



Report on Black Student Achievement in District 65

"There is a heightened urgency for District 65 to serve all of our students, especially those students who are under-performing. There is also an urgency to listen and learn from members of the community, particularly our African-American and Hispanic families, to ensure that our actions reflect community needs."

-Superintendent's Memo to the District 65 Board of Education –

December 11, 2015

Evanston/Skokie District 65

Research, Accountability, & Data
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Contents

Introduction	3
Topics addressed in this report.....	3
Findings	3
Income Status as a Factor	5
Early Childhood Participation & Outcomes of Black Students	6
Pre-K Experience, by Race.....	6
ISEL Achievement, by Race	8
ISEL Achievement for JEH Students	10
Early Reading Achievement and Income	11
Black Student Achievement in Early Grades (K-3)	13
Kindergarten to Grade 3 Achievement	13
Kindergarten to Grade 3 Achievement, by Kindergarten Readiness	14
DRA Performance and Income.....	15
Measures of Black Student Achievement in Later Grades	17
College Readiness	17
At or Below the 25 th Percentile.....	18
Expected Gains.....	20
Correlation between Grades and MAP Achievement.....	21
Black Student Achievement, by School	24
College Readiness	24
Expected Gains.....	25
Comparative Black Achievement	27
National Average.....	27
Comparison Districts	28
PARCC Performance in Comparison Districts	29
Special Education for Black Students	32
Individualized Education Plans.....	32
Black Student Discipline	33
Office Discipline Referrals	33
Out-of-School Suspension Days	34
Technical Notes	35
Assessments Used in Pre-k	35
Illinois Snapshot of Early Literacy (ISEL).....	35
Developmental Reading Assessment, 2 nd Edition Plus (DRA)	36
References	37
Appendix	38

Introduction

Mirroring state and national trends, academic outcomes for Black students in District 65 fall substantially short of outcomes for students with other racial/ethnic identities. This trend in performance is long standing, and the social, economic, and educational factors that influence the persistence of this trend are complex.

On December 14, 2015, members of the Evanston and Skokie communities addressed the District 65 Board of Education about the achievement of Black students and the educational services the District provides for those students. Among the community members who spoke that evening was Terri Shepard, Chairwoman of the Evanston/Northshore chapter of the National Association for the Advancement of Colored People (NAACP). Ms. Shepard delivered a request for information on behalf of a group of community organizations.

This report on Black student achievement represents the District 65 Office of Research, Accountability, and Data's (RAD) response to that community request.

Topics addressed in this report

The report contains data responsive to as many of the data-related questions posed in the community request for information as was feasible during the period since the December 14 meeting. Where appropriate, RAD has also included additional data important to understanding Black student achievement in the District. The report addresses the following questions:

- What are the participation rates and outcomes for Black students in Early Childhood Education in District 65?
- What are the academic outcomes of Black students in Grades K through 3?
- What are the academic outcomes of Black students in Grades 3 through 8?
- How do academic outcomes for Black students differ by school?
- How does Black student achievement in District 65 compare to other districts?
- How does the proportion of Black students with an individual education plan (IEP) for developmental delays or emotional disabilities differ from Black District 65 enrollment?
- How do the patterns in disciplinary incidents for Black students compare to the District average?

Findings

Findings based on data presented in this report include answers to the following questions.

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

- Almost all (96 percent) Black students have had Pre-K experience, but Black students are less likely to attend private preschool and more likely to attend preschool at JEH/Head Start or in a daycare setting.

- 34 percent of Black students enter District 65 with the level of early literacy skills considered “kindergarten-ready.”
- The observed racial gap in kindergarten readiness exists even when comparing students of similar income levels

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

- Most Black and White students develop from pre-literacy skills to independent reading from the end of Kindergarten to Grade 3.
- During that time, the overall racial gaps in achievement stay the same size.
 - The gap decreases for kindergarten-ready students and increases for students who are not kindergarten-ready.

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

- Black students are making expected gains at similar rates to White students, but in many cases the gains are not enough for a student to meet the college readiness benchmark.
 - From Grades 3-8, approximately 10 percent of Black students are on-track for college readiness in math and 20 percent are on-track for college readiness in reading.
 - Approximately one-third of Black students score in the lowest quartile in math and reading.

How do academic outcomes for Black students differ by school?

- The percent of Black students on-track for college readiness varies by school.
- The percent of Black students making expected gains does not vary much by school in mathematics; it varies more by school in reading.

How does Black student achievement in District 65 compare to other districts?

- Black students in District 65 achieve slightly below the national average; a higher percentage of Black students are in the bottom 3 deciles than the top 3 deciles.
- In the first year of PARCC testing, District 65 has a larger gap in academic outcomes between Black and White students than eight of nine comparison districts on PARCC in English Language Arts.
- Black students in District 65 made expected gains on MAP at the second highest rate compared to MAP scores in reading from four of these nine comparison districts.

How does the proportion of Black students with an individual education plan (IEP) for developmental delays or emotional disabilities differ from Black District 65 enrollment?

- Black students represent 24.3 percent of those enrolled in District 65. In comparison,
 - 39.5 percent of students with an IEP for developmental delay are Black
 - 49.1 percent of students with an IEP for an emotional disability are Black.

How do the patterns in disciplinary incidents for Black students compare to the District average?

- Over the past four years, there has been a decrease in the number of students with office discipline referrals and the number of suspension days for all students. However,
 - 1 in 4 Black students received an office discipline referral for a behavior classified as major in 2015
 - There were 10.4 suspension days per 100 Black students

Income Status as a Factor

Income is often described as the reason for the achievement gap between racial/ethnic groups. In District 65, it is difficult to separate the effects of race/ethnicity and income on student academic outcomes. This difficulty arises because there are relatively few White students living in low-income households and relatively few Black students living in higher-income households.

Further, District 65 only has access to a binary variable to assess family income. Among low-income households, the median household income may differ by race/ethnicity. The same is true among higher-income households.

Nonetheless, throughout this report, RAD reports data by race/ethnicity as well as by race/ethnicity and income. In all cases, RAD observes a gap in academic outcomes between Black and White students from both low-income and higher-income backgrounds. The methodology used here does not allow us to definitively state whether race/ethnicity has an effect on student outcomes separate from income. However, the data summarized in this report does suggest that race has an effect on student outcomes in District 65 separate from income.

Early Childhood Participation & Outcomes of Black Students

Research points to early literacy and early childhood education having a profound role in the academic development of children. It is important to examine the early childhood experience of children in District 65, even before they begin to participate in school, to understand their academic outcomes. This section highlights the early childhood education of Black students and White students in District 65.

More than 95 percent of entering kindergartners have had some type of organized pre-kindergarten experience (either day care, preschool, or Head Start). Over three quarters of incoming students participated in preschool or Head Start. However, Black students participated in day care more frequently than White students; whereas White students participated in preschool more frequently than Black students.

Black students participating in preschool are more likely to do so in a District 65 program than their White peers. This is largely due to the income disparity between Black and White families, as District 65 pre-k programs primarily serve children living in low-income households. Student enrollment in these programs is based on income and educational risk factors, such as developmental concerns.

Along with participation, there are racial/ethnic differences in kindergarten readiness. On average, a smaller percentage of Black students enter District 65 kindergarten-ready than White students. Additionally, more Black students enter kindergarten with specific areas of need in foundational literacy skills than White students.

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

- Almost all (96 percent) Black students have had Pre-k experience, but Black students are less likely to attend private preschool and more likely to attend preschool at JEH/Head Start or in a daycare setting.
- 34 percent of Black students enter District 65 with the level of early literacy skills considered “kindergarten ready.”
- The observed racial gap in kindergarten readiness exists even when comparing students of similar income levels

Pre-K Experience, by Race

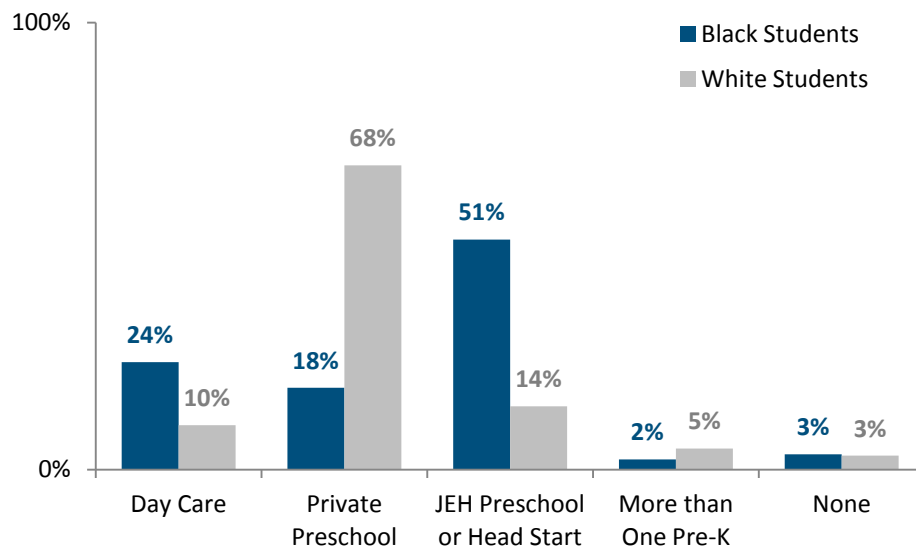
In 2015, 96 percent of students entering District 65 kindergarten classrooms had some pre-k experience. About the same percentage of Black students in that class of kindergartners had pre-k experience as their White peers, an increase from previous years. However, fewer Black students participated in preschool or Head Start compared to White students. Two times more Black students had a day care center or home day care as the site of their pre-k experience. Table 1 contains details about pre-k experience for Black and White students over the last four years.

Table 1: Types of Pre-Kindergarten Experience for Students entering Kindergarten

Type of Pre-K	2012		2013		2014		2015	
	Black	White	Black	White	Black	White	Black	White
Any Pre-k Experience	90.2%	98.3%	92.0%	95.6%	94.8%	97.5%	96.6%	96.9%
Day Care	17.4%	10.5%	24.9%	12.5%	15.6%	6.2%	24.0%	9.9%
Preschool or Head Start	72.8%	87.6%	66.7%	83.1%	73.9%	85.3%	70.3%	82.2%
More than One Pre-k*					5.2%	5.9%	2.3%	4.7%
Total Students	166	357	174	390	200	344	169	370

*Note: Information on students with more than one pre-k experience was not collected until 2014.

At the JEH Education Center, District 65 provides early childhood services through programs funded by federal Head Start grants as well as state Preschool for All monies. Enrollment in these programs is determined by a screening process for developmental risk factors. These programs include educational services for students aged 0 to 5, and primarily serve students living in lower income households and students with disabilities. District 65 served 246 (28.4%) of the 2015 kindergarteners in its preschool programs for students aged 3 to 5. 90 of these kindergarteners were Black. 54 were White. Figure 1 displays the mix of pre-k experiences for the 2015 kindergarten class.

Figure 1: Types of Pre-K Experience for Black and White Students, 2015

Almost one-third of students enrolled in JEH are Black. This percentage is higher than the percent of District 65 K-8 students who are Black (24 percent). This difference is a result of the selection criteria of the JEH programs-which primarily serve students living in low-income households-and the income profile of Black families in Evanston and Skokie. Table 2 contains detailed counts of children aged 0 to 5 enrolled in District 65 programs.

