



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes

TO: D65 Board of Education

CC: Dr. Angel Turner, superintendent

FROM: Dr. Jessica Plaza, interim director of MTSS and SEL

DATE: June 3, 2024

RE: Equity Progress Indicator and Strategic Plan Update

Objective: ☐ Information ☒ 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 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)

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 graphs¹

¹ When reviewing Illinois state reports through PowerSchool, specifically looking at ethnicity data, the Health Services team in conjunction with the SIS team detected numerous discrepancies in a PowerSchool field named "Scheduling/Reporting Ethnicity." Some students had a blank value for this field and others were classified differently than the state. Some changes were made in order to correct these discrepancies and abide by state reporting guidelines: students with multiple marked races have had their Scheduling/Reporting Ethnicity changed to "O" (Multi-Racial) and students with a federal ethnicity value of 1 had their Scheduling/Reporting Ethnicity changed to "H" (Hispanic). We recognize that modifying this value may lead to changes in the way our internal reports present themselves.

In order to better represent the unique backgrounds that our students come from, we plan to add an additional field mapping from PowerSchool Enrollment into SIS which allows families to select their Scheduling/Reporting Ethnicity. Currently, the data for that field is calculated automatically by PowerSchool and manually corrected, if necessary, by school staff.

June 3, 2024

Research, Accountability and Data

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:

- Continue to provide Chronic Absentee Reports for students below 90% attendance and providing intensive attendance support directly to schools.
- The SEL Ad Hoc Committee has begun the work of identifying a better SEL universal screener to utilize for the coming school year, as well as reviewing and identifying a Tier 1 resource to ensure all students are receiving weekly Tier 1 SEL direct instruction.
- Collaboration with the Multilingual department to ensure a three series learning session for our multilingual educators and interventionists to create common understanding and a clearer process for supporting multilingual students through the MTSS process.
- Department meetings to review the work of MTSS and SEL and how they collaboratively support interventions and SEL needs for all students. This has included aligning middle school P.E. standards with SEL competencies as well as calibrating with the School Psych department to create more consistent practices across the district to support Tier 3 students and the MTSS system at the school level.
- Science “Learning in Places” for grades PK-4 uses NGSS aligned materials and focuses on outdoor learning, ecological caring, ethical decision making, and promotes family engagement. (10 educators in 4 different schools participating)



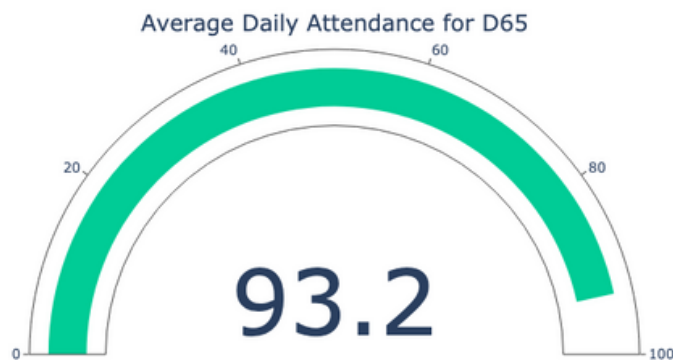
Attendance

Attendance Measures and Targets

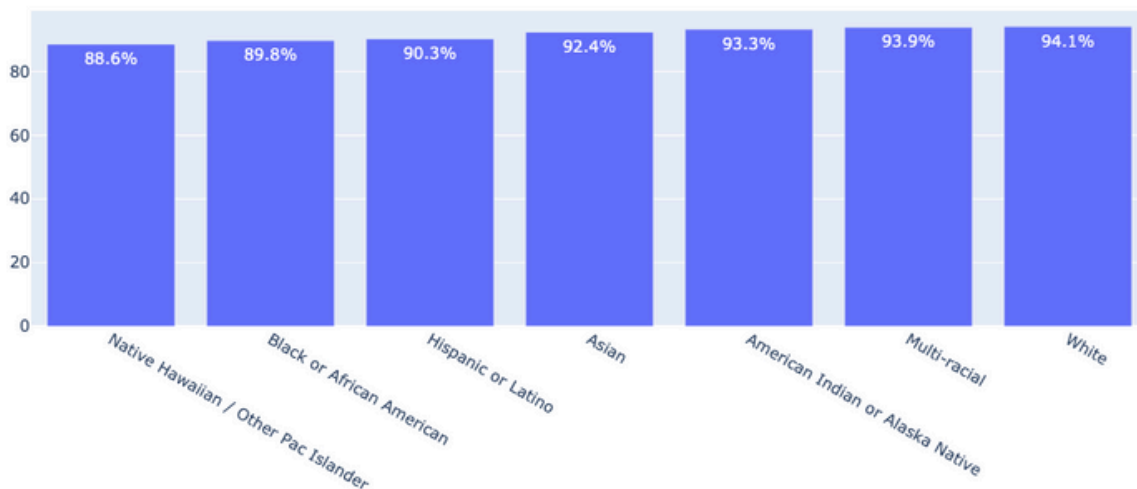
Increase average daily attendance in Kindergarten through 8th grade to 95%

Data Reflection

- Attendance from spring to spring shows a slight increase at 93.2% average daily attendance
- Elementary schools continue to be consistent with their average daily attendance. Dawes and Orrington are now at the highest at 94.4% and the lowest being Oakton at 92.9% (dropping from 93.5%)
- Middle/Magnet/Speciality schools are also consistent with Nichols having the highest at 93%

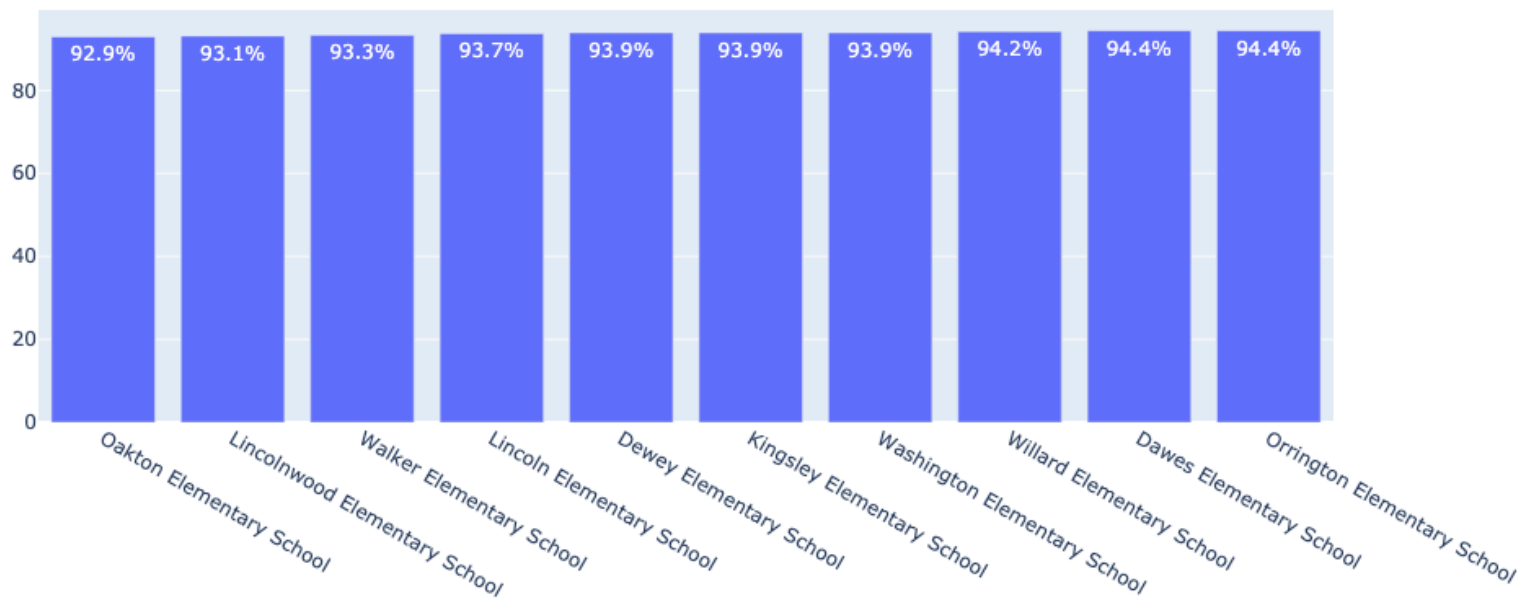


Average Daily Attendance by Race/Ethnicity

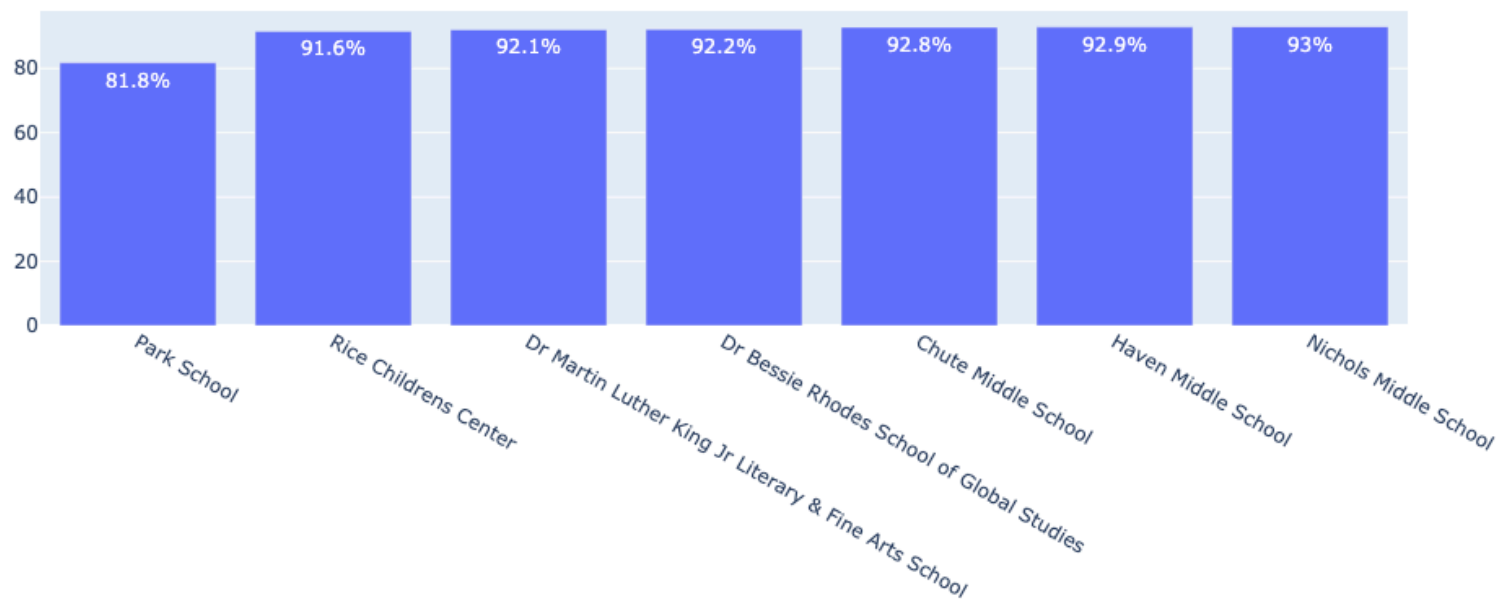


Attendance

Average Daily Attendance (K-5)



Average Daily Attendance (Middle/Magnet/Specialty)



Panorama

Panorama Measures and Targets

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

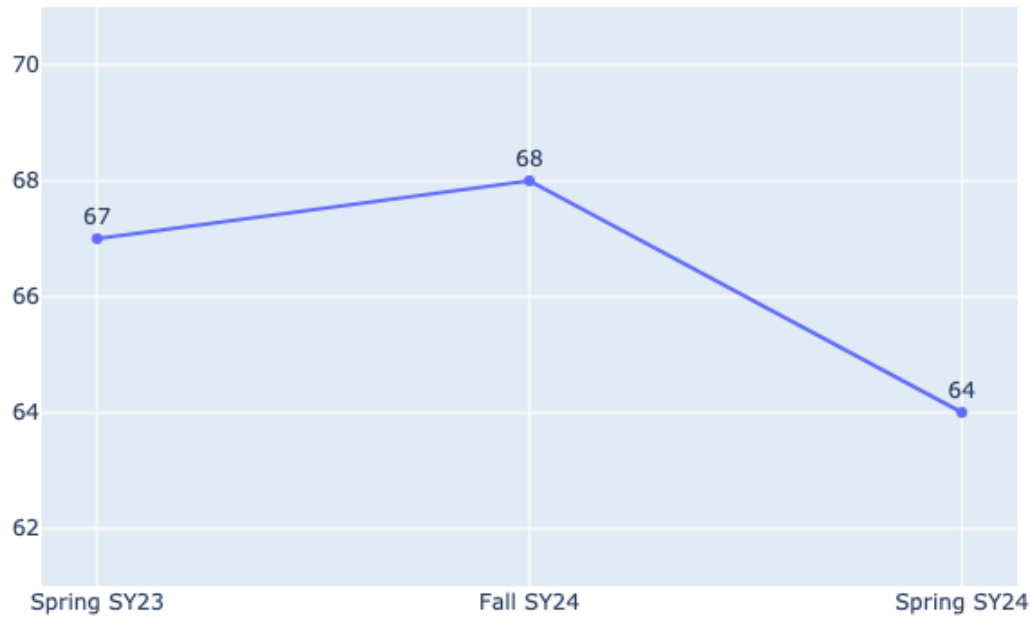
Data Reflection

- *Sense of Belonging* decreased by 4 points from Fall (68%) to Spring (64%) in 3rd and 4th grade. When compared to all schools within the Panorama national dataset, we are near the 80th percentile.
- *Sense of Belonging* decreased by 3 points from Fall (54%) to Spring (51%) in grades 5-8.
- Black/African American students report the highest percentage of students who feel they “Do not belong/Belong a little” at 17% for 3rd and 4th grade and 16% for 5th through 8th grade.
- 3rd and 4th graders are more likely to feel “Supported by/Connected to the adults” in the schools (72%) than 5th-8th graders (65%).
- *Engagement* decreased by 2 points from 60% in Fall to 58% this spring in 3rd and 4th grade.
- *Engagement* decreased by 3 points from 37% in Fall 34% this spring for grades 5-8.
- Black/African American 3rd and 4th graders reported the highest percentage of students (15%) who are “Not at all/Slightly excited” to participate in class.
- 5th through 8th grade Black/African American and Hispanic/Latino students reported the highest percentage of students (30%) who are “Not at all eager/Slightly eager” to participate in class.

