



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes

TO: D65 Board of Education,

Superintendent Dr. Angel Turner

FROM: Donna Cross: Interim Executive Director of
Research, Accountability, and Data

DATE: November 6, 2023

RE: Equity Progress Indicator and Strategic Plan
Update

Objective: ___ Information X Discussion ___ Follow-up ___ Decision

Introduction:

The Research, Accountability, and Data (RAD) Department is pleased to present to you the Equity Progress Indicators and Strategic Plan Data Analysis Report. This report provides an in-depth examination of our district’s performance based on the D65 Equity Progress Indicators(EPI) in alignment with the Illinois State Board of Education (ISBE) “Equity Journey Continuum” as well the progress toward the D65 Strategic Plan Goals. The data analysis is organized by the EPIs as outlined by our Strategic Plan, ensuring we can track and measure our progress toward our district and state goals.

Background:

Below, you will find a brief overview of the state's Equity Progress Indicators framework and our strategic plan's alignment with these indicators. This section sets the context for the data analysis and highlights the importance of addressing equity in education.

Equity Progress Indicators(EPI) for the “Equity Journey Continuum”(ISBE)

Learning Conditions: All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

Elevating Educators: Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.

Equity Progress Indicators aligned to D65 Strategic Plan

Learning Conditions (EPI)
Strategic Goal 1: Access, equity, and opportunity practices that increase and improve access to resources for underrepresented students and students with varying levels of academic preparation
Student Learning (EPI)
Strategic Goal 2: Develop organizational and accountability practices by designing and implementing an equity-driven data system to evaluate the District's outcomes in each year of the strategic plan
Elevating Educators (EPI)
Strategic Goal 4: Recruit, select, develop, and retain highly effective staff and partners invested in the best educational opportunities and support for all students and staff

Overview of Report:

The Equity Progress Indicators and Strategic Plan Data Analysis Report is organized in the following way:

- Heading: Equity Progress Indicator
- Subheading: Aligned D65 Strategic Plan Objective
- Key Strategies aligned to the above indicator and objective.
- Measures and Targets used to monitor progress toward the objective.
- Reflection on the data presented
- Data Charts and Graphs

Future Reporting:

As this report becomes more streamlined, the RAD Department will provide more in-depth analysis of certain measures and targets such as Panorama and Early Childhood outcomes. We are also exploring other ways to monitor progress on Strategic Plan Objectives across all departments. Finally, with the release of the School Data Dashboard and the new Journey Jam protocol, we are beginning to receive feedback from schools on the overall implementation and success and will be sharing the results of those findings at the next EPI and Strategic Plan update in February.



Equity Progress Indicator and Strategic Plan Report

November 6, 2024



Learning Conditions(EPI)

Strategic Objective 1.1: Ensure all schools have positive school climates built upon transparent and equitable policies and practices where all members of the school community (students, staff, partners, and family) feel emotionally and physically safe, included, and accepted

Key Strategies:

- Teacher attendance reports are created and sent to school leaders once a month.
- Chronic Daily Absence reports for students below 90% attendance are to be sent to schools in order to provide intensive attendance support.
- PowerSchool MBA Attendance plugin training to make reporting and communication more streamlined.
- Development of “Attendance and Reporting Procedures” that include roles, responsibilities, and timelines to ensure procedures are clear and consistent across schools.
- Supporting school-based Climate team and CARES teams and attending School Climate Team meetings to build capacity at the school level.
- Providing monthly behavior reports and technical assistance for schools to review those reports
- Revised the bully investigation and reporting procedures.
- CPI training was provided for 80 staff in October and scheduled for more than 60 staff in November.
- Rollout of new CharacterStrong SEL curriculum in the Middle Schools.



Attendance

Attendance Measures and Targets

Increase average daily attendance in Kindergarten through 8th grade to 95%

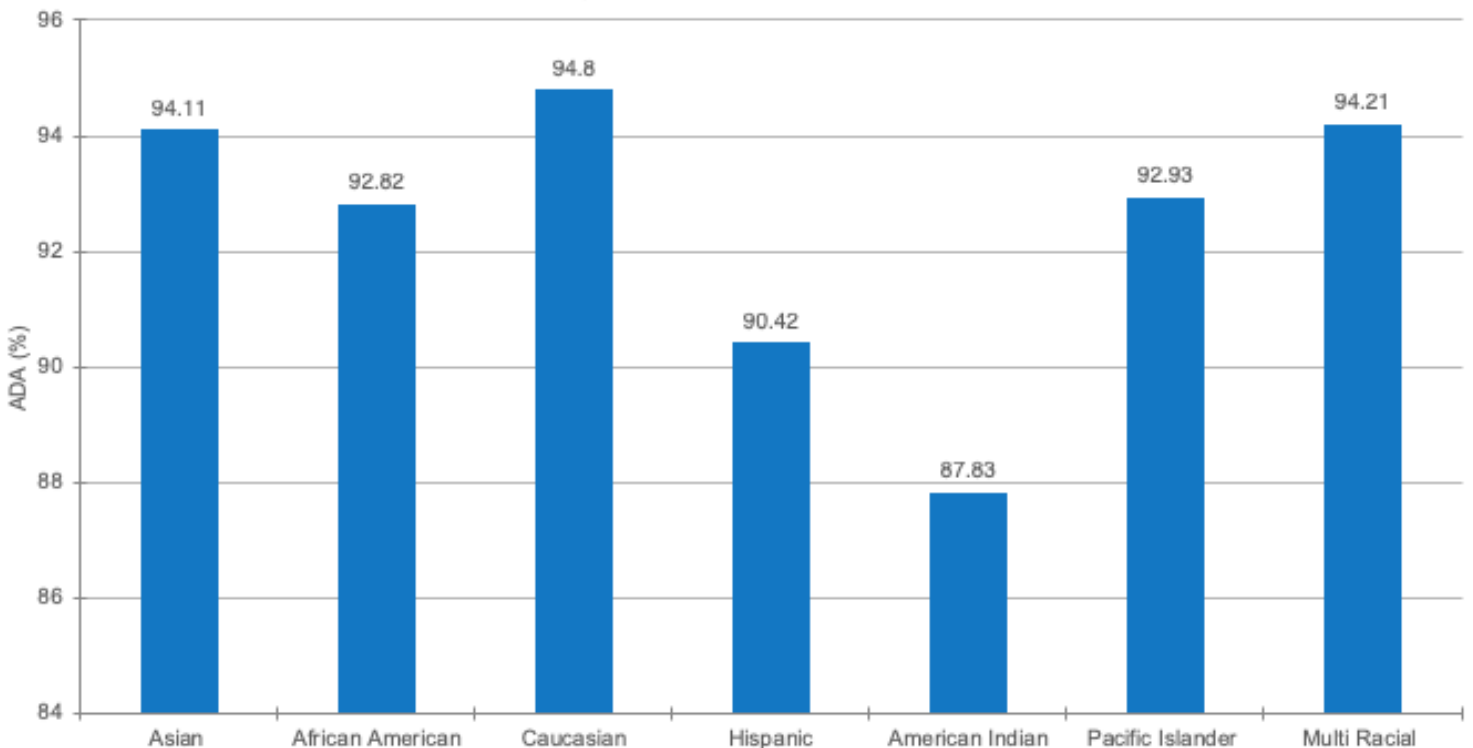
Data Reflection

- Attendance is trending up from 91% in SY22 and 92% in SY23.
- Attendance in the K-5 schools are, on average, higher than in the middle and magnet schools.
- Hispanic students and Pacific Islander students have the lowest average daily attendance while caucasian students and multi-racial students have the highest average daily attendance.

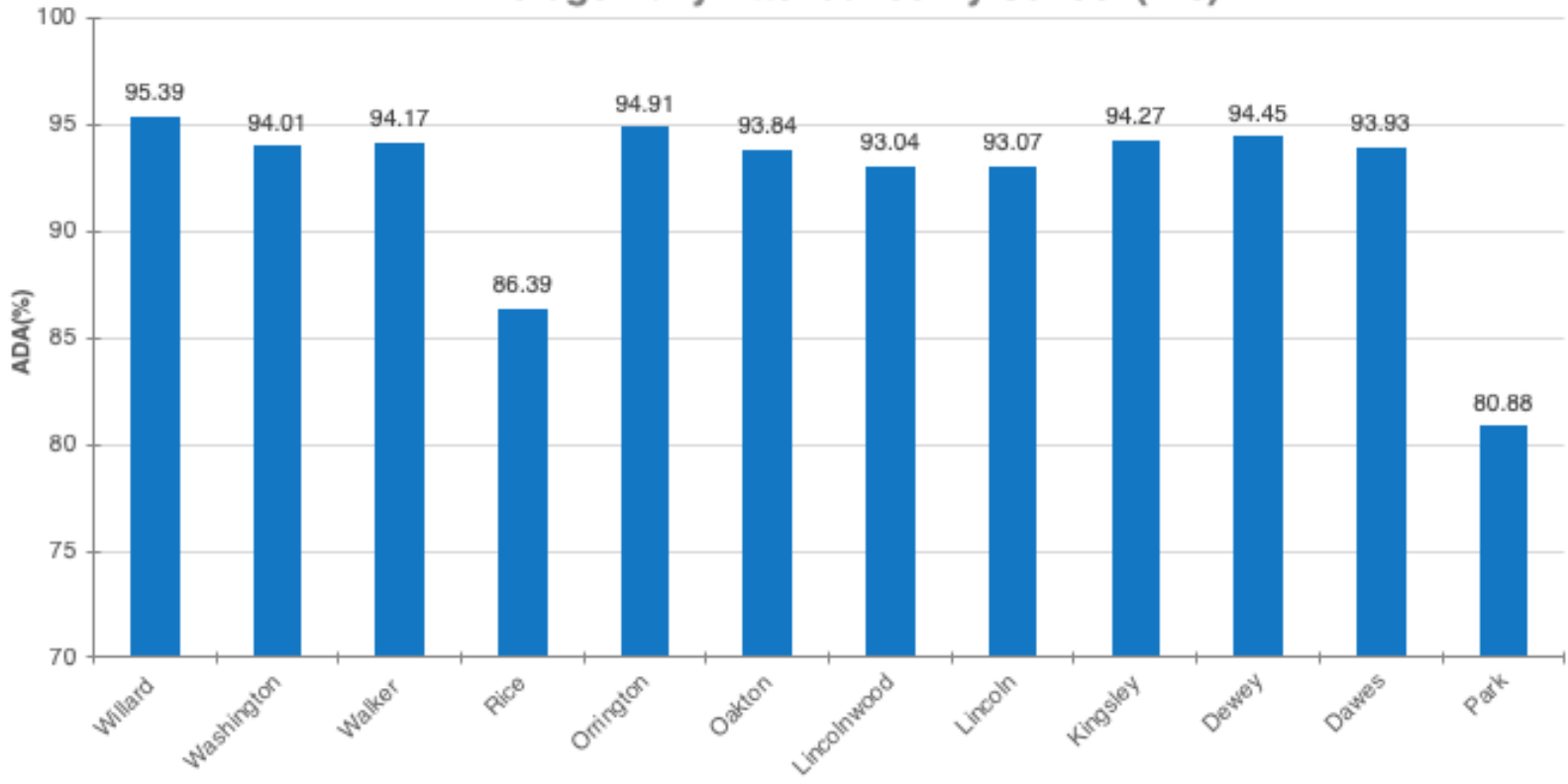
Average Daily Attendance



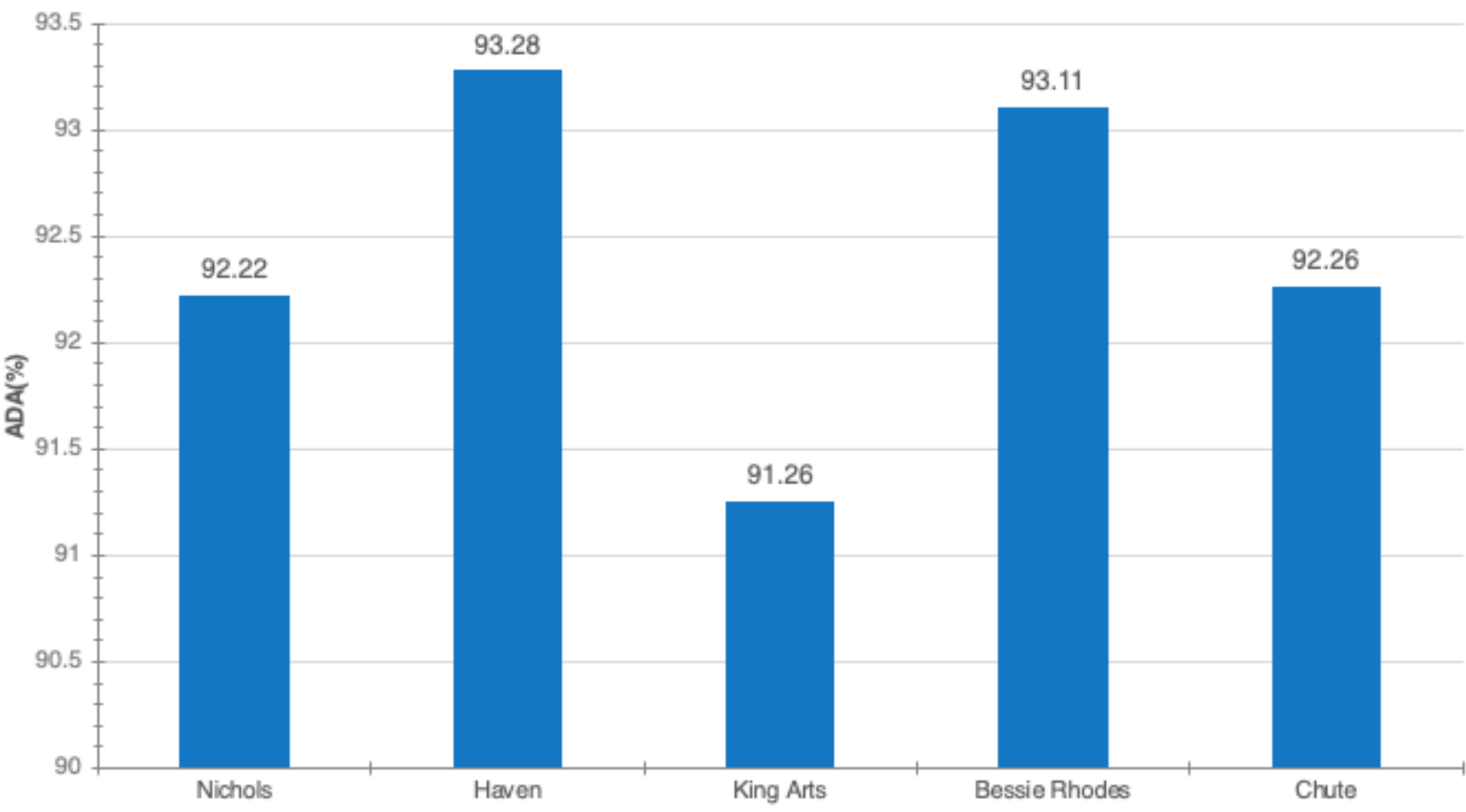
Average Daily Attendance By Race



Average Daily Attendance By School (K-5)



Average Daily Attendance By School (Middle/Magnet)



5 Essentials

5Essentials Measures and Targets

Increase 15% on 5Es in the area of Supportive Environment, Collaborative Teachers, and Involved Families.