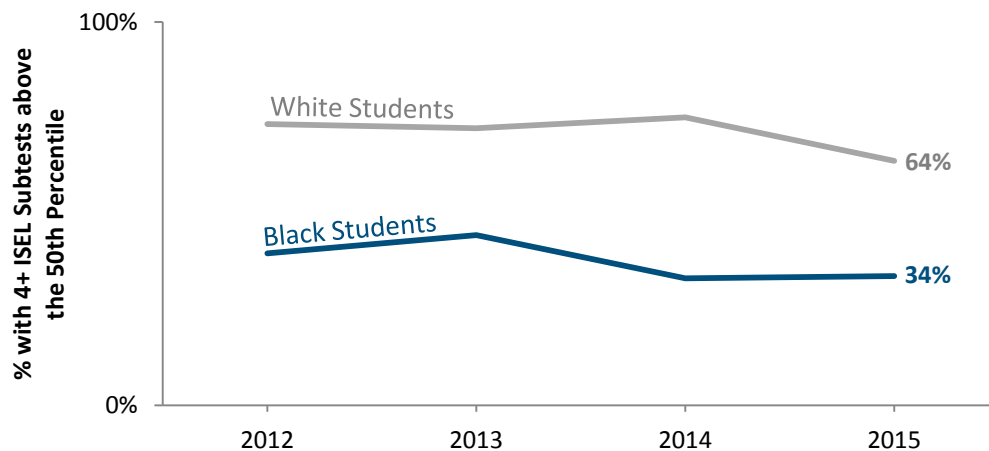
Table 2: Students Served by District 65 Early Childhood Programs

	2012		2013		2014		2015*	
	# of	% of Total	# of	% of Total	# of	% of Total	# of	% of Total
Total Students	441		468		453		393	
Black Students	167	37.9	193	41.2	168	37.1	134	34.1
White Students	51	11.6	58	12.4	72	15.9	59	15.0

*Due to a problem with the vendor providing transportation, enrollments in JEH programs were delayed in 2015. This explains the lower enrollment compared to previous years.

ISEL Achievement, by Race

Assessment data collected each year at the beginning of kindergarten depict a 30 percentage point gap in foundational literacy skills between Black and White students. This gap, shown in Figure 2, has remained relatively stable since 2012.

Figure 2: The Kindergarten Readiness Gap in Foundational Literacy Skills

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 five of the five snapshots in fall ISEL administration.

ISEL is used to identify students with specific areas of need. This is defined as scoring below the 20th percentile on one or more skills. Figure 3 shows the number of students with one or more foundational literacy skill below the 20th percentile on ISEL at the beginning of kindergarten.

In Figure 3, shaded students represent those with specific areas of need in one or more foundational literacy skills. More than four of every ten Black Kindergarteners have a specific area of need one or more foundation literacy skills. Less than two of every ten White students have a possibility of intervention based on one or more foundational literacy skills. This reinforces RAD's conclusion that racial/ethnic identity is an important factor in the gap in foundational literacy skills.

Figure 3: Students with Specific Areas of Need in Foundational Literacy Skills, 2015



Table 3 elaborates on the differences in specific areas of need for Black and White students. It summarizes the percentage of kindergarten students with a possibility of intervention between 2012 and 2015. In that time, the number of students with a possibility of intervention based on foundational literacy skills at the beginning of kindergarten has increased. In District 65, Black and White students show this increase, regardless of household income level.

Table 3: Students with Specific Areas of Need in Early Literacy on ISEL, by Race/Ethnicity and Income

	2012	2013	2014	2015
All Students	20.6	22.0	25.3	27.3
Black Students	34.7	36.3	42.4	41.1
Higher Income Households	22.6	25.0	17.4	20.0
Low-income Households	38.9	40.0	49.7	45.9
White Students	10.8	11.4	11.5	19.2
Higher Income Households	10.2	10.3	10.4	17.3
Low-income Households	21.4	23.3	26.1	37.1

Additional information on skill mastery on ISEL can be found in the Appendix in Table A- 1. Further analysis of District 65 ISEL scores was reported in the Achievement and Accountability Report (Godard, 2016).

ISEL Achievement for JEH Students

The community request for information included an inquiry about achievement of students at JEH. In the JEH program, several assessments are used to measure student progress.¹ However, comparative data for children not attending JEH are not available to District 65 for these assessments. Therefore, the best measurement of kindergarten readiness in District 65 is ISEL. Data is available for all incoming kindergarteners regardless of pre-k experience.

This analysis should not be interpreted as an evaluation of JEH programs. Such an evaluation would need to account for population differences between JEH, which selects primarily at-risk students, and other preschool programs. To attend JEH, a student must either be from a low-income household or have a developmental risk factor that may require special education.

RAD finds that students entering kindergarten from JEH are kindergarten-ready at a smaller rate than other incoming kindergarteners. However, Black students at JEH perform at around the same level as other Black students. The selection criteria for the JEH program may partly explain this finding.

A higher percentage of Black students from low-income households who attend JEH are kindergarten-ready than Black students from low-income households who do not attend JEH. This suggests that JEH programs may be helping at-risk students have a higher chance for future success. This analysis is insufficient, however, to make a definitive conclusion or estimate an effect.

Table 4 reports this information: kindergarten readiness for students that attended JEH and students that did not attend JEH, by racial/ethnic group and income. For the entering kindergarten class of 2015, a smaller percentage of students who attended JEH were kindergarten-ready than their peers who did not attend JEH. 42.0 percent of all students who attended JEH in 2015 were kindergarten-ready. 57.3 percent of students who did not attend JEH were kindergarten-ready.

A higher percentage of Black students from low-income households who attended JEH were kindergarten-ready than Black students from low-income households who did not attend JEH. In 2015, 30.3 percent of Black students from low-income households who attended JEH were kindergarten-ready. For Black students from low-income households who did not attend JEH, that figure is 26.3 percent.

¹ A description of these assessments is included in the Technical Notes section of this report.

Table 4: Percent Kindergarten-ready on ISEL, by Household Income and JEH Attendance

	2012	2013	2014	2015
All Students	61.3	60.8	57.5	53.2
JEH	43.9	40.4	40.8	42.0
Other Pre-k	68.4	66.5	65.5	57.3
Black Students	39.7	44.4	33.2	33.7
Higher Income Households	71.0	60.0	52.2	56.7
JEH*	66.7	40.0	30.8	62.5
Other Pre-k	72.7	66.7	60.6	54.5
Low-income Households	28.9	39.2	27.7	28.6
JEH	29.8	41.4	27.8	30.3
Other Pre-k	27.9	37.1	27.5	26.3
White Students	73.4	72.1	75.1	63.8
Higher Income Households	74.3	75.3	77.0	65.4
JEH*	47.4	56.3	55.9	51.1
Other Pre-k	76.5	76.0	79.5	67.6
Low-income Households	57.1	36.7	47.8	48.6
JEH*	0.0	9.1	50.0	50.0
Other Pre-k*	66.7	52.6	45.5	47.4

*The number of students tested in these categories is below 20. Conclusions should not be drawn from these data.

Early Reading Achievement and Income

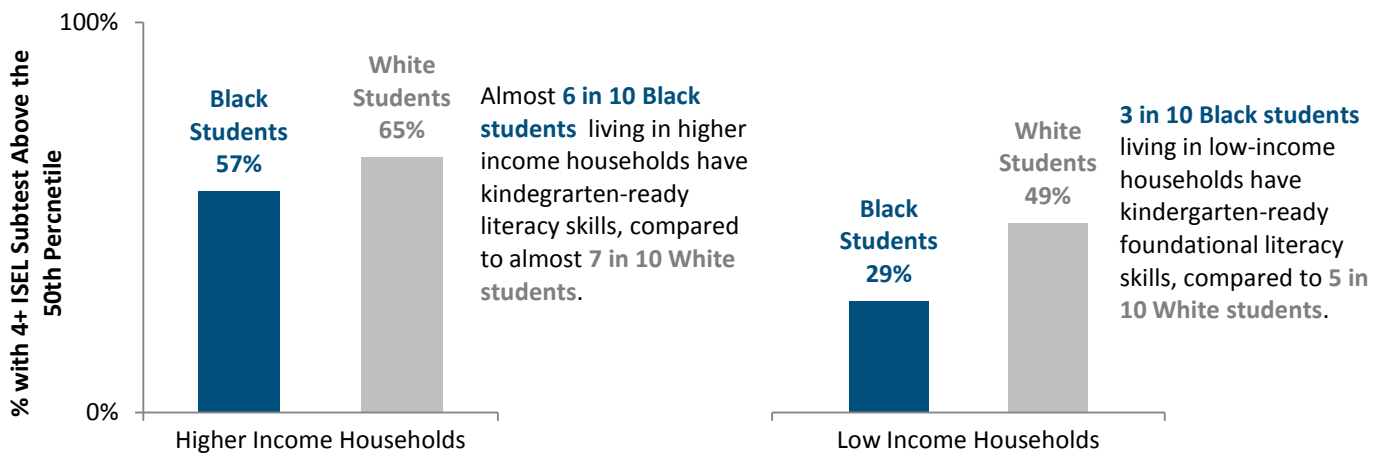
Income status has often been pointed to as an explanation for the gap in academic outcomes between Black and White students. Figure 4 suggests that this is likely not the case in District 65. It includes a break-out of kindergarten readiness by race and income status.² Even when students are sorted by a marker for income, free and reduced price lunch status, there is a sizable gap in kindergarten readiness by racial/ethnic identity.

This analysis does not have the ability to isolate the effects of race/ethnicity and income on student achievement. However, this report supports the existence of a real effect of race in each analysis conducted. Race is related to a substantive difference in performance, and is a recurring component of a systemic and historical gap in the academic performance of groups of students.

Additionally, there are few Black students from higher income households and few White students from low-income households in the data used for this report. Although there are enough students to report achievement for those groups in most cases, there are not enough students to ensure that changes over time are statistically or substantively significant. This caveat also reflects on race in Evanston. Race/ethnicity and income are inextricably linked in District 65. Almost 80 percent of Black students come from low-income households, compared to less than 10 percent of White students.

² Income status is determined by whether the student receives free and reduced price meals in District 65. A student coming from a low-income household comes from a household with annual income below 180 percent of the federal poverty line.

Figure 4: Kindergarten readiness gap, controlling for income (2014-15)



There is a gap in kindergarten readiness between Black and White students from both low-income households and higher income households. The left side of Figure 4 shows readiness rates for students from higher income households. There is an 8 percentage point gap in kindergarten readiness between Black and White students from higher income households. On the right side, low-income households, this gap is 20 percentage points. Less Black students living in low-income households have school-ready reading skills upon entering Kindergarten than their White peers living in low-income households. The gap in achievement between students from households with different income levels exists for both Black and White students.

Table 5 elaborates on the information presented in Figure 4 over the past 3 years. In that time, there have not been significant changes in the gap between Black and White students by income level. Due to the small populations of Black students from higher income households and White students from low-income households, measures for those groups vary more. The differences between years most likely result from the small size of those groups.

Table 5: Kindergarten-ready Literacy Skills on ISEL, by Race/Ethnicity and Income

	2012	2013	2014	2015
All Students	61.3	60.8	57.5	53.2
Black Students	39.7	44.4	33.2	33.7
Higher Income Households	71.0	60.0	52.2	56.7
Low-income Households	28.9	39.2	27.7	28.6
White Students	73.4	72.1	75.1	63.8
Higher Income Households	74.3	75.3	77.0	65.4
Low-income Households	57.1	36.7	47.8	48.6

Black Student Achievement in Early Grades (K-3)

In the first four years in District 65, both Black and White students demonstrate substantial growth in reading comprehension skills. Despite this progress, the gap in reading achievement between Black and White students is similarly sized at the end of Grade 3 as at the end of kindergarten.

