



**EVANSTON/SKOKIE
SCHOOL DISTRICT 65**

Every Child, Every Day, Whatever it Takes

TO: D65 Board of Education

CC: Dr. Angel Turner, Superintendent

**FROM: Donna Cross, Executive Director of Research, Accountability,
Assessment, and Data (RAAD)**

DATE: February 10, 2025

RE: Equity Progress Indicator and Strategic Plan Update

Objective: Information X Discussion Follow-up Decision

Introduction:

The Research, Accountability, Assessment, and Data (RAAD) department presents the Equity Progress Indicators and Strategic Plan Data Analysis Report, providing a comprehensive overview of key metrics and trends supporting our district's commitment to equity and strategic goals. This report provides an in-depth examination of our district's performance based on the District 65 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) aligned to D65 Strategic Plan Goals:

Learning Conditions(EPI): 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.

***D65 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): 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.

D65 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

D65 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

Elevating Educators(EPI): 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.

D65 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

Data Summary:

Learning Conditions(EPI):

Attendance: Sustained Growth

Attendance continues to show an upward trend, underscoring the district's commitment to fostering a supportive and consistent learning environment. The K-8 average daily attendance (ADA) rose to 93.8%, a notable increase from 93% at this time last year.

Several schools are leading the way with ADA rates of 95% or higher, including:

- Lincolnwood
- Lincoln
- Walker
- Orrington

Additionally, schools such as Rhodes, Haven, King Arts, and Nichols have shown year-over-year improvement in attendance rates, reflecting successful engagement strategies in those communities.

Behavior: Positive Trends with Continued Equity Focus

Behavioral data reflects significant progress in reducing high-severity incidents while highlighting areas requiring equity-driven strategies. Over the past three years, the total number of Level 3, 4, and 5 incidents has steadily decreased from 1,201 in SY22-23 to just 623 in SY24-25—a nearly 50% reduction. This improvement aligns with the district's emphasis on proactive behavioral supports and interventions.

Specific trends include:

- A decrease in the percentage of students with severe incidents, from 5% in SY22-23 to 3.8% in SY24-25, on track to meet the district's goal of 5%.
- For students with IEPs, the total number of incidents dropped from 1,604 to 1,009, and severe incidents decreased from 360 to 301.

However, some disparities persist:

- Black/African American students continue to account for 48% of all incidents, though 80% of these are lower-level classroom incidents (Levels 1 and 2).
- Hispanic/Latino students' share of incidents declined from 18% to 13%, while incidents involving Multi-Racial students increased slightly from 8% to 10%.

These findings call for continued focus on equity and tailored behavioral supports to address root causes and further reduce disparities.

Panorama Survey: Mixed Results in Engagement and Belonging

The Panorama survey revealed both encouraging improvements and concerning declines in student engagement and well-being. Among 5th-8th graders, "Sense of Belonging" reached an all-time high of 58%, up from 51% last year. Additionally, "Well-Being and SEL" responses rose to 73%, also a record high. However, engagement responses for this group remain low, with only 35% expressing positive feelings, a marginal increase from 34%. These trends in the 5th to 8th grades indicate the effectiveness of various social-emotional supports introduced over the past few years (ie consistent SEL curriculum with CharacterStrong, FACE Liaisons, Counselors, Restorative Practices, and culturally responsive teaching practices).

In contrast, responses from 3rd-4th graders highlight emerging challenges:

- Engagement dropped sharply from 58% to 48% from the Spring of last year.
- Black/African American students in this cohort reported significantly lower levels of belonging, with 21% indicating they "Do Not Belong" or "Belong a Little," compared to 10%-13% for other racial/ethnic groups.

These trends underscore the need for targeted initiatives to foster belonging and engagement, particularly for younger students and Black/African American students across all grades.

Student Learning(EPI):

Academic Performance: Stable Averages with Growth Challenges

Academic performance metrics reflect stability in overall achievement but point to notable challenges in growth and readiness benchmarks. Winter MAP Growth testing shows consistent average percentiles across three years for both Language Arts (61) and Math (59). However, declines in growth rates and readiness benchmarks warrant closer attention.

Key findings include:

- A decline in the percentage of students meeting "Expected Growth" (Winter to Winter) benchmarks:
 - Language Arts: 62% in SY23-24 to 53% in SY24-25.
 - Math: 69% in SY23-24 to 49% in SY24-25.
- Slight decreases in college readiness benchmarks for ACT and SAT from Winter of SY23-24:
 - ACT Math dropped from 49% to 45%; ACT Language Arts dropped from 62% to 59%.

- SAT Math dropped from 51% to 47%; SAT Language Arts dropped from 75% to 73%.

At the cohort level, promising trends emerged for older students:

- The 8th-grade cohort improved significantly in Math, with the average percentile rising from 56 in SY22-23 to 67 in SY24-25.
- A reduction in the percentage of students below the 25th percentile for grades 7 and 8 in both Language Arts and Math.

These patterns suggest that while achievement levels remain steady, the district may need to recalibrate instructional strategies to better support growth for all students.

Early Literacy and Fluency: Promising Gains in Foundational Skills

MAP Fluency data highlights strong progress in early literacy, particularly in foundational skills for younger students. Kindergarten and 1st-grade cohorts demonstrated consistent improvement in both English and Spanish metrics, including:

- An increase in the percentage of kindergarteners meeting benchmarks in Spanish "Listening Comprehension" (26% to 36%) and "Phonics and Word Recognition" (54% to 74%).
- For 1st graders, a rise in Spanish phonics proficiency from 48% in SY23-24 to 68% in SY24-25.

Despite these gains, challenges remain in advancing 2nd-grade students to higher oral reading levels in English. While Spanish oral reading rates improved significantly, with 56% of students remaining in advanced stages compared to 32% in SY22-23, English performance saw a slight decline.

Considerations for Next Steps:

Invest in Data-Driven Decision-Making:

- Utilize the trends highlighted in this report to prioritize resources and funding for programs that show measurable impact, such as restorative practices and bilingual education.
- Provide ongoing training for teachers and staff in culturally responsive teaching, trauma-informed practices, and differentiated instruction to better meet diverse student needs.

Attendance

- **Targeted Support for Schools Not Meeting Target:**
 - Identify schools with attendance rates below the district average and implement tailored interventions, such as attendance incentives or family engagement strategies.
 - Investigate underlying factors contributing to lower attendance rates, such as transportation, chronic absenteeism, or family challenges.
- **Sustain Momentum at High-Performing Schools:**
 - Recognize and share successful practices from schools with 95%+ attendance rates (e.g., Lincolnwood, Lincoln, Walker, Orrington) to replicate their strategies district-wide.

Climate & Culture and Behavior

- **Equity-Focused Interventions:**
 - Analyze classroom management practices and behavioral support systems to address the high proportion of lower-level incidents (Levels 1 and 2) among Black/African American students.

- Continue to expand restorative justice programs to reduce disparities in incident rates and promote conflict resolution skills among students and staff.
- **Increase Belonging and Engagement for Grades 3-4:**
 - Develop programs or activities focused on creating inclusive spaces for younger students, especially Black/African American students who reported low belonging.
 - Provide training for teachers on fostering a sense of belonging in classrooms.
- **Sustain Gains in Grades 5-8:**
 - Build on the improvements in "Sense of Belonging" and "Well-Being and SEL" by celebrating and scaling successful practices, such as mentorship programs or extracurricular activities.
- **Expand Engagement Strategies:**
 - Identify barriers to engagement and involve students in co-designing activities or curricula that are more relevant and meaningful to their experiences.

Academic Performance

- **Support for High-Needs Students and Students Not Meeting Growth Targets:**
 - Focus on differentiated instruction and targeted interventions for students who are not meeting growth targets.
 - Prioritize additional supports for students below the 25th percentile, focusing on skill recovery and scaffolding strategies to accelerate progress.
- **Leverage Cohort Insights:**
 - Expand strategies that have contributed to 8th-grade cohort success in Math and Language Arts, such as targeted supports or small-group instruction.
- **Early Literacy Initiatives:**
 - Strengthen programs supporting early literacy and fluency, especially in English oral reading for 2nd graders, while continuing to expand bilingual supports in Spanish



Equity Progress Indicator and Strategic Plan Report

February 10, 2025



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:

- Roll out of SEL and Behavior MTSS Framework with all school leaders, FACE Liaisons and Counselors to support Tier 1, 2 and 3 identification and intervention.
- Working to complete slide decks for Tier 1 Morning Meeting for the entire school year to use for all PreK-5th grade classrooms in SY26. Currently have about half of a year worth of each grade-level slide deck.
- FACE Liaisons facilitated Crisis Prevention Intervention(CPI) training for 138 staff members. 70 additional staff members have been trained in de-escalation training.
- Culture and Climate Team are facilitating Restorative Conversations to resolve conflict between families and schools.
- FACE Liaisons host weekly lunchtime groups held in elementary schools to increase students' sense of belonging and connection to school.
- Revamped the attendance notifications going out to families as of January 13th at various thresholds of absences. This is allowing schools and district to refocus on student absenteeism and returning to a regular practice prior to COVID.



Attendance

Attendance Measures and Targets

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

Data Reflection

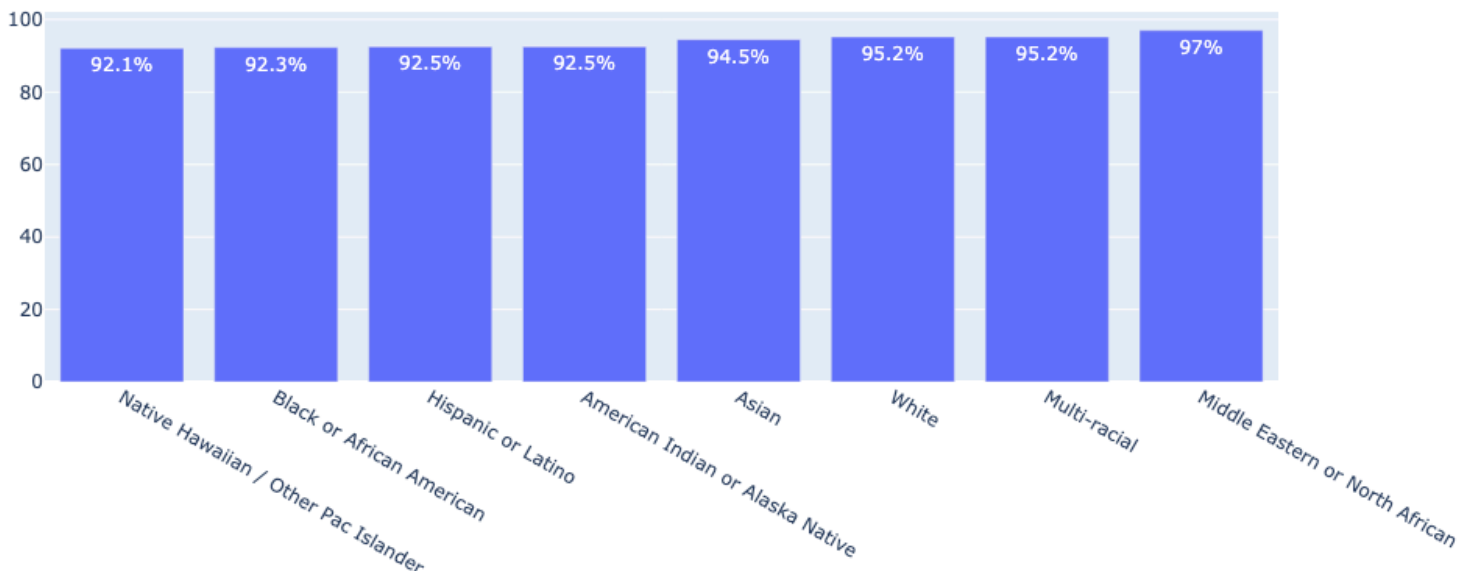
- K-8 ADA is 93.8% up from 93% this time last year.
- Lincolnwood, Lincoln, Walker, and Orrington are 95 % or higher.
- Rhodes, Haven, King Arts, and Nichols have higher attendance rates compared to this time last year.

Average Daily Attendance (K-8)

January 13th, 2025

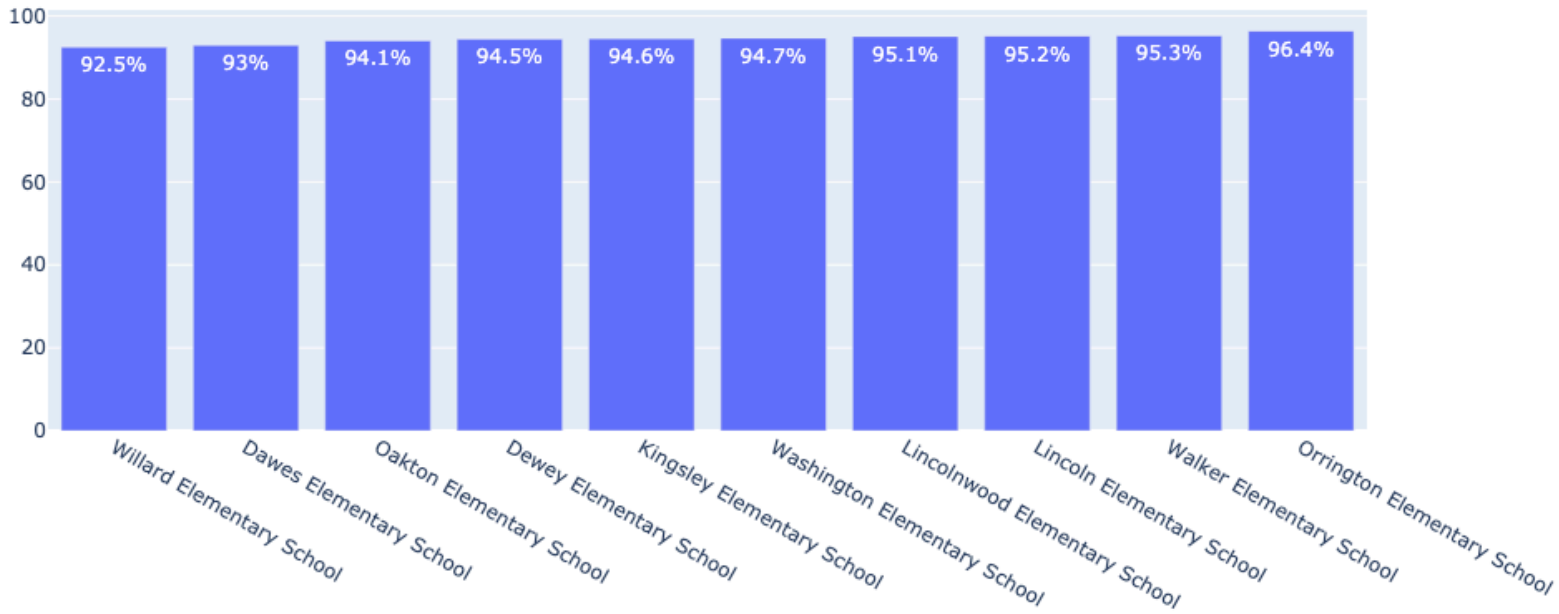


Average Daily Attendance by Race/Ethnicity
Jan. 13, 2025

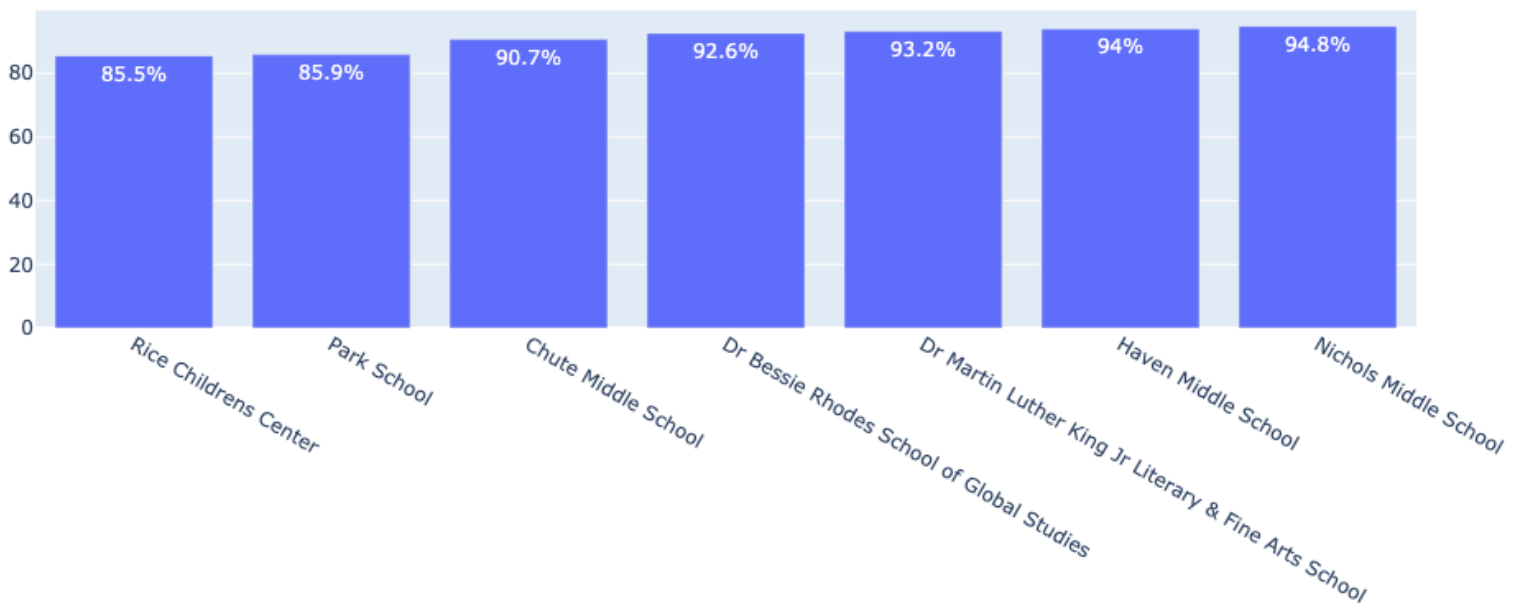


Attendance

Average Daily Attendance (K-5)
Jan. 13, 2025



Average Daily Attendance (Middle/Magnet/Specialty)
Jan. 13, 2025



Behavior



Behavior Incident (Branching Minds) Measures and Targets

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

Data Reflection

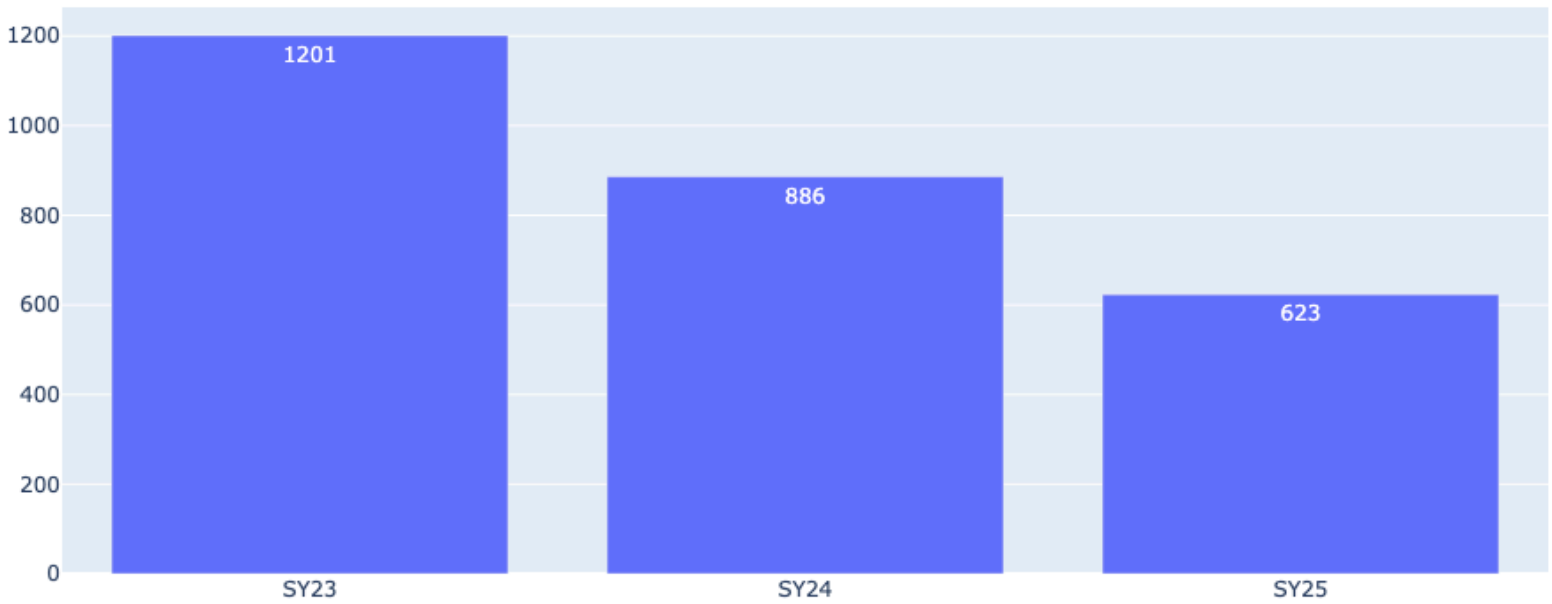
- A steady decrease in the number of Level 3, 4 and 5 incidents over the past 3 years, with 1201 in SY22-23 to 623 in SY24-25.
- Percent of incidents by race is fairly consistent across the past 3 years with “Black/African American” students making up about 48% of all incidents. However, over 80% of the incidents for “Black/African American” are Level 1 and Level 2 (classroom) incidents.
- Slight decrease in percent of incidents for “Hispanic/Latino” students from 18% in SY22-23 to 13% in SY24-25.
- Slight increase in percent of incidents from SY22-23 to SY24-25 for “Multi-Racial” students from 8% to 10% and for “White” students from 20% to 26%.
- Percent of students with a Level 3, 4, or 5 incident has decreased from 5% in SY22-23 to 3.8% in SY24-25 on track to meet or exceed our 5% goal.
- Percent of Level 3,4,and 5 incidents is 23.5%-slightly less than in SY22-23 at 26.7% and slightly higher than our goal of 22%.
- Positive trends in behavior incidents by IEP status. The total number of incidents for students with IEPs in SY24-25 is 1009, a significant decrease from 1604 in SY23-24. There is also a significant decrease in the number of Level 3, 4, and 5 incidents for students with IEPs from 360 in SY23-24 to 301 in SY24-25.
- As of January 17th, there are a total of 8 Out of School (OSS) suspensions from 7 students. (.1% of students have a suspension)
- Of the 7 students with out of school suspensions, 5 students are Black/African American and 2 students are Hispanic/Latinx.



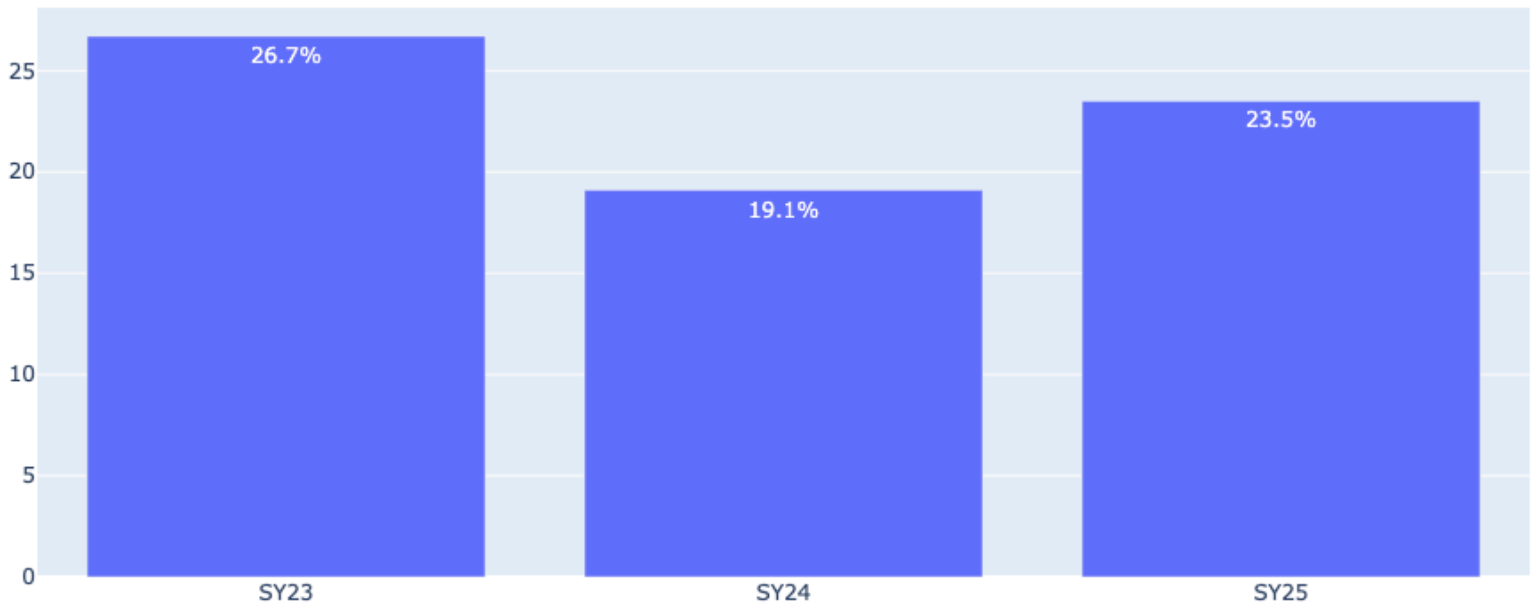
Behavior



Total Count of Level 3, 4 and 5 Incidents
Jan. 13, 2025



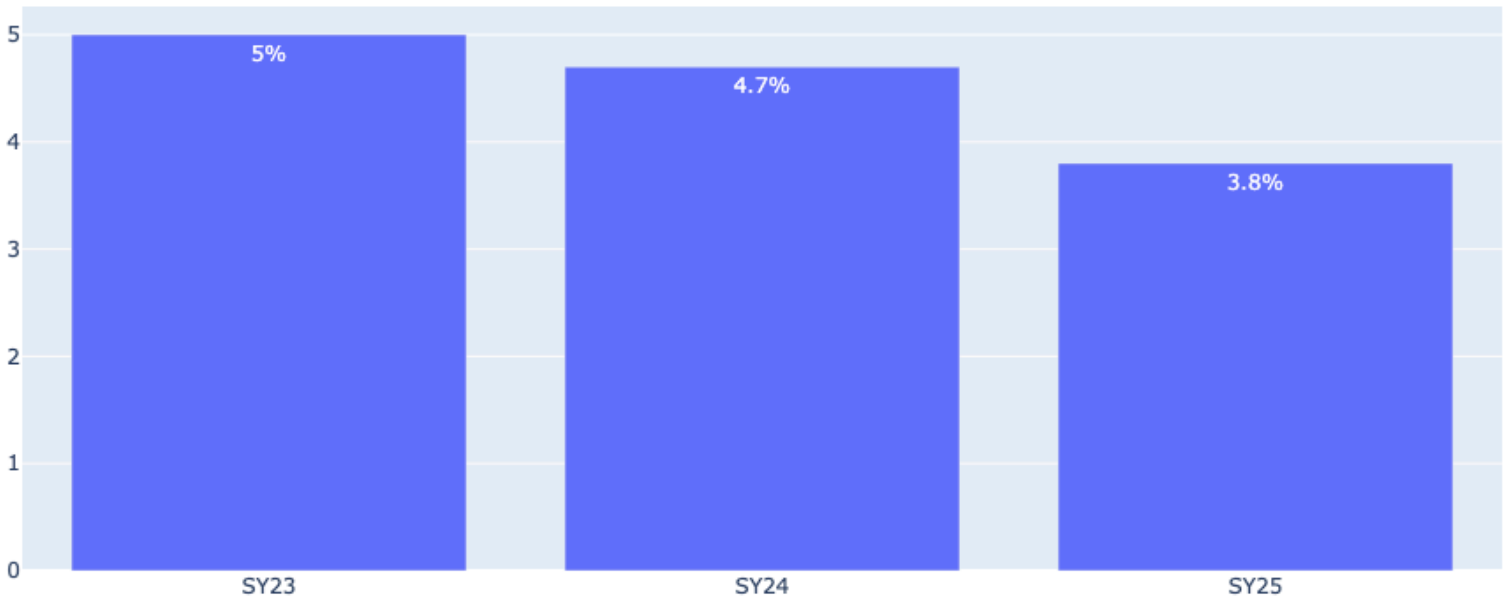
Percent of Level 3, 4 and 5 Incidents
Jan. 13, 2025