Data Reflection

- Effective Leaders increased by 5 points (13%) moving from “Weak” to “Neutral” (SY23)
- Collaborative Teachers increased by 8 points (24%) moving from “Weak” to “Neutral” (SY23)
- Involved Families increased by 5 points (9%) moving from “Neutral” to “Strong” (SY23)
- Supportive Environment decreased by 10 points (-17%) (SY23)
- Ambitious Instruction decreased by 2 points (-4%) (SY23)
- Increase in Effective Leaders, Collaborative Teachers, and Involved Families is evident. Will collect more student voice on “Supportive Environment” with Panorama survey.

District 65 5Essentials Scores Over Time

Essential	2021	2022	2023
Effective Leaders	44	39	44
Collaborative Teachers	41	34	42
Involved Families	63	58	63
Supportive Environment	65	58	48
Ambitious Instruction	56	56	54

Legend for Performance Levels	
0-39	Weak - least & less implementation
40-59	Neutral - average implementation
60-100	Strong - more & most implementation

Students agree/strongly agree that teachers make them feel...



Retrieved from 5Essentials "Teacher-Student Trust"



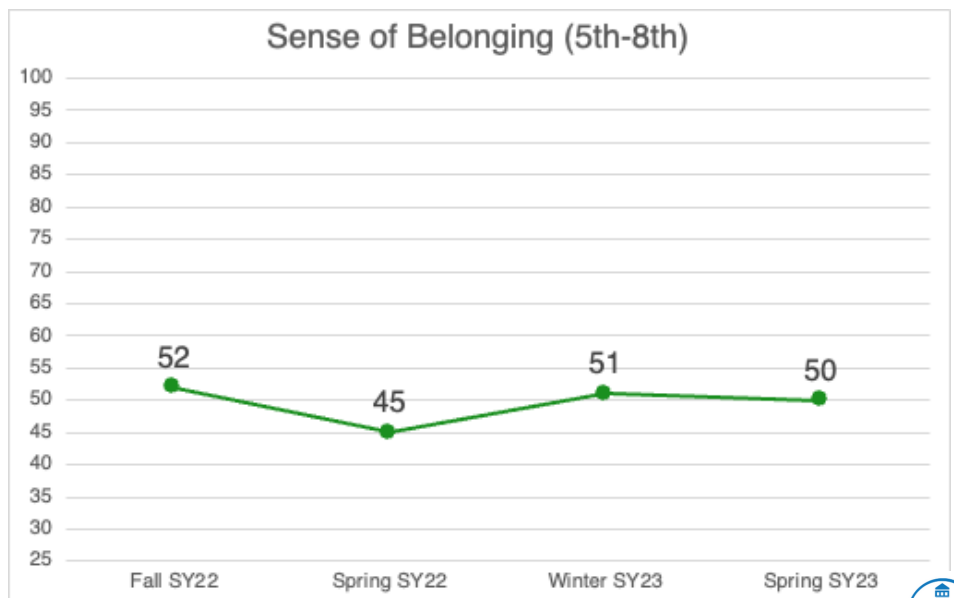
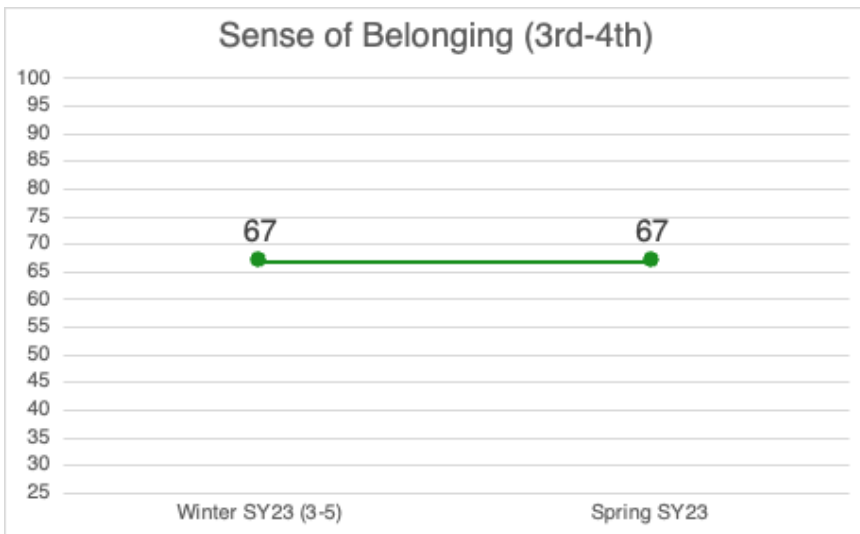
Panorama

Panorama Measures and Targets

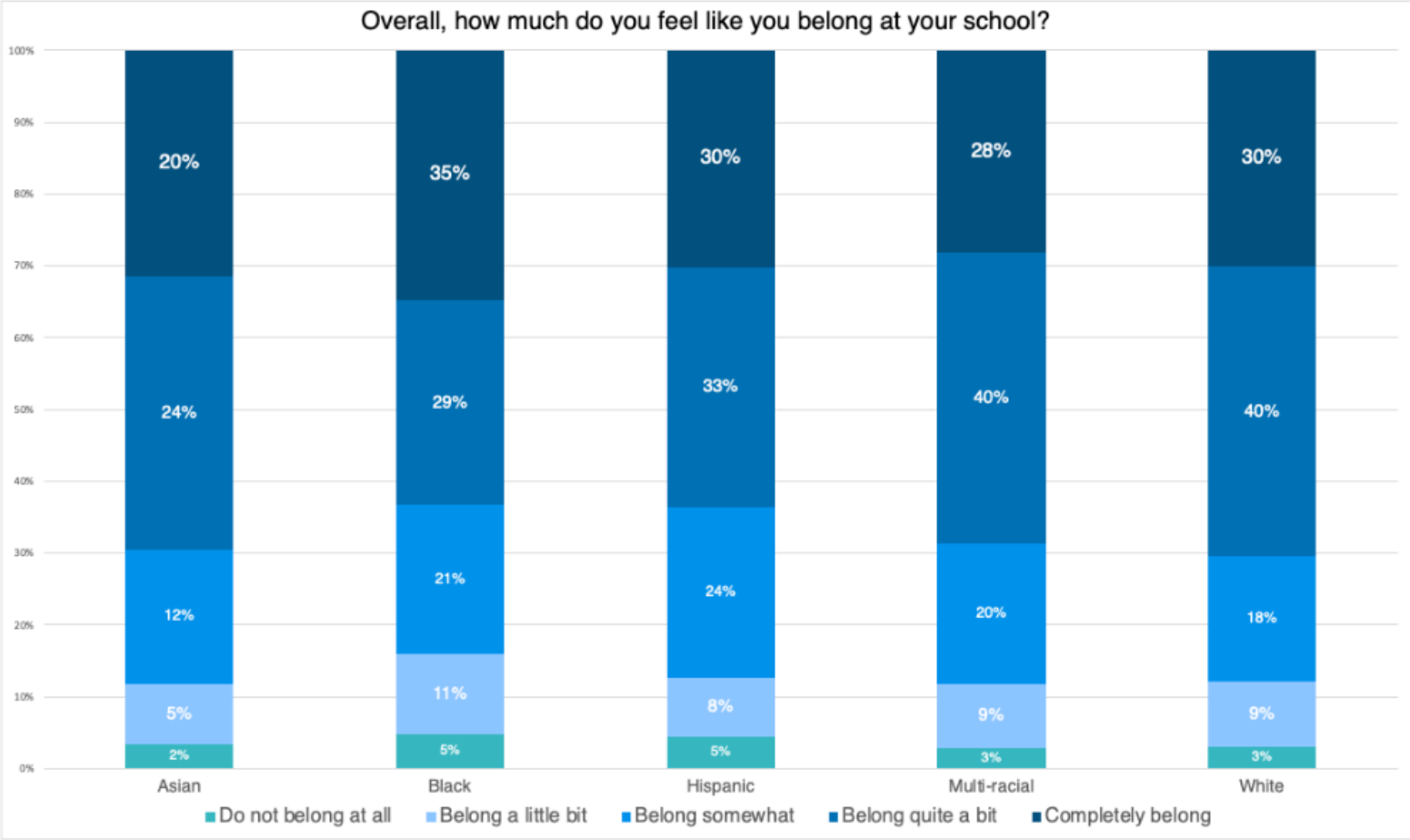
Increase positive responses by 15% in Sense of Belonging on the Panorama Survey

Data Reflection

- “Sense of Belonging” has stayed relatively steady over the past three years for grades 5-8 at 50% and exactly the same last year for grades 3-4 at 67%
- Black students in 3rd-8th grades have the highest percentage of students who say they “Do not belong at all” or “Belong a little bit” at 16% while Asian students have the lowest at 7%.



Panorama



Retrieved from Spring Panorama Survey in SY23
 Total of 2620 Responses



Behavior



Behavior Incident (Branching Minds) Measures and Targets

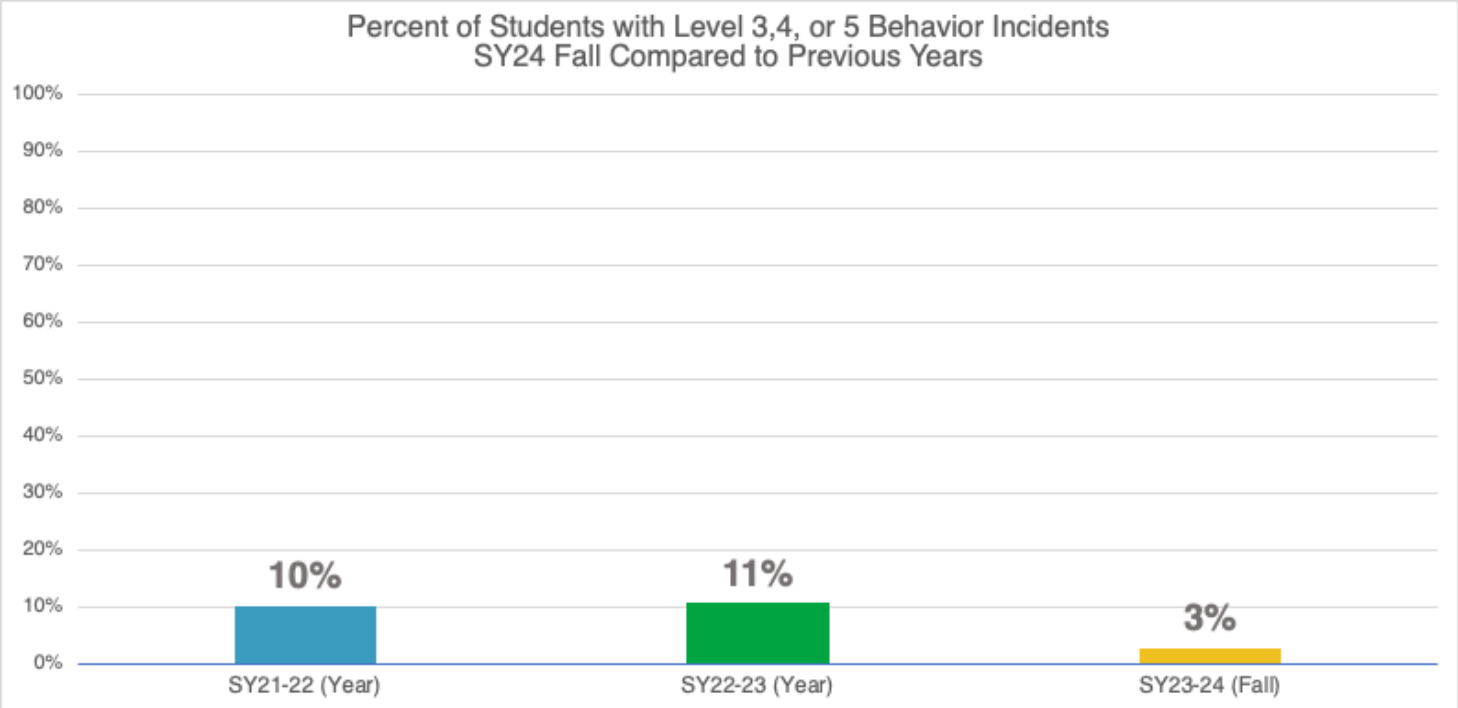
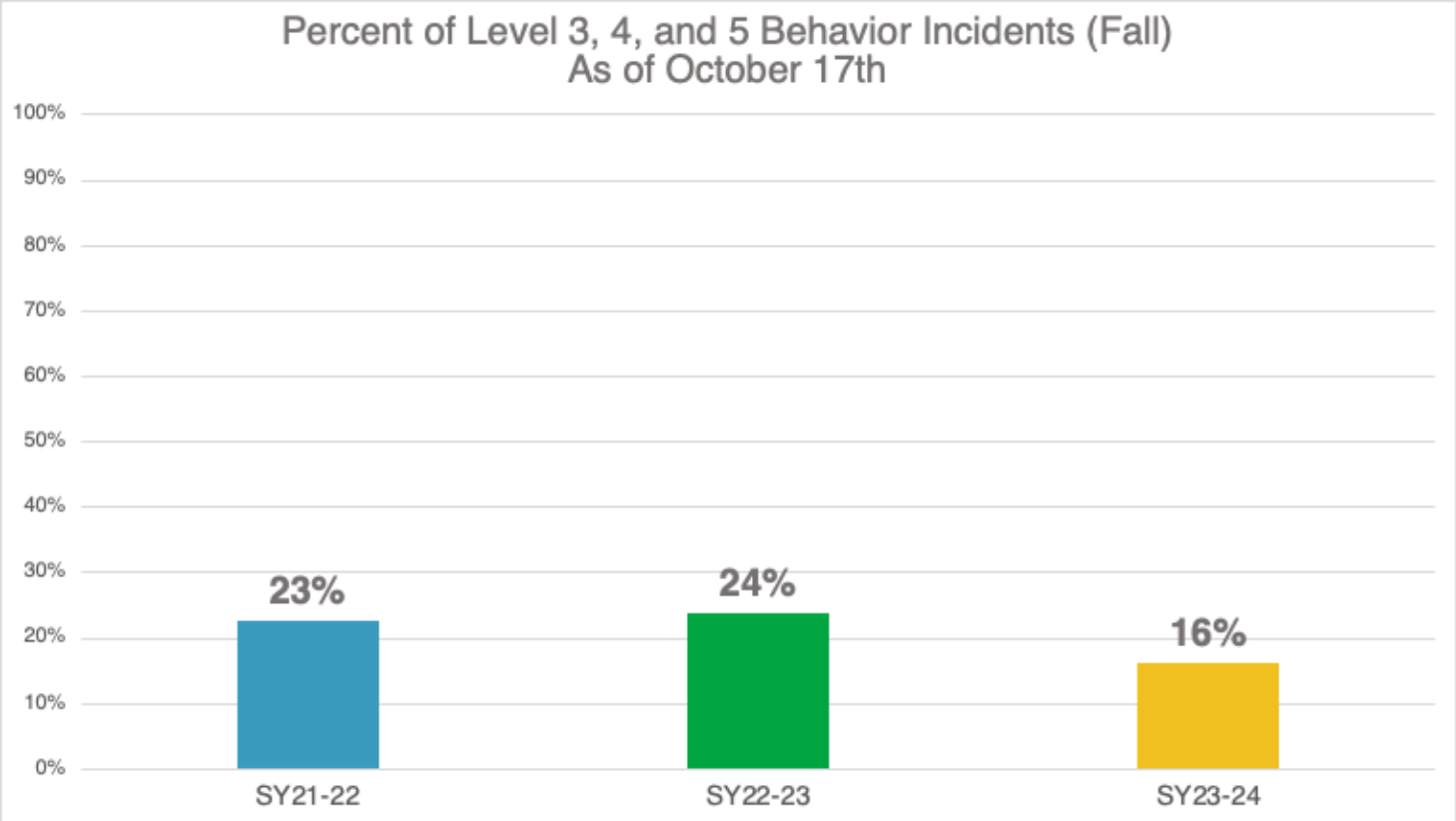
- Decrease percent of students with a level 3,4, or 5 behavior incident from 10% to 5%
- Decrease the percentage of Level 3, 4, and 5 behavior incidents from 22% to 15%
- Districtwide student suspension rate at 2%
- Decrease disproportionality rate in suspensions by race, lunch status, and IEP status by 5%

