

Report on Hispanic Student Achievement



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Office of Research, Accountability, and Data

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Introduction

In 2016, District 65's Office of Research, Accountability, and Data (RAD) published a report on the achievement of Black students in the District. A natural response to that report, both among District 65 parents and within RAD, was the desire for an equivalent report on District 65's Hispanic students. The District's Hispanic students are a group nearly as sizable as the District's Black student population which faces many of the same academic, social, and economic challenges. Hispanic students also often require more supports for English language learning. The data presented in this report represents RAD's efforts to create a detailed snapshot of Hispanic student achievement in District 65, and to respond to a number of parent requests for information on the state of Hispanic student education in our District.

Topics addressed and Summary of Findings

How are Hispanic students and staff demographically represented in District 65?

- About 18% of District 65 students, or about 1 in 5, identifies as Hispanic.
- Compared to the average District 65 student, Hispanic students are about 75% more likely to live in low-income households and about three times as likely to be English learners.
- 8.5% of District 65 teachers, 2.3% of administrators, and 13.7% of all employees identify as Hispanic.

What are the participation rates and outcomes for Hispanic students in Early Childhood Education in District 65?

- In 2016, nearly all (94%) Hispanic students entering kindergarten had some form of organized early childhood experience.
- Hispanic students are more likely to attend District 65 funded pre-k experiences, specifically half day programs, than all other students.
- 46.5 percent of Hispanic students enter District 65 with the level of early literacy skills considered "kindergarten ready." This compares to a District average of 57.8 percent.
- Since 2013, the percent of Hispanic kindergarteners who had a specific area of need in one or more foundational literacy skills has decreased. In 2016, 3 in 10 Hispanic kindergarteners had a specific area of need.
- The gap in kindergarten-readiness of foundational literacy skills between Hispanic students and the District as a whole has narrowed by 7.4 percentage points since 2013.

What are the academic outcomes of Hispanic students in Grades K through 3?

- The gap in the percentage of students with benchmark level reading abilities between Hispanic students and students across the District increases by 3.3 percentage points from kindergarten through Grade 3.
 - The gap decreases by 22.8 percentage points for students who were not kindergarten-ready and increases by 7.8 percentage points for students who were kindergarten-ready.

What are the academic outcomes of Hispanic students in Grades 3 through 8?

- Hispanic students are about as likely to make expected gains on the MAP exam as the average student, meaning that although they may be starting at a lower baseline, they are making about as much progress relative to their baseline as the average student.
- For both Hispanic students and all District 65 students, 2016 represents a four-year high in reading and a three-year high in math for making expected gains.
- Hispanic students are less likely to meet college readiness benchmarks (CRBs) in math and reading than the average District 65 student, and more likely to score below the 25th percentile in math and reading than the average District 65 student.
- Over the last two years, District 65 has made progress in reducing the percent of all students and the percent of Hispanic students scoring below the 25th percentile.

How do outcomes for Hispanic students vary by school?

- In 2016, the percent of Hispanic students meeting the CRB on MAP varied by school from 23.4% to 55.9% in math and from 25.8% to 73.7% in reading.
- In 2016, the percent of Hispanic students making expected gains on MAP varied by school from 33.3% to 64.9% in math and from 32.1% to 76.9% in reading.
- The schools also vary significantly in the number of Hispanic students they have and the percentage of those students who live in low-income households or who are ELs.

How does Hispanic student achievement in District 65 compare to Hispanic student achievement nationally and in comparable school districts?

- District 65's Hispanic students score below the District average and at about the national average on MAP in both reading and math.
- Compared to similar Illinois school districts, District 65's Hispanic students perform relatively well on PARCC math and relatively poorly on PARCC reading. In both subjects, District 65 showed a wider gap than most comparable districts between Hispanic student achievement and average student achievement.

How does Hispanic student participation in EL programs compare to the District as a whole, and what are the academic outcomes of the District's Hispanic EL students?

- Hispanics are about three times more likely to be ELs than the average District 65 student.
- Fewer Hispanic students are waiving EL services if they qualify for them. The TWI program serves more Hispanic students than any other EL program in District 65.
- In middle school, Hispanic students who participated in TWI or other EL programs often perform at levels approaching and even exceeding the performance of their non-EL Hispanic peers.
- From 6th to 8th grade, the likelihood that Hispanic former TWI students from lower-income households scored above the 40th percentile increased by 18 percentage points in math and 20 percentage points in reading.

How do patterns of incidents requiring discipline compare between Hispanic students and the average District 65 student?

- In 2016, Hispanic students were as likely as the average District 65 student to be referred to the office for an incident classified as major.
- In 2016, Hispanic students were less likely than the average District 65 student to be suspended.

Hispanics in District 65

How are Hispanic students and staff demographically represented in District 65?

- About 18% of District 65 students, or about 1 in 5, identifies as Hispanic.
- Compared to the average District 65 student, Hispanic students are about 75% more likely to live in low-income households and about three times as likely to be English learners.
- 8.5% of District 65 teachers, 2.3% of administrators, and 13.7% of all employees identify as Hispanic.

Hispanic Students

Before examining the academic achievement of Hispanic students in District 65, it is important to understand the demographic representation of Hispanic students in the District. Table 1 shows the percentage of students who are Hispanic at each school and in each grade, along with the bilingual education programs offered at each school. Overall, Hispanic students make up 18% of the student population in District 65—the third largest racial group after White students (43%) and Black students (24%). District 65 schools vary in the percentage of their student bodies that are Hispanic from 3% to 35%.

Table 1. Percent Hispanic by Grade and Bilingual Programs Available for Each School, 2015-16

	Grade										Bilingual Programs Available ¹
School	K	1	2	3	4	5	6	7	8	Total	
Chute							26%	26%	24%	26%	ESL, SSS
Haven							15%	11%	14%	13%	ESL, SSS
Nichols							16%	19%	20%	18%	ESL, SSS
Dawes	45%	34%	35%	29%	37%	31%				35%	TWI, ESL
Dewey	25%	28%	24%	19%	18%	18%				22%	TWI
Lincoln	6%	8%	13%	9%	14%	17%				11%	ESL
Lincolnwood	11%	8%	12%	9%	11%	9%				10%	
Oakton	30%	24%	25%	24%	32%	27%				27%	TWI
Orrington	3%	1%	2%	5%	0%	4%				3%	ESL
Walker	23%	7%	17%	18%	13%	12%				15%	ESL
Washington	34%	41%	33%	33%	33%	37%				35%	TWI
Willard	26%	23%	20%	26%	22%	26%				24%	TWI
Kingsley	6%	4%	8%	8%	14%	13%				9%	
King Arts	13%	11%	15%	18%	20%	14%	16%	13%	14%	15%	
Bessie Rhodes	20%	11%	2%	2%	7%	22%	16%	7%	14%	11%	
Total	21%	17%	18%	17%	19%	20%	18%	17%	18%	18%	

¹ ESL: English as a Second Language support. SSS: Spanish for Spanish Speakers class offered. TWI: Two-Way Immersion program offered.

Table 2 shows how Hispanic students compare to District 65 as a whole in several major demographic measures. Hispanic students are much more likely than the average District 65 student to qualify for free- or reduced-price lunches (67% compared to 38% District-wide).² Hispanic students are about three times as likely as the average District 65 student to qualify for English Learner (EL) services, with over one third of Hispanic students participating in EL programs in 2016. Additionally, Hispanic students are about three times more likely (19.5% compared to 5.7%) than the average District 65 student to be ‘Former ELs’—students who once qualified for EL services but are no longer formally enrolled in an EL program. Hispanic students are more likely than average to have Individualized Education Plans or IEPs (17% compared to 14% District-wide), and much more likely than average to qualify for both EL and IEP services (10% of Hispanics compared to just 2.5% of the District as a whole).

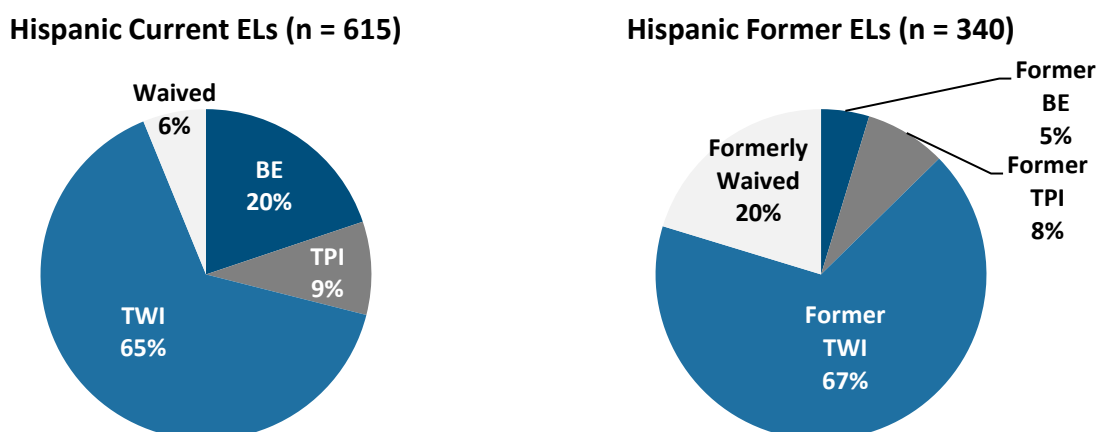
Table 2. Percent FRL, EL, IEP, and EL/IEP for Hispanic Students and District 65, 2016

Measure	Hispanic Students (Count)	Hispanic Students (Percent)	District 65 (Percent)
Qualifying for free or reduced lunch	1196	66.5%	38.1%
English Learners	683	38.0%	12.1%
IEPs	300	16.7%	13.8%
Both EL and IEP	180	10.0%	2.5%
Former English Learners	340	19.5%	5.7%

Bilingual education is a crucial part of Hispanic student education in District 65 as over 57% of Hispanic students are either current or former ELs. This report discusses bilingual education in detail. In addition to analyzing the performance of students in bilingual programs, RAD has also begun to track the performance of those students who have exited bilingual programs.

Figure 1 shows the breakdown of Hispanic ELs who participated in EL programs in 2016 into the individual programs offered (or waived if the student qualified for EL services and declined them). The group of Hispanic former ELs is broken down by the program in which they previously participated. The Two-Way Immersion (TWI) program serves the most Hispanic students—about two thirds of Hispanic ELs are in TWI classrooms. Note that there are fewer current ‘Waived’ students than former ‘Waived’ students—an indication that fewer Hispanic students who qualify for EL services are choosing to waive them.

² Qualification for free or reduced lunch is the main indicator the District uses to identify students living in low-income households.

Figure 1. EL Program Breakdown for Hispanic Current and Former ELs³⁴, 2016

Hispanic Teachers and Staff

Table 3 shows the percentage teachers, administrators, and all District 65 employees⁵ that identify as Hispanic as of January 18, 2017. Administrators are defined here as those school and central office employees with executive and decision-making responsibilities. The percentage of teachers and of all employees who identify as Hispanic has increased steadily over the past several years. The percent of administrators identifying as Hispanic increased slightly from 2016 to 2017 but is lower than in 2014 and 2015.

Table 3. Percentage of Teachers, Administrators, and all Employees Identifying as Hispanic, 2017

	2014	2015	2016	2017
Teachers	3.0%	3.2%	7.6%	8.5%
Administrators	4.3%	6.4%	2.2%	4.5%
All Employees	7.5%	7.2%	12.8%	13.7%

Table 4 shows the percent of all teachers and staff identifying as Hispanic over time for each school and for administrative and District-wide employees. RAD's ability to report on the racial makeup of specific employee groups is limited in order to preserve the privacy of individual employees, but school-level data is available nonetheless. In the majority of schools and in the District as a whole, the percentage of employees who are Hispanic was substantially higher at the beginning of the 2016-17 school year than in the 2013-14 school year. Over the past four years, all but two sites have shown a trend of growing Hispanic representation in their staff.

³ Due to the limitations of RAD's historical data, not all former EL students may be accounted for in this chart.

⁴ TWI = Two Way Immersion, TPI = Transitional Program of Instruction, BE = Bilingual Education

⁵ This data includes all staff, from teachers and teaching assistants to lunchroom supervisors to administrators.

Table 4. Percentage of Teachers and Staff that Identify as Hispanic by School, 2014-2017

School	% of Employees who are Hispanic			
	2014	2015	2016	2017
Chute	4.9%	3.7%	7.2%	8.9%
Haven	5.4%	6.0%	7.2%	8.4%
Nichols	7.5%	8.5%	11.6%	10.5%
Dawes	8.3%	8.9%	23.0%	22.8%
Dewey	10.0%	10.3%	14.5%	16.1%
Lincoln	7.1%	4.2%	5.4%	5.8%
Lincolnwood	8.9%	7.5%	12.5%	13.7%
Oakton	12.5%	12.7%	18.2%	21.1%
Orrington	6.4%	4.4%	11.4%	11.4%
Walker	0.0%	1.9%	5.7%	3.8%
Washington	19.2%	20.0%	39.4%	38.8%
Willard	9.5%	9.2%	13.8%	15.3%
Kingsley	2.0%	3.7%	2.0%	2.0%
King Arts	3.4%	4.5%	9.0%	8.0%
Bessie Rhodes	10.0%	7.4%	7.8%	14.0%
Admin/District Wide	5.3%	3.2%	12.0%	18.3%
Total	7.5%	7.2%	12.8%	13.7%

Early Childhood Experiences & Outcomes of Hispanic Students

What are the participation rates and outcomes for Hispanic students in Early Childhood Education in District 65?

- In 2016, nearly all (94%) Hispanic students entering kindergarten had some form of organized early childhood experience.
- Hispanic students are more likely to attend District 65 funded pre-k experiences, specifically half day programs, than all other students.
- 46.5 percent of Hispanic students enter District 65 with the level of early literacy skills considered “kindergarten ready.” This compares to a District average of 57.8 percent.
- Since 2013, the percent of Hispanic kindergarteners who had a specific area of need in one or more foundational literacy skills has decreased. In 2016, 3 in 10 Hispanic kindergarteners had a specific area of need.
- The gap in kindergarten-readiness of foundational literacy skills between Hispanic students and the District as a whole has narrowed by 7.4 percentage points since 2013.

Early childhood education has been shown to be foundational in the academic futures of students. By studying the experiences that students have prior to enrollment in District 65, a greater understanding of future academic outcomes within District 65 emerges. This section focuses on the types of early childhood educational experiences of Hispanic students within District 65, as well as indicators of how “kindergarten-ready” Hispanic students are when they enter the District, compared to the average student. Knowing how well Hispanic students are prepared for kindergarten relative to other students is important for understanding how best to address gaps in Hispanic student achievement in early grades.

Ninety-five percent of Hispanic students entering kindergarten had some form of organized early childhood experience (either day care, preschool, or Head Start). On average, Hispanic students less frequently had some form of organized pre-kindergarten experience compared to other students within District 65. Hispanic students were more likely to attend pre-school at JEH than other students. Hispanic students enrolled in a preschool program are more likely to be in a District 65 program than students of other racial backgrounds.