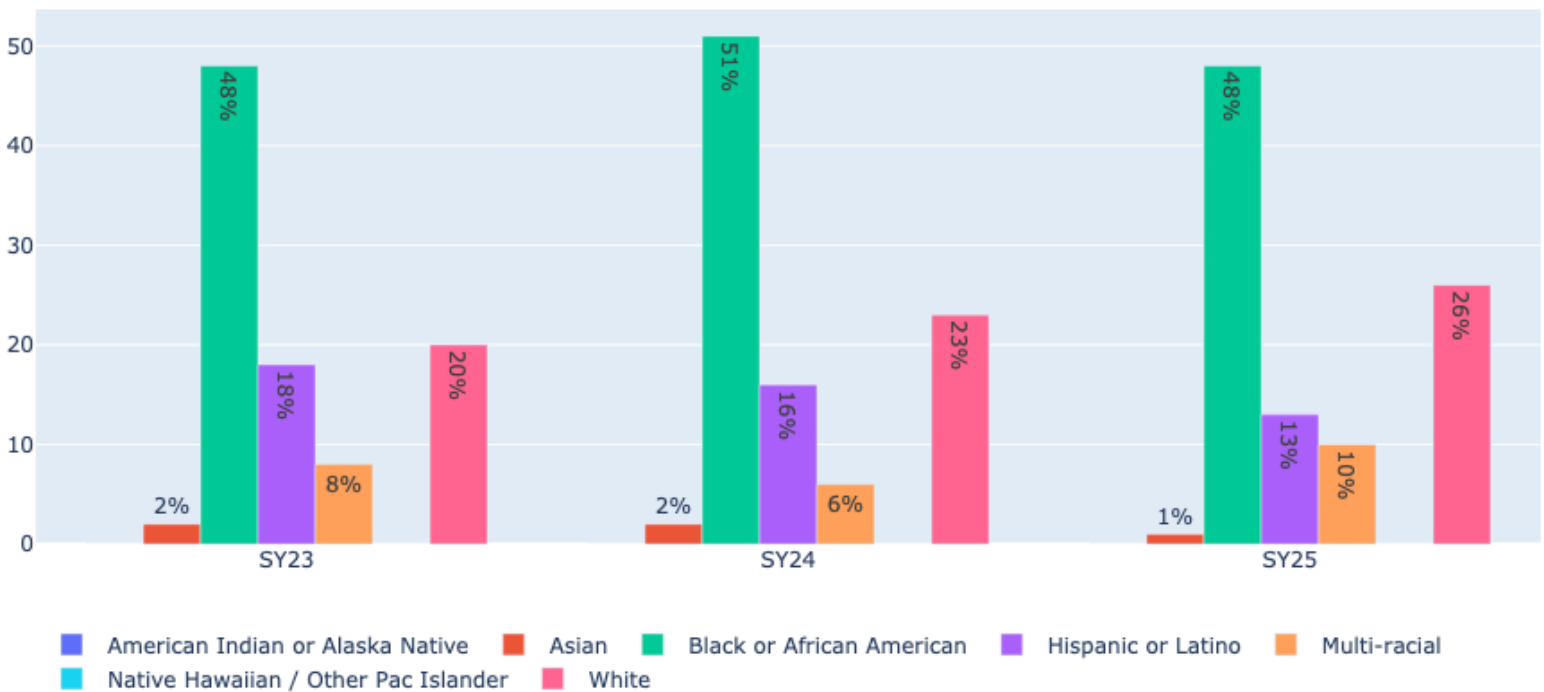
Behavior



Percent of Students with Level 3, 4 or 5 Behavior Incidents
Jan. 13, 2025

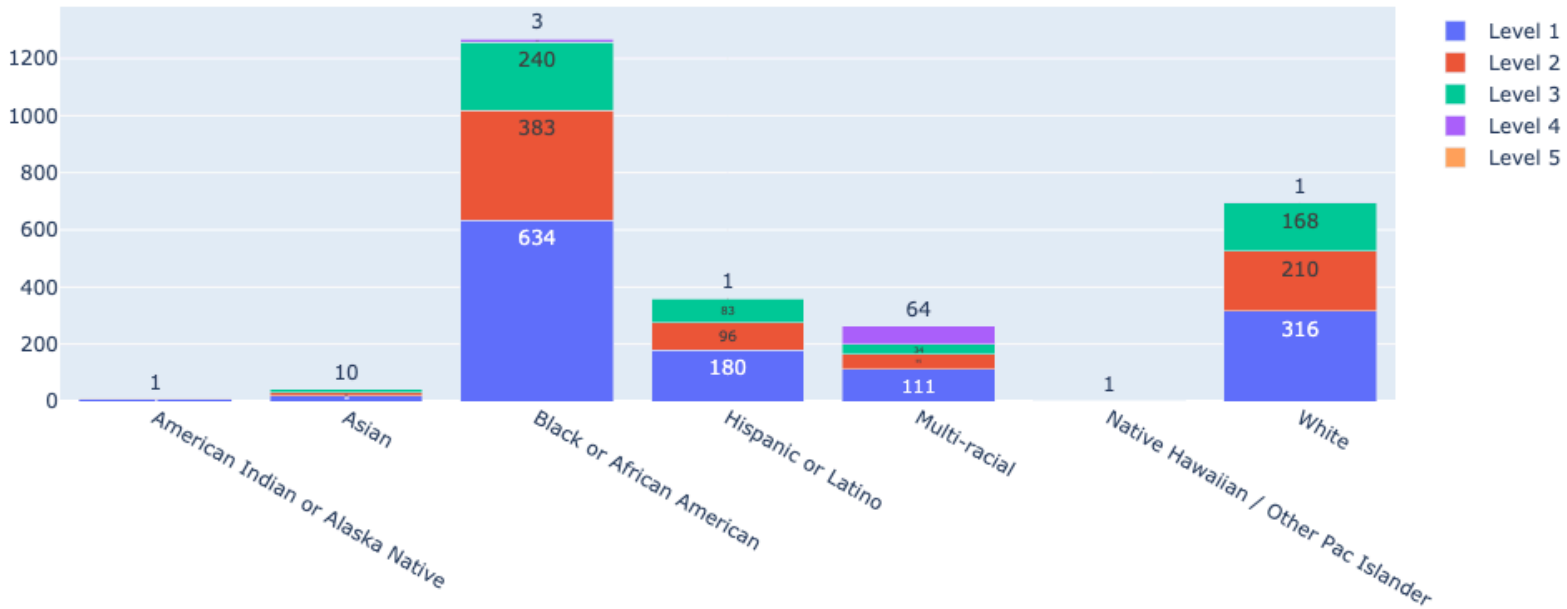


Percent of Total Incidents by Race
Jan. 13, 2025

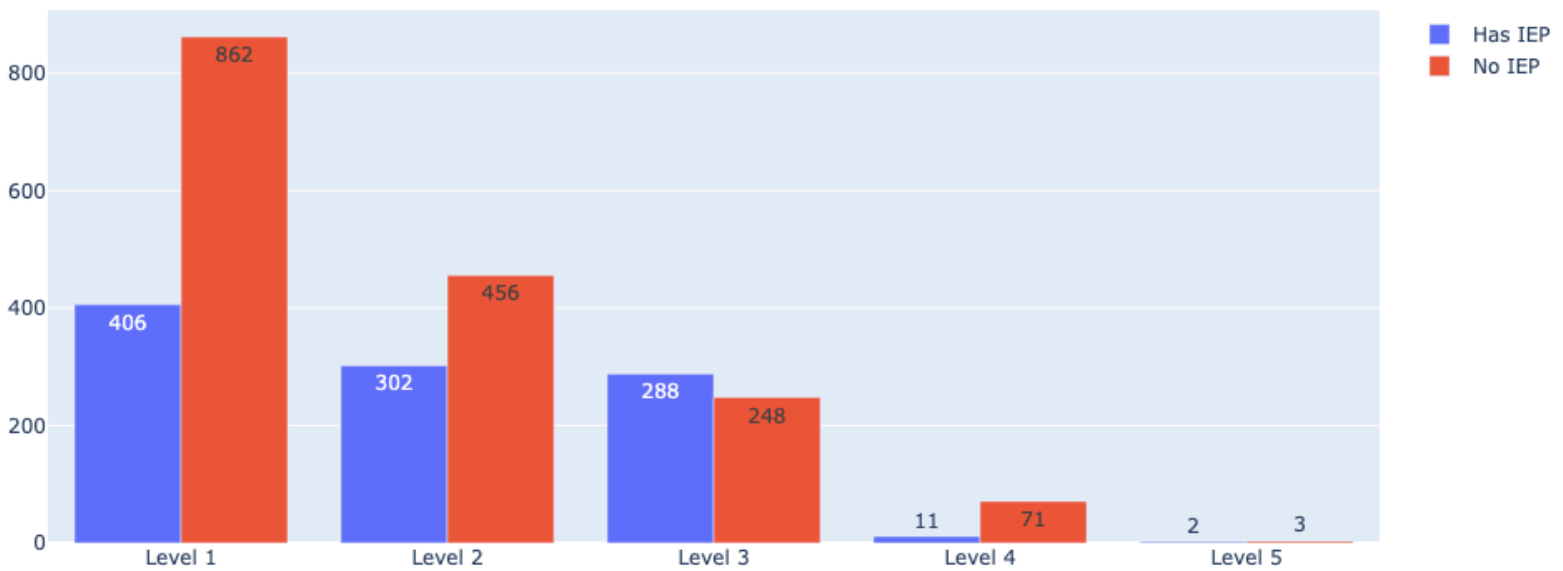


Behavior

SY25 Total Behavior Incidents by Race and Level
Jan. 13, 2025



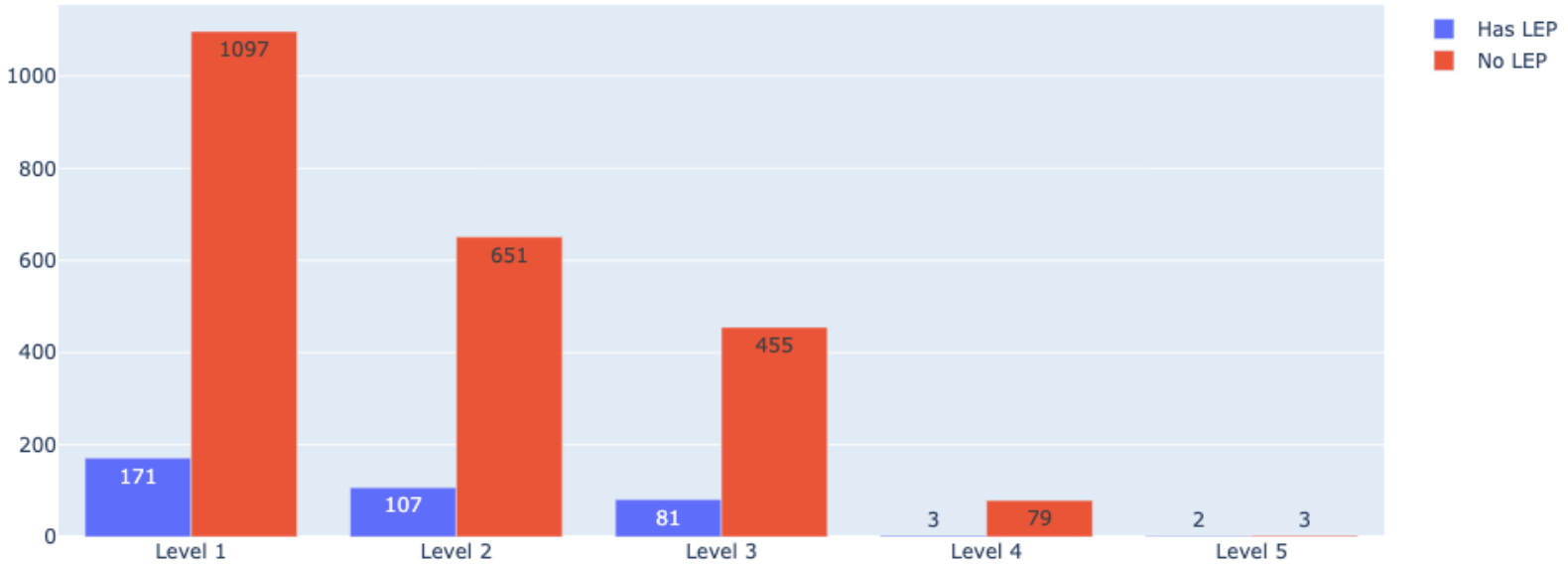
SY25 Total Behavior Incidents by IEP Status and Level
Jan. 13, 2025



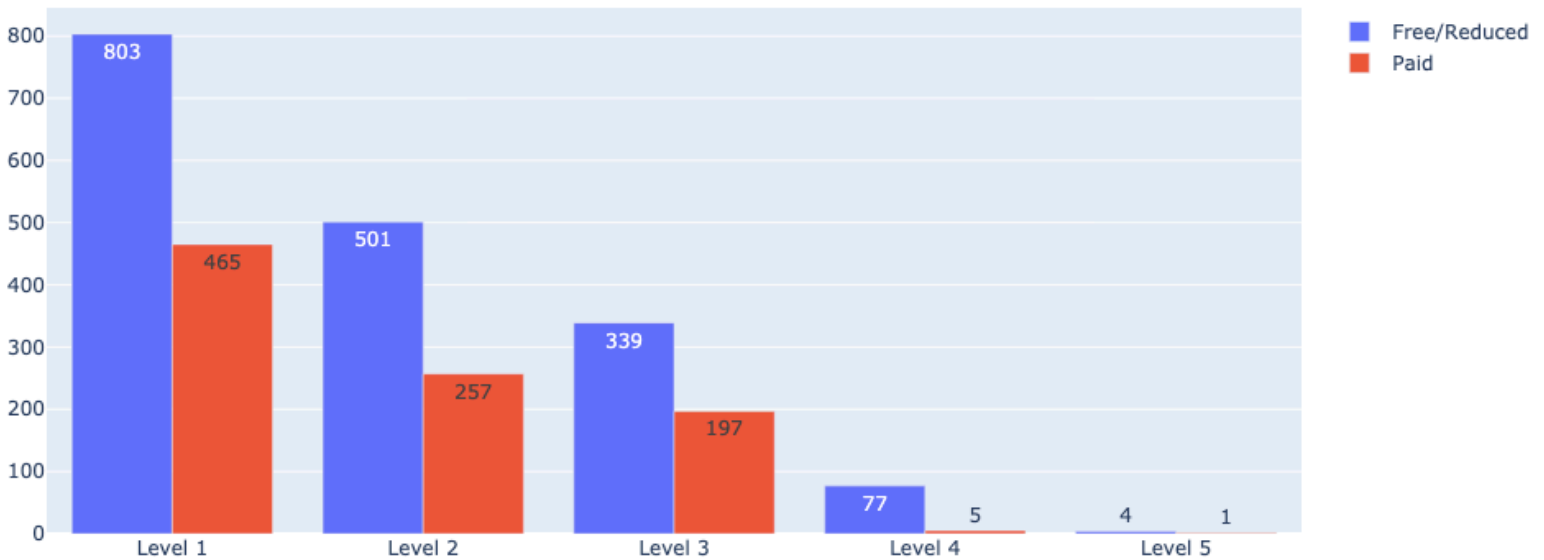
Behavior



SY25 Total Behavior Incidents by EL Status and Level
Jan. 13, 2025

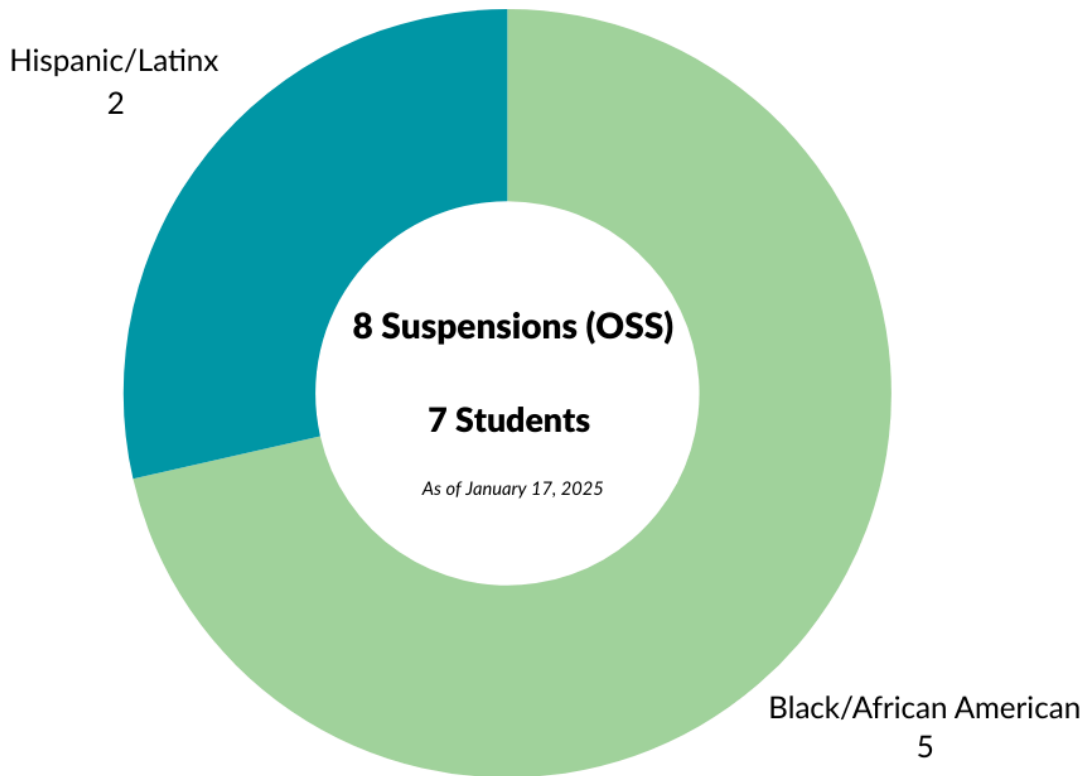


SY25 Total Behavior Incidents by Lunch Status and Level
Jan. 13, 2025

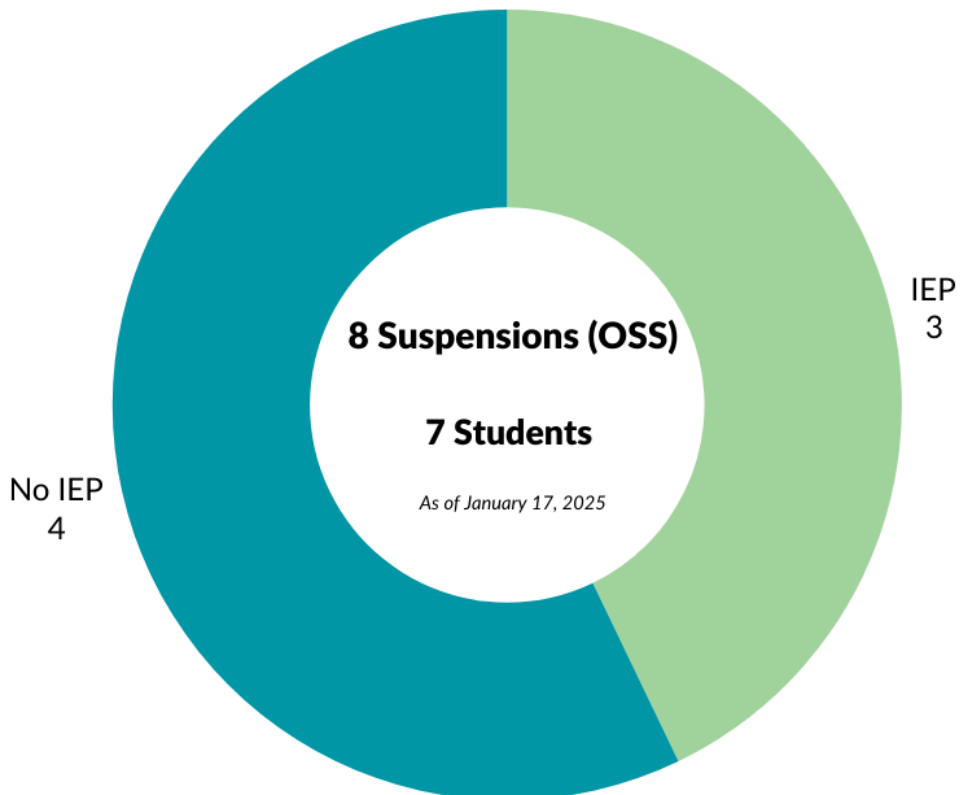


Suspensions

SY24-25 Suspensions (OSS) by Race



SY24-25 Suspensions (OSS) by IEP Status



Panorama Data

Panorama Data Goals

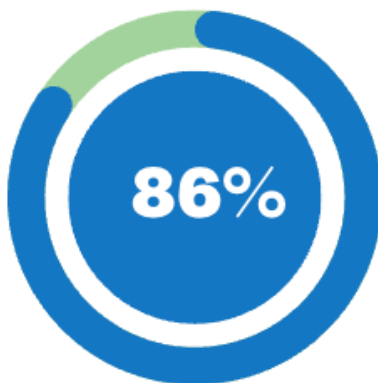
Increase positive responses by 15% in “Sense of Belonging” on the Panorama Survey

Data Reflection

- 5th through 8th grade shows a slight increase from 34% to 35% positive responses for “Engagement”.
- Significant increase in “Sense of Belonging” for 5th-8th grade from 51% in SY23-24 to 58% in SY24-25- the highest it has ever been!
- “Well-Being and SEL” for 5th-8th grade has been trending back up, reaching 73% positive response- the highest it has ever been.
- Both “Sense of Belonging” and “Engagement” for 3rd-4th grade students has declined, with the most significant decline in “Engagement” from 58% to 48% positive responses from SY23-24 to SY24-25.
- In 3rd and 4th grade, 21% of “Black/African American” students report they “Do Not Belong/Belong a Little”, significantly more than any other racial/ethnic group (10%-13%)

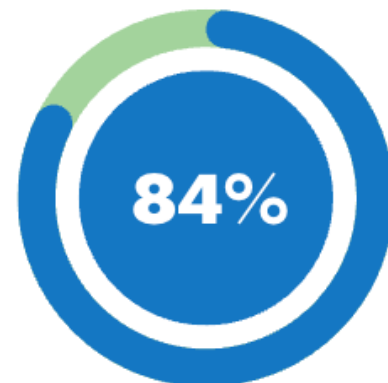
3rd-4th Grade Response Rate

Panorama



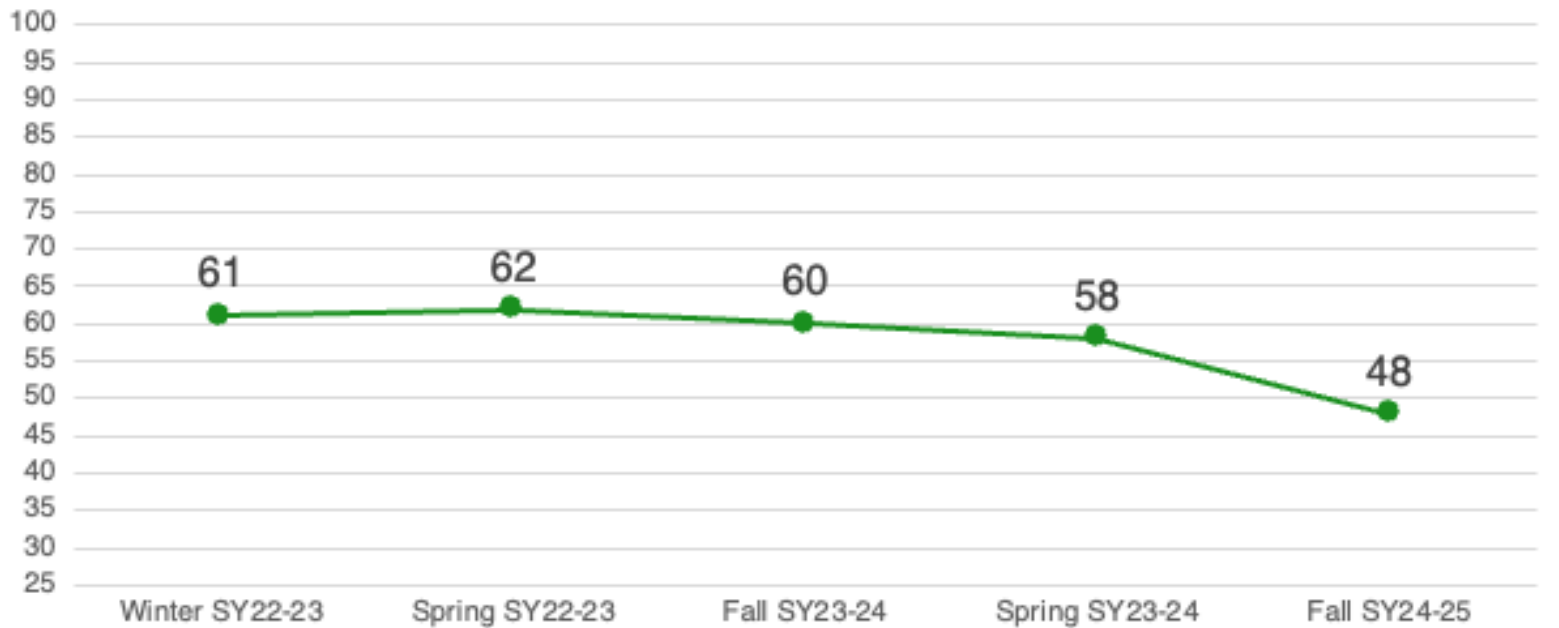
5th-8th Grade Response Rate

Panorama

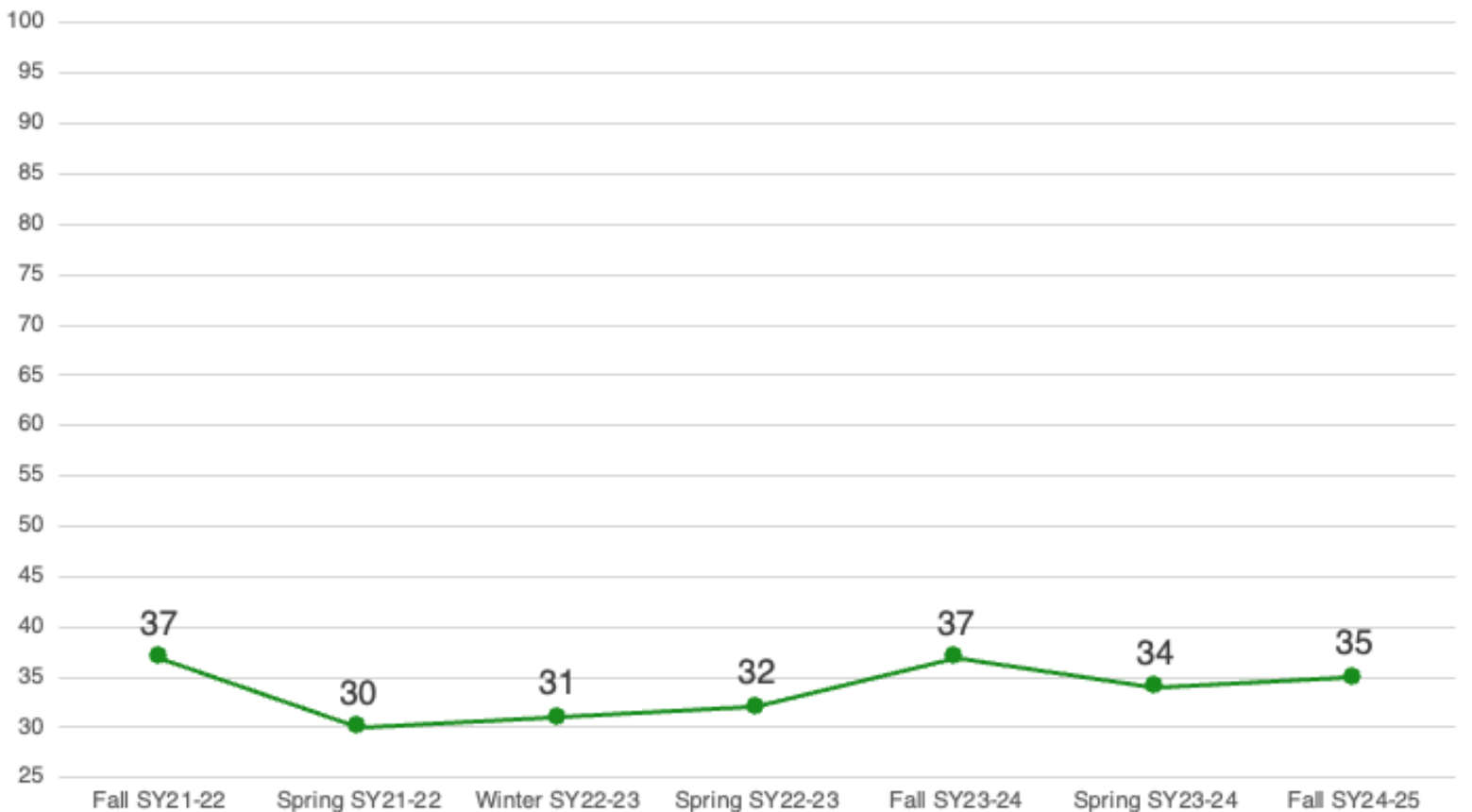


Panorama Data: Engagement

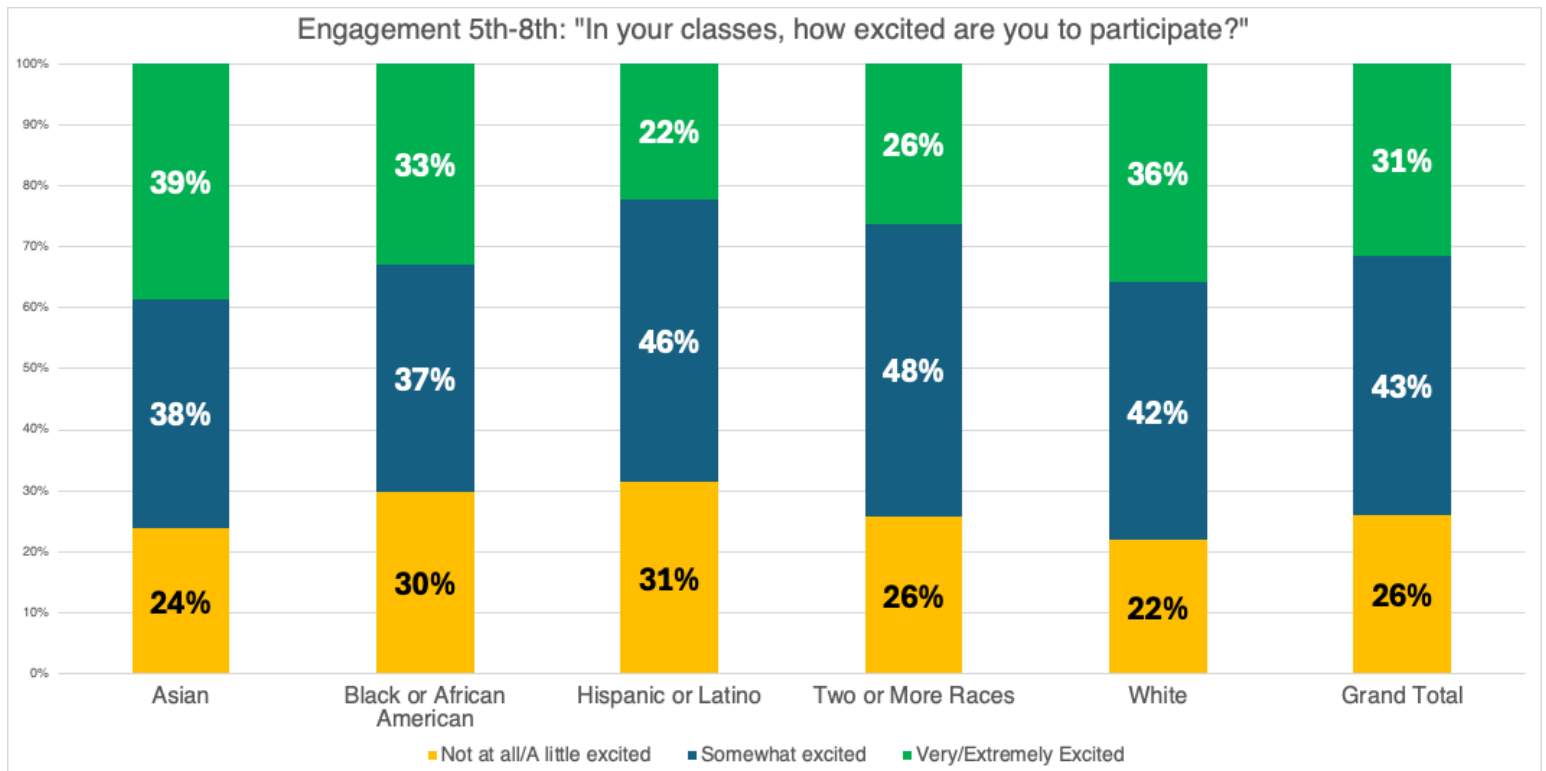
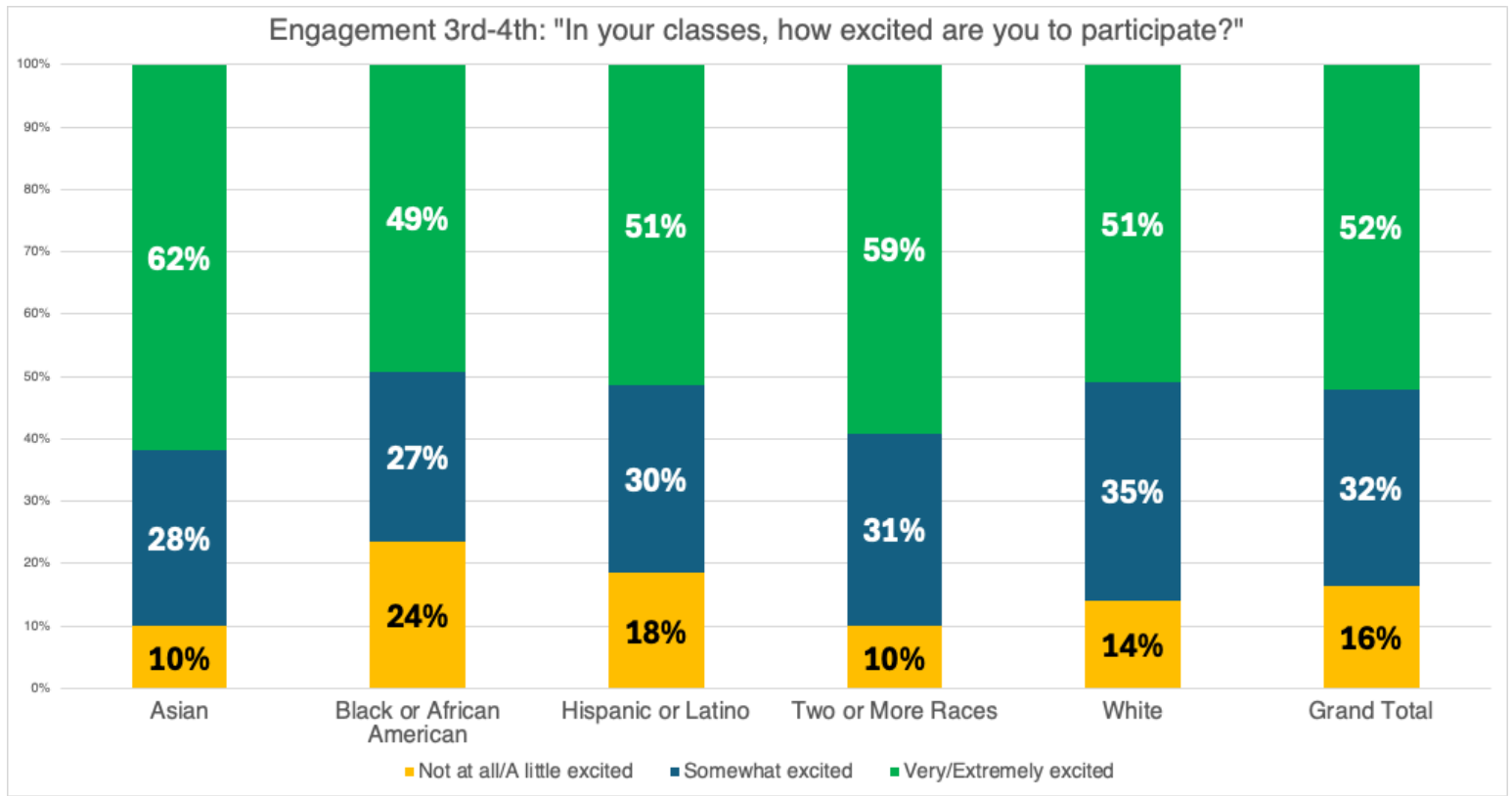
Engagement (3rd-4th)



