



Equity Progress Indicator and Strategic Plan Report

February 10, 2025

Research, Accountability, Assessment, and Data (RAAD)
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EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes



Learning Conditions (EPI)

Learning Conditions: Key Strategies Highlight



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 Highlight:

- SEL and Behavior MTSS Framework with Social Workers, Counselors, and FACE Liaisons
- Full year of Morning Meeting Slide Decks (PreK-8)
- FACE Liaisons facilitated Crisis Prevention Intervention(CPI) training for 138 staff members. 70 additional staff members have been trained in de-escalation training.
- FACE Liaisons host weekly lunchtime groups held in elementary schools to increase students' sense of belonging and connection to school.

Learning Conditions Goals



Attendance Goal		
Baseline (SY22)	Goal by 2027	Current Status (Winter SY25)
92.6% (SY21-22) 92.8% (SY22-23) 93.4% (SY23-24)	95%	93.8%



93% *This time last year*

Behavior Goals			
Behavior Incidents and Suspensions	Baseline (SY22)	Goal by 2027	Current Status (Winter SY25)
Decrease the percent of students with a level 3,4, or 5 behavior incidents	10%	5%	3.8%
Decrease the percentage of Level 3, 4, and 5 behavior incidents	22%	15%	23.5%
Districtwide student suspension rate below 2%	1.9%	2%	.01%



Learning Conditions



GLOWS

&



GROWS

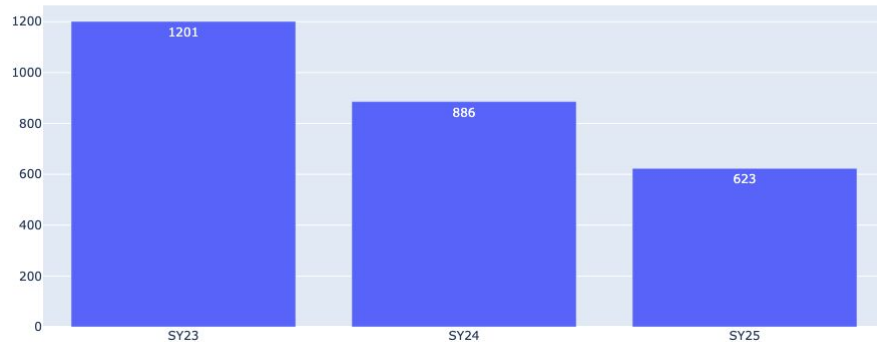


Learning Conditions: GLOWS

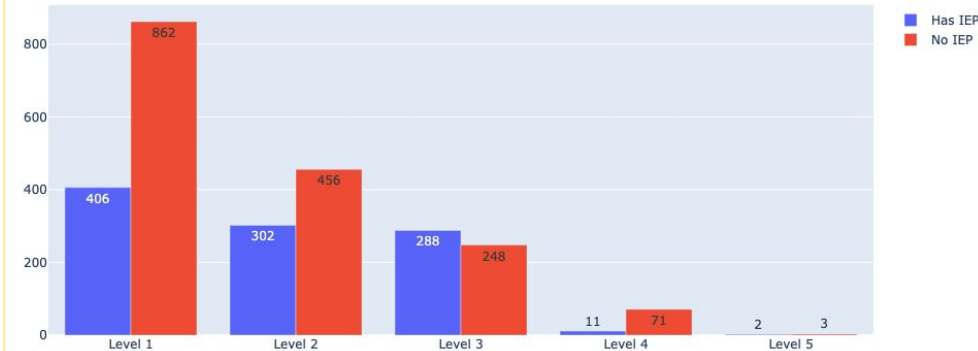
Over the past three years, the number of **Level 3, 4, and 5** behavior incidents **decreased significantly**, from **1,201** in **SY22-23** to **623** in **SY24-25**.

Students with IEPs saw a substantial decline in total incidents, from **1,604** in **SY23-24** to **1,009** in **SY24-25**, along with a **drop in high-severity incidents from 360 to 301**.

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



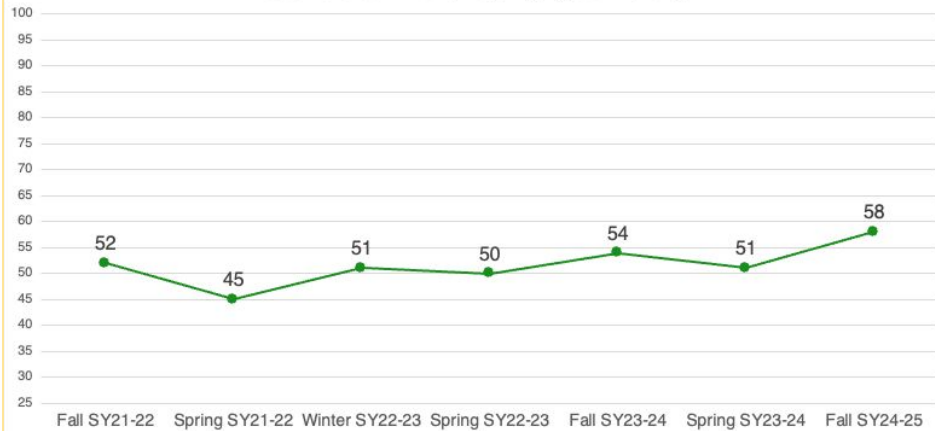
SY25 Total Behavior Incidents by IEP Status and Level
Jan. 13, 2025



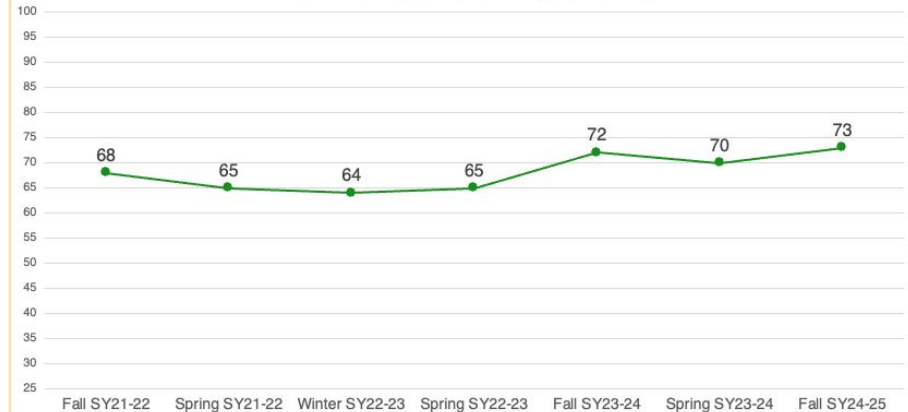
Learning Conditions: GLOWS

For 5th-8th graders, the "Sense of Belonging" metric rose from 51% in SY23-24 to 58% in SY24-25, and "Well-Being and SEL" positive responses reached an all-time high of 73%

Sense of Belonging (5th-8th)



Well-Being and SEL (5th-8th)





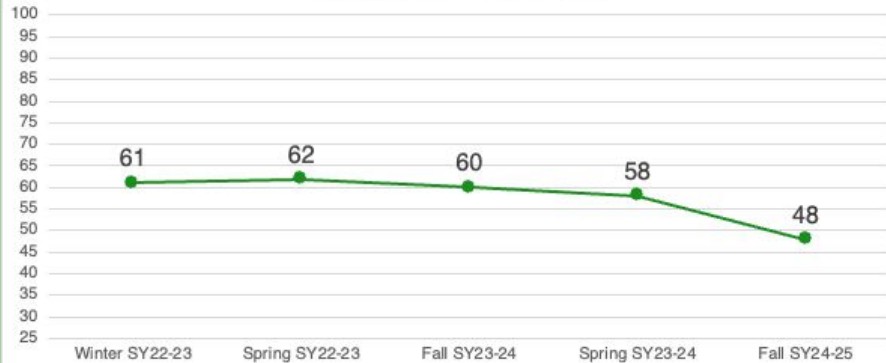
Learning Conditions: Grows



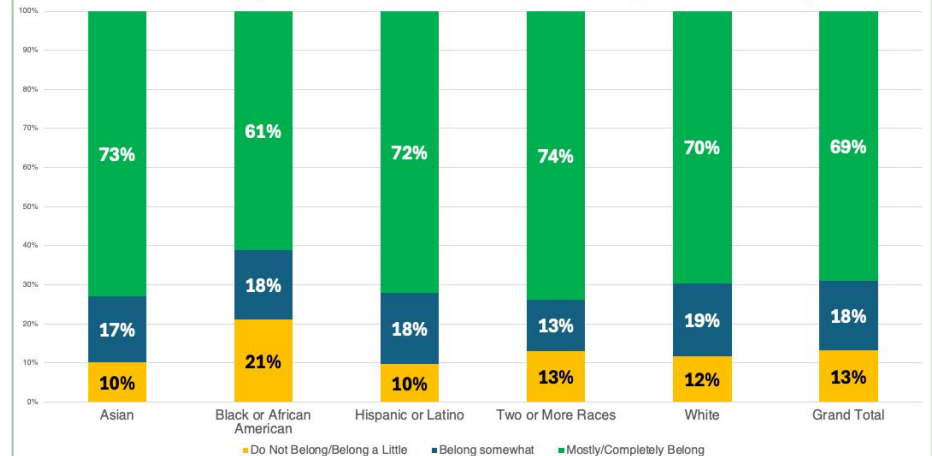
In 3rd-4th grades, "Engagement" dropped significantly from 58% to 48%

21% of Black/African American students reported feeling that they "Do Not Belong/Belong a Little" a much higher percentage compared to other racial/ethnic groups (10%-13%)

Engagement (3rd-4th)



Sense of Belonging 3rd-4th: "When you are in school, how much do you feel like you belong?"





