabilities increased between 2014 and 2015 in both subjects. This statistic increased by 10.1 percentage points in reading compared to 0.2 percentage points in mathematics.

Table 21: Percent who Made Expected Gains on MAP: Students with Disabilities

	2012	2013	2014	2015
Mathematics	48.7	51.3	41.1	41.3
Reading	45.8	37.4	32.9	43.0

English Learners

Table 22 indicates the percent of English learners who met college readiness benchmarks on MAP. Very few English learners meet this benchmark. These students score much lower than any other subgroup, except Black students living in low-income households in mathematics. This low performance is partly explained by the English language proficiency of the English learners. Many English learners are not able to fully demonstrate their academic proficiency on an assessment in English.

Table 22: Percent Meeting College Readiness Benchmarks on MAP: English Learners

	2012	2013	2014	2015
Mathematics	6.6	4.8	9.3	7.6
Reading	7.6	7.5	3.3	5.3

Table 23 indicates the percent of English learners who made expected gains on MAP. This table shows a decrease in the percent of students who made expected gains between 2012 and 2015 in both subjects. In reading, the percent making expected gains rebounded by 4.1 percentage points between 2014 and 2015. Notably, although English learners show the lower proficiency rates than the District average, they make expected gains at a higher rate than the average District 65 student.

Table 23: Percent Making Expected Gains on MAP: English Learners

	2012	2013	2014	2015
Mathematics	46.3	49.3	49.3	45.8
Reading	48.5	44.6	39.7	43.8

Technical Notes

Technical Notes on MAP

In comparing MAP results over time, it is helpful to be aware of a change to this assessment that was implemented in the 2013-14 school year. During this year, District 65 implemented an updated version of MAP that is aligned with the Common Core State Standards, rather than the old Illinois Learning Standards. Although new items were introduced, the new items were assigned appropriate item difficulties so that RIT scores can be compared over time. NWEA technical support has confirmed the comparability of our data.

Technical Notes on College Readiness Benchmarks

The college readiness benchmarks used by District 65 come from the first of two studies conducted with MAP data to establish college readiness benchmarks for the MAP assessment (Theaker & Johnson, 2011). This study established college readiness benchmarks on MAP in mathematics and reading for grades three through eleven. The study used data from a large national sample to predict the likelihood of achieving a college-ready score on the ACT based on previous MAP scores (Theaker & Johnson, 2011).

The study used a two-step process to estimate the college readiness benchmarks. First, the researchers created a logistic regression model for each grade level. In grade eight, for example, the model provides an estimate of the likelihood of achieving a college-ready grade eleven ACT score for each possible score on the grade eight MAP. They based these estimations on a previous study which indicated that MAP scores were an accurate predictor of college readiness using data from a state that required ACT tests for all students (NWEA, 2012). Finally, the researchers established college readiness benchmarks on the MAP tests for earlier grades based on the MAP score above which students had at least a 50 percent likelihood of attaining a college-ready MAP score in grade eleven (Theaker & Johnson, 2013).

In 2015, NWEA conducted a second study to link MAP math and reading tests from grades five through nine with ACT college readiness benchmarks (Thum & Matta, 2015). A key difference between these studies is that ACT adjusted the college readiness cut point for the ACT reading assessment between the two linking studies. Another key difference is the design of this second study in that it controls for students' likelihood to take the ACT rather than assuming that likelihood to take the ACT is random. The study controls for this issue with statistical techniques (Hedeker & Gibbons, 1997).

The more recent study identified college readiness benchmarks in reading that are three to five Rasch Unit (RIT) points lower than the study described above. For context, this equates to a difference in percentile ranging from 3 to 12 percentiles lower in the more recent study. In grade 8, for example, the college readiness cut point for reading falls at the 70th percentile in the 2011 study and the 67th percentile in the 2015 study.