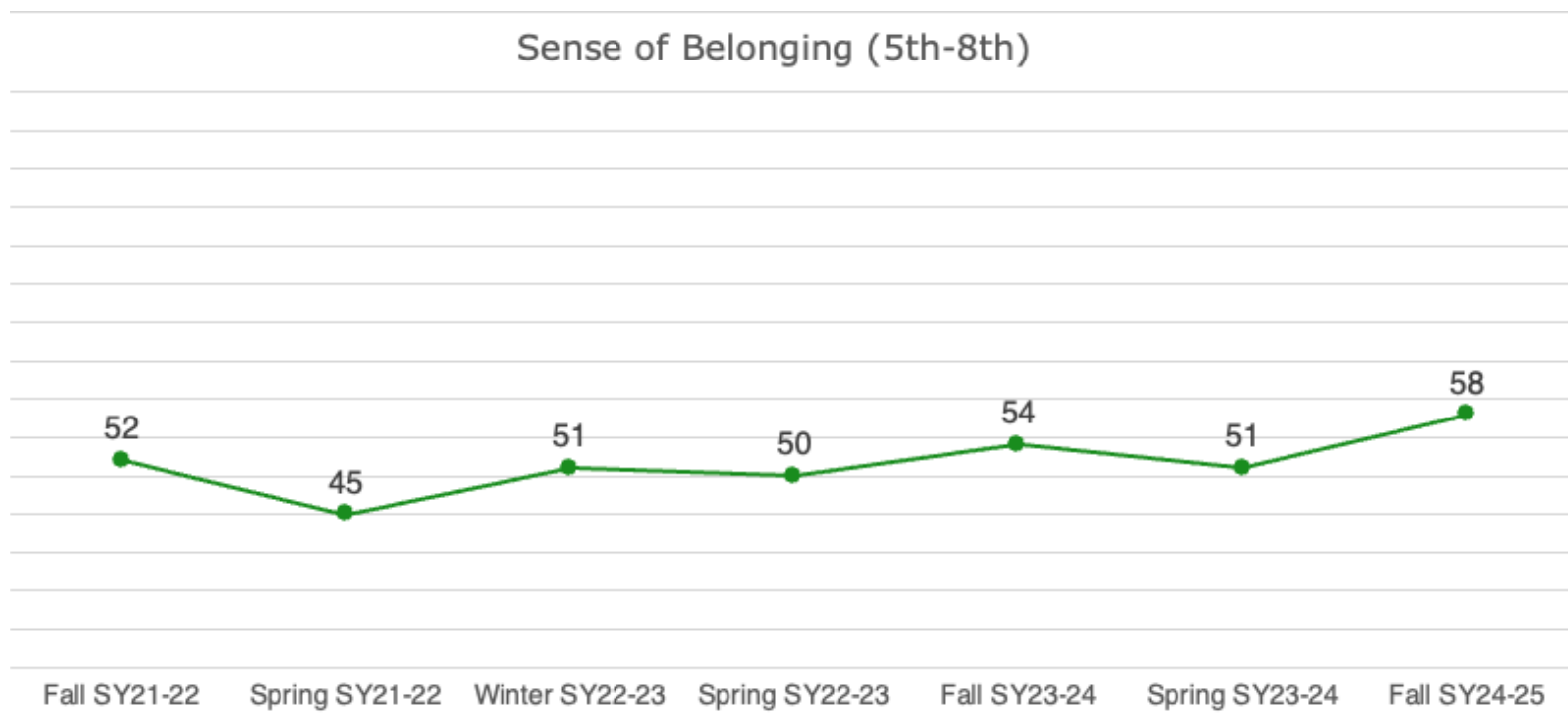
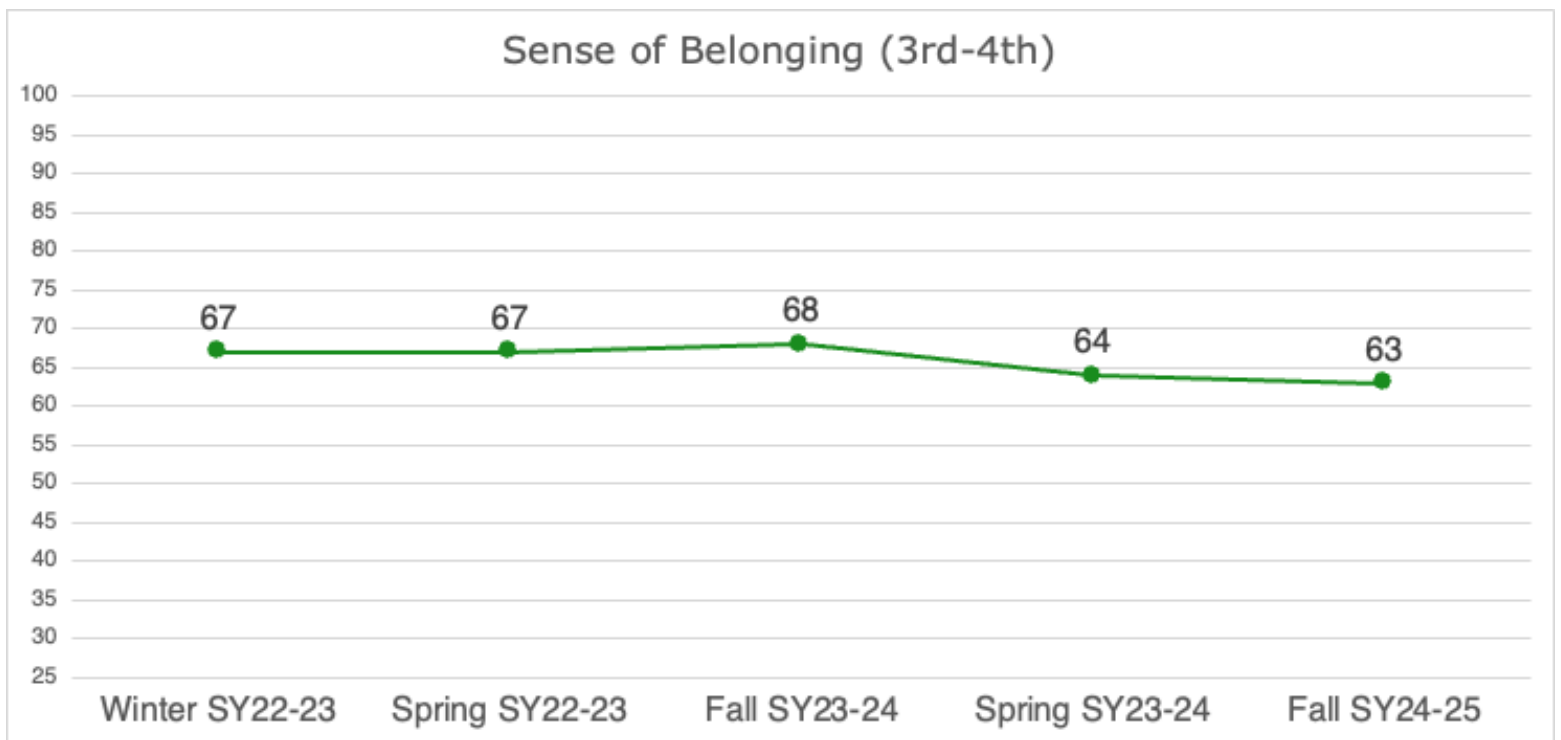
Engagement (5th-8th)



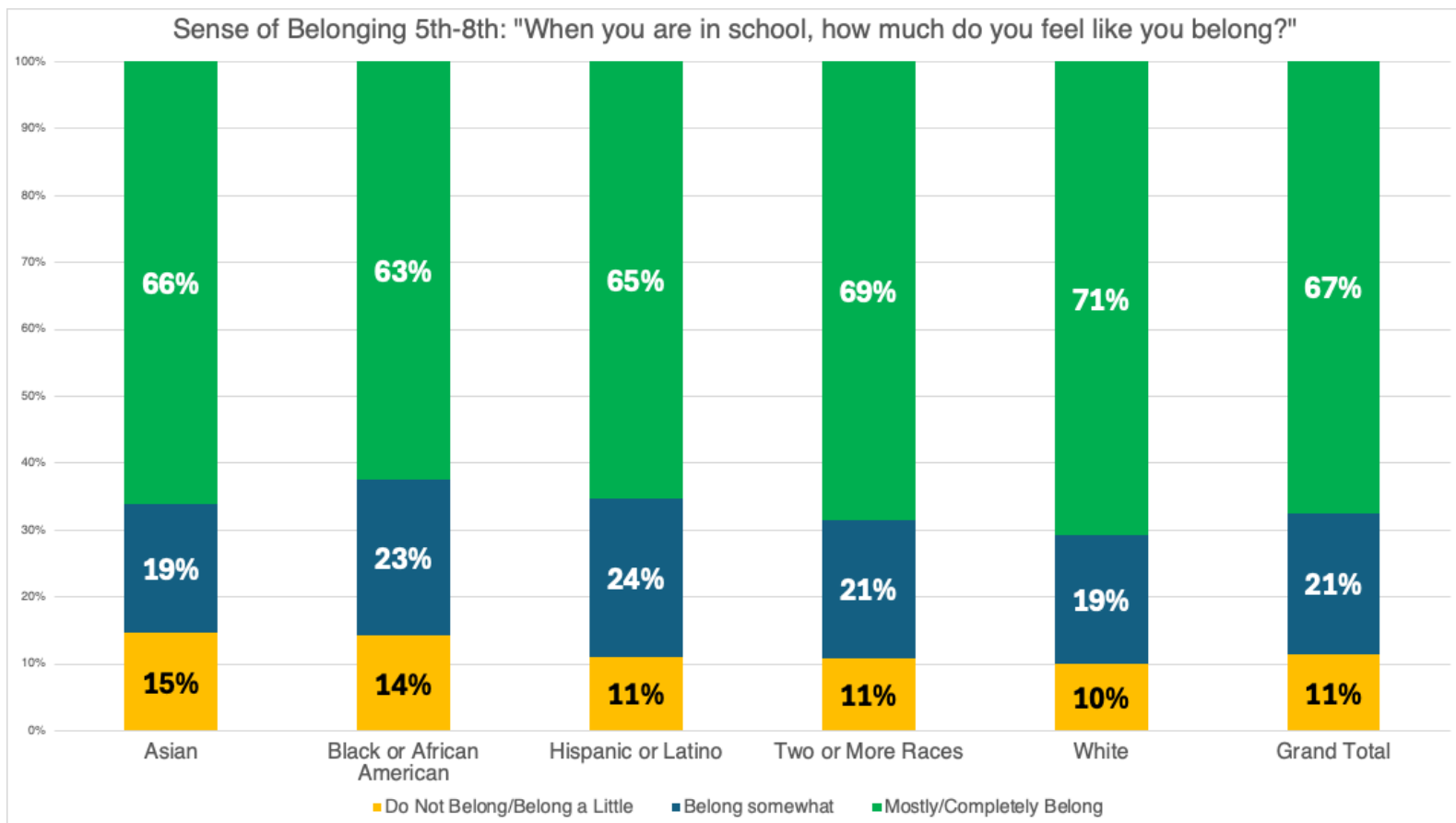
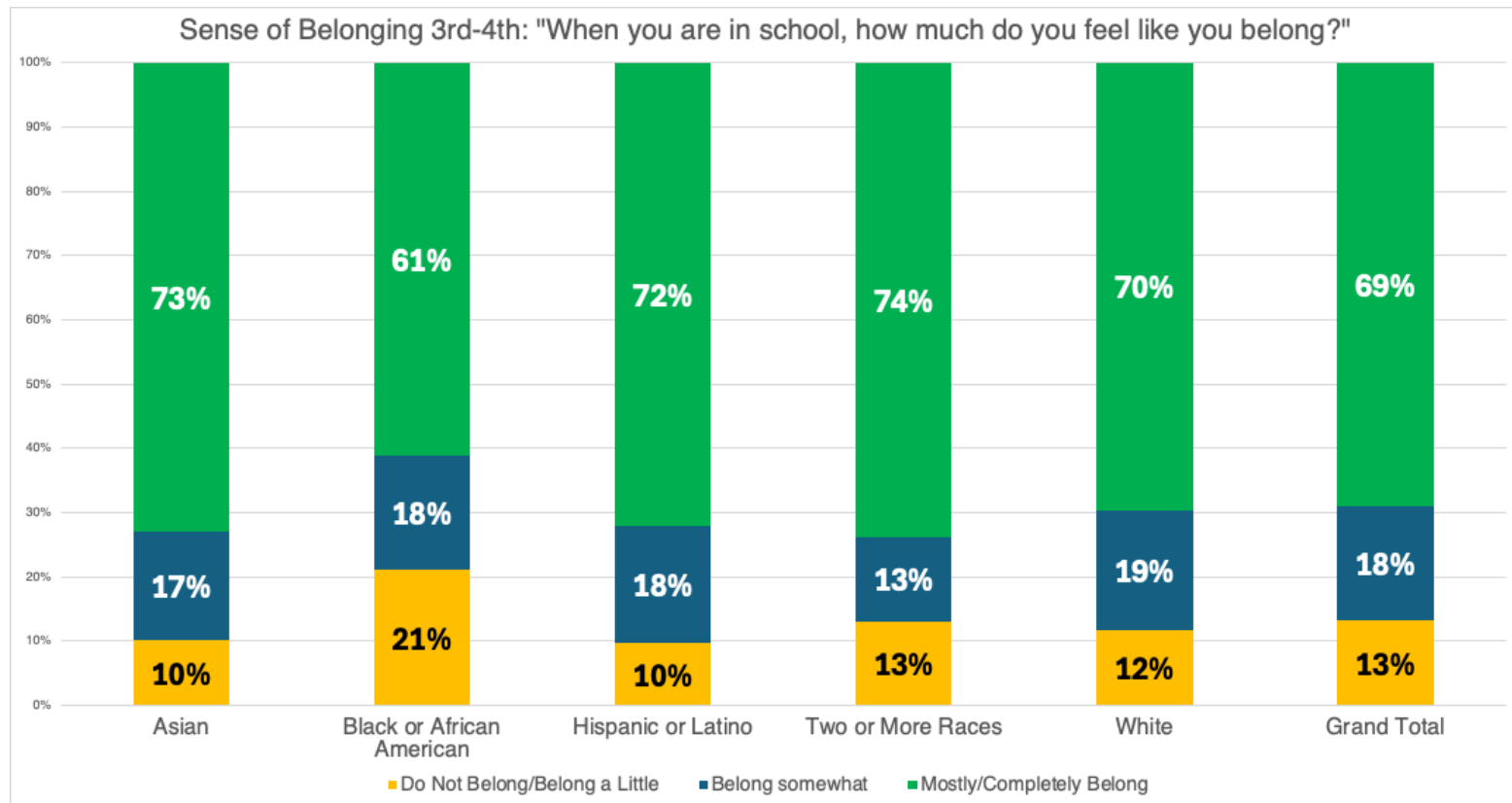
Panorama Data: Engagement



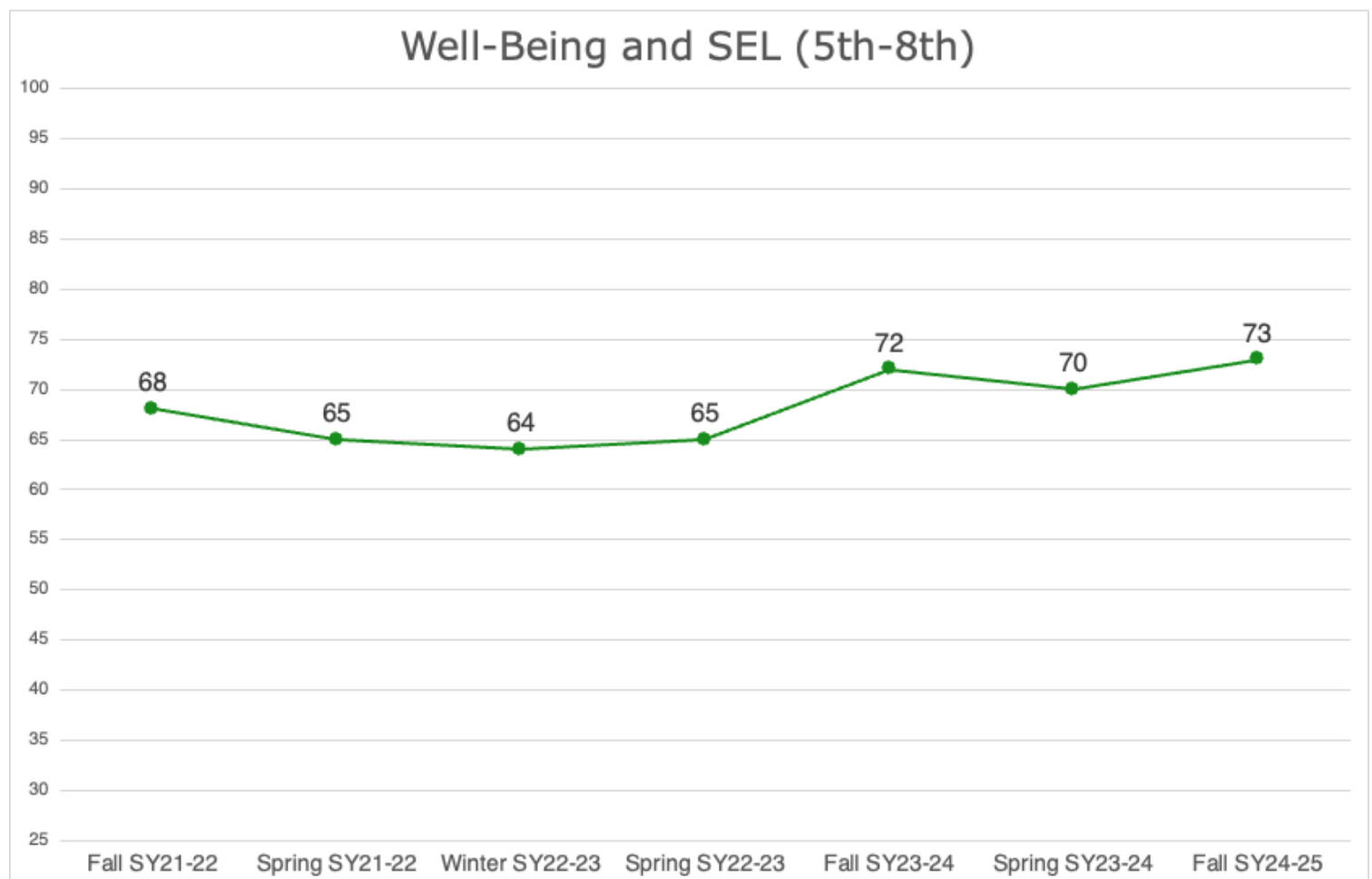
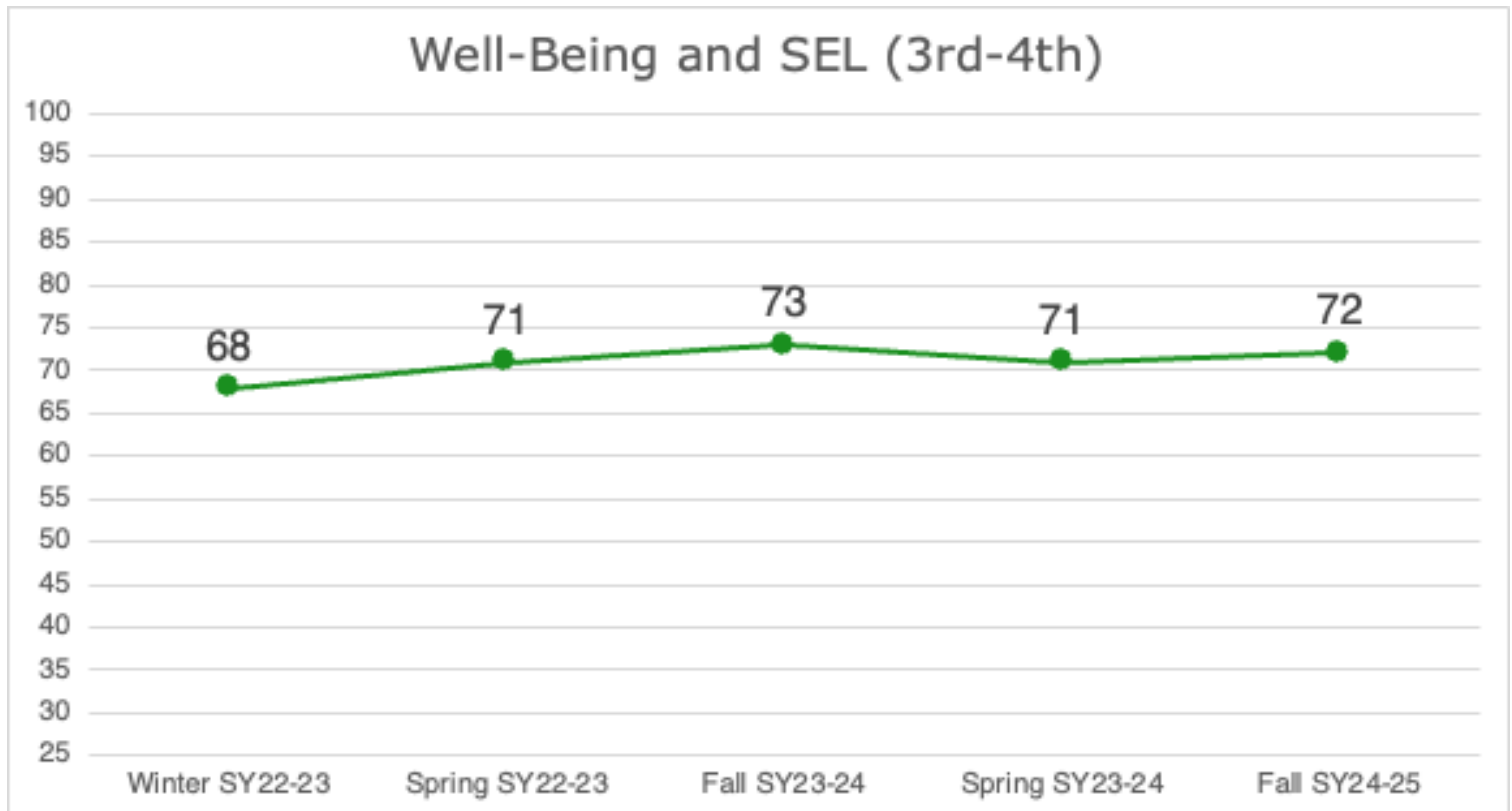
Panorama Data: Sense of Belonging



Panorama Data: Sense of Belonging



Panorama Data: Well-Being and SEL



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:

- Consistent Intervention Cycle dates for all students for Tier 2 and Tier 3 interventions. Collaborating with the Multilingual team to utilize turnaround week to discuss dually identified students.
- Middle School Math educators are using standards-based common assessments to determine not only levels of attainment but also next steps in learning.
- Walkthroughs with coaches and principals focused on math instruction help highlight areas of strength and areas that need improvement. Walkthroughs align with schools' areas of focus, centered around elevating NCTM's effective teaching practices.
- Launch of 4th-8th grade District Science PLC to include:
 - **Collaboration:** In-depth collaboration with and support from colleagues around a shared focus area.(i.e supporting students to take on the cognitive lift, student feedback)
 - **Collaborative coaching:** Classroom support and walk-throughs/school-based PLC support, as well as thought-partnering (from Director of Science, Alissa Berg) around each educator's/coach's individual goals
 - **Resources:** Co-develop tools that synthesize the PLC's learning to support educators across the district.
- Collaborated with building leadership to design and deliver Equitable literacy professional learning opportunities for district buildings, including Rice Children's Center and the JEH Early Childhood Center.
- In collaboration with school-specific Spelling Bee Coordinators, planned SY25 Classroom, School-wide and District-wide Spanish and English spelling bees.
- Completed 6-8 ELA literacy building walks with building leadership and educator teams using a newly revised tool aligned to the D65 instructional framework and Standards-Based Learning and Grading.
- Jointly created curricular guidance and resources with teacher teams for K-6 TWI, K-8 general education, and 6-8 Instructional ELA Classrooms.



Academic Outcomes Measures and Targets

Language Arts Academic Goals

Assessment MAP and IAR	Baseline (SY22)	Goal by 2027	Current Status (Winter SY25)
% Meeting College Readiness Benchmarks (SAT) on MAP	72%	80%	73%
% Meeting College Readiness Benchmarks (ACT) on MAP	60%	-	59%
% at or below the 25th percentile on MAP	16%	12%	17%
% of students Meeting/Exceeding growth targets on MAP	62%	75%	53%

Math Academic Goals

Assessment MAP and IAR	Baseline (SY22)	Goal by 2027	Current Status (Winter SY25)
% Meeting College Readiness Benchmarks (SAT) on MAP	45%	50%	47%
% Meeting College Readiness Benchmarks (ACT) on MAP	43%	-	45%
% at or below the 25th percentile on MAP	19%	9%	18%
% of students Meeting/Exceeding growth targets on MAP	64%	75%	49%



Cognitive ToyBox (Early Childhood)

Cognitive Toy Box Overview

Cognitive ToyBox is a holistic assessment system that combines both observation-based and game-based assessments into a single platform. The data from observations and games feed into the same reporting system and are updated in real-time! Teachers have the opportunity to use that data to adjust and tailor their instruction on an ongoing basis to better support their learners. Cognitive ToyBox uses the data from the assessments to generate reports at the objective level, classroom level, and student level. These reports provide key insights such as which objectives the class needs to focus on, or which students need support in particular areas.

On Track: Developmentally "on track" is determined by comparing the developmental age as assessed by teachers and the chronological age of the students. A student is marked as "on track" if they score within 9 months of their chronological age.