While Hispanic students do have a slightly lower rate of participation in preschool experiences, more pronounced differences exist in kindergarten readiness and foundational literacy skills of Hispanic students. Hispanic students enter kindergarten, on average, with mastery of fewer foundational literacy skills, making them less “kindergarten ready” than other students in District 65.

Income and language differences also play a role in kindergarten readiness levels. Hispanic students of higher income status are entering kindergarten at a readiness level comparable to other District students in higher income households. Hispanic students living in low-income households are entering kindergarten at lower rate of kindergarten readiness than other low-income students in District 65.

Hispanic students enrolled in EL programs are more likely to enter kindergarten with at least one specific area of need in foundational literacy than other students in District 65 from low-income households.

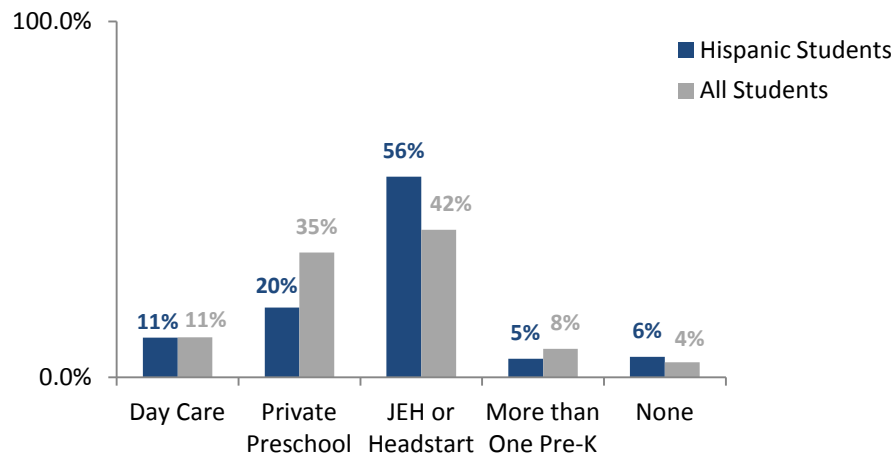
Pre-K Experience, by Race

Students enter District 65 with a wide range of pre-kindergarten experiences. The types of experiences—educational or otherwise—that a young child has can substantially impact how they adjust to kindergarten schooling and how they perform academically. In 2016, 94 percent of Hispanic students entering District 65 kindergarten had some pre-kindergarten experience. Between 2013 and 2015, the enrollment of Hispanic Students in a pre-k experience grew more than that of District 65 students as a whole. Students across District 65 are more likely to participate in more than one pre-k experience than Hispanic students. Table 5 contains the breakdown of Pre-K engagement by race and by type of program.

Table 5. Types of Pre-kindergarten Experiences for Students entering kindergarten

Type of Pre-K	2013		2014		2015		2016	
	Hispanic	All	Hispanic	All	Hispanic	All	Hispanic	All
Any Pre-K Experience	91.8%	93.7%	92.0%	95.4%	94.6%	95.9%	94.3%	95.8%
Day Care	13.0%	16.3%	19.9%	9.0%	12.9%	14.2%	11.1%	11.2%
Preschool or Head Start	78.1%	77.2%	76.8%	80.5%	79.7%	78.0%	78.0%	79.6%
More than One			5.3%	5.7%	2.0%	3.7%	5.2%	8.0%
Total Students	146	863	148	845	147	829	173	820

District 65 provides federally funded preschool programs at its JEH center, financed by Head Start grants and Preschool for All monies. Selection for participation in the JEH pre-k programs is determined by a screening of students for developmental risk factors. The JEH programs provide educational services for students aged 0-5 years old. The majority of students served by JEH programs are students from low-income families and those with disabilities. District 65 served 267 (32.6%) of the 2016 kindergarteners in its preschool programs for students aged 3 to 5. 101 of these kindergarteners were Hispanic. Figure 2 displays the mix of pre-k experiences for the 2016 kindergarten class.

Figure 2. Types of Pre-K Experiences for Hispanic and All District 65 Students, 2016

Almost 38 percent of students enrolled in JEH are Hispanic, double the District-wide percentage (19 percent Hispanic). Table 6 contains detailed counts of children aged 0-5 enrolled in District 65 programs by household income.

Table 6. Students Served by District 65 Early Childhood Programs by Household Income Status

	2013		2014		2015		2016	
	# of	% of Total	# of	% of Total	# of	% of Total	# of	% of Total
Hispanic Students	170	36.3	143	31.6	143	36.4	127	31.1
Low Income	154	32.9	114	25.1	119	30.3	89	21.8
Higher Income	16	3.4	29	6.5	24	6.1	38	9.3
All Students	468	--	453	--	393	--	408	--
Low Income	401	85.7	307	67.8	289	73.5	234	57.4
Higher Income	67	14.3	146	32.2	104	26.5	174	42.6

ISEL Achievement, By Race

District 65 uses the Illinois Snapshot of Early Literacy (ISEL) as the first diagnostic measure of student pre-reading skills. This analysis uses an estimate of kindergarten readiness in reading based on the foundational literacy skills measured on ISEL.

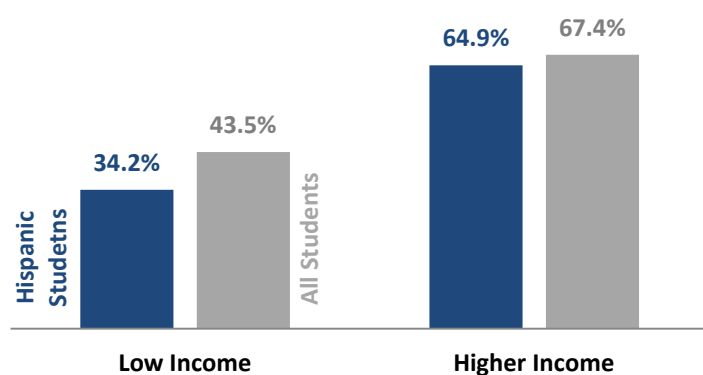
The Illinois State Board of Education (ISBE) created ISEL to measure foundational literacy skills needed by students to be successful readers. The fall administration of ISEL for kindergarten students consists of five snapshots of foundational literacy skills. More information on ISEL can be found in the technical notes under the heading "Illinois Snapshot of Early Literacy." For the purposes of this report, a student is considered kindergarten-ready for early literacy if the student scored at or above the statewide benchmark (50th percentile) on either four or more of the five snapshots in the fall ISEL administration.

Of all Hispanic students that entered kindergarten between 2013 and 2016, between 97 and 99 percent of those students received some version of the ISEL test measuring kindergarten readiness. The ISEL is offered in both English and Spanish. In 2016, 80 percent of all students enrolled in English Learner

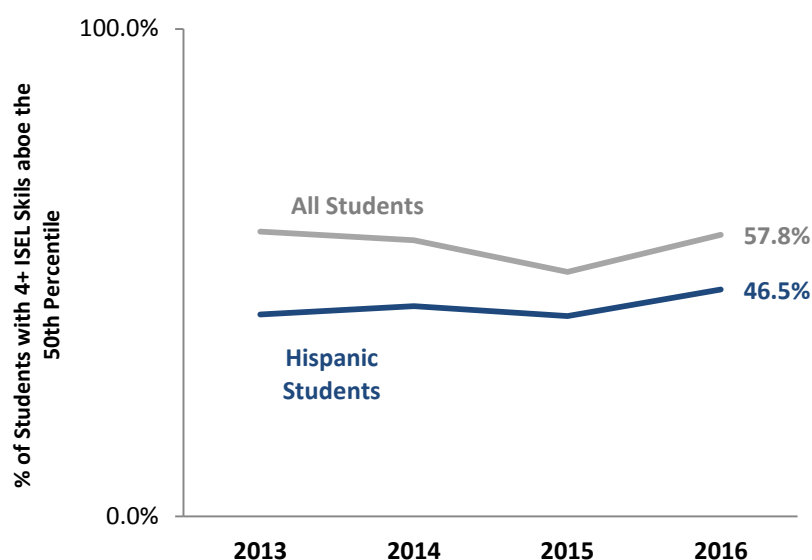
programs took ISEL. The same year, 72% of all Spanish speaking students enrolled in EL programs took ISEL. Additional information on students who took the ISEL can be found in the Appendix in Tables A3-A6.

In 2016, Hispanic students from higher-income households were more likely to be kindergarten-ready than Hispanic students from low-income households. The same was true District-wide. Hispanic students from higher-income households are about as likely to be k-ready as their higher-income peers across the District. Hispanic students from low-income households are 10 percentage points less likely to be k-ready than their peers from low-income households. Figure 3 details kindergarten-readiness among kindergarteners who started in the 2015-2016 school year by household income. Among all District 65 students, the rate of kindergarten readiness differs by 32 percentage points between students from low-income and higher-income households. For Hispanic students, the rate differs by 28 percentage points based on household income. Over the past four years kindergarten-readiness has increased for Hispanic students but fallen for students District-wide.

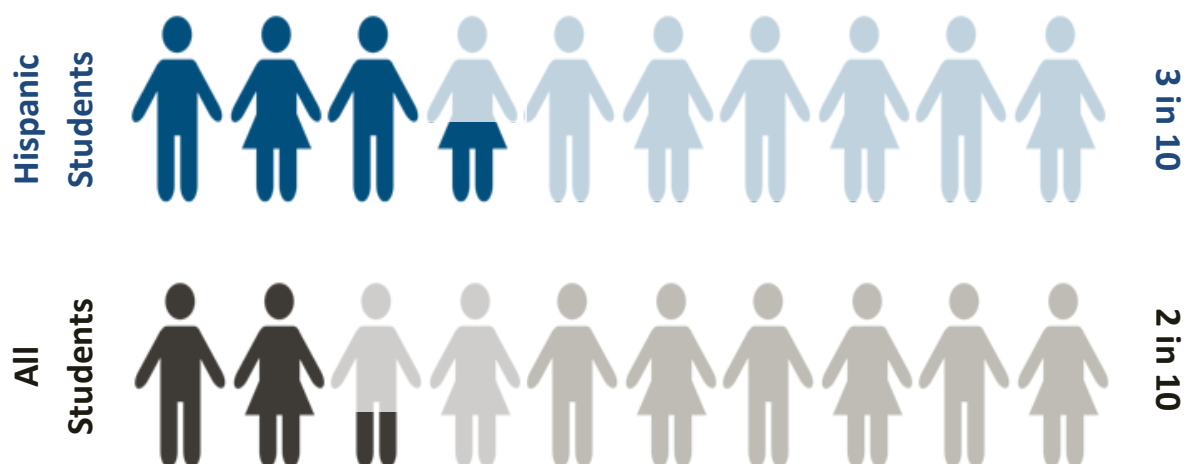
Figure 3. Percent of Students who are Kindergarten-Ready, 2016



Assessment data collected each year at the beginning of kindergarten depict an 11.2 percentage point gap in foundational literacy skills between Hispanic students and students District-wide. This gap, shown in Figure 4, has narrowed by 7.4 percentage points since 2013. Additional information on ISEL performance by household income status can be found in table A8 in the Appendix.

Figure 4. The Kindergarten Readiness Gap in Foundational Literacy Skills

In 2016, more than 3 of every 10 Hispanic kindergarteners have a specific area of need in one or more foundational literacy skills. Less than 3 of every 10 students in District 65 have a possibility of intervention based on one or more foundational literacy skills. This is defined as scoring below the 20th percentile on one or more skills. Between 2013 and 2016, the percent of kindergarten students with a specific area of need decreased for all students; this statistic also decreased for Hispanic students.

Figure 5. Students with a specific area of need in one or more foundational literacy skills, 2016

Hispanic Student Achievement in Early Grades (K-3)

What are the academic outcomes of Hispanic students in Grades K through 3?

- The gap in the percentage of students with benchmark level reading abilities between Hispanic students and students across the District increases by 3.3 percentage points from kindergarten through Grade 3.
 - The gap decreases by 22.8 percentage points for students who were not kindergarten-ready and increases by 7.8 percentage points for students who were kindergarten-ready.

During the first four years in District 65, students across the District demonstrate sizeable growth in reading comprehension. While Hispanic students across the District also made sizeable growth in these skills, there remains a large gap in reading comprehension mastery between Hispanic students and all District 65 students.

District 65 uses the Developmental Reading Assessment (DRA) and the Evaluación del Desarrollo de la Lectura (EDL) as measures of reading skills between kindergarten and Grade 3. District 65 sets a research-informed reading benchmark for teachers to track student reading achievement. This section uses that benchmark.

DRA is an oral reading test on which teachers evaluate students' reading level based on reading engagement, oral reading fluency, and comprehension based on passages of reading. Each student is assigned a numeric reading level, which is assessed against a benchmark adopted by the District 65 Literacy Department.

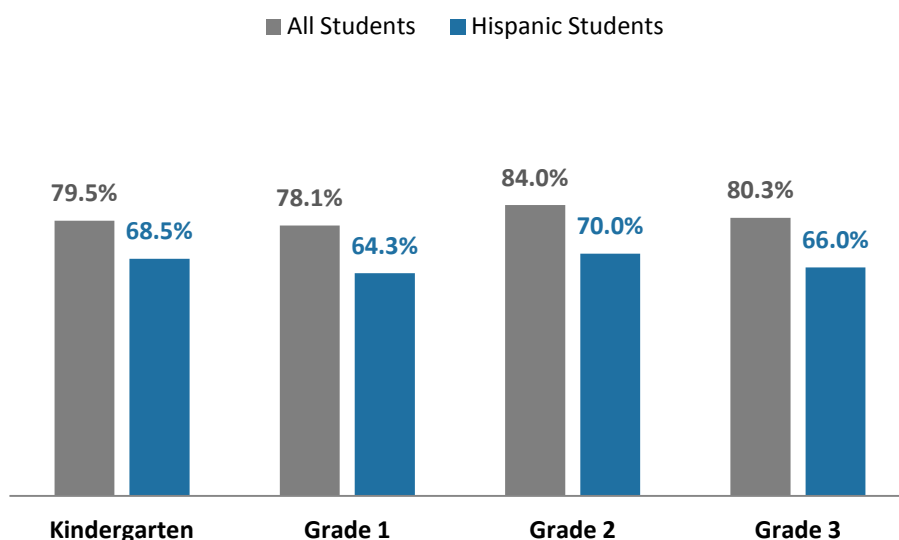
EDL is also an oral reading test offered to Spanish speaking students. The EDL test helps teachers in dual language, bilingual, and immersion classes establish each student's reading ability, mark progress, and carry out more effective reading instruction. Further information on the DRA and EDL can be found in the technical notes.

This section reports on the progress of both English Learners and students never enrolled in English Learner programs. Benchmark scores reported are the highest of a student's DRA or EDL score in order to best capture the capabilities of English learners.