This difference in cut scores translates to a difference of estimates of the percent of students who are college-ready. Again using the grade 8 example, we estimate that 55 percent of students met or exceeded college readiness benchmarks in reading in 2015 by using the cut points from the 2011 study. In comparison, the cut points from the 2015 study result in an estimate of 62 percent of students meeting or exceeding college readiness benchmarks in reading. At lower grades, this gap is wider. Tables A-8, A-9, and A-10 in the Appendix to this report contain a comparison of the percent of students meeting college readiness benchmarks based on the two cut points.

To choose the appropriate benchmarks for estimating college readiness in grades three through eight, a joint team of District 65 and District 202 analyzed the consistency of the college readiness predictions between grades three and five as well as between grades five and eight in a November report (Godard & Levy, 2015). The team concluded that the earlier benchmarks was the more accurate one for the Evanston context. Details on the rationale for this decision are contained in the Superintendents' Joint Achievement Report.

The data in this report are based on the 2012 MAP cut point. This approach is in line with all of the reporting of 2015 results to date. RAD has further analysis planned to guide decision making about whether to use the 2015 cut point for reporting in 2016-17 and beyond.

Technical Notes on Growth

Student academic growth on the MAP assessment is measured using growth norms developed by NWEA using data from districts that administer the assessment. In creating the norms, this data was weighted to approximate a national sample of students (Northwest Evaluation Association, 2011). In 2015, NWEA released new college readiness benchmarks. These changes do not affect growth norms.

The norms allow comparison of each student's growth from one spring to the next to a national average for students with the same starting achievement level. These comparisons are aggregated into an indicator called "making expected gains." This indicator signifies the percent of students who grow at least as much as the average student in the norm sample with the same starting achievement level. This indicator also accounts for the standard error of each assessment score. For students to make expected gains, they must not only increase as many scale score points as the average student in the norm sample, but also have growth that is greater than the sum of the standard errors on the pre- and post-assessments.

Technical Notes on Mobility

The data presented throughout this report includes all students enrolled in each year. The objective of this report is to provide transparency into the performance of students enrolled in the district each year. However, users of this report should use caution in drawing conclusions about District 65's progress because of the effects of student mobility.

In District 65, 93 percent of students that are enrolled on the last day of school reenroll the next school year. This percentage of students not affected by mobility is even smaller when new student enrollments are considered.

The Consortium on Chicago School Research (CCSR) indicates that student mobility can create problems in analysis of learning and program effectiveness. In five years, the average urban school has more than 50 percent mathematical turnover in students (de la Torre & Gwynne, 2015). Although this turnover is less in Evanston, the statistic is still striking. One third of students turn over within five years; this is exclusive of students who graduate from grade 8.

This problem is more pronounced when this mobility is disaggregated by subgroup. The same CCSR report indicates that differences in mobility rates among subgroups is vast (de la Torre & Gwynne, 2015). For instance, a Black student is more than three times more likely to experience some sort of

school mobility than a White student. As a result, particular caution should be used in interpreting subgroup data trends.

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Appendix

Table A-1: Percent Meeting College Readiness Benchmarks on MAP, by Student Subgroup

Mathematics	2012	2013	2014	2015
All Students	41.1	41.8	39.4	39.1
Asian	55.3	60.7	55.5	56.7
Black	12.7	12.7	10.8	10.4
Hispanic	22.4	19.9	21.2	19.0
Multi-racial	45.6	45.5	43.4	46.4
White	65.8	66.4	61.4	59.8
FRL	14.1	14.0	11.8	13.5
Full Pay	60.4	60.3	57.0	56.7
IEP	10.8	12.4	9.8	10.5
EL	6.6	4.8	9.3	7.6

Reading	2012	2013	2014	2015
All Students	54.8	53.5	49.5	49.8
Asian	60.6	62.3	60.0	61.5
Black	25.6	25.0	18.9	20.1
Hispanic	34.8	31.2	28.3	26.6
Multi-racial	63.6	57.6	56.3	60.7
White	80.5	78.8	74.3	72.2
FRL	25.0	24.4	17.7	20.4
Full Pay	76.0	72.9	70.1	69.9
IEP	15.6	15.1	10.2	13.2
EL	7.6	7.5	3.3	5.3