Learning Conditions: Grows

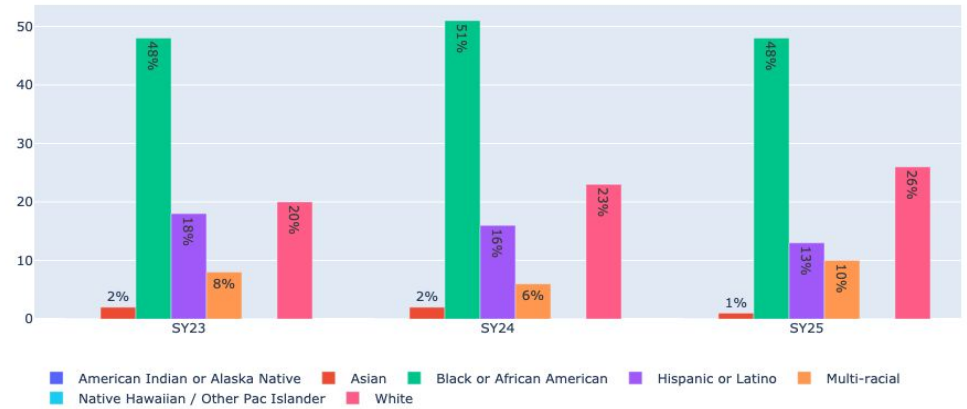


Black/African American students continue to account for **48% of behavior incidents**, with most incidents(80%) being Level 1&2. Disparities remain a concern despite the reduction in overall incidents.

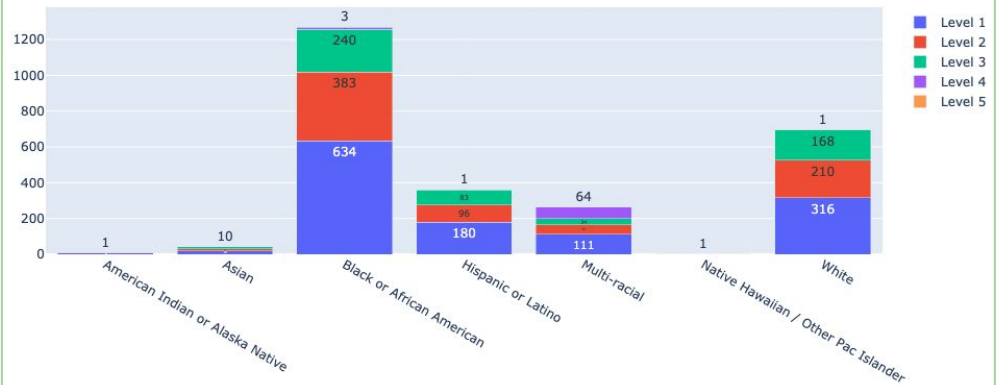
The total number of incidents for **Black/African American** students has decreased by 50%, from 2530 incidents in SY24 to 1260 incidents in SY25.



Percent of Total Incidents by Race
Jan. 13, 2025



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





Student Learning (EPI)

Student Learning (EPI): Key Strategies Highlight



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 Highlight:

- 4th-8th grade Science PLC based on educator-selected focus areas- resources, collaboration, and coaching.
- Completed 6-8 ELA walkthroughs with aligned tool for Standards-Based Learning and Grading.
- Middle School Math educators are using standards-based common assessments to determine current levels of performance and next steps in learning.
- MTSS and Multilingual team collaborate to support dually identified students

Student Learning Goals



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%



Student Learning



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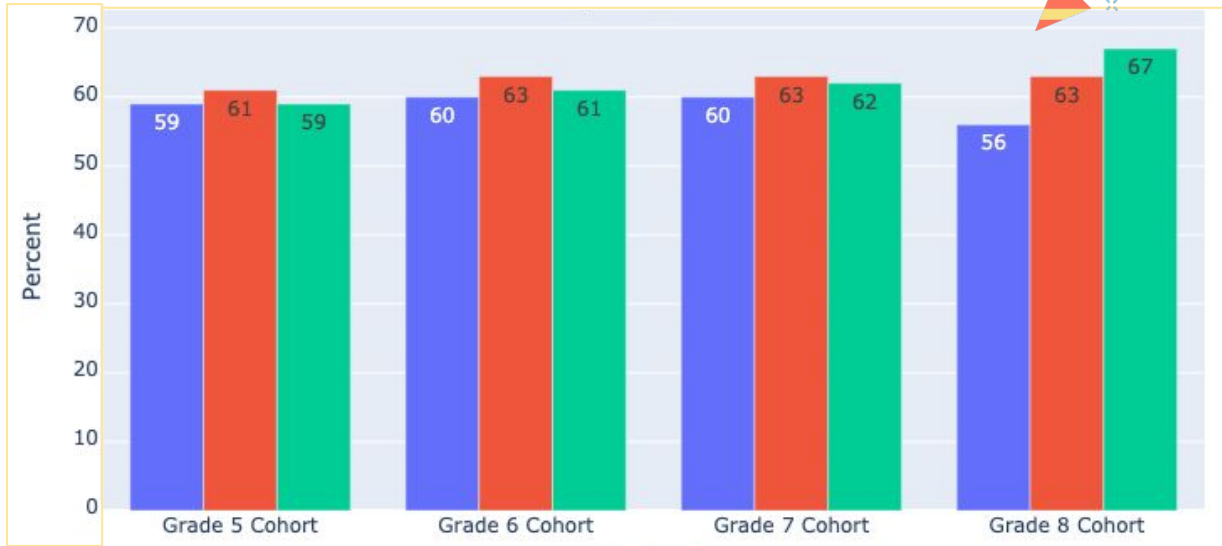


MAP Growth: GLOWS

The 8th-grade cohort improved in Math, with their average percentile rising from 56 in SY22-23 to 67 in SY24-25.

MAP Growth: Cohort Analysis Average Percentile

Math



MAP Growth: GLOWS

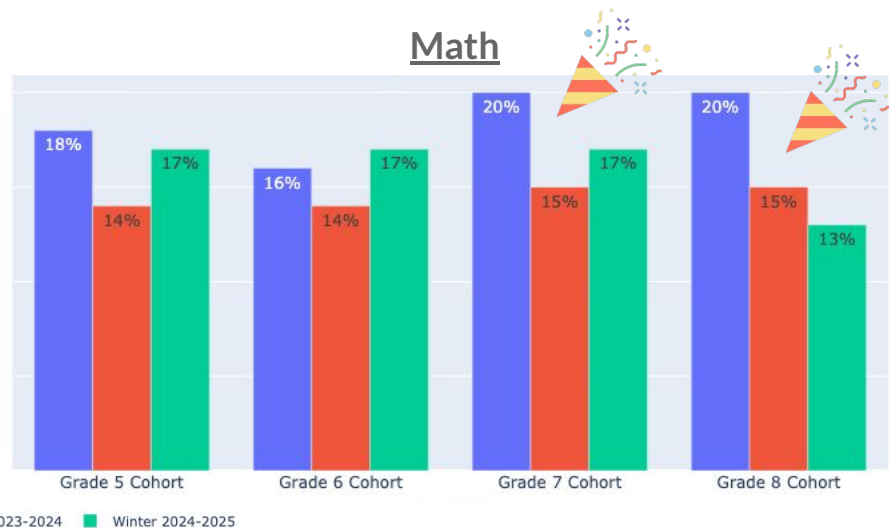
Significant decreases were observed in the percentage of 7th and 8th grade students performing at or below the 25th percentile in both **Math** and **Language Arts**.