Kindergarten to Grade 3 Achievement

In 2016, the gap between Hispanic students and students District-wide meeting DRA/EDL benchmarks in kindergarten was 11 percentage points. In Grade 3, Hispanic students met DRA or EDL benchmarks at a rate 14.3 percentage points lower than that for all District 65 students. Figure 6 depicts the percent of students enrolled in kindergarten through Grade 3 in 2016 that met the DRA or EDL benchmark. Table A10 in the appendix contains data on DRA/EDL benchmark attainment by race, income, and EL status.

Figure 6. Percent of Students Meeting the DRA/EDL Benchmark, Spring 2016



Kindergarten to Grade 3 Achievement, by Kindergarten Readiness

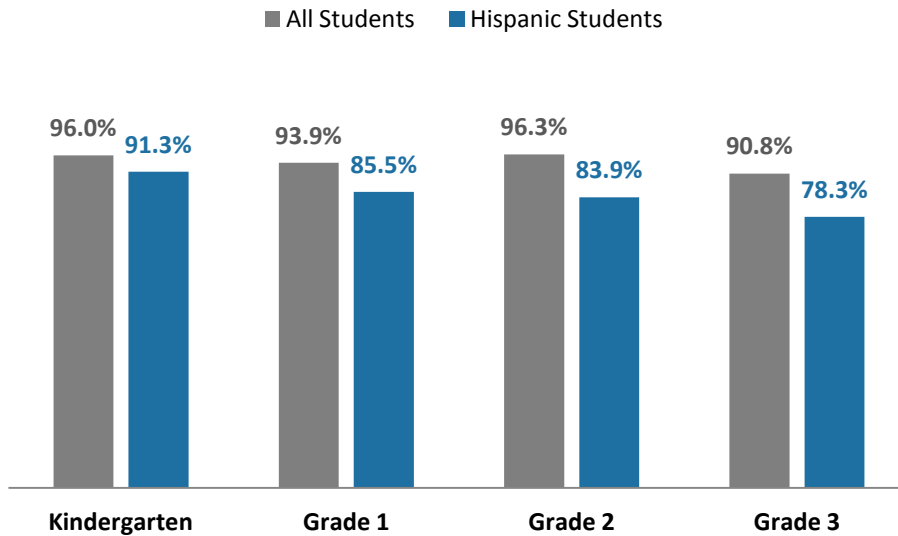
Students District-wide make significant growth in reading ability between the end of kindergarten and Grade 3. Over this time students encounter more advanced reading material and build their independent reading ability. During this growth, a gap between Hispanic students and students across District 65 widens among those who are kindergarten-ready at the beginning of kindergarten. In the 2015-2016 school year, 99 percent of Hispanic kindergarteners took the Illinois Snapshot of Early Literacy test which measures kindergarten readiness.

The percentage of kindergarten-ready Hispanic student meeting their EDL/DRA benchmark was 13.0 percentage points higher in kindergarten than in grade 3. The percentage of all kindergarten-ready District 65 students meeting the EDL/DRA benchmark was 5.2 percentage points higher in kindergarten than in grade 3. Of the kindergarten-ready students that took the EDL, 76 percent were TWI students.

In interpreting these charts, it is important to keep in mind that there is a wide range of skill among students who are kindergarten-ready and also among those who are not. A student scoring at the 99th percentile has very different reading ability than a student at the 51st percentile. However, both would be described as “kindergarten-ready” by our measure. Figure 7 displays the trend for students that

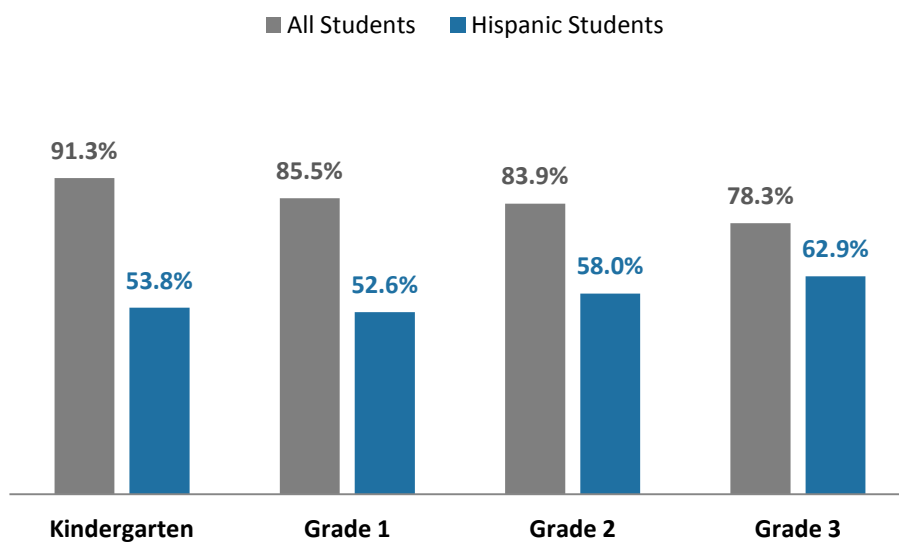
meet DRA or EDL benchmarks between kindergarten and Grade 3 for kindergarten-ready students in 2016.

Figure 7. Percent Meeting the DRA Benchmark for Students who were Kindergarten-Ready, Spring 2016



Among students that did not enter school with kindergarten-ready literacy skills, a different pattern of achievement exists; the gap in the percentage of student meeting the EDL/DRA benchmark is greater in kindergarten than in third grade. Figure 8 shows that for Hispanic students who were not kindergarten-ready, the percent meeting benchmarks is 9.1 percentage points greater in grade 3 than in kindergarten, from 53.8 percent to 62.9 percent. Of the non-kindergarten-ready students that took the EDL, 55.3 percent were TWI students. 97 percent of the non-kindergarten-ready TWI students were Hispanic. For all District 65 students, the percent meeting DRA or EDL benchmarks was 13 percentage points higher in kindergarten (91.3 percent) than in grade 3 (78.3 percent).

Figure 8. Percent Meeting DRA Benchmark for Students who were not Kindergarten-ready, Spring 2016



Hispanic Student Achievement in Grades 3-8

What are the academic outcomes of Hispanic students in grades three through eight?

- Hispanic students are about as likely to make expected gains on the MAP exam as the average student, meaning that although they may be starting at a lower baseline, they are making about as much progress relative to their baseline as the average student.
- For both Hispanic students and all District 65 students, 2016 represents a four-year high in reading and a three-year high in math for making expected gains.
- Hispanic students are less likely to meet college readiness benchmarks (CRBs) in math and reading than the average District 65 student, and more likely to score below the 25th percentile in math and reading than the average District 65 student.
- Over the last two years, District 65 has made progress in reducing the percent of all students and the percent of Hispanic students scoring below the 25th percentile.

District 65's evaluation of students in later grades is based largely on the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessments, which are administered to students in grades 3-8 three times a year in the fall, winter, and spring. The outcomes below are based on spring test results, and primarily reflect three key measures:

1. The percentage of students meeting college readiness benchmarks (CRBs) in math and reading,⁶
2. The percentage of students making expected gains on their MAP scores in math and reading,⁷
3. The percentage of students scoring at or below the 25th percentile in math and reading.⁷

Compared to District averages, Hispanic students are about as likely to make expected gains in reading and math as their peers. Fewer Hispanic students are college-ready in reading and math. Hispanic students are more likely than average to score at or below the 25th percentile, particularly in reading.

In this section, RAD also summarizes the relationship of family income with academic outcomes. In grades 3-8, Hispanic students living in lower-income households⁸ do not perform as well on MAP assessments as their higher-income Hispanic peers. Low-income Hispanic students perform similarly to students living in low-income households in the District as a whole. Higher-income Hispanic students, however, are substantially less college-ready in reading and math than the District average for higher-income students, and about twice as likely to score at or below the 25th percentile as the average higher-income student.

⁶ CRBs are based on the MAP scores at each grade level that correspond with a 50% probability or better of doing B- level work in the first year of college (Thum & Matta, 2015).

⁷ Growth and performance norms are based on a NWEA study of average growth and performance of students who take MAP nationally (Thum & Hauser 2015). District 65 uses a more rigorous definition of making expected gains than the expected gains metric provided by NWEA.

⁸ A low-income household is defined as one that meets federal guidelines to qualify for free lunch (annual income at or below 130% of the poverty line) or reduced lunch (annual household income at or below 185% of the poverty line).

College Readiness

Figures 9a and 9b show the percent of Hispanic students and the percent of all District 65 students meeting college readiness benchmarks in math and reading for the past four years. In both subjects, fewer Hispanic students are college ready than the District average—whereas roughly six in ten District 65 students were college-ready in 2016, only four in ten Hispanic students met CRBs. The percent of District 65 students meeting CRBs has decreased since 2013, but this decrease has been slightly more pronounced among Hispanic students.

Figure 9a. Percent Meeting MAP College Readiness Benchmarks in Math⁹

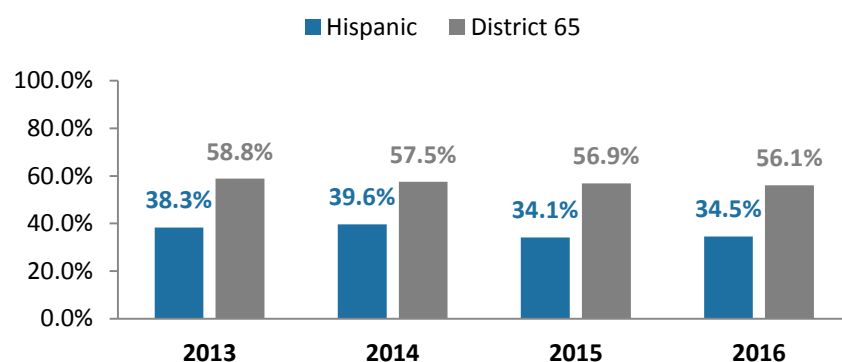
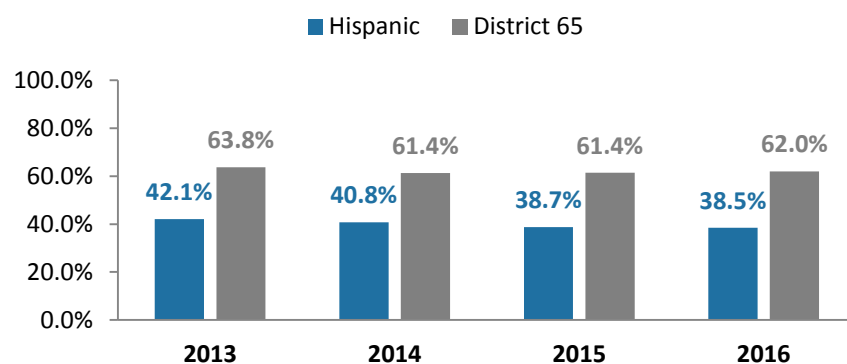


Figure 9b. Percent Meeting MAP College Readiness Benchmarks in Reading



Tables 7a and 7b and Figure 10 break CRB performance down by income. Hispanic student outcomes are below District averages at both income levels, but the gap is much wider among higher-income students than among students living in low-income households. At both income levels, Hispanic students saw a greater decrease in the percent of students meeting CRBs from 2013 to 2016 as compared to the District as a whole. It is important to note the variation in sample size here: 887 Hispanic students, 67% of whom live in lower-income households, and 4,856 students District-wide, 37%

⁹ All MAP data is based on the performance benchmarks, performance norms, and growth norms put out by NWEA in 2015. (Thum & Hauser 2015, Thum & Matta 2015)

of whom live in lower-income households. Sample sizes for all of the race/income MAP analysis section are listed in Table A1 in the Appendix.

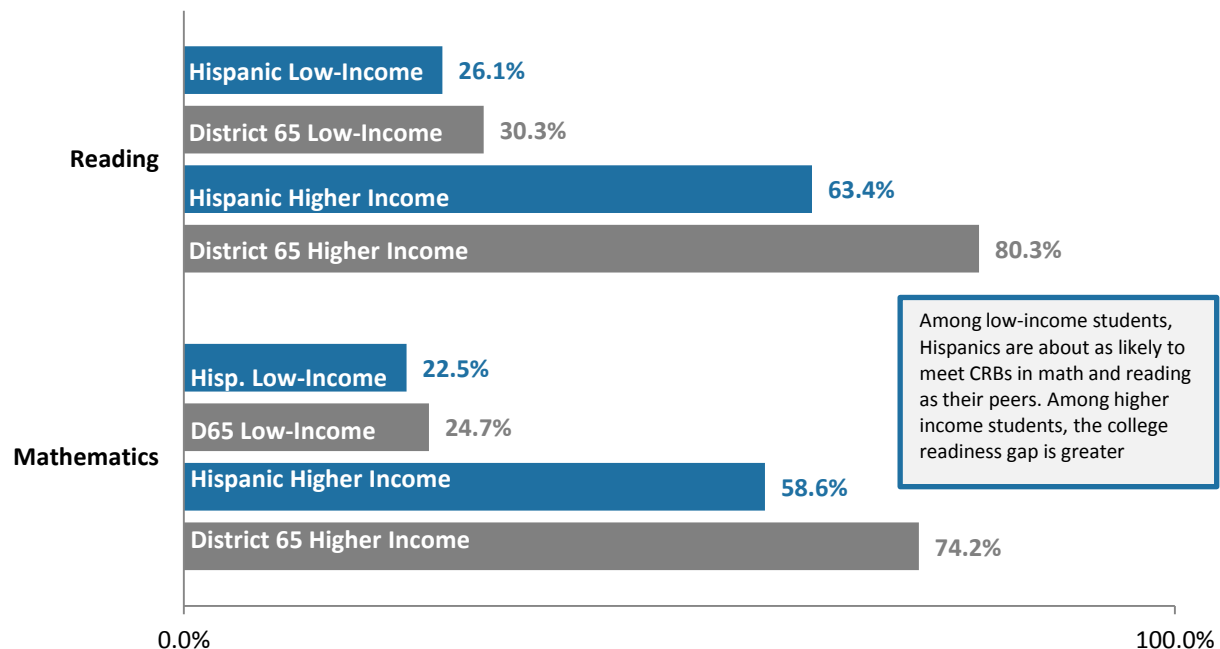
Table 7a. Percent Meeting CRBs in Math, Hispanic Students and All Students by Income

CRB in Math	2013	2014	2015	2016
All D65 Students	58.8%	57.5%	56.9%	56.1%
Higher Income	78.8%	77.2%	76.9%	74.2%
Low-Income	29.1%	27.0%	28.2%	24.7%
Hispanic Students	38.3%	39.6%	34.1%	34.5%
Higher Income	66.1%	67.2%	58.9%	58.6%
Low-Income	27.2%	27.4%	24.0%	22.5%

Table 7b. Percent Meeting CRBs in Reading, Hispanic Students and All Students by Income

CRB in Reading	2013	2014	2015	2016
All D65 Students	63.8%	61.4%	61.4%	62.0%
Higher Income	82.2%	81.2%	81.9%	80.3%
Low-Income	36.4%	30.3%	31.9%	30.3%
Hispanic Students	42.1%	40.8%	38.7%	38.5%
Higher Income	71.6%	73.7%	69.6%	63.4%
Low-Income	30.3%	26.1%	26.2%	26.1%

Figure 10. Percent Meeting CRB on MAP in 2016, Hispanic Students v. District Average by Income



The transition from fifth to sixth grade can be challenging for all students, and particularly for EL students who face major changes in the structure and frequency of their EL programming in addition to the difficulties of a new school environment and curriculum. Tables 8a and 8b show the percent of students meeting the college readiness benchmark by grade in math and reading, respectively. In math, there is a clear drop-off in performance between fifth and sixth grade.¹⁰ Hispanic non-EL students show a greater decrease than the District average. Hispanic Current EL students drop the most, with no Hispanic ELs meeting benchmark in sixth grade and only a partial recovery in seventh and eighth grade. Though the drop is lesser, the trend in reading is similar for Hispanic ELs. This is a clear signal to District 65 leadership that Hispanic ELs require support at this transition point in their school careers.