Income alone does not appear to explain this gap; growth of White students from low-income households outpaces that of Black students from low-income households. Among kindergarten-ready students, there is a gap in reading growth between Black and White students during Grades K to 3.

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

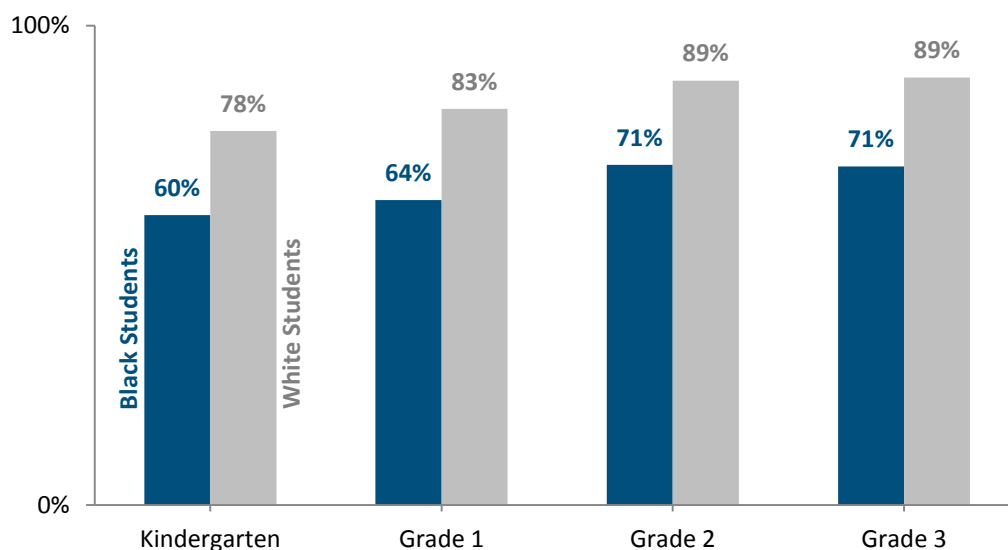
- Most Black and White students develop from pre-literacy skills to independent reading from the end of Kindergarten to Grade 3.
- During that time, the overall racial gaps in achievement stay the same size.
 - The gap decreases for kindergarten-ready students and increases for students who are not kindergarten-ready.

Kindergarten to Grade 3 Achievement

In 2015, the gap between Black and White students at the end of Grade 3 was the same size at the end of kindergarten. Black students scored 18 percentage points lower than White students. In kindergarten, 60 percent of Black students met the college readiness benchmarks.

However, 11 percent more Black and White students met reading benchmarks on DRA in Grade 3 than they did in kindergarten. Figure 5 displays this gap, and the overall growth in achievement.

Figure 5: Percent of Students Meeting Benchmarks on the Spring DRA in 2015*, by Race



Note: Figure 5 does not show a cohort of students. It displays students in Grades K through 3 at the end of 2015.

District 65 uses the Developmental Reading Assessment (DRA) as a measure 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.

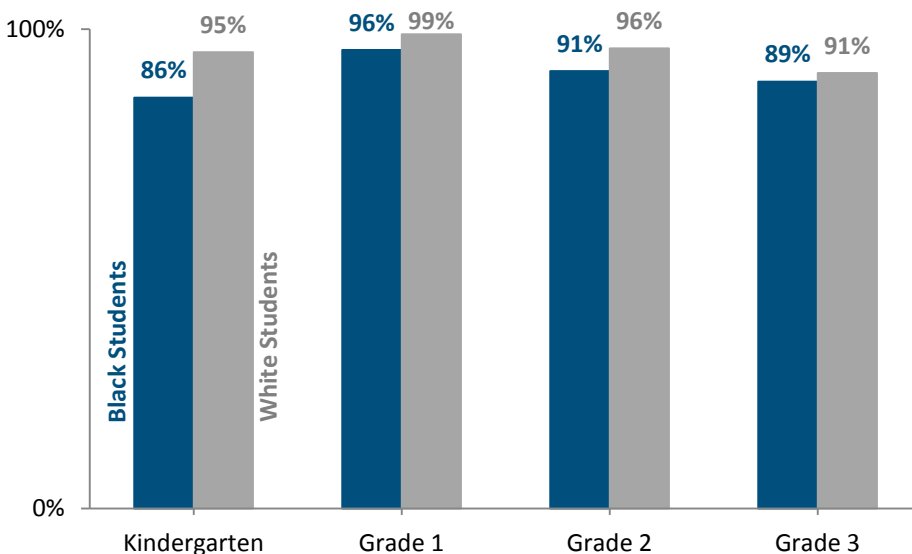
DRA is an oral reading test developed by Pearson. Teachers evaluate students' reading level based on reading engagement, oral reading fluency, and comprehension based on passages of reading. Each student is assigned a numeric reading level, which is assessed against a benchmark adopted by the District 65 Literacy Department. An internal study of the link between DRA and MAP found that the probability of meeting the Grade 3 college readiness benchmark (CRB) on the Measures of Academic Progress (MAP) reading test when a student meets the DRA reading benchmark ranges from 22 percent to 40 percent. Further information on DRA can be found in the technical notes.

Kindergarten to Grade 3 Achievement, by Kindergarten Readiness

Between the end of kindergarten and Grade 3, all students show significant growth in reading ability. Students develop individual pre-reading skills at the end of kindergarten to become independent readers by the end of Grade 3. During this growth, a gap between Black and White students decreases among those found to be kindergarten-ready at the beginning of kindergarten.

The percentage of kindergarten-ready Black students meeting DRA benchmarks increases by 3 percent between kindergarten and Grade 3. The percentage of kindergarten-ready White students who met DRA benchmarks decreased 4 percent in that same time period. Figure 6a displays this trend for kindergarteners that were kindergarten-ready between 2010 and 2012.

Figure 6a: Percent Meeting DRA Benchmark for Students* that were Kindergarten-ready

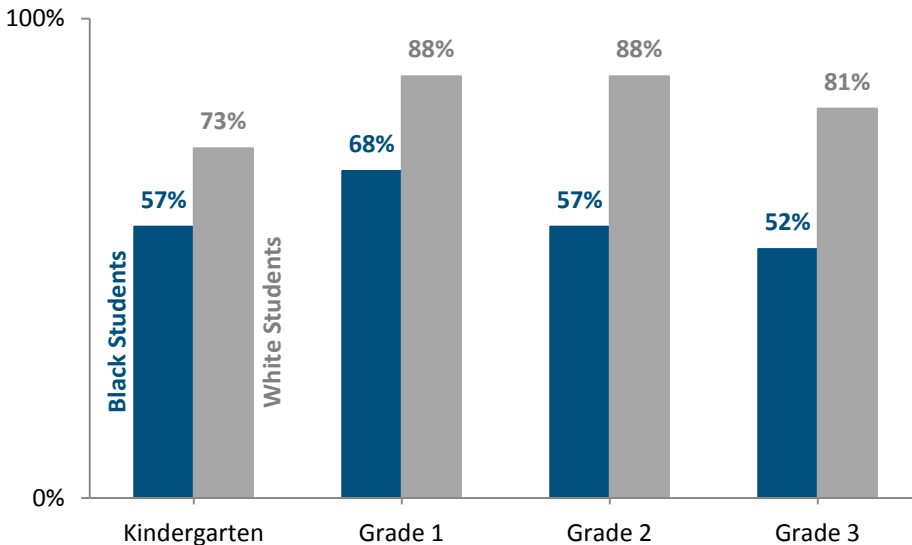


*This chart is a cohort of students; it reflects the growth of the students starting in kindergarten.

A different trend occurs for Black and White students who were not kindergarten-ready. The achievement gap actually increases. For Black students who were not kindergarten-ready, the percent meeting decreases 4 percent between kindergarten and Grade 3, from 57 percent to 52 percent. For

White students who were not kindergarten-ready, the percent meeting DRA benchmarks increases by 8 percent, from 73 percent to 81 percent. This is displayed in Figure 6b.

Figure 6b: Percent Meeting DRA Benchmark for Students* that were not Kindergarten-ready



*This chart is a cohort of students; it reflects the growth of the students starting in kindergarten.

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.

DRA Performance and Income

When the performance gap on DRA is disaggregated by income, growth of Black and White students differs between household income levels. At the end of Grade 3, the gap between Black and White students from higher income households almost doubles, from 7 percentage points to 13 percentage points. The gap between students from low-income households shrinks compared to the increase between Black and White from higher income households. Figure 7 depicts this.

Figure 7 displays the DRA achievement of 3 cohorts of students that started kindergarten between 2010 and 2012. Reading achievement is not stagnant during this time, the benchmarks increase so that by Grade 3, students meeting DRA benchmarks are reading texts independently instead of learning specific reading skills such as sound-to-word matching.

Figure 7: Race and Income Gap between Kindergarten and Grade 3, Cohort Entering Kindergarten between 2010 and 2012

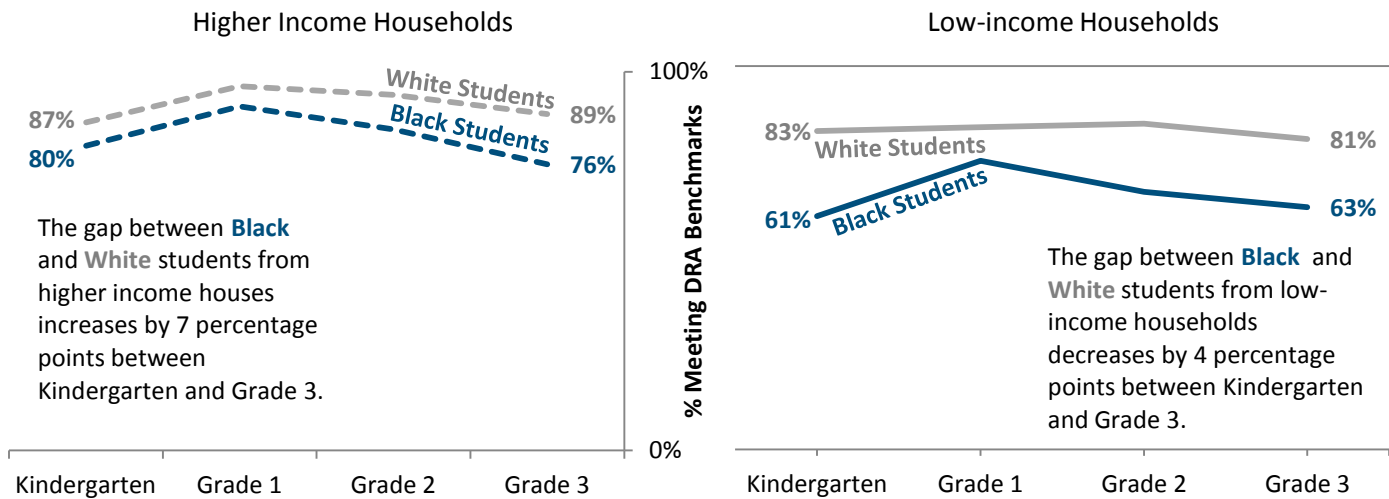


Table 6 displays the information presented in Figure 5. It provides data on the number of students meeting DRA benchmarks in all Grades K to 3. There is an increase in the percentage of students meeting the DRA benchmark among Black students from low-income households as well as White students from higher income households.