Table A-2: Percent at or below the 25th Percentile on MAP, by Student Subgroup

Mathematics	2012	2013	2014	2015
All Students	12.5	14.1	16.1	16.1
Asian	11.2	9.9	11.0	10.2
Black	23.0	27.0	31.2	32.1
Hispanic	23.0	22.2	27.4	28.6
Multi-racial	8.2	9.0	11.7	11.1
White	1.9	3.0	3.4	3.6
FRL	49.2	48.6	58.2	60.0
IEP	25.4	27.6	32.7	32.4
EL	52.8	51.4	57.4	57.4

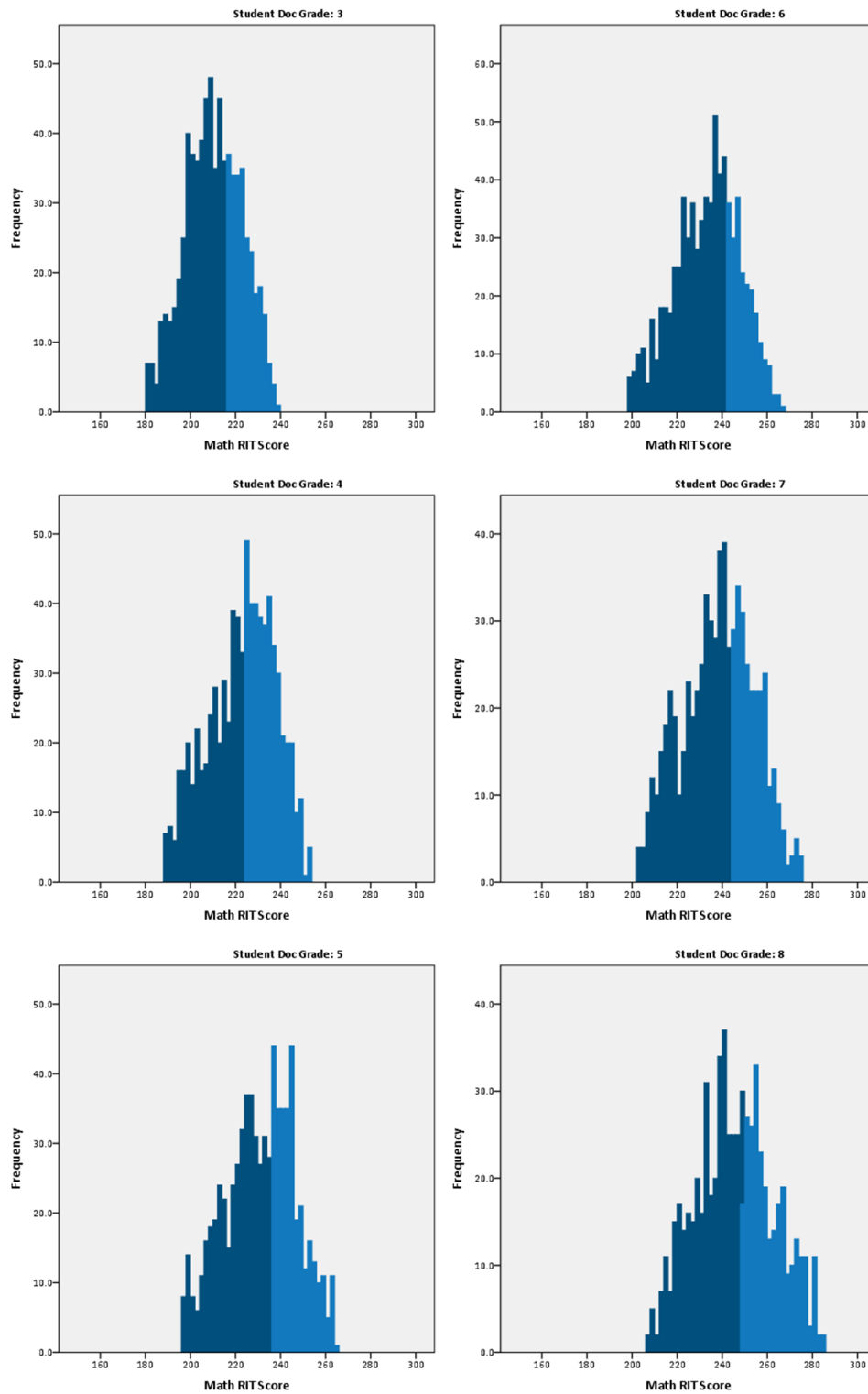
Reading	2012	2013	2014	2015
All Students	15.1	14.7	15.5	15.6
Asian	9.6	7.9	12.0	8.6
Black	31.2	28.4	33.4	33.9
Hispanic	25.0	23.9	22.8	26.1
Multi-racial	9.9	9.3	12.0	9.4
White	1.8	2.7	2.7	3.2
FRL	48.5	43.0	47.2	52.5
IEP	30.1	28.1	31.7	32.3
EL	45.1	47.2	43.7	48.8