Table 8a. Percent Meeting College Readiness Benchmark in Math by Grade, 2016

Grade	Hispanic Current EL	Hispanic Former EL	Hispanic Non-EL	All District 65
3	20.5%	40.0%	53.6%	53.8%
4	20.0%	40.7%	48.1%	60.3%
5	12.9%	38.2%	57.5%	60.5%
6	0.0%	32.4%	46.0%	52.4%
7	7.7%	22.2%	36.1%	54.4%
8	7.1%	21.0%	49.1%	55.3%

Table 8b. Percent Meeting College Readiness Benchmark in Reading by Grade, 2016

Grade	Hispanic Current EL	Hispanic former EL	Hispanic Non-EL	All District 65
3	23.0%	60.0%	57.1%	63.6%
4	6.7%	42.6%	57.4%	64.2%
5	3.2%	38.2%	58.1%	63.1%
6	0.0%	36.6%	53.1%	62.3%
7	0.0%	30.2%	52.5%	57.7%
8	7.1%	25.8%	61.8%	61.0%

Making Expected Gains

In addition to measuring student achievement through MAP scores, RAD tracks student growth from year to year using the percentage of students making expected gains on MAP.¹¹ Tables 9a and 9b and

¹⁰ It is important to note that the MAP test form changes at Grade 6; this may have some effect on the comparability of 5th and 6th grade scores.

¹¹ Expected gains are measured between the spring of the tested year and the previous spring. NWEA reports growth figures based on the average growth of students who take MAP nationally. District 65 defines expected growth with a higher standard than the test vendor. To make expected gains in District 65, a student's growth

Figure 11 shows the percent of Hispanic students and the percent of all District 65 students making expected gains in math and reading, broken down by income. Overall, expected gains outcomes for Hispanic students are very similar to outcomes for the District as a whole. Both groups saw decreases in the percent of students making expected gains in math from 2013 to 2016, and both saw increases in the percent of students making expected gains in reading in the same period. Once again, the difference in sample sizes should be kept in mind.

Family income does not have as great an impact on expected gains as it does on CRBs. In reading, students are about as likely to make expected gains regardless of their income level. The difference in expected gains outcomes between high-income and low income students, Hispanic or otherwise, is greater in math—higher-income Hispanic students are about 8% more likely to make expected gains in math than their low-income Hispanic peers.

Table 9a. Percent Making Expected Gains in Math, All Students and Hispanic Students by Income

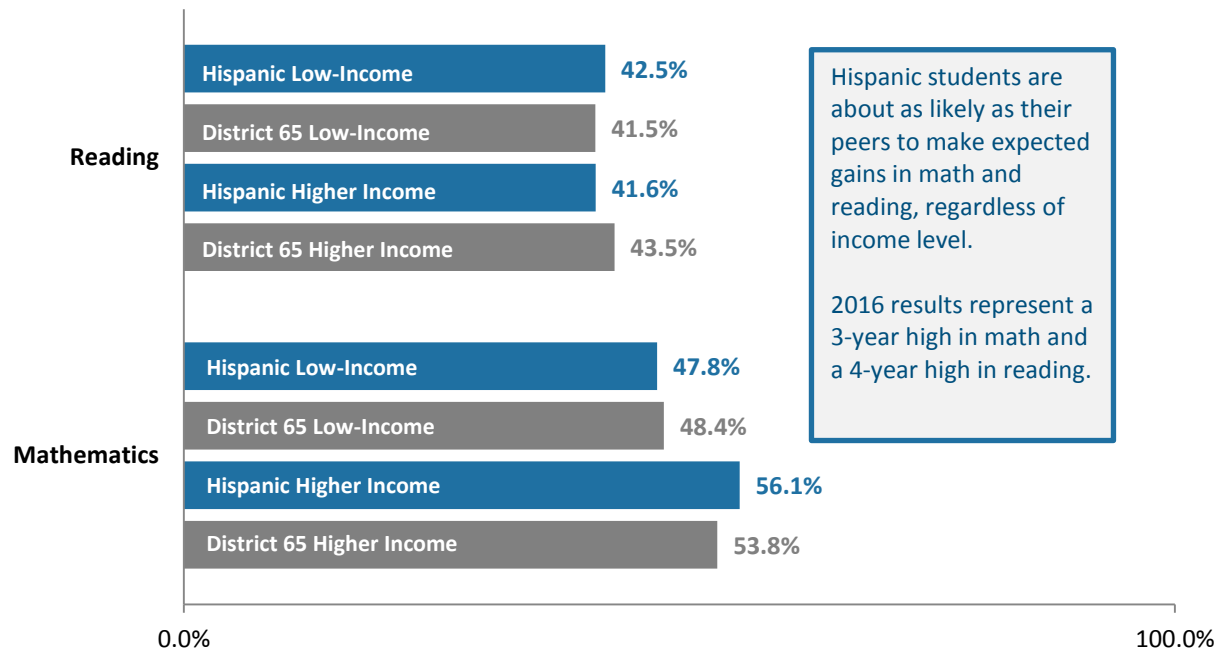
Expected Gains in Math	2013	2014	2015	2016
All D65 Students	53.7%	44.2%	47.9%	51.9%
Higher Income	57.1%	46.2%	52.5%	53.8%
Low-Income	48.5%	40.9%	41.1%	48.4%
Hispanic Students	51.5%	47.0%	41.2%	50.6%
Higher Income	53.4%	50.0%	46.2%	56.1%
Low-Income	50.7%	45.7%	39.1%	47.8%

Table 9b. Percent Making Expected Gains in Reading, All and Hispanic Students by Income

Expected Gains in Reading	2013	2014	2015	2016
All D65 Students	37.9%	33.3%	38.0%	42.8%
Higher Income	38.1%	33.9%	38.7%	43.5%
Low-Income	37.6%	32.4%	36.9%	41.5%
Hispanic Students	36.8%	33.9%	39.9%	42.2%
Higher Income	36.8%	33.7%	44.9%	41.6%
Low-Income	36.8%	33.9%	37.7%	42.5%

must be larger than the error estimates from the pre- and post-tests as well as the expected growth, as defined by the test vendor.

Figure 11. Percent Making Expected Gains on MAP in 2016, Hispanic Students v. District Average by Income



At or Below the 25th Percentile

The 25th percentile is an important performance level on the MAP assessment. Students who score at or below the 25th percentile are flagged for possible interventions by school teams. In these cases, school teams determine whether certain educational interventions may be necessary and monitor the effect of those interventions. Tables 10a and 10b and Figure 12 show the percent of Hispanic students and the percent of all District 65 students scoring at or below the 25th percentile in reading and math, broken down by income.

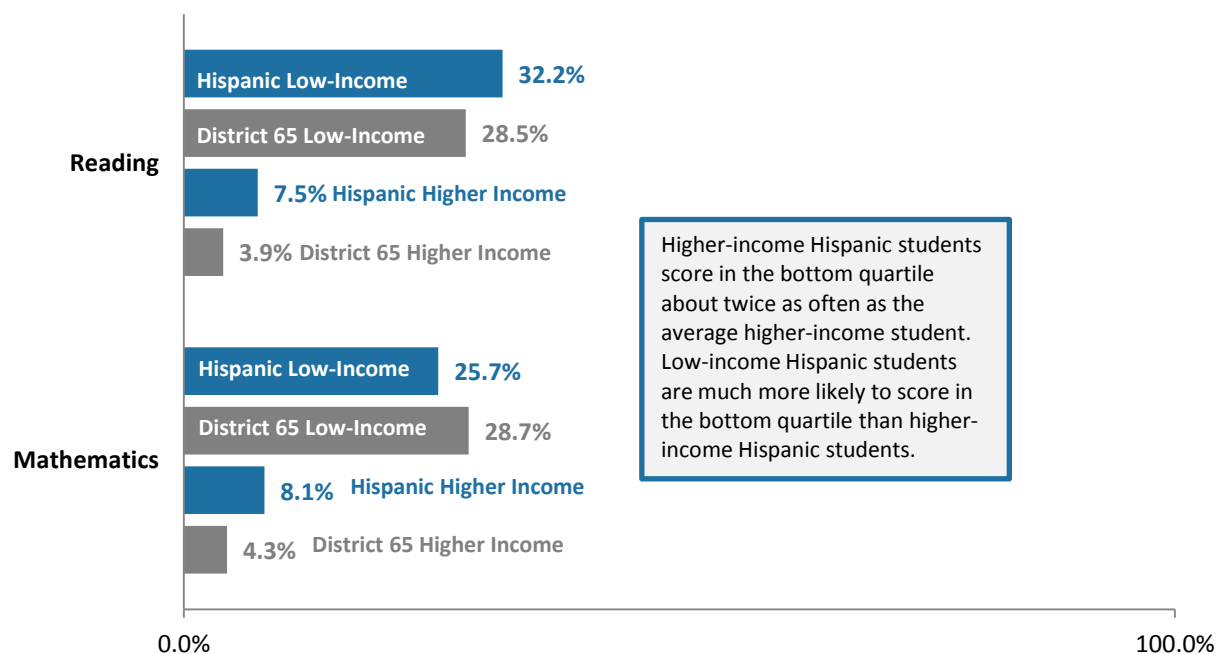
Over the last two years, District 65 has made progress in reducing the percent of all students and the percent of Hispanic students scoring below the 25th percentile. Low-income Hispanic students are about twice as likely to score in the bottom quartile in reading and math as the average low-income District 65 student. The gap is smaller among higher-income students; higher-income Hispanics are slightly more likely to score in the bottom quartile in reading and slightly less likely to fall in the bottom quartile in math.

Table 10a. Percent Scoring At or Below the 25th Percentile in Math, All and Hispanic Students by Income

Math	2013	2014	2015	2016
All D65 Students	13.4%	14.3%	14.1%	13.3%
Higher Income	4.7%	4.6%	3.7%	4.3%
Low-Income	26.2%	29.4%	29.0%	28.7%
Hispanic Students	23.0%	21.9%	23.7%	19.8%
Higher Income	7.9%	6.6%	6.0%	8.1%
Low-Income	29.0%	28.6%	30.9%	25.7%

Table 10b. Percent Scoring At or Below the 25th Percentile in Reading, All and Hispanic Students by Income

Reading	2013	2014	2015	2016
All D65 Students	12.9%	14.9%	14.6%	12.9%
Higher Income	4.3%	4.9%	4.3%	3.9%
Low-Income	25.7%	30.5%	29.5%	28.5%
Hispanic Students	21.5%	26.3%	25.8%	24.0%
Higher Income	5.7%	7.7%	8.1%	7.5%
Low-Income	27.8%	34.5%	32.9%	32.2%

Figure 12. Percent At or Below the 25th Percentile on MAP in 2016, Hispanic Students v. District Average by Income

Grades and MAP Achievement

Figure 13 shows the distribution of math class grades for students who score at or below the 25th percentile on the MAP mathematics exam and students who met the CRB on the MAP mathematics exam. Overall, MAP score correlates to class grades for Hispanic students in the same way that it does for District 65 students as a whole. However, among students who met their math CRB, Hispanic students are less likely than average to earn As. Ninety-eight percent of CRB-meeting Hispanics still earn a C or better in math.

Figure 13. Spring 2016 Grades and MAP Mathematics Achievement Categories, Hispanic and All Students