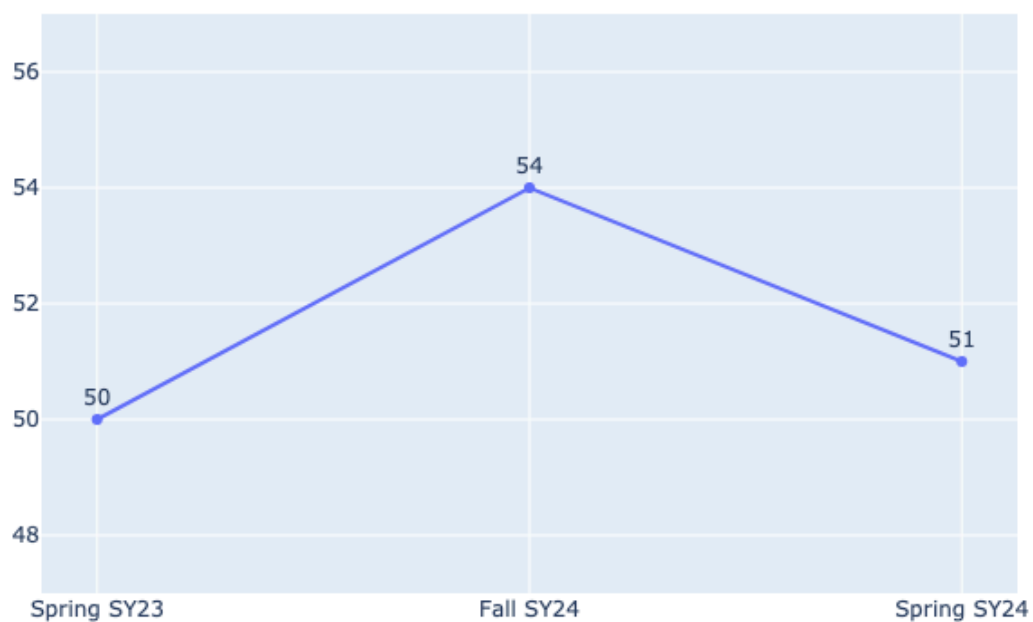


Panorama

Sense of Belonging (3rd-4th)

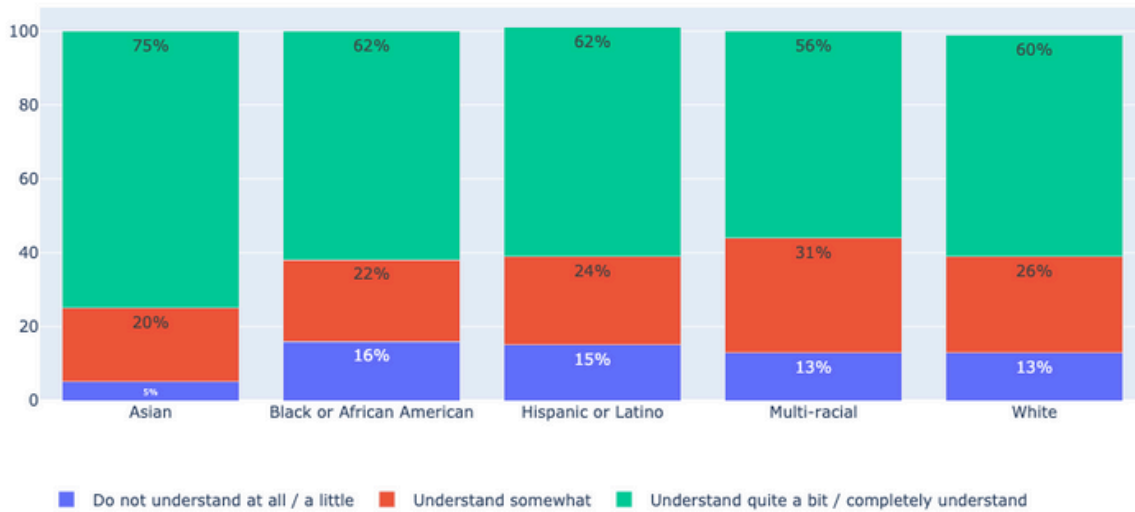


Sense of Belonging (5th-8th)

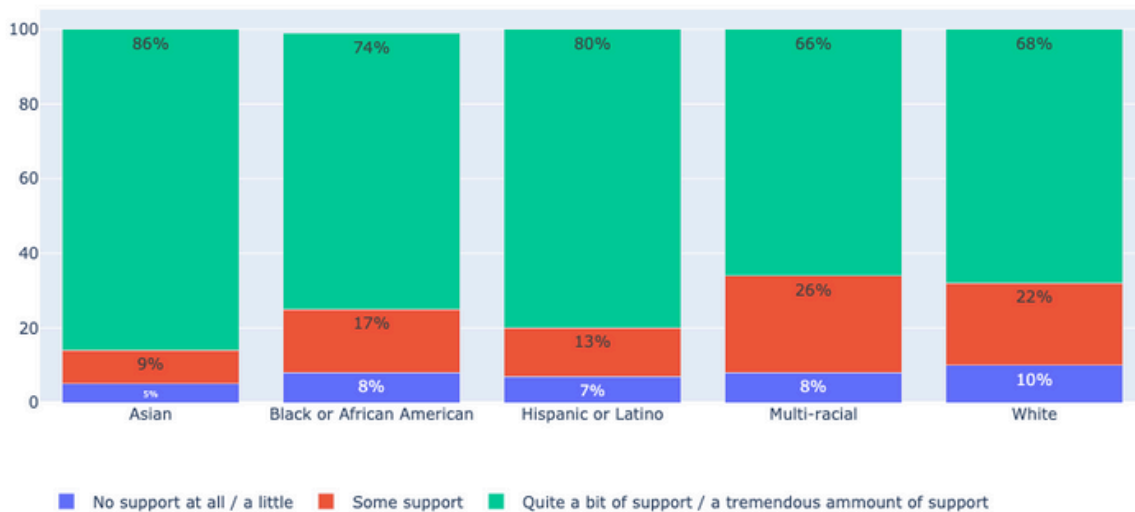


Panorama: Sense of Belonging

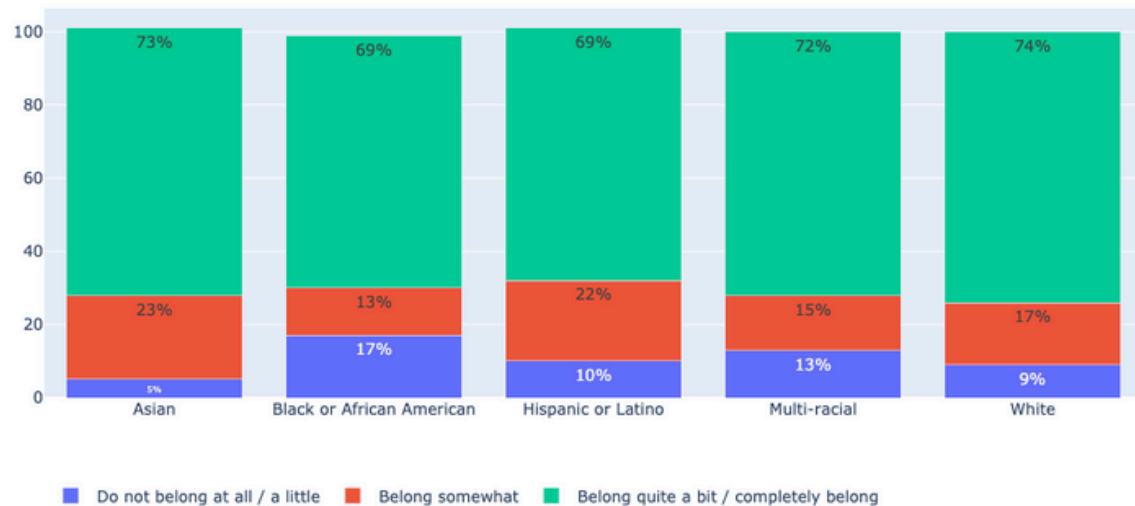
Sense of Belonging 3rd-4th: How well do people at your school understand you as a person?



Sense of Belonging 3rd-4th: How much support do the adults at your school give you?

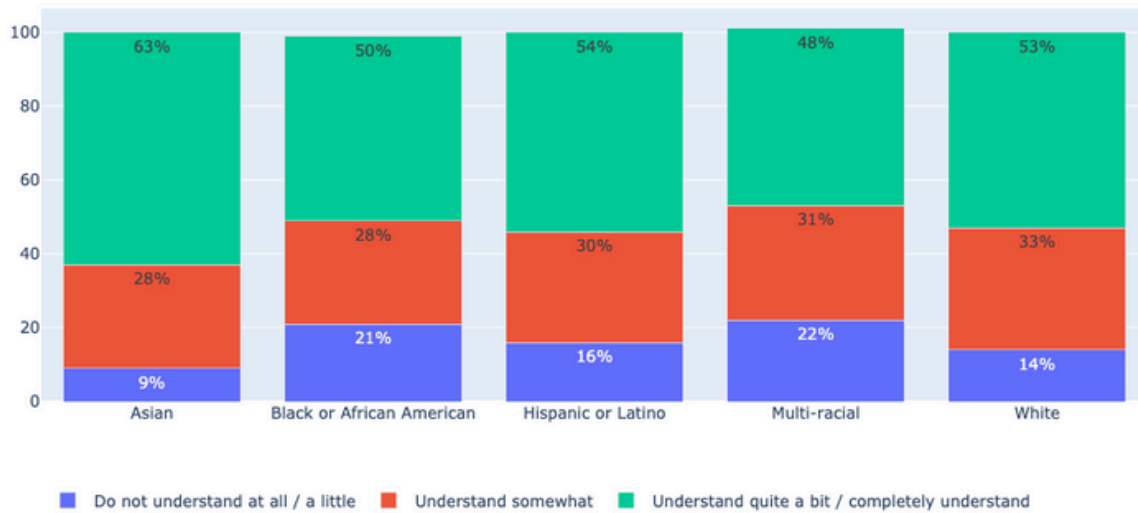


Sense of Belonging 3rd-4th: Overall, how much do you feel like you belong at your school?

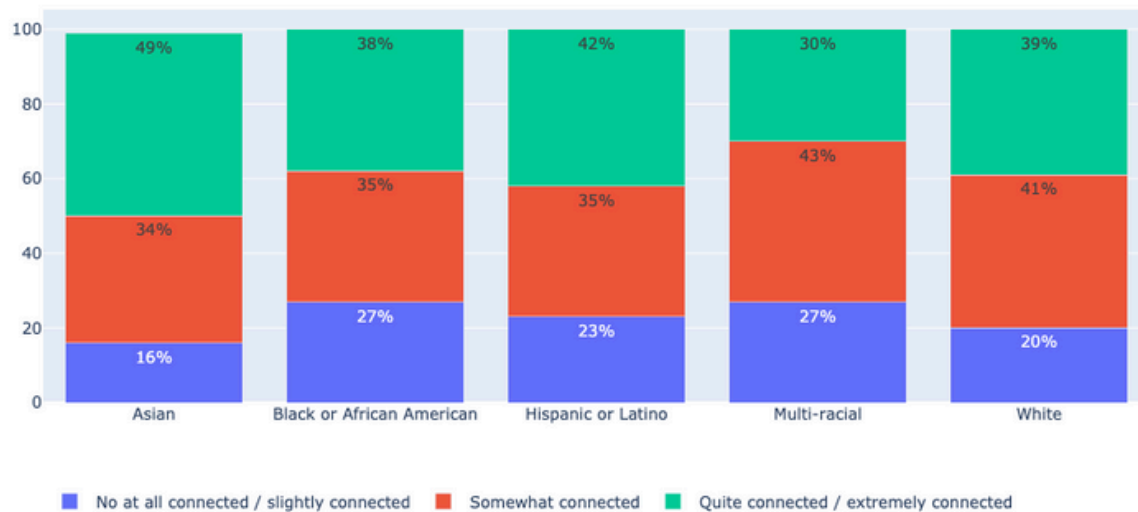


Panorama: Sense of Belonging

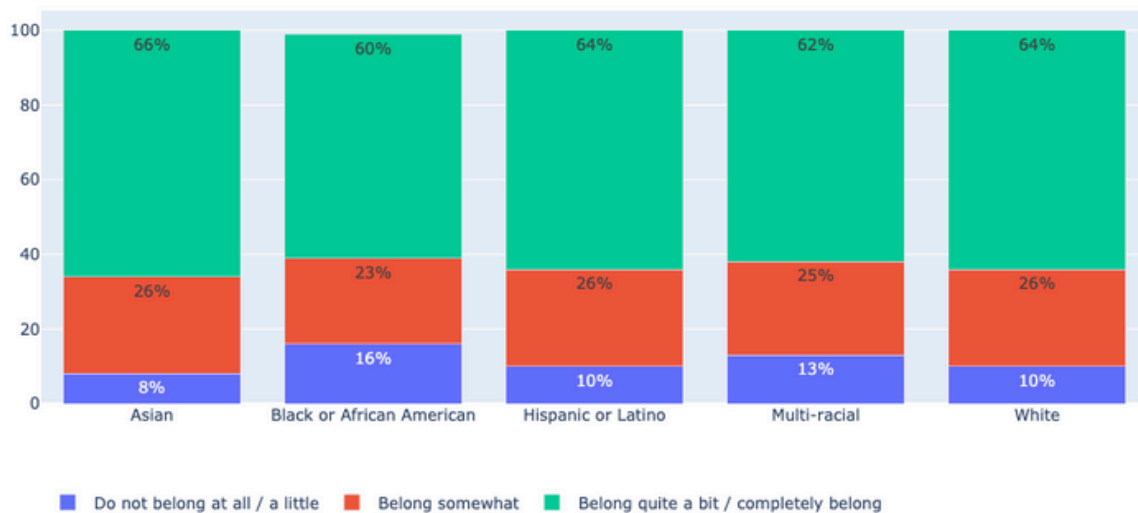
Sense of Belonging 5th-8th: How well do people at your school understand you as a person?



Sense of Belonging 5th-8th: How connected do you feel to the adults at your school?

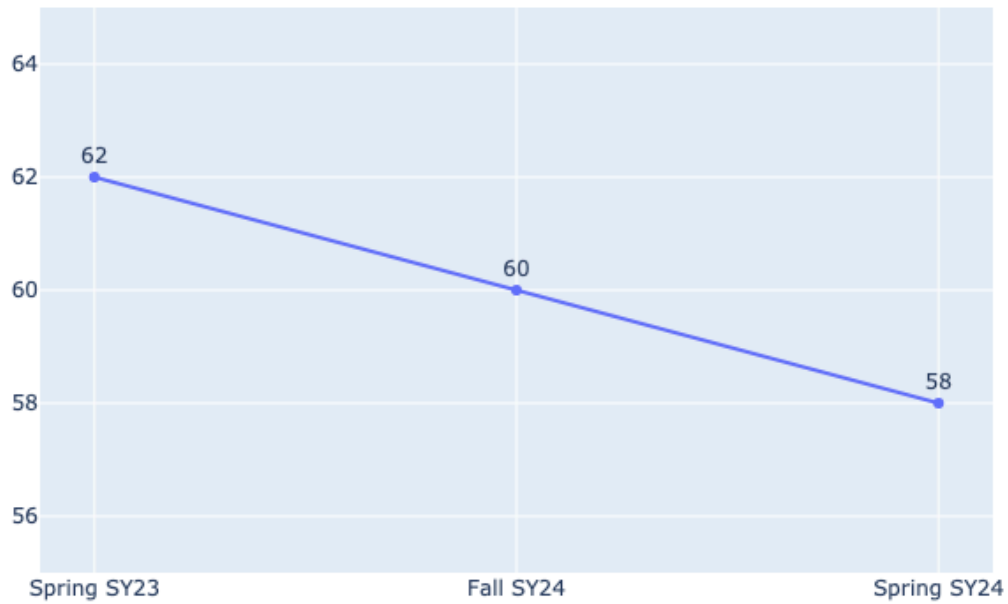


Sense of Belonging 5th-8th: Overall, how much do you feel like you belong at your school?