Table A-3: Decile Distribution, by Student Subgroup

Mathematics	Decile 1		Decile 2		Decile 3		Decile 4		Decile 5		Decile 6		Decile 7		Decile 8		Decile 9		Decile 10	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
All Students	6.3	6.2	5.5	5.6	5.5	5.9	6.1	5.9	7.1	7.0	7.7	7.8	8.8	9.5	11.7	11.1	15.2	15.3	26.1	25.7
Asian	3.5	3.2	5.5	4.3	4.5	2.1	2.0	3.2	3.5	5.3	4.5	4.8	7.5	10.2	9.0	9.1	16.5	17.1	43.5	40.6
Black	13.8	12.8	12.4	12.6	11.3	13.6	12.1	10.4	11.1	10.4	10.4	10.3	8.8	10.4	8.2	8.7	7.5	6.9	4.5	4.0
Hispanic	10.5	11.2	7.1	8.4	8.0	9.0	7.4	9.9	10.1	11.0	12.1	11.4	10.0	9.9	13.5	9.3	10.5	10.1	10.7	9.9
Multiracial	5.6	4.6	3.8	3.4	4.7	4.0	4.7	2.6	7.3	6.3	7.9	8.0	10.9	9.1	10.9	13.4	17.9	19.1	26.4	29.6
White	0.7	1.2	1.2	1.3	1.4	1.3	2.8	2.6	3.9	3.8	4.7	5.2	7.9	8.9	13.5	13.0	20.9	21.0	43.0	41.7
EL	23.7	25.4	13.3	16.5	13.0	10.2	10.0	9.6	11.1	8.6	10.4	9.2	3.3	7.6	5.9	4.6	3.3	4.0	5.9	4.3
Not EL	5.2	4.8	5.0	4.8	5.0	5.6	5.9	5.6	6.8	6.8	7.5	7.7	9.1	9.6	12.1	11.6	16.0	16.2	27.4	27.2
Full-Price	1.9	1.3	2.0	1.6	1.8	2.1	3.4	3.1	4.3	4.4	5.6	6.3	8.6	9.2	13.3	12.9	20.1	20.3	39.1	39.0
FRL	13.4	13.4	11.1	11.5	11.5	11.5	10.4	9.9	11.6	10.8	11.1	10.1	9.0	10.0	9.3	8.5	7.4	8.2	5.4	6.1
IEP	26.7	28.4	14.3	15.8	10.4	13.0	9.2	9.1	9.6	6.7	7.8	5.7	7.0	6.3	4.6	3.6	5.6	5.9	5.0	5.5
No IEP	3.7	3.4	4.4	4.3	4.9	5.0	5.7	5.5	6.8	7.0	7.7	8.1	9.0	9.9	12.6	12.1	16.4	16.5	28.7	28.2