Data Reflection

Beginning of Year

- 93% of students are meeting or exceeding age-level expectations in Executive Functioning
- 93% of students are meeting or exceeding age-level expectations in Vocabulary
- 80% of students are meeting or exceeding age-level expectations in Letter-Sound Corresp.
- 10% of students are meeting or exceeding age-level expectations in Reading Comprehension
- 37% of students are meeting or exceeding age-level expectations in Quantifies
- 59% of students are meeting or exceeding age-level expectations in Alphabet (Lower)

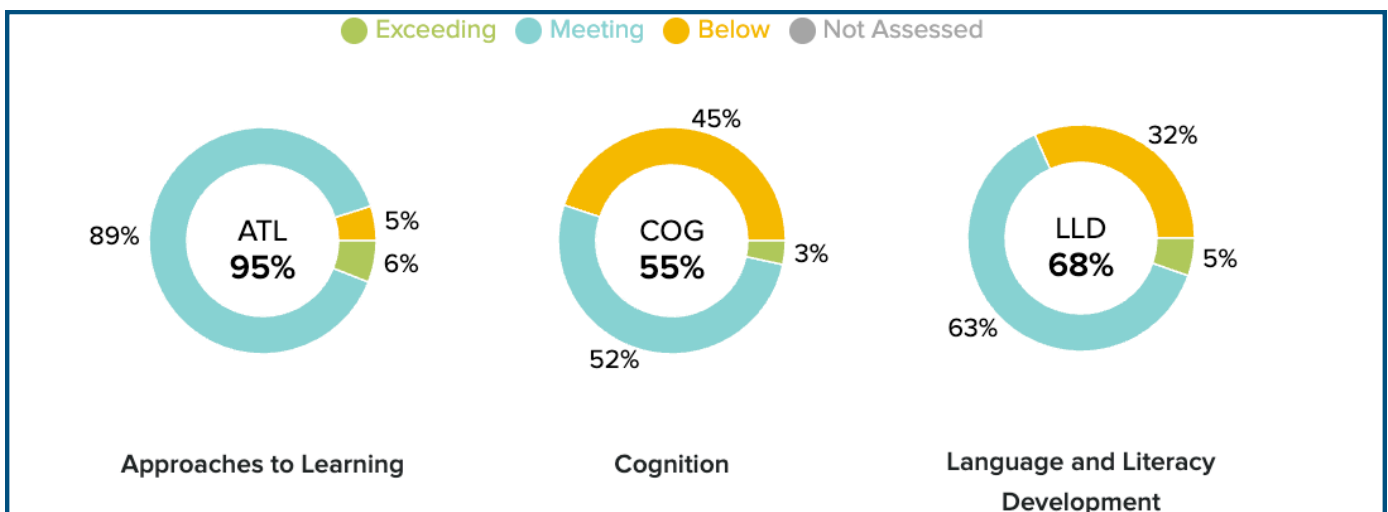
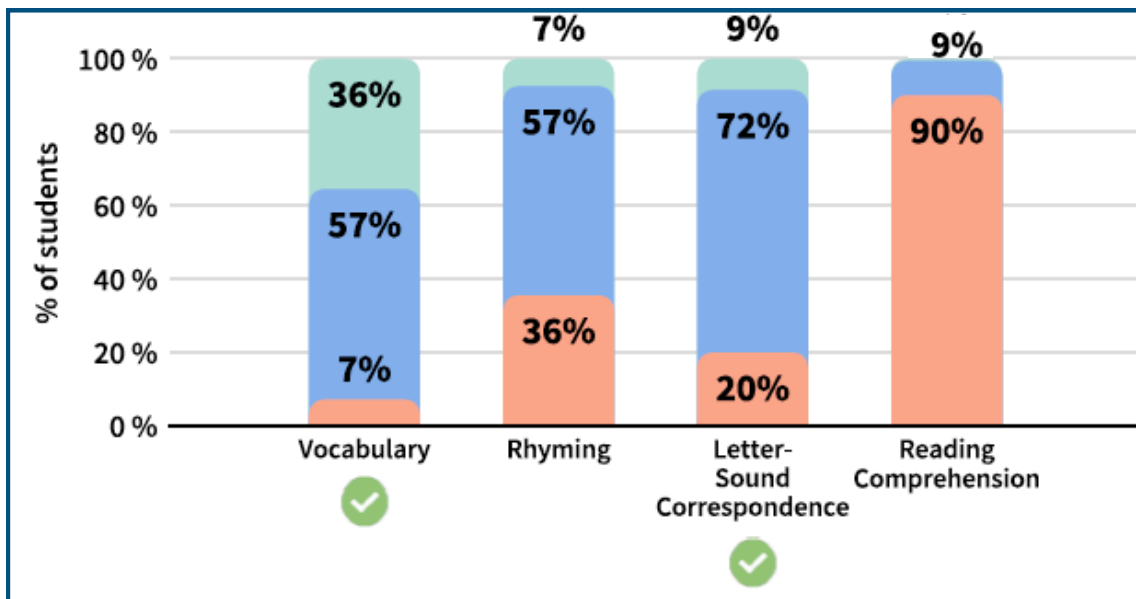
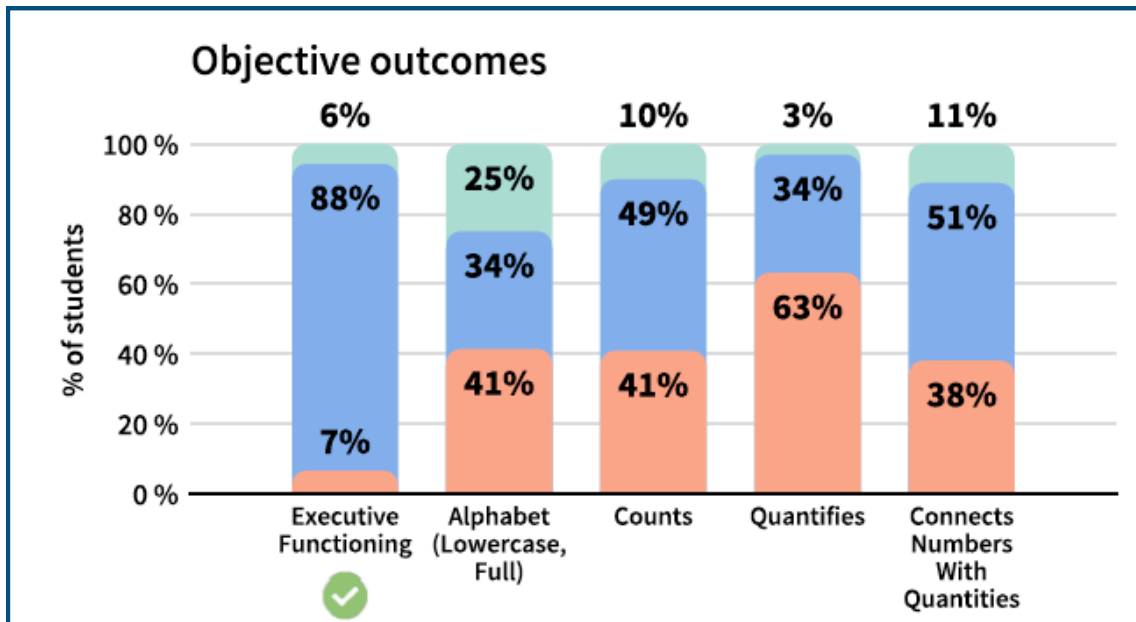
Middle of Year

- 95% of students are meeting or exceeding age-level expectations in Vocabulary
- 80% of students are meeting or exceeding age-level expectations in Letter-Sound Correspondence
- 69% of students are meeting or exceeding age-level expectations in Counts
- 22% of students are meeting or exceeding age-level expectations in Reading Comprehension, up 11% for BOY
- 53% of students are meeting or exceeding age-level expectations in Quantifies, up 16% from BOY
- 54% of students are meeting or exceeding age-level expectations in Alphabet(Upper)



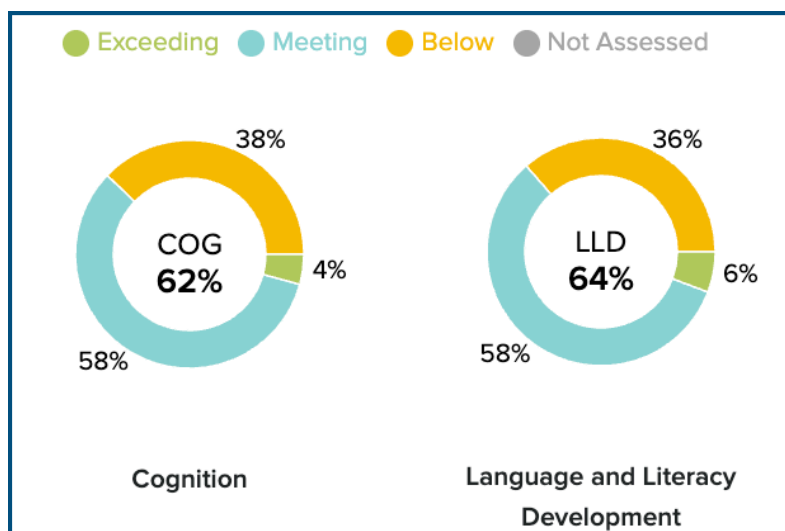
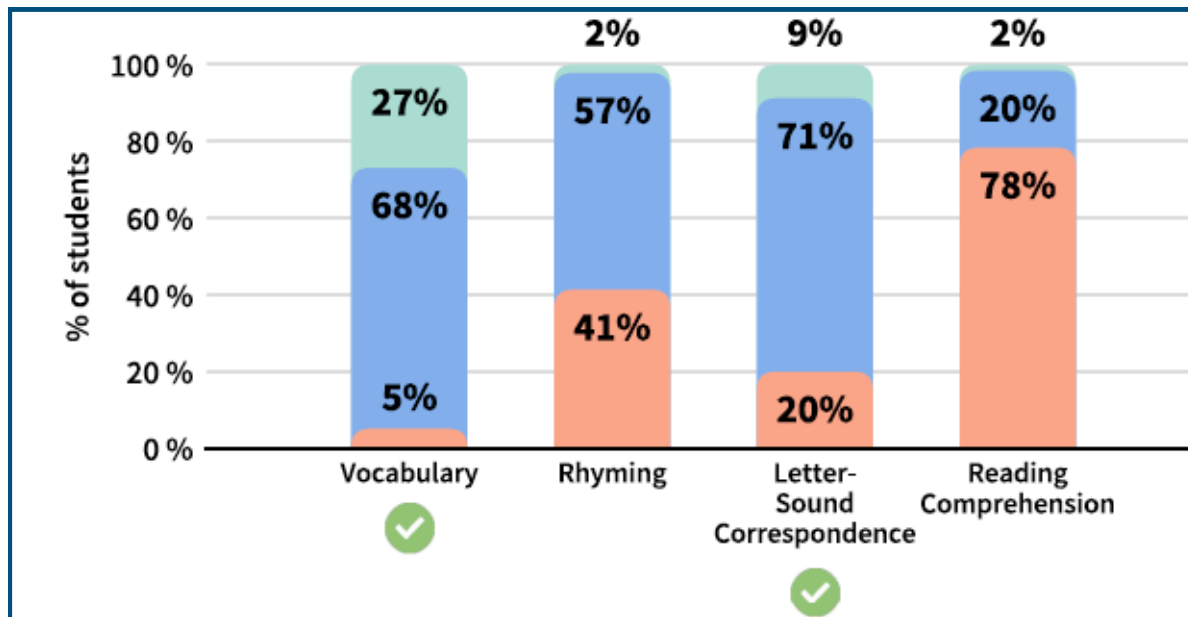
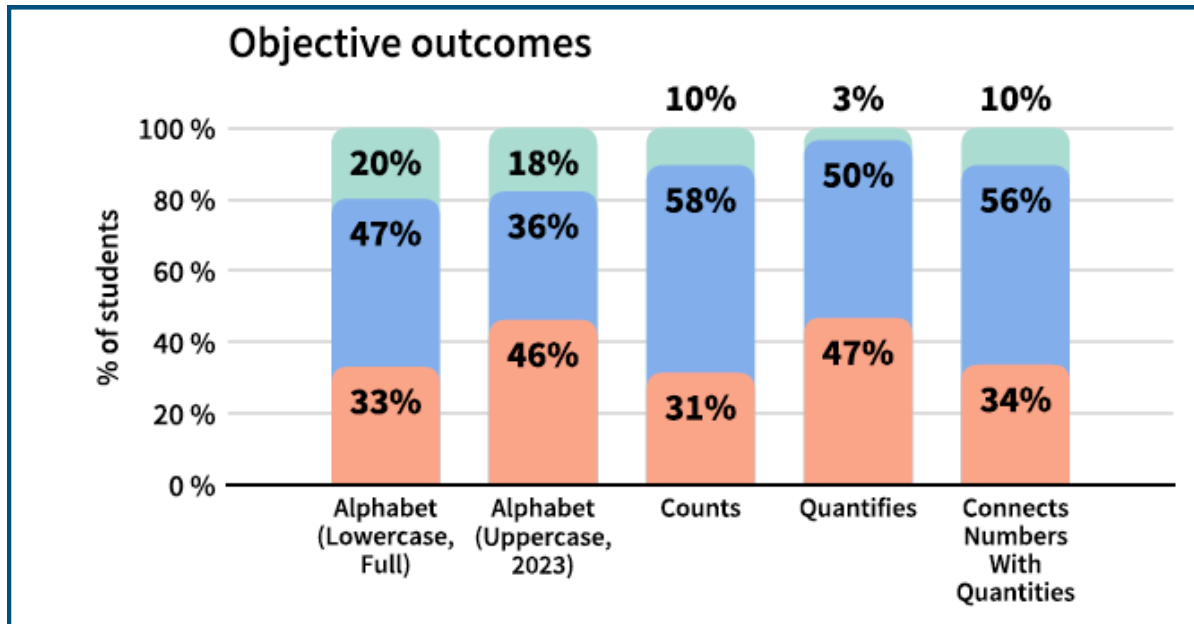
Cognitive Toy Box (Early Childhood)

Beginning of the Year Checkpoint



Cognitive Toy Box (Early Childhood)

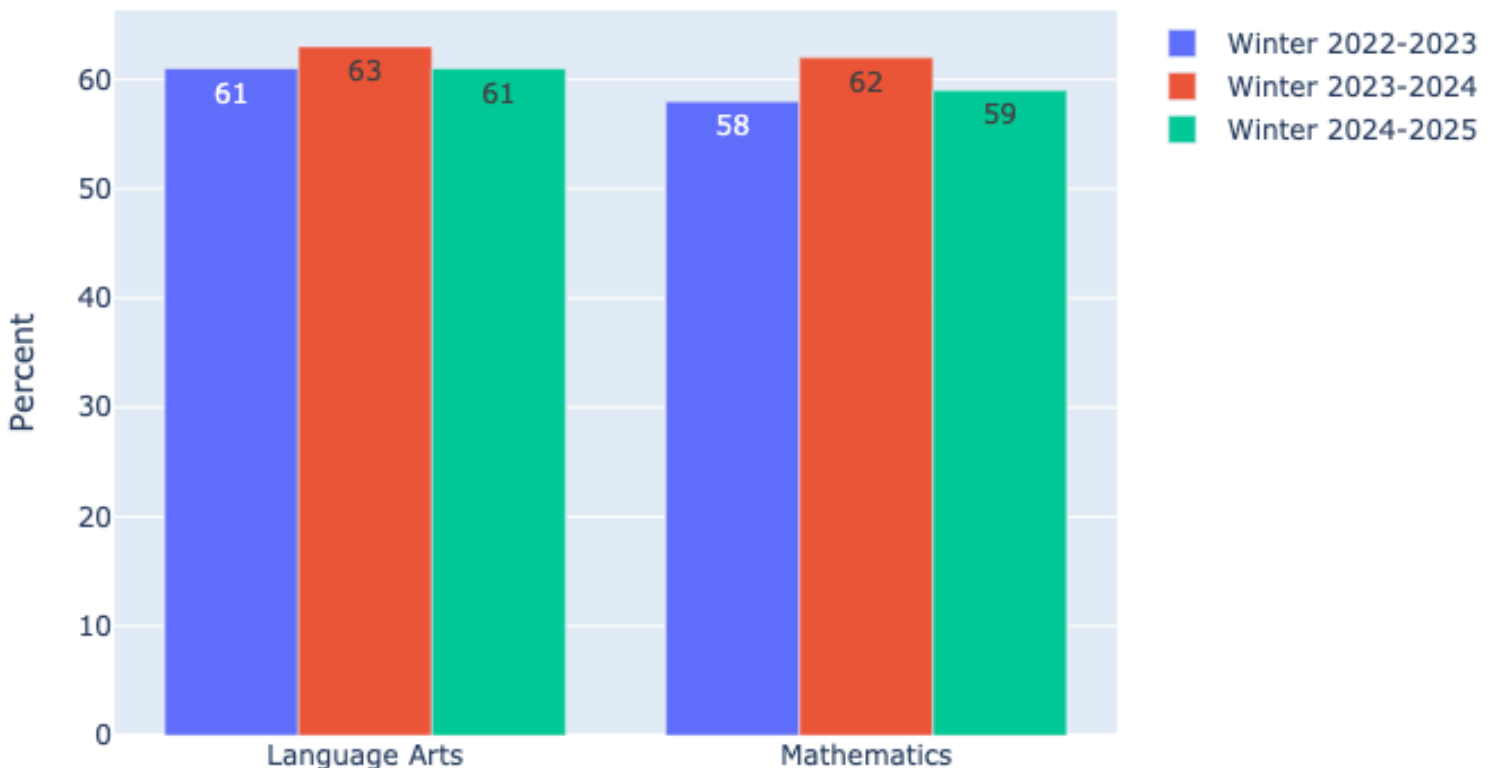
Middle of the Year Checkpoint



Academic Outcomes Data Reflection

- The average test percentile for the winter has remained fairly consistent for both Language Arts (61) and Math (59) across the past 3 years.
- The percent of students below the 25th percentile in Language Arts increased to 17% from 15% in the winter of last year while math increased to 18% percent from 16% in the winter of last year.
- The percent of students “Meeting College Readiness Benchmarks (ACT)” in Language Arts is 59%; a slight decrease from 62% last year but consistent with the SY22-23 school year.
- The percent of students “Meeting College Readiness Benchmarks (ACT)” in Math is 45%; a slight decrease from 49% last year but an increase from the SY22-23 school year at 41%.
- The percent of students “Meeting College Readiness Benchmarks (SAT)” in Language Arts is 73%; a slight decrease from 75% last year but an increase from the SY22-23 school year at 72%.
- The percent of students “Meeting College Readiness Benchmarks (SAT)” in Math is 47%; a slight decrease from 51% last year but an increase from the SY22-23 school year at 44%.
- Significant decrease in the percent of students “Meeting Expected Growth” in Language Arts from 62% in SY23-24 to 53% in SY24-25.
- Significant decrease in the percent of students “Meeting Expected Growth” in Math from 69% in SY23-24 to 49% in SY24-25.

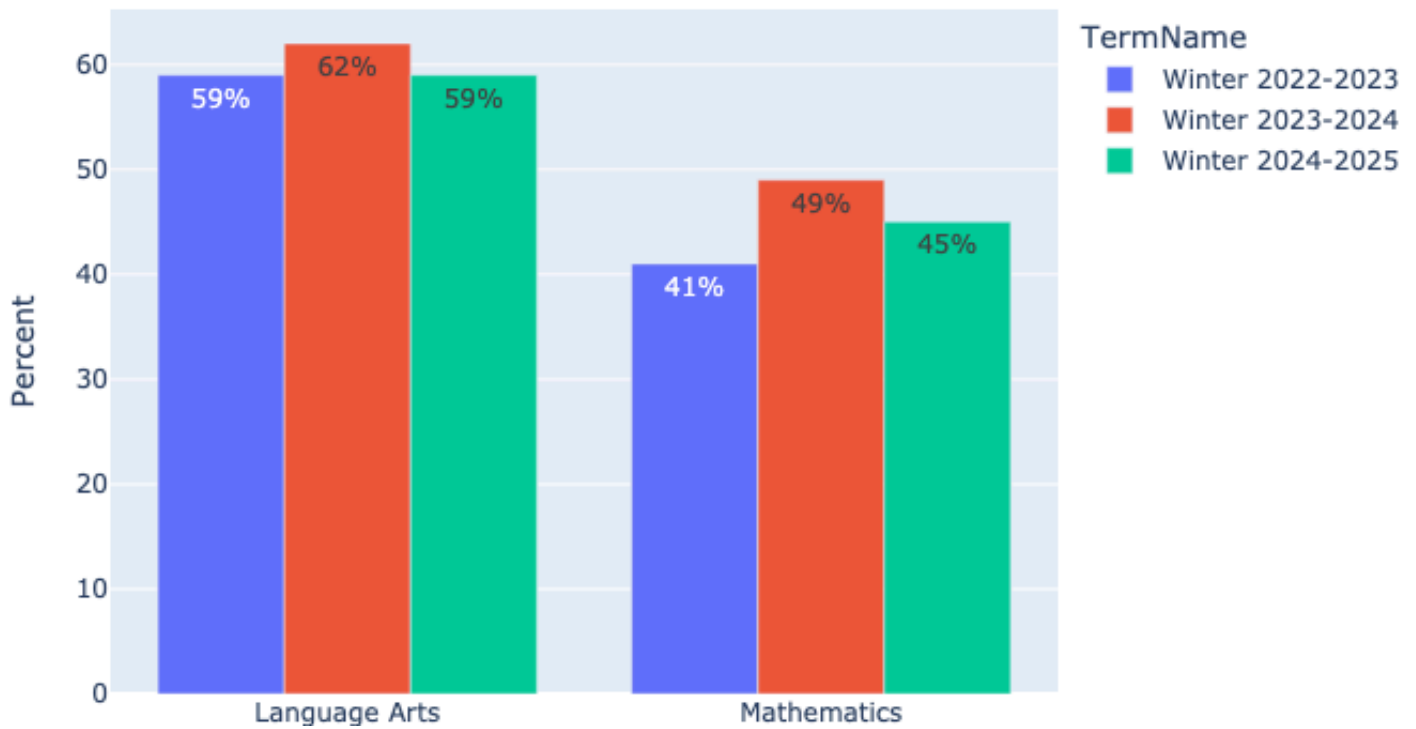
Average Test Percentile



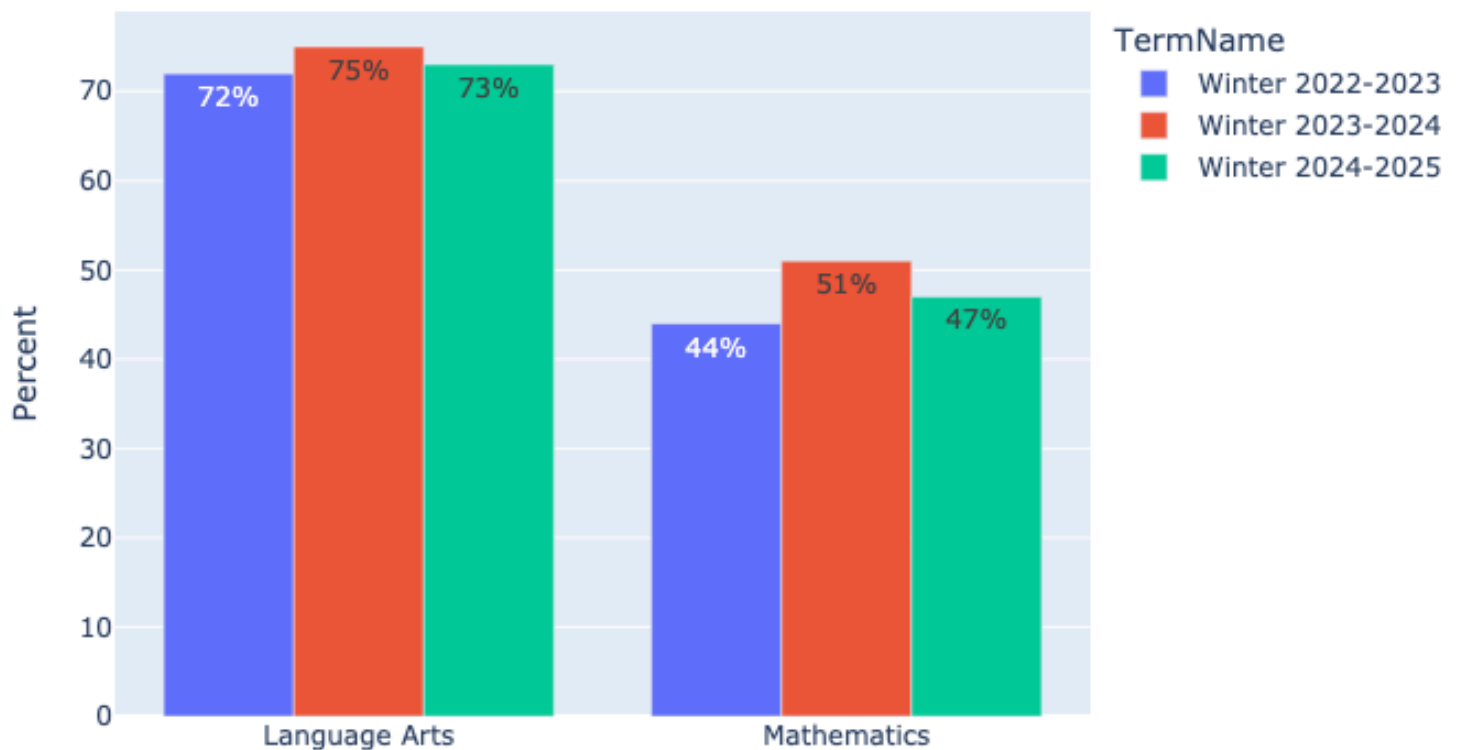
SY24-25 Winter MAP Growth

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Percent Meeting CRB (ACT)

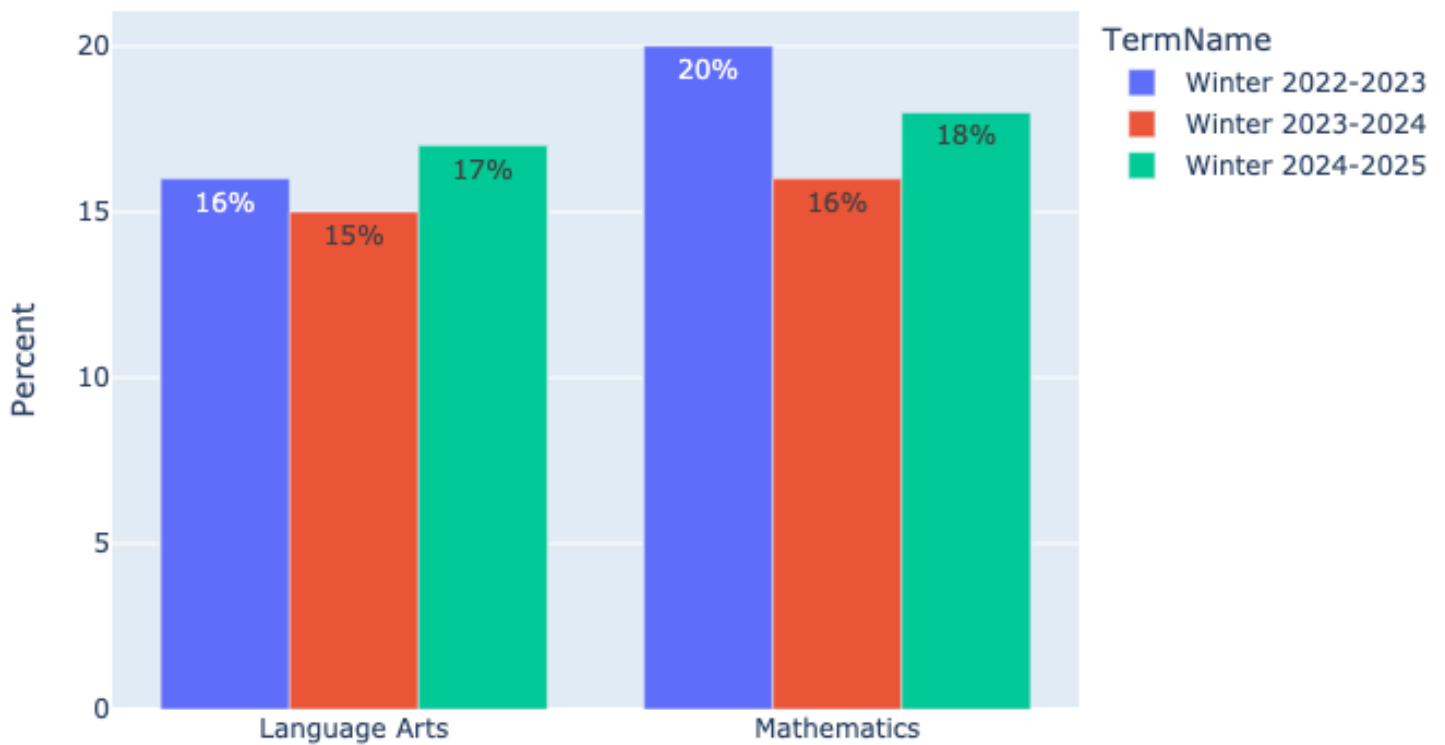


Percent Meeting CRB (SAT)

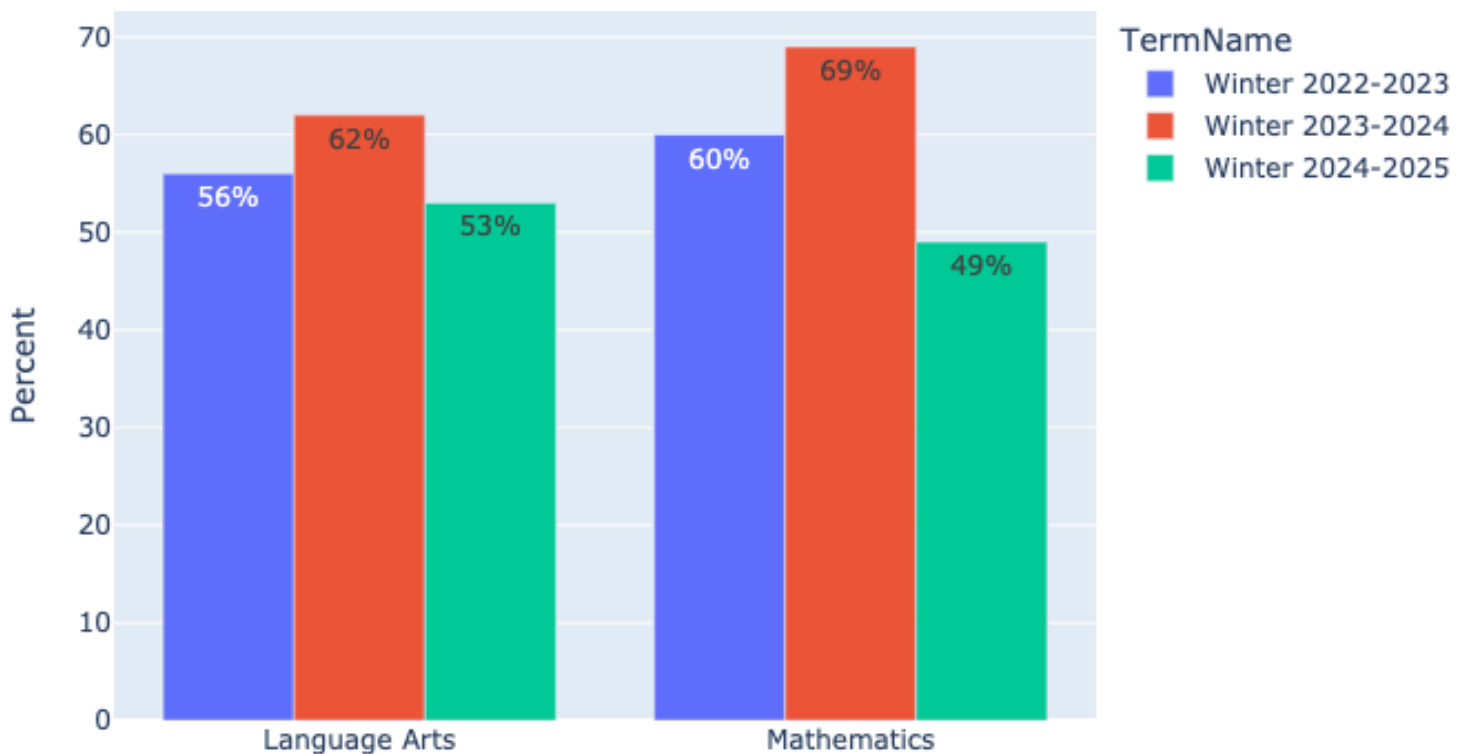


SY24-25 Winter MAP Growth

Percent at/below 25th Percentile



Percent Meeting Expected Growth



MAP Growth - Cohort Analysis

MAP Growth Cohort Analysis Overview

The MAP Growth Cohort analysis tracks the same group of students over time, reflecting their progress across multiple years. The grade level corresponds to the students' current placement, and only those with a Winter MAP Growth score for all three testing periods (SY23, SY24, and SY25) are included in this analysis.