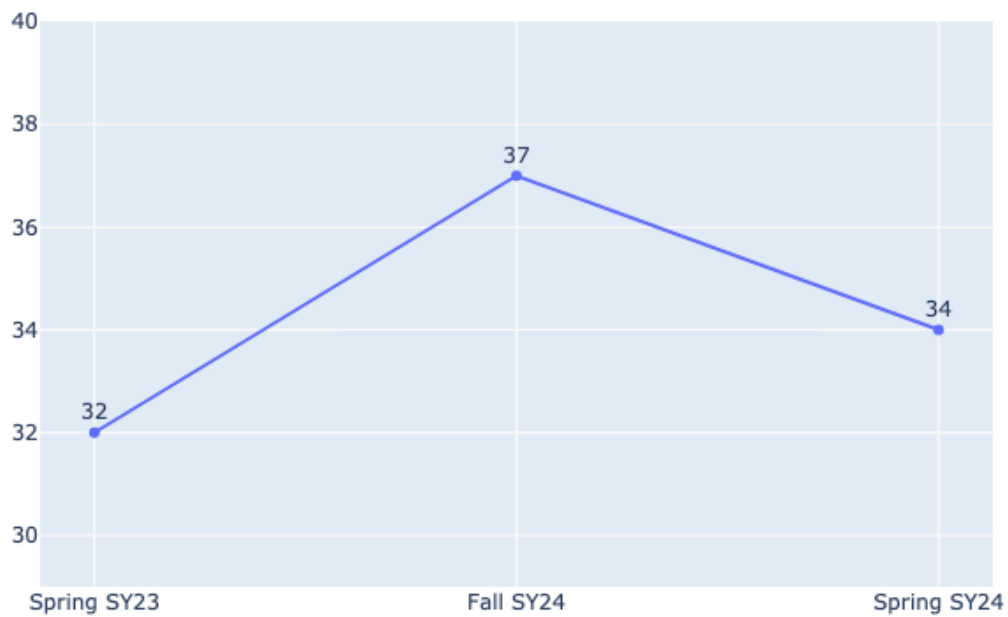


Panorama- Engagement

Engagement (3rd-4th)

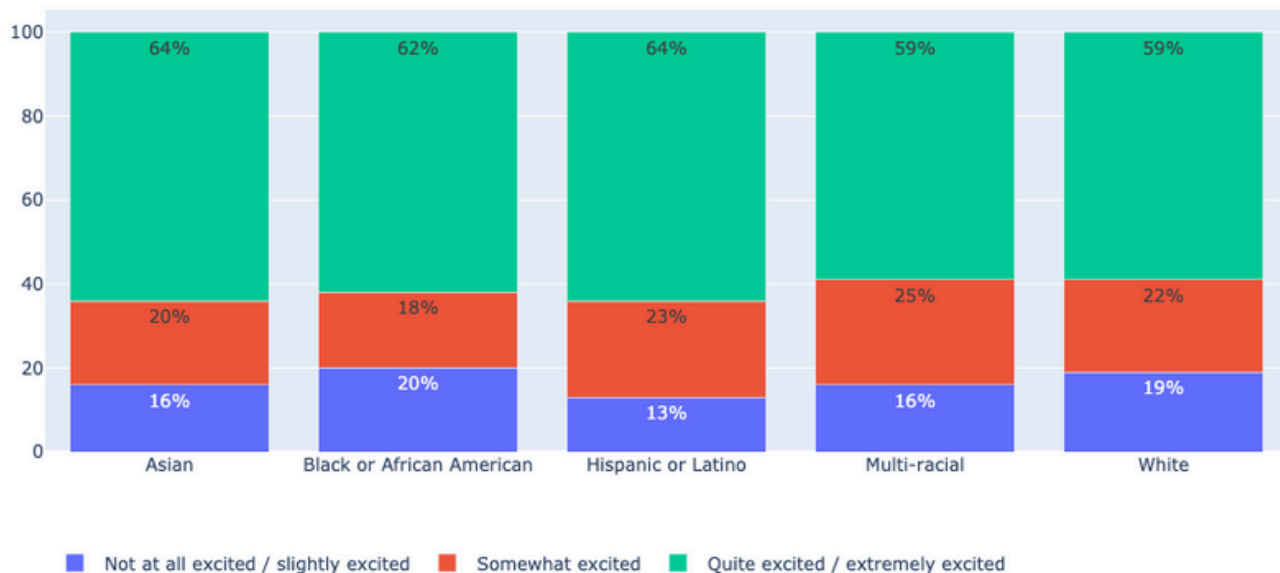


Engagement (5th-8th)

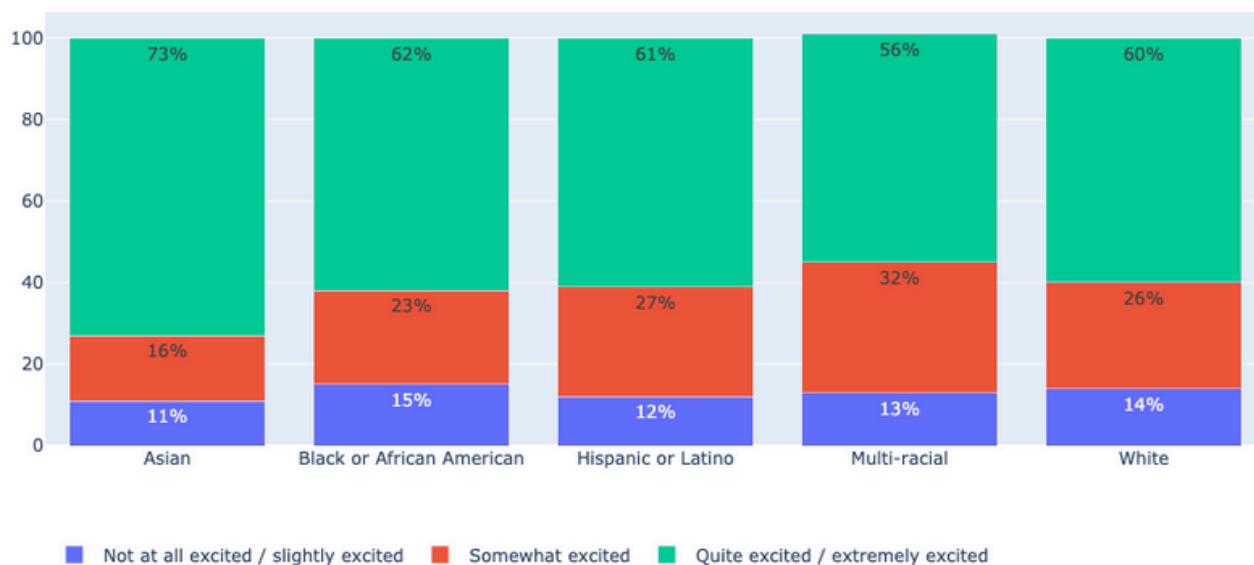


Panorama- Engagement

Engagement 3rd-4th: How excited are you about going to this class?

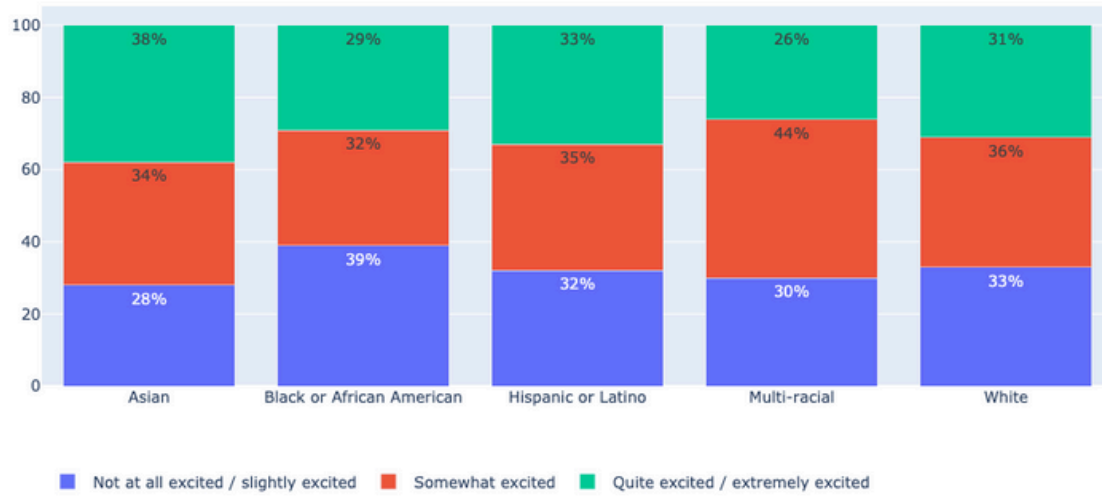


Engagement 3rd-4th: In this class, how excited are you to participate?

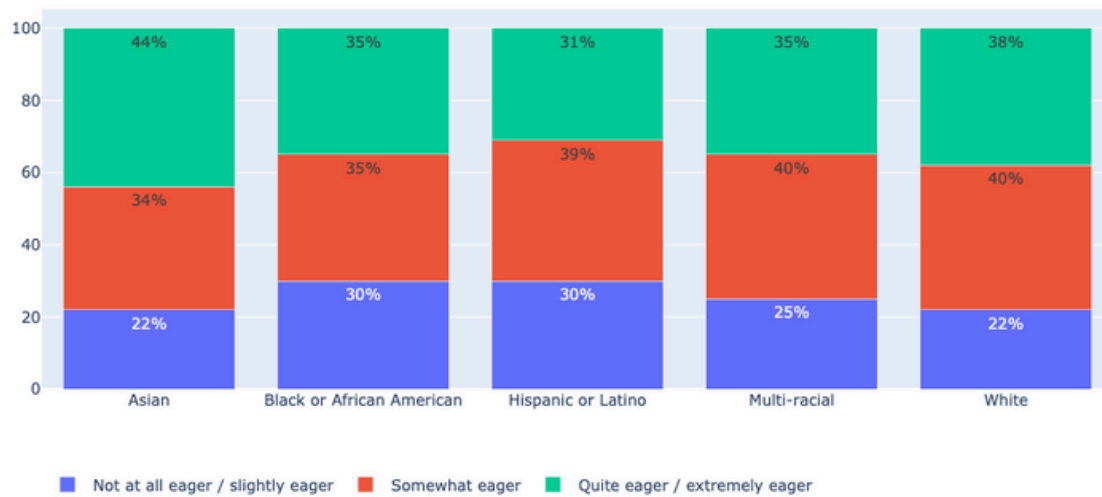


Panorama- Engagement

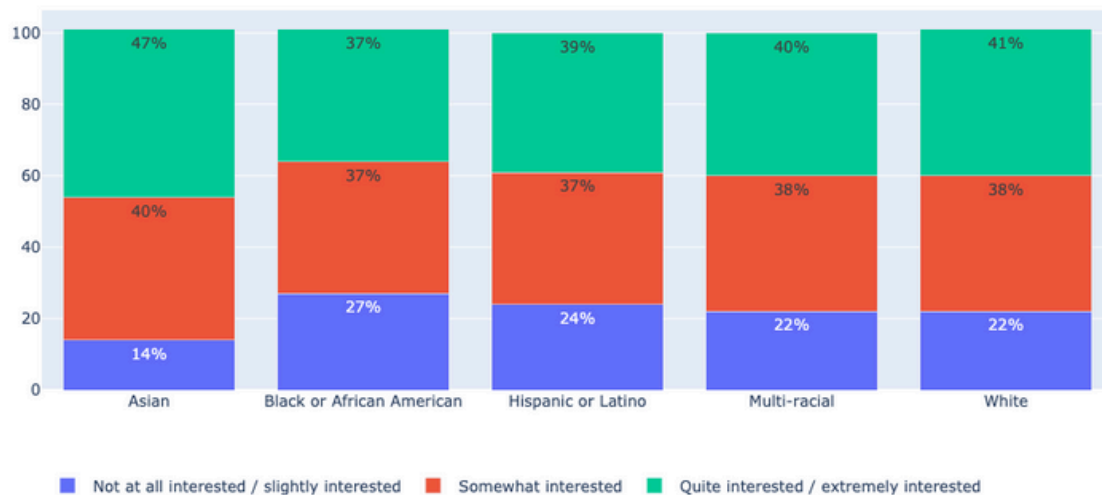
Engagement 5th-8th: How excited are you about going to your classes?



Engagement 5th-8th: In your classes, how eager are you to participate?



Engagement 5th-8th: Overall, how interested are you in your classes?



Behavior



Behavior Incident (Branching Minds) Measures and Targets

- Decrease the 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 below 2%
- Decrease disproportionality rate in suspensions by race, lunch status, and IEP status by 5%

Data Reflection

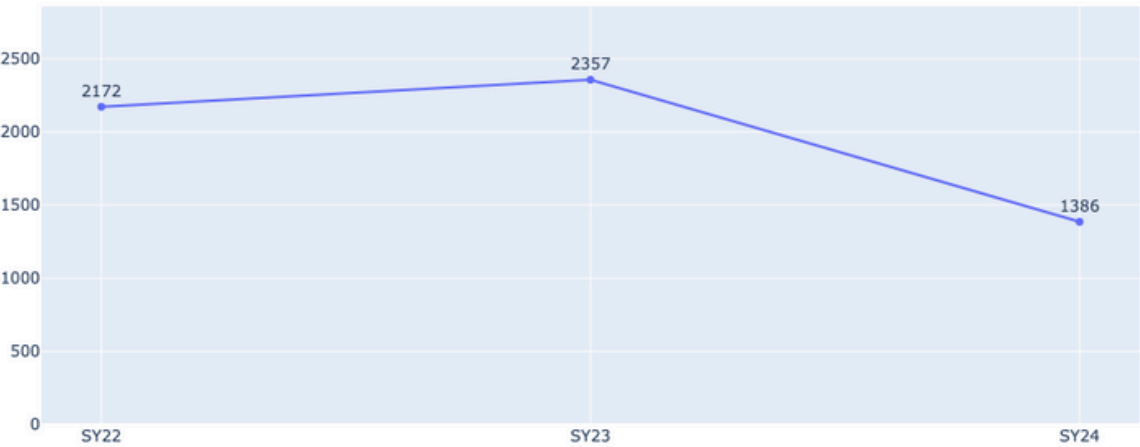
- The total number of behavior incidents has significantly decreased to 1386 compared to the number of incidents from same time period in SY22-23 (2357) and SY21-22 (2172).
- The percent of Level 3, 4 and 5 Behavior Incidents has decreased 6.8 points to 19.3%, lower in comparison to the same time period in SY22-23 (26.1%) and SY21-22 (22.1%).
- Students with IEPs have a higher number of Level 3 and 4 Behavior Incidents in comparison to students without IEPs.
- Students who have a “Free/Reduced” lunch status have a higher number of Behavior Incidents at every level.
- EL students have significantly less behavior Incidents at all levels as compared to non-EL students.