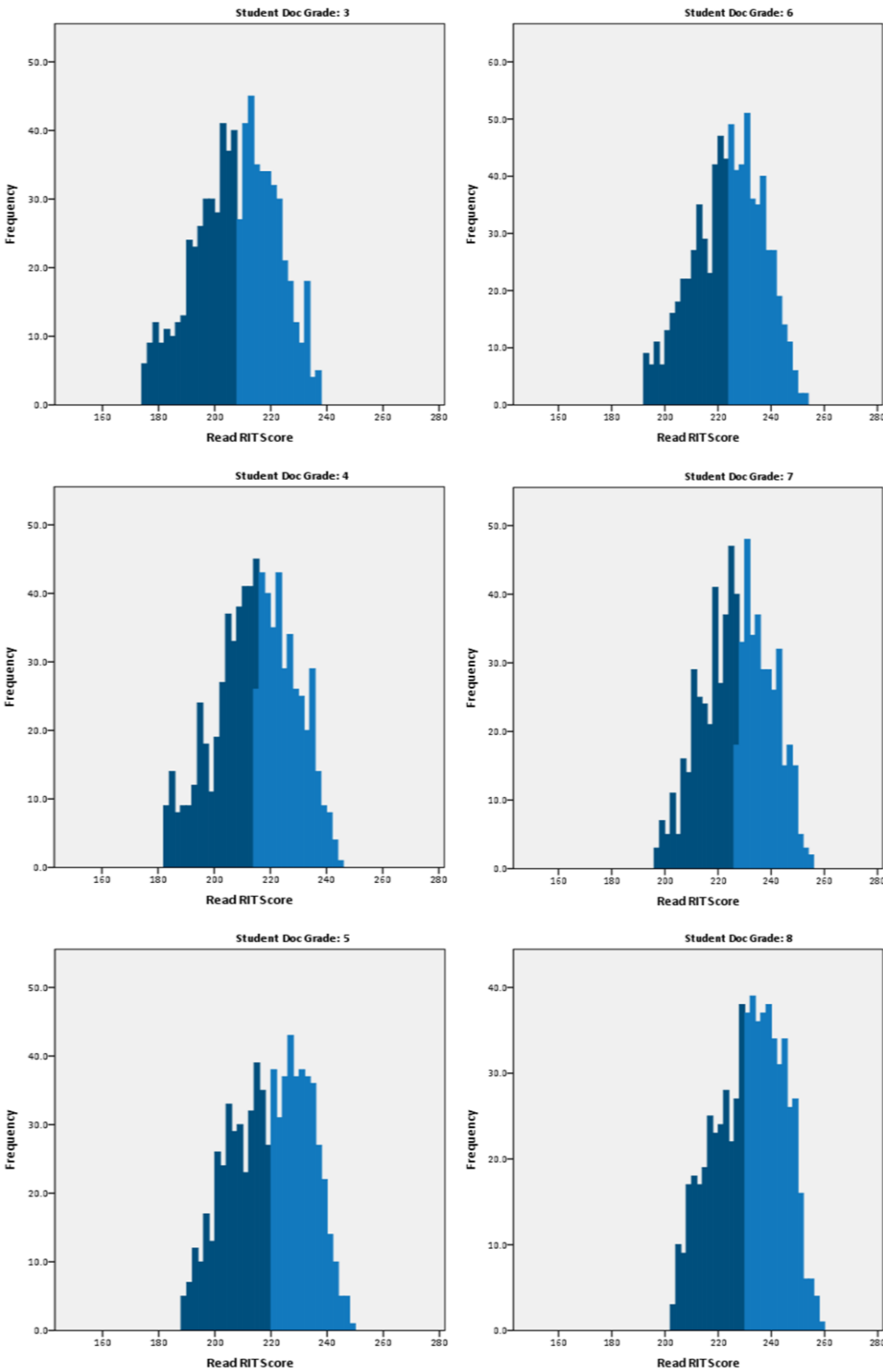
Reading	Decile 1		Decile 2		Decile 3		Decile 4		Decile 5		Decile 6		Decile 7		Decile 8		Decile 9		Decile 10	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
All Students	6.7	7.4	6.0	5.0	5.4	6.4	6.2	5.9	8.1	8.1	7.4	7.3	9.6	9.6	13.8	12.7	15.2	15.3	21.6	22.3
Asian	6.0	6.4	3.0	0.5	4.5	5.3	2.5	3.7	5.5	4.8	7.5	4.8	10.5	13.9	17.5	14.4	17.5	17.6	25.5	28.3
Black	14.2	15.4	11.5	9.7	10.1	11.8	11.1	11.1	12.7	13.3	10.3	8.3	10.2	10.4	9.9	10.5	6.4	6.5	3.7	2.9
Hispanic	11.1	12.8	11.0	9.9	9.3	10.7	9.4	8.1	10.7	12.2	8.8	9.8	10.7	8.7	11.6	10.5	8.2	9.1	9.3	8.1
Multiracial	4.1	4.0	5.9	3.7	3.2	4.8	4.4	5.1	10.9	6.3	5.6	6.3	8.5	8.3	14.7	14.5	18.8	18.8	24.0	28.2