Data Reflection

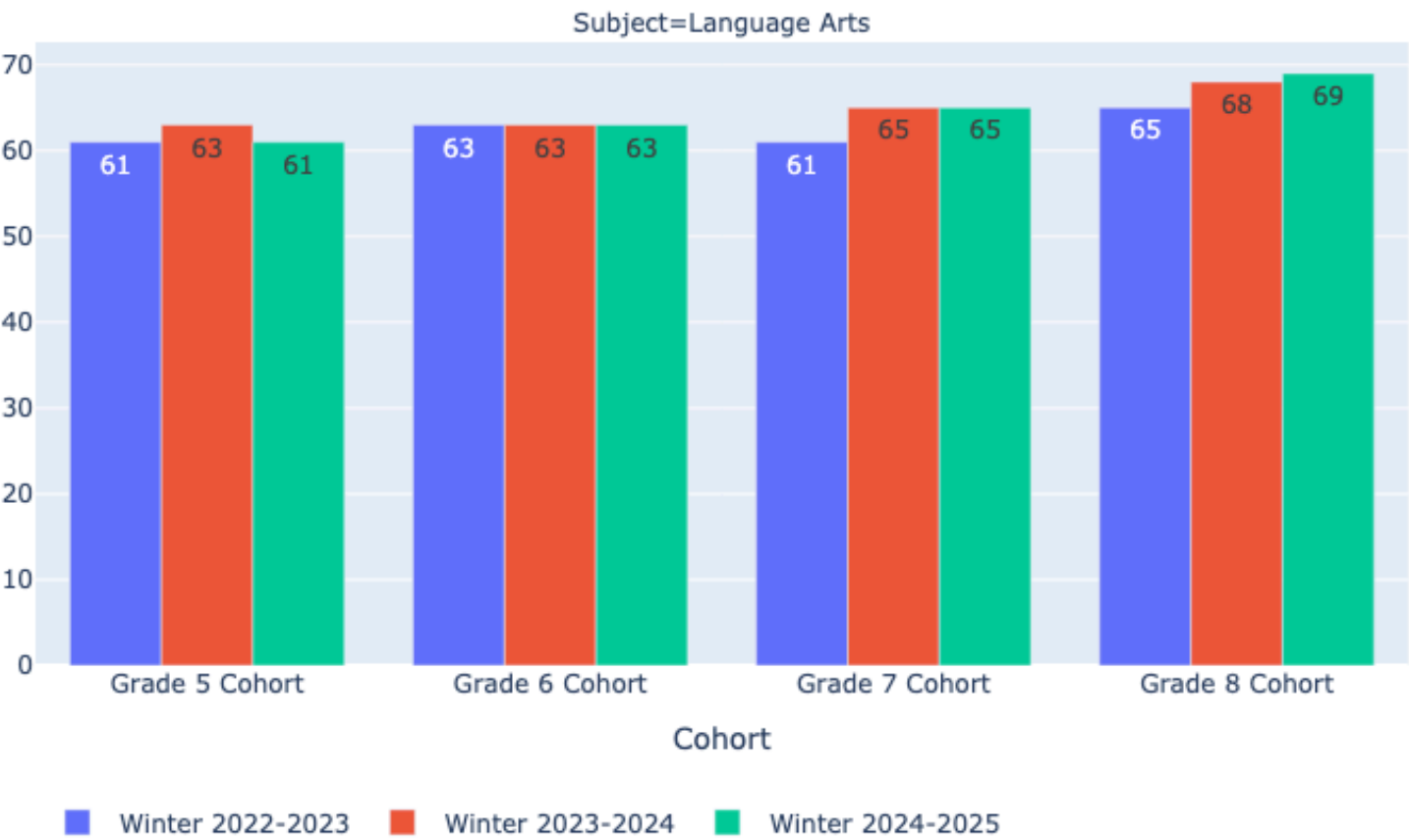
- Average percentile across the grade-level cohorts are consistent for Language Arts and Math, with the exception of the 8th grade cohort in Math improving from 56th percentile in SY22-23 to 67th percentile in SY24-25.
- Significant decrease over the past 3 years in the “Percent of Students At or Below the 25th Percentile” in Language Arts for the 7th and 8th grade cohorts. 7th grade decrease from 15% in SY22-23 to 11% in SY24-25 and the 8th grade cohort decreased from 13% in SY22-23 to 8% in SY24-25
- Significant decrease over the past 3 years in the “Percent of Students At or Below the 25th Percentile” in Math for the 7th and 8th grade cohorts. 7th grade decrease from 20% in SY22-23 to 17% in SY24-25 and the 8th grade cohort decreased from 20% in SY22-23 to 13% in SY24-25
- The 8th grade cohort has increased the percent of students “Meeting College Readiness Benchmarks (ACT)” in Language Arts from 62% in SY22-23 to 70% in SY24-25.
- The 8th grade cohort has increased the percent of students “Meeting College Readiness Benchmarks (ACT)” in Math from 39% in SY22-23 to 51% in SY24-25.
- The percent of students “Meeting Expected Growth” in Language Arts and Math has decreased over the past 3 years for all cohorts with the exception of 5th grade Language Arts(39% to 49%) and 8th grade math (59% to 65%).



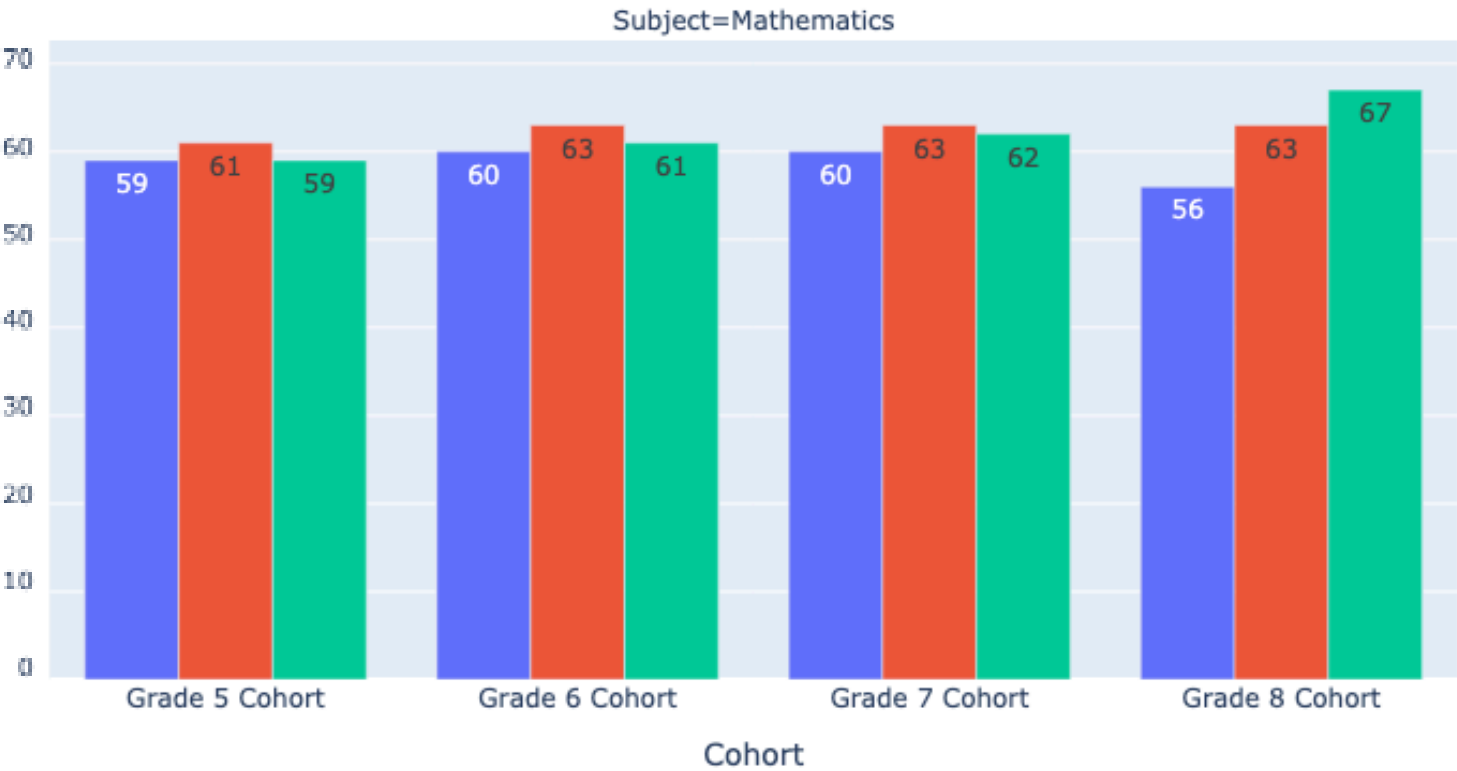
SY24-25 Winter MAP Growth- Cohort Analysis

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Average Test Percentile By Cohort

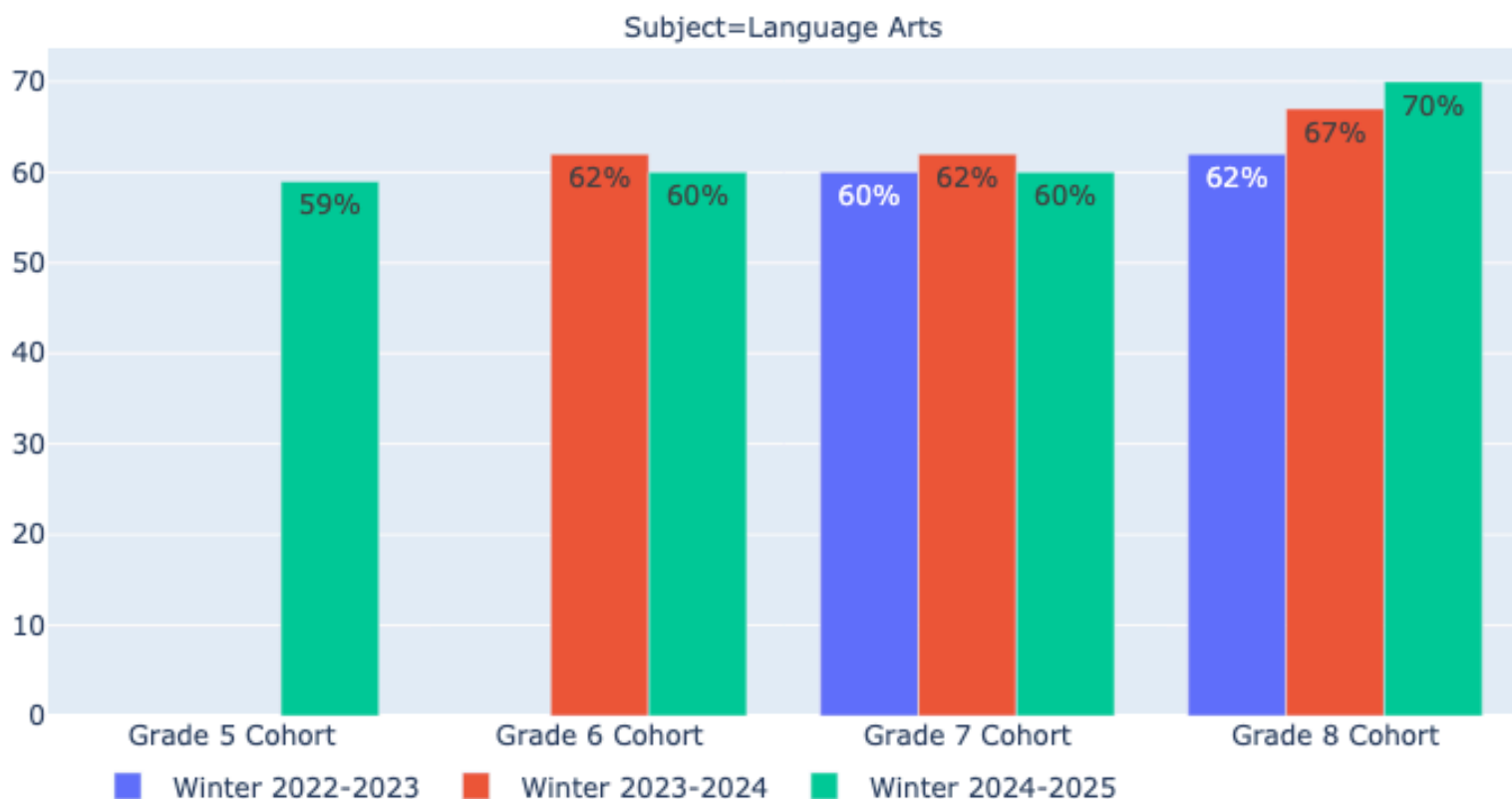


Average Test Percentile By Cohort

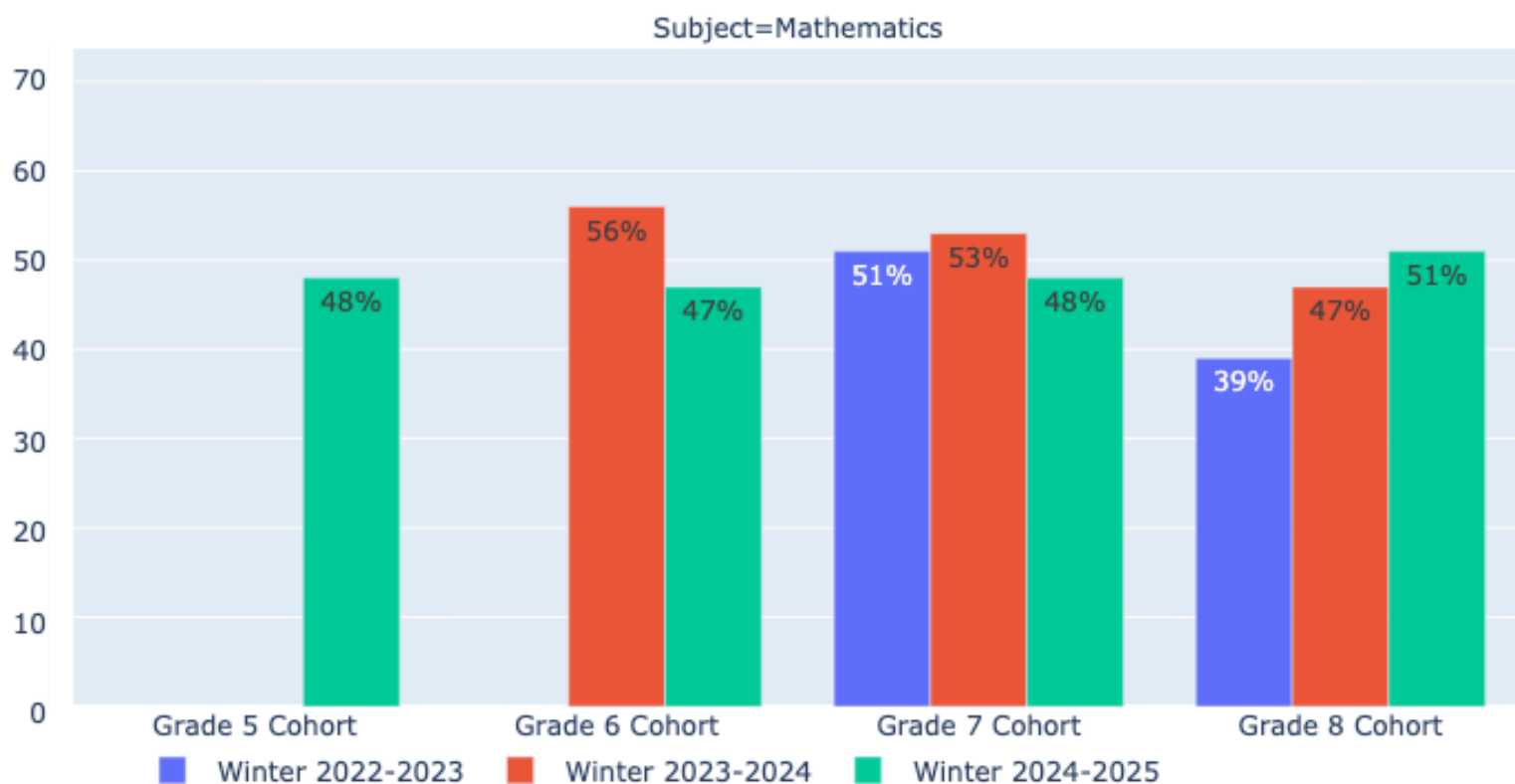


SY24-25 Winter MAP Growth- Cohort Analysis

Percent Meeting CRB By Cohort (ACT)



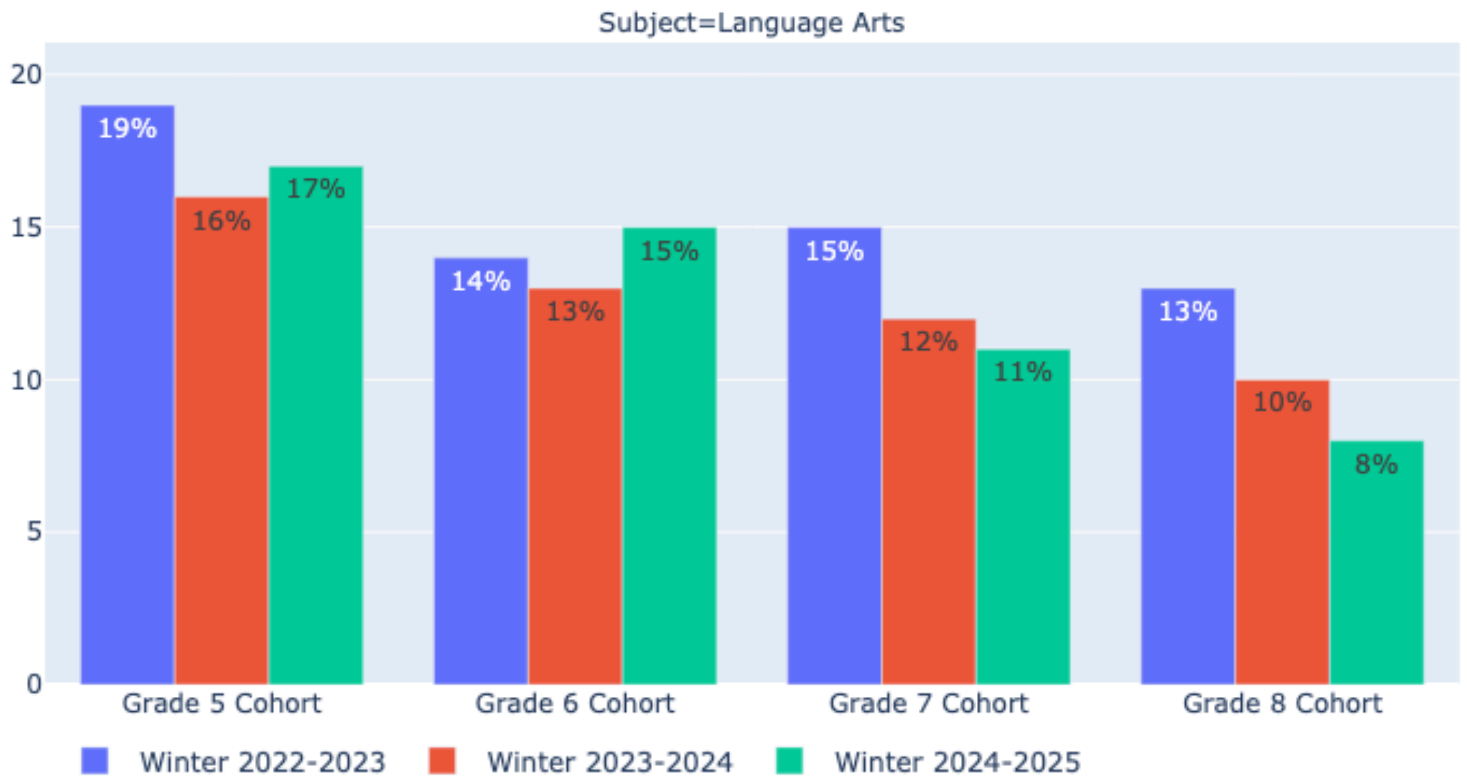
Percent Meeting CRB By Cohort (ACT)



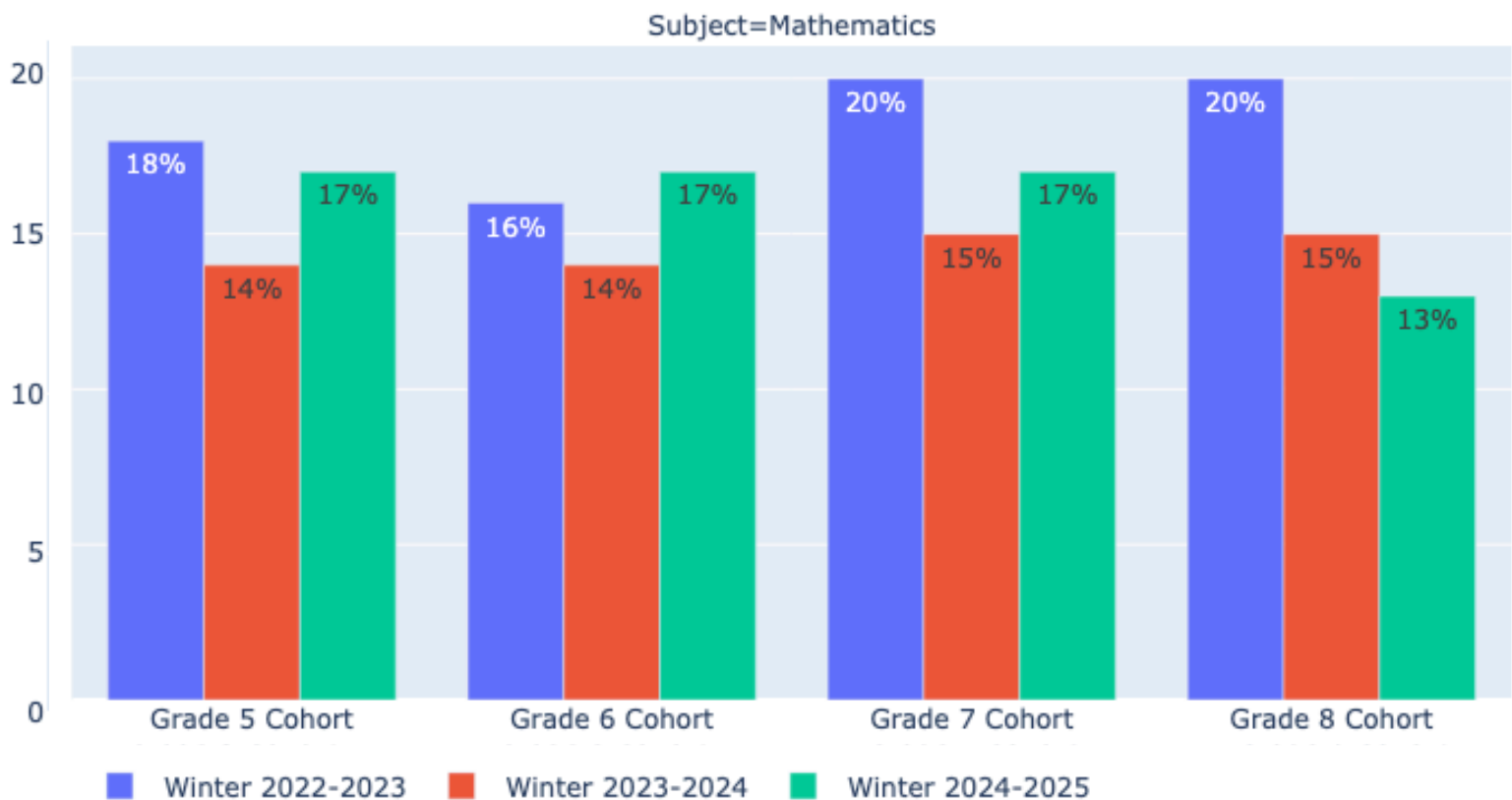
SY24-25 Winter MAP Growth- Cohort Analysis

.....

Percent at/below 25th Percentile By Cohort

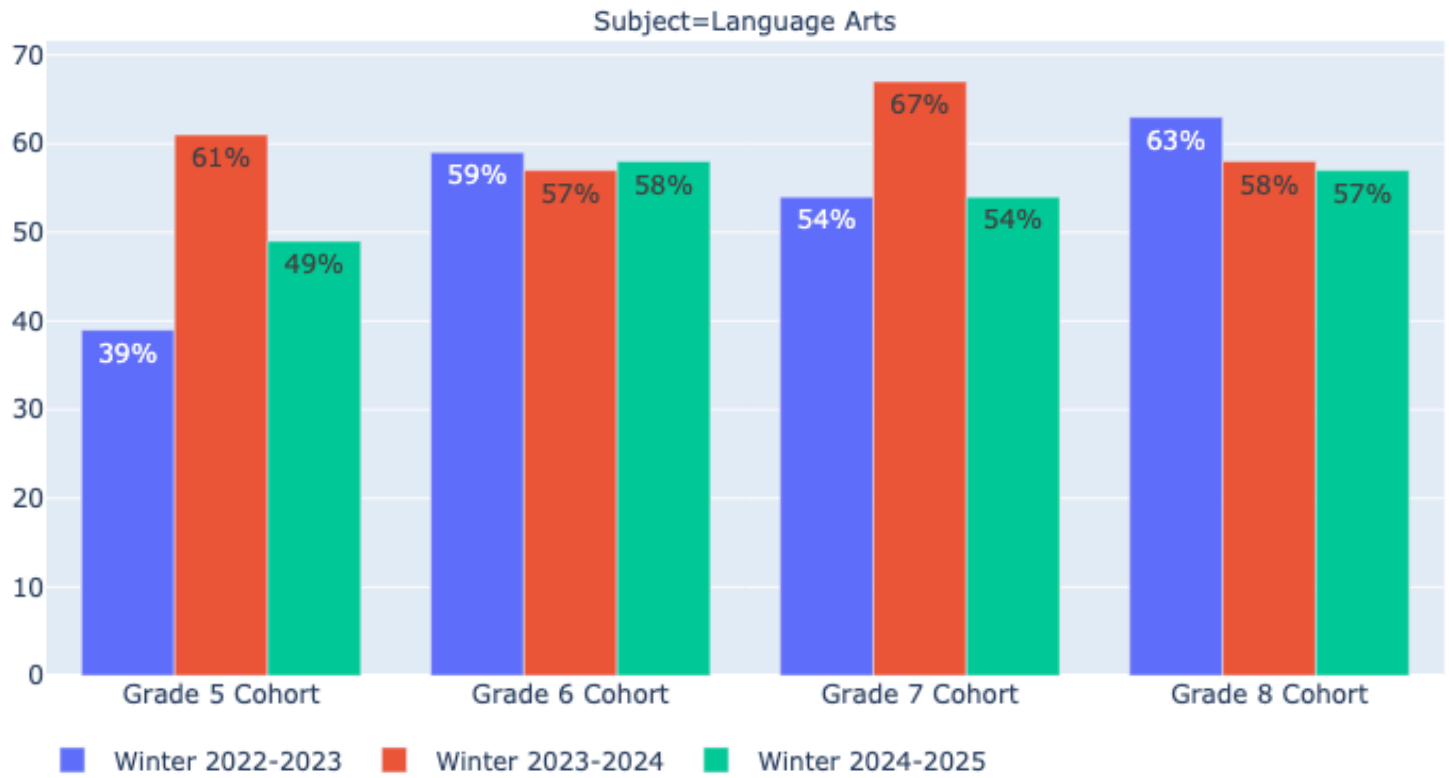


Percent at/below 25th Percentile By Cohort

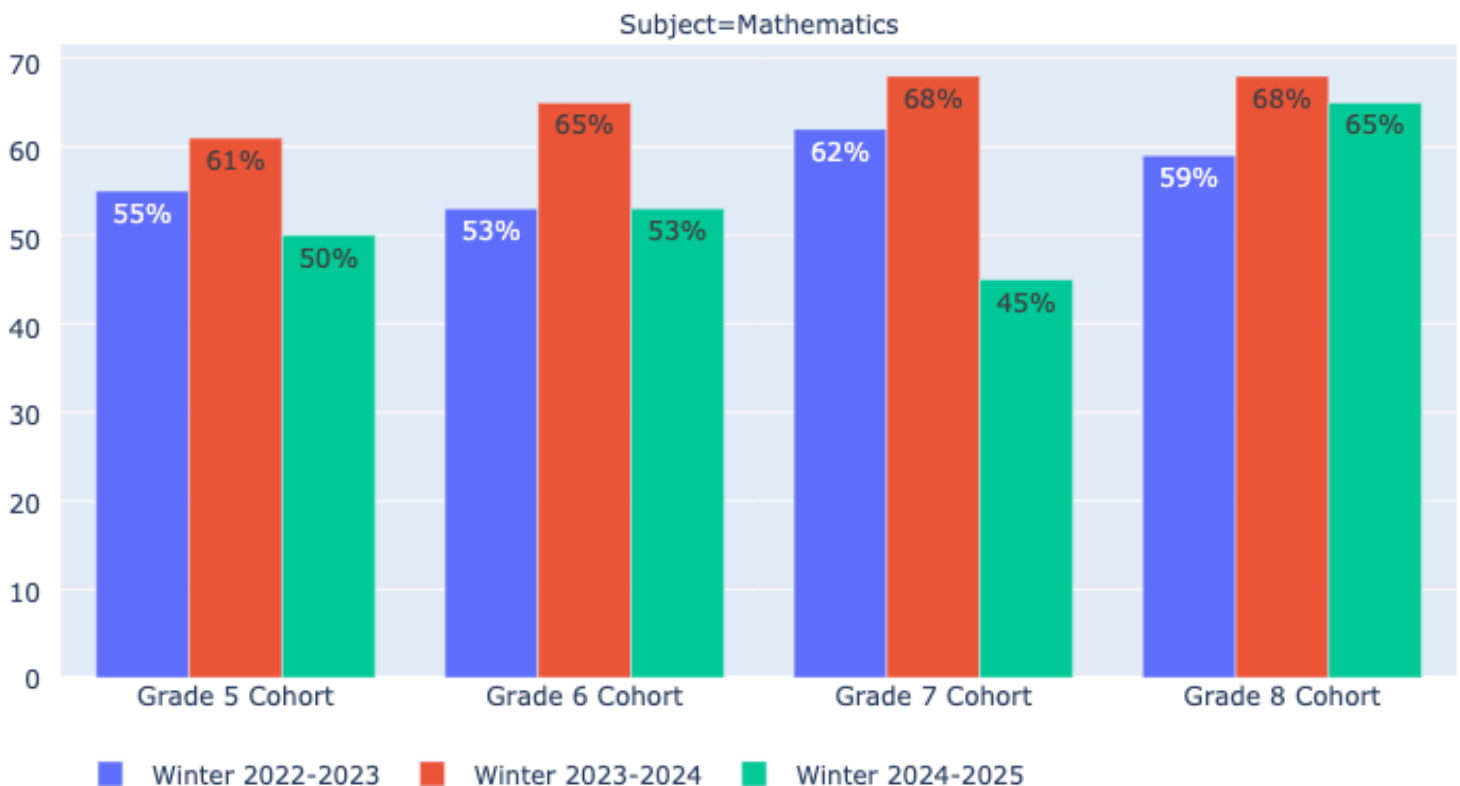


SY24-25 Winter MAP Growth- Cohort Analysis

Percent Meeting Expected Growth By Cohort



Percent Meeting Expected Growth By Cohort

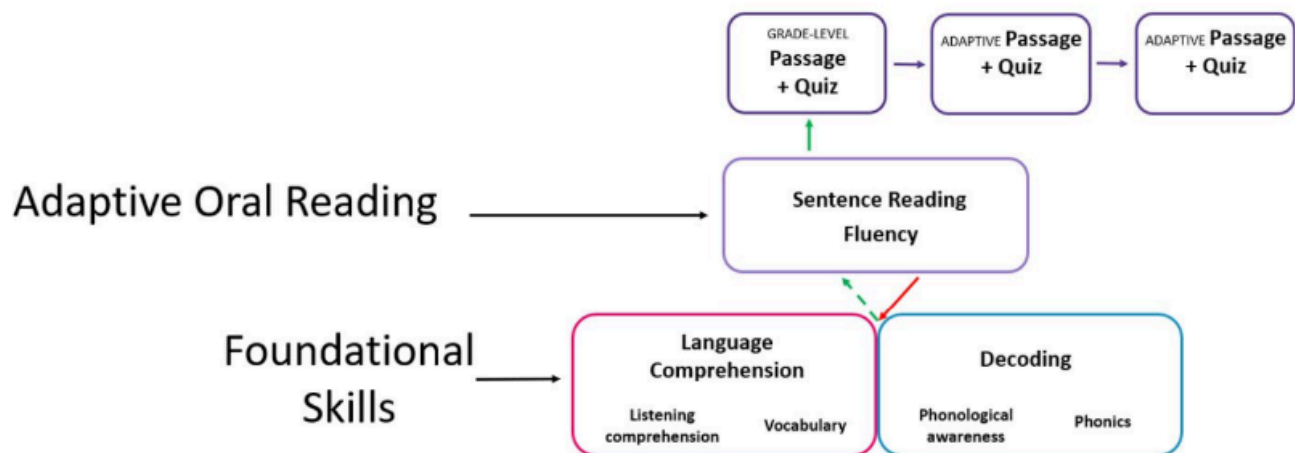


SY24-25 Winter MAP Fluency

MAP Fluency Context

Types of Assessments: MAP Fluency is an adaptive assessment. This means as students get questions correct, the test gets harder and vice versa when they get questions incorrect. Students can be assigned one or two types of assessments.