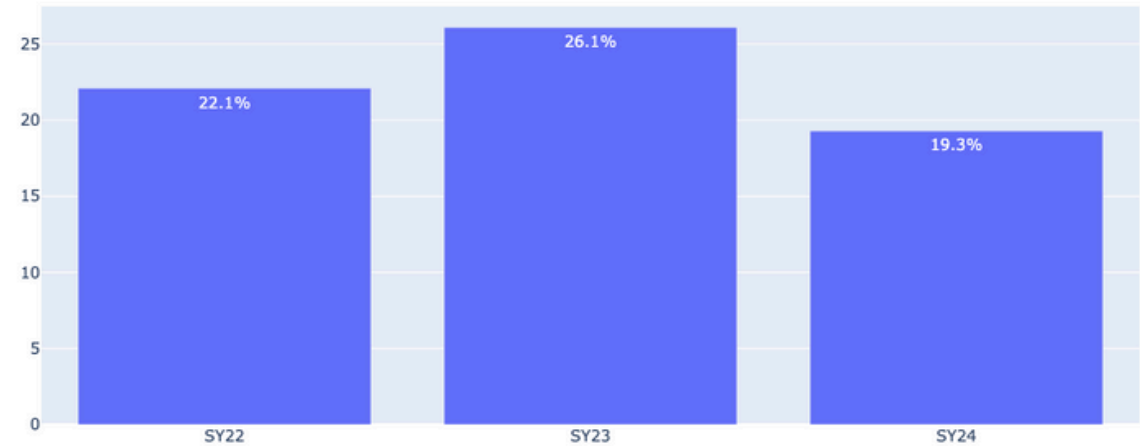
Behavior



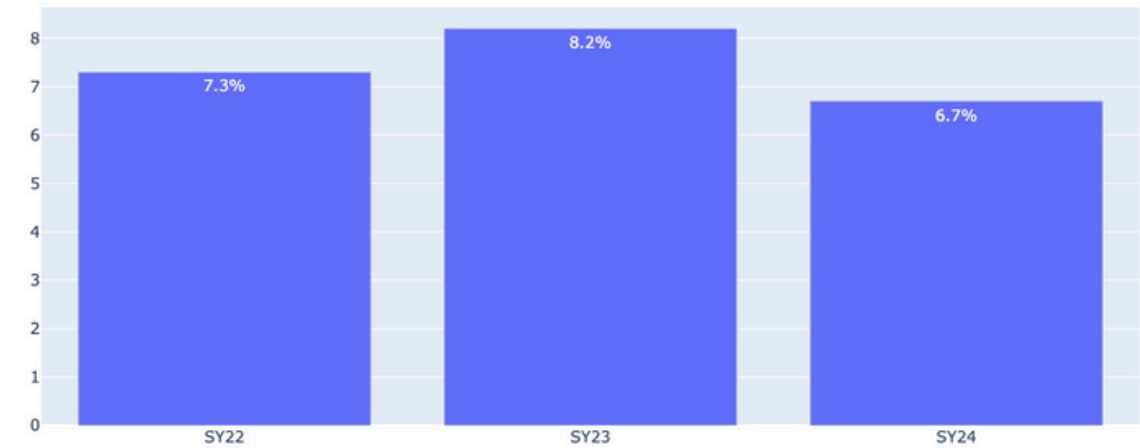
Total Count of Level 3, 4 and 5 Incidents (Spring)



Percent of Level 3, 4 and 5 Incidents

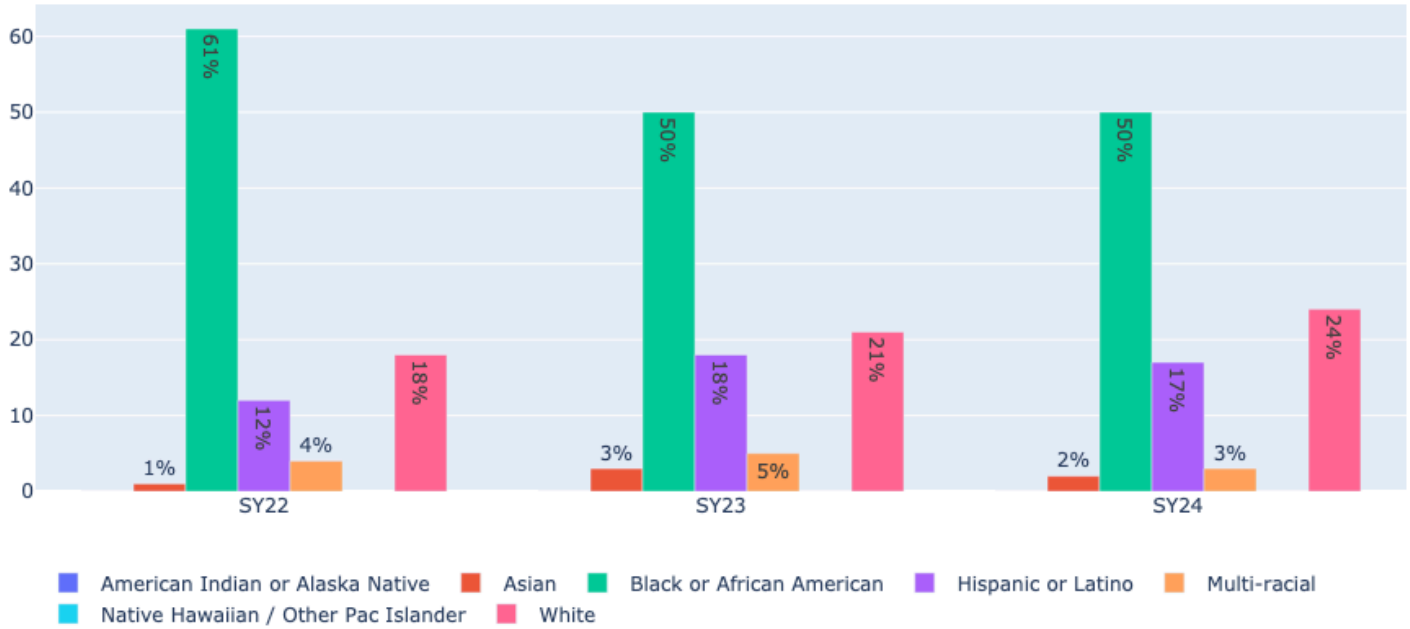


Percent of Students with Level 3, 4 or 5 Behavior Incidents

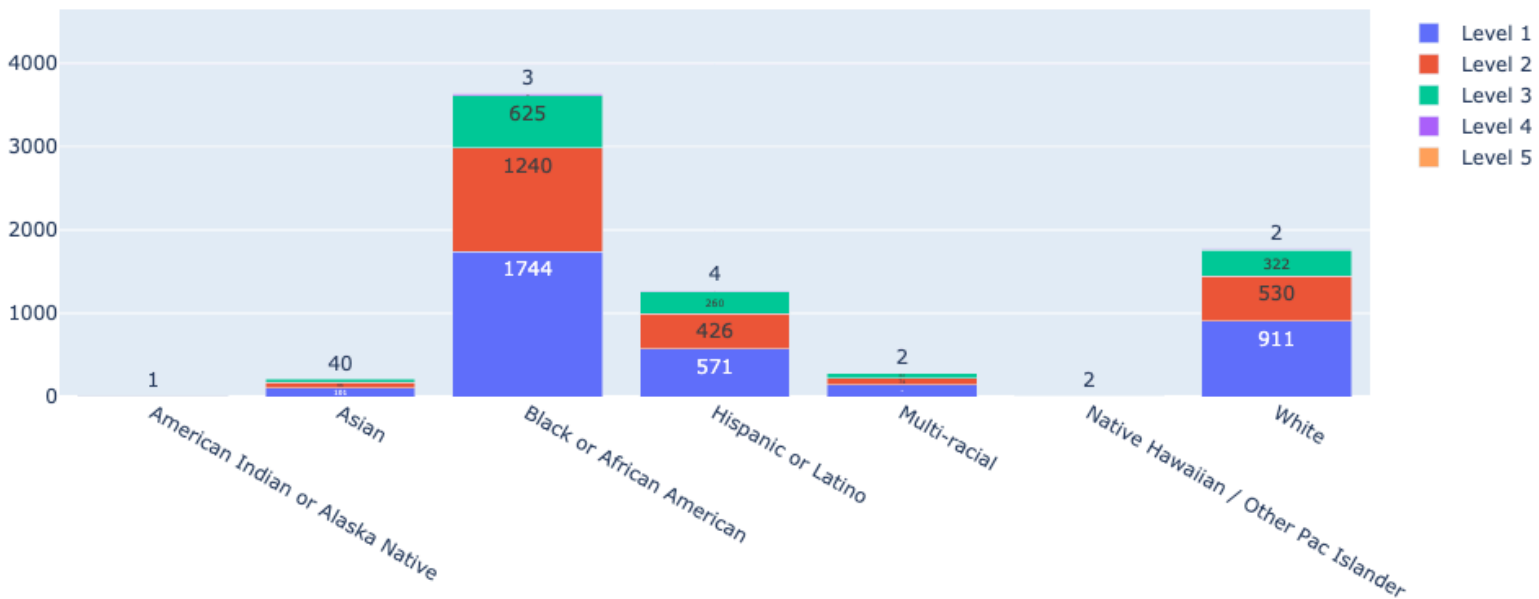


Behavior

Percent of Total Incidents by Race



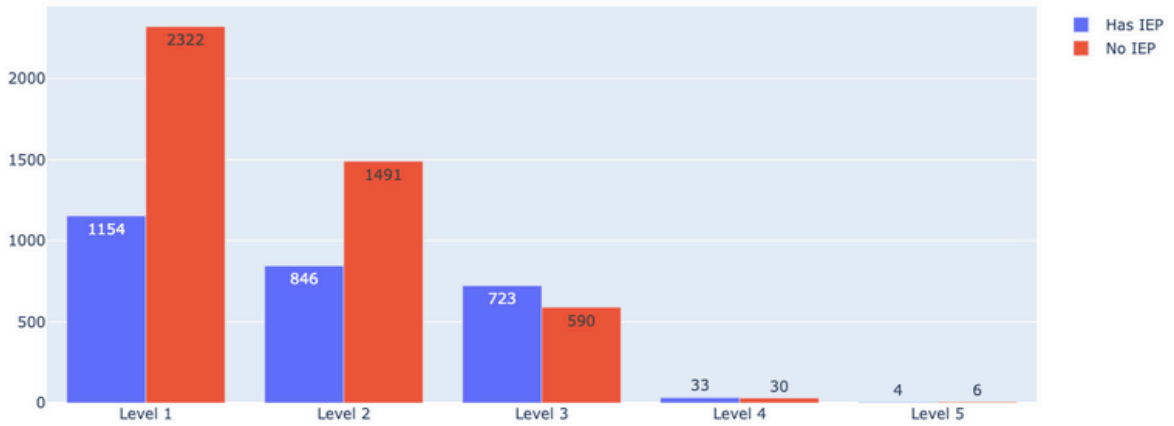
SY24 Total Behavior Incidents by Race and Level



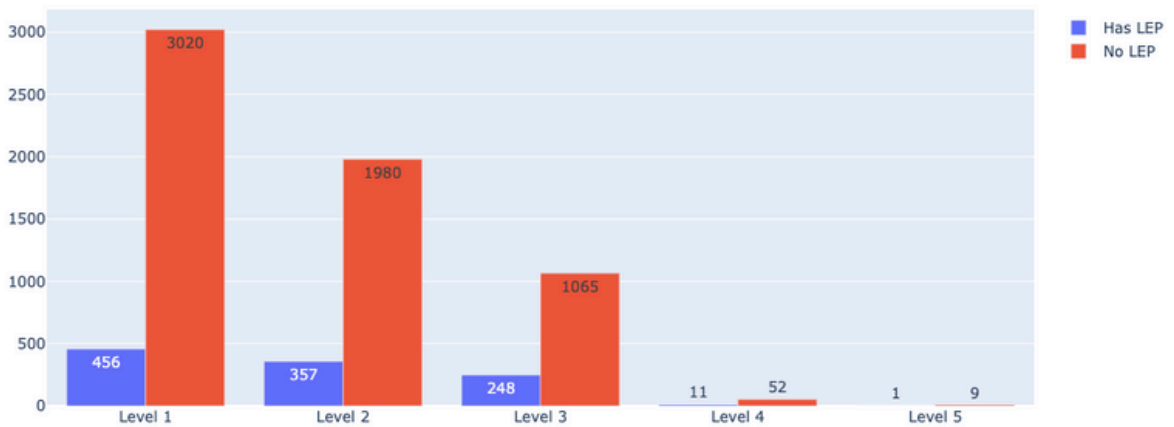
Behavior



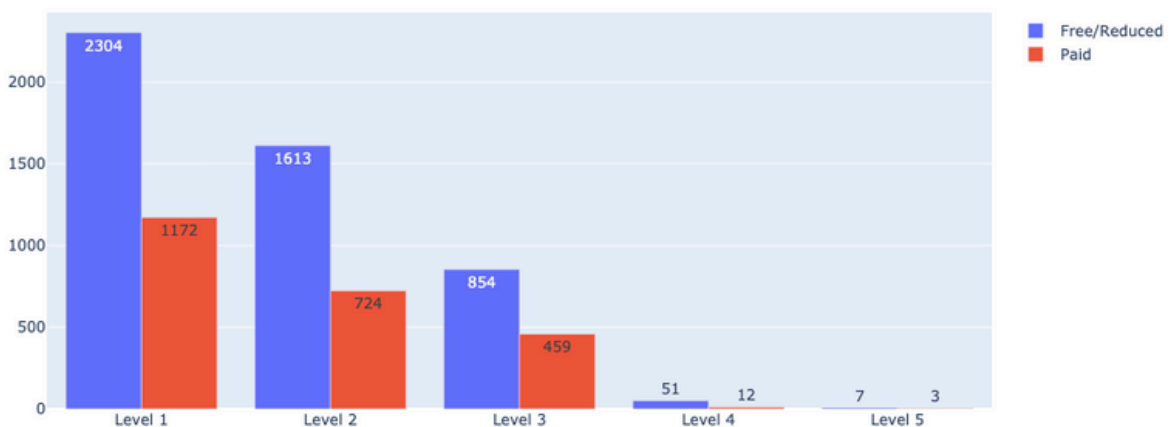
SY24 Total Behavior Incidents by IEP Status and Level