Additional information on DRA achievement between 2012 and 2015 can be found in the Appendix in tables A2 – A5.

Table 6: Cohort Students Meeting DRA Benchmarks, by Race/ethnicity and Income

	K	Grade 1	Grade 2	Grade 3
Black Students	66.0	78.9	71.4	66.3
Higher Income Households	80.5	90.9	84.8	75.6
Low-income Households	60.8	75.3	67.2	63.2
White Students	86.4	95.6	93.5	88.5
Higher Income Households	86.7	96.2	94.0	88.9
Low-income Households	83.0	84.1	85.0	81.0

Measures of Black Student Achievement in Later Grades

In District 65, a smaller percentage of Black students are college-ready than White students. A higher percentage of Black students score below the 25th percentile. A similar percentage of Black students make expected gains as compared to White students, but the size of these gains is smaller. Over the course of Grade 3-8 in District 65, the gap identified at the start of Kindergarten is maintained.

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

- Black students are making expected gains at similar rates to White students, but in many cases the gains are not enough for a student to meet the college readiness benchmark.
 - From Grades 3-8, approximately 10 percent of Black students are on-track for college readiness in math and 20 percent are on-track for college readiness in reading.
 - Approximately one-third of Black students score in the lowest quartile in math and reading.

This section summarizes the performance of Black students based on three key measures of student achievement previously reported in the Achievement and Accountability report (Godard, 2016). These measures are all based on annual spring administrations of the Measures of Academic Progress (MAP) test. The measures, which include nearly all students in Grades 3 through 8, are:

- The percentage of students meeting college readiness benchmarks on MAP in mathematics and reading,
- The percentage of students scoring at or below the 25th percentile in mathematics and reading, and
- The percentage of students making expected gains on MAP in mathematics and reading.

Measures of the link between achievement and grades as well as a measure for the size of student growth were created to further investigate Black student achievement. Additional information on achievement in District 65 can be found in the Achievement and Accountability Report (Godard, 2016).

College Readiness

Table 7a and Table 7b depict the percentage of students meeting college readiness benchmarks in mathematics and reading on MAP over the past 4 years. Approximately one in ten Black students are college-ready in mathematics compared to almost six in ten White students. In reading, two in ten Black students meet college readiness benchmarks compared to a seven in ten White students. Between 2012 and 2015, this gap has decreased in both mathematics and reading. However, this decrease occurred while student achievement of both groups was decreasing. White student college readiness decreased more than Black student college readiness.

Table 7a: Percent Meeting College Readiness Benchmark in Mathematics on MAP

	2012	2013	2014	2015
All Students	41.1	41.8	39.4	39.1
Black Students	12.7	12.7	10.8	10.4
White Students	65.8	66.4	61.4	59.8

Table 7b: Percent Meeting College Readiness Benchmark in Reading on MAP

	2012	2013	2014	2015
All Students	54.8	53.5	49.5	49.8
Black Students	25.6	25.0	18.9	20.1
White Students	80.5	78.8	74.3	72.2

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.

The percentage of Black students at or below the 25th percentile is double the District average in both subjects. More than one in three Black students score below the 25th percentile in mathematics in 2015. Less than one in thirty White students score below the 25th percentile in mathematics during that time. The gap is a similar size for reading in 2015. Tables 8a and 8b provide further detail and a comparison to the District average.

Table 8a: Percent At or Below the 25th Percentile in Mathematics on MAP

	2012	2013	2014	2015
All Students	15.1	14.7	15.5	15.6
Black Students	31.2	28.4	33.4	33.9
White Students	1.8	2.7	2.7	3.2

Table 8b: Percent At or Below the 25th Percentile in Reading on MAP

	2012	2013	2014	2015
All Students	12.5	14.1	16.1	16.1
Black Students	23.0	27.0	31.2	32.1
White Students	1.9	3.0	3.4	3.6

Students Living in Low Income Families, by Race/Ethnicity

Race/ethnicity and family income have effects on student performance. Table 9 includes college readiness rates by income for Black and White students as well as the District average.

In District 65, Black students from low-income households do not perform as well as their Black peers from higher income households on MAP.³ The percent of Black students from low-income households that met college readiness benchmarks in mathematics is about one fifth the rate of White students from low-income households. In reading, fifteen percent of Black students from low-income households met college readiness benchmarks compared to forty-five percent of White students living in low-income households.

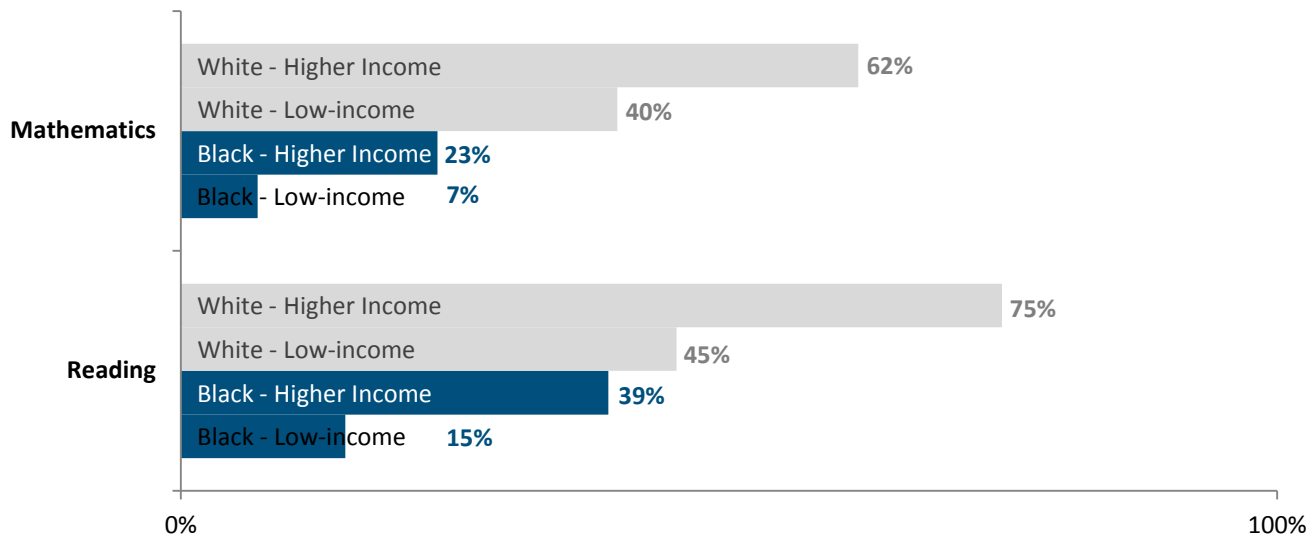
Further, there is a large difference between college readiness rates for Black and White students from higher income families. In mathematics, less than a quarter of Black students met college readiness benchmarks compared to three in five White students. In reading, almost four in ten Black students living in higher income households met college readiness benchmarks compared almost three in four White students. Less Black students living in higher income households are college-ready than White students living in low-income households. This is the case in both mathematics and reading.

Table 8: Percent Meeting College Readiness Benchmark on MAP in 2015, by Race/Ethnicity and Lunch Status

	Mathematics		Reading	
	Free & Reduced	Full Price	Free & Reduced	Full Price
All Students	13.5	56.7	20.4	69.9
Black Students	7.0	23.4	15.0	39.0
White Students	39.8	61.8	45.2	74.9

Figure 8, below, visualizes the data presented in Table 9. In 2015, less Black students from higher income households were college-ready than both their White peers from both low-income and higher income households.

³ A low-income household is defined by the federal provisions for receiving free or reduced price lunch. Any household with a family income of 180% or less of the federal poverty line is eligible for a free or reduced price lunch.

Figure 8: Percent Meeting CRB on MAP in 2015, by Race/Ethnicity and Income

Expected Gains

The gap in academic outcomes between Black students and White students is much smaller when measured by student growth than by absolute performance. To measure student growth, RAD uses the percentage of students making expected gains on MAP.⁴ The gap between the percentage of Black students making expected gains and the percentage of White students making expected gains is less than 5 percentage points in mathematics and less than 1 percentage point in reading. This means that Black students make academic progress at or above the national average at nearly the same rate as their peers with other racial/ethnic identities. Tables 10a and 10b provide additional detail on this outcome indicator.

Table 10a: Percent Who Made Expected Gains on MAP in Mathematics

	2012	2013	2014	2015
All Students	51.7	50.4	41.0	44.7
Black Students	49.0	45.3	38.5	42.1
White Students	54.9	53.0	40.5	46.3

Table 10b: Percent Who Made Expected Gains on MAP in Reading

	2012	2013	2014	2015
All Students	38.8	37.6	33.3	37.7
Black Students	37.8	35.7	31.9	36.3
White Students	37.3	38.0	33.3	36.9

⁴ Expected gains are measured between the spring of the tested year and the previous spring. The vendor that manages the MAP assessment, the Northwest Education Association (NWEA), reports growth figures based on the average growth seen in students who take MAP nationally. District 65 defines expected growth with a higher standard than the test vendor. To make expected gains, a student's growth 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. More information about the expected gains statistic is included in the 2015 Achievement & Accountability Report (Godard, 2016).

The median percent of the expected gains is presented below. RAD designed this measure to quantify the size of students' gains on MAP, so that the size of student growth could be compared. Student growth between the spring MAP test and the previous spring is compared to the size of the expected growth provided by the test vendor. This allows us to estimate not just which students are making expected gains on MAP achievement, but also how much the median student's MAP achievement changes.

Tables 11a and 11b present the median percent of expected gains on MAP for Black and White students by income level. In mathematics, the median Black student made 88.9 percent of the growth on MAP that NWEA expected. This compares to the median White student who made 100.0 percent of the growth expected in mathematics. The result is similar in reading.