MAP Growth: Cohort Analysis Percent Below the 25th Percentile

Language Arts



Math

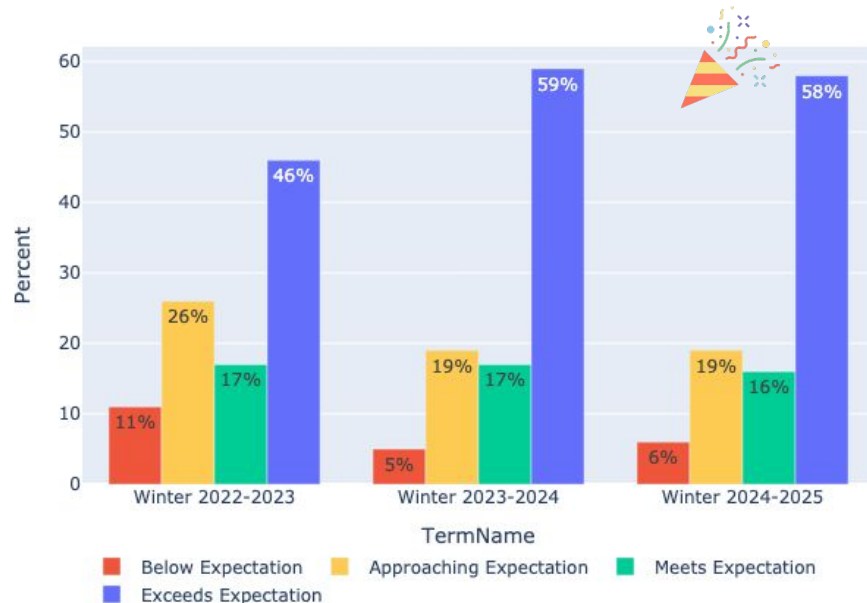


MAP Fluency: GLOWS

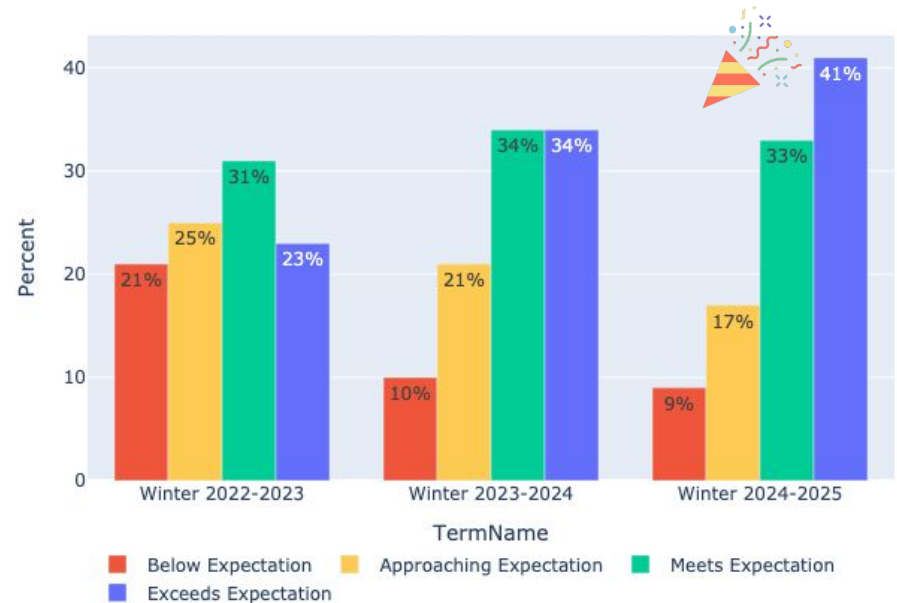
74% of Kindergarteners are “Meeting/Exceeding” in “Phonics and Word Recognition” in English compared to 63% in SY22-23

74% of Kindergarteners are “Meeting/Exceeding” in “Phonics and Word Recognition” in Spanish compared to 54% in SY22-23

Grade K: Phonics Word Recognition Performance Level - English



Grade K: Phonics Word Recognition Performance Level - Spanish

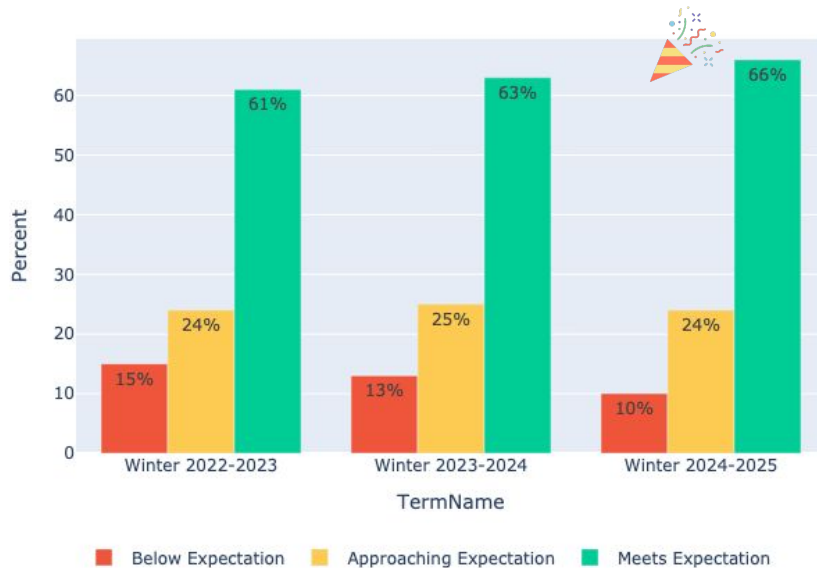


MAP Fluency: GLOWS

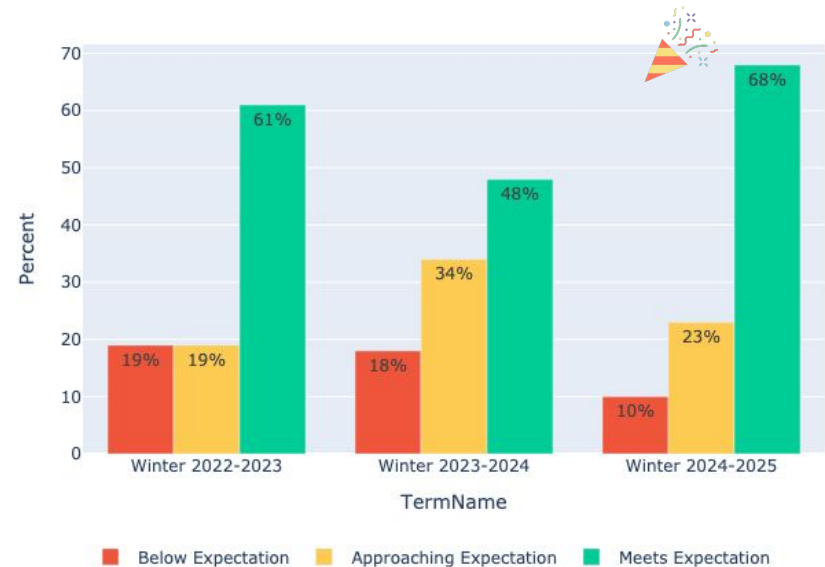
66% of 1st Graders are “Meeting” in “Phonics and Word Recognition” in English compared to 61% in SY22-23

68% of 1st Graders are “Meeting” in “Phonics and Word Recognition” in Spanish compared to 61% in SY22-23 and 48% in SY23-24

Grade 1: Phonics Word Recognition Performance Level - English



Grade 1: Phonics Word Recognition Performance Level - Spanish





MAP Growth: Grows



The percentage of students “**Meeting Expected Growth(Winter to Winter)**” in **Math** dropped sharply from **69%** in SY23-24 to 49% in SY24-25, and in **Language Arts** from 62% to 53%.