- **Foundational Skills:** Assesses students proficiency in “Listening Comprehension,” “Picture Vocabulary,” “Phonics and Word Recognition,” and “Phonemic Awareness”
- **Adaptive Oral Reading:** Assesses students ability to read connected texts. It begins with “Sentence Reading Fluency” and then moves on to grade-level reading passages with comprehension questions that adapt up or down based on students reading fluency and comprehension. The assessment provides scores for “Sentence Reading Fluency,” “Oral Reading Rate,” “Oral Reading Accuracy,” and “Literal Comprehension”.
 - If a student is assigned the “Adapted Oral Reading” assessment and does not meet the benchmark for “Sentence Reading Fluency” they are rerouted to the “Foundational Skills Assessment” and will not get oral reading scores. (See image below)



- Students in Kindergarten should be progressing through the “Foundational Skills Assessment”.
- Students in First grade should be solid in the “Foundational Skills” assessment and some will be ready for the “Adapted Oral Reading” by the end of First grade.
- By Second Grade, students should be stay in the “Adapted Oral Reading” assessment.



SY24-25 Winter MAP Fluency



MAP Fluency Context

Performance Levels: There are four performance levels for MAP Fluency. A student will receive a score and a performance level for each subcategory of the assessment. The four performance levels are “Below Expectations,” “Approaching Expectations,” “Meets Expectations,” and “Exceeds Expectations.”

Benchmarks: MAP Fluency is an adaptive assessment. The benchmarks are dynamic and change for each assessment window. For example, a 1st grade student receives a numeric score in the Fall that falls in the “Meeting Expectations” category; that same numeric score received in the Winter would fall into the “Approaching Expectations” category.

Assessment Assignments:

Kindergarten	1st Grade	2nd Grade
Fall: Foundational Winter: Foundational Spring: Foundational	Fall: Foundational Winter: Oral Reading* Spring: Oral Reading	Fall: Oral Reading Winter: Oral Reading Spring: Oral Reading

**Oral Reading is recommended to be assigned in the Spring of First Grade. However, some of our students are already reading connected texts by the Winter of First Grade which is why we assign the Oral Reading in the Winter.*



SY24-25 Winter MAP Fluency

MAP Fluency Data Reflection

Kindergarten:

- Increase in percent of students “Meeting/Exceeding” in “Listening Comprehension” in Spanish increased from 26 % in SY22-23 to 36 % in SY24-25
- 74 % of Kindergarteners are “Meeting/Exceeding” in “Phonics and Word Recognition” in Spanish compared to 54 % in SY22-23
- 74 % of Kindergarteners are “Meeting/Exceeding” in “Phonics and Word Recognition” in English compared to 63 % in SY22-23
- 86 % of Kindergarteners are “Meeting/Exceeding” in “Phonological Awareness” in Spanish compared to 73 % in SY22-23

1st Grade:

- The percent of 1st-grade students who advance to “Adaptive Oral Reading” in the winter has remained consistent over the past 3 years in English (31%) with a slight increase in Spanish (12% to 17%). The expectation is for students to advance from “Foundational Skills” to “Adapted Oral Reading” by the Fall of 2nd grade.
- 66 % of 1st Graders are “Meeting” in “Phonics and Word Recognition” in English compared to 61% in SY22-23
- 68 % of 1st Graders are “Meeting” in “Phonics and Word Recognition” in Spanish compared to 61% in SY22-23 and 48% in SY23-24

2nd Grade:

- A slight decrease in the percent of 2nd-grade students who remain in “Adapted Oral Reading” in English from 74 % in SY22-23 to 69 % in SY24-25.
- A significant increase in percent of 2nd-grade students who remain in “Adapted Oral Reading” in Spanish from 32 % in SY22-23 to 56 % in SY24-25, with a slight drop from 65 % in the SY23-24 school year .
- Of the students who took “Adapted Oral Reading”, the percent of students “Meeting or Exceeding” in both “Literal Comprehension” and “Oral Reading Rate” in both English and Spanish has remained consistent over the past 3 years.

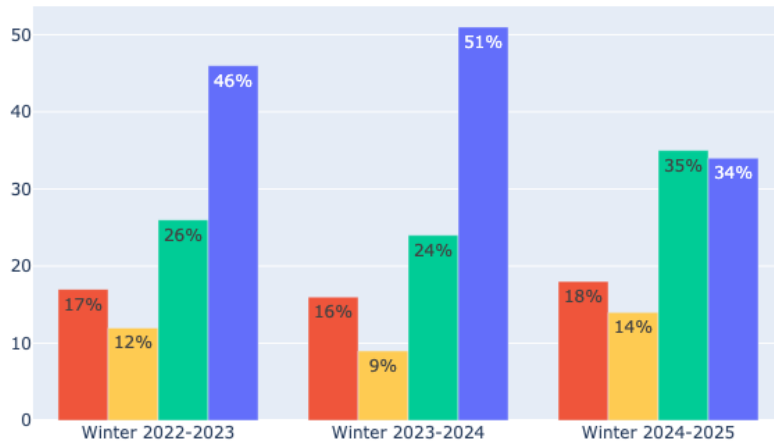


SY24-25 Winter MAP Fluency

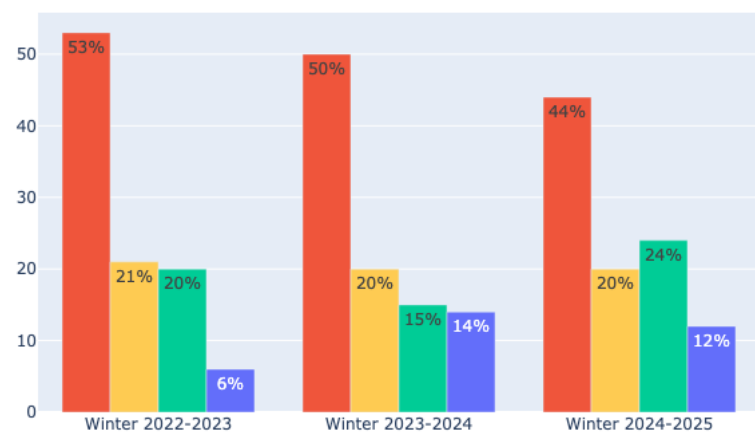
MAP Fluency Performance Levels



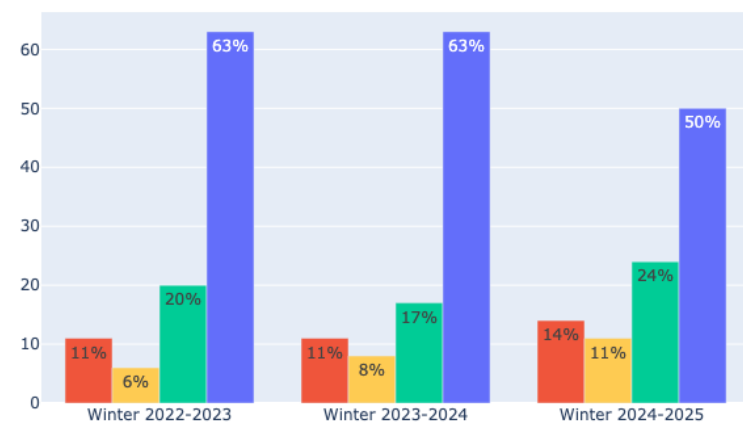
**K: Listening Comprehension
ENGLISH**



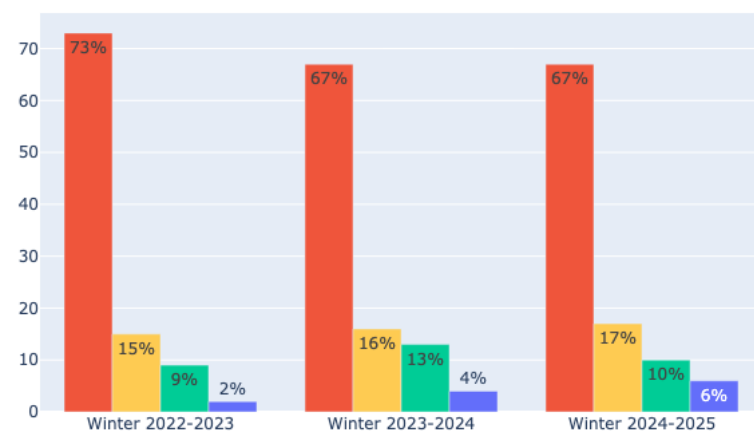
**K: Listening Comprehension
SPANISH**



**K: Picture Vocabulary
ENGLISH**



**K: Picture Vocabulary
SPANISH**

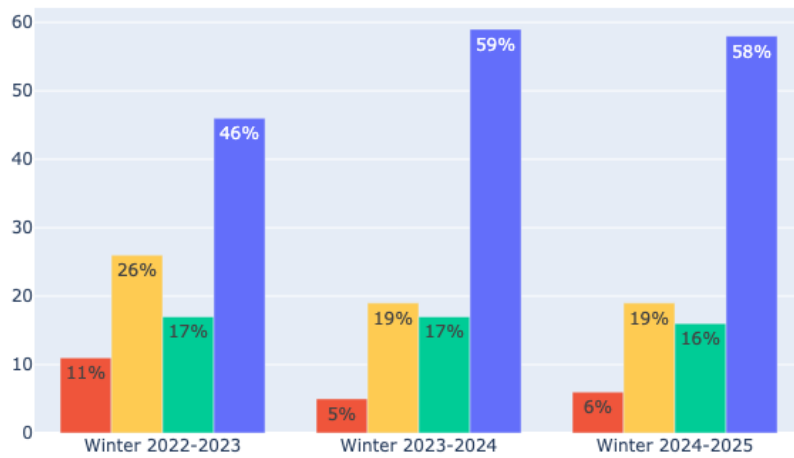


SY24-25 Winter MAP Fluency

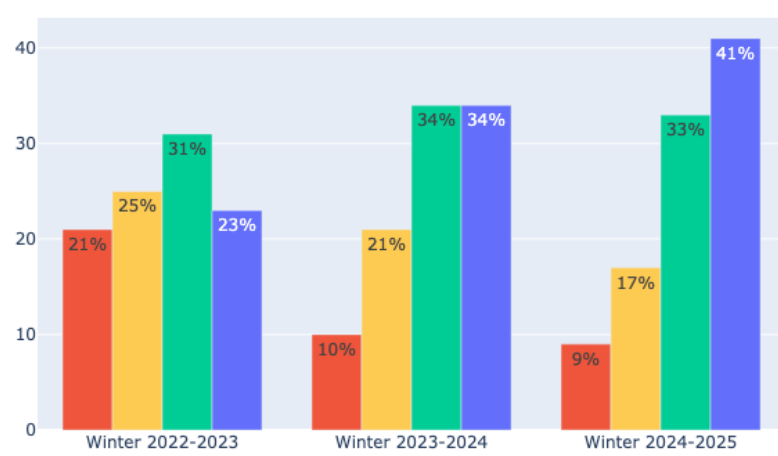
MAP Fluency Performance Levels



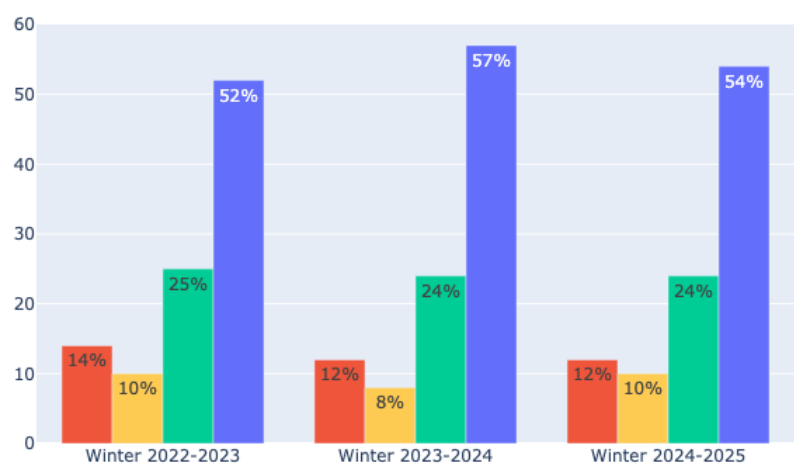
K: Phonics & Word Recognition ENGLISH



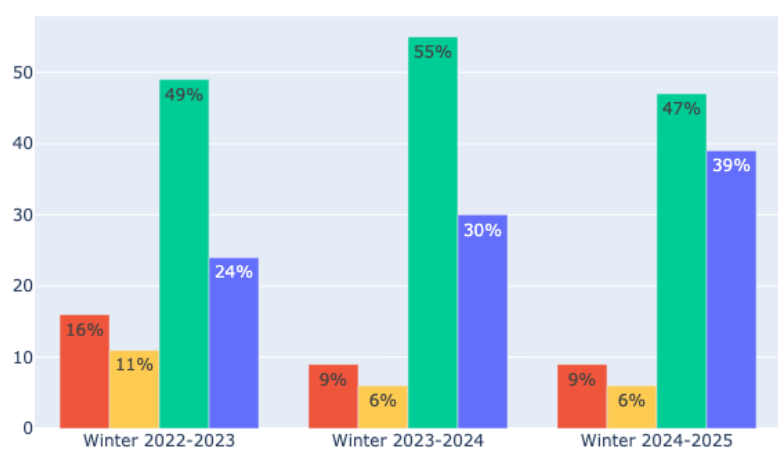
K: Phonics & Word Recognition SPANISH



K: Phonological Awareness ENGLISH



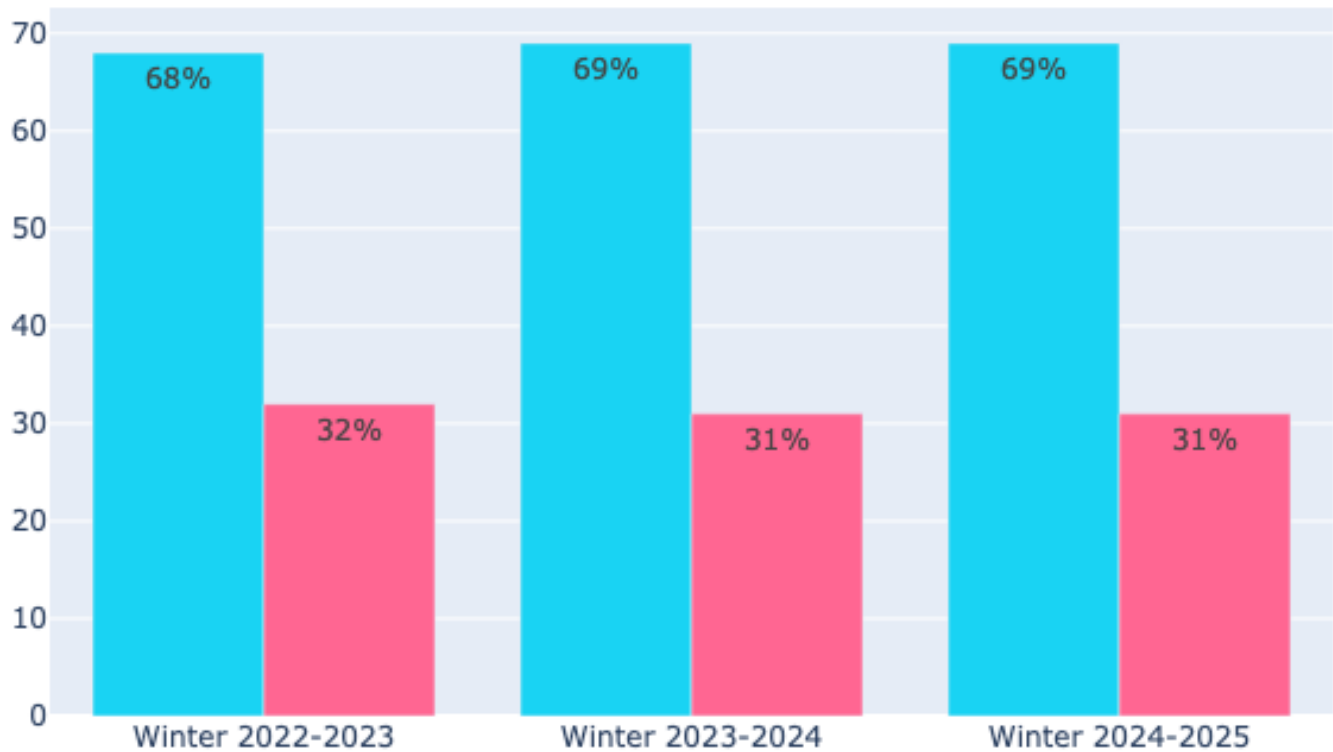
K: Phonological Awareness SPANISH



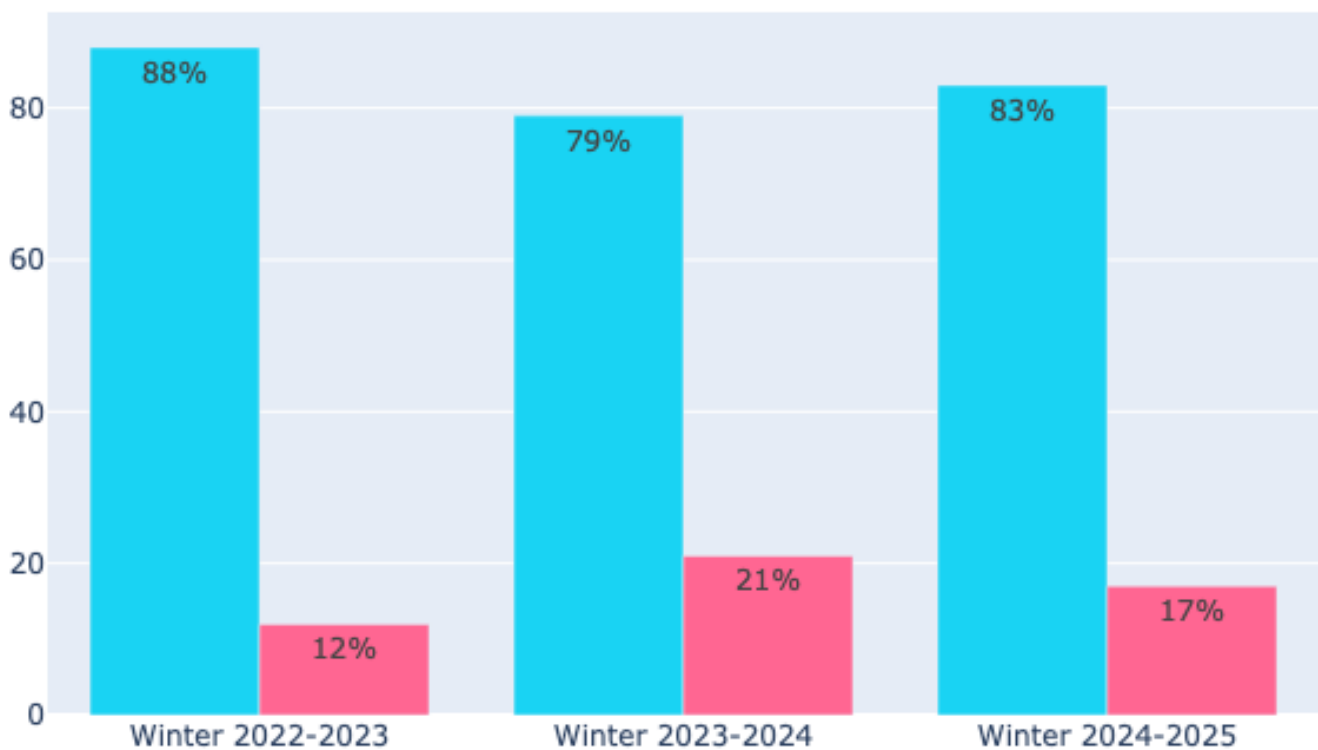
SY24-25 Winter MAP Fluency



1st Grade: Result Type* ENGLISH



1st Grade: Result Type* SPANISH



**Oral Reading is recommended to be assigned in the Spring of First Grade. However, some of our students are already reading connected texts by the Winter of First Grade which is why we assign the Oral Reading in the Winter.*

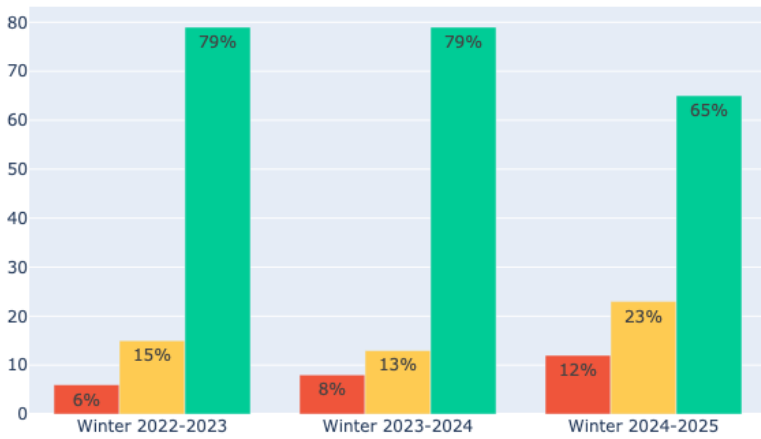


SY24-25 Winter MAP Fluency

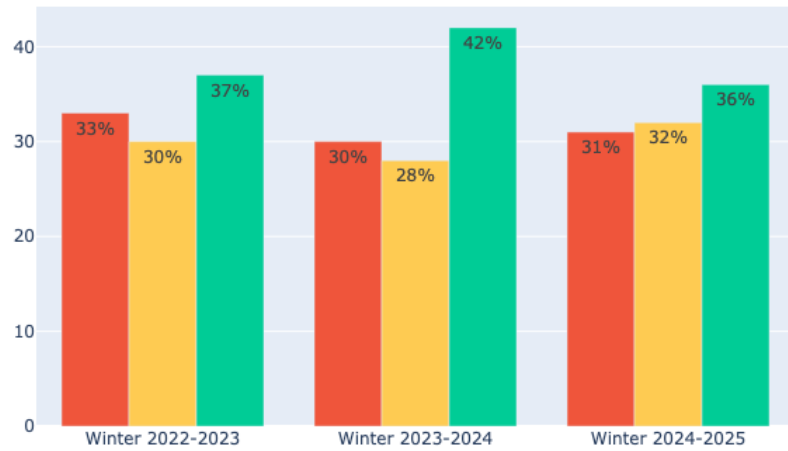
MAP Fluency Performance Levels



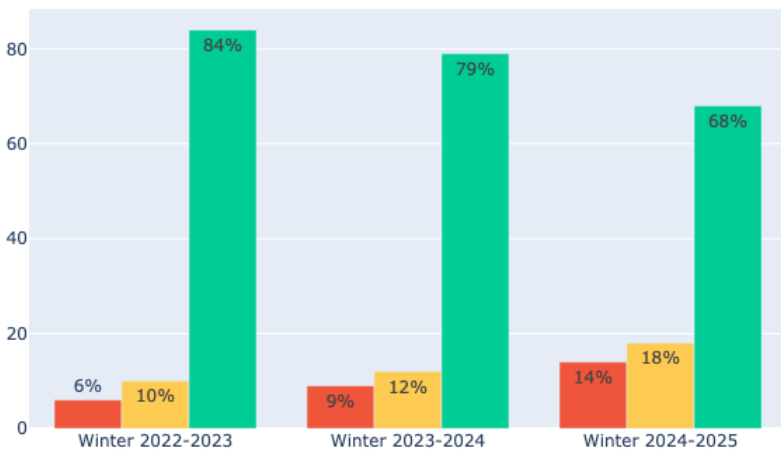
1st Grade: Listening Comprehension ENGLISH



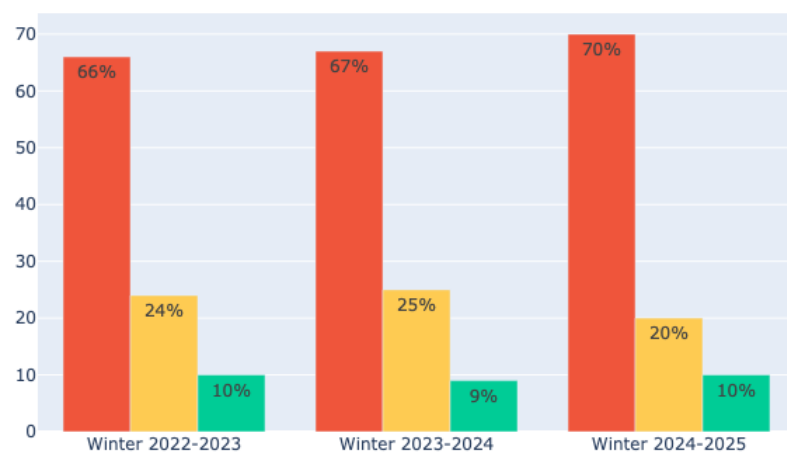
1st Grade: Listening Comprehension SPANISH



1st Grade: Picture Vocabulary ENGLISH



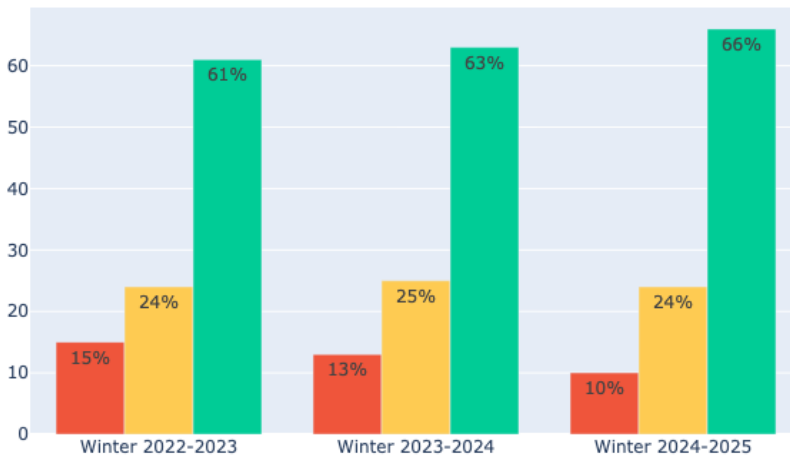
1st Grade: Picture Vocabulary SPANISH



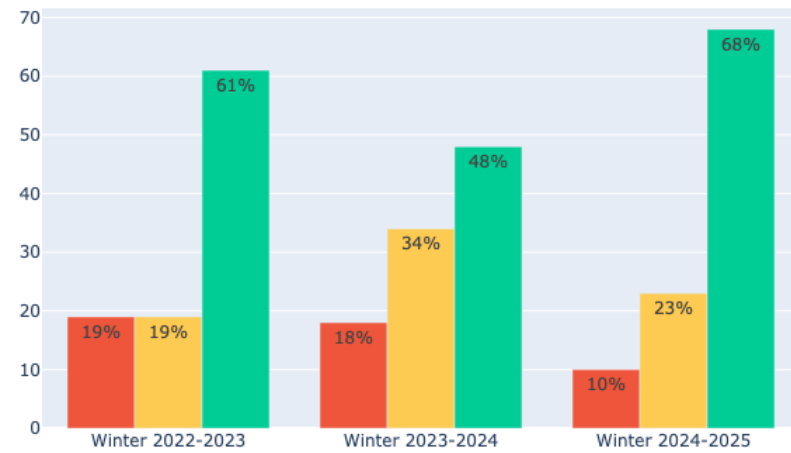
MAP Fluency Performance Levels

Below Expectation Approaching Expectation Meets Expectation Exceeds Expectation

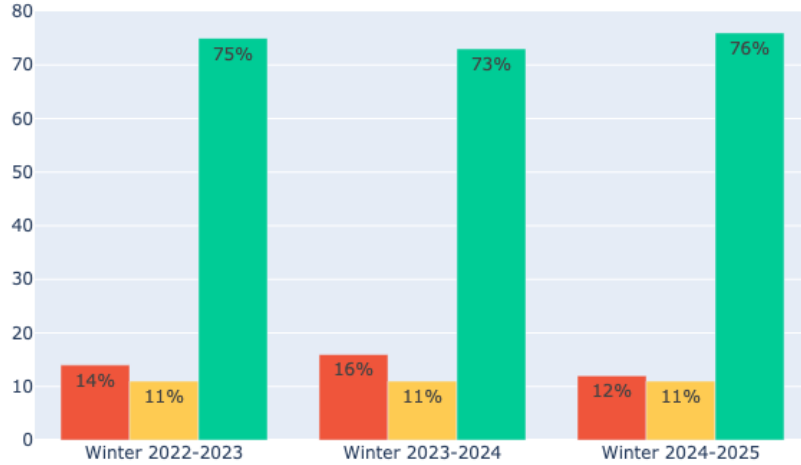
1st Grade: Phonics & Word Recognition ENGLISH



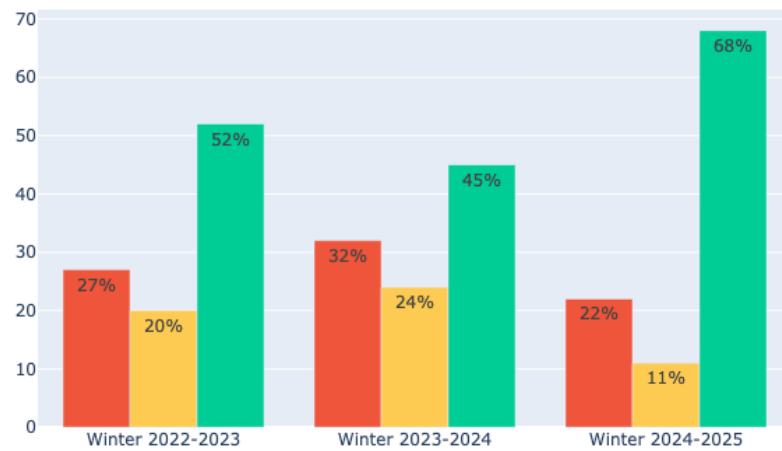
1st Grade: Phonics & Word Recognition SPANISH



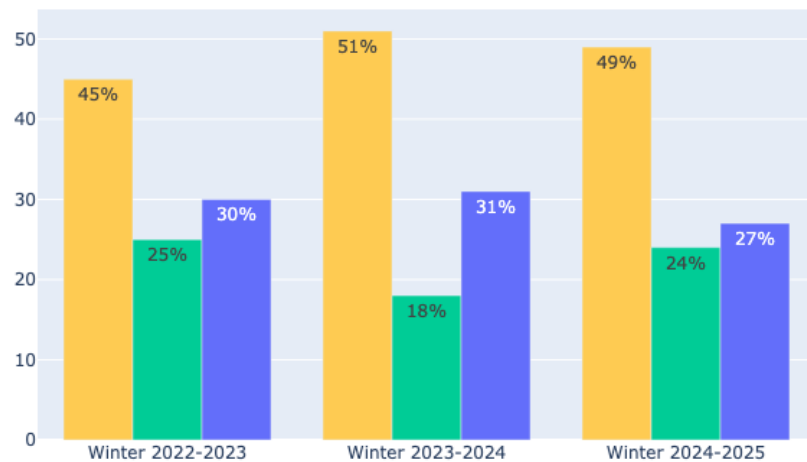
1st Grade: Phonological Awareness ENGLISH