SY24 Total Behavior Incidents by EL Status and Level



SY24 Total Behavior Incidents by Lunch Status and Level



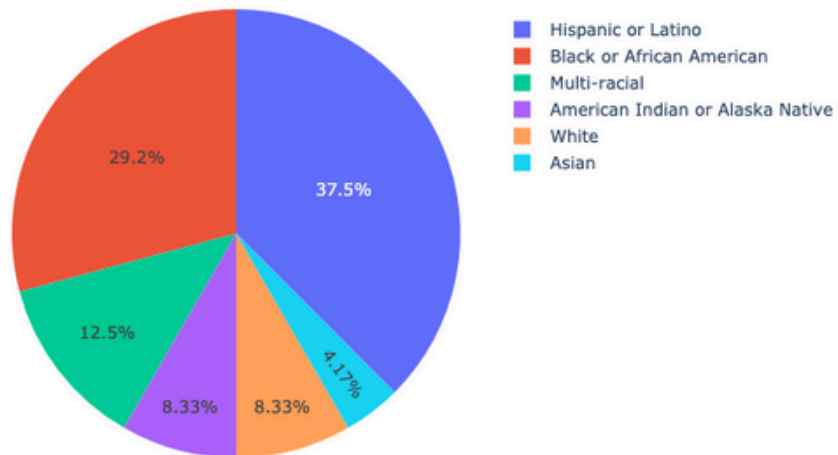
Suspension Data

16 In-School Suspensions

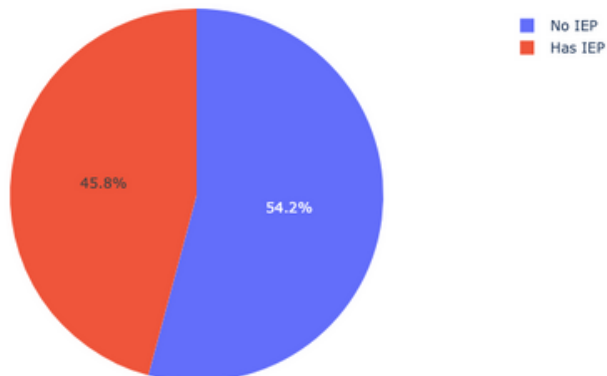
7 Out of School Suspensions

19 Students

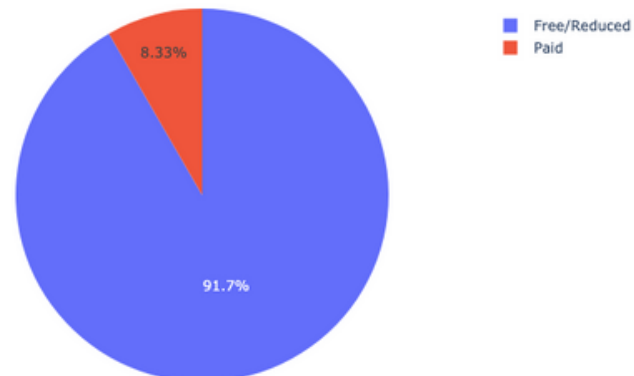
Suspensions by Race



Suspensions by IEP Status



Suspensions by Lunch Status

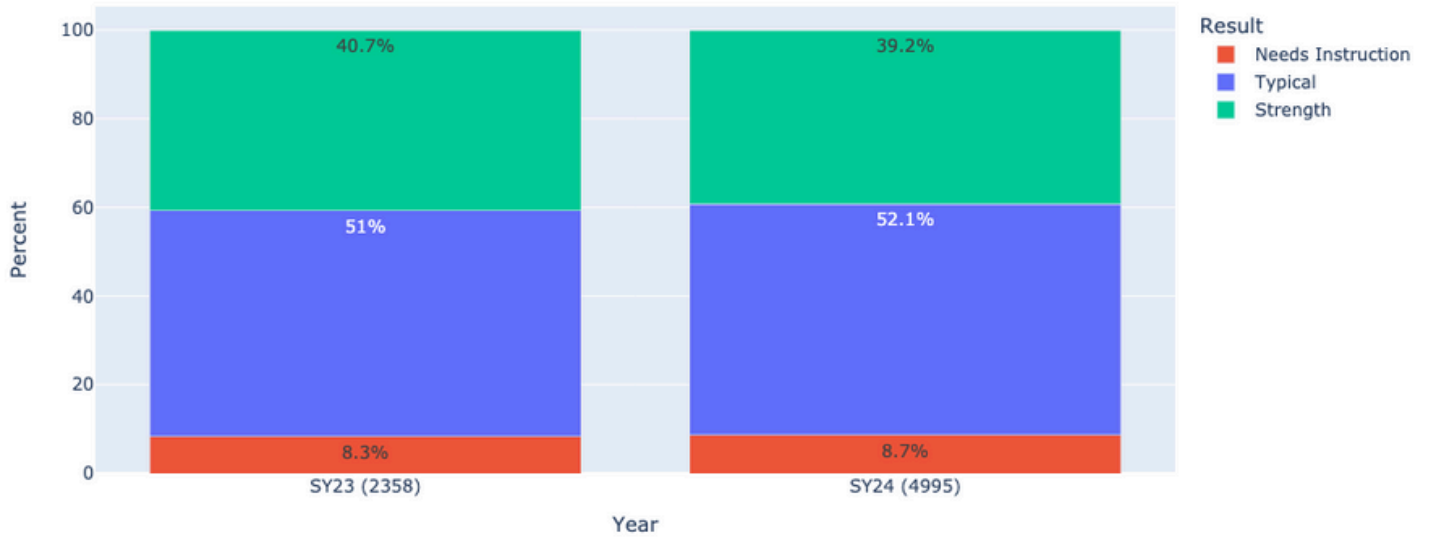


In-School and Out of School Suspensions Included

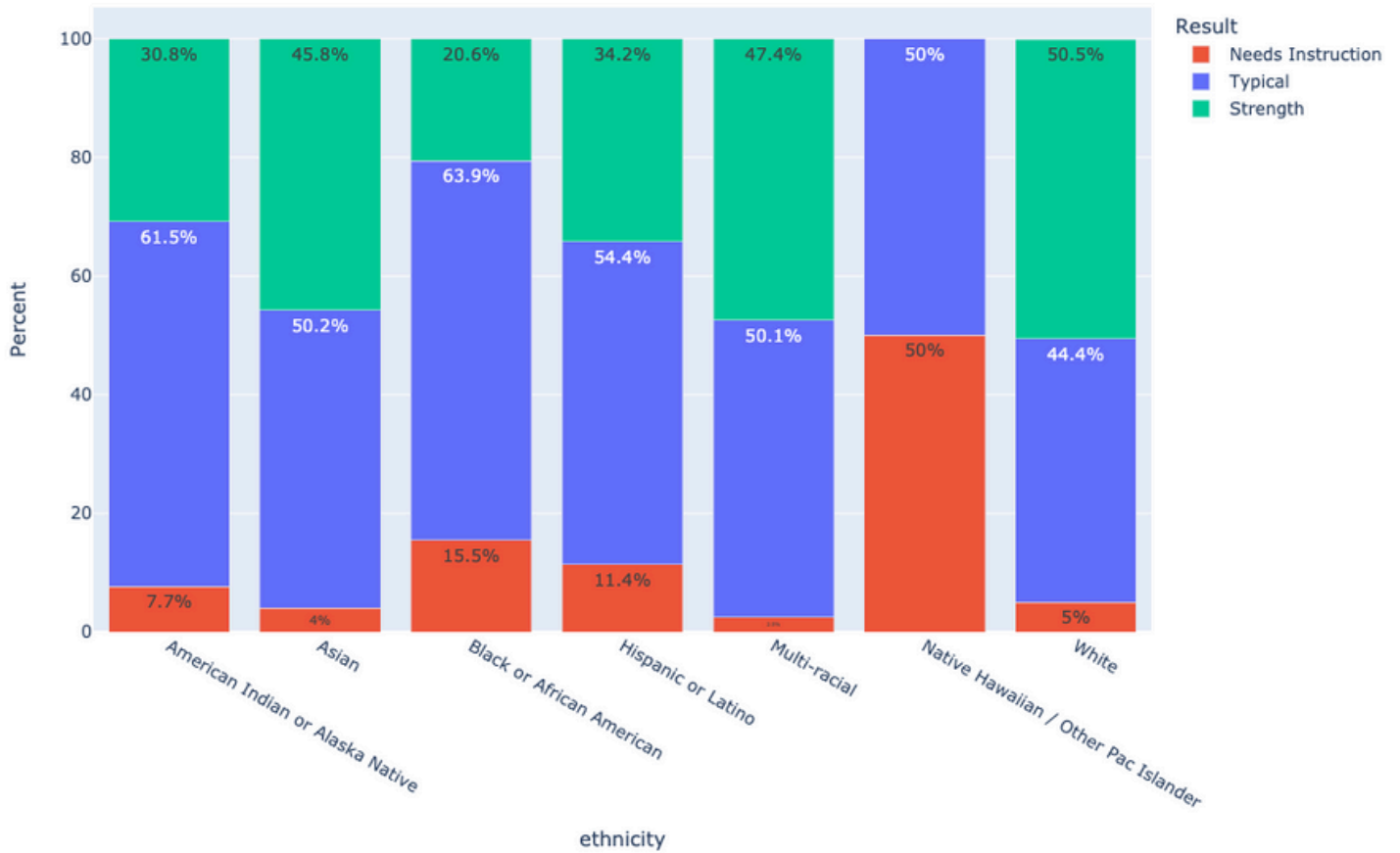


DESSA Data

Spring DESSA Levels

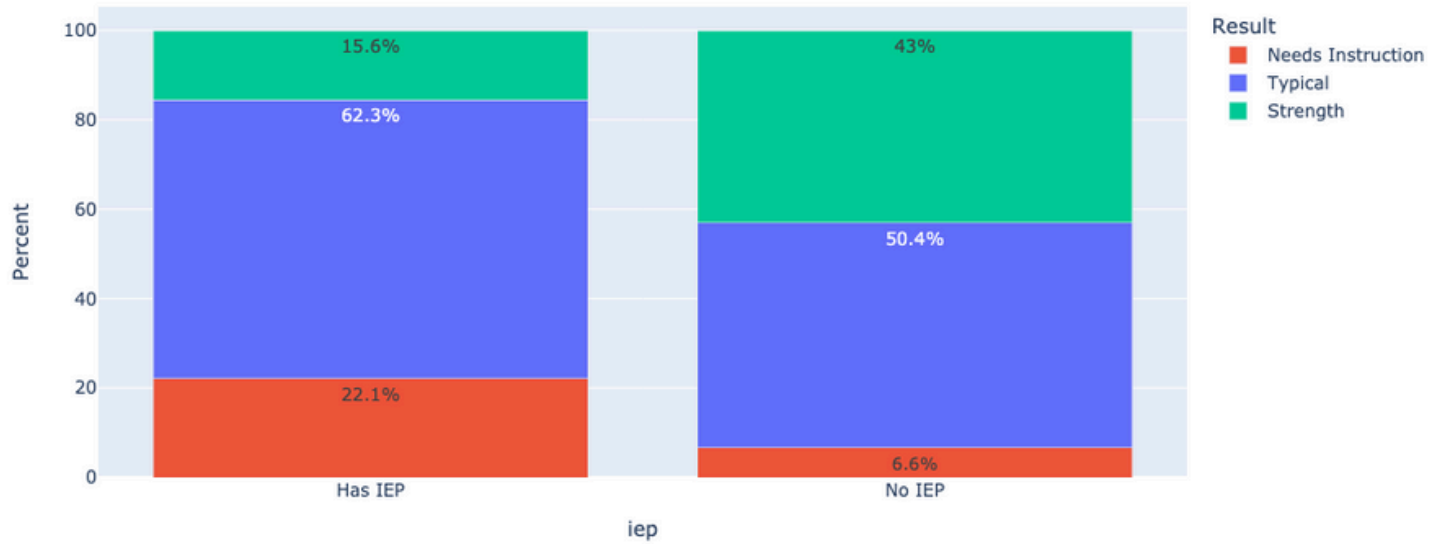


DESSA Levels by Race - Spring SY24 (4995)

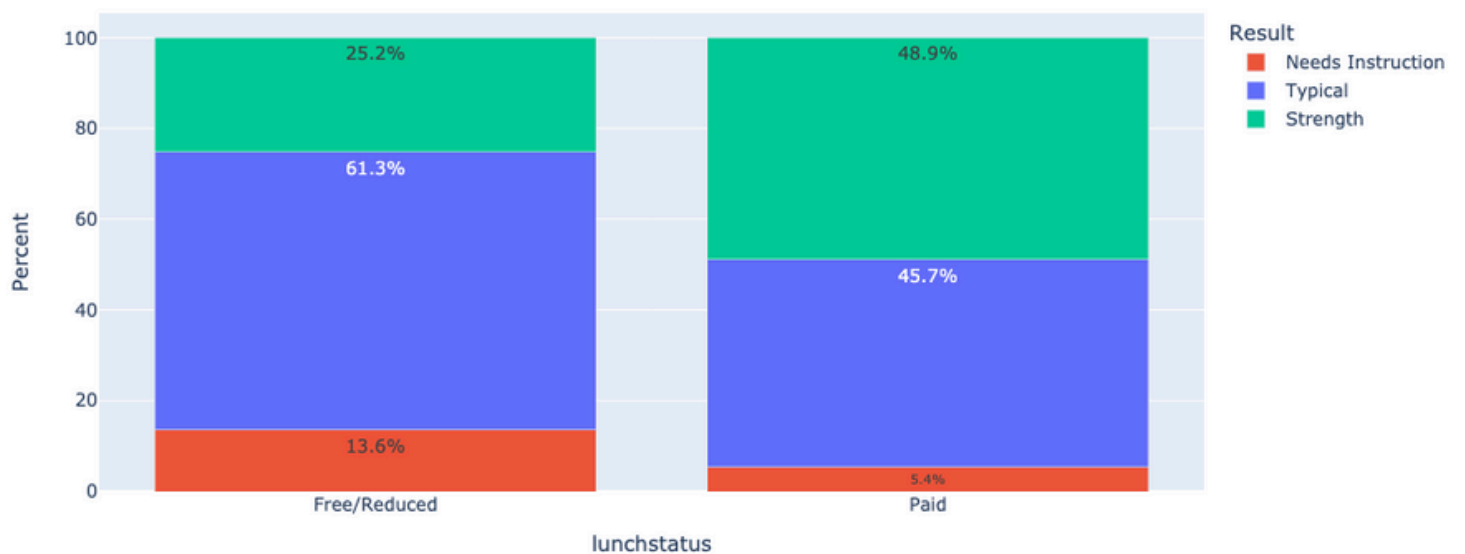


DESSA Data

DESSA Levels by IEP Status - Spring SY24 (4995)



DESSA Levels by Lunch Status - Spring SY24 (4995)



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:

- School Data Dashboard is released regularly with schools reporting it is useful, timely, and they trust the data coming out of the dashboard
- Behavior Dashboard created to analyze and report on student referrals for the past three years and developing a student data dashboard
- Cycle 3 framework developed for intervention support and identification for all Interventionists
- Regular meetings with Interventionists to identify students that have been repeatedly at Tier 2 or Tier 3 to review growth and needs of the students to create an action plan for support
- The Middle School Standards Based Grading Working Group has met each month to ensure the department's readiness for the launch of Standards Based Grading this coming fall; this work includes building out common assessments, rubrics and grading guidance
- Educators across grades and across schools have begun implementing instructional routines from Building Thinking Classrooms; student engagement has increased significantly as a result of these changes in instruction
- Engaged in professional learning and in instructional walks with coaches and principals with focus on increasing student discourse and engagement in classrooms at all grades
- Science continues their District-Level Science PLC with 5 returning members and 7 new members this year (Chute, Haven, King Arts, Nichols and Rhodes are all represented)
- All K-5 schools participated in EOY Literacy Walkthroughs in April/May with K-2 focusing on foundational skills block and 3-5 focusing on implementation of Wit and Wisdom
- All K-5 students will have taken the Core Phonics survey or FastBridge Fluency depending on their grade level
- All middle schools participated in literacy focused walkthroughs to identify trends in their instruction



Academic Outcomes Measures and Targets

English Language Arts Academic Goals				Math Academic Goals			
Assessment MAP	Baseline (SY22)	Goal by 2027	Current Status (Spring SY24)	Assessment MAP and IAR	Baseline (SY22)	Goal by 2027	Current Status (Spring SY24)
% Meeting College Readiness Benchmarks (SAT) on MAP	72%*	80%	73.8%	% Meeting College Readiness Benchmarks (SAT) on MAP	45%*	50%	49%
% at or below the 25th percentile on MAP	16%	12%	15.7%	% at or below the 25th percentile on MAP	19%	9%	17%
% of students Meeting/Exceeding growth targets on MAP	62%	75%	55.5%	% of students Meeting/Exceeding growth targets on MAP	64%	75%	55.7%