White	1.2	1.7	1.2	1.0	1.6	2.0	2.9	2.6	4.1	4.2	5.5	6.2	8.7	9.4	16.4	14.4	22.2	21.7	36.1	36.8
EL	33.0	33.0	17.0	17.8	12.6	12.9	10.0	9.2	7.4	8.9	9.3	5.3	7.0	6.9	1.1	2.3	1.9	3.0	0.7	0.7
Not EL	5.1	5.6	5.3	4.0	4.9	5.9	6.0	5.7	8.1	8.0	7.3	7.5	9.7	9.8	14.6	13.5	16.0	16.2	23.0	23.8
Full-Price	2.1	1.6	2.0	1.6	2.2	2.7	3.4	2.9	4.6	4.7	5.9	5.9	9.1	9.9	17.3	15.4	20.7	20.8	32.8	34.5
FRL	14.2	16.1	12.4	9.8	10.4	11.6	10.8	10.4	13.6	13.0	9.8	9.4	10.2	9.2	8.2	8.9	6.4	7.2	3.9	4.5
IEP	32.3	37.9	20.3	14.4	9.6	12.0	7.6	7.3	8.6	5.5	5.0	5.1	6.2	3.9	3.6	4.5	3.2	4.1	3.8	5.1
No IEP	3.5	3.6	4.2	3.8	4.9	5.6	6.1	5.8	8.0	8.4	7.7	7.6	10.0	10.3	15.1	13.8	16.7	16.7	23.9	24.4