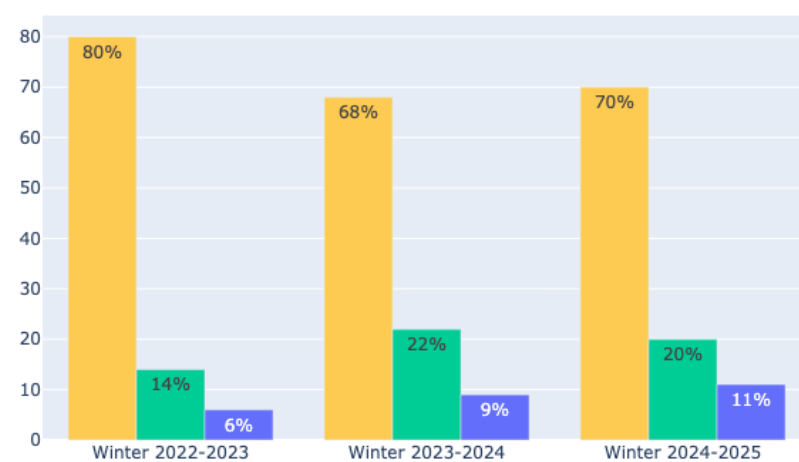
1st Grade: Phonological Awareness SPANISH



1st Grade: Sentence Reading Fluency ENGLISH

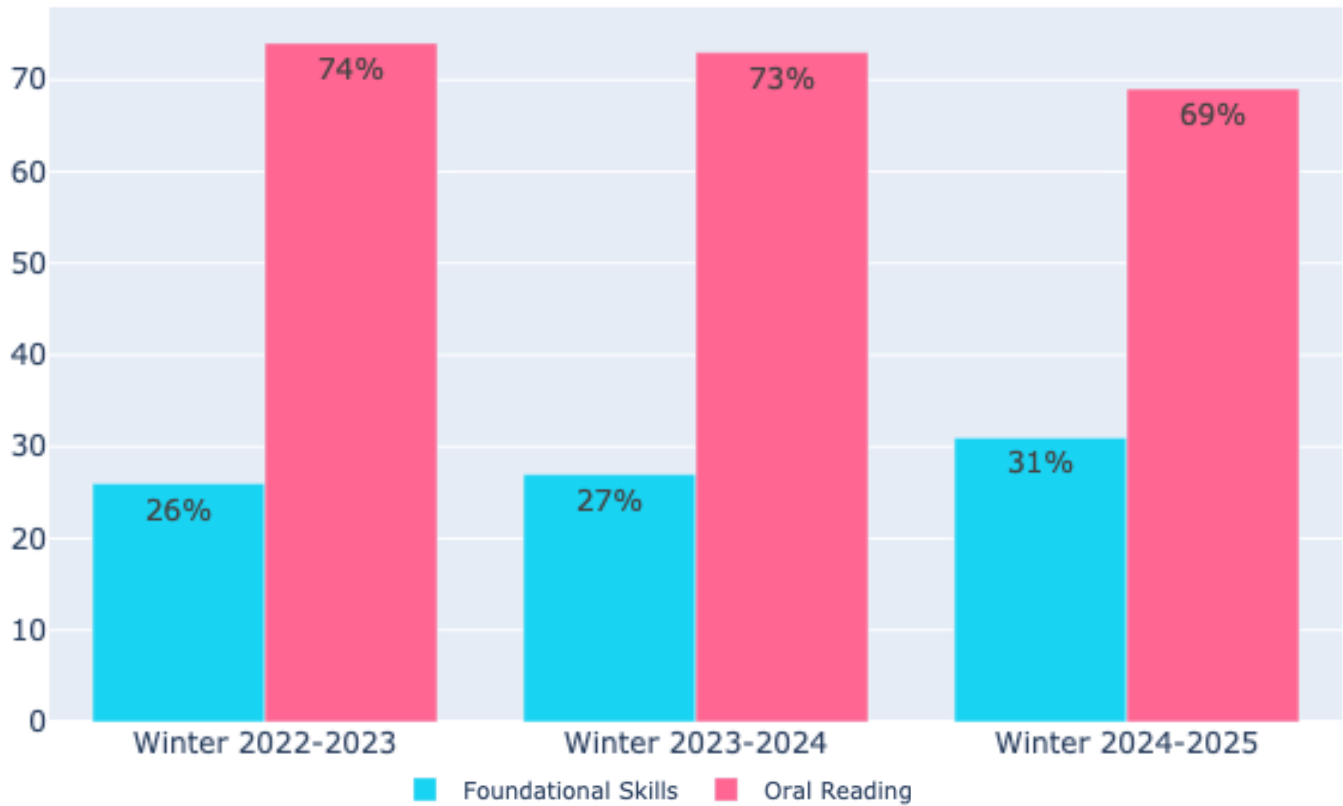


1st Grade: Sentence Reading Fluency SPANISH

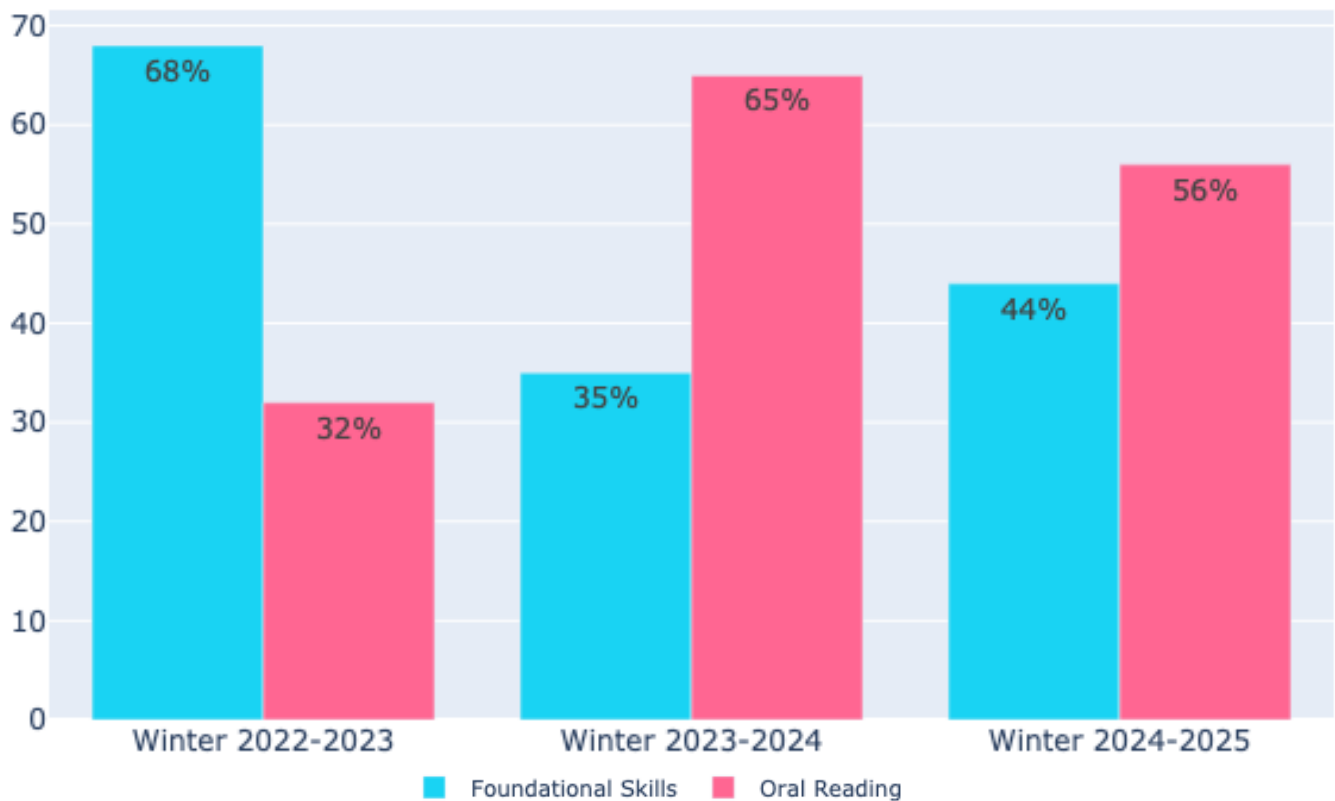


SY24-25 Winter MAP Fluency

2nd Grade: Result Type ENGLISH



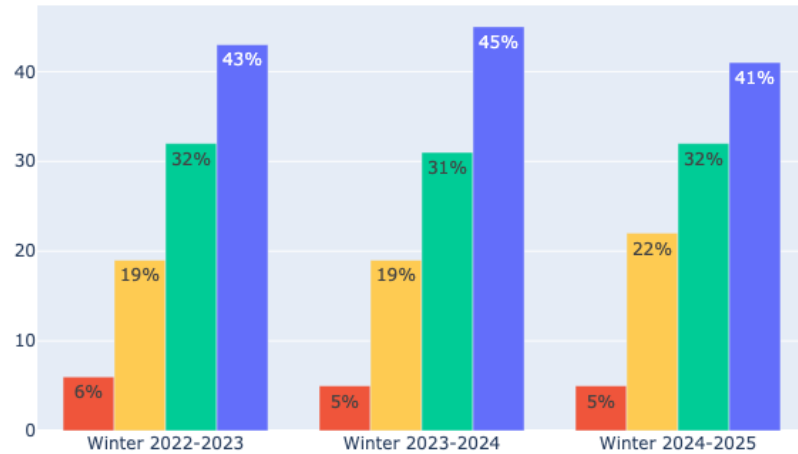
2nd Grade: Result Type SPANISH



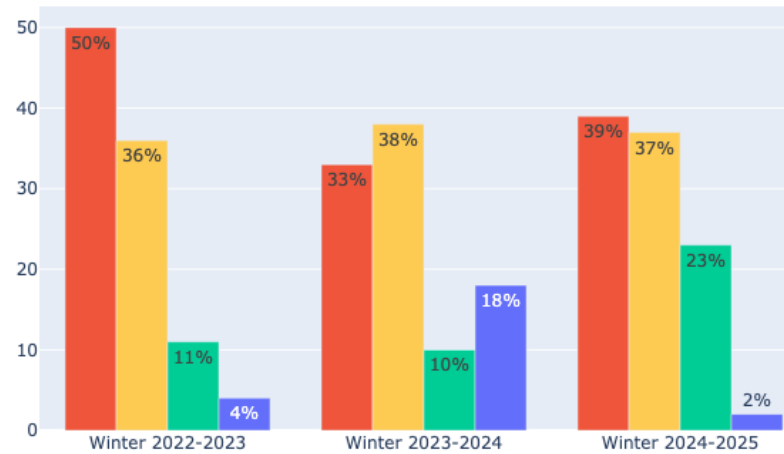
MAP Fluency Performance Levels

Below Expectation Approaching Expectation Meets Expectation Exceeds Expectation

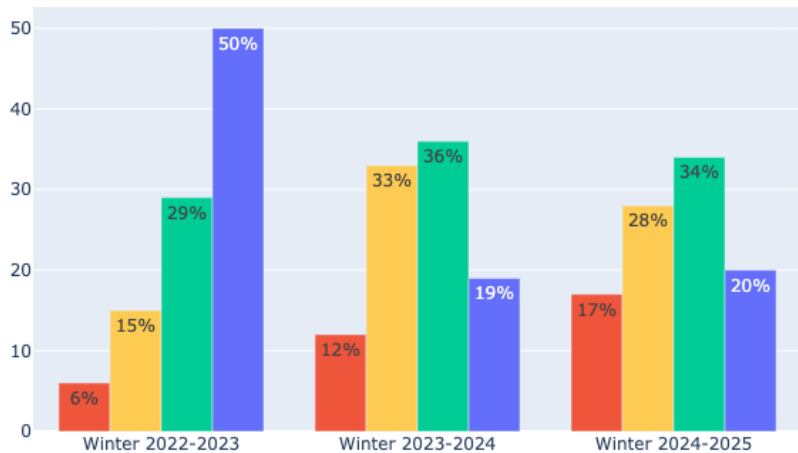
2nd Grade: Oral Reading Rate ENGLISH



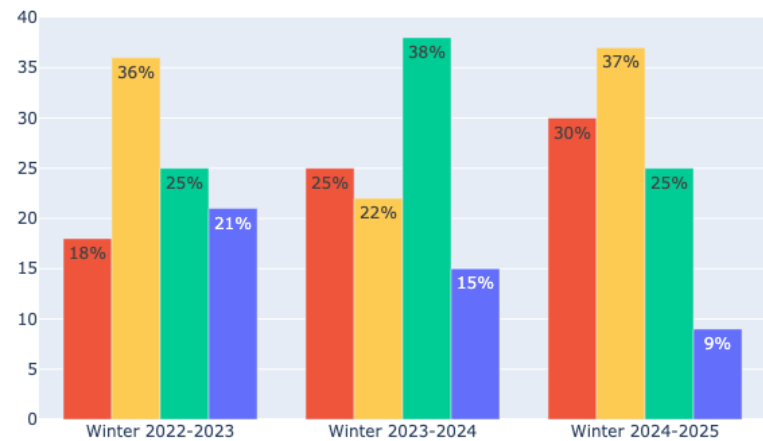
2nd Grade: Oral Reading Rate SPANISH



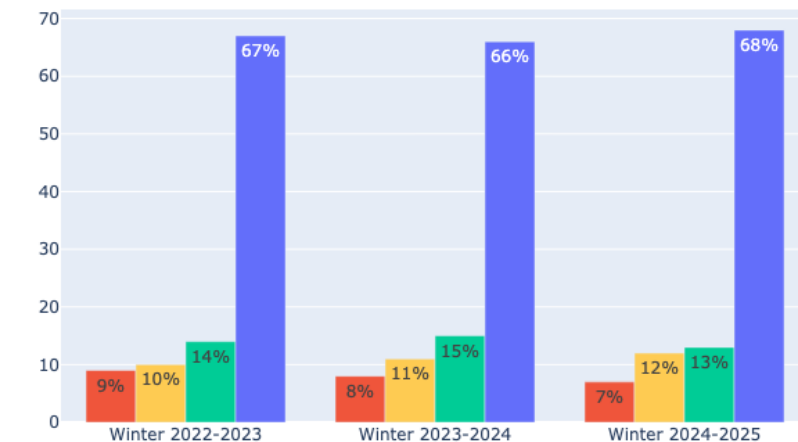
2nd Grade: Oral Reading Accuracy ENGLISH



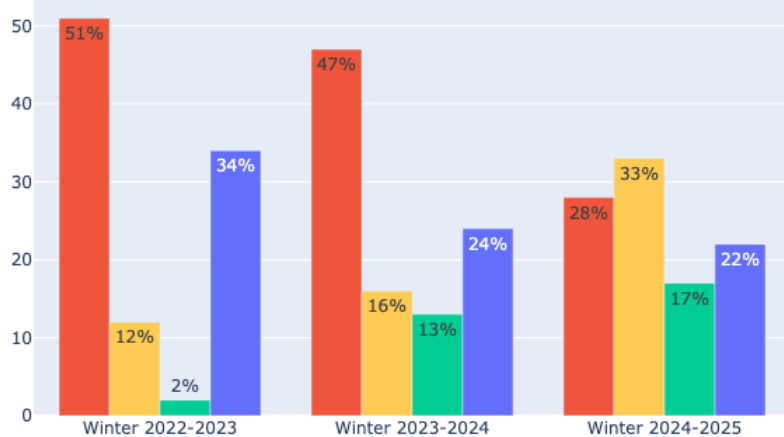
2nd Grade: Oral Reading Accuracy SPANISH



2nd Grade: Literal Comprehension ENGLISH



2nd Grade: Literal Comprehension SPANISH



Standards-Based Grades (SBG)

Standards-Based Grading and Student Proficiency Overview

District 65's Vision for Grading:

In District 65, our goal is for report card grades to be meaningful, accurate, and actionable for students, families, and educators. Report cards serve as a snapshot of current learning and communicate two key areas:

- Academic performance – how well a student is currently meeting grade-level standards.
- Learning habits – separate feedback on behaviors and skills that support learning.

Starting in the 2024-25 school year, Standards-Based Grading (SBG) was introduced for 6th through 8th grade students. This approach ensures that grading aligns with grade-level expectations and provides a clearer picture of student progress.

Assessing Student Readiness: Connecting Grades to the IAR

The Illinois Assessment of Readiness (IAR) is the state's summative test given each spring to measure whether students are meeting grade-level expectations. Our grading practices should align with these expectations, meaning that students' report card grades should provide a strong indicator of how they are likely to perform on the IAR. Standards-Based Grading supports this alignment by focusing on students' mastery of grade-level standards rather than traditional letter grades.

Using MAP Scores to Predict IAR Performance

To further assess how well grades reflect student proficiency, we use the NWEA MAP assessment, which has been linked to the IAR through a research study. This linking study allows us to **predict** a student's likely performance on the IAR based on their MAP scores.

Evaluating Standards-Based Grading Through Projected Proficiency

One way to evaluate the effectiveness of Standards-Based Grading is by examining the relationship between students' grades and their Projected Proficiency on the IAR. Since the IAR is only administered in the spring, we can use MAP assessment data from winter to estimate whether students are on track to meet grade-level expectations.

The data below compares students' report card grades with their projected IAR performance levels based on their Winter MAP assessment scores. This analysis helps determine if our grading system is accurately reflecting student proficiency and progress.



Standards-Based Grades (SBG)

Standards-Based Grades

ME

Meeting Standard(ME): Meets the rigor of the end-of-term standard consistently and independently across a variety of contexts.

PR

Progressing in Learning of Standard(PR): Making progress towards consistently and independently meeting the end-of-term standard across a variety of contexts.

BE

Beginning Learning of the Standard(BE): Developing foundational skills needed to progress towards meeting the end-of-term standard consistently and independently.

EX

Extending(EX): Meets and applies the rigor of the standard to more complex tasks that show a deeper level of understanding.

IE

Insufficient Evidence(IE): Lack of student evidence submitted to assess standard

Illinois Assessment of Readiness(IAR) Performance Levels

Level 1 - Did Not Yet Meet Expectations: The student demonstrates minimal understanding of grade-level standards and needs significant support.

Level 2 - Partially Met Expectations: The student shows some understanding but is not yet meeting grade-level expectations and requires additional assistance.

Level 3 - Approached Expectations: The student is close to meeting grade-level standards but may need further support to reach full proficiency.

Level 4 - Met Expectations: The student has demonstrated proficiency in grade-level standards and is well-prepared for the next level.

Level 5 - Exceeded Expectations: The student has advanced understanding and exceeds grade-level expectations, showing readiness for more complex learning.



Standards-Based Grades

Standards-Based Grades Data Overview

Note: The grades includes are the content grades only. The Learning Habits are not included.

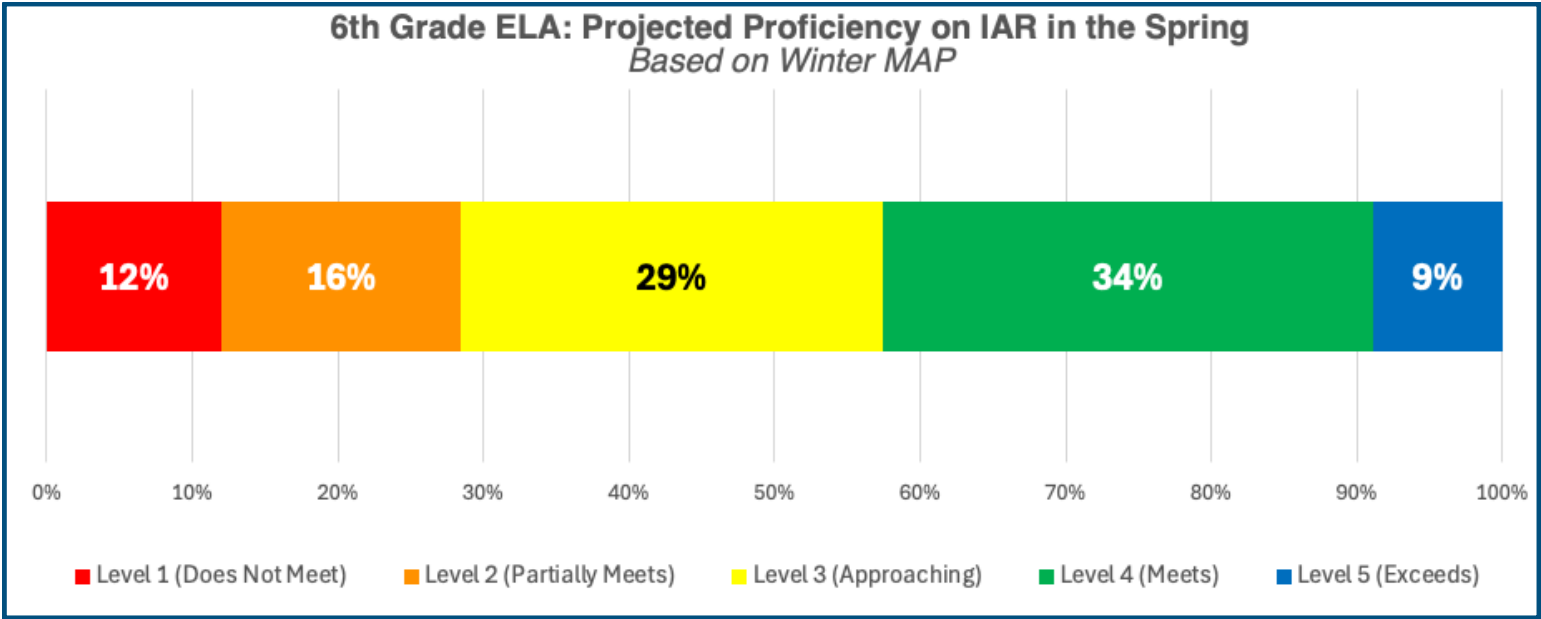
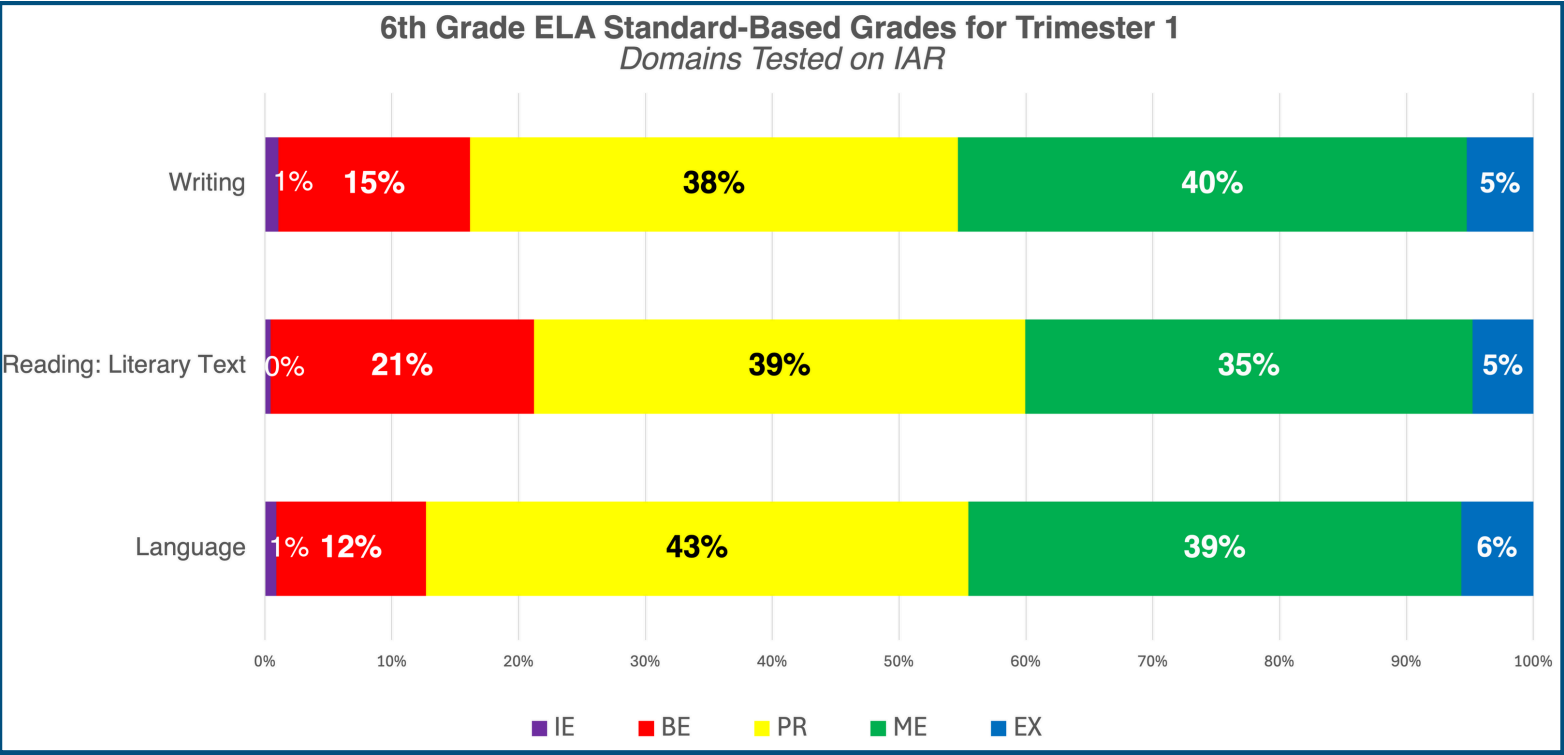
The domains selected for the graphs are determined by the pacing guides and the Trimester 1 report card dates. The domains are also matched to what is assessed on the iAR assessment according to the IAR Blueprints.

Data Reflection

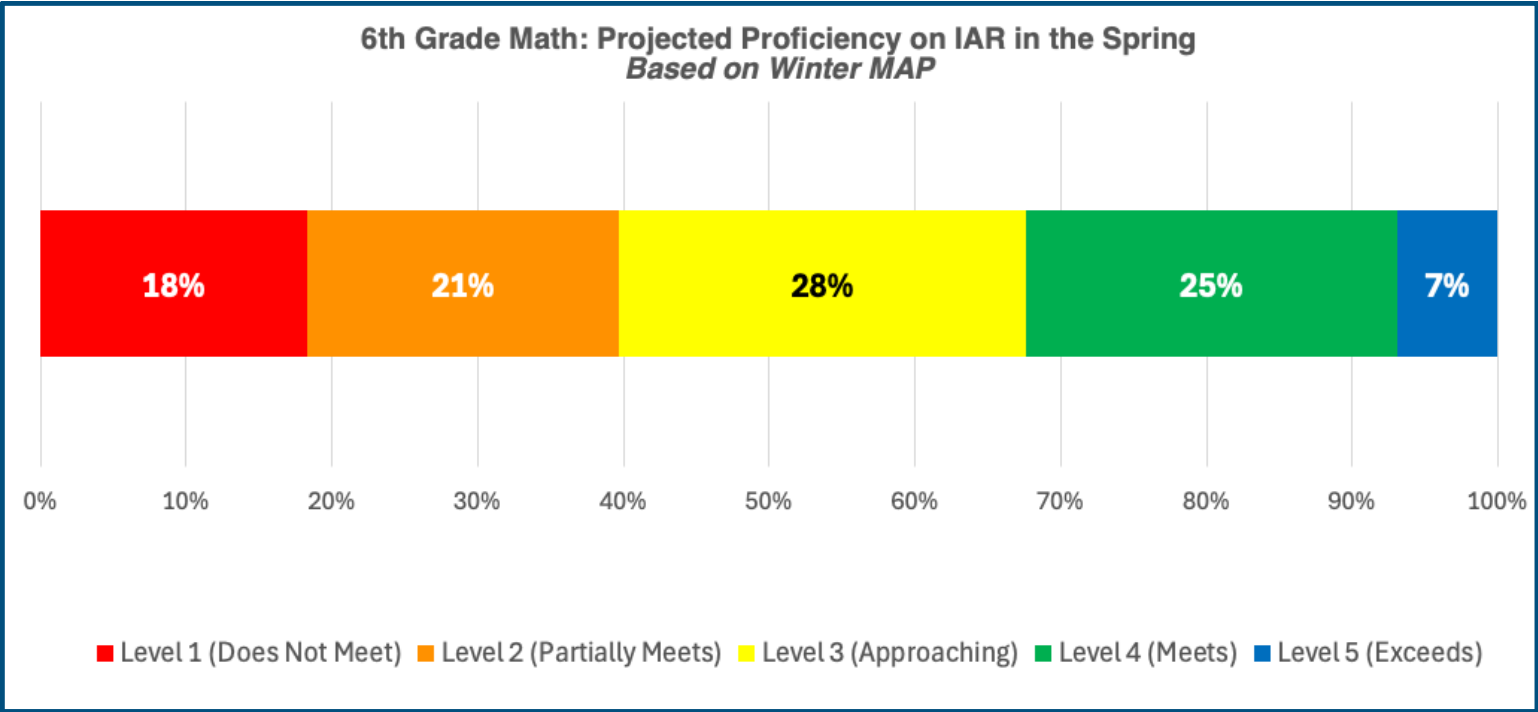
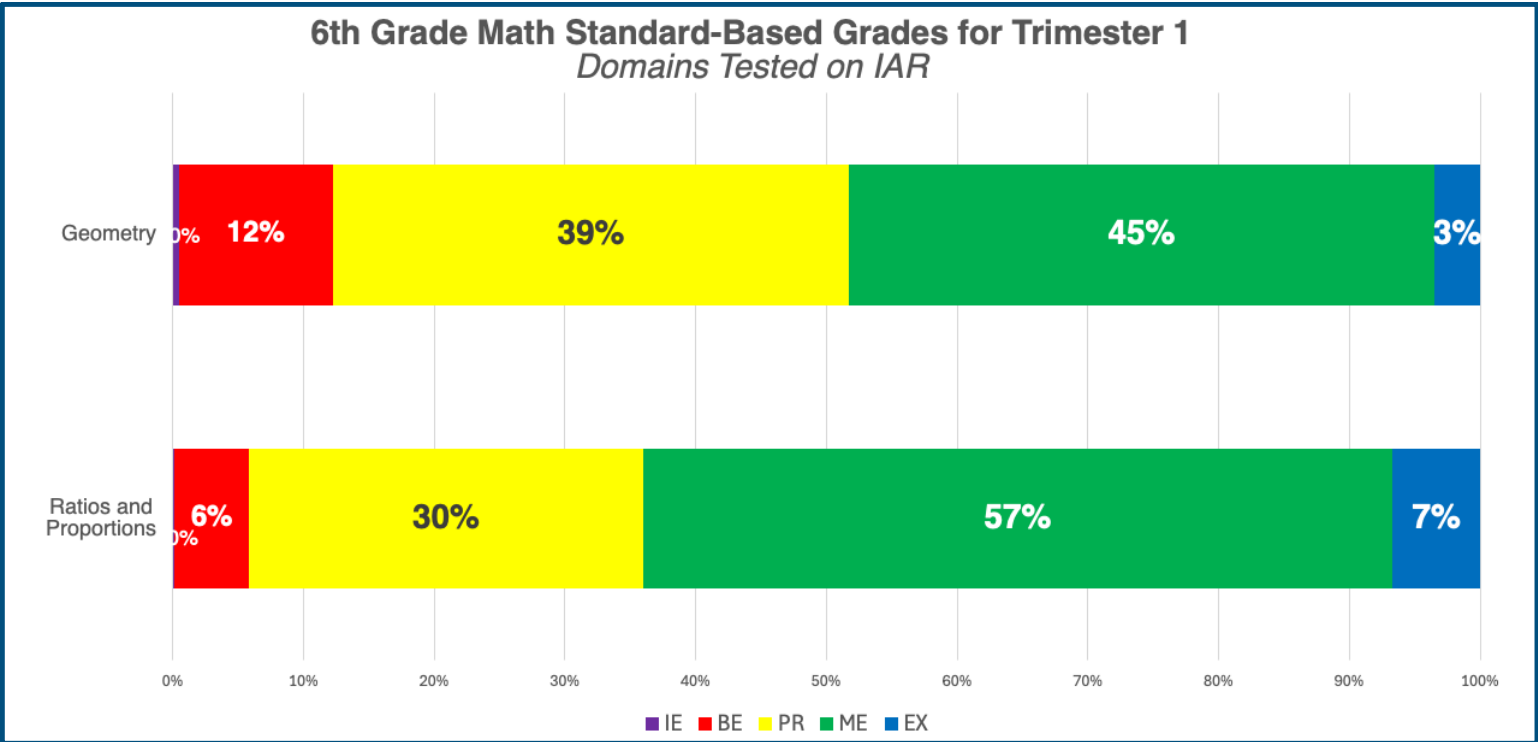
- The percentage of students “Meeting/Extending” the 6th grade ELA course standards is consistent with the percentage of students in the “Meets/Exceeds” performance levels- based on the projected proficiency score for IAR. (Between 40%-45%)
- The percentage of students “Meeting/Extending” the 6th grade Math course standards is significantly larger than the percentage of students in “Meets/Exceeds” performance levels- based on the projected proficiency score for IAR. 48% of students received a “Me” or “EX” in Geometry and 64% received a “ME” or “EX” in “Ratios and Proportions. This is significantly higher than the 32% who are projected to score in the “Meeting/Exceeding” categories on IAR.
- The percentage of students “Meeting/Extending” the 7th grade ELA course standards is consistent with the percentage of students in the “Meets/Exceeds” performance levels- based on the projected proficiency score for IAR. (Between 47%-53%)
- The percentage of students “Meeting/Extending” the 7th grade Math course standards is consistent with the percentage of students in the “Meets/Exceeds” performance levels- based on the projected proficiency score for IAR. (40%)
- The percentage of students “Meeting/Extending” the 8th grade ELA course standards is consistent with the percentage of students in the “Meets/Exceeds” performance levels- based on the projected proficiency score for IAR. (Between 51%-59%)
- The percentage of students “Meeting/Extending” the 8th grade Math course standards is consistent with the percentage of students in the “Meets/Exceeds” performance levels- based on the projected proficiency score for IAR. (43%-51%)