Data Reflection

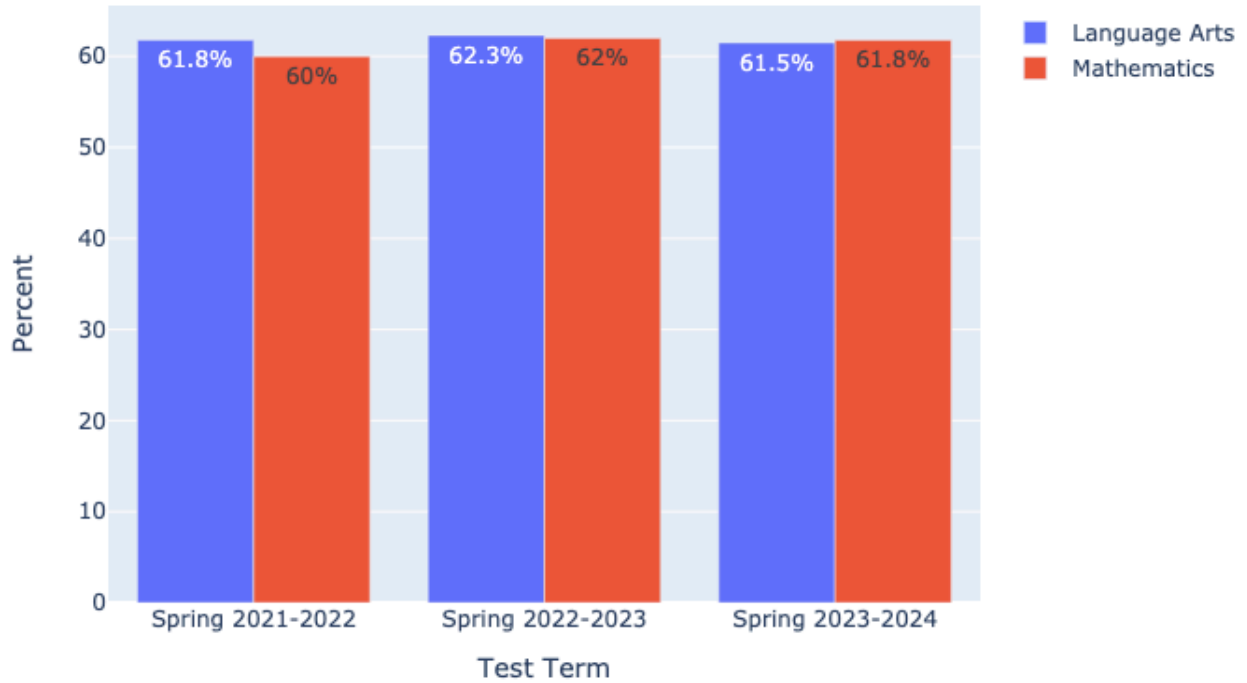
- The average test percentile (attainment) in Language Arts is 61.53%, a slight decrease (-0.74) from Spring SY23 but lower (-0.23) than Spring SY22.
- The average test percentile (attainment) in Math is 61.81%, a very slight decrease (-0.17) from Spring SY23 but slightly higher (+1.85) than Spring SY23.
- The percent of students meeting College Readiness Benchmarks (SAT) has increased in Language Arts from 72% in SY22 and SY23 to 74% this spring.
- The percent of students meeting College Readiness Benchmarks (SAT) has increased in Math by 2 points over each of the last three years to 49% this spring showing a slight upward trend.
- The percent of students below the 25th percentile in Language Arts shows a minor increase from Spring SY23 to 15.7%.
- The percent of students below the 25th percentile in Math remains the same from last spring at 17% and 2 points lower than spring SY22.
- The percent of students Meeting/Exceeding growth targets in Language Arts has decreased slightly from last spring to 55.5% with a minor downward trend over the last three years.
- The percent of students Meeting/Exceeding growth targets in Math has decreased by 5 points from last spring to 56% showing an overall downward direction since a high of 64% in SY22 (-8 over three years).



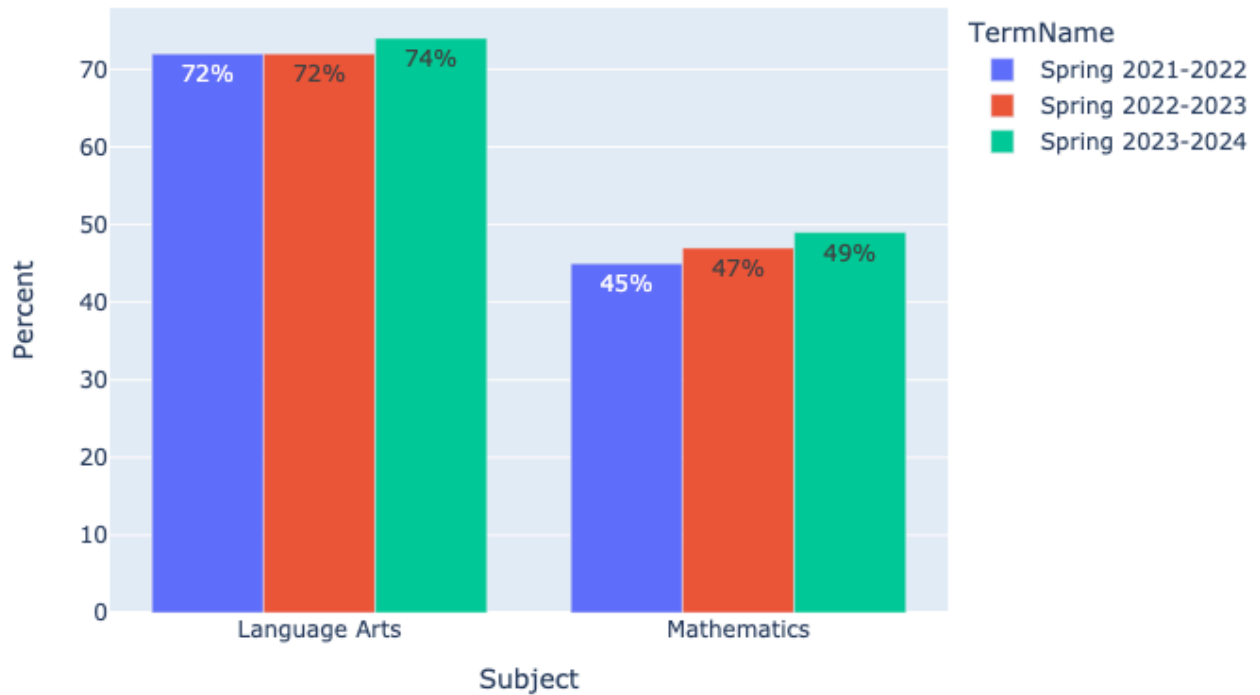
SY23-24 Spring MAP Growth



Average Test Percentile

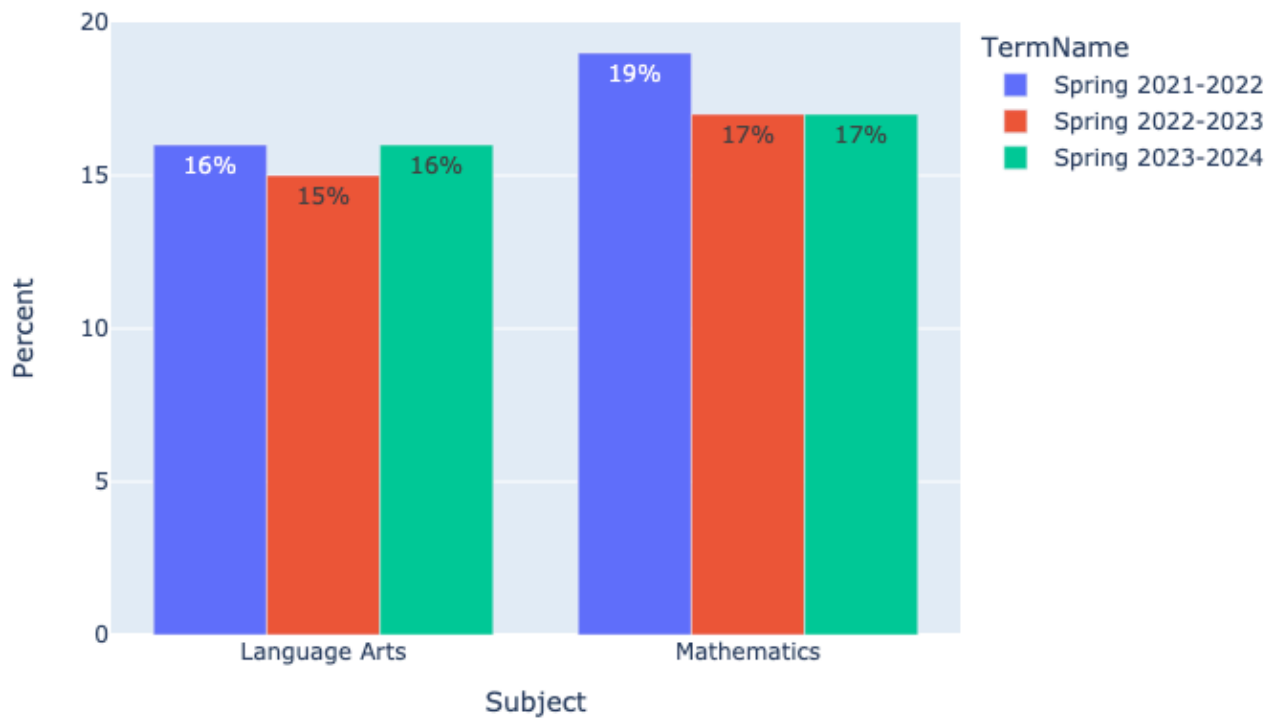


Percent Meeting CRB

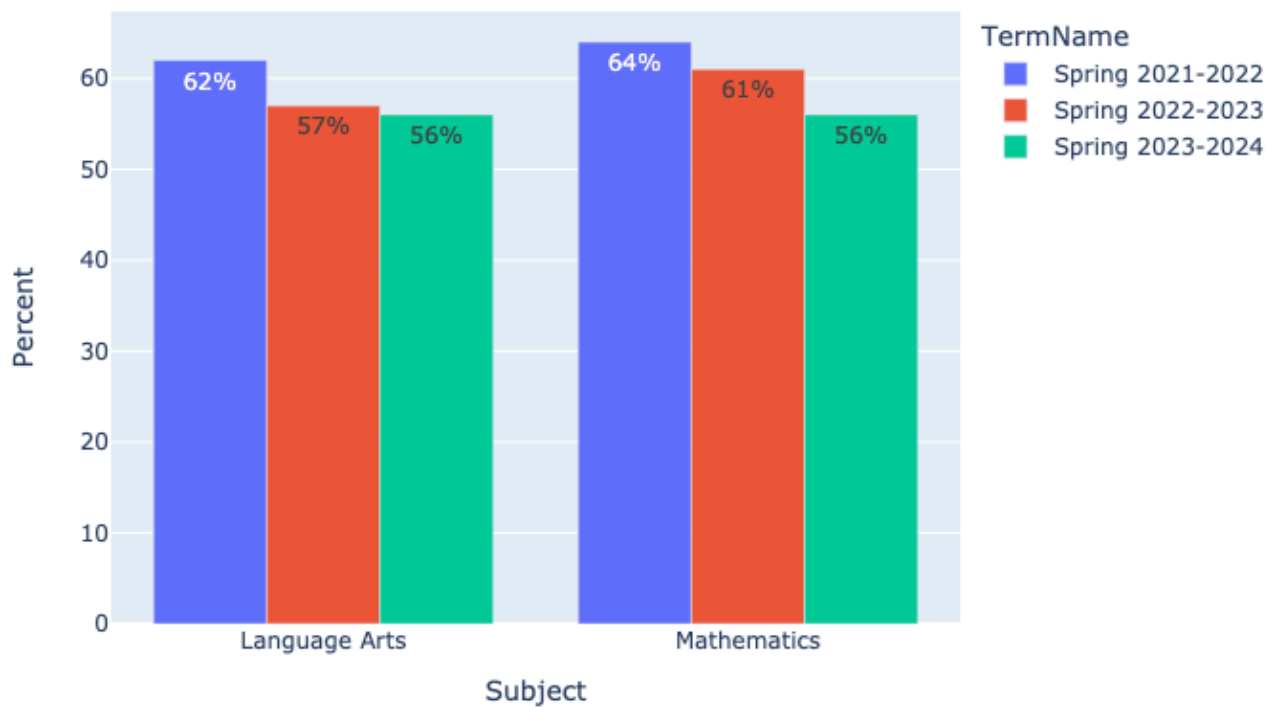


SY23-24 Spring MAP Growth

Percent at/below 25th Percentile



Percent Meeting Expected Growth



Growth Norms measured from Spring to Spring

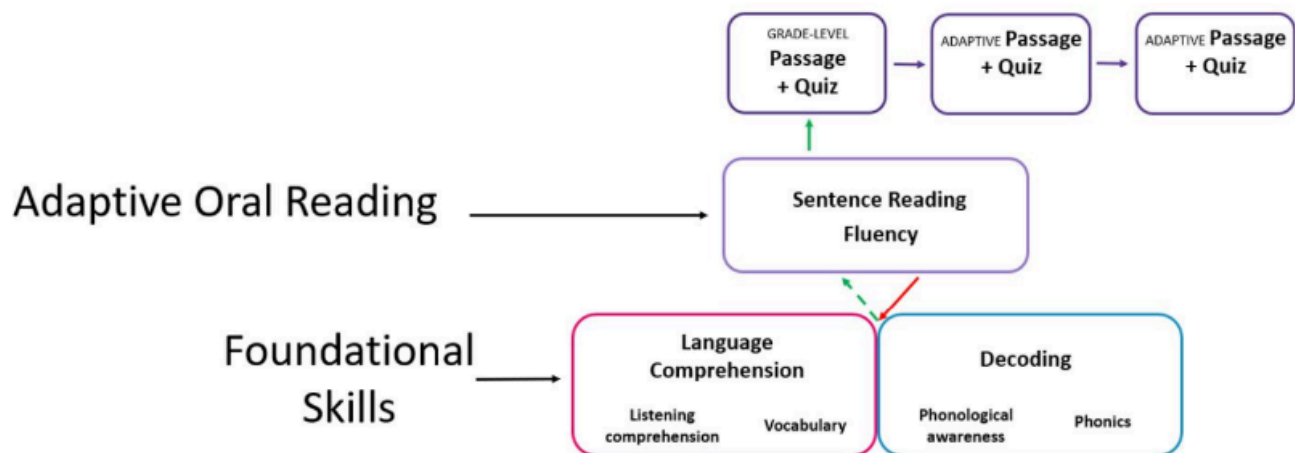


SY23-24 Spring MAP Fluency

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.



SY23-24 Spring 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 Spring would fall into the “Approaching Expectations” category.

Assessment Assignments:

Kindergarten	1st Grade	2nd Grade
Fall: Foundational Spring: Foundational Spring: Foundational	Fall: Foundational Spring: Oral Reading* Spring: Oral Reading	Fall: Oral Reading Spring: 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 Spring of First Grade which is why we assign the Oral Reading in the Spring.*



MAP Fluency Data Reflection

Kindergarten:

- Increase in the percent of kindergarten students who “Meet/Exceed” the benchmark *Phonics and Word Recognition* from 78% last spring to 81% in English and from 62% to 66% in Spanish. Additionally, there was a 10% increase of students that exceeded expectations from 29% in SY23 to 39% in SY24.
- Increase in the percent of kindergarten students who “Meet/Exceed” the benchmark *Phonological Awareness* from 77% to 80% in English with the exceeded expectations category improving from 61% in SY23 to 66% in SY24. Spanish speaking students showed a slight increase (+1) to 54% meeting or exceeding.