Table 11a: Median Percent of Expected Gains on MAP in Mathematics

	2012	2013	2014	2015
All Students	116.7	110.0	83.3	100.0
Black Students	107.1	100.0	80.0	88.9
Higher Income Households	116.7	80.0	78.9	103.6
Low-income Households	100.0	100.0	80.0	82.6
White Students	127.3	116.7	83.3	100.0
Higher Income Households	125.0	116.7	83.3	100.0
Low-income Households	136.9	100.0	80.0	77.4

Table 11b: Median Percent of Expected Gains on MAP in Reading

	2012	2013	2014	2015
All Students	116.7	100.0	80.0	100.0
Black Students	100.0	75.0	62.5	81.7
Higher Income Households	125.0	75.0	70.0	100.0
Low-income Households	100.0	75.0	60.0	80.0
White Students	133.3	100.0	100.0	100.0
Higher Income Households	133.3	100.0	100.0	100.0
Low-income Households	100.0	73.2	100.0	83.8

Correlation between Grades and MAP Achievement

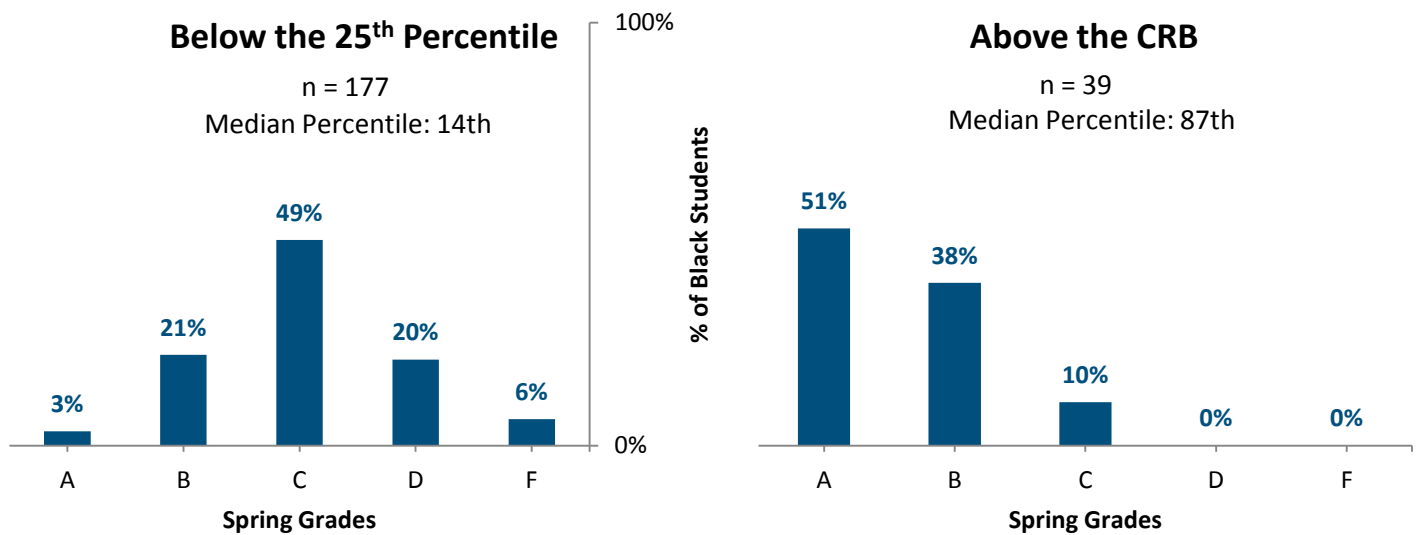
The community request for information included a question about the correlation between course grades and achievement on MAP. RAD has analyzed the distribution of grades for students scoring below the 25th percentile and above the CRB. Additionally, Tables A-6 through A-9 in the Appendix report more information on the relationship between grades and test scores. Table A-10, also in the Appendix, reports the Pearson correlation between each ordinal grade level and MAP RIT outcomes.

Figures 9 and 10 report grades and mathematics achievement on MAP. Among Black students in both achievement categories, grades are lower than that of White students in the same category. For

example, 51 percent of Black students (20 students) who scored above the CRB on mathematics received 'A's. 78 percent of White students (415 students) who scored above the CRB did.

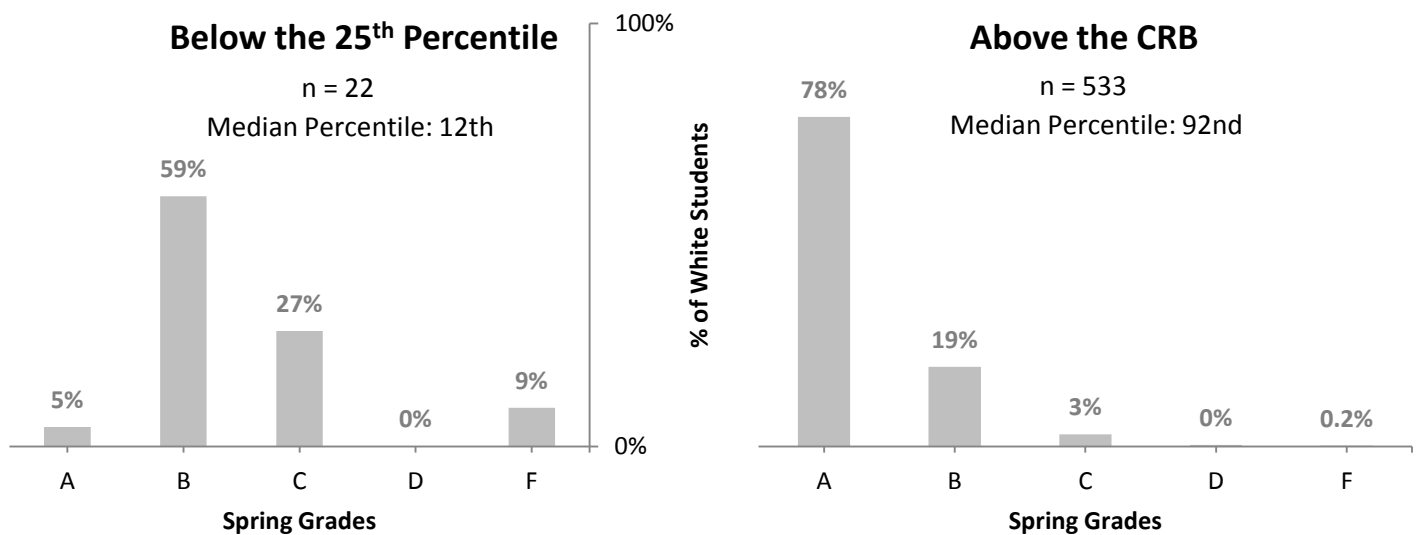
This compares to students that scored below the 25th percentile. 24 percent of Black students (38 students) scoring below the 25th percentile in mathematics received A's or B's. 64 percent of White students (14 students) did. RAD cautions against equating these groups. The median MAP score of students above the CRB and below the 25th percentile is greater for White students. This may affect the difference in grades seen in Figures 9 and 10.

Figure 9: Spring 2015 Grades* and MAP Mathematics Achievement Categories, Black Students



*Grades are only reported for Grades 6, 7, and 8. Elementary students do not receive letter grades in District 65.

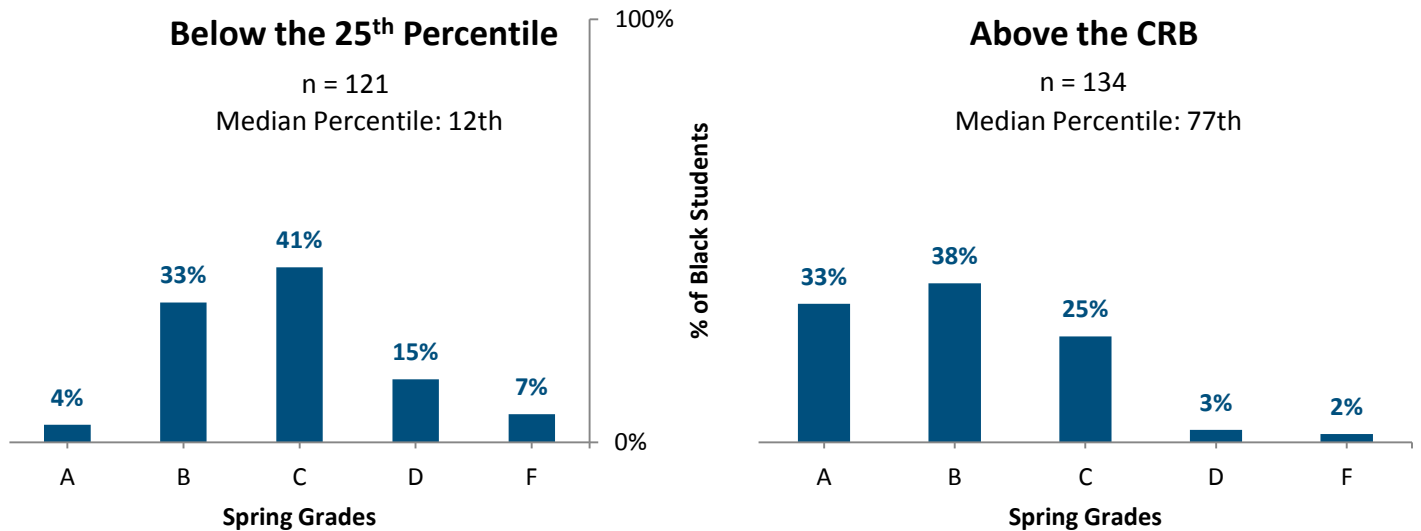
Figure 10: Spring 2015 Grades* and MAP Mathematics Achievement Categories, White Students



*Grades are only reported for Grades 6, 7, and 8. Elementary students do not receive letter grades in District 65.

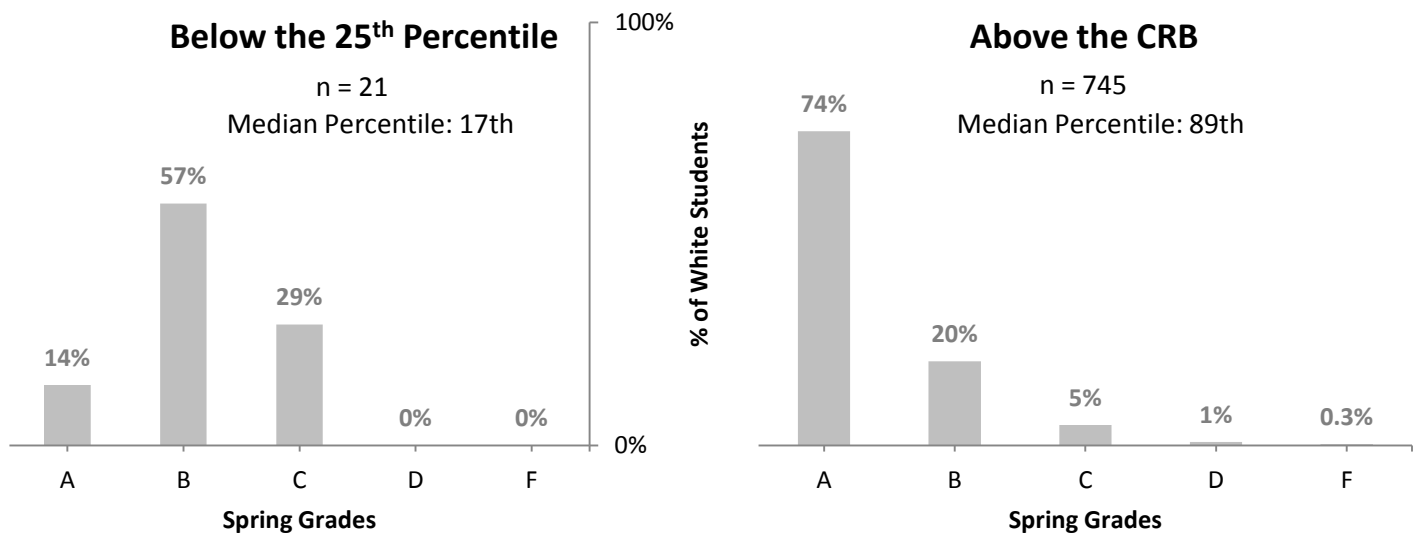
Results of the same analysis for ELA grades and MAP reading show a similar pattern to the mathematics grades. Figures 11 and 12 report grades and reading achievement on MAP. Across the board, Black students receive lower grades on average than White students. Additionally, few students receive 'D's and F's, even when scoring below the 25th percentile on MAP.

Figure 11: Spring 2015 Grades* and MAP Reading Achievement Categories, Black Students



*Grades are only reported for Grades 6, 7, and 8. Elementary students do not receive letter grades in District 65.