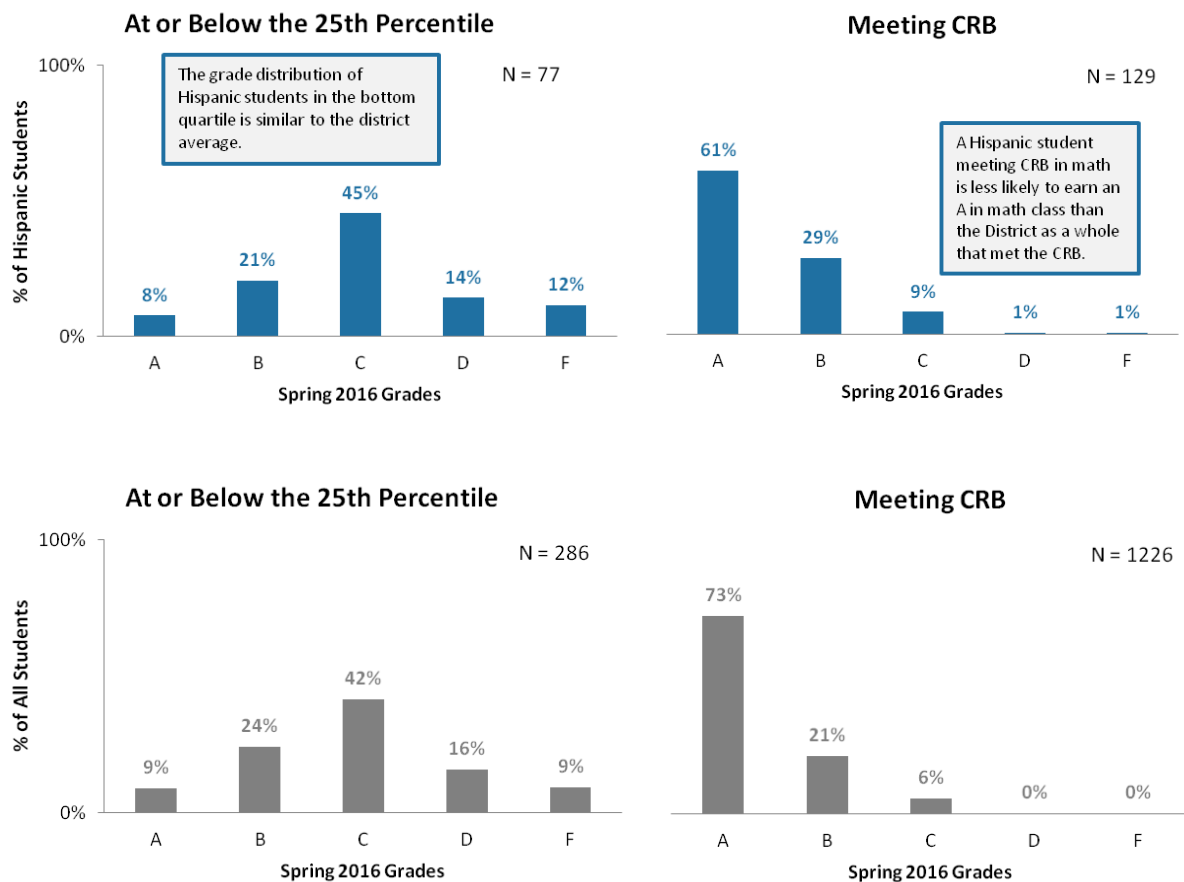
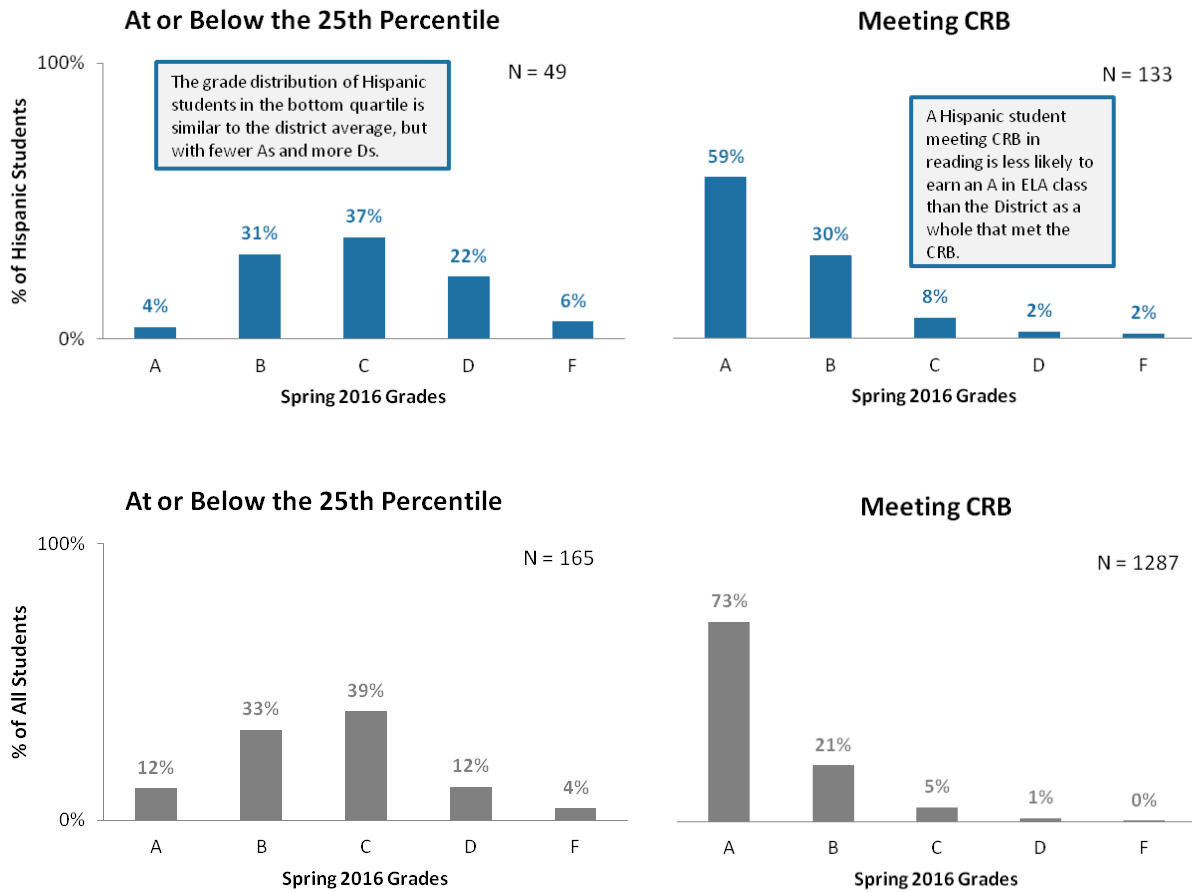


Figure 14 shows the distribution of English language arts (ELA) class grades for students who score at or below the 25th percentile on the MAP reading exam and students who met the CRB on the MAP reading exam. Hispanic students who score at or below the 25th percentile on the reading exam are less likely to earn As in their ELA classes and more likely to earn Ds than the average District 65 student scoring in the bottom quartile. Hispanic students meeting their CRB in reading are less likely to earn an A in their ELA class than the average CRB-meeting student, but 96% of CRB-meeting Hispanics still earn Cs or better in their ELA class.

Figure 14. Spring 2016 Grades and MAP Reading Achievement Categories, Hispanic and All Students



Hispanic Student Achievement by School

How do outcomes for Hispanic students vary by school?

- In 2016, the percent of Hispanic students meeting the CRB on MAP varied by school from 23.4% to 55.9% in math and from 25.8% to 73.7% in reading.
- In 2016, the percent of Hispanic students making expected gains on MAP varied by school from 33.3% to 64.9% in math and from 32.1% to 76.9% in reading.
- The schools also vary significantly in the number of Hispanic students they have and the percentage of those students who live in low-income households or who are ELs.

College Readiness

Tables 11a and 11b on the following page show the percent of Hispanic students that met the college readiness benchmark in math and reading at each school. To inform comparison, the tables also indicate the percentage of Hispanic students in low-income households for each school, and the percentage of Hispanic students in each school that participate or formerly participated in English Learner programs. In order to protect the privacy of individual student data, percentages are not given where data was limited to fewer than 20 Hispanic students.

As the tables indicate, demographics within the Hispanic student population vary widely between schools, so care should be taken before making school-to-school comparisons of Hispanic student performance.

Table 11a. % of Hispanic Students Meeting CRB in Math, % Low-Income, and % EL by School

Type	School Name	% Meeting CRB in Math				% Hispanic in Low-Income Households 2016	% of Hispanic Students Currently or Formerly in EL Programs 2016
		2013	2014	2015	2016		
Middle Schools	Chute	34.8%	34.5%	22.5%	26.6%	90.8%	18.4%
	Haven	39.3%	34.0%	26.7%	32.7%	67.1%	20.7%
	Nichols	27.6%	37.0%	33.3%	27.7%	76.8%	23.5%
Elementary Schools	Dawes	33.3%	49.2%	39.0%	32.3%	85.3%	20.0%
	Dewey	42.3%	45.0%	29.4%	23.4%	50.0%	25.9%
	Lincoln	40.7%	38.5%	38.5%	55.9%	38.1%	17.5%
	Lincolnwood	50.0%	44.4%	50.0%	33.3%	76.1%	19.6%
	Oakton	35.1%	35.8%	29.6%	33.3%	84.2%	17.5%
	Orrington	54.5%	28.6%	*	*	22.7%	9.1%
	Walker	57.1%	41.9%	44.4%	39.3%	62.0%	16.3%
	Washington	25.0%	31.9%	32.0%	36.0%	71.1%	14.4%
	Willard	45.5%	46.0%	39.6%	41.8%	42.6%	12.8%
	Kingsley	57.1%	50.0%	47.6%	42.1%	44.1%	20.6%
Magnet Schools	King Arts	54.5%	55.3%	50.0%	47.4%	48.7%	17.9%
	Bessie Rhodes	76.2%	60.7%	56.7%	53.3%	65.0%	5.0%

Table 11b. % of Hispanic Students Meeting CRB in Reading, % Low-Income, and % EL by School

Type	School Name	% Meeting CRB in Reading				% Hispanic in Low-Income Households 2016	% of Hispanic Students Currently or Formerly in EL Programs 2016
		2013	2014	2015	2016		
Middle Schools	Chute	36.6%	40.5%	39.7%	36.8%	90.8%	18.4%
	Haven	42.7%	41.5%	34.3%	38.5%	67.1%	20.7%
	Nichols	39.2%	38.0%	39.4%	34.5%	76.8%	23.5%
Elementary Schools	Dawes	43.3%	38.7%	32.2%	30.6%	85.3%	20.0%
	Dewey	41.9%	50.0%	29.4%	41.3%	50.0%	25.9%
	Lincoln	51.9%	46.2%	43.6%	57.1%	38.1%	17.5%
	Lincolnwood	47.4%	38.9%	52.4%	47.1%	76.1%	19.6%
	Oakton	33.3%	37.0%	29.6%	30.0%	84.2%	17.5%
	Orrington	54.5%	42.9%	*	*	22.7%	9.1%
	Walker	61.1%	32.3%	29.6%	40.7%	62.0%	16.3%
	Washington	31.0%	25.8%	29.9%	25.8%	71.1%	14.4%
	Willard	40.0%	36.0%	43.4%	38.6%	42.6%	12.8%
	Kingsley	64.3%	52.6%	52.4%	73.7%	44.1%	20.6%
Magnet Schools	King Arts	54.5%	64.6%	52.8%	47.4%	48.7%	17.9%
	Bessie Rhodes	76.2%	64.3%	60.0%	63.3%	65.0%	5.0%

*To prevent possible identification of individual students, years with fewer than 20 test records are omitted.

Expected Gains

Tables 12a and 12b summarize academic growth outcomes for each school over the past four school years. Growth is measured by the percent of Hispanic students meeting or exceeding their expected score gains on the MAP math and reading exams. Across schools, Hispanic students tend to make expected gains in math more often than in reading.

Table 12a. % of Hispanic Students Making Gains in Math, % Low-Income, and % EL by School

Type	School Name	% Making Expected Gains in Math				% Hispanic in Low-Income Households 2016	% of Hispanic Students Currently or Formerly in EL Programs 2016
		2013	2014	2015	2016		
Middle Schools	Chute	45.3%	42.4%	36.9%	45.3%	90.8%	18.4%
	Haven	62.7%	32.3%	31.9%	49.0%	67.1%	20.7%
	Nichols	49.5%	46.2%	43.3%	50.9%	76.8%	23.5%
Elementary Schools	Dawes	57.1%	80.5%	44.7%	64.9%	85.3%	20.0%
	Dewey	50.0%	42.9%	60.9%	33.3%	50.0%	25.9%
	Lincoln	33.3%	50.0%	28.0%	65.2%	38.1%	17.5%
	Lincolnwood	*	30.8%	63.6%	*	76.1%	19.6%
	Oakton	45.5%	41.2%	61.3%	59.5%	84.2%	17.5%
	Orrington	*	*	*	*	22.7%	9.1%
	Walker	57.9%	54.55%	38.9%	57.1%	62.0%	16.3%
	Washington	58.8%	62.50%	40.0%	59.3%	71.1%	14.4%
	Willard	42.9%	55.17%	37.1%	48.4%	42.6%	12.8%
	Kingsley	*	*	46.2%	53.8%	44.1%	20.6%
Magnet Schools	King Arts	64.7%	50.0%	43.6%	39.1%	48.7%	17.9%
	Bessie Rhodes	50.0%	36.8%	48.0%	53.6%	65.0%	5.0%

Table 12b. % of Hispanic Students Making Gains in Reading, % Low-Income, and % EL by School

Type	School Name	% Making Expected Gains in Reading				% Hispanic in Low-Income Households 2016	% of Hispanic Students Currently or Formerly in EL Programs 2016
		2013	2014	2015	2016		
Middle Schools	Chute	33.3%	35.4%	29.1%	37.9%	90.8%	18.4%
	Haven	31.3%	26.9%	41.8%	42.9%	67.1%	20.7%
	Nichols	30.0%	30.8%	36.3%	39.5%	76.8%	23.5%
Elementary Schools	Dawes	51.4%	41.5%	63.2%	43.2%	85.3%	20.0%
	Dewey	52.6%	36.8%	47.8%	37.5%	50.0%	25.9%
	Lincoln	33.3%	38.9%	32.0%	50.0%	38.1%	17.5%
	Lincolnwood	*	38.5%	58.3%	*	76.1%	19.6%
	Oakton	29.4%	38.2%	48.4%	56.8%	84.2%	17.5%
	Orrington	*	*	*	*	22.7%	9.1%
	Walker	52.6%	31.82%	50.0%	64.3%	62.0%	16.3%
	Washington	45.1%	37.50%	30.2%	45.8%	71.1%	14.4%
	Willard	51.7%	31.03%	48.6%	42.4%	42.6%	12.8%
	Kingsley	*	*	38.5%	76.9%	44.1%	20.6%
Magnet Schools	King Arts	26.5%	41.0%	42.5%	40.4%	48.7%	17.9%
	Bessie Rhodes	31.3%	21.1%	56.0%	32.1%	65.0%	5.0%

*To prevent possible identification of individual students, years with fewer than 20 test records are omitted.

Comparative Hispanic Achievement

How does Hispanic student achievement in District 65 compare to Hispanic student achievement nationally and in comparable school districts?

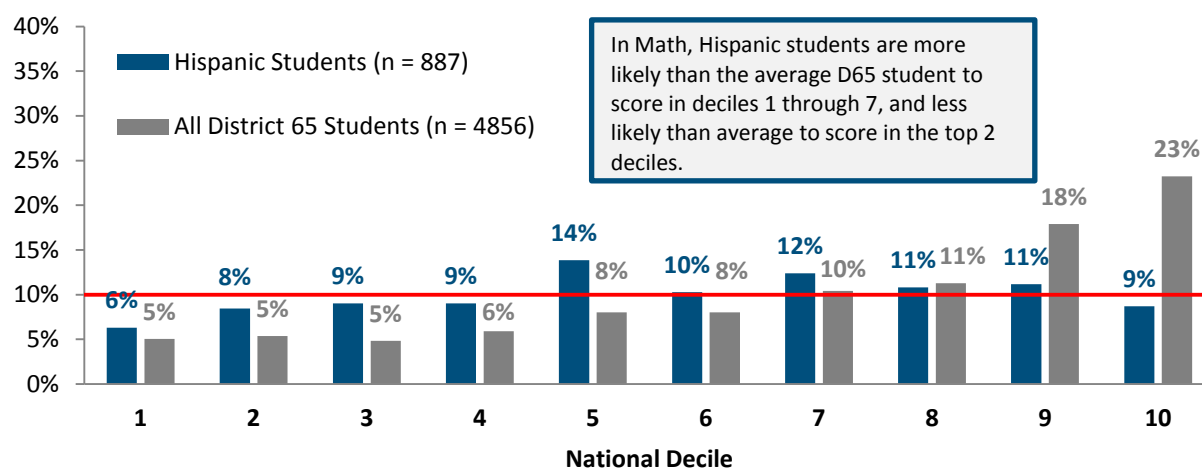
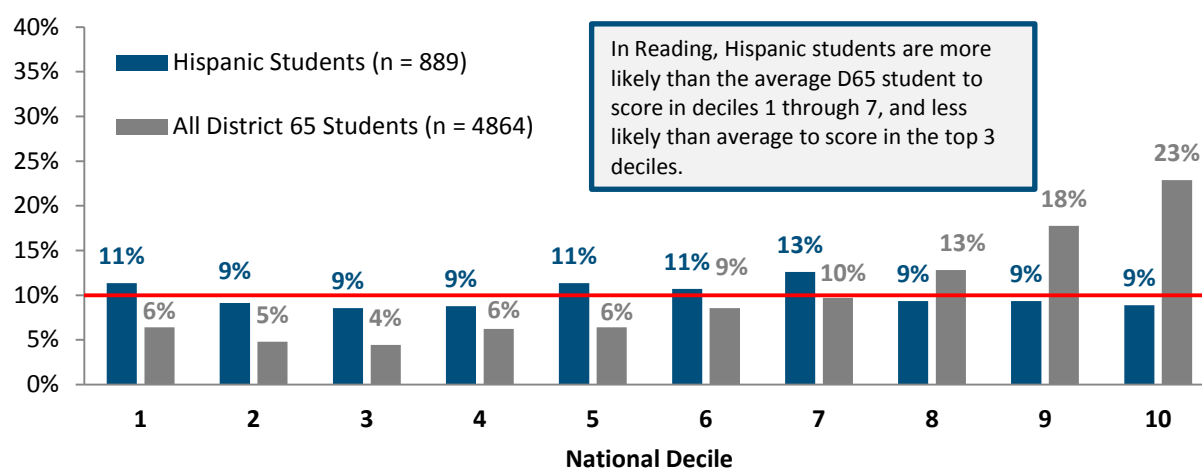
- District 65's Hispanic students score below the District average and at about the national average on MAP in both reading and math.
- Compared to similar Illinois school districts, District 65's Hispanic students perform relatively well on PARCC math and relatively poorly on PARCC reading. In both subjects, District 65 showed a wider gap than most comparable districts between Hispanic student achievement and average student achievement.