Data Reflection

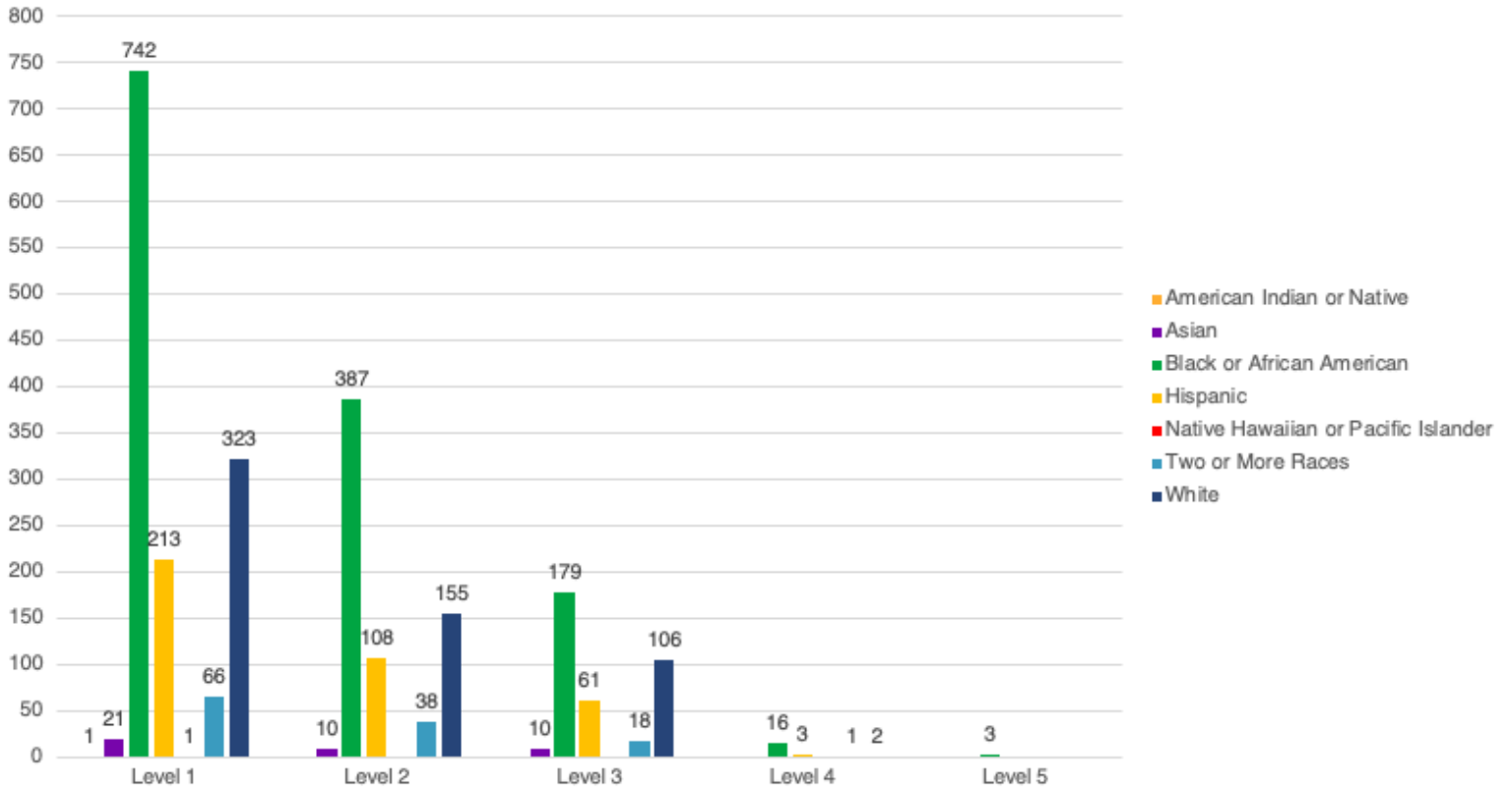
- Currently, only 16% of the total number of behavior incidents are Level 3, 4, or 5 as compared to the same time in SY23 and SY22 at 24% and 23% respectively.
- Currently, only 3% of students have a Level 3, 4, or 5 behavior incident. The district is currently on track to reach the goal (5%).
- Decrease in the percent of suspensions by black students by 2% and a decrease in the percent of suspensions by Hispanic students by 8%.
- Decrease in percent of behavior incidents by black students from 62% to 54%
- Increase in percent of behavior incidents by hispanic students from 7% to 16%.
- Decrease in the percent of behavior incidents being received by students with IEPs from 44% to 37%. (Fall of SY23 compared to Fall SY24)



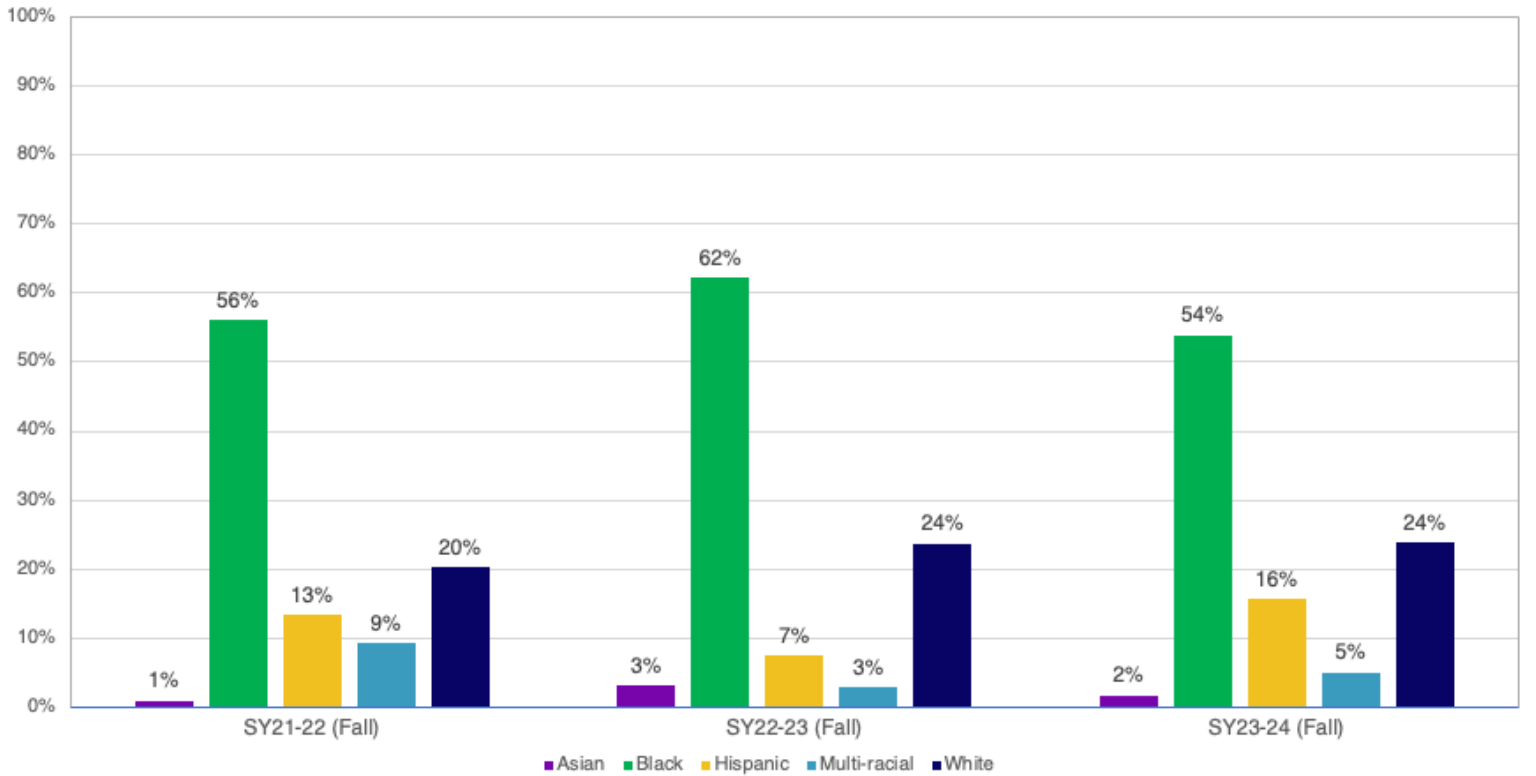
Behavior



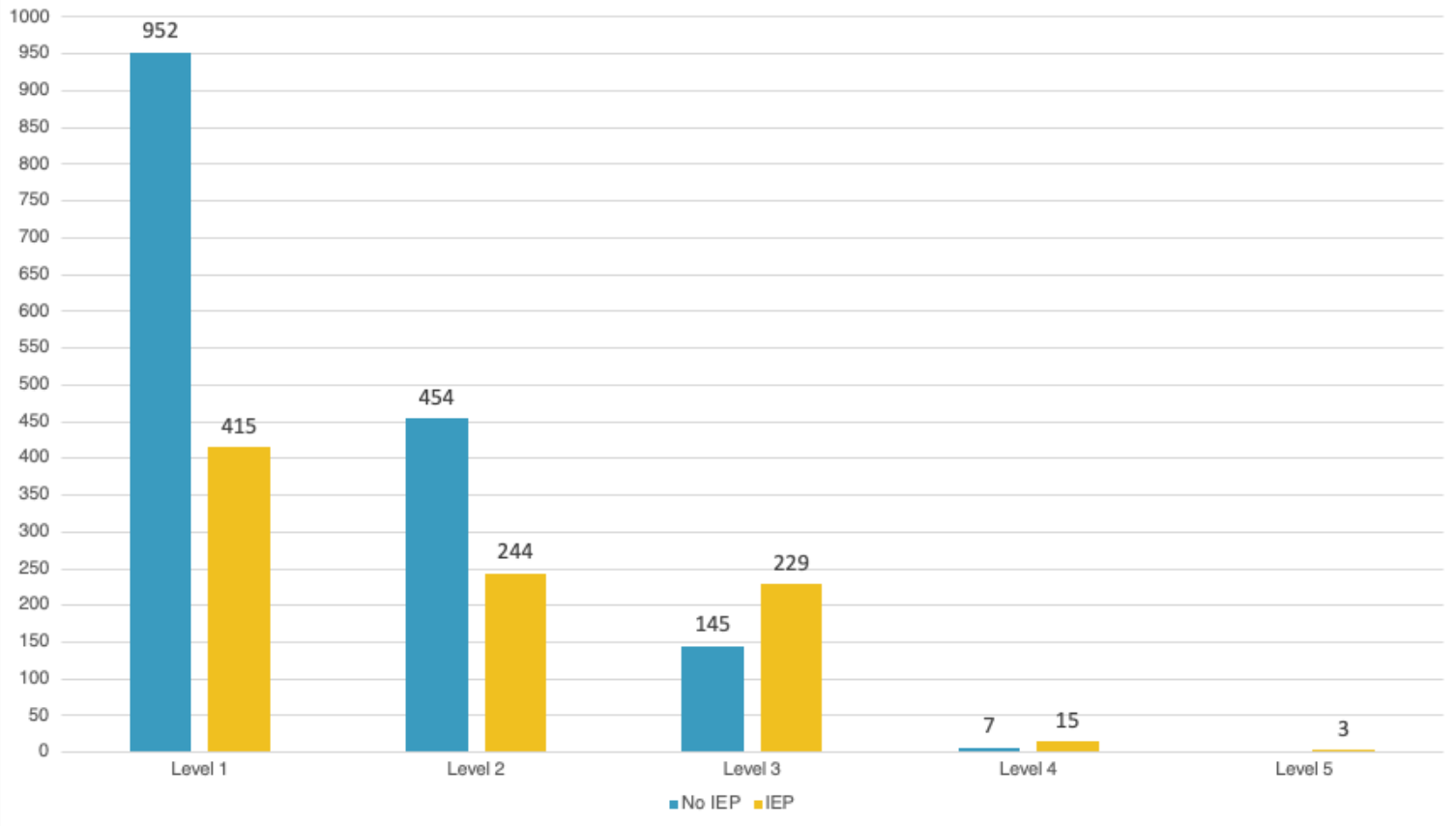
SY24 Behavior Incidents by Race As of October 17th



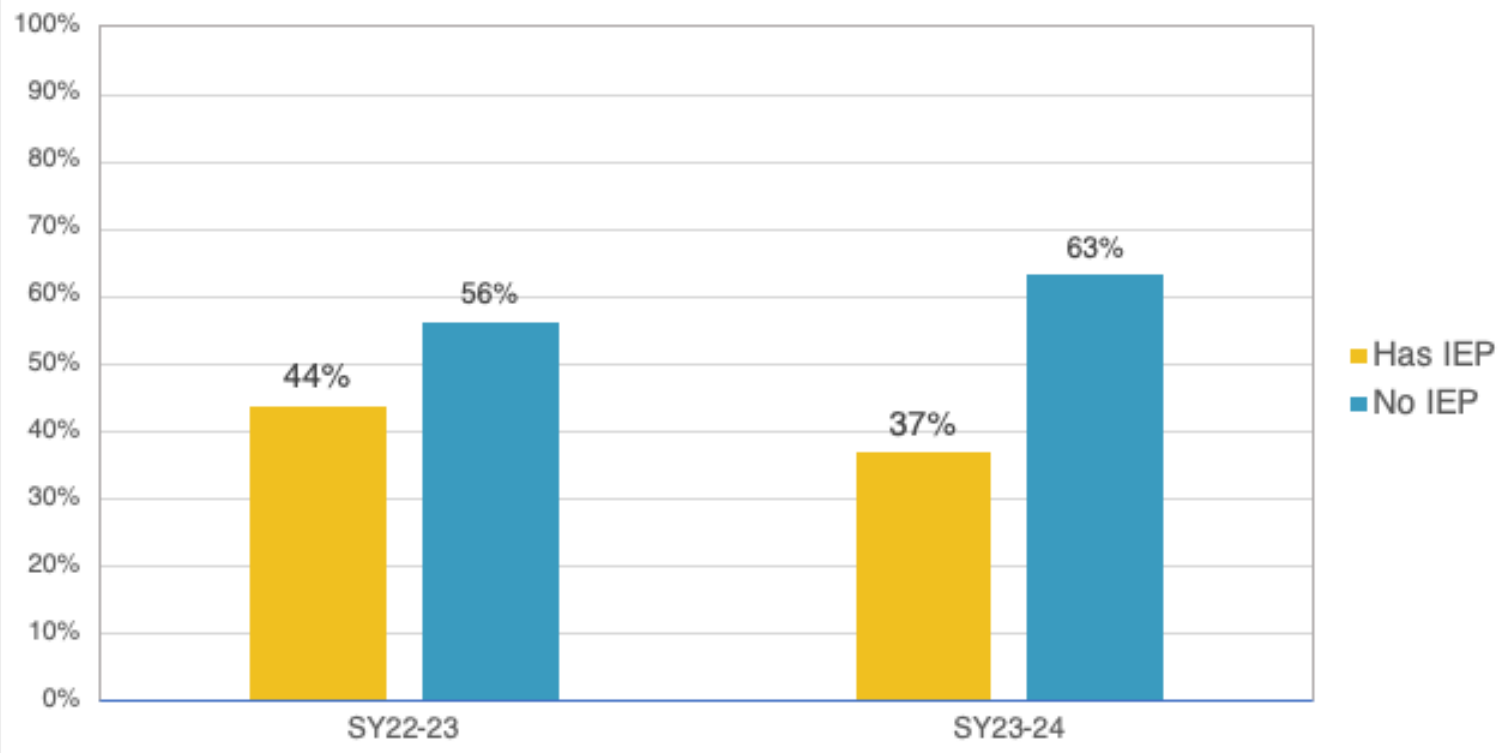
Total Incidents by Race As of October 17th