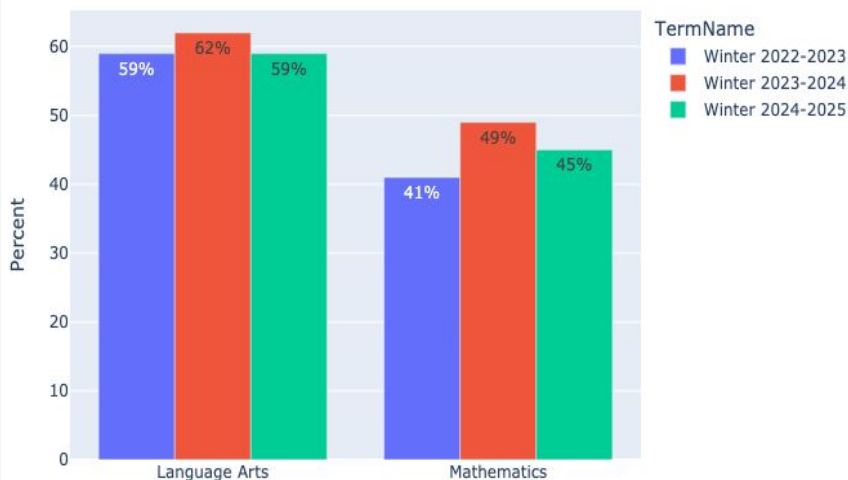
MAP Growth: Grows



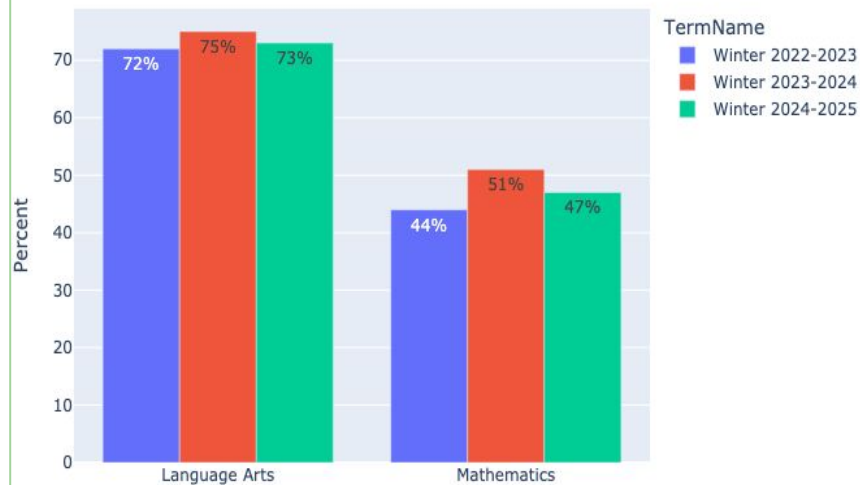
Slight declines were noted in the percentage of students “**Meeting College Readiness Benchmarks**” for ACT and SAT, particularly in **Math**:

- ACT Math: 49% (SY23-24) to 45% (SY24-25).
- SAT Math: 51% (SY23-24) to 47% (SY24-25).

Percent Meeting CRB (ACT)



Percent Meeting CRB (SAT)





Standards-Based Grading and Illinois Assessment of Readiness(IAR)

Standards-Based Grading and Performance on IAR



Standards-Based Grading(SBG):

Measures Academic performance and how well a student is currently meeting grade-level standards.

Illinois Assessment of Readiness(IAR):

Measures student proficiency toward grade-level expectations.



Standards-Based Grading and IAR Performance Levels



Standards-Based Grades (SBG)

BE- Beginning Learning

PR- Progressing

ME- Meeting

EX- Extending

IE- Insufficient Evidence

Illinois Assessment of Readiness(IAR) Performance Levels

Level 1 - Did Not Yet Meet Expectations

Level 2 - Partially Met Expectations

Level 3 - Approached Expectations

Level 4 - Met Expectations

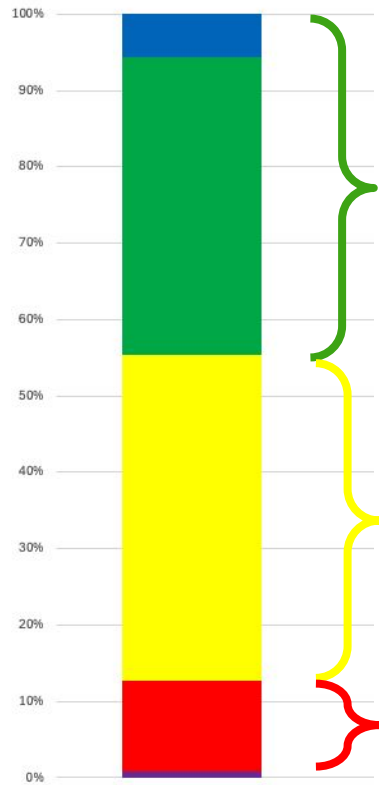
Level 5 - Exceeded Expectations



Standard-Based Grades By Domain

Do the grades align with the IAR Performance Levels?

Illinois Assessment of Readiness (IAR) Performance Levels



SBG
Meeting(ME)
&
Extending(EX)

SBG
Progressing (PR)

SBG
Beginning (BE)

IAR
Meets(4)
&
Exceeds(5)

IAR
Approaching (3)
&
Partially Meets (2)

IAR
Does Not Meet (1)



■ Level 1 (Does Not Meet) ■ Level 2 (Partially Meets) ■ Level 3 (Approaching)
■ Level 4 (Meets) ■ Level 5 (Exceeds)

■ IE ■ BE
■ PR ■ ME
■ EX

Projected Proficiency



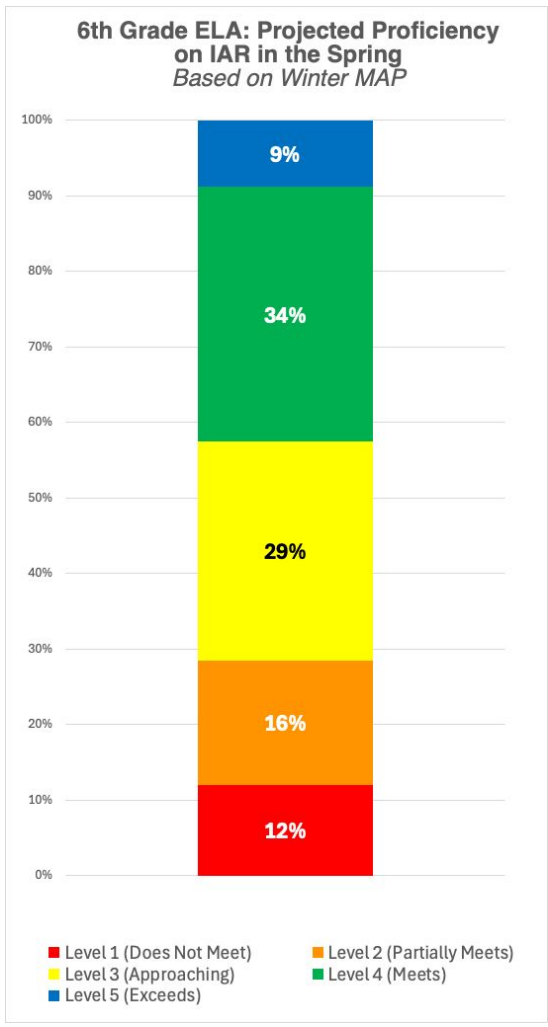
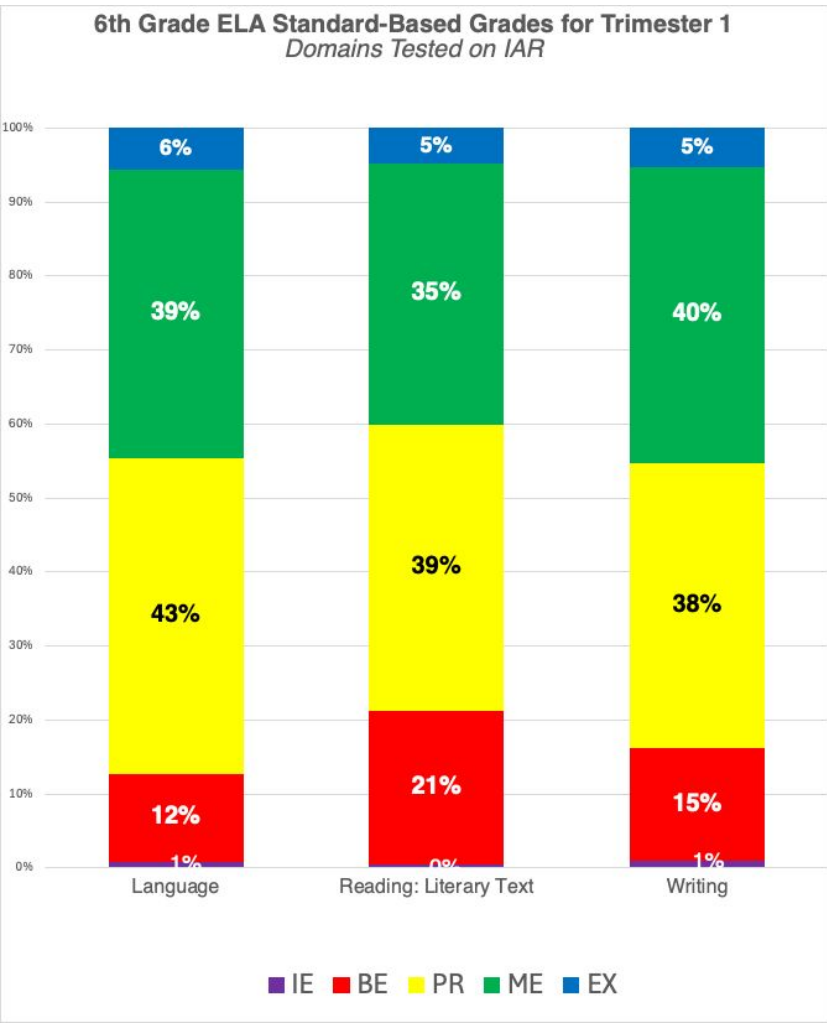
NWEA MAP Linking Study with Illinois Assessment of Readiness(IAR)