Figure 12: Spring 2015 Grades* and MAP Reading Achievement Categories, White Students



*Grades are only reported for Grades 6, 7, and 8. Elementary students do not receive letter grades in District 65.

Black Student Achievement, by School

The community request for information asked about the achievement of Black students at Oakton Elementary in comparison to Black students at other schools. This section provides an initial answer to this question. In reviewing these data, it is important to keep in mind that both district-level supports (e.g., a common curriculum) and school-level factors contribute to student outcomes.

Further, the data presented here do not account for the differences between Black students at various schools (e.g., the percentage of students living in low-income households and the percentage of students who are English Learners). As of 2015, approximately 79 percent of Black students in District 65 lived in low-income households; this statistic varies from 63.1 to 87.5 percent among the schools below. RAD advises against using these data to compare the effectiveness of schools in educating children.

How do academic outcomes for Black students differ by school?

- The percentage of Black students on-track for college readiness varies by school.
- The percentage of Black students making expected gains does not vary much by school in mathematics; it varies more by school in reading.

College Readiness

Tables 12a and 12b indicate the percentage of students meeting college readiness benchmarks at schools with more than 20 Black students. This threshold of 20 prevents possible identification of data for individual students. It also helps ensure school-level results are not skewed by a small number of students.

Care should still be used in interpreting the results over time for schools with relatively small populations of Black students. Additionally, demographic characteristics of schools should be considered. To help with this, the tables also include the percentage of Black students who live in low-income households.

Table 12a: Percent Meeting the College Readiness Benchmark on MAP in Mathematics: Black Students, by School

						% Black in Low-income Households
Type	School Name	2012	2013	2014	2015	2015
Middle Schools	Chute	11.3	10.2	7.0	7.3	84.3
	Haven	10.0	6.1	9.2	6.3	85.1
	Nichols	11.4	15.7	14.8	7.6	69.1
Elementary Schools	Dawes	19.6	16.1	20.0	13.5	73.2
	Lincolnwood	11.3	18.9	17.5	16.7	82.2
	Oakton	7.0	8.0	3.3	9.5	83.8
	Walker	17.5	19.0	20.6	22.8	63.1
	Kingsley	8.1	3.8	5.2	4.0	87.5
Magnet Schools	King Lab	19.5	14.7	9.0	11.6	83.4
	Bessie Rhodes	13.3	19.2	14.9	13.3	67.8

Note: Only schools with 20 or more test records of Black students were included in this table.

Table 12b: Percent Meeting the College Readiness Benchmark on MAP in Reading: Black students, by School

						% Black in Low-income Households
Type	School Name	2012	2013	2014	2015	2015
Middle Schools	Chute	29.7	23.6	19.4	18.6	84.3
	Haven	26.4	26.5	15.3	18.3	85.1
	Nichols	23.6	25.0	21.7	17.8	69.1
Elementary Schools	Dawes	28.6	30.2	23.6	28.8	73.2
	Lincolnwood	18.9	31.5	26.3	20.8	82.2
	Oakton	18.6	16.3	10.0	23.0	83.8
	Walker	21.1	31.0	17.5	24.6	63.1
	Kingsley	14.5	13.2	8.6	12.0	87.5
Magnet Schools	King Lab	27.1	26.5	20.9	16.5	83.4
	Bessie Rhodes	34.7	29.7	21.6	29.3	67.8

Note: Only schools with 20 or more test records of Black students were included in this table.

Expected Gains

Tables 13a and 13b summarize student academic growth. Growth serves as a better indication of school effectiveness than student achievement. However, assessing school quality requires not only

interpreting these two statistics but also other evidence of quality (e.g., 5Essentials survey results, evidence of student and family engagement, and evidence of learning in other academic and non-academic domains).

In mathematics, the percent of Black students making expected gains on MAP differs little among elementary schools or middle schools. In reading, there is more variation by school in the percent of students making expected gains. For reference, the tables also include the percent of Black students who live in low-income households.

Table 13a: Percent Making Expected Gains on MAP in Mathematics: Black Students, by School

Type	School Name	2012	2013	2014	2015	% Black in Low-income Households 2015
Middle Schools	Chute	41.3	42.9	36.4	37.3	84.3
	Haven	39.8	47.7	30.8	35.2	85.1
	Nichols	45.2	41.5	37.3	38.0	69.1
Elementary Schools	Dawes	62.0	41.7	45.7	48.9	73.2
	Lincolnwood	57.1	45.2	34.4	48.9	82.2
	Oakton	50.9	53.8	46.7	42.9	83.8
	Walker	46.0	53.3	56.8	46.3	63.1
	Kingsley	51.0	37.1	51.4	42.6	87.5
Magnet Schools	King Lab	60.9	44.0	38.5	43.5	83.4
	Bessie Rhodes	39.7	54.1	27.9	52.7	67.8

Note: Only schools with 20 or more test records of Black students were included in this table.

Table 13b: Percent Making Expected Gains on MAP in Reading: Black Students, by School

Type	School Name	2012	2013	2014	2015	% Black in Low-income Households 2015
Middle Schools	Chute	29.5	36.1	25.1	22.8	84.3
	Haven	35.8	32.1	24.8	45.2	85.1
	Nichols	37.3	25.0	35.5	39.2	69.1
Elementary Schools	Dawes	55.9	37.8	37.1	41.9	73.2
	Lincolnwood	41.4	59.4	24.2	28.1	82.2
	Oakton	38.2	49.1	38.6	36.2	83.8
	Walker	59.4	36.7	47.2	45.0	63.1
	Kingsley	38.2	28.6	41.7	26.7	87.5
Magnet Schools	King Lab	37.2	33.3	33.3	33.0	83.4
	Bessie Rhodes	39.7	43.5	25.8	51.6	67.8

Note: Only schools with 20 or more test records of Black students were included in this table.

Comparative Black Achievement

Black student achievement in District 65 is slightly below average achievement nationwide. White achievement is substantially higher than the national average. These factors result in a large gap in academic outcomes between Black and White students in District 65.

That gap—resulting from slightly below average achievement of Black students and substantially above average achievement of White students—is larger than the gap in academic outcomes for similar Illinois school districts. Of nine comparison districts, District 65 ranks second highest in the percent of White students who meet or exceed standards on the Partnership for Assessment of Readiness for College and Careers (PARCC) test. Among the same districts, District 65 has the largest gap between Black and White students. District 65 ranks second lowest of nine comparison districts in the percent of Black students who meet or exceed standards on PARCC.

The comparative analysis of PARCC data should be interpreted with caution. In compiling the data for this section, RAD identified some anomalies in the PARCC data that cannot be readily explained. RAD hypothesizes that the quality of PARCC administration likely varied by District in this first year of implementation. Further, review of our MAP data in comparison to PARCC and that of other schools in comparison to PARCC raises questions about the validity of PARCC scoring.

How does Black student achievement in District 65 compare to other districts?

- Black students in District 65 achieve slightly below the national average; more Black students are in the bottom 3 deciles than the top 3 deciles.
- In the first year of PARCC testing, District 65 has a larger gap in academic outcomes between Black and White students than eight of nine comparison districts on PARCC in English Language Arts.
- Black students in District 65 made expected gains on MAP at the second highest rate compared to MAP scores in reading from four of these nine comparison districts.

National Average

Black students in District 65 score not far off from the average of all students nationally. However, in order for Black students to succeed at equal levels to White students substantial progress must be made.

Figures 13a and 13b visualize the achievement gap in District 65. These figures depict the percent of students in each decile on MAP.⁵ If the distribution of students in District 65 looked like students across the nation, ten percent of students would fall into each decile. This 10 percent mark is indicated as a red line on the figures. Table A-1 in the Appendix contains the percent of students in District 65 by decile.

⁵ A MAP 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.

Figure 13a: District 65 Mathematics Achievement, by MAP Decile

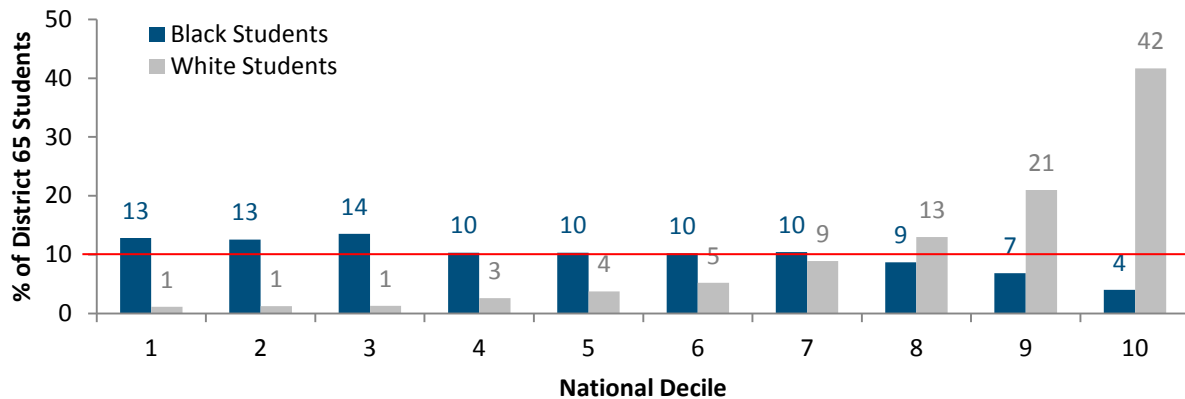
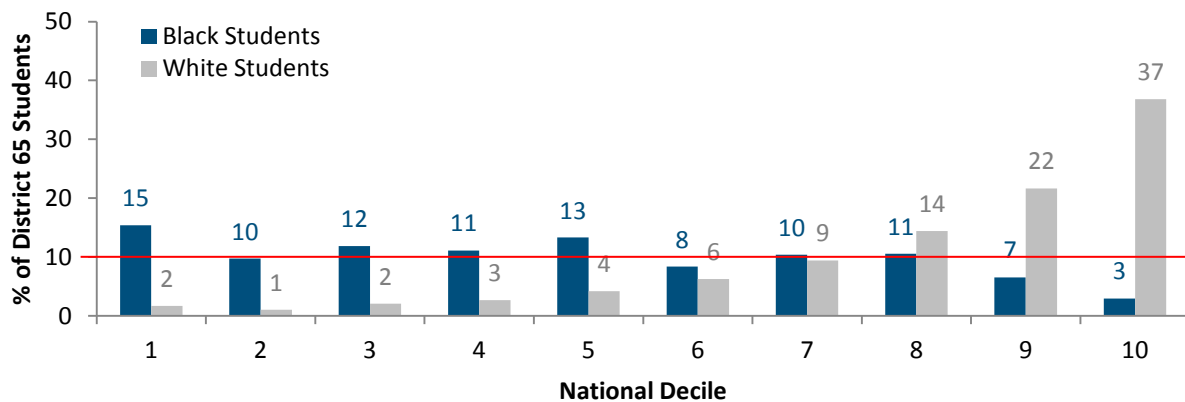


Figure 13b: District 65 Reading Achievement, by MAP Decile



Comparison Districts

To place District 65's performance in context, RAD identified a set of similar school districts based on the following criteria:

- between 20 percent and 55 percent of students come from low-income households;
- total spending per student was above the state average (in 2014); and
- more than 200 Black students are enrolled.

The districts that match these criteria in Illinois are listed in Table 14.⁶ Within this comparison group, District 65 still differs in some qualities. For example, the income gap between racial/ethnic groups is wide. In 2015, over 80 percent of Black students came from low-income households compared to 10 percent of White students.