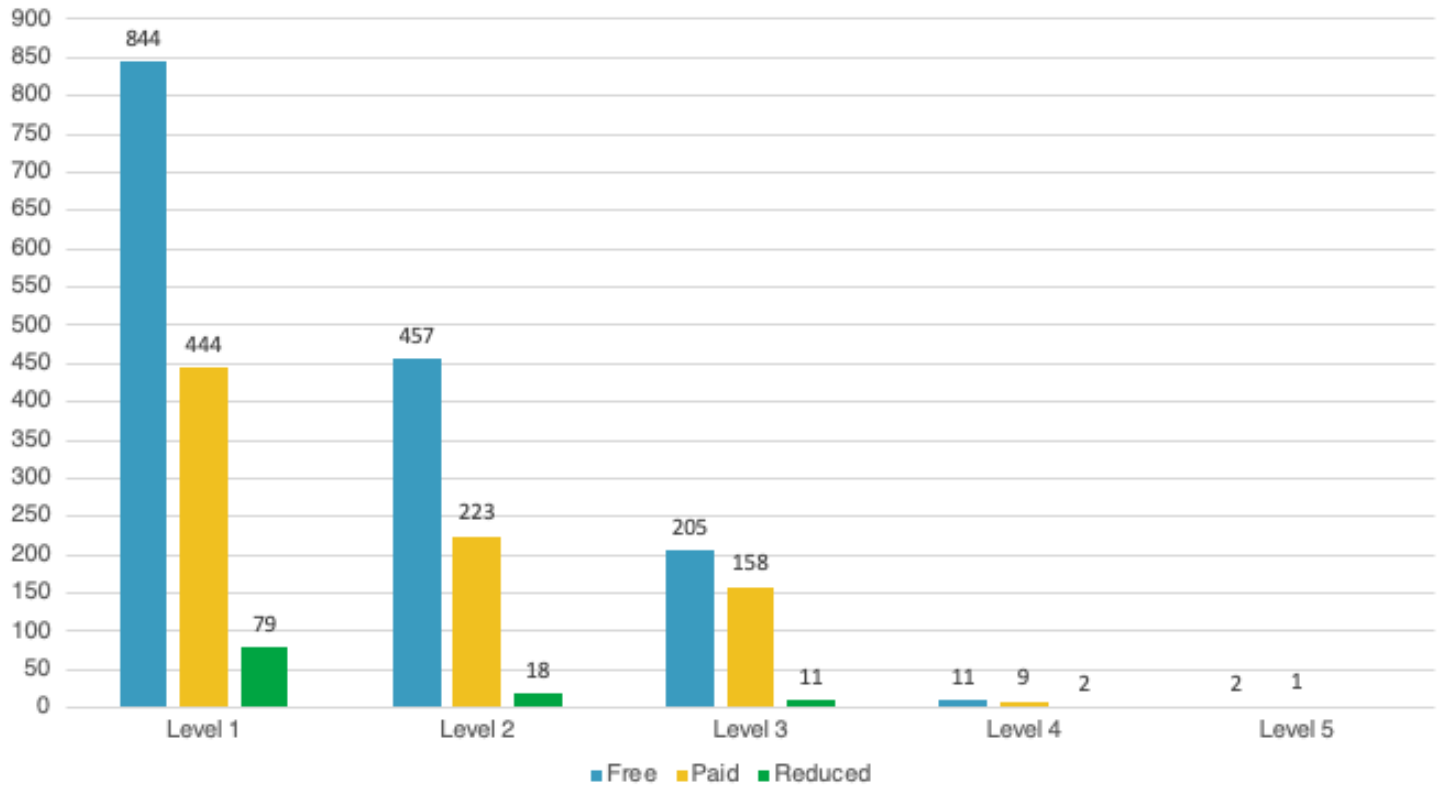
SY24 Behavior Incidents by IEP Status
As of October 17th



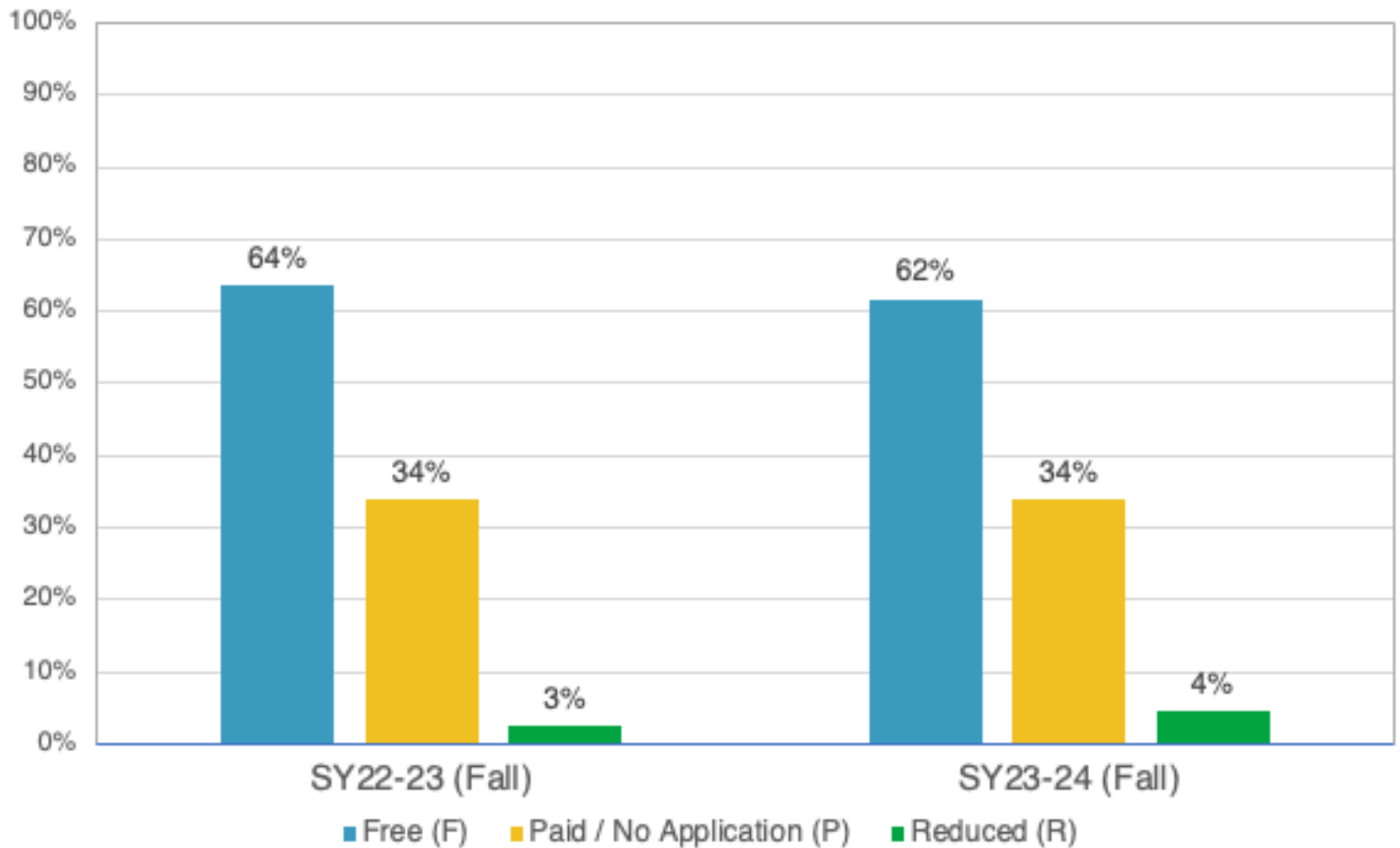
Total Incidents by IEP Status
As of October 17th



SY24 Behavior Incidents by Lunch Status
As of October 17th

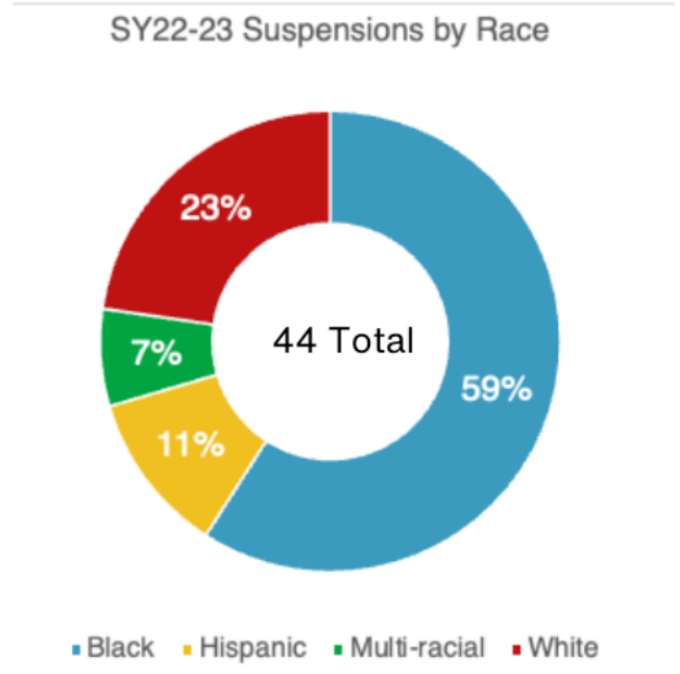
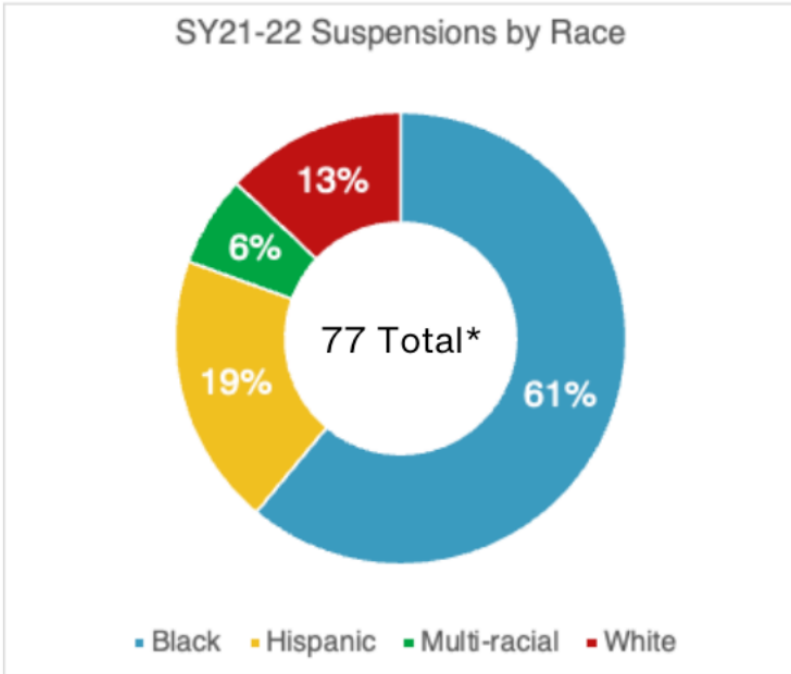


Behavior Incidents by Lunch Status
As of October 17th



Suspension Data

In-School and Out of School Suspensions Included



*Previous reports stated 148 suspensions in SY22. However, after further documentation review, there were 148 days of suspension not 148 total suspensions. Documentation and suspension letters show only 77 total suspensions. The data is coming from the "Suspension Letter Process." When either ISS or OSS is given, the district is notified and the family is notified by the Suspension/ISS letter template.



Student Learning (EPI)

Strategic Objective 2.1: Improve the District's data management, data systems, and the capacity to support district-wide data collection, analysis, and districtwide reporting

Strategic Objective 2.3: Examine various student outcomes disaggregated and analyzed to performance level for all identifiable groups of learners, achievement, and performance gaps.

Key Strategies:

- Development and release of new School Data Dashboard. The School Data Dashboard is a comprehensive tool that includes complete student demographic and programmatic data, attendance, grades, NWEA MAP scores, State testing scores, and behavior incident counts. The Schools Data Dashboard is released after testing sessions, progress reports, and the end of the trimester.
- Modified the EPI and Strategic Plan report format to encompass all essential data while maintaining readability.
- Combined the Reality Check and CCV protocols into one protocol called “Journey Jams” which takes place in 2 hours at the school site and focuses on collaborative problem-solving and consultancy.
- Focus on equitable literacy practices using new instructional materials in K-5 (Wit and Wisdom)
- Build highly effective Professional Learning Communities (PLC) to develop practices to support standards-based learning and grading in middle school.
- Instructional PLCs in middle school science based on a phenomenon and supporting student-led inquiry.



Academic Outcomes Measures and Targets

English Language Arts Academic Goals			Math Academic Goals		
Assessment MAP and IAR	Baseline (SY22)	Goal by 2027	Assessment MAP and IAR	Baseline (SY22)	Goal by 2027
% Meeting College Readiness Benchmarks (SAT) on MAP	73%	80%	% Meeting College Readiness Benchmarks (SAT) on MAP	43%	50%
% at or below the 25th percentile on MAP	16%	12%	% at or below the 25th percentile on MAP	19%	9%
% of students Meeting/Exceeding growth targets on MAP	62%*	75%	% of students Meeting/Exceeding growth targets on MAP	64%*	75%
% of students with Meets(4) or Exceeds(5) on IAR	40%	55%	% of students with Meets(4) or Exceeds(5) on IAR	40%	55%

*Data pulled from SY21-22 assessments. MAP growth targets are Spring to Spring. Previous goals stated growth target from Fall to Spring

Data Reflection

- Increase of 4% of students with “Meets”(4) or “Exceeds”(5) on IAR in ELA and a 1% increase in Math.
- Increase in students meeting CCR(SAT) in math from 43% to 48% on Spring assessment.
- Increase in students meeting CRB(SAT) in ELA in the Fall from 73% in SY23 to 78% in SY24.
- Increase in students meeting CRB(SAT) in Math in the Fall from 46% in SY23 to 52% in SY24.
- Decrease in students at/below the 25th percentile in ELA in the Fall from 15% in SY23 to 12% in SY24.
- Decrease in students at/below the 25th percentile in Math in the Fall from 19% in SY23 to 16% in SY24.
- Increase in students “Making Expected Gains” in ELA from 56% to 60%.
- Decrease in students “Making Expected Gains” in Math from 65% to 60%.
- MAP Fluency scores remain relatively consistent with the exception of percent of students meeting/exceeding benchmarks in Kindergarten “Phonics and Word Recognition-SPN” from 50% to 79% and 2nd grade “Literal Comprehension-ENG” from 74% to 79%.