MAP RIT score to PREDICT what Performance Level a student would get on IAR if taken in the Spring



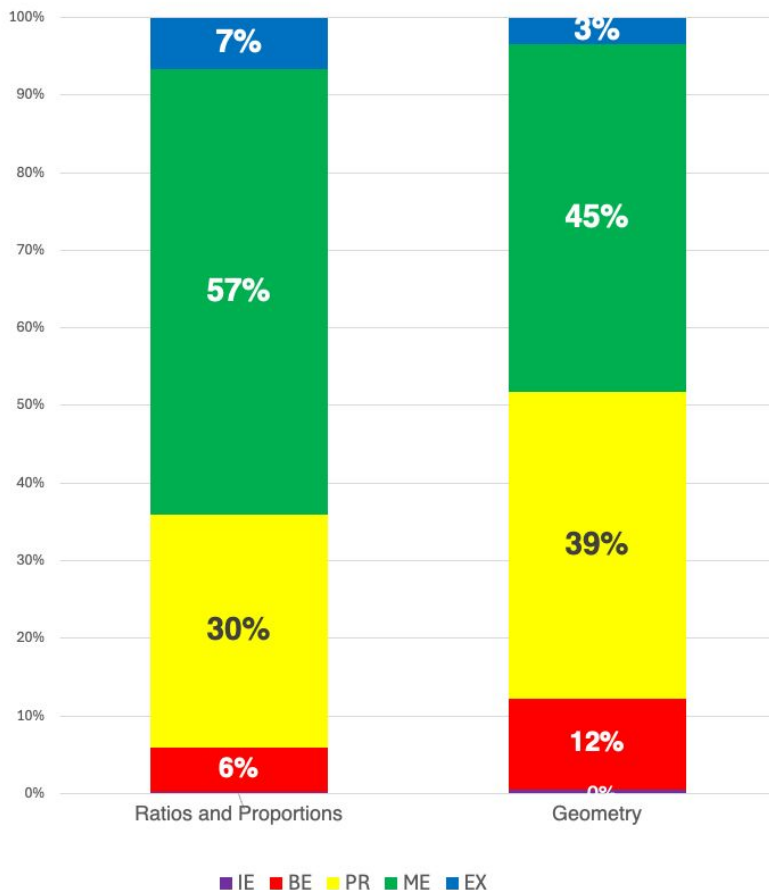


6th Grade ELA

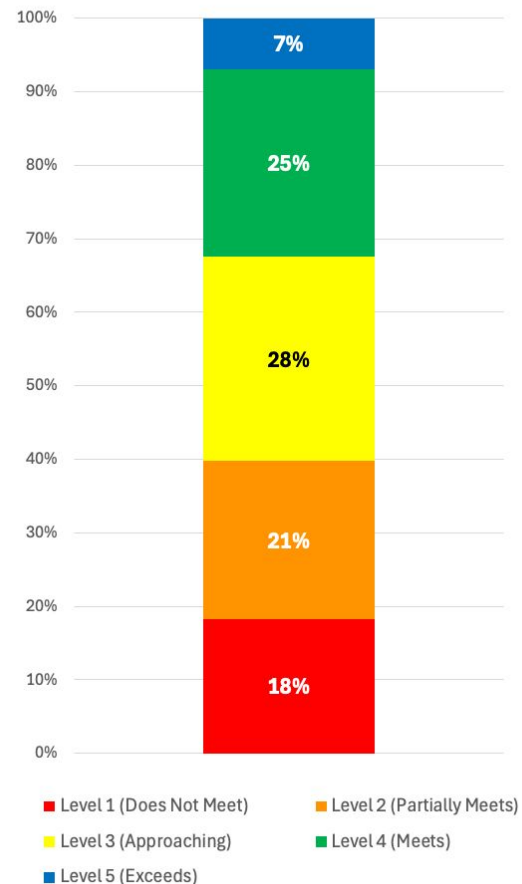


6th Grade Math

6th Grade Math Standard-Based Grades for Trimester 1
Domains Tested on IAR



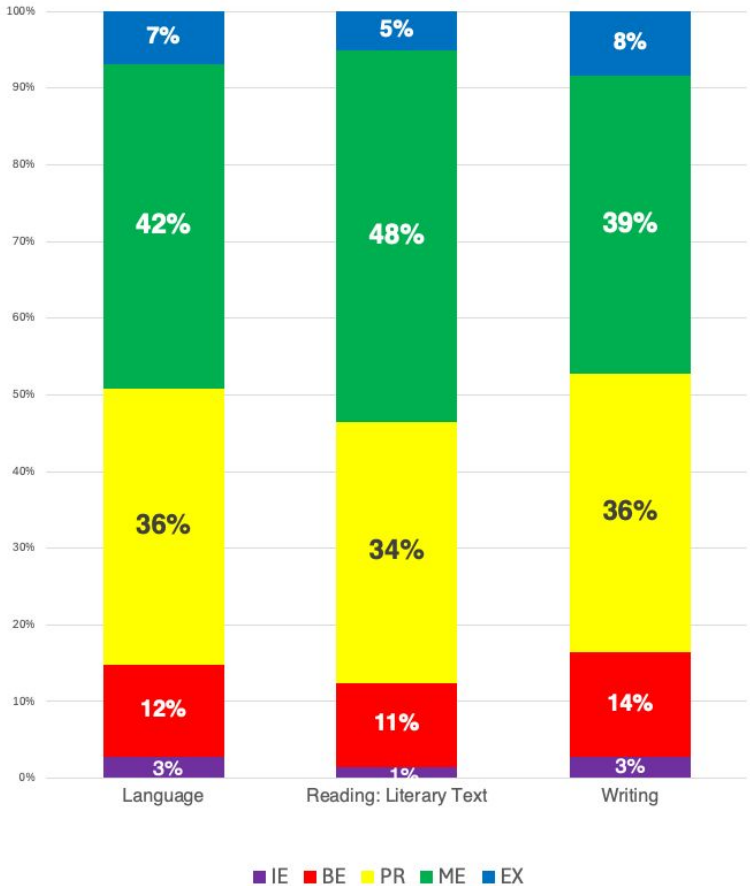
6th Grade Math: Projected Proficiency on IAR in the Spring
Based on Winter MAP