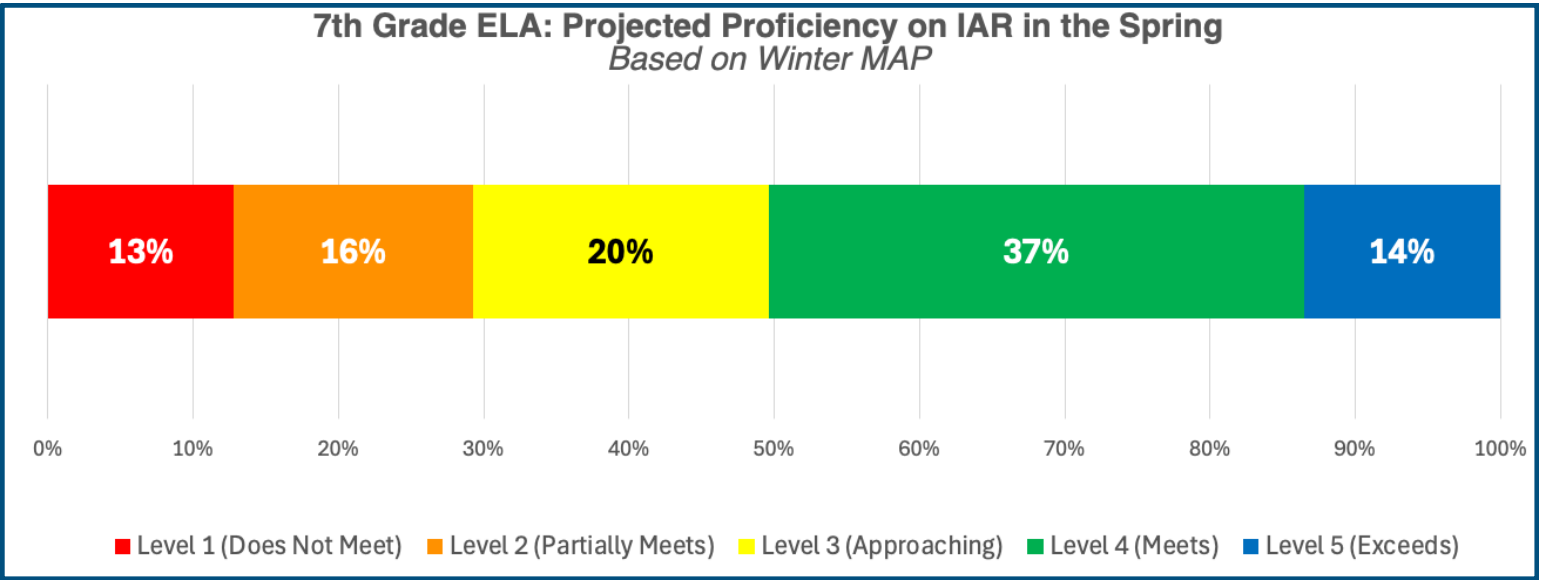
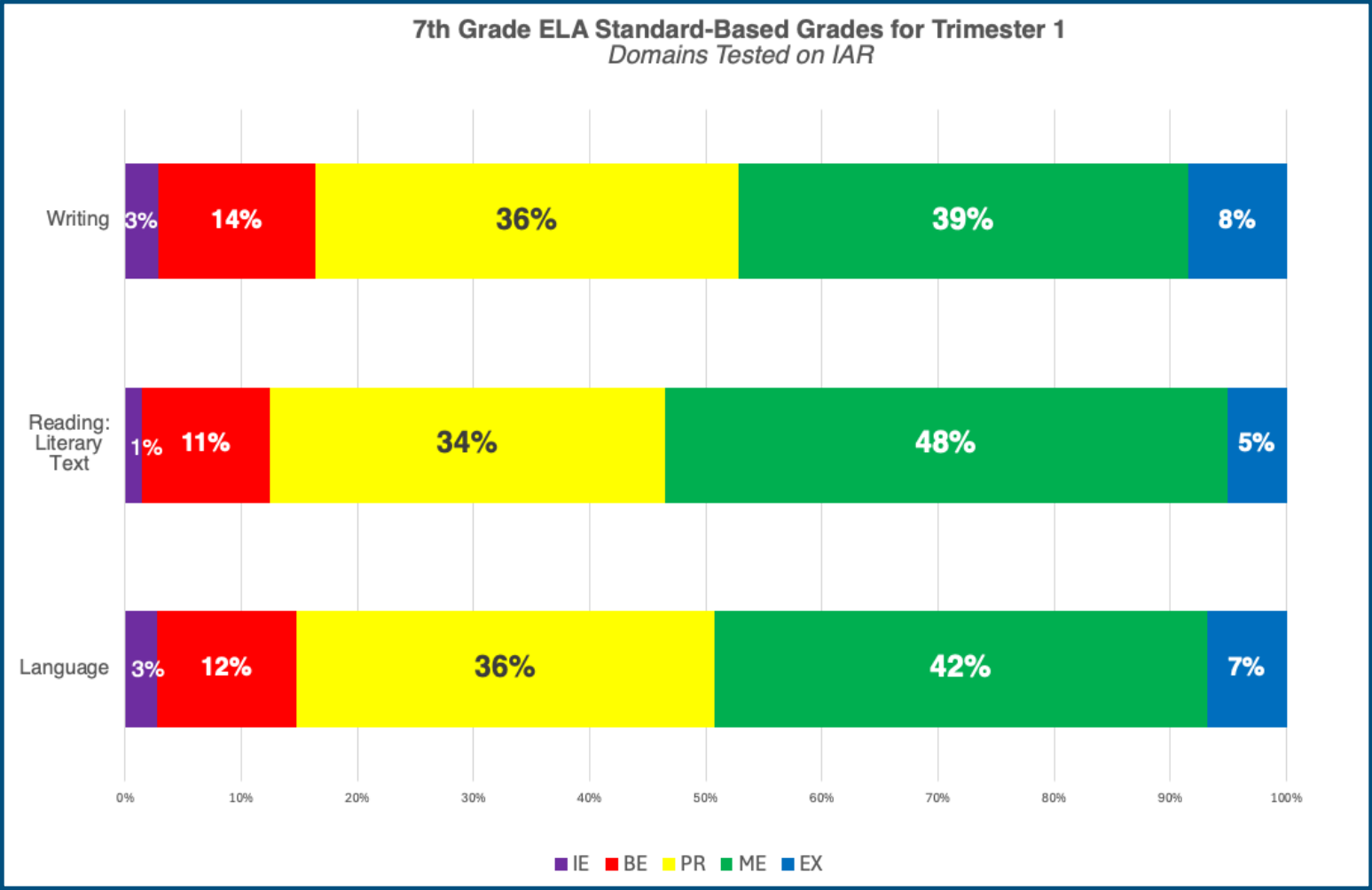
Standards-Based Grades



Standards-Based Grades

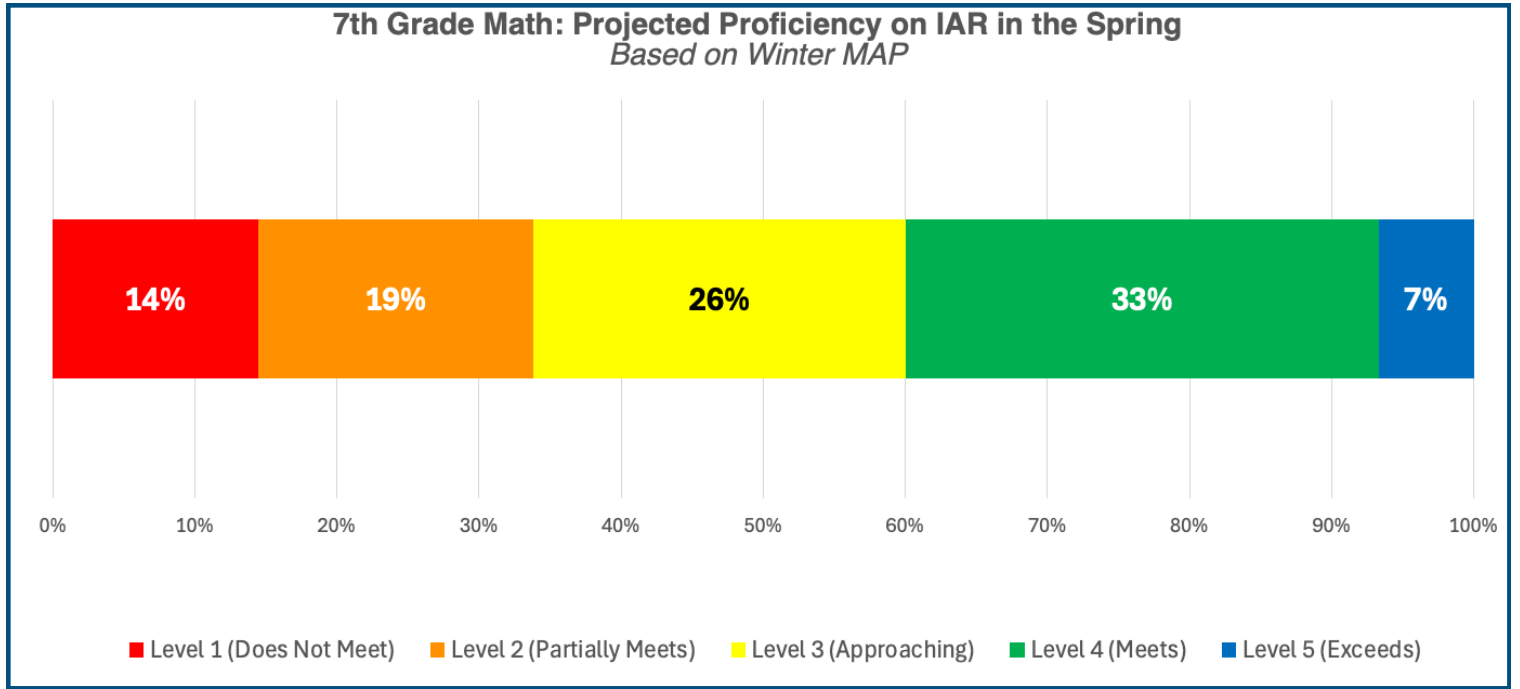
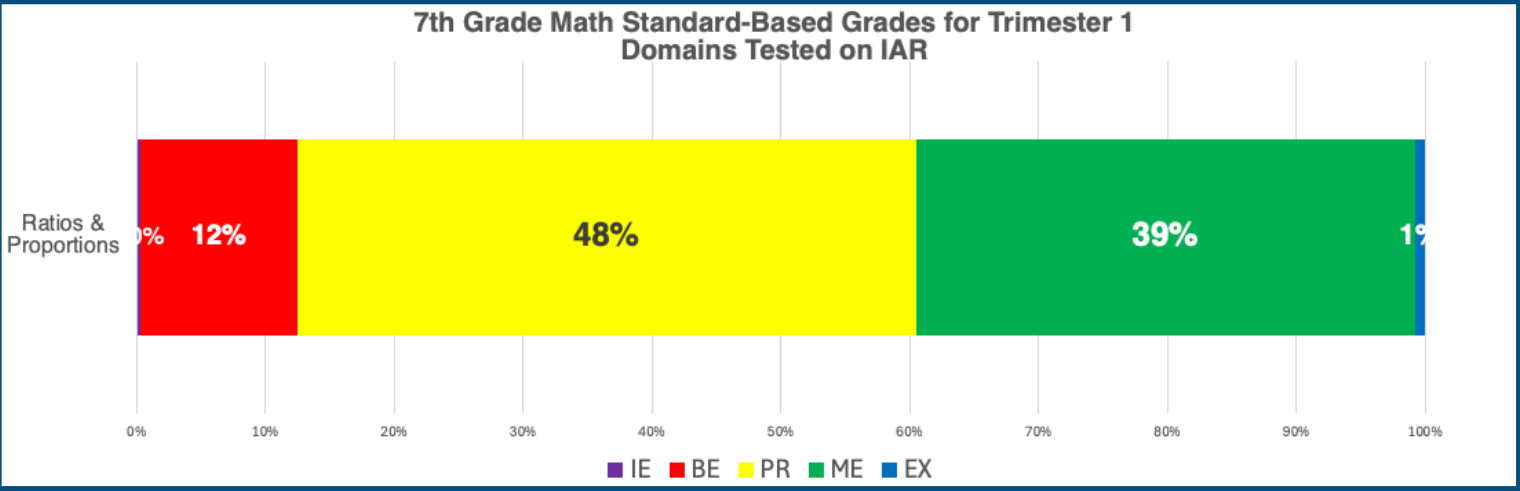


Standards-Based Grades

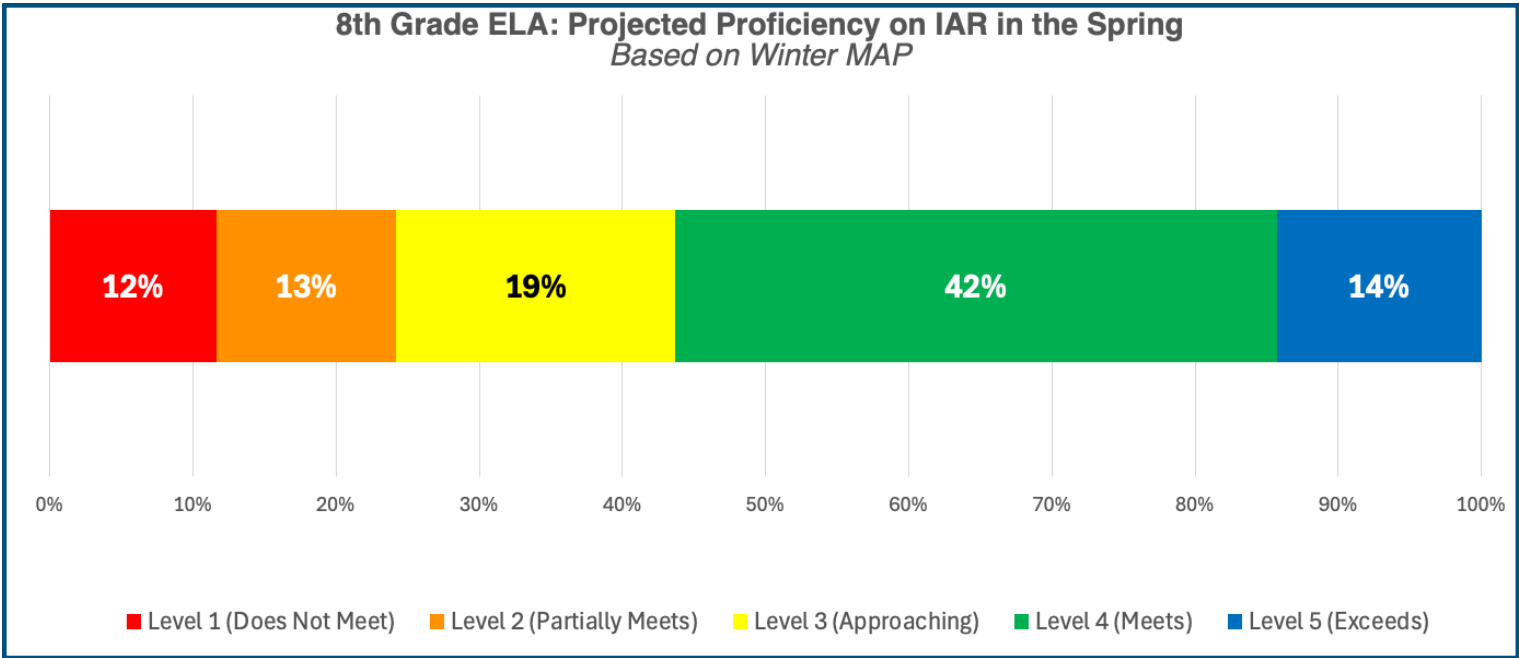
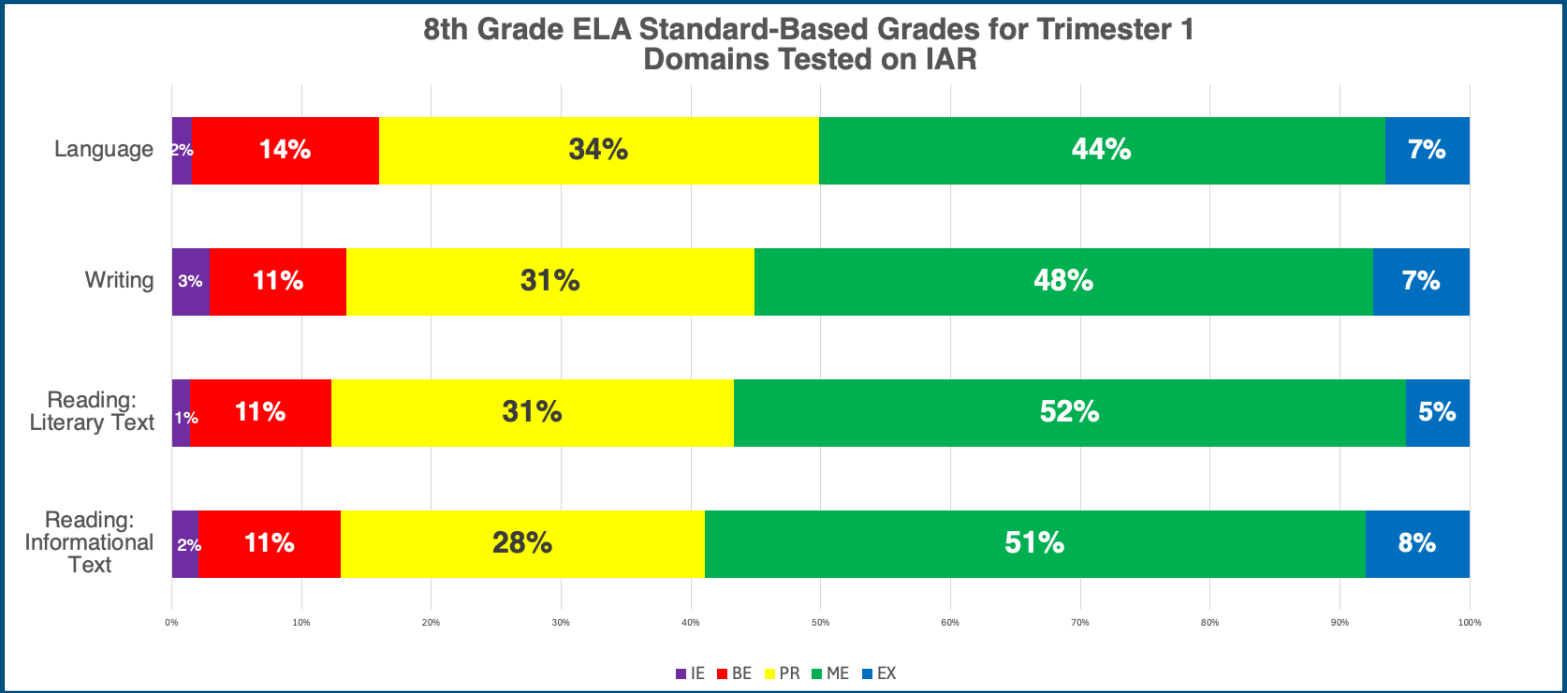


Standards-Based Grades

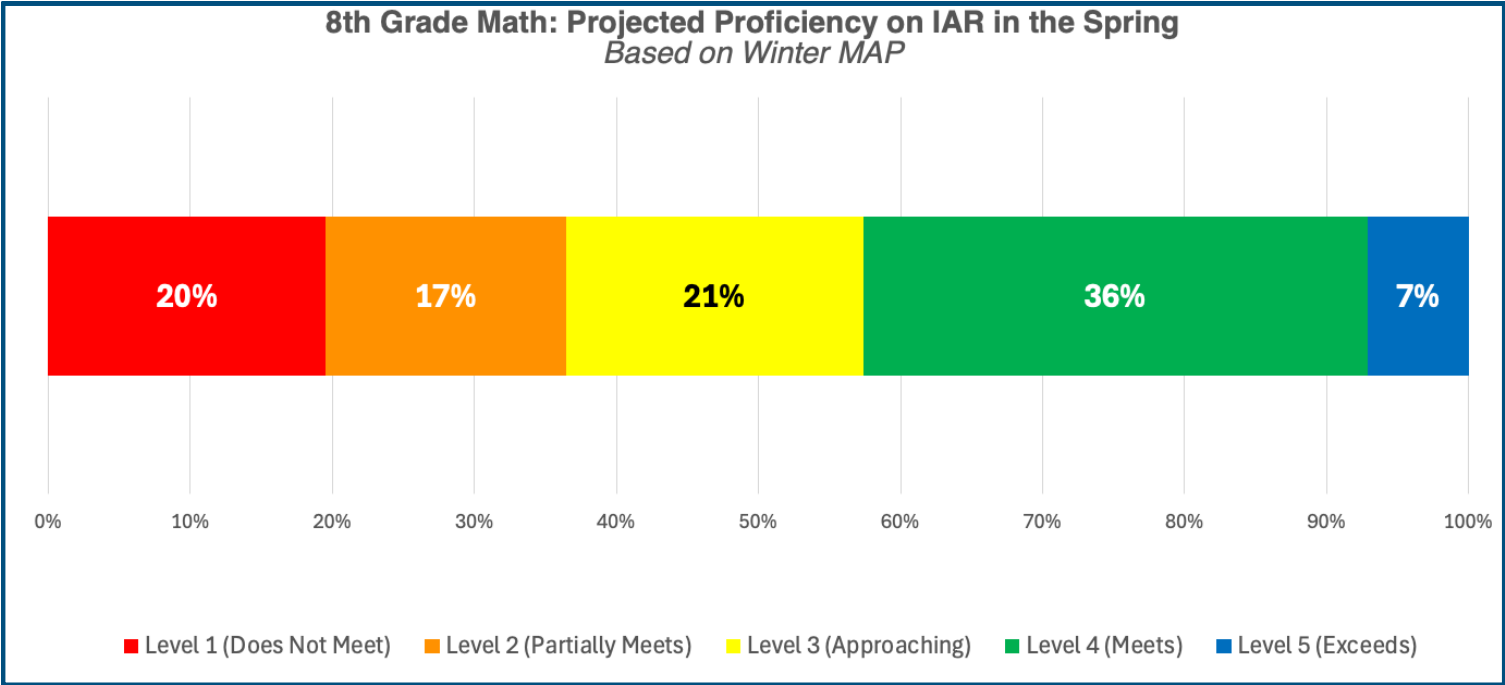
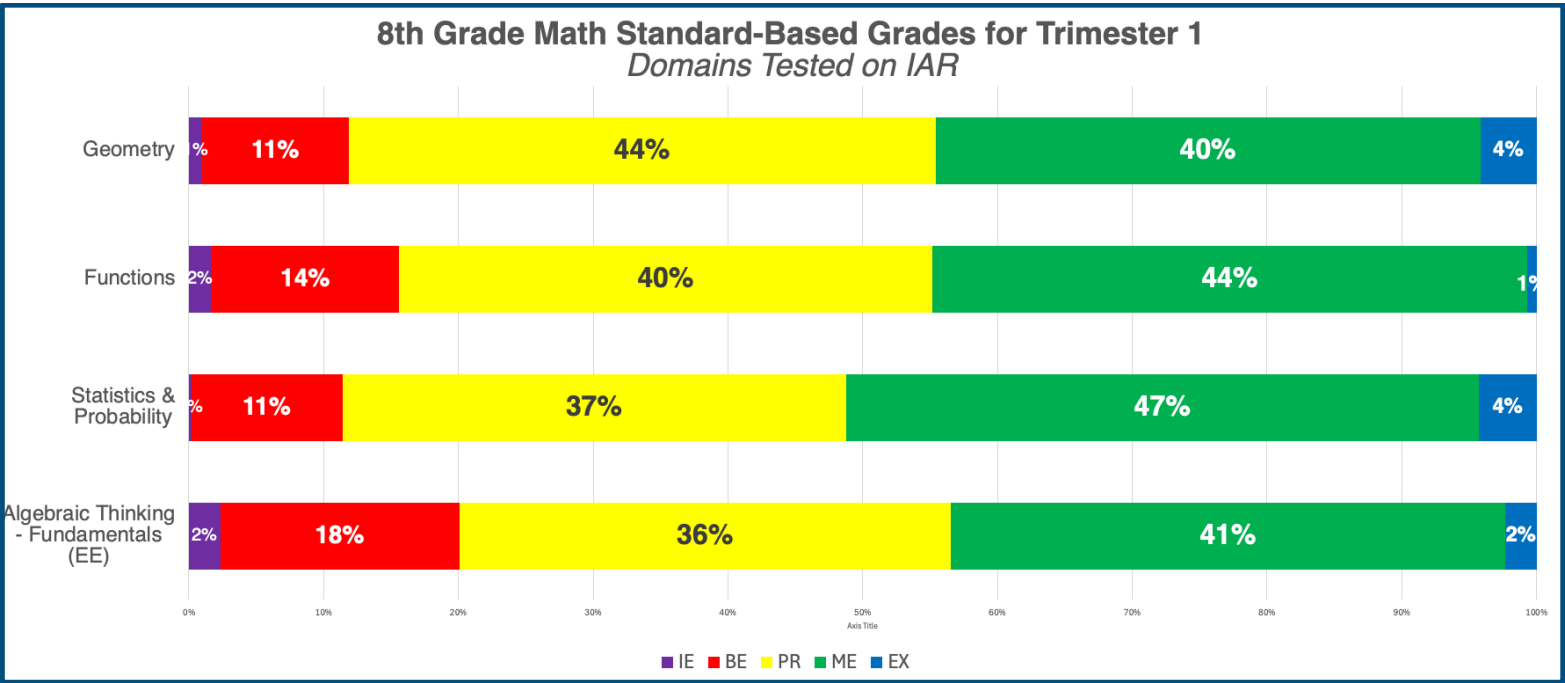
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Standards-Based Grades



Standards-Based Grades

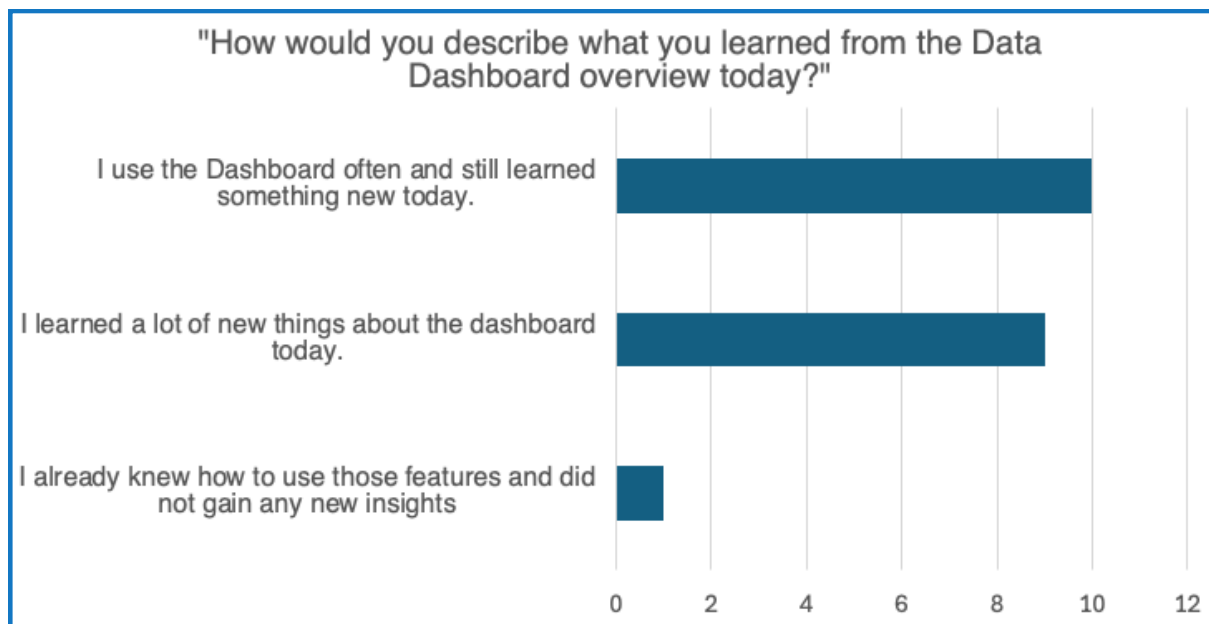


Elevating Educators(EPI)

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:

- Educators are involved in professional learning related to increasing students' mind-on engagement with critical thinking, including a strong emphasis on approaches from Building Thinking Classrooms during district professional learning days, grade level PLCs, and after-school book clubs combined with job-embedded professional learning using coaching, peer-observations, and feedback.
- Collaborated with building leadership to design and deliver Equitable literacy professional learning opportunities for district buildings, including Rice Children's Center and the JEH Early Childhood Center.
- FACE Liaisons facilitated Crisis Prevention Intervention(CPI) training for 138 staff members. 170 additional staff members including Nutrition Services and Early Childhood, have been trained in de-escalation training.
- Fall Journey Jams were facilitated by the RAAD team and included various district and content directors to elevate the strategies toward their School Work Plans (SWP) and support the goal-oriented work at each building.
- Co-designed data dive with RAAD and the Schools team to support school leaders and coaches with monitoring progress toward their SWP goals using the D65 Data Dashboard along with other metrics to triangulate and make data-informed decisions.



[Additional Data Disaggregation Tables Available Here](#)