⁶ The 2014 Achievement and Accountability Report used a different set of districts, in which 1) the percentage of low income households was between 25% and 50%, 2) the per-pupil-spending was above the state average, and 3) enrollment was greater than 800. Using those criteria, we identified only four districts with more than 200 Black students. These revised criteria allow us to include more comparison districts.

Table 14: Demographics of Comparison Districts in 2015

District Name	City	Enrollment	Demographics			\$ Per Student
			%Black	% White	% Low-income	
CCSD 93	Bloomingtondale	3,827	7.0	46.7	42.5	\$14,609
Evanston/Skokie District 65	Evanston	7,655	24.3	43.7	43.0	\$14,471
Evergreen Park ESD 124	Evergreen Park	1,758	25.5	46.9	47.3	\$13,449
Flossmoor SD 161	Chicago Heights	2,328	63.5	19.5	47.0	\$12,628
Forest Park SD 91	Forest Park	780	52.4	23.5	38.3	\$18,067
Lombard SD 44	Lombard	3,184	6.6	62.2	36.3	\$14,054
Oak Park ESD 97	Oak Park	5,950	21.3	56.7	22.2	\$12,963
Palatine CCSD 15	Palatine	12,745	3.4	41.2	42.0	\$12,363
SD 45 DuPage County	Villa Park	3,426	7.4	45.4	53.3	\$12,011
Chicago Public Schools (Rogers Park Subset*)	Rogers Park	4,852	31.2	7.1	94.5	\$15,120
State Average		2,054,556	17.5	49.3	54.2	\$12,521

*The schools in this subset are listed in Appendix table A-11.

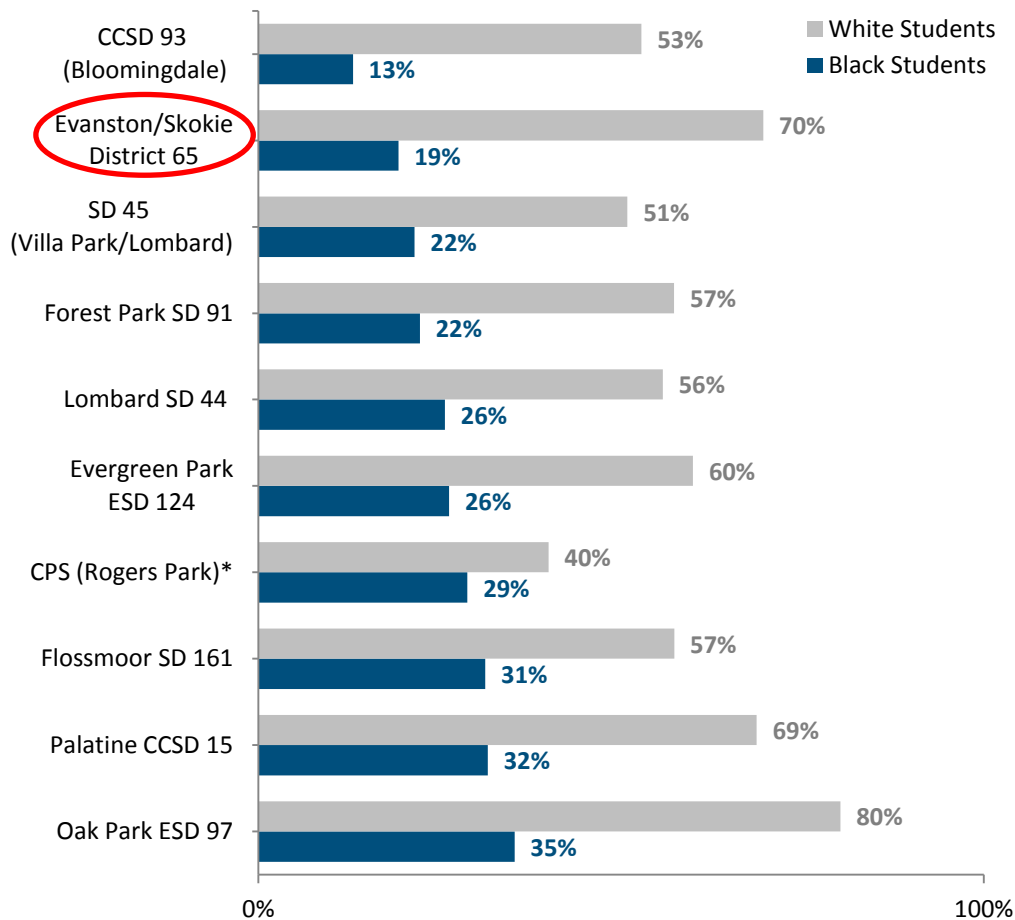
PARCC Performance in Comparison Districts

On the English Language Arts PARCC assessment, District 65 has the largest gap in academic outcomes between Black and White students among comparison districts. This gap is related both to lower than average performance of Black students and above average performance of White students. Of the nine comparison districts, District 65 ranks second highest in the percent of White students who meet or exceed standards on the Partnership for Assessment of Readiness for College and Careers (PARCC) test. District 65 ranks second lowest of nine comparison districts in the percent of Black students who meet or exceed standards on PARCC.

This further reinforces the conclusion seen in the national data. There is a large gap in academic outcomes in District 65. Black students in District 65 do not score far off the national average, but scores would need to substantially increase for Black students to achieve at a similar level to White students.

Figure 8 shows Black students' achievement on PARCC in English Language Arts. 19 percent of Black students met or exceeded standards on PARCC in District 65. This compares to a state average of 19 percent for Black students, and a comparison group average of 26 percent for Black students. Unfortunately, the limitations of the data released by ISBE means that deeper analysis on PARCC achievement is impossible.

Figure 14: Percent Meeting or Exceeding PARCC Standard in English Language Arts in Comparison Districts, Black students (First Year of PARCC Testing)



*RAD has some concerns about the validity of PARCC achievement data based on achievement data that CPS releases for their School Quality Rating Policy (SQRP). Investigation into schools with geographic catchments in Rogers Park found small differences (in one case only 1 percentage point fewer meeting or exceeding standards) between achievement on ISAT and PARCC. Most Illinois districts had large changes between ISAT and PARCC; the percent meeting or exceeding standards in District 65, for example, decreased by 25 percentage points.

Due to the data limitations associated with PARCC data, RAD requested MAP achievement and growth data from these comparison districts. Among received data,⁷ the NWEA growth data was the only comparable figure. A higher percentage of Black students in District 65 make expected gains in reading compared to other districts. A higher percentage of White students also make NWEA-defined expected gains than almost all other comparison districts.

Table 15 reports the percentage of students making expected gains, as defined by NWEA, on MAP in Reading. Both Black and White students show the second highest percentage making expected gains

⁷ Table 15 depicts the comparable data received. Some schools did not administer a spring MAP; others did not respond to repeated requests for data; and others use different measurement systems for growth or achievement than District 65. The reading growth data received was the only measure with sufficient numbers to make a limited comparison.

from the districts that reported data, which comes from only 4 of 9 districts. This gives some indication that although achievement for Black students is low, District 65 has a smaller gap in growth between Black and White students than other similar districts.

Table 15: Students Meeting NWEA Expected Gains on MAP in Reading among Comparison Districts

District	NWEA Growth	
	Black	White
CCSD 93 (Bloomingtondale)	53.4	65.5
Lombard SD 44	60.5	61.7
Palatine CCSD 15*	52.0	58.7
SD 45 (Villa Park/ Lombard)	No Data Received	
Evergreen Park ESD 124	No Data Received	
Forest Park SD 91	No Data Received	
Flossmoor SD 161**	54.5	59.8
Oak Park ESD 97	No Spring Test Data	
CPS (Rogers Park)	No Data Received	
Evanston/Skokie District 65	59.5	64.2

*Palatine only sent fall data. This reflects fall-to-fall growth, not spring-to-spring growth.

**Flossmoor reported growth by grade. This is an average of Grades 3 through 8 average growths, not an accurate weighted average.

Special Education for Black Students

Black students living in District 65 make up almost twice the amount of students with an Individualized Education Plan (IEP) for behavioral and developmental disabilities than their White peers.

How does the proportion of Black students with an IEP for developmental delays or emotional disabilities differ from Black District 65 enrollment?

- Black students represent 24.3 percent of those enrolled in District 65. In comparison,
 - 39.5 percent of students with an IEP for developmental delay are Black
 - 49.1 percent of students with an IEP for an emotional disability are Black.

The community request asked for data on Black students receiving special education services due to behavioral or learning disabilities in District 65 (Shepard, 2015). This section addresses that inquiry.

Individualized Education Plans

For the purposes of this report, a student receiving special education services is defined as a student with an IEP. Table 9 reports the percent and number of Black students with IEPs for emotional disabilities and developmental delays as of April 7, 2016. The table includes all students served in District 65, except those at Rice. Students at Rice have been excluded to provide a more accurate picture of District 65 identification practices. Most students enrolled at Rice are wards of the State of Illinois, who were not residents of District 65 before being placed at Rice.

The data reported in Table 16 are based on definitions for disabilities used by the ISBE. These are aligned with the federal Individuals with Disabilities Education (IDEA) Act (2004). For reference, these definitions are located in the Appendix in Table A-12. The data requested for behavioral and learning disabilities falls under the emotional disability and developmental delay categories as defined by IDEA. IEPs are correlated with income status, which is not evenly distributed among racial/ethnic groups.

In District 65, Black students make up 39.5 percent of those with identified developmental delays and 49.1 percent of those identified with emotional disabilities, compared to a district-wide population of 24.3 percent in 2015 (Illinois State Board of Education, 2015). White students make up 21.8 percent of students with emotional disabilities and 27.7 percent of students with developmental delays. These figures include a few students served by District 65 who are placed here by other school districts; they do not include students at Rice.

Table 16: Number of Students with an IEP Served in District 65, by Type

	Developmental Delay	Emotional Disability
All Students	177	55
Black Students	70 (39.5%)	27 (49.1%)
White Students	49 (27.7%)	12 (21.8%)

Note: This table does not include students at Rice

Black Student Discipline

In District 65, Black students receive office disciplinary referrals (ODRs) at a rate far greater than White students. ODRs for students of all racial/ethnic groups have decreased by almost 50 percent between 2014 and 2015. Black students also receive out-school-suspensions (OSS) at a rate higher than other racial/ethnic groups. However, the amount of OSS for Black students has decreased by almost three quarters in the past 4 years. The difference in suspension rates between Black and White students has decreased during that time as well. Nonetheless, a gap still remains.

How do the patterns in disciplinary incidents for Black students compare to the District average?

- Over the past four years, there has been a decrease in the number of students with office discipline referrals and the number of suspension days for all students. However,
 - 1 in 4 Black students received an office discipline referral for a behavior classified as major in 2015
 - There were 10.4 suspension days per 100 Black students

Office Discipline Referrals

District 65 tracks 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 17 indicates the percent of students with at least one ODR for an incident categorized as major. 24.6 percent of Black students received an ODR for an incident categorized as major in 2015. This compares to 5.0 percent of White students.

Between 2012 and 2015, the percentage of Black students receiving ODRs for an incident classified as major decreased by 6.0 percentage points. In that time, the percentage of all students receiving ODRs for an incident categorized as major decreased by 4.5 percentage points. However, Black students still receive ODRs at a rate almost five times greater than White students.