7th Grade ELA

7th Grade ELA Standard-Based Grades for Trimester 1
Domains Tested on IAR

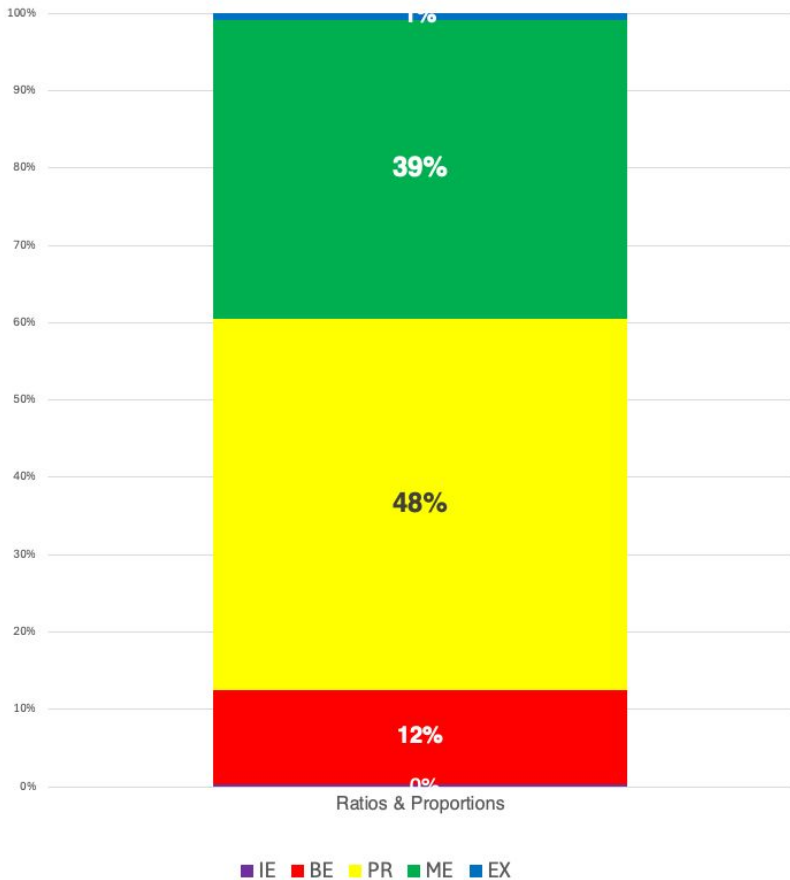


7th Grade ELA: Projected Proficiency on IAR in the Spring
Based on Winter MAP

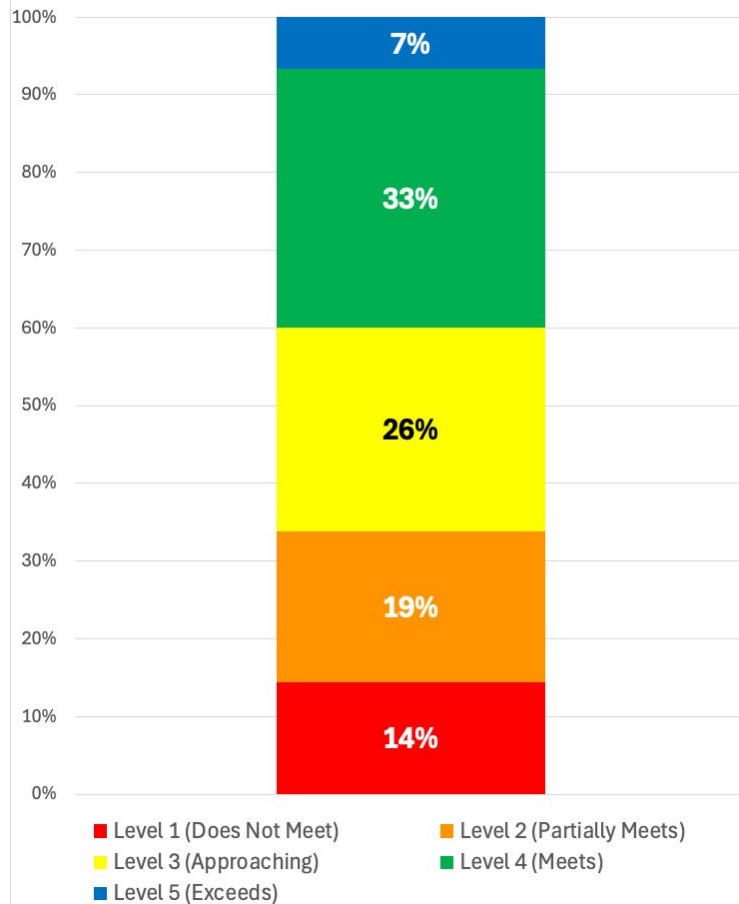


7th Grade Math

7th Grade Math Standard-Based Grades for Trimester 1
Domains Tested on IAR



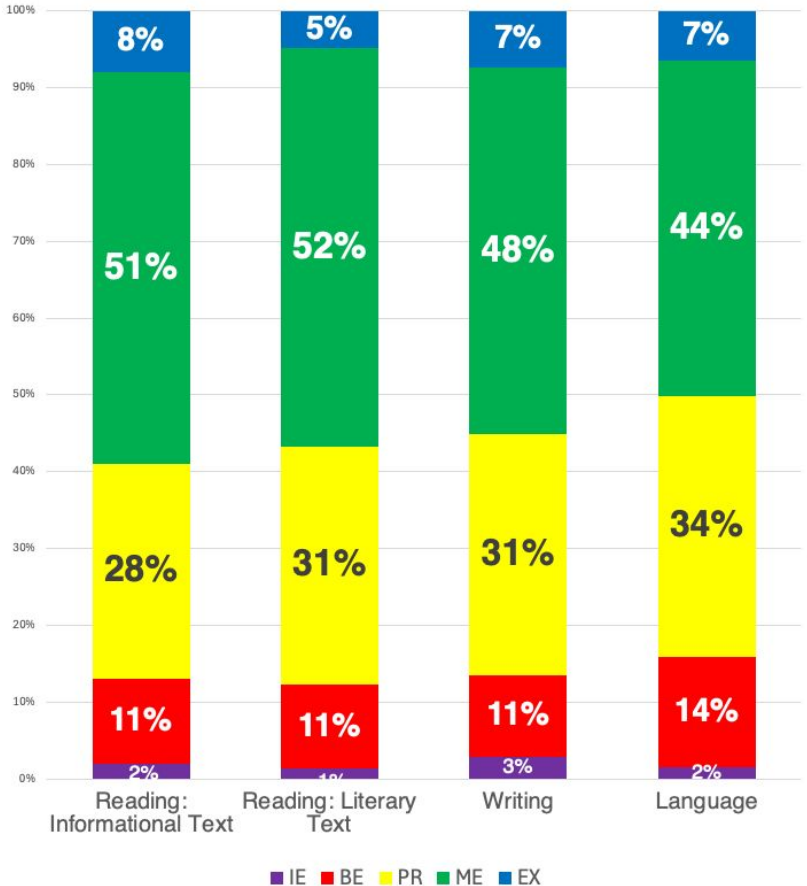
7th Grade Math: Projected Proficiency on IAR in the Spring
Based on Winter MAP