National Average

The performance of District 65's Hispanic students on MAP is fairly reflective of nationwide average student performance, but it still lags behind the average performance within District 65 which is consistently better than the national average.

Figures 15a and 15b show the distribution of Hispanic and All District 65 student scores on MAP math and reading, respectively. The red line indicates the national distribution, in which each decile contains 10% of all scores.¹² If a group of students is similar to the national average, one would expect for 10% of that group to score in each decile. For Hispanic students in District 65, this is roughly the case; most deciles in math and reading contain between nine and eleven percent of Hispanic student scores. The District as a whole does not resemble the national distribution. In both math and reading, District 65's distribution skews to the right with over 50% of students scoring in the top three national deciles. Though Hispanic students are on par with national averages, a gap remains between them and the average District 65 student.

¹² A decile represents one tenth of the population of students in the national norm sample. For example, Decile 1 represents the lowest performing 10% of students, or those who scored in the first through the tenth percentile.

Figure 15a. 2016 MAP Math Achievement by National Decile**Figure 15b. 2016 MAP Reading Achievement by National Decile**

Comparison Districts

In order to place District 65's Hispanic student outcomes in broader context, RAD identified a group of similar Illinois school districts with which to compare District 65's demographics and academic outcomes. Districts were considered comparable if they satisfied the following criteria:

- At least 15% of students are Hispanic
- At least 30% of students live in low-income households
- Per-pupil operational expenditure of at least \$13,000 annually
- Enrollment of at least 1,000 students

Table 13 lists and describes districts that meet these criteria, found using the Illinois Report Card database. District 65 remains unique in that it is quite large and has two large subgroup populations of

both Hispanic students (19% of enrollment) and Black students (24% of enrollment). No comparable district matched this specific set of characteristics.

Table 13. Demographics of Comparison Districts¹³

District Name	City	Enrollment	% Hispanic	Teacher % Hispanic	% Low-Income	% EL	Expenditure Per Pupil
CCSD 93	Bloomington	3,821	23.9%	3.6%	35.2%	16.0%	\$14,386
Evanston CCSD 65	Evanston	7,805	19.3%	5.2%	37.8%	11.6%	\$14,150
Evergreen Park ESD 124	Evergreen Park	1,792	23.5%	4.4%	41.7%	8.1%	\$14,186
Lombard SD 44	Lombard	3,126	16.2%	4.5%	30.0%	11.4%	\$14,509
Maercker SD 60	Westmont	1,370	16.3%	0.0%	30.6%	17.5%	\$14,297
Prospect Heights SD 23	Prospect Heights	1,587	20.8%	1.9%	23.9%	23.9%	\$13,291
Schaumburg CCSD 54	Schaumburg	14,552	24.7%	6.0%	22.2%	22.3%	\$13,417
Skokie SD 68	Skokie	1,832	16.3%	4.2%	46.3%	16.5%	\$15,358
Woodridge SD 68	Woodridge	3,005	30.0%	0.0%	40.8%	17.9%	\$13,322
State Average		2 million	25.5%	5.7%	49.9%	10.5%	\$12,821

PARCC Performance in Comparison Districts

Figures 16a and 16b show the percent of Hispanic students and all students in each comparison district who are meeting or exceeding expectations¹⁴ on the PARCC math and English language arts exams. These data suggest, like the national decile distributions, that Hispanic students in District 65 meet or surpass statewide averages while still achieving at a level below that of the average District 65 student.

While just 18% of Hispanic students statewide met or exceeded expectations on the PARCC math exam, 26% of District 65 students did so. In ELA, 28% of District 65 Hispanic students met expectations compared to 26% statewide. However, among this group of comparison districts, District 65 ranked fourth of nine in math and seventh of nine in reading for the percentage of Hispanic students meeting PARCC expectations. District 65 had the third-largest achievement gap between Hispanic students and the District average in math, and the second-largest gap in ELA.

¹³ Based on 2015 Illinois Report Card data, available online at IllinoisReportCard.com.

¹⁴ Students achieving a performance level of 4 or 5 on the PARCC exam are considered to be meeting expectations and to be prepared for the next grade level.

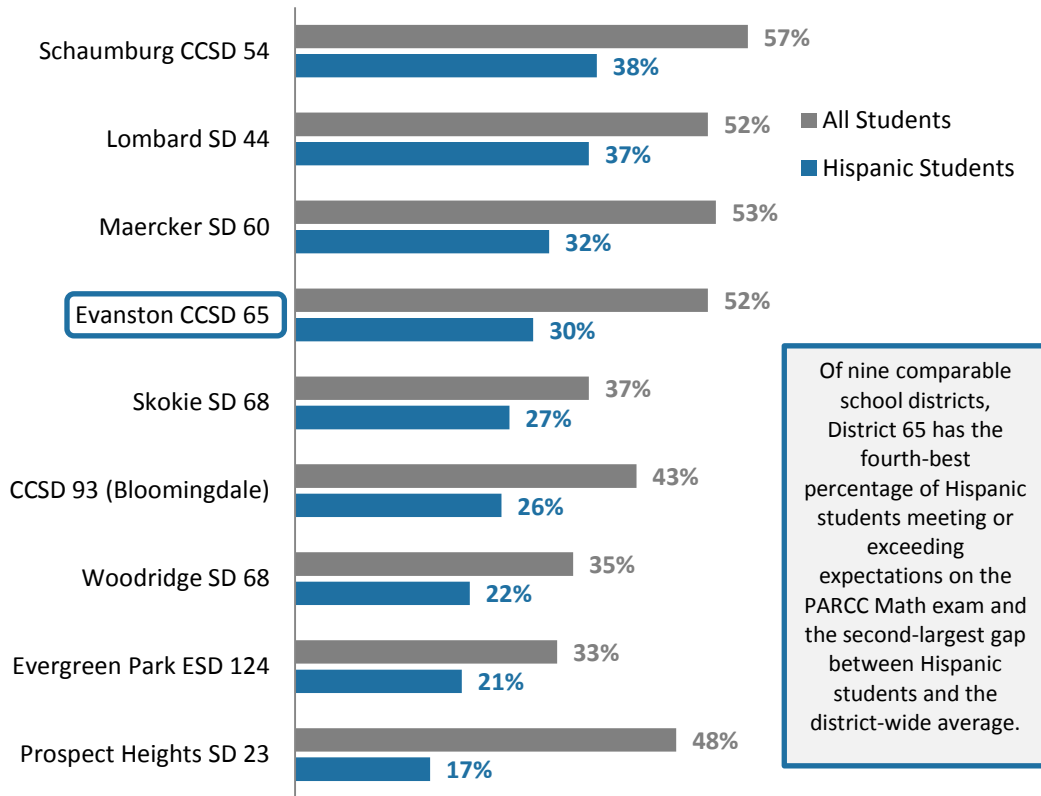
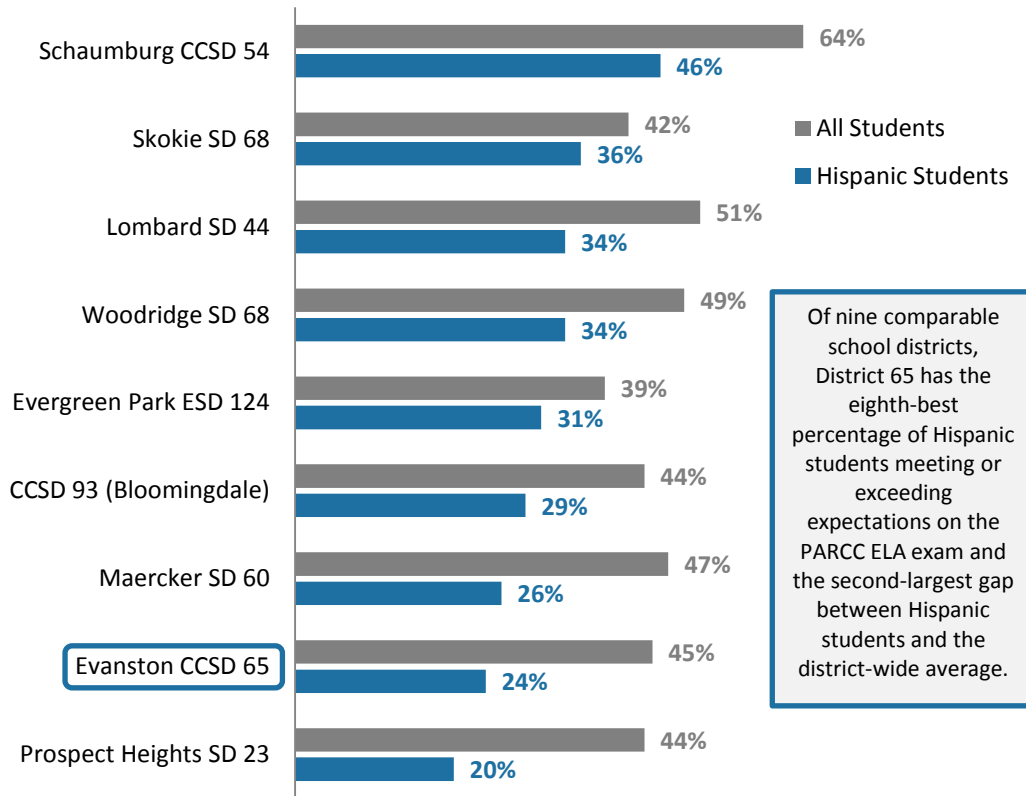
Figure 16a. Percent Meeting or Exceeding Expectations on PARCC Math in Comparison Districts, 2016

Figure 16b. Percent Meeting or Exceeding Expectations on PARCC ELA in Comparison Districts, 2016

Bilingual Education and Hispanic Student Achievement

How does Hispanic student participation in EL programs compare to the District as a whole, and what are the academic outcomes of the District's Hispanic EL students?

- Hispanics are about three times more likely to be ELs than the average District 65 student.
- Fewer Hispanic students are waiving EL services if they qualify for them. The TWI program serves more Hispanic students than any other EL program in District 65.
- In middle school, Hispanic students who participated in TWI or other EL programs often perform at levels approaching and even exceeding the performance of their non-EL Hispanic peers.
- From 6th to 8th grade, the likelihood that Hispanic former TWI students from lower-income households scored above the 40th percentile increased by 18 percentage points in math and 20 percentage points in reading.

Hispanic Participation in English Learner Programs

Over 35% of District 65's Hispanic students qualify for EL services—the most of any student subgroup—and over 57% are either a current or former EL student. Understanding outcomes associated with the District's EL programs is thus crucial for understanding achievement outcomes for Hispanic students as a whole. Figure 17 shows the percent of Hispanic and all District 65 students who are current or former ELs, by grade. In every grade, Hispanics are more likely than the average District 65 student to be a current or former EL program participant. After fourth grade, and especially in middle school, many Hispanic students exit their EL programs and the number of 'Former ELs' increases. This trend is also true for District 65 as a whole.

Figure 17. % Current and Former EL by Grade for Hispanic and All Students, 2016

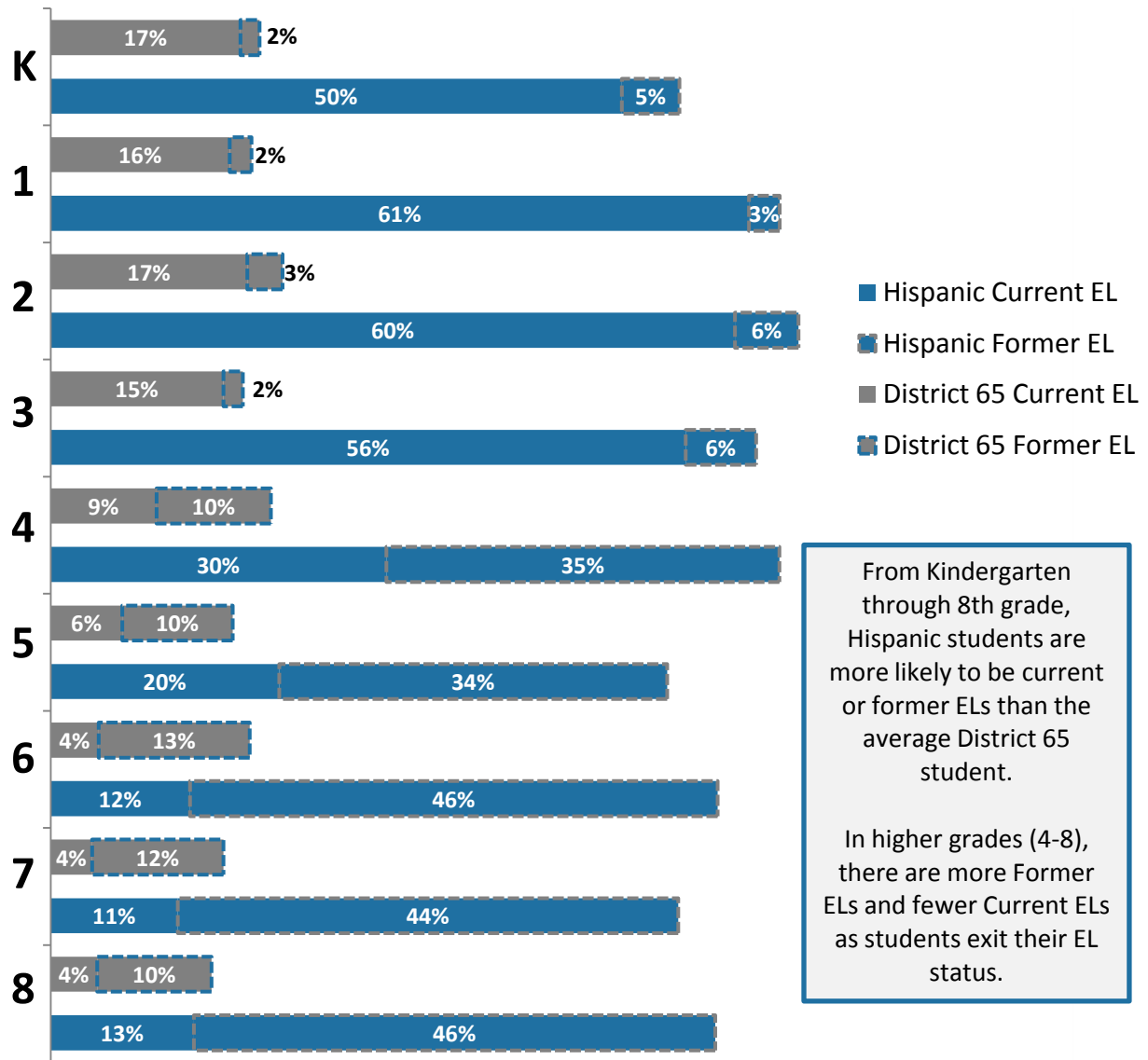


Table 14 shows the number of Hispanic ELs attending each school, broken down by the students' block-assigned school. The block-assigned school is the school to which a student is assigned by default based on their family's address in Evanston or Skokie. For reasons such as permissive transfers, the school to which a student is assigned may not be the one the ultimately attend. In the table, the gray-shaded schools are those that host the TWI program, and the bolded numbers indicate students who are attending school at the site to which they are assigned. Not surprisingly, a higher number of Hispanic EL students attend their block-assigned school when that school offers the TWI program, and TWI schools

also pull a larger number of Hispanic EL students from other attendance areas. Many pre-k Hispanic EL students also attend JEH. Relatively few Hispanic EL students attend District 65's magnet schools, King Arts and Bessie Rhodes.