First Grade:

- Slight increase in the percent of 1st grade students who “meet” the benchmark in Listening Comprehension in English from 79% to 82% this spring.
- Sentence Reading Fluency in Spanish shows an exciting increase in the “Meet” category of 8 points from 17% in SY23 to 25% this spring showing a gradual upward movement since SY22.
- Grade 1 result types in English have remained about the same over the last 3 years however Spanish speaking students showed a significant increase in the “Adapted Oral Reading” assessment in SY24 to 43% from 21% last year. Correspondingly, less students remained in “Foundational Skills” from 79% to 57%. This promising metric shows that more students have mastered the foundational skills needed to read connected text fluently.

Second Grade:

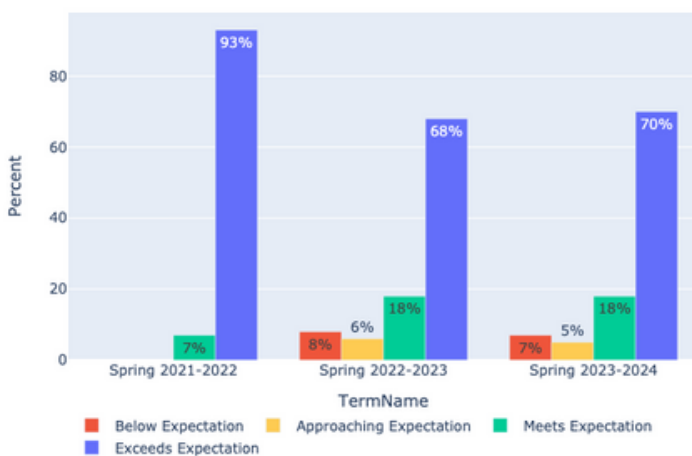
- Spanish speaking 2nd graders show a significant boost of 36 points in the “Adapted Oral Reading” assessment from 42% last year to 78% this spring. Additionally, this spring’s results have improved 46 points since SY22 (32% to 78%)! The percent of students remaining in the “Foundational Skills” assessment has dropped from 68% in SY22 to 22% in SY24.
- Significant decrease in the percent of 2nd grade students who “Meet/Exceed” the benchmark in *English Oral Reading Accuracy* from 85% in SY23 to 60% this spring.
- Second grade Spanish students who “Meet/Exceed” the benchmark in *Spanish Oral Reading Accuracy* also show similar losses from 59% in SY23 to 39% this spring.
- Students who “Meet/Exceed” the benchmark in *English Oral Reading Rate* has remained fairly consistent over the last three years with a slight decrease to 60% this spring. Spanish speaking students who “Meet/Exceed” the benchmark in *Spanish Oral Reading Rate* show a decrease from 20% in SY23 to 10% in SY24.



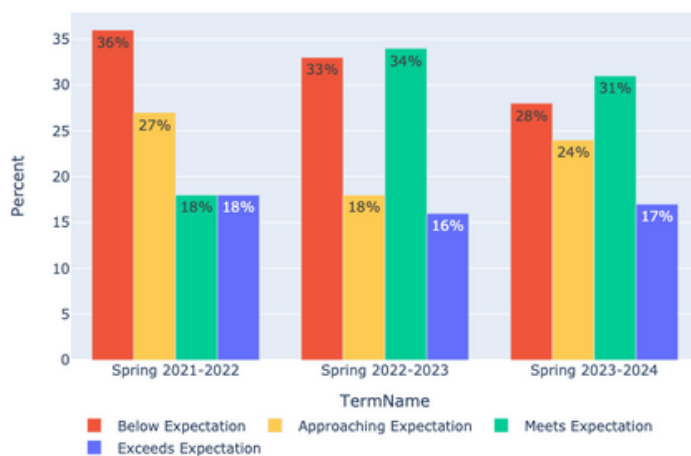
SY23-24 Spring MAP Fluency

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

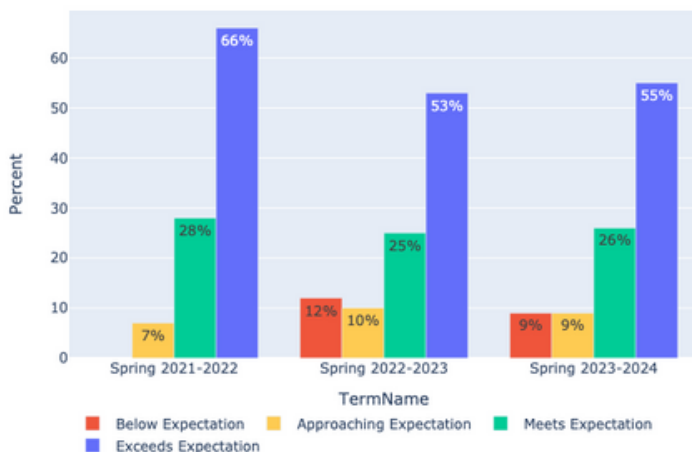
Grade K: Listening Comprehension Performance Level - English



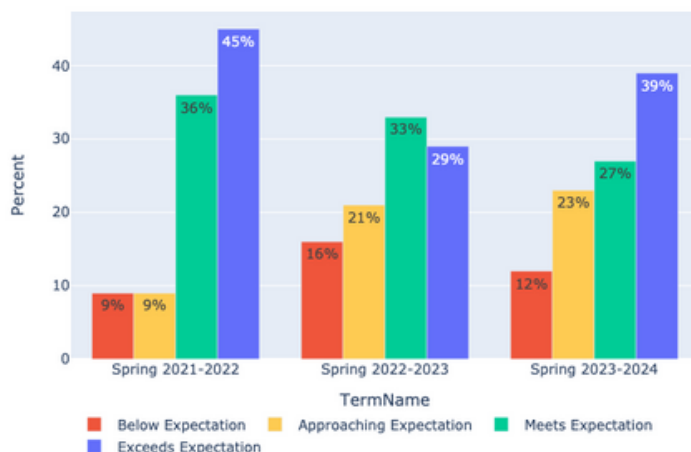
Grade K: Listening Comprehension Performance Level - Spanish



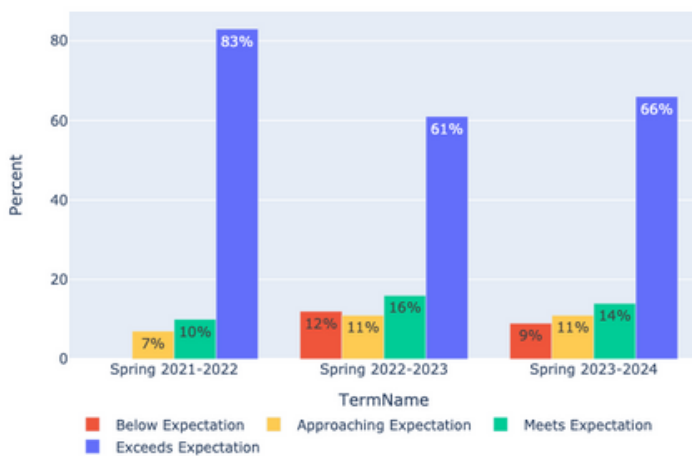
Grade K: Phonics Word Recognition Performance Level - English



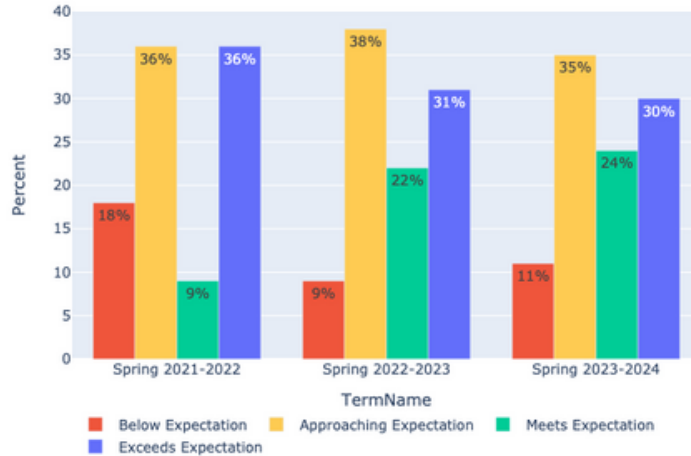
Grade K: Phonics Word Recognition Performance Level - Spanish



Grade K: Phonological Awareness Performance Level - English

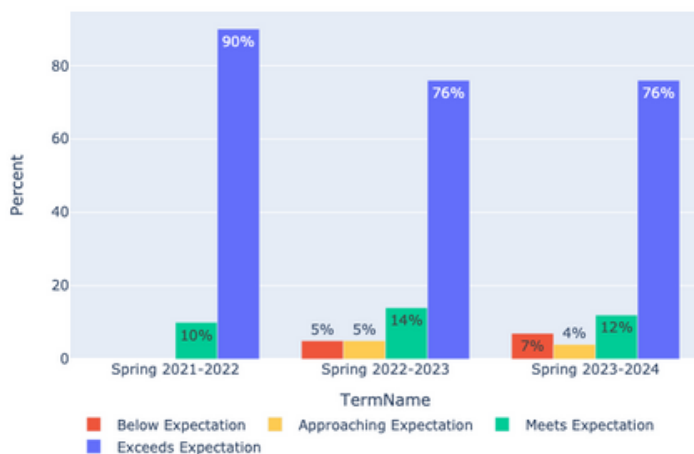


Grade K: Phonological Awareness Performance Level - Spanish

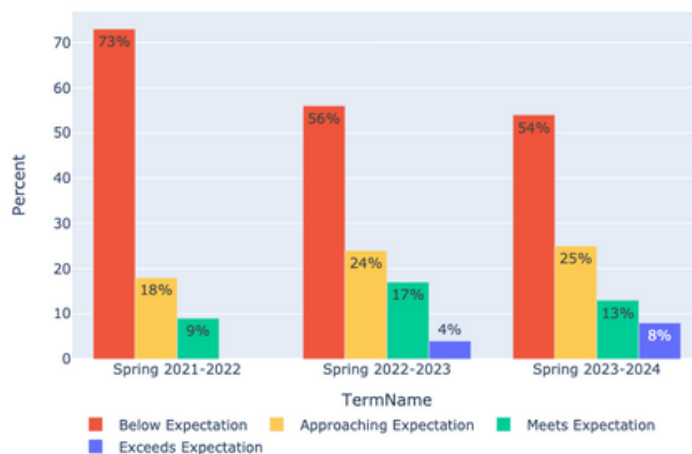


SY23-24 Spring MAP Fluency

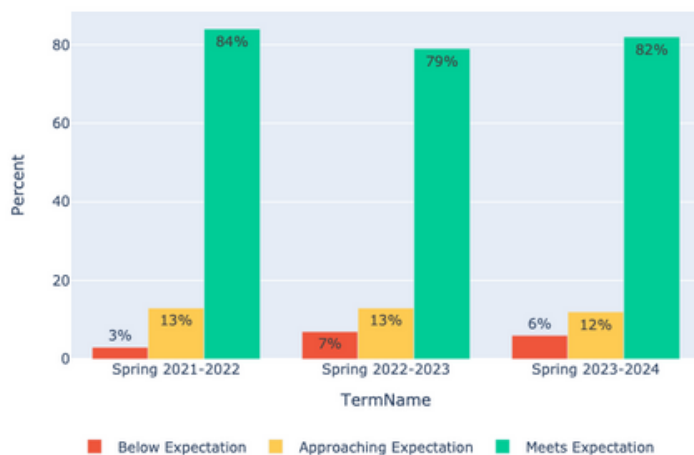
Grade K: Picture Vocab Performance Level - English



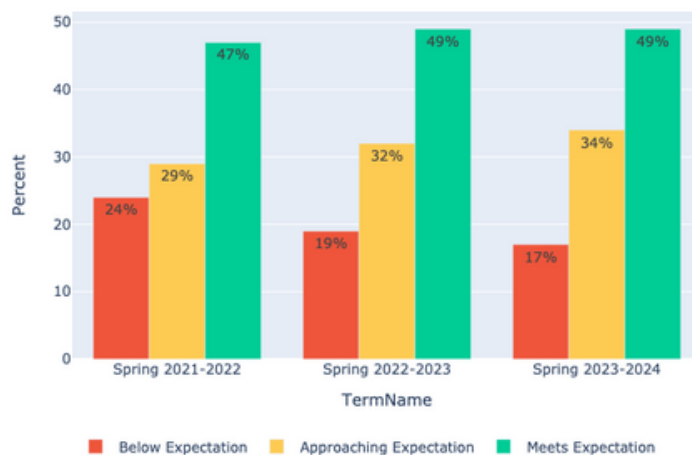
Grade K: Picture Vocab Performance Level - Spanish



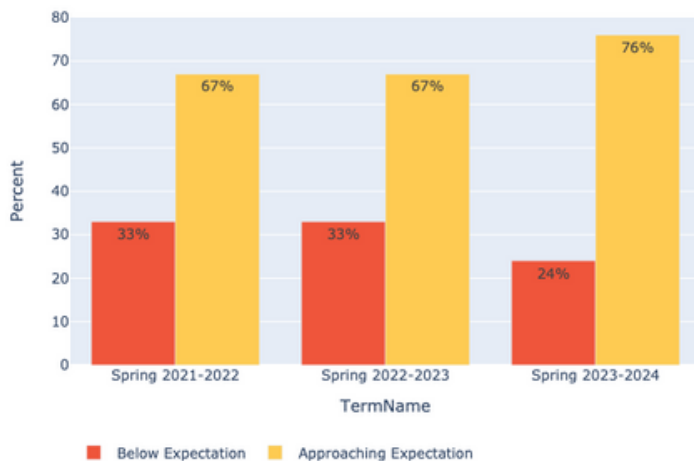
Grade 1: Listening Comprehension Performance Level - English



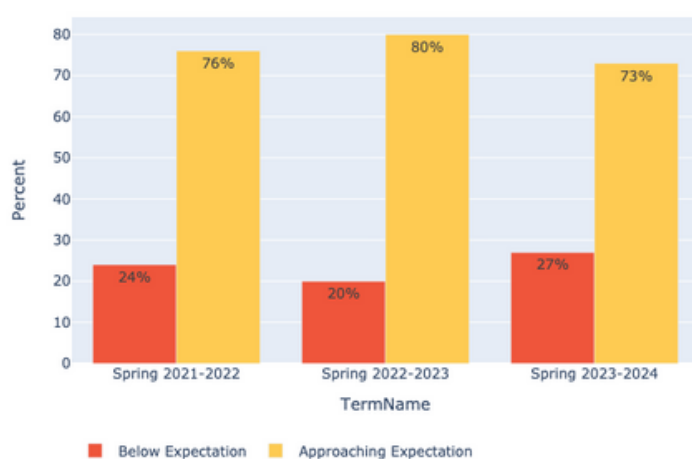
Grade 1: Listening Comprehension Performance Level - Spanish