Table 17: Percent of Students with ODRs for Incidents Categorized as Major

	2012	2013	2014	2015
All Students	15.2	13	12.5	10.7
Black Students	30.6	27.6	26.5	24.6
White Students	6.7	6.2	5.8	5.0

Out-of-School Suspension Days

Table 18 indicates OSS days per 100 students. In 2015, Black students received an average of 10.4 days of OSS per 100 students compared to an average of 1.1 days for White students. There was a decrease in suspension days between 2012 and 2015 for all students. The sudden change between 2014 and 2015 is related to a change in implementation of the District's suspension policy. Over that year, principals and district staff worked to lower punitive responses to behavior, especially OSS, and to make better use of the full menu of positive behavioral responses and restorative alternatives. The aim of this refined approach to implementing the suspension policy was to improve the learning climate for students in terms of safety and supportiveness.

Table 18: OSS Days per 100 Students

	2012	2013	2014	2015
All Students	13.6	11.3	11.1	3.7
Black Students	35.9	27.2	30.8	10.4
White Students	3.0	3.3	3.2	1.1

Technical Notes

Assessments Used in Pre-k

All of the assessments used in District 65 early childhood programs are tools to help identify need and create plans to address specific goals for each child. At this time, PALS is the only assessment from pre-k that is reported to the kindergarten teacher.

District 65 employs a number of nationally verified assessments in pre-k. These are listed below.

- **PALS** (Phonological Awareness Literacy Screening) is an assessment based on skills predictive of future reading success. It also measures name writing ability, upper-case awareness, rhyme awareness, and nursery rhyme awareness.
- **Teaching strategies GOLD** is a comprehensive assessment for early childhood education programs; the assessment is research-based with proven validity and reliability. Additionally, the assessment is aligned with the Common Core State Standards, state early learning guidelines, and the Head Start Child Development and Early Learning Framework.
- **ASQ** (Ages and Stages Questionnaire) is a developmental milestone screener that is filled out by families to identify strengths and obstacles for each child.
- **ESI-R** (Early Screening Inventory – Revised) is an individually administered inventory that identifies children who may need special education services. The measure covers the developmental areas of visual motor/adaptive skills, language and cognition skills, and gross motor skills.

In this report, data from these pre-k assessments have not been reported. Instead, ISEL data from the beginning of kindergarten have been used. This approach allows student outcomes to be compared across pre-k experiences.

Illinois Snapshot of Early Literacy (ISEL)

During the first month of school, District 65 teachers administer one-on-one assessments of foundational literacy skills to all kindergarten students. The Illinois State Board of Education (ISBE) created ISEL to measure essential literacy skills needed by students to be successful readers. The fall administration of 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. These skills are described below in Table T-1. An alternative version of ISEL is available in Spanish.

District 65 recently completed an analysis of ISEL results for incoming kindergarten students. In addition to summarizing performance on individual skills, the analysis provides a provisional estimate of kindergarten readiness in reading based on the foundational literacy skills measured on ISEL. For this estimate, 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.

Table T-1: Description of abilities required to meet foundational literacy skill benchmarks (Barr et al., 2004)

Skill	Description of benchmark performance
Alphabet recognition	Student can recognize and name at least 40 of 54 upper and lower case letters.
Letter Sounds	Student can orally reproduce at least 8 of 26 letter sounds upon seeing the associated alphabet characters.
Phonemic Awareness	Student can match the initial phoneme of at least 6 of 10 words with the support of pictures of the possible matching words (e.g., Which one starts like mail: foot, mop, bat?)
One-to-One Matching	Student scores at least 4 of 9 points on an activity where they are asked to read and point to all words in three short sentences following after the teacher who reads and points to each word in the sentence before asking the student to do so. 3 of 9 points are awarded based on reading and pointing to all words; 6 of 9 points are awarded for correctly saying a close approximation of some of the words in the sentence.
Story Listening	After listening to the teacher read a story, the student scores at least 15 out of 21 possible points based on verbal responses to nine questions asked by the teacher about the story (e.g., How did the story begin?).

Developmental Reading Assessment, 2nd Edition Plus (DRA)

DRA is an assessment of reading skills developed by Pearson. A student reads text one-to-one with a teacher. The teacher monitors reading behaviors including fluency, reading rate, and accuracy during the reading. The student (depending on level) answers comprehension questions and does a re-tell of what they have read to their examiner. This tests the student's oral reading fluency and comprehension at independent performance levels. This process is then standardized among students. It provides a consistent basis for teachers to select among curricular materials and instructional approaches for individual students. An alternative version of DRA is available in Spanish. It is called Evaluacion Del Desarrollo De La Lectura 2 (EDL).

Students are tested two to three times per year starting in the spring of Kindergarten and ending as late as Grade 5 for students receiving EDL. As students successfully complete DRA testing benchmarks, the text becomes more complex. Each skill level, as denoted by text level, corresponds to categorizations that range from "Emergent Reader" to "Extending Reader." These labels reflect a transition from learning literacy skills to independent comprehension and understanding.

Analysis of DRA has found the test to be internally equivalent between levels, tests, and raters. It is a valid measurement of student reading accuracy, fluency, and comprehension based on evaluation by Pearson, as well as outside research.

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Appendix

Table A-1: Students Mastering Two or More Early Literacy Skills on ISEL, by Race and Income

	2012	2013	2014	2015
All Students	18.1	13.8	14.1	11.3
Black Students	10.7	6.3	5.9	5.5
Higher Income Households	19.4	17.5	10.9	10.0
Low Income Households	7.8	2.5	4.4	4.5
White Students	20.8	17.5	18.6	13.5
Higher Income Households	21.2	18.7	18.7	13.7
Low Income Households	14.3	3.3	17.4	11.4

Table A-2: Students Meeting Benchmarks on DRA, Kindergarten

Kindergarten	2012	2013	2014	2015
All Students	80.1	79.2	76.8	68.3
Black Students	65.9	64.0	61.5	60.5
Higher Income Households	86.4	88.4	80.4	74.2
Low Income Households	59.1	56.3	56.0	57.4
White Students	86.9	88.3	88.0	78.0
Higher Income Households	87.0	89.5	89.3	78.1
Low Income Households	85.0	74.2	69.6	76.5

Table A-3: Students Meeting Benchmarks on DRA, Grade 1

Grade 1	2012	2013	2014	2015
All Students	86.9	87.7	81.5	74.3
Black Students	75.7	81.9	65.0	63.6
Higher Income Households	93.8	93.0	80.4	73.2
Low Income Households	71.9	78.4	59.7	61.3
White Students	95.6	94.6	89.4	82.6
Higher Income Households	96.7	95.3	90.8	83.1
Low Income Households	83.9	78.6	71.4	78.4

Table A-4: Students Meeting Benchmarks on DRA, Grade 2

Grade 2	2012	2013	2014	2015
All Students	81.0	82.1	83.8	80.7
Black Students	66.3	64.8	75.4	70.9
Higher Income Households	79.5	80.6	91.5	76.2
Low Income Households	62.1	60.7	70.0	69.3
White Students	92.9	92.2	92.2	88.5
Higher Income Households	93.9	93.2	93.6	89.1
Low Income Households	81.5	77.3	68.4	83.3

Table A-5: Students Meeting Benchmarks on DRA, Grade 3

Grade	2012	2013	2014	2015
All Students	81.3	73.4	78.3	81.5
Black Students	69.1	57.4	64.2	70.6
Higher Income Households	78.9	73.3	75.9	80.0
Low Income Households	66.1	52.2	61.8	67.3
White Students	92.9	88.4	87.4	89.2
Higher Income Households	94.0	89.2	88.0	89.2
Low Income Households	73.7	76.2	78.3	89.3

Table A-6: Grades by MAP Mathematics Achievement Category, Black Students

Grade	Below the 25th Percentile			Meeting CRB		
	Total	FRL	FP	Total	FRL	FP
A	3%	4%	Students Uniquely Identifiably	51%	52%	Students Uniquely Identifiably
B	21%	21%		38%	39%	
C	49%	48%		10%	9%	
D	20%	21%		0%	0%	
F	6%	6%		0%	0%	
# of Students	177	159		39	23	

Table A-7: Grades by MAP Mathematics Achievement Category, White Students

Grade	Below the 25th Percentile			Meeting CRB		
	Total	FRL	FP	Total	FRL	FP
A	5%	Students Uniquely Identifiably	Students Uniquely Identifiably	78%	Students Uniquely Identifiably	78%
B	59%			19%		19%
C	27%			3%		3%
D	0%			0%		0%
F	9%			0.2%		0%
# of Students	22			533		498

Table A-8: Grades by MAP Reading Achievement Category, Black Students

Grade	Below the 25th Percentile			Meeting CRB		
	Total	FRL	FP	Total	FRL	FP
A	4%	4%	Students Uniquely Identifiably	33%	Students Uniquely Identifiably	Students Uniquely Identifiably
B	33%	32%		38%		
C	41%	41%		25%		
D	15%	15%		3%		
F	7%	7%		2%		
# of Students	121	114		104		

Table A-9: Grades by MAP Reading Achievement Category, White Students

Grade	Below the 25th Percentile			Meeting CRB		
	Total	FRL	FP	Total	FRL	FP
A	14%	Students Uniquely Identifiably	Students Uniquely Identifiably	74%	70%	74%
B	57%			20%	20%	20%
C	29%			5%	9%	5%
D	0%			1%	0%	1%
F	0%			0.3%	0%	0.3%
# of Students	21			745	44	701

Table A-10: Correlations between Spring Academic Grades* and Spring MAP, by Race/Ethnicity and Household Income

	Mathematics	Reading**
All Students	0.584	0.484
Black	0.390	0.250
Low-income	0.353	0.209
Higher Income	0.504	0.319
White	0.371	0.304
Low-income	0.398	0.345
Higher Income	0.348	0.289

*Letter grades are only given between 6th and 8th grade, and when they are given they are reported on a single letter basis (i.e. A, B, C, D, and F). This widely-spaced ordinal format does not lend itself to statistical correlation and likely artificially biases these correlations downwards.

**ELA grades were used for this correlation, because it aligns more to a reading comprehension curriculum.

***All correlations were significant at the $p < .001$ level.

Table A-11: List of Schools Used in Rogers Park Subset

School Name	Enrollment	% Black	%White	% Low-income
Gale ES	398	63%	4%	98%
Jordan ES	588	36%	2%	98%
New Field ES	589	25%	8%	95%
Kilmer ES	752	23%	5%	97%
Field ES	349	35%	1%	95%
Swift ES	709	30%	17%	90%
Armstrong ES	1467	29%	8%	93%

Table A-12: IDEA definitions for Disabilities

Disability Type	IDEA Definition
Developmental Delay	<p>Child with a disability for children aged three through nine (or any subset of that age range, including ages three through five), may...include a child—</p> <ul style="list-style-type: none"> (1) Who is experiencing developmental delays as defined by the State and as measured by appropriate diagnostic instruments and procedures in one or more of the following areas: Physical development, cognitive development, communication development, social or emotional development, or adaptive development; and (2) Who, by reason thereof, needs special education and related services (2004).
Emotional Disability	<p>A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:</p> <ul style="list-style-type: none"> (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (C) Inappropriate types of behavior or feelings under normal circumstances. (D) A general pervasive mood of unhappiness or depression. (E) A tendency to develop physical symptoms or fears associated with personal or school problems (2004).