Table 14. School Attendance by Block-Assigned School, Hispanic ELs in the 2016-17 School Year

		Actual Attendance Site														
		Chute	Haven	Nichols	Dawes	Dewey	Lincoln	Lincolnwood	Oakton	Orrington	Walker	Washington	Willard	Kingsley	King Arts	Bessie Rhodes
Block-Assigned Site	Chute	17		2										1	2	
	Haven	4	18												1	
	Nichols	2		16												
	Dawes				57	3		6			21			1		14
	Dewey					29	1				5	1				4
	Lincoln					14	11		9	1	18					9
	Lincolnwood					4		4			12	22				8
	Oakton				5	4		38		3	10					23
	Orrington					4			3		2	1				1
	Walker				7	5		9		14	16				2	19
	Washington				2	5		1			35			1		16
	Willard						1	1	1		6	24		3		8
	Kingsley				3	5					2	23	2	1		17

Tables 15a and 15b show the counts and percentages, respectively, of Hispanic students participating in the District's various EL programs at the Pre-K, K-5, and 6-8 level. Most Pre-K ELs participate in the Bilingual Education program. Two-Way Immersion (TWI) is most popular among elementary Hispanic students. Few students still qualify for EL services by middle school. Students labeled as 'TWI' and 'BE' in middle school are receiving the same services; the distinction is that middle school TWIs were formerly in the elementary TWI program while BE students did not begin EL services until middle school.

Table 15a. Hispanic Participation in EL Programs Over Time, Counts

Counts		2013	2014	2015	2016
Pre-K	TWI	1	1	0	0
	ESL	3	3	2	8
	BE	134	143	139	111
	Waived	13	6	4	10
	Subtotal	151	153	145	129
K-5	TWI	328	318	366	369
	ESL	35	48	41	35
	BE	5	3	1	10
	Waived	78	57	48	36
	Subtotal	446	426	456	450
6-8	TWI	43	36	35	31
	ESL	1	7	8	16
	BE	16	16	17	2
	Waived	29	10	8	2
	Subtotal	89	69	68	51
Total		686	648	669	630

Table 15b. Hispanic Participation in EL Programs Over Time, % of All Hispanic Students

Percentages		2013	2014	2015	2016
Pre-K	TWI	0.5%	0.5%	0.0%	0.0%
	ESL	1.4%	1.4%	1.0%	4.2%
	BE	63.2%	64.4%	67.1%	58.7%
	Waived	6.1%	2.7%	1.9%	5.3%
	Subtotal	71.2%	68.9%	70.0%	68.3%
K-5	TWI	33.3%	32.2%	36.6%	35.2%
	ESL	3.5%	4.9%	4.1%	3.3%
	BE	0.5%	0.3%	0.1%	1.0%
	Waived	7.9%	5.8%	4.8%	3.4%
	Subtotal	45.2%	43.1%	45.6%	42.9%
6-8	TWI	10.0%	8.6%	8.0%	6.7%
	ESL	0.2%	1.7%	1.8%	3.4%
	BE	3.7%	3.8%	3.9%	0.4%
	Waived	6.8%	2.4%	1.8%	0.4%
	Subtotal	20.8%	16.5%	15.5%	11.0%
Total		48.5%	46.1%	46.5%	41.6%

Middle School Outcomes for Former ELs

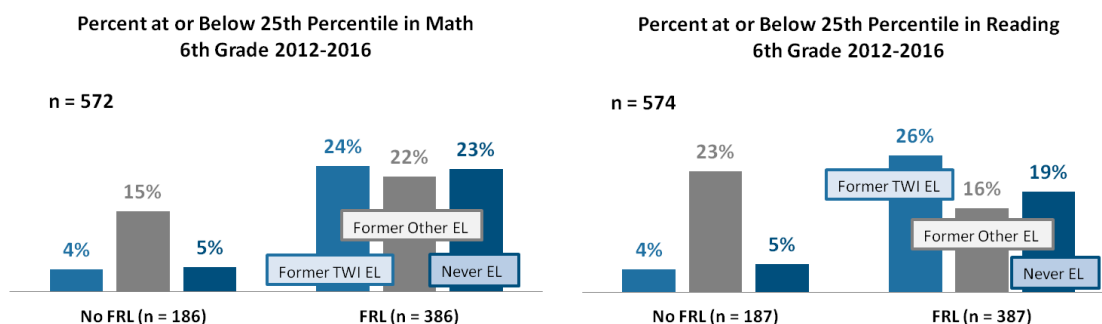
A group of Hispanic District 65 parents inquired about the performance of EL program participants in 6th and 8th grade, compared to the performance of students who had not participated in bilingual programs. This inquiry touches on the broader question of how EL students fare not just in their programs, but in the years after they exit their programs and are learning in the general student population without targeted EL support. RAD's analysis shows that former TWI ELs perform well in middle school considering that they have received much less English instruction than average, and former ELs from other EL programs often exceed the performance of general education students. The data below compares the performance of non-EL students, former TWI ELs, and former ELs from other programs¹⁵ on three measures of MAP achievement. The data combines results from five school years from 2011-12 to 2015-16.

At or Below the 25th Percentile on MAP Exams

Students who score at or below the 25th percentile are flagged for possible interventions by school teams. In these cases, school teams determine whether certain educational interventions may be necessary and monitor the effect of those interventions. Figure 18 shows the percentages of Hispanic 6th and 8th graders that scored at or below the 25th percentile on MAP math and reading, broken down by EL status and household income.

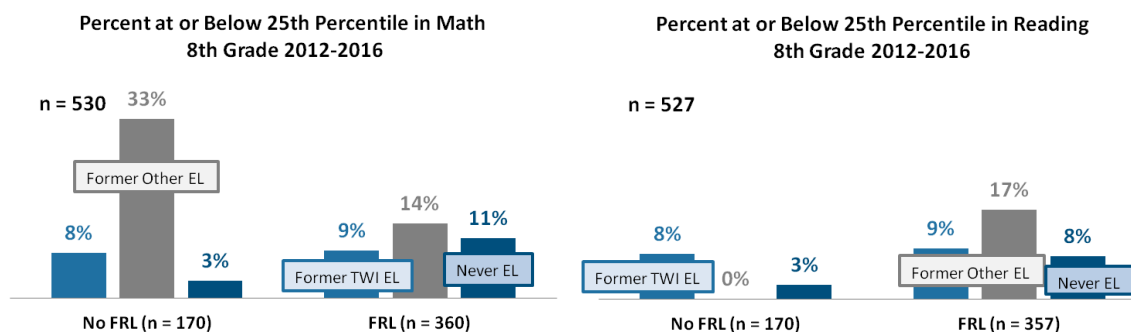
Hispanic students from low-income households were more likely to score at or below the 25th percentile with the exception of Former Other ELs in 6th grade math and 8th grade reading. Based on national averages, one would expect 25% of students to score at or below the 25th percentile. Hispanic students have for the most part exceeded this expectation, with the exception of 6th grade Former TWI students from low-income households in reading (26%) and 8th grade Former Other ELs from higher-income households in math (33%). Overall, students from lower-income households are less likely to score at or below the 25th percentile in 8th grade than in 6th grade.

Figure 18. Percent At or Below 25th Percentile on MAP by EL Status, Hispanic 6th and 8th Grade 2012-16¹⁶



¹⁵ English as a second language (ESL), Bilingual Education (BE), or waived services

¹⁶ 'n' on each chart indicates the total number of test records from five years of data, 2011-12 to 2015-16

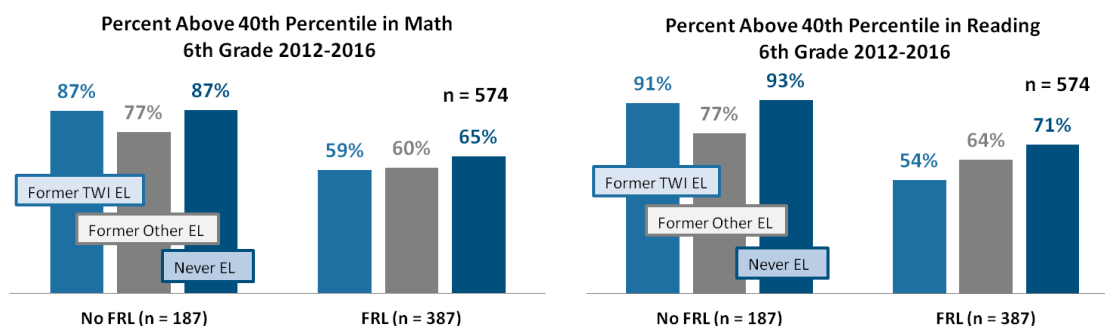


Above the 40th Percentile on MAP Exams

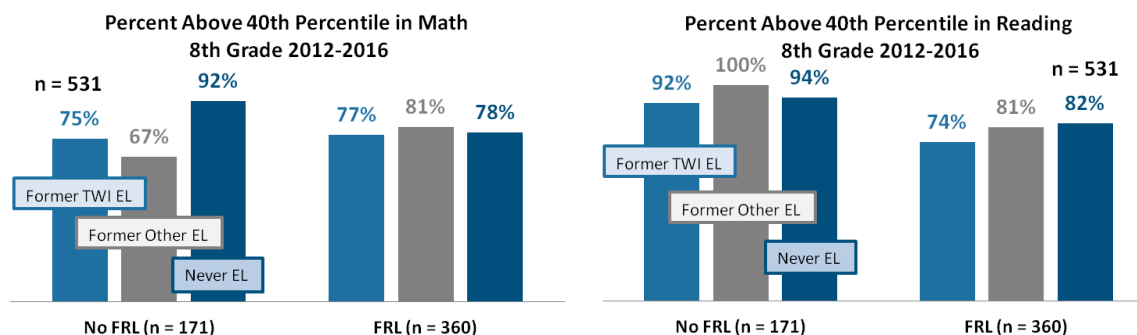
Similar to the 25th percentile cutoff, the 40th percentile is also an important cutoff as students scoring below the 40th percentile on MAP in eighth grade may be designated to certain academic supports upon entering Evanston Township High School. Figure 19 shows the percentages of Hispanic 6th and 8th graders that scored above the 40th percentile on MAP math and reading, broken down by EL status and household income.

Overall, Hispanic students from low-income households were less likely to score above the 40th percentile than their peers from higher-income households. Based on national averages, one would expect 60% of students to score above the 40th percentile. Hispanic students have exceeded this expectation, except for 6th grade former TWI students from low-income households in reading (59%) and in math (54%). EL students from higher-income households saw a decrease in math performance from 6th to 8th grade, and lower-income students saw improvement from 6th to 8th grade regardless of EL category. From 6th to 8th grade, the likelihood that Hispanic former TWI students from lower-income households scored above the 40th percentile increased by 18 percentage points in math and 20 percentage points in reading.

Figure 19. Percent Above the 40th Percentile on MAP by EL Status, Hispanic 6th and 8th Grade 2012-16¹⁷



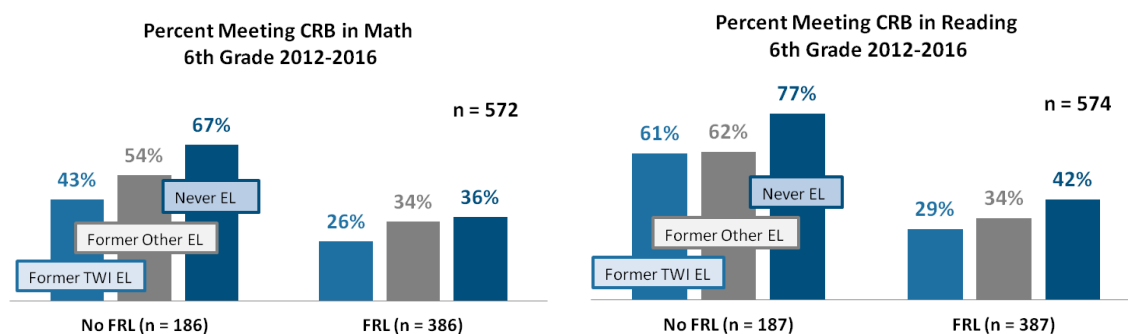
¹⁷ 'n' on each chart indicates the total number of test records from five years of data, 2011-12 to 2015-16



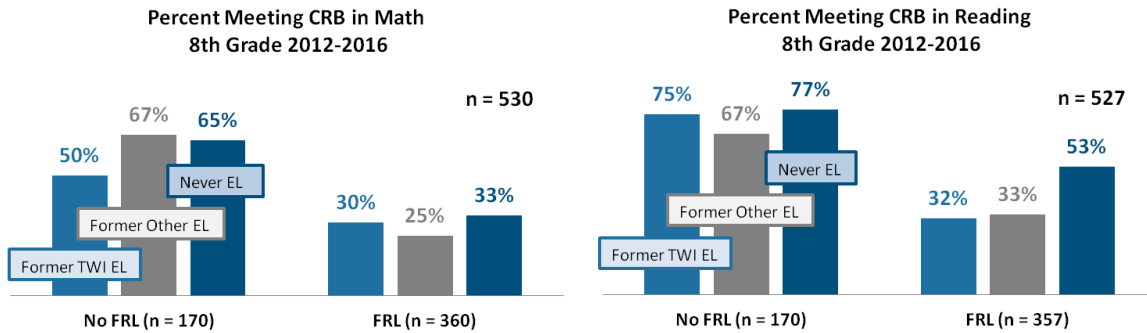
Meeting College Readiness Benchmarks on MAP Exams

Figure 20 shows the percentage of Hispanic 6th and 8th graders meeting their college readiness benchmark (CRB) on MAP math and reading, by income and EL status. Non-EL students tended to outperform both TWI and non-TWI EL students, but Non-TWI ELs performed best in math among 8th graders from higher-income households and TWI ELs performed best in reading among 8th graders from higher-income households. In reading, EL students from higher-income households were about twice as likely to meet the CRB as EL students from low-income households. TWI EL students improved across the board from 6th to 8th grade, and Non-TWI EL students only saw improvement among students from higher-income households.