SY23 Data

English Language Arts Academic Goals			
Assessment MAP and IAR	Baseline (SY22)	Goal by 2027	Spring SY23
% Meeting College Readiness Benchmarks (SAT) on MAP	73%	80%	ELA 73%
% at or below the 25th percentile on MAP	16%	12%	ELA 14%
% of students Meeting/Exceeding growth targets on MAP	62%*	75%	ELA 57%
% of students with Meets(4) or Exceeds(5) on IAR	40%	55%	ELA 45%

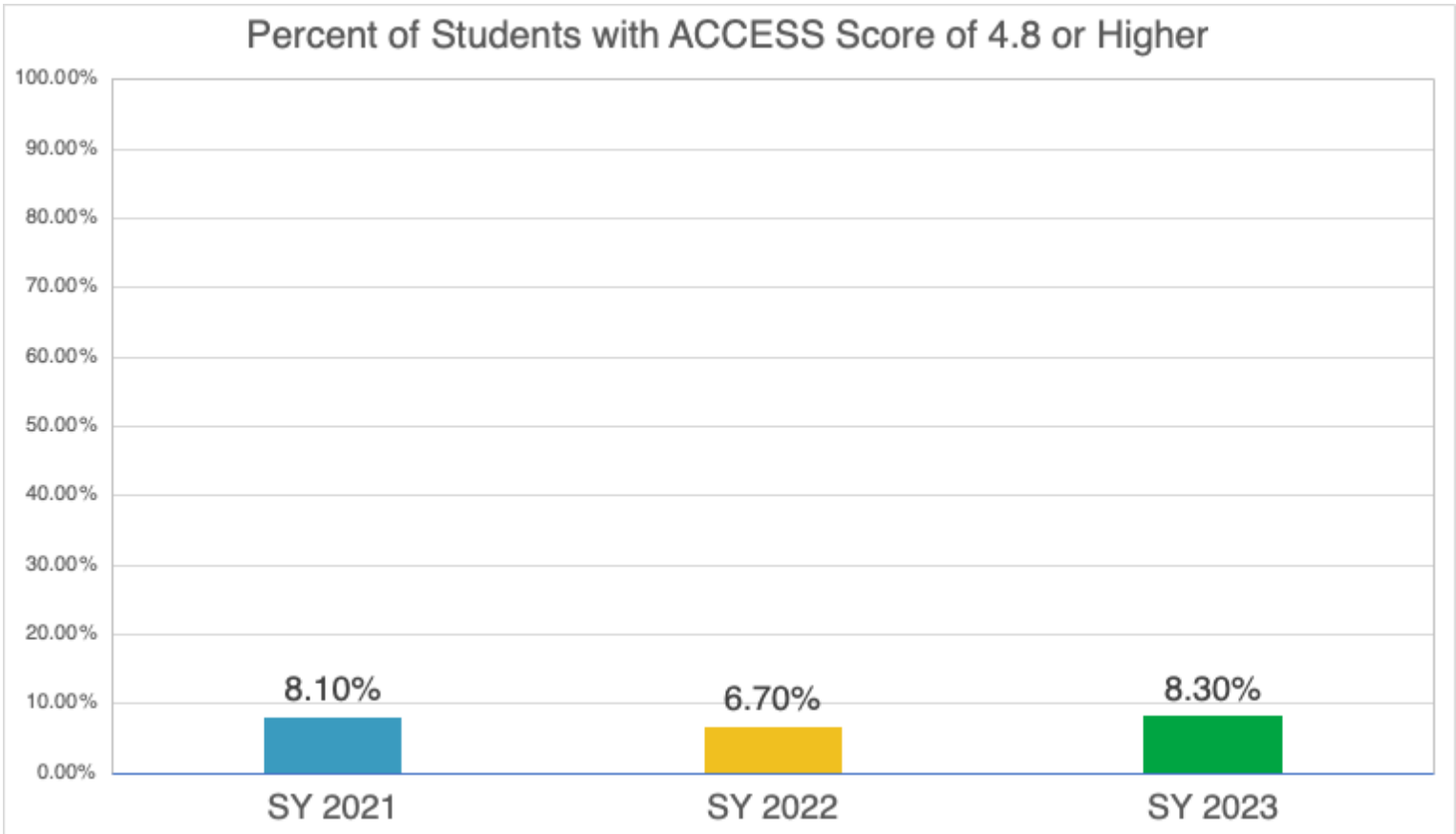
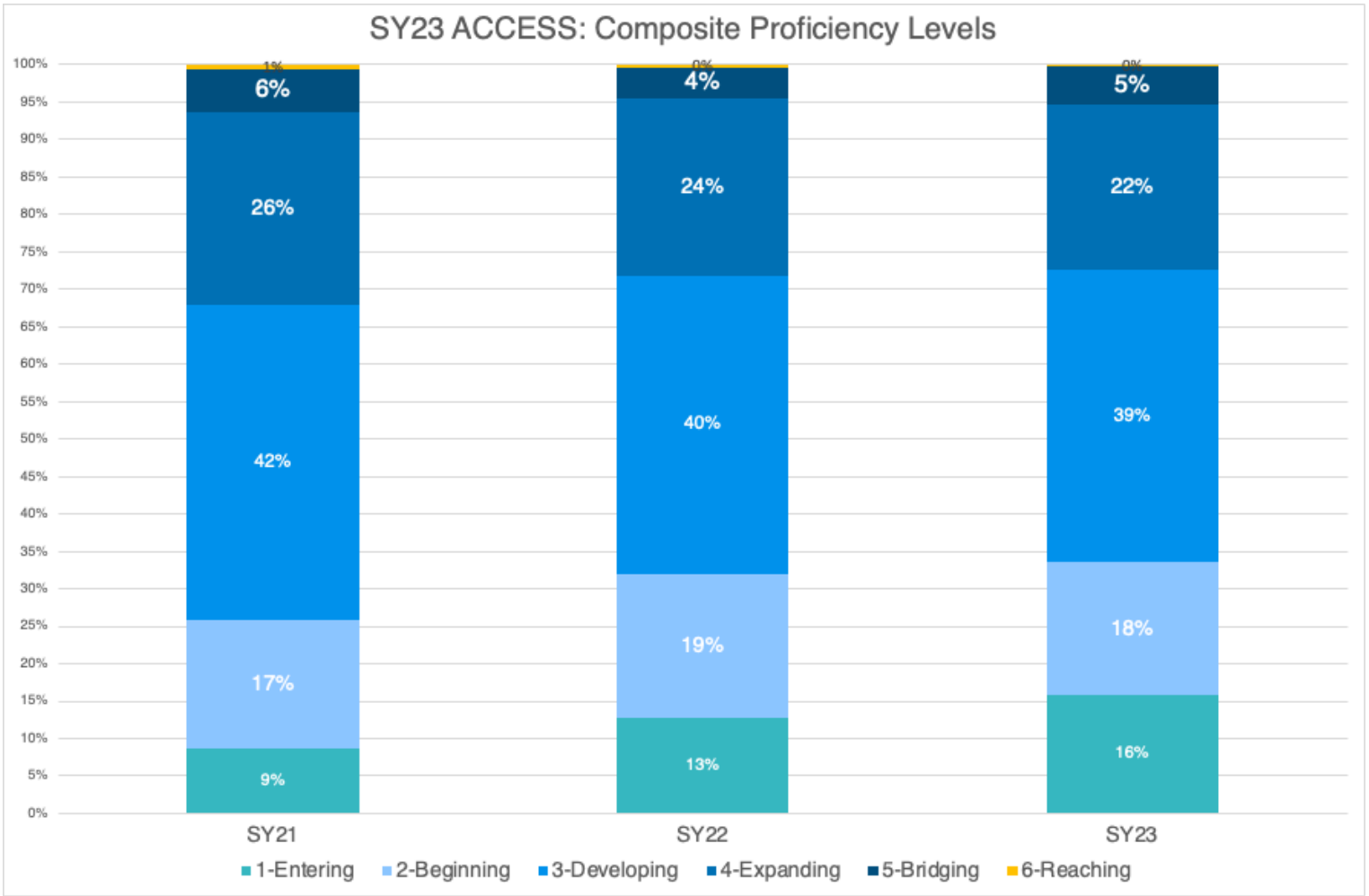
*Data pulled from SY21-22 assessments. MAP growth targets are Spring to Spring. Previous goals stated growth target from Fall to Spring

Math Academic Goals			
Assessment MAP and IAR	Baseline (SY22)	Goal by 2027	Spring SY23
% Meeting College Readiness Benchmarks (SAT) on MAP	43%	50%	Math 48%
% at or below the 25th percentile on MAP	19%	9%	Math 17%
% of students Meeting/Exceeding growth targets on MAP	64%*	75%	Math 58%
% of students with Meets(4) or Exceeds(5) on IAR	40%	55%	Math 41%

*Data pulled from SY21-22 assessments. MAP growth targets are Spring to Spring. Previous goals stated growth target from Fall to Spring

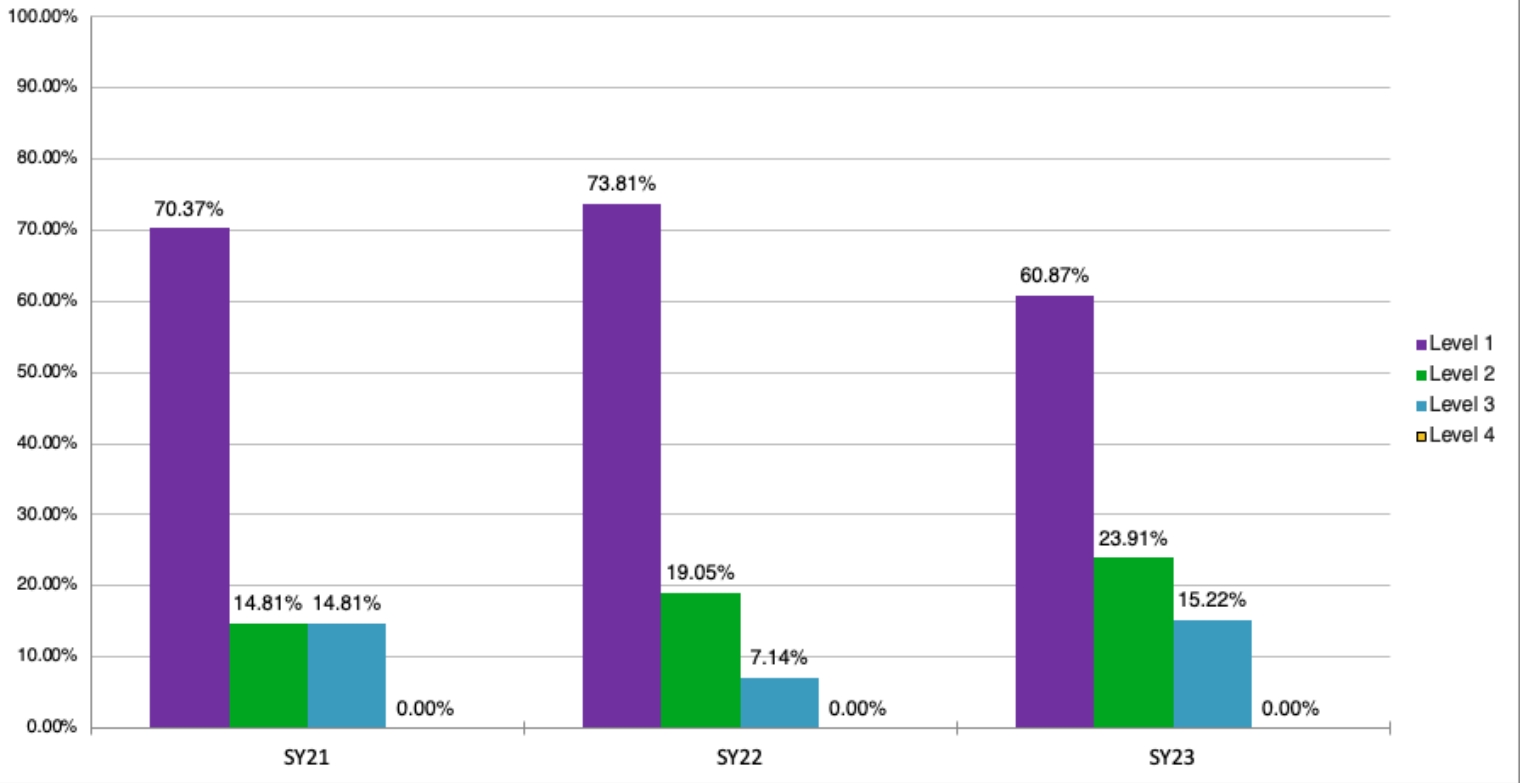


ACCESS (SY23)