Grade 1: Phonics Word Recognition Performance Level - English

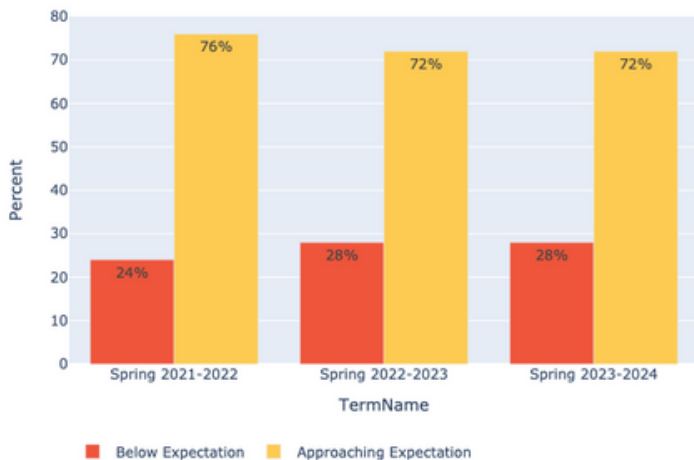


Grade 1: Phonics Word Recognition Performance Level - Spanish

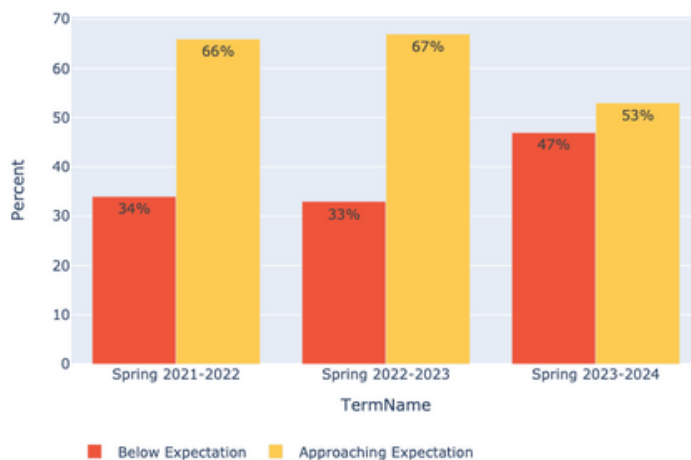


SY23-24 Spring MAP Fluency

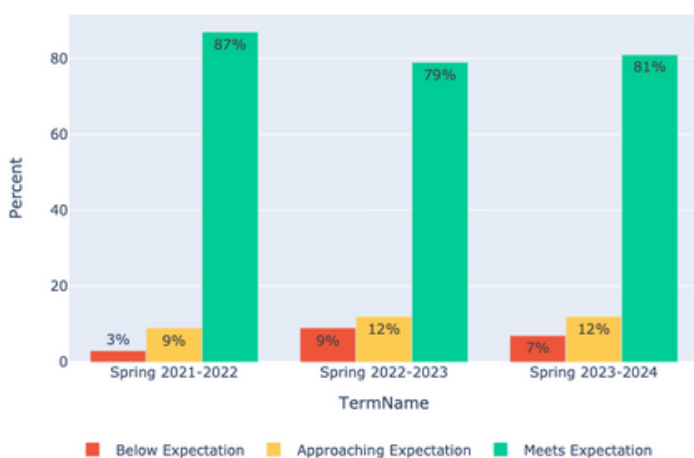
Grade 1: Phonological Awareness Performance Level - English



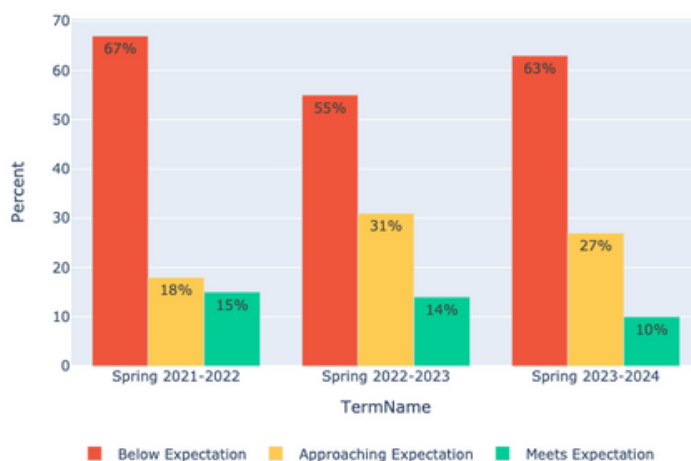
Grade 1: Phonological Awareness Performance Level - Spanish



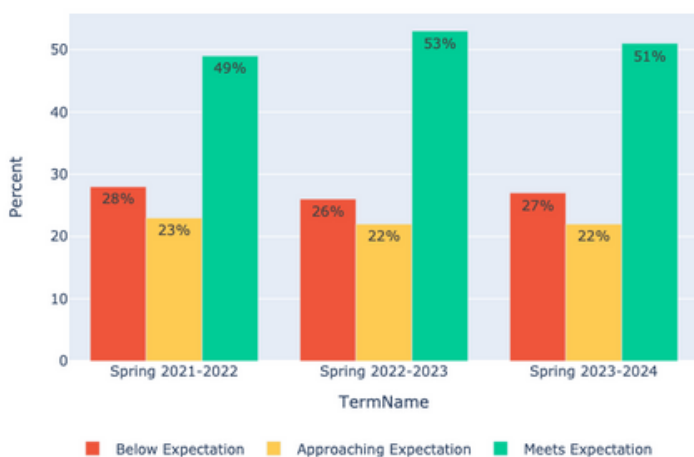
Grade 1: Picture Vocab Performance Level - English



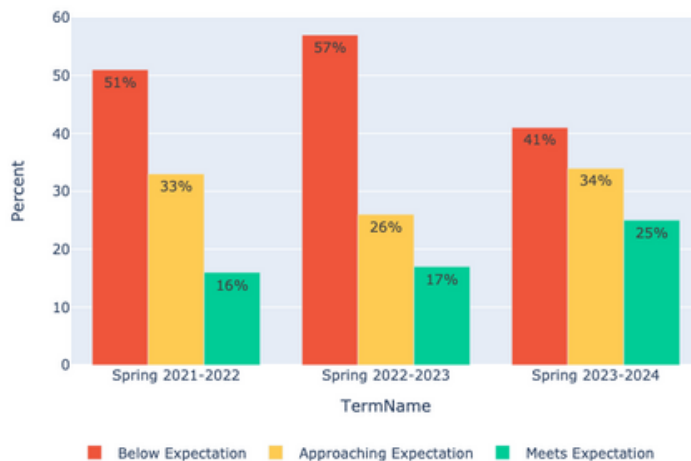
Grade 1: Picture Vocab Performance Level - Spanish



Grade 1: Sentence Reading Fluency Performance Level - English

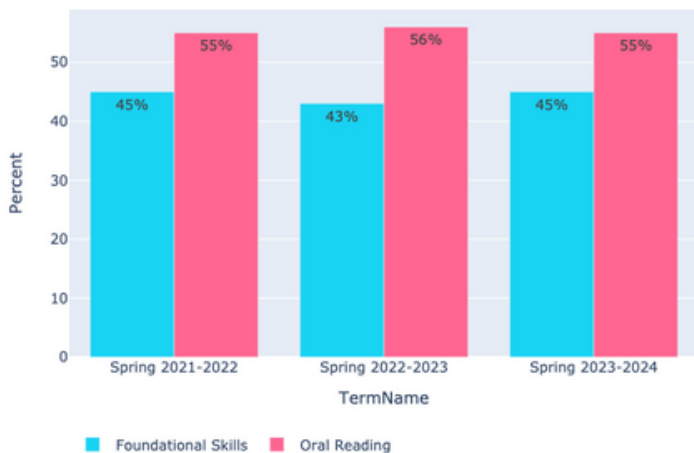


Grade 1: Sentence Reading Fluency Performance Level - Spanish



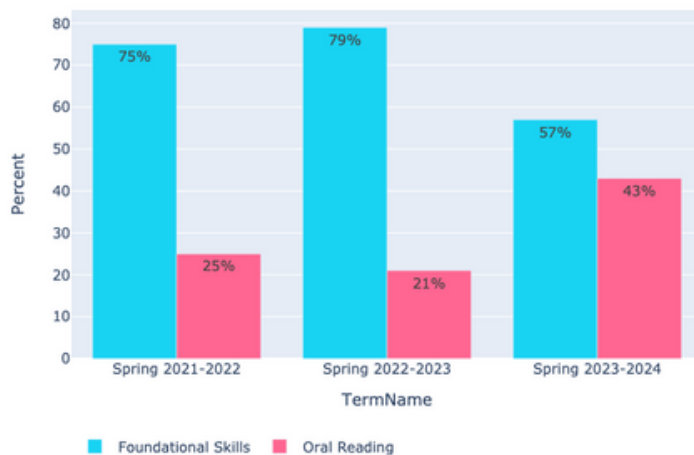
SY23-24 Spring MAP Fluency

Grade 1: Result Type - English



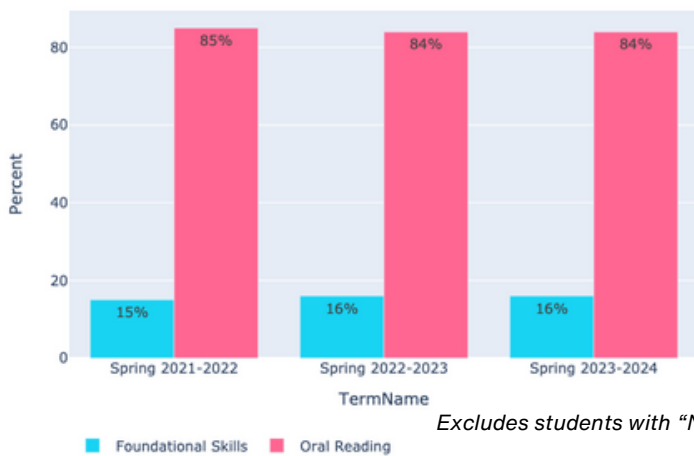
Excludes students with "No Score"

Grade 1: Result Type - Spanish



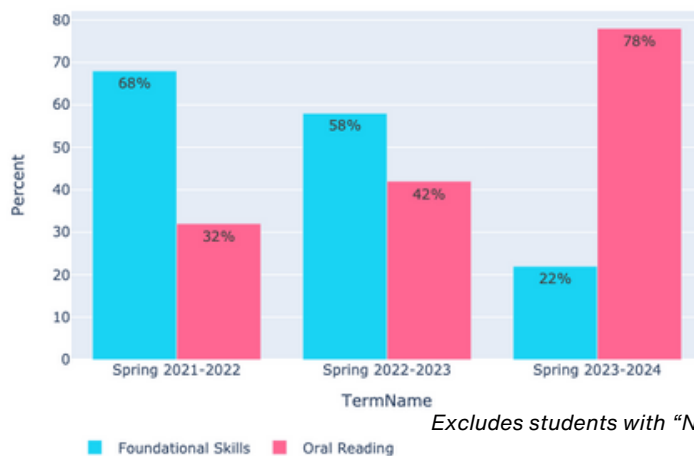
Excludes students with "No Score"

Grade 2: Result Type - English



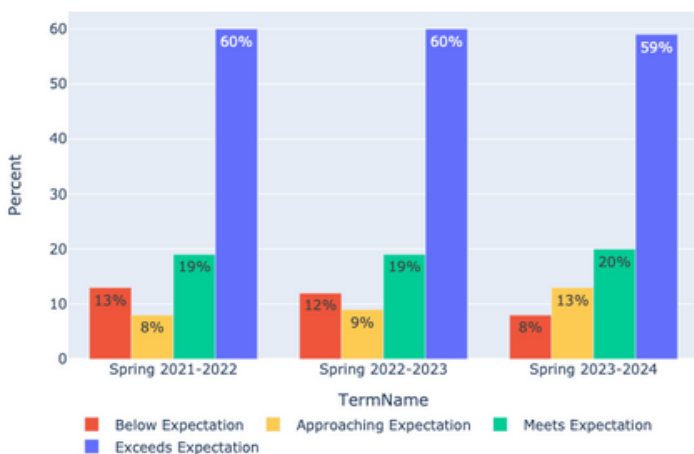
Excludes students with "No Score"

Grade 2: Result Type - Spanish

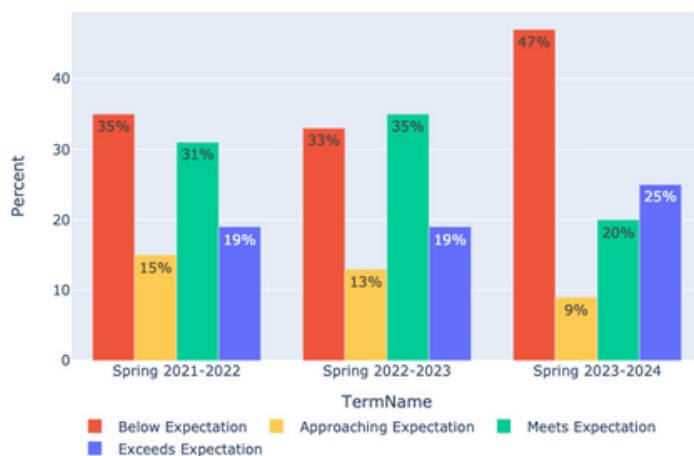


Excludes students with "No Score"

Grade 2: Literal Comprehension Performance Level - English

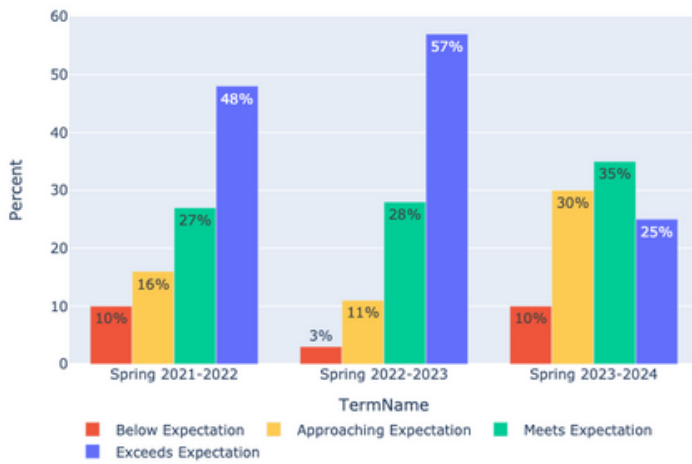


Grade 2: Literal Comprehension Performance Level - Spanish

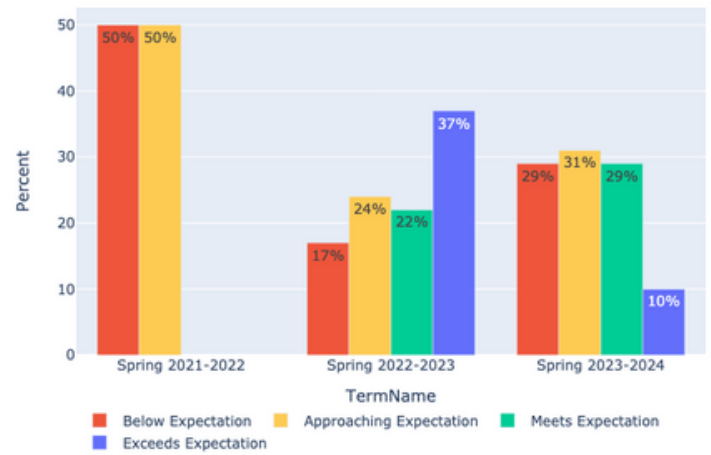