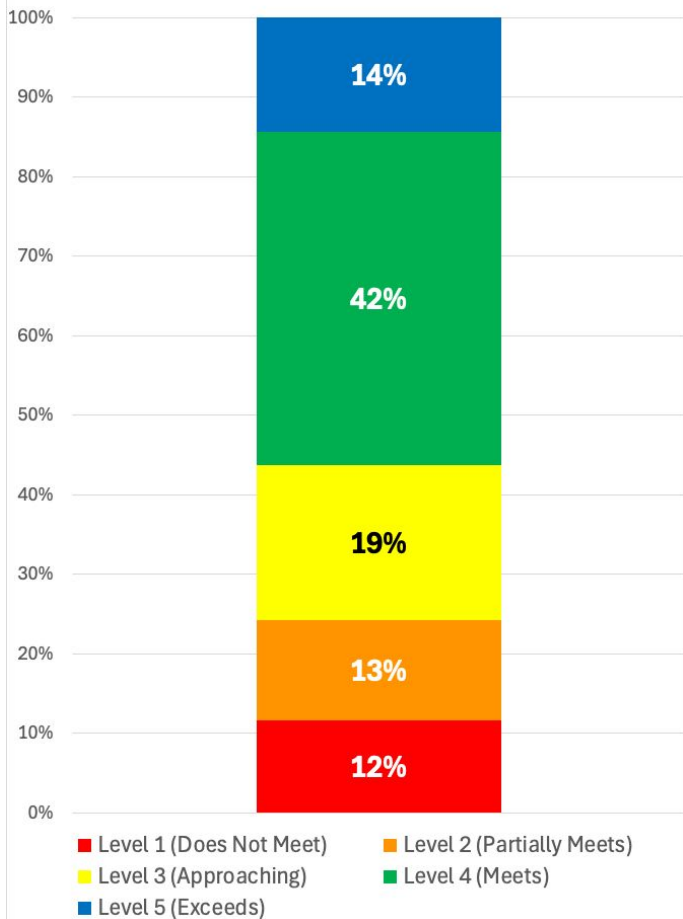


8th Grade ELA

8th Grade ELA Standard-Based Grades for Trimester 1
Domains Tested on IAR

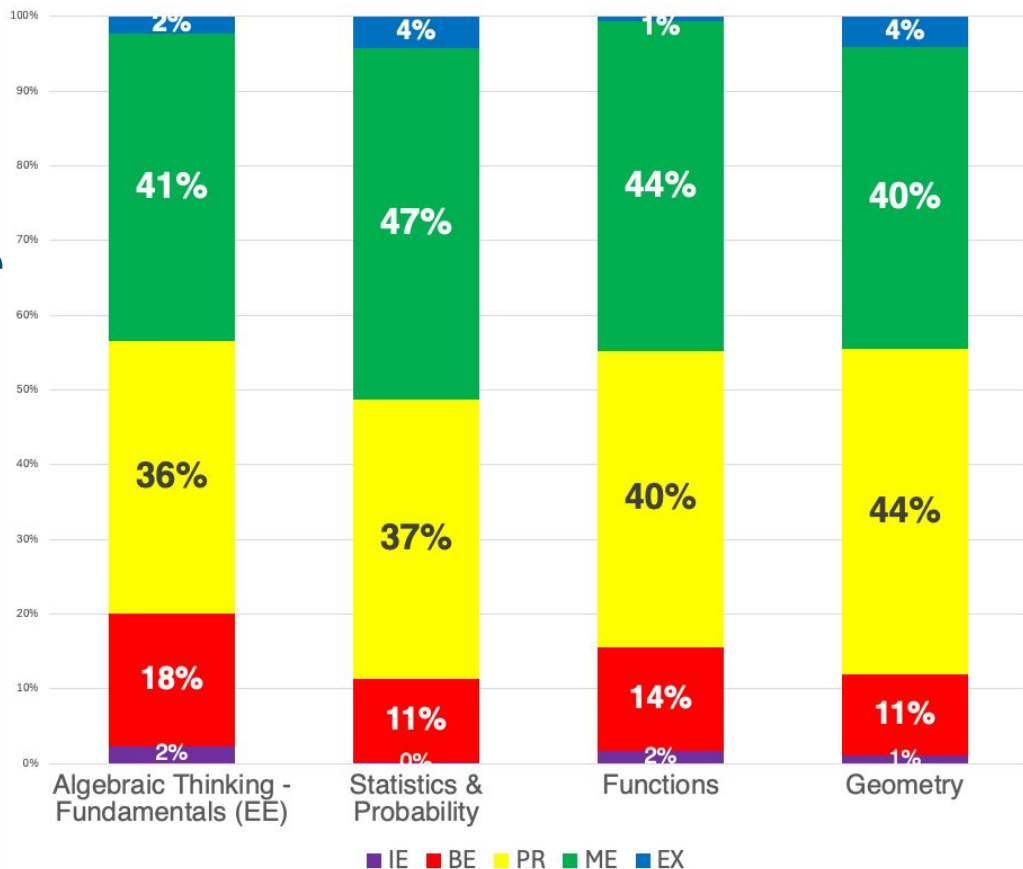


8th Grade ELA: Projected Proficiency on IAR in the Spring
Based on Winter MAP

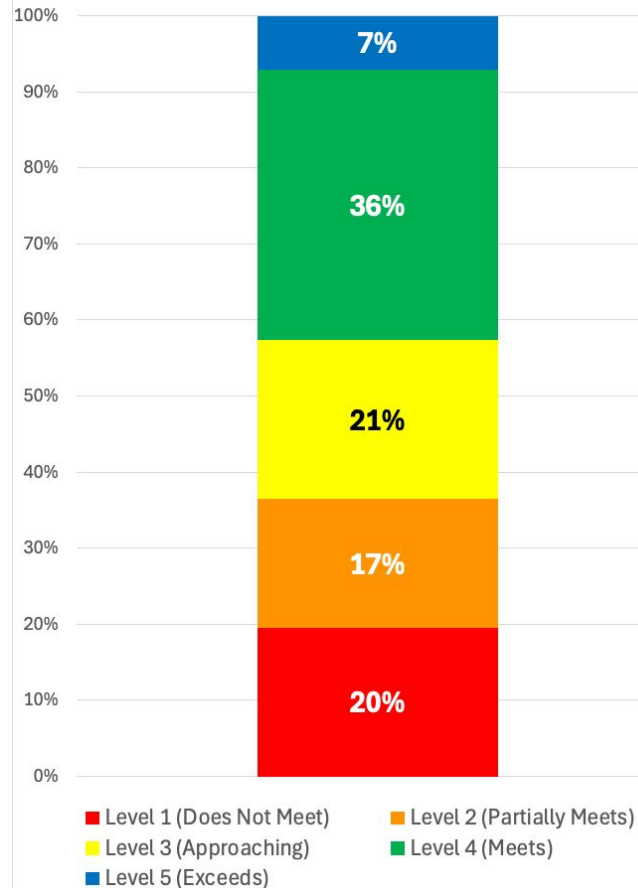


8th Grade Math

8th Grade Math Standard-Based Grades for Trimester 1
Domains Tested on IAR



8th Grade Math: Projected Proficiency on IAR in the Spring
Based on Winter MAP



JEH ECC: Joy Factor



We are... Fired Up! 🔥



JEH ECC SY25 SWP 3 Priority Goals



Goal A

By SY26, JEH ECC KG alumni's will show a 20% increase on the BOY MAP Literacy Readiness Assessment to 47% in the area Listening Comprehension and 61% in the area of Picture Vocabulary.

Systems Alignment:

6.2 Teachers have been trained in the common strategies and practices

6.1 School Leaders have identified common instructional strategies and practices grounded in research

Strat Plan Alignment

2.3, 3.1

Goal B

By SY25, at least 85% of JEH ECC students will be in the meets/exceeds widely held expectations on the Teaching Strategies Gold (TSG) Social Emotional Learning (SEL) assessment.

Systems Alignment:

1.7 All student populations, including but not limited to students of color, EC, and ELL, have access to on-grade-level standards-based instruction. (ICR, Equity)

5.10 School Leaders ensure there is a system of proactive interventions for disciplinary supports that includes a Restorative approach non-exclusionary emphasis and provides for effective transitions for students returning from discipline and suspension

4.6 Teachers are mindful of and address bias when analyzing data and creating instructional groups

Strat Plan Alignment:

1.1, 3.1, 3.2

Goal C

By the end of SY24, each classroom teacher will have completed and recorded an MTSS cycle in Branching Minds for at least one student in Math and one in Reading. By the end of SY25, each classroom teacher will have an intervention plan for at least 4 students in reading, math, or SEL.

Systems Alignment:

5.3 A school-wide academic intervention plan is developed in alignment with the D65 MTSS Handbook and communicated and can be articulated by all stakeholders. The plan ensures grade-level core concepts are the focus of intervention and provides additional time for mastering content. Personalized learning pathways for all students based on growth benchmarks and mastery of standards are components of the plan

5.6 School Leaders ensure there is a system of proactive interventions and tier 2/3 supports for academics that includes a non-exclusionary emphasis and provides for effective transitions for students returning from interventions

5.14 A school-level team MTSS team meets monthly to review and analyze data and uses that data to inform the effectiveness of selected practices and interventions. The Branching Minds Roots Report is taken in the Spring to plan for continuous improvement of MTSS. Data is communicated to stakeholders to foster transparency

Strat Plan Alignment

2.3, 3.1



Cognitive ToyBox

Early Childhood



Cognitive
ToyBox

Cognitive ToyBox

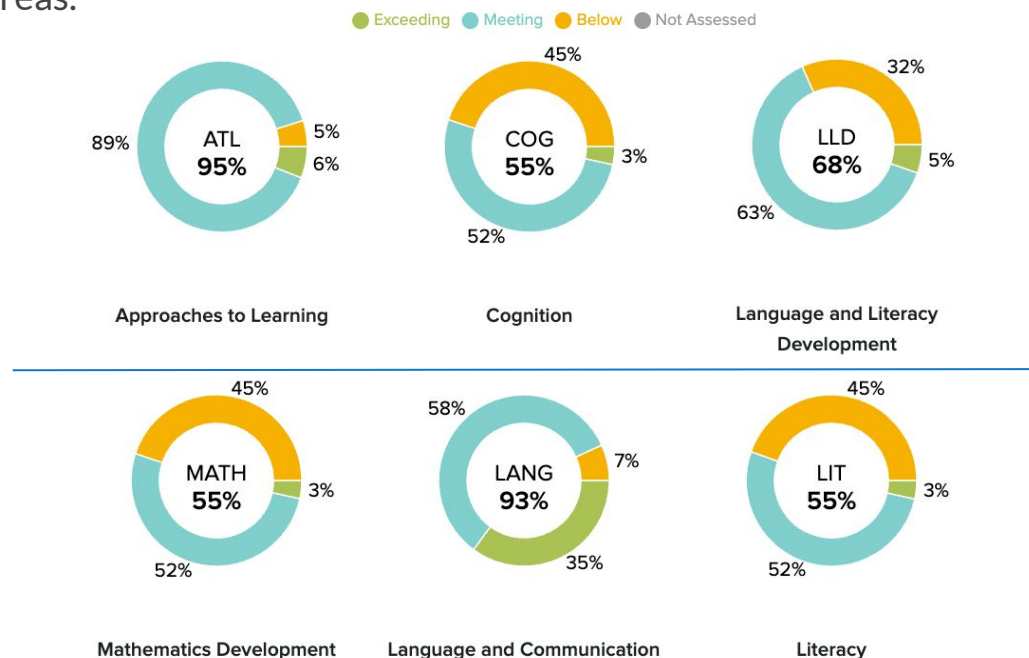


Universal Screener (Game-Based assessments)