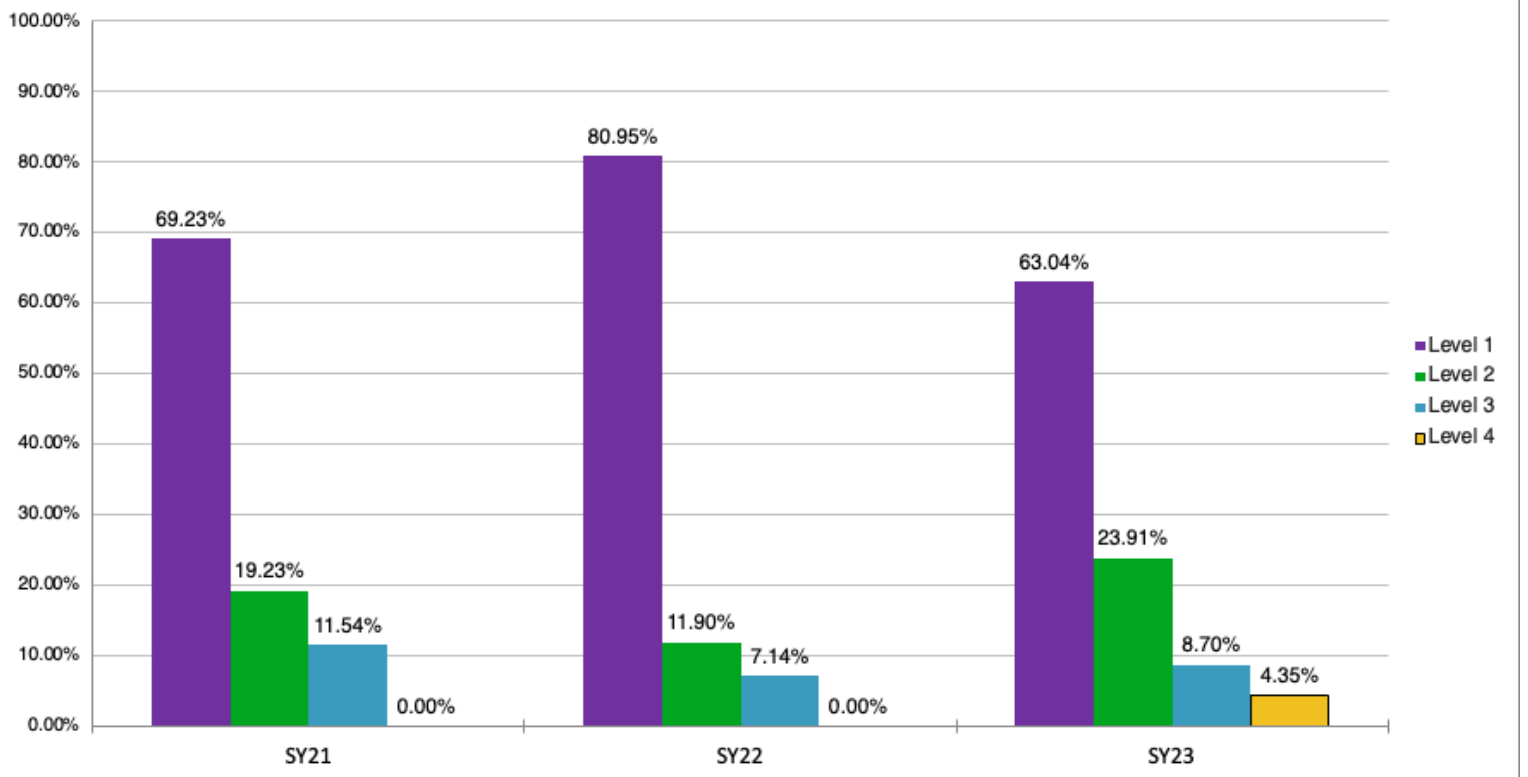


SY23 Dynamic Learning Maps (DLM)

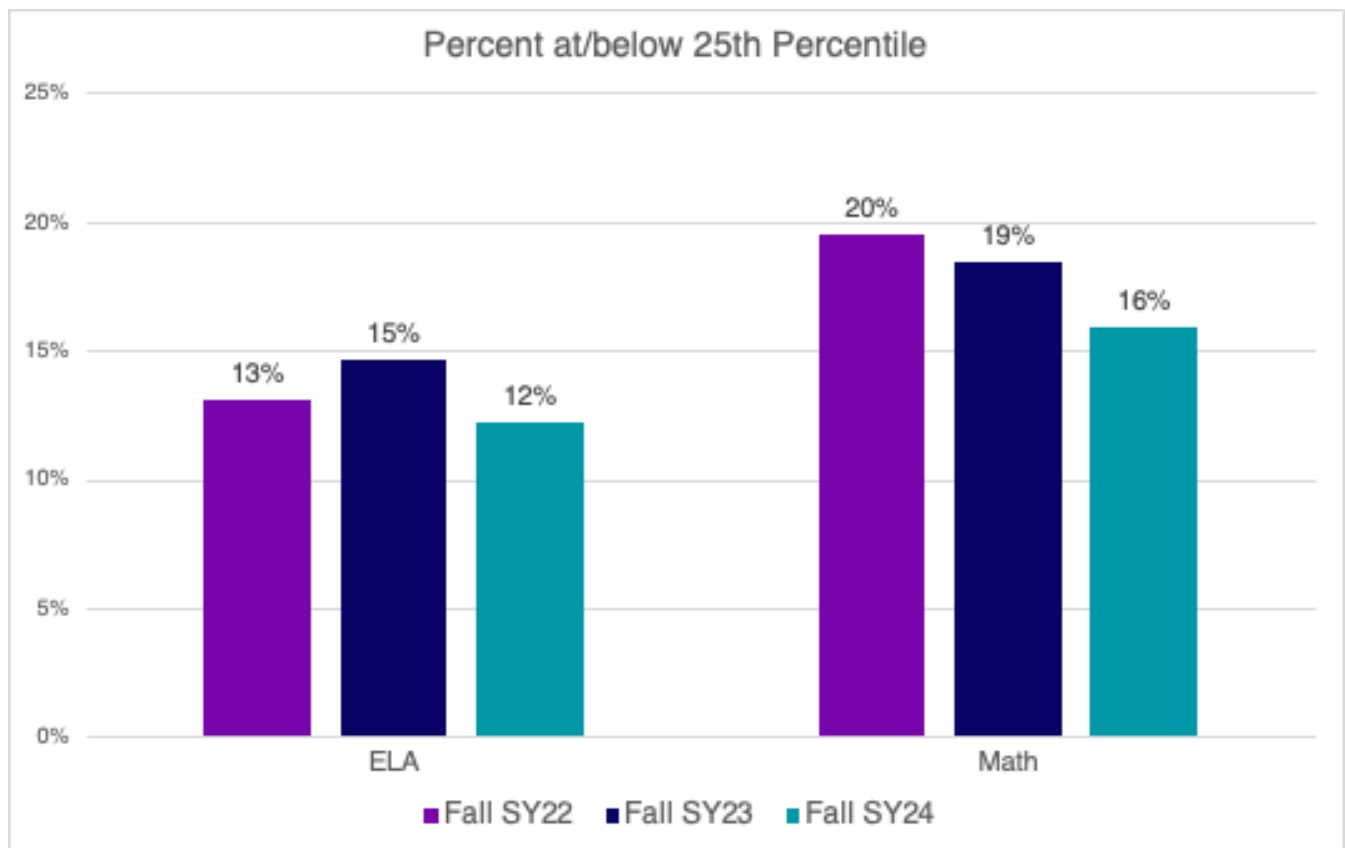
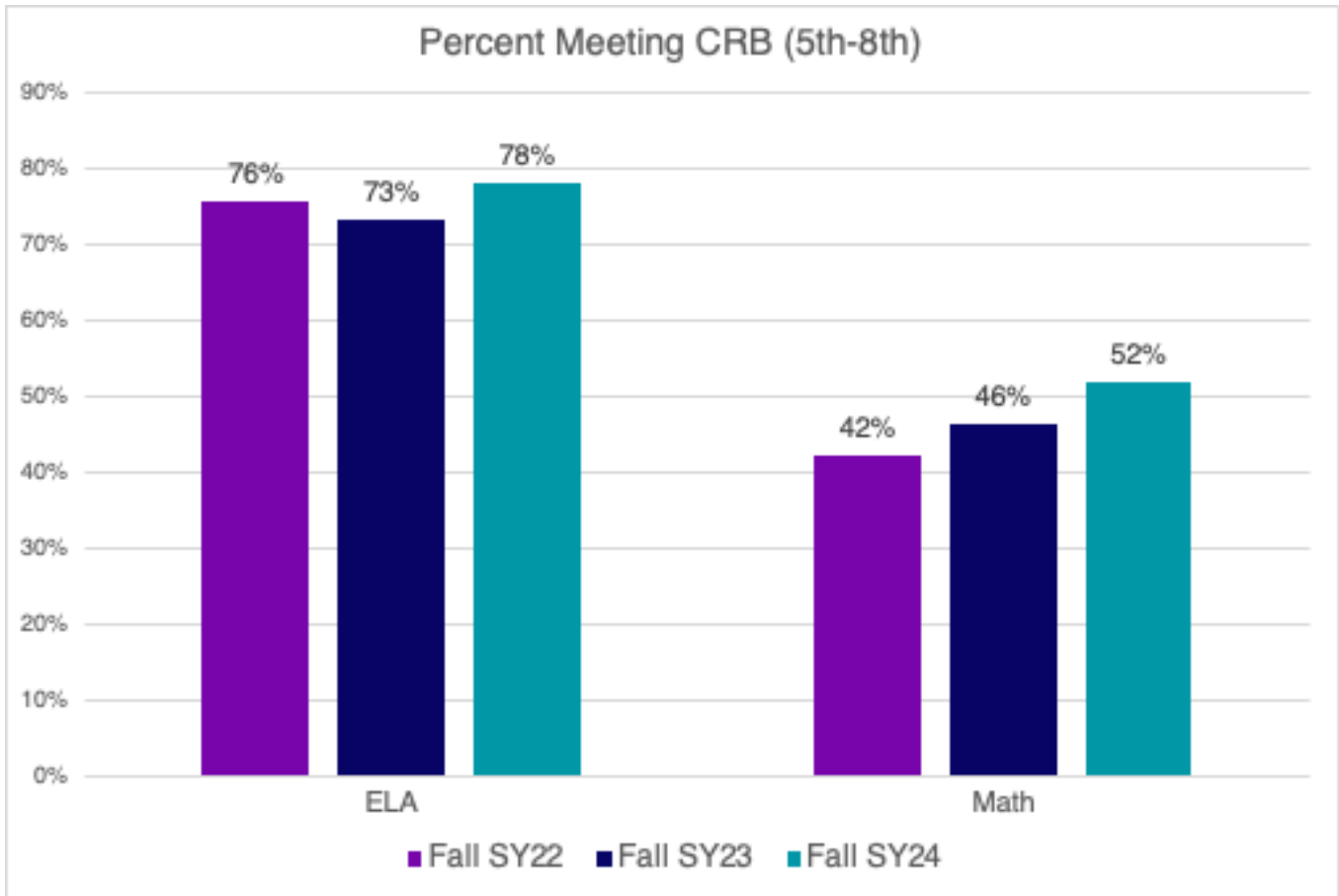
DLM :Percent of Students by Performance Level
ELA



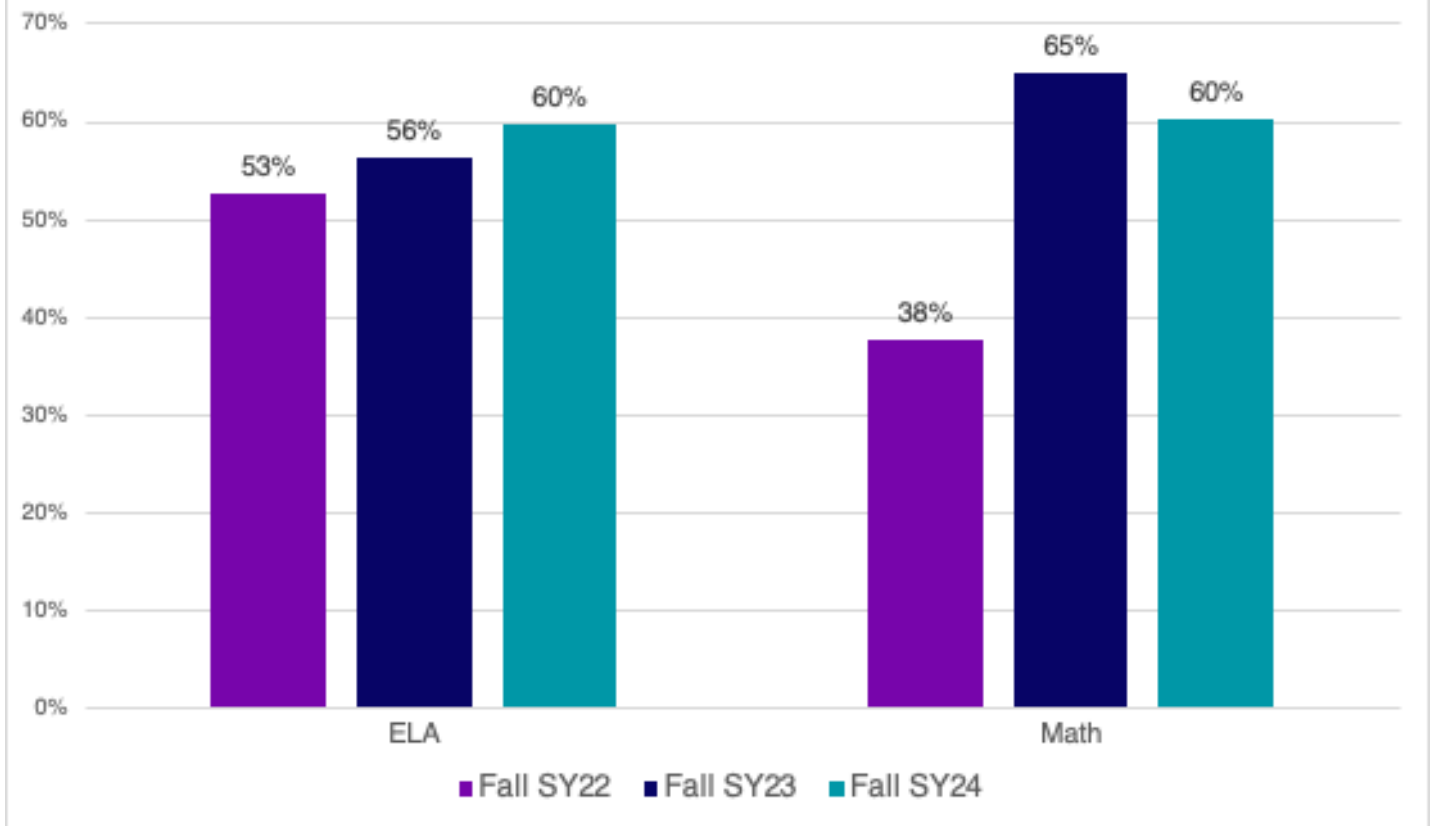
DLM: Percent of Students by Performance Level
Math