Figure 20. Percent Meeting CRB on MAP by EL Status, Hispanic 6th and 8th Grade 2012-16¹⁸



¹⁸ 'n' on each chart indicates the total number of test records from five years of data, 2011-12 to 2015-16



Analysis of Bi-Literacy Zone Benchmarks and TWI Student Performance

In order to better capture the literacy of bilingual students like those in the TWI program, the bi-literacy zones model sets new DRA and EDL benchmarks. Bi-literacy zones reward students who may not quite meet the standard benchmark on either the EDL or DRA because they aren't quite strong enough in either English or Spanish. Instead, a student is proficient by bi-literacy zone standards if they meet slightly lower benchmarks in *both* English and Spanish. In order to analyze the impact of bi-Literacy zone standards on the percentages of TWI students meeting literacy benchmarks, a sample was taken of second grade TWI students in the 2014-15 and 2015-16 school years that took both the EDL and DRA literacy assessments.

Figure 21 shows the performance of English-speaking and Spanish-speaking (EL) students in the TWI program, as well as the performance of the TWI program as a whole (All) on the EDL, DRA, and on both under bi-literacy zone standards. Unsurprisingly, TWI EL students perform better on the EDL and TWI English-speaking students perform much better on the DRA. The performance of the two groups is much more equal on the bi-literacy zone standards, suggesting that the bi-Literacy zone model is effective at standardizing overall bilingual proficiency across languages.

Figure 21. % Meeting EDL, DRA, and Bi-Literacy Zone Benchmarks for 2nd Grade TWI Students, 2014-2016

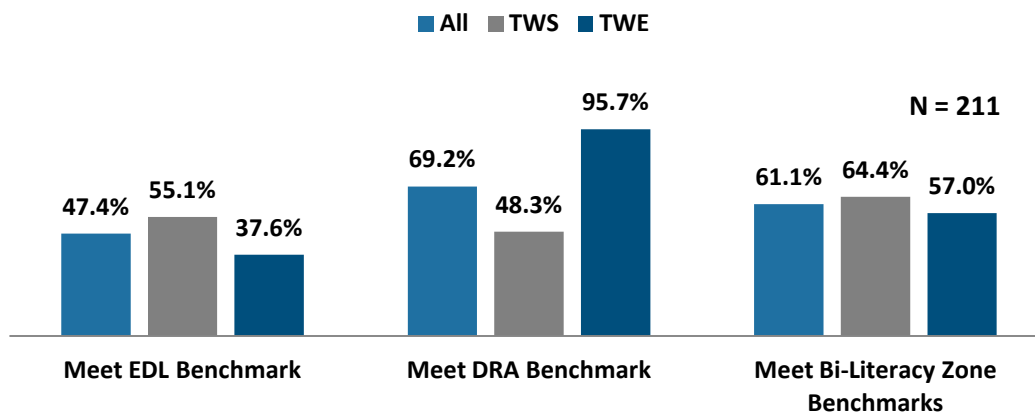
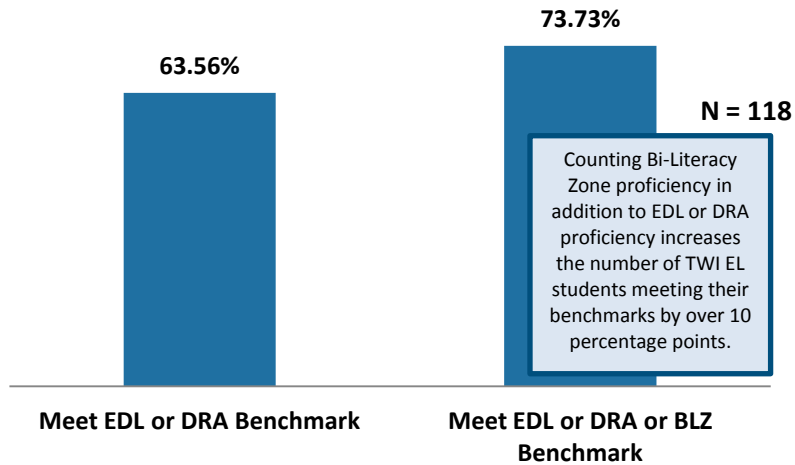


Figure 22 shows the impact of bi-literacy zones on the performance of TWI EL students. 27.9% of TWI ELs who meet neither the EDL nor the DRA benchmark DO meet the bi-literacy zone standards on the EDL and DRA, so when BLZ proficiency is counted, the percentage of TWS students meeting their literacy benchmark increases by over ten points.

Figure 22. % Meeting Benchmarks With and Without Bi-Literacy Zones Included, 2nd Grade TWS Students 2014-16



Hispanic Student Discipline

How do patterns of incidents requiring discipline compare between Hispanic students and the average District 65 student?

- In 2016, Hispanic students were as likely as the average District 65 student to be referred to the office for an incident classified as major.
- In 2016, Hispanic students were less likely than the average District 65 student to be suspended.

Office Discipline Referrals

District 65 tracks Office Discipline Referrals (ODRs) through a system that categorizes behavioral incidents as minor or major. Incidents categorized as major are tracked more consistently across schools, are related to a more concerning behavior, and more often require the student to be removed from the classroom. ODRs are tracked as indicators of safe and supportive school climates, an outcome linked to student success.

Table 16 indicates the percent of students with at least one ODR for an incident categorized as major. In 2016, seven percent of Hispanic students received an ODR for an incident categorized as major—the same rate as District 65 as a whole. This percentage is lower for Hispanic students than in 2012, but higher than in 2015. The rate of major ODRs among all District 65 students has steadily decreased since 2012.

Table 16. Percent of Students with One or More Office Disciplinary Referral for a Major Incident

	2012	2013	2014	2015	2016
Hispanic Students	8.0%	7.0%	7.0%	6.0%	7.0%
All District 65 Students	11.0%	10.0%	8.0%	7.0%	7.0%

Out-of-School Suspension

Table 17 shows the number of disciplinary incidents that resulted in out-of-school suspension, for Hispanic students and all District 65 students. Over the past three years, Hispanic students were consistently less likely to be involved in incidents that resulted in suspension. For Hispanic students, the number of suspensions per 100 students in 2016 was about half as many as in 2014, but higher than in 2015. For all District 65 students, suspensions per 100 students in 2016 was half as many in 2014 and unchanged from 2015.

Table 17. Suspension Incidents per 100 Students

	2014	2015	2016
Hispanic Students	2.7	1.1	1.3
All District 65 Students	3.1	1.5	1.5

Technical Notes

Years: Labeling school data by year can be misleading because each academic year bridges two calendar years. In this report, the year assigned to a piece of data represents the latter year of the school year in which that data was collected. For example, a chart labeled '2016' is displaying data collected during the 2015-16 school year.

College Readiness Benchmarks (CRBs): A common measure of student achievement used throughout this report is the percentage of students meeting the College Readiness Benchmark (CRB) on the MAP assessments. The benchmark is based on a study by the Northwest Evaluation Association that identifies the score percentiles in each grade that correspond with success in the first year of college (Thum & Matta 2015). These 2015 norms are the basis for the benchmarks the District uses to indicate college readiness. The percentile cutoff varies by grade but is around the 60th percentile in each. Not meeting the CRB does not necessarily indicate that a student is not achieving in school, but this measure serves as an effective reference for comparing student achievement.

Making Expected Gains: Whether or not a student has made 'expected gains' on MAP depends on whether they have increased their MAP score by a number that the test vendor predicts based on their previous score. NWEA released an update study of growth norms in 2015 (Thum & Hauser 2015). RAD goes a step further, and only considers a student to have made expected gains if the difference between their new score and previous score is greater than that predicted difference plus the sum of the standard errors of both test scores.

Bilingual Programs: This report's discussion of bilingual education centers on analysis of the District's various bilingual programs, which are referred to most often in abbreviations. Here is a list of the bilingual program abbreviations and what they stand for:

- **TWI** – Two-Way Immersion, a bilingual program offered in select elementary schools in which English speakers and English learners learn together in classes that alternate between English and Spanish Instruction. Offered at Dawes, Dewey, Oakton, Washington, and Willard.
- **Bilingual Education (BE)**—Transitional Bilingual Education, a program that educates pre-kindergarten and middle school students in their native language as well as English. Required by the Illinois State Board of Education when there are 20 or more ELs from the same language background in one school. Offered at JEH, Chute, Haven, and Nichols.
- **ESL**—English as a second language, a program that offers services and native language supports as needed. Illinois schools have the option to offer ESL in lieu of Transitional Bilingual Education when a school enrolls 19 or fewer EL students from the same language background. Offered at JEH, Dawes, Lincoln, Orrington, and Walker, and at the three middle schools, Chute, Haven and Nichols.

Appendix

Table A1. Counts for MAP Data

CRB	Hispanic Students		All Students	
	Higher Income	Low Income	Higher Income	Low Income
Math	295	592	3081	1775
Reading	295	594	3089	1775
Made Gains	Hispanic Students		All Students	
	Higher Income	Low Income	Higher Income	Low Income
Math	230	448	2341	1288
Reading	231	454	2352	1296
<25th %ile	Hispanic Students		All Students	
	Higher Income	Low Income	Higher Income	Low Income
Math	295	592	3081	1775
Reading	295	594	3089	1775

Table A2. Count and Percent of Students Served by District 65 Early Childhood Programs by Bilingual Status and Income

	2013		2014		2015		2016	
	# of	% of Total	# of	% of Total	# of	% of Total	# of	% of Total
EL								
Hispanic Students	117	25.0	122	26.9	112	28.4	103	25.2
Low Income	114	24.4	111	24.5	105	26.7	95	23.2
Higher Income	3	0.6	11	2.4	7	1.7	18	2.0
All Students	146	31.1	165	36.4	159	40.4	148	36.3
Low Income	116	24.8	131	28.9	137	34.9	120	29.4
Higher Income	30	6.3	34	7.5	22	5.5	28	6.9
Never EL								
Hispanic Students	53	11.3	21	4.5	31	8.0	24	5.9
Low Income	40	8.5	3	0.5	14	3.6	4	1.0
Higher Income	13	2.8	18	4.0	17	4.4	20	4.9
All Students	322	68.9	288	63.6	234	59.6	260	63.7
Low Income	285	61.0	176	38.9	152	38.7	114	27.9
Higher Income	37	7.9	112	24.7	82	10.9	146	35.8

Table A3. Count and Percent of All Students who took ISEL, 2013-2016

	2013	2014	2015	2016
Kindergarten Students (Enrolled)	822	824	824	822
ISEL Tests Given	835*	802	793	815
Response Rate	102%	97%	96%	99%

Table A4. Count and Percent of English Learners who took ISEL, 2013-2016

	2013	2014	2015	2016
English Learners (Enrolled)	132	148	143	133
English Learners who took ISEL	139	139	126	130
English ISEL Tests Given	77	75	50	60
Spanish ISEL Tests Given	62	64	76	70
Response Rate	105%	94%	88%	98%

Table A5. Number and Percent of Spanish Speaking Students in English Learner Programs who took ISEL, 2013-2016

	2013	2014	2015	2016
Spanish Speaking EL Students (Enrolled)	107	106	100	97
Spanish Speaking EL Students who took ISEL	62	64	76	70
Response Rate	58%	60%	76%	72%

*All students speaking Spanish took the Spanish ISEL test

Table A6. Count and Percent of Hispanic Students who took ISEL. 2013-2016

	2013	2014	2015	2016
Hispanic Students (Enrolled)	146	148	147	173
Hispanic Students who took ISEL	145	144	144	172
English ISEL Tests Given	83	79	64	94
Spanish ISEL Tests Given	62	65	80	78
Response Rate	99%	97%	98%	99%

Table A7. Percent of Students who are Kindergarten- Ready, 2016

	2013	2014	2015	2016
Hispanic Students	41.4	43.2	41.1	46.5
Low Income	33.7	38.0	37.9	33.9
Higher Income	61.5	56.4	50.0	62.2
All Students	58.0	56.7	50.1	57.7
Low Income	41.4	42.6	36.8	43.5
Higher Income	67.0	66.7	60.2	67.4

Table A8. Percent with Kindergarten Ready Foundational Literacy Needs by Income

	2013	2014	2015	2016
Hispanic Students	37.1	35.3	36.2	34.7
Low Income	43.6	39.0	39.8	50.0
Higher Income	20.5	25.6	26.3	15.6
All Students	27.3	27.0	31.0	22.7
Low Income	41.4	35.1	44.4	33.9
Higher Income	19.5	18.1	21.6	15.1

Table A9. Percentage with Foundational Literacy Needs, By EL and Income Status

	2013	2014	2015	2016
EL				
Hispanic Students	39.5	39.6	37.1	30.4
Low Income	43.2	41.6	39.7	46.7
Higher Income	16.7	29.6	17.2	0.0
All Students	41.3	35.2	44.4	33.9
Low Income	43.0	50.5	51.4	63.34
Higher Income	30.8	32.8	41.7	25.4
Never EL				
Hispanic Students	32.1	25.5	34.6	35.9
Low Income	42.3	30.4	40.0	51.2
Higher Income	22.2	20.8	29.6	18.9
All Students	19.5	17.7	21.6	15.0
Low Income	32.3	32.4	62.0	7.8*
Higher Income	18.2	13.5	18.4	15.8

Table A10. Percent Meeting DRA/EDL Benchmark by Race and Income

	Kindergarten	Grade 1	Grade 2	Grade 3
EL				
Hispanic Students	28.9	39.9	42.7	49.6
Low Income	25.8	43.9	40.6	46.2
High Income	41.2	17.1	55.9	68.4
All Students	34.1	50.0	65.2	64.8
Low Income	27.5	40.4	59.2	65.3
High Income	39.2	61.0	75.0	64.4
NEVER EL				
Hispanic Students	39.4	70.7	75.2	75.7
Low Income	34.1	65.3	67.1	61.7
High Income	45.2	75.3	83.3	87.0
All Students	42.0	74.2	80.7	82.9
Low Income	34.9	62.7	67.4	67.9
High Income	43.2	78.4	86.0	87.6

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