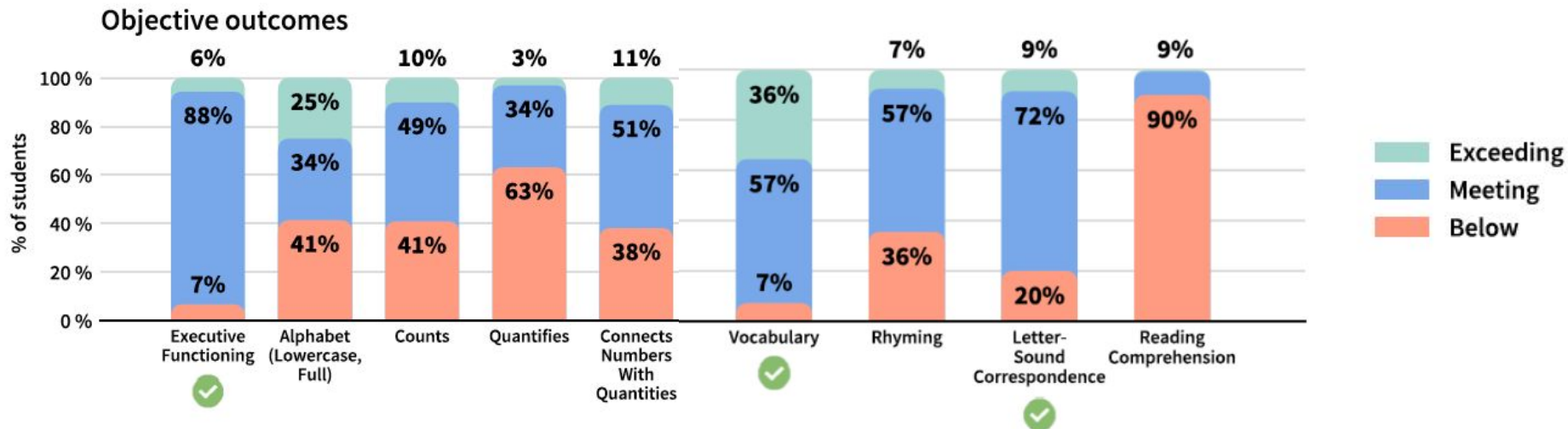
Cognitive ToyBox uses the data from the assessments to generate reports at the objective level, classroom level, and student level. These reports provide key insights, such as which objectives the class needs to focus on or which students need support in particular areas.

Objectives

- Executive Functioning
- Alphabet (Upper and Lower)
- Counts
- Quantifies
- Connects Numbers with Quantities
- Vocabulary
- Rhyming
- Letter-Sound Correspondence
- Reading Comprehension



CTB: Beginning of Year



Overall

3% of students are exceeding age-level expectations overall

60% of students are meeting age-level expectations overall

37% of students are below age-level expectations overall

CTB: Beginning of Year



Area of Success



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.**



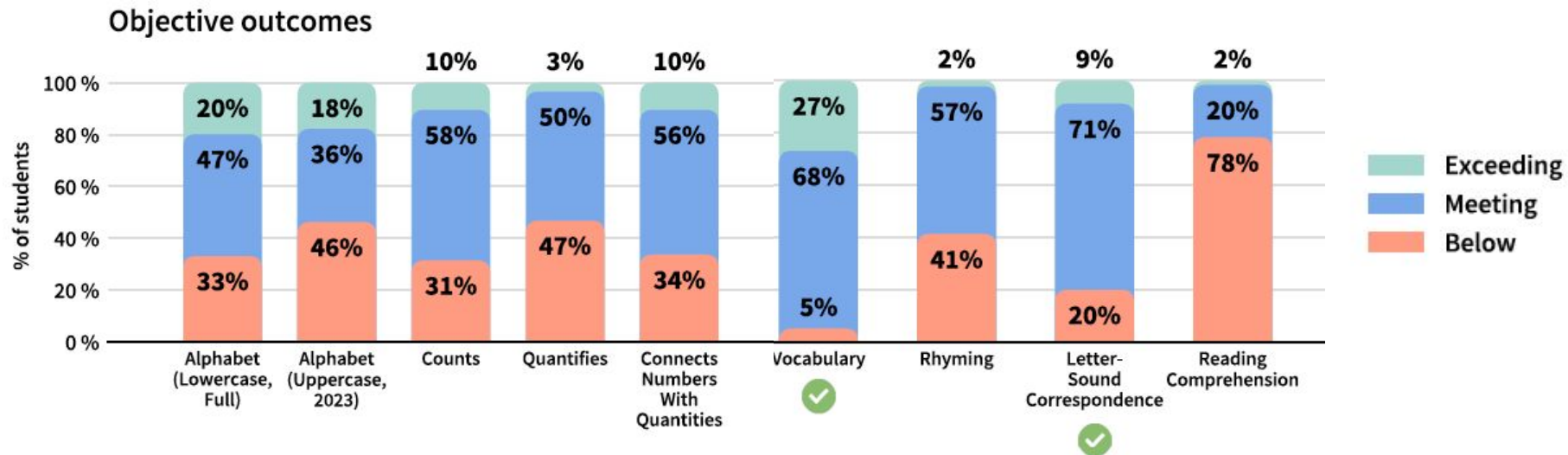
Area for Improvement

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)**

CTB: Middle of Year



Overall

3% of students are exceeding age-level expectations overall

61% of students are meeting age-level expectations overall

36% of students are below age-level expectations overall

CTB: Middle of Year



Area of Success



95% of students are meeting or exceeding age-level expectations in **Vocabulary**

+2% from previous checkpoint

80% of students are meeting or exceeding age-level expectations in **Letter-Sound Corresp.**

-0% from previous checkpoint

69% of students are meeting or exceeding age-level expectations in **Counts**



+9% from previous checkpoint

67% of students are meeting or exceeding age-level expectations in **Alphabet (Lowercase)**



+8% from previous checkpoint

Area for Improvement

22% of students are meeting or exceeding age-level expectations in **Reading Comprehension**



+11% from previous checkpoint

53% of students are meeting or exceeding age-level expectations in **Quantifies**



+16% from previous checkpoint

54% of students are meeting or exceeding age-level expectations in **Alphabet (Upper)**

Early Childhood: Cognitive ToyBox (CTB) PD



Professional Development & Strategies to Improve Student Outcomes:

- Implementation of Cognitive Toy Box, which has strategies and interventions to support students in identified areas needing growth.
- Executive Functioning PD and PLCs paired with SEL learning (Purposeful People)
- Higher Order Thinking (HOT) Professional Development and PLCs
 - Paraprofessional training from the end of SY24 to the beginning of SY25 with a focus on HOT.
- Implementation of multiple reads (e.g., CHAMPS and/or TSG intentional teaching cards).



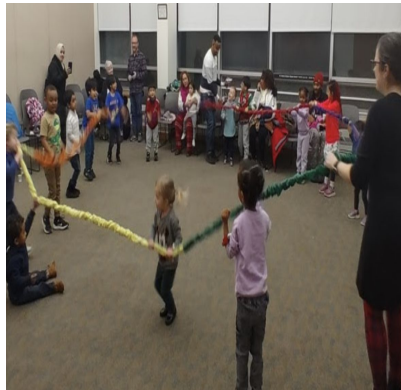
JEH ECC: Family Engagement



Engineering Steam Club



Music Night



Cultural Heritage Celebrations





THANK
YOU