Figure A-1: Distributions of MAP Mathematics Scores, by Grade³



³ Only the 95% of students with scores closest to the mean were included in this chart.

Figure A-2: Distribution of MAP Reading Scores, by Grade⁴



⁴ Only the 95% of students with scores closest to the mean were included in this chart.

Table A-4: Percent Making Expected Gains on MAP, by Student Subgroup

Mathematics	2012	2013	2014	2015
All Students	51.7	50.4	41.0	44.7
Asian	57.0	56.7	46.6	51.5
Black	49.0	45.3	38.5	42.1
Hispanic	45.4	49.9	45.3	40.8
Multi-racial	55.1	49.2	40.6	48.7
White	54.9	53.0	40.5	46.3
FRL	47.1	47.6	41.2	40.6
IEP	48.7	51.3	41.1	41.3
EL	46.3	49.3	49.3	45.8

Reading	2012	2013	2014	2015
All Students	38.8	37.6	33.3	37.7
Asian	42.3	46.1	32.2	40.4
Black	37.8	35.7	31.9	36.3
Hispanic	43.6	38.5	34.4	40.4
Multi-racial	36.9	35.6	37.5	39.2
White	37.3	38.0	33.3	36.9
FRL	39.4	38.3	32.9	37.2
IEP	45.8	37.4	32.9	43.0
EL	48.5	44.6	39.7	43.8

Table A-5: Percent Starting at or below the 25th Percentile who Made Expected Gains on MAP, by Student Subgroup

Mathematics	2012	2013	2014	2015
All Students	60.0	61.2	52.9	51.9
Asian	75.0	78.6	38.5	63.2
Black	60.1	56.0	52.0	51.1
Hispanic	53.7	66.4	53.9	50.5
Multi-racial	65.2	64.0	40.0	53.1
White	73.0	76.2	67.6	51.9
FRL	58.8	62.1	52.7	49.0
IEP	60.0	63.1	51.7	52.3
EL	46.7	60.7	54.7	52.3

Reading	2012	2013	2014	2015
All Students	62.7	55.6	50.2	51.7
Asian	76.9	64.3	37.5	69.2
Black	62.4	50.3	47.3	49.6
Hispanic	60.4	58.6	54.8	50.8
Multi-racial	60.0	75.0	54.5	51.9
White	73.7	61.5	64.3	60.8
FRL	60.6	55.8	51.6	50.2
IEP	54.8	46.2	43.1	50.0
EL	52.7	54.7	47.5	48.6

Table A-6: Percent Starting at or above the 75th Percentile who Made Expected Gains on MAP, by Student Subgroup

Mathematics	2012	2013	2014	2015
All Students	48.3	47.0	36.4	39.9
Asian	49.5	55.6	43.8	41.7
Black	35.1	29.2	31.0	26.8
Hispanic	38.6	39.4	34.8	33.7
Multi-racial	49.0	47.8	37.3	41.8
White	51.9	49.7	36.7	41.8
FRL	33.9	35.1	30.5	31.1
IEP	31.9	33.3	28.8	29.8

Reading	2012	2013	2014	2015
All Students	29.0	30.4	26.2	30.3
Asian	26.6	36.9	26.3	34.3
Black	16.2	22.9	17.1	11.7
Hispanic	32.1	22.7	23.8	30.4
Multi-racial	32.1	30.3	31.7	33.8
White	30.8	32.2	27.2	31.3
FRL	19.6	24.8	16.5	21.2
IEP	23.8	29.5	18.4	33.3

Table A-7: Percent Meeting College Readiness Benchmarks, by School

Mathematics:

Type	School Name	2012	2013	2014	2015
Middle Schools	Chute	28.7	26.6	23.1	22.1
	Haven	49.0	51.0	48.1	43.5
	Nichols	40.5	40.4	41.1	40.2
Elementary Schools	Dawes	36.4	27.3	34.3	34.3
	Dewey	55.3	54.4	50.9	52.9
	Lincoln	41.6	38.5	37.9	42.5
	Lincolnwood	43.5	49.5	48.5	52.2
	Oakton	20.4	24.4	18.4	18.8
	Orrington	60.2	57.5	51.8	52.6
	Walker	30.9	36.9	36.9	36.8
	Washington	36.9	38.2	37.6	40.0
	Willard	47.8	44.7	41.7	48.5
	Kingsley	41.3	48.4	46.0	44.2
Magnet Schools	King Lab	40.7	41.3	38.1	36.9
	Bessie Rhodes	43.3	49.3	40.4	38.8

Reading:

Type	School Name	2012	2013	2014	2015
Middle Schools	Chute	45.6	40.1	36.7	37.5
	Haven	66.9	66.2	60.4	56.8
	Nichols	52.7	52.7	55.2	56.6
Elementary Schools	Dawes	42.4	39.7	37.0	44.6
	Dewey	68.7	64.8	62.8	56.1
	Lincoln	61.5	52.0	54.3	51.3
	Lincolnwood	61.0	62.7	57.3	56.0
	Oakton	33.5	31.3	26.4	26.9
	Orrington	66.3	63.4	57.5	61.3
	Walker	37.6	45.8	34.1	33.5
	Washington	44.6	46.2	44.9	47.3
	Willard	57.5	57.1	50.0	56.2
	Kingsley	55.1	56.8	53.5	53.0
Magnet Schools	King Lab	54.2	54.3	49.7	46.6
	Bessie Rhodes	58.0	57.0	48.9	53.6

Table A-8: Difference in Percent Meeting College Readiness Benchmarks by NWEA Benchmark Study and Subgroup

	Estimates Based on NWEA 2011 Benchmark	Estimates Based on NWEA 2015 Benchmark	Difference in Estimates (2011 v. 2015)
Mathematics			
All Students	37.3	55.3	18.0
Asian	52.6	68.1	15.5
Black	8.8	22.6	13.8
Hispanic	17.7	31.5	13.8
Multi-racial	41.0	66.1	25.1
White	59.1	80.3	21.2
FRL	11.4	25.5	14.2
Full Pay	55.8	76.6	20.8
IEP	7.8	14.2	6.4
LEP	4.1	6.6	2.5

NWEA reports benchmarks for Grades 5 to 9 in the 2015 Benchmarks. Therefore, Grades 3 & 4 have been excluded from the table above.

	Estimates Based on NWEA 2011 Benchmark	Estimates Based on NWEA 2015 Benchmark	Difference in Estimates (2011 v. 2015)
Reading			
All Students	50.5	60.4	9.8
Asian	60.3	75.0	14.7
Black	19.2	29.0	9.9
Hispanic	30.2	39.0	8.8
Multi-racial	58.6	67.4	8.8
White	74.0	84.0	10.0
FRL	20.9	30.1	9.3
Full Pay	71.7	81.9	10.2
IEP	13.1	16.6	3.5
LEP	4.1	5.8	1.7

NWEA reports benchmarks for Grades 5 to 9 in the 2015 Benchmarks. Therefore, Grades 3 & 4 have been excluded from the table above.

Table A-9: Difference in Percent Meeting College Readiness Benchmarks by NWEA Benchmark Study and Grade

Mathematics	Estimates Based on NWEA 2011 Benchmark	Estimates Based on NWEA 2015 Benchmark	Difference in Estimates (2011 v. 2015)
Grade 5	41.6	61.2	19.6
Grade 6	28.6	54.5	26.0
Grade 7	37.4	52.0	14.6
Grade 8	42.5	53.1	10.6

Reading	Estimates Based on NWEA 2011 Benchmark	Estimates Based on NWEA 2015 Benchmark	Difference in Estimates (2011 v. 2015)
Grade 5	49.2	59.8	10.6
Grade 6	50.1	61.2	11.2
Grade 7	48.7	58.3	9.6
Grade 8	54.6	62.1	7.5

Table A-10: Differences in College Readiness Benchmarks, by NWEA Benchmark Study

Mathematics	NWEA 2011 Benchmark		NWEA 2015 Benchmark	
	RIT	%ile	RIT	%ile
Grade 3	216	84	N/A	N/A
Grade 4	224	79	N/A	N/A
Grade 5	236	84	226	61
Grade 6	242	85	232	65
Grade 7	244	78	238	70
Grade 8	249	79	243	73

Reading	NWEA 2011 Benchmark		NWEA 2015 Benchmark	
	RIT	%ile	RIT	%ile
Grade 3	208	73	N/A	N/A
Grade 4	215	72	N/A	N/A
Grade 5	220	71	215	58
Grade 6	224	70	220	61
Grade 7	227	69	224	64
Grade 8	230	70	227	66

These tables show the RIT and percentile scores associated with the college readiness benchmarks developed in separate studies of college readiness that have been conducted with MAP data. Note that the 2015 benchmarks do not include grades 3 and 4.