SY24 Fall MAP Growth

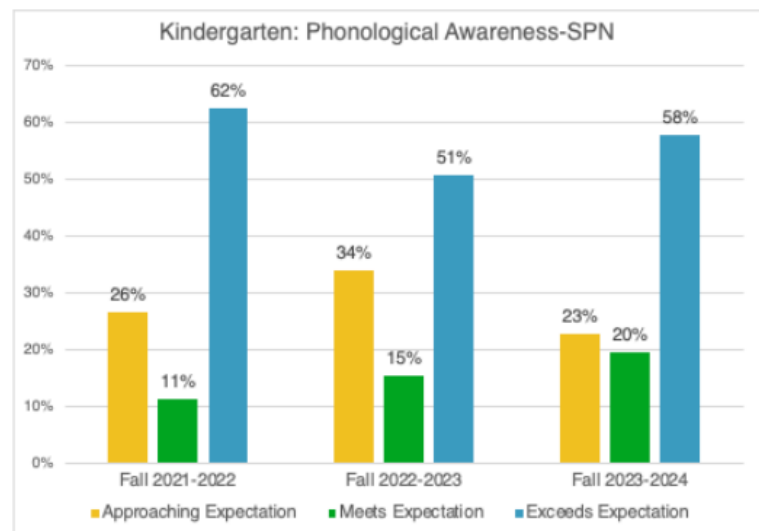
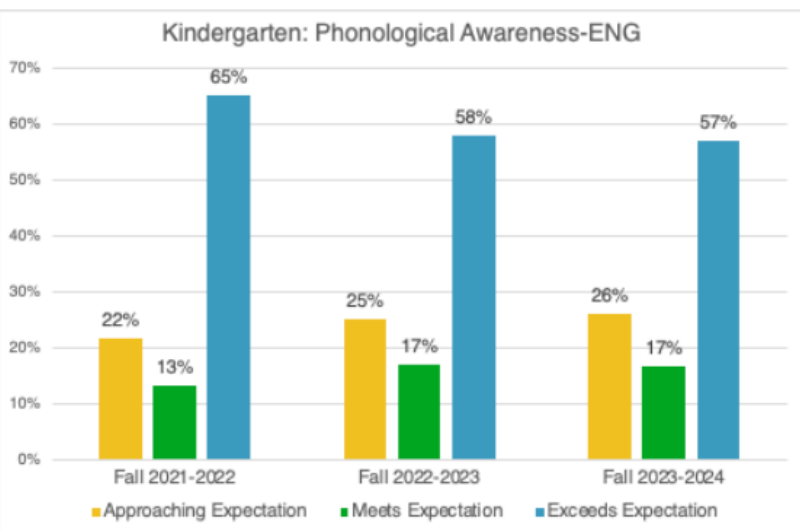
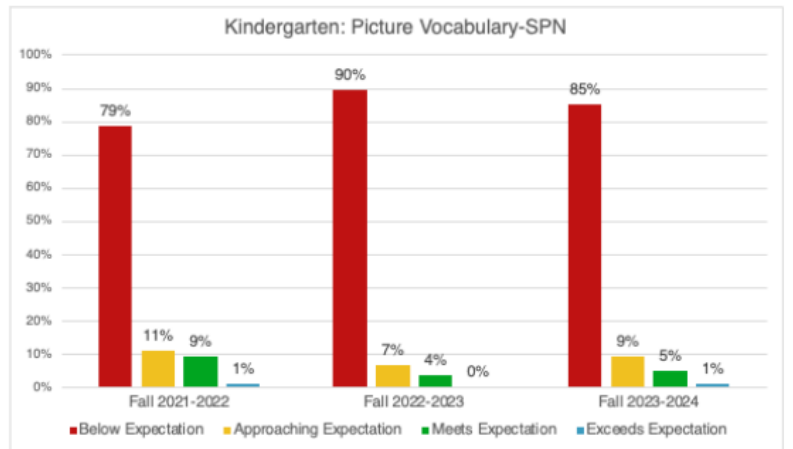
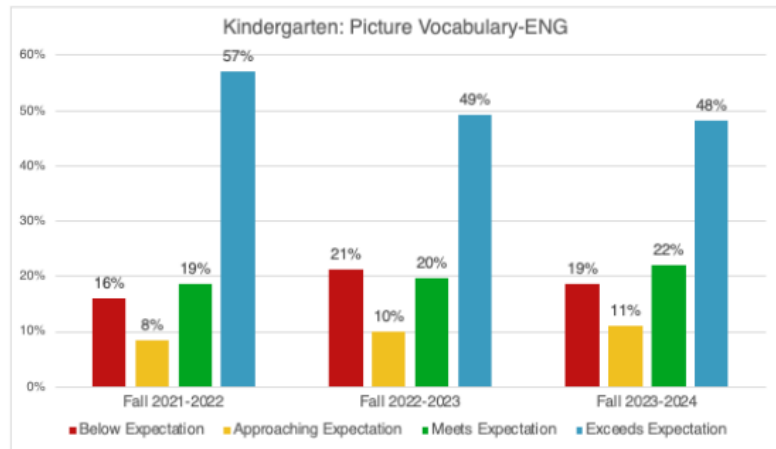
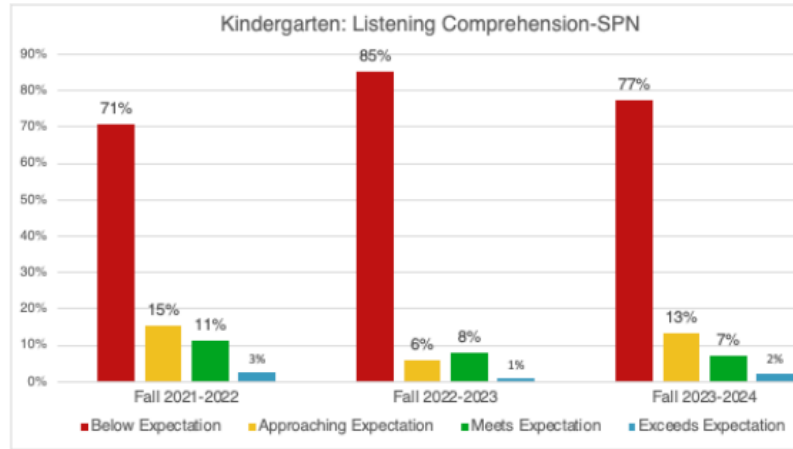
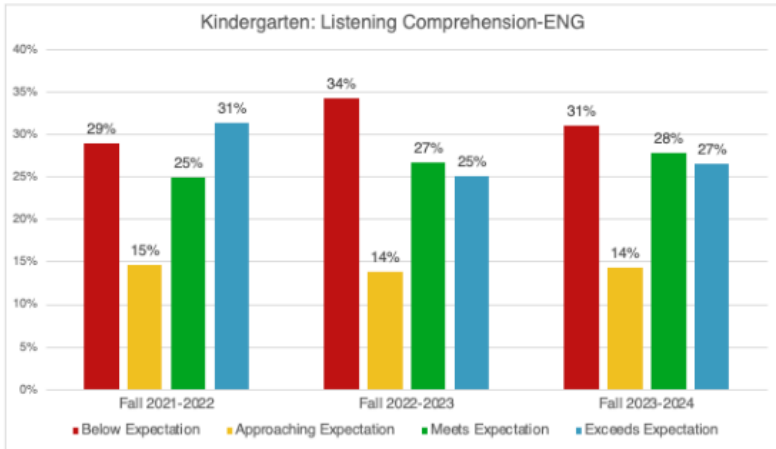


Percent Making Expected Gains (Fall to Fall)

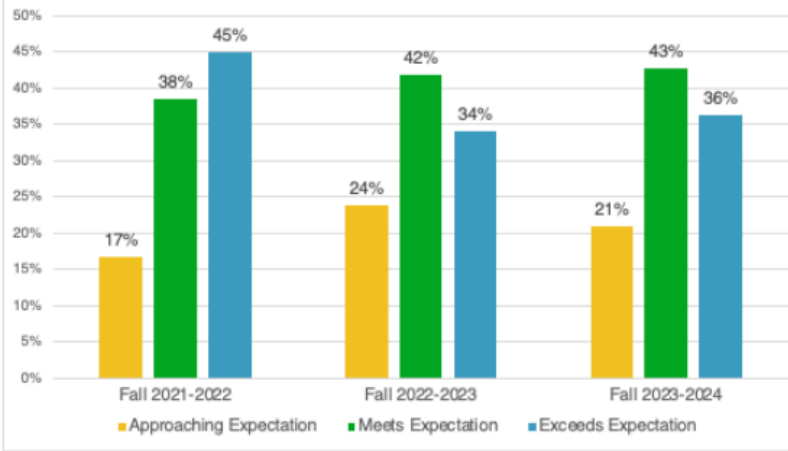


SY24 Fall MAP Fluency

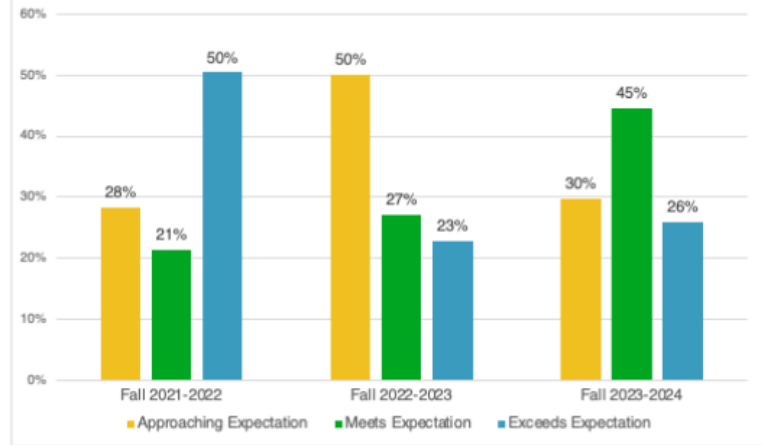
Based on Fall Benchmarks. Benchmarks adjust with each assessment window.



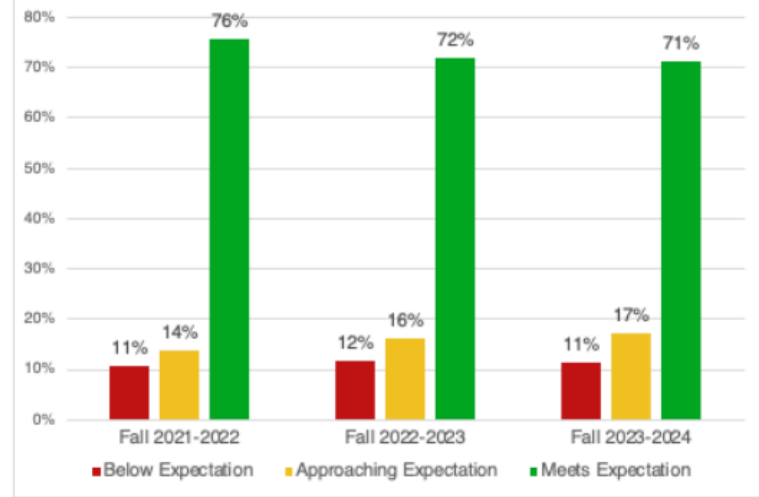
Kindergarten: Phonics and Word Recognition-ENG



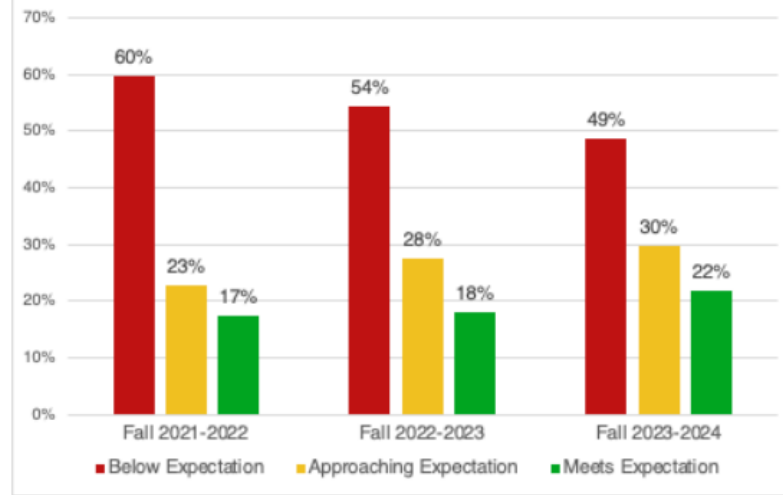
Kindergarten: Phonics and Word Recognition-SPN



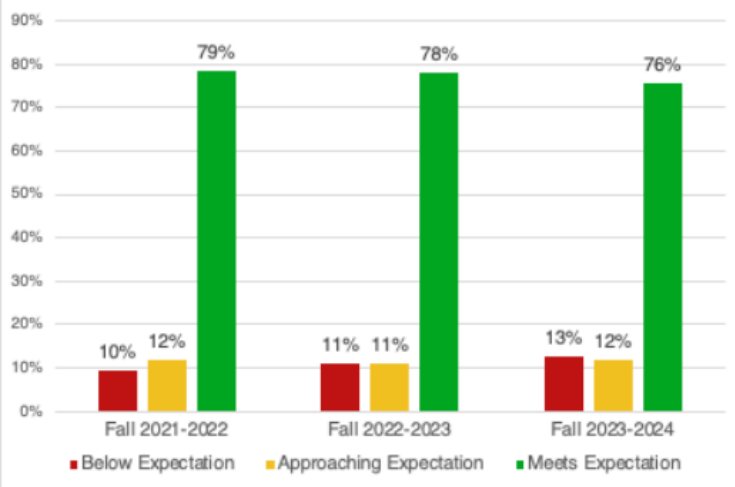
1st Grade: Listening Comprehension-ENG



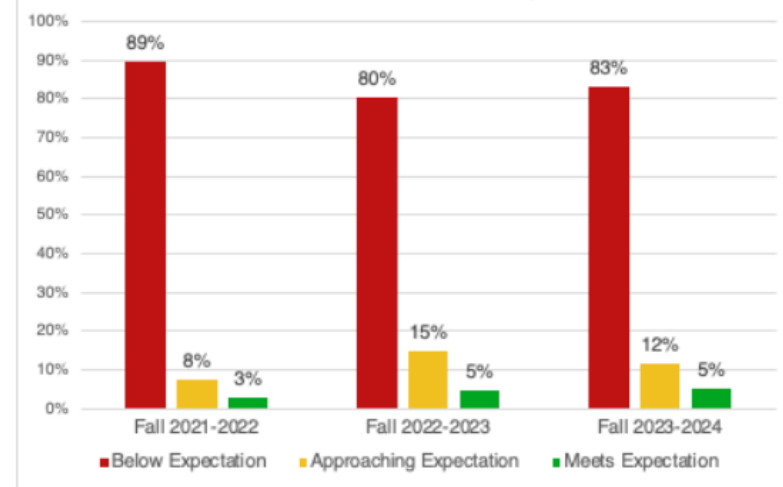
1st Grade: Listening Comprehension-SPN

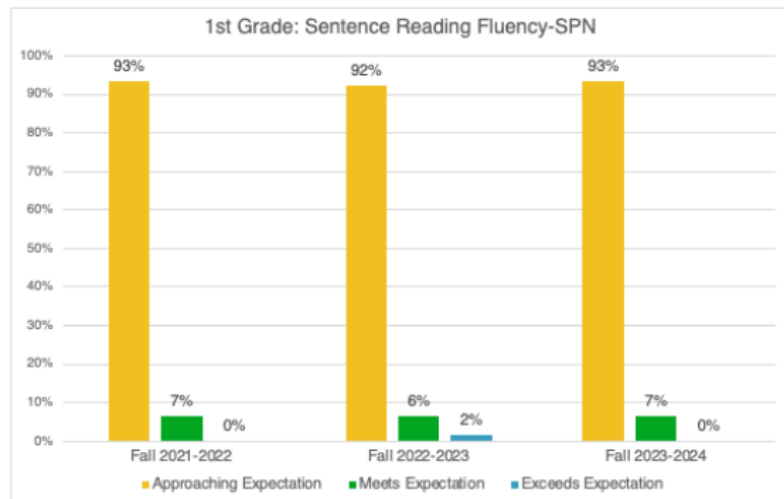
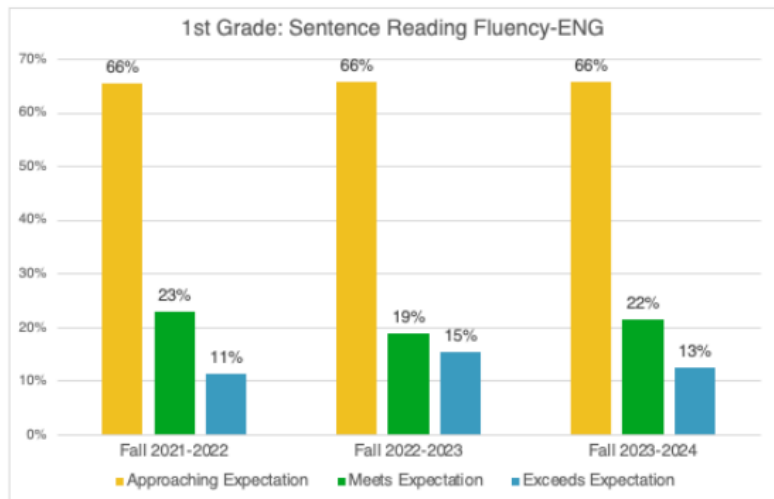
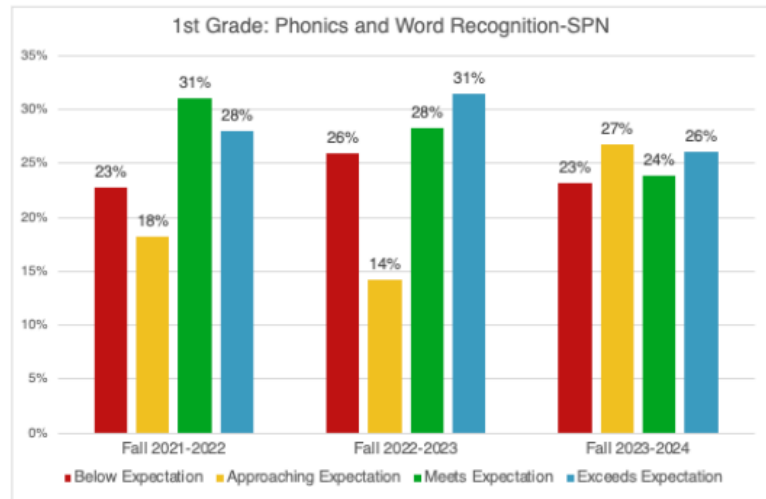
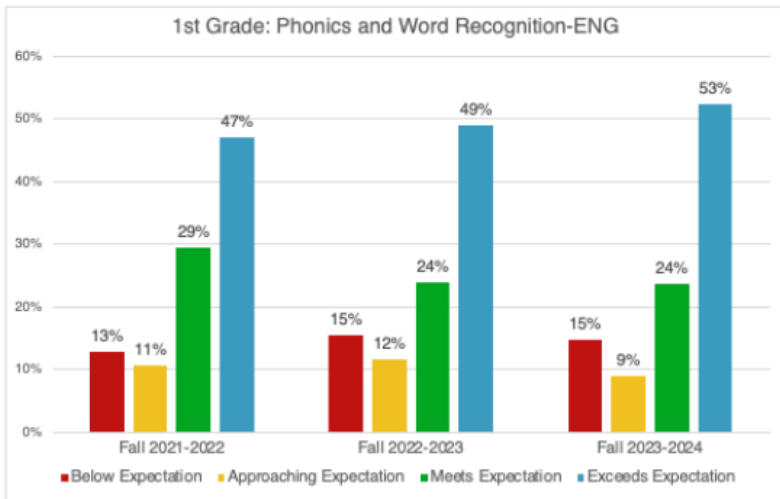
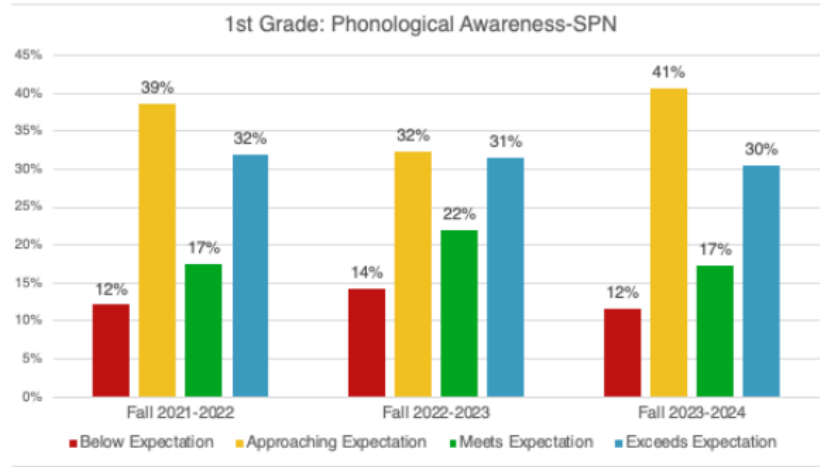
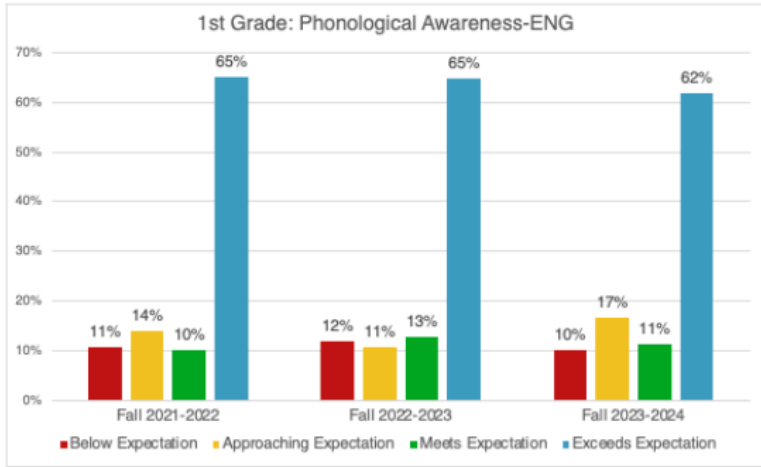


1st Grade: Picture Vocabulary-ENG

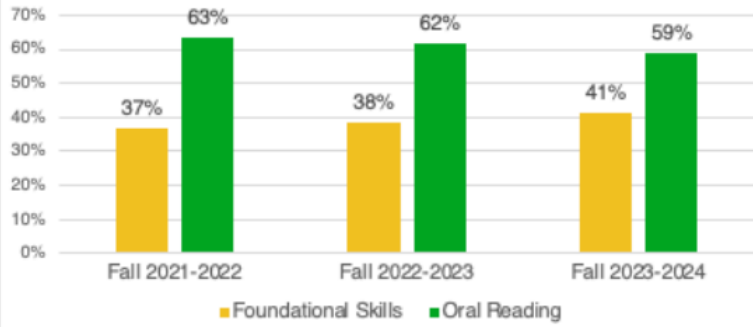


1st Grade: Picture Vocabulary-SPN

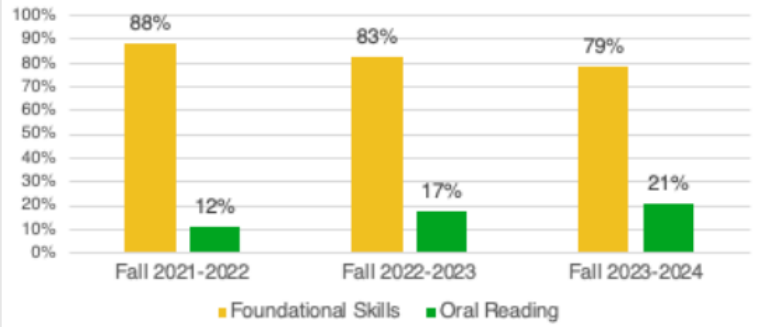




2nd Grade: Oral Reading VS Foundational Skills-ENG



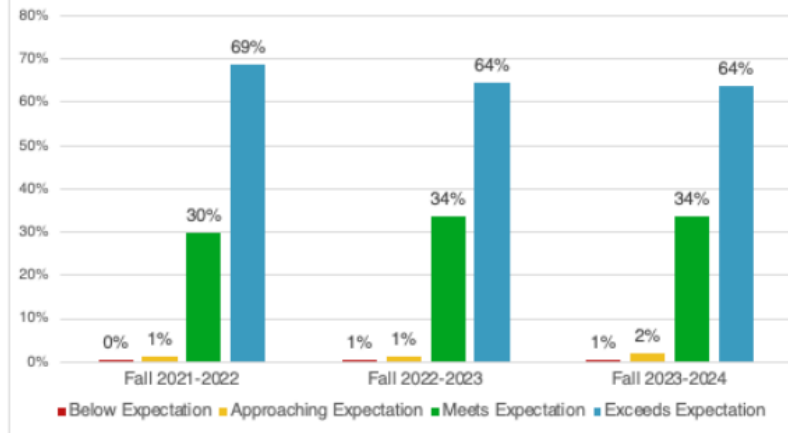
2nd Grade: Oral Reading VS Foundational Skills-SPN



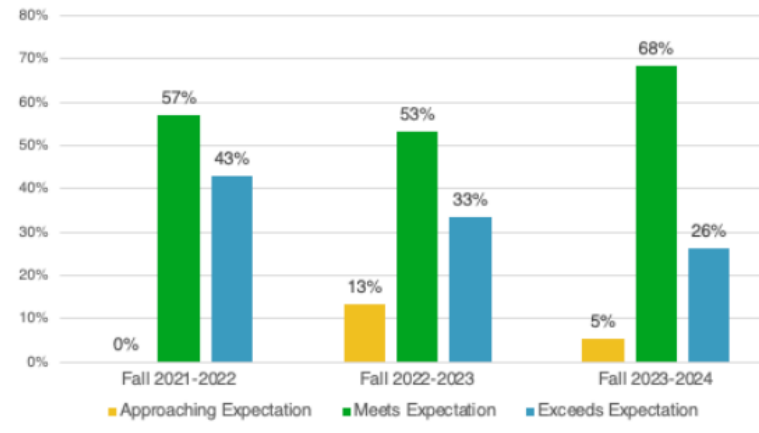
	"n" Size for Oral Reading-ENG
Fall 2021-2022	464 (732)
Fall 2023-2024	421 (683)
Fall 2022-2023	425 (723)

	"n" Size for Oral Reading-SPN
Fall 2021-2022	15 (130)
Fall 2023-2024	23 (132)
Fall 2022-2023	27 (127)

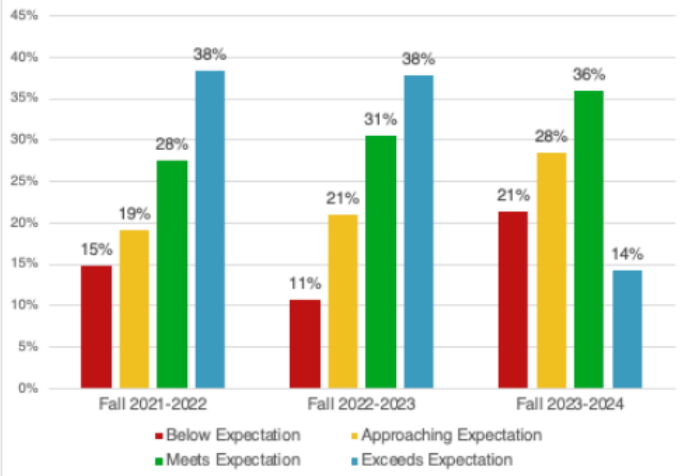
2nd Grade: Oral Reading Rate-ENG



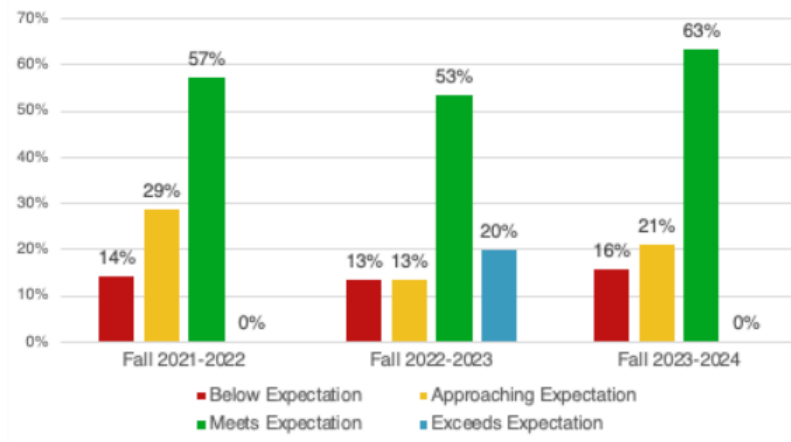
2nd Grade: Oral Reading Rate-SPN

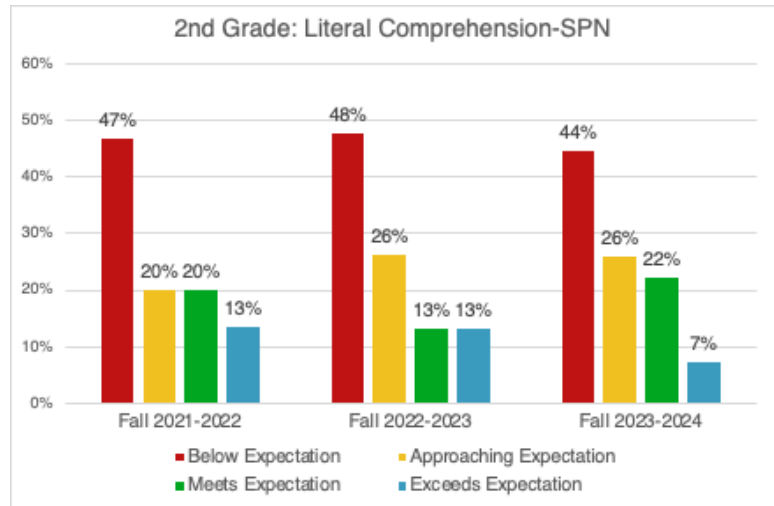
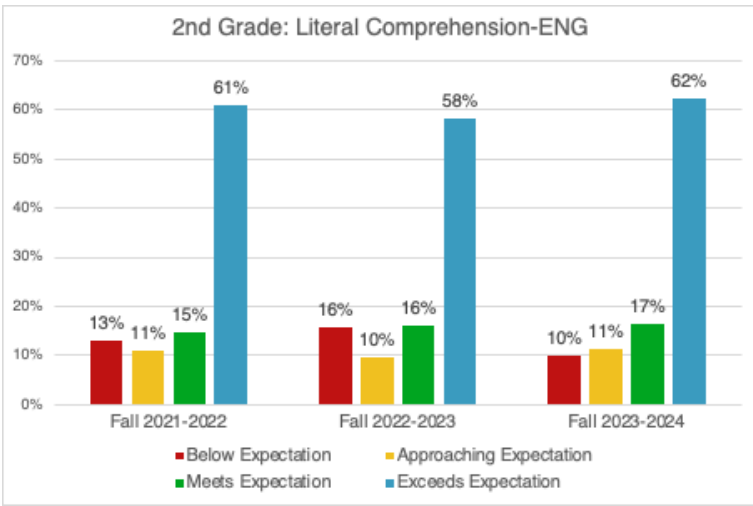


2nd Grade: Oral Reading Accuracy-ENG



2nd Grade: Oral Reading Accuracy-SPN





Elevating Educators(EPI)

Strategic Objective 4.1: Design infrastructure to manage, support, and monitor high-quality professional learning for all employees aligned to Strategic Goal 1 and professional learning provided based on staff-specific needs

Key Strategies:

- CPI training was provided for 80 staff in October and scheduled for more than 60 staff in November.
- Districtwide DEIB training on October 4th with 93% attendance for certified staff (944/1017)

DEIB Training



80+ Educators CPI Trained

Additional Data Disaggregation Tables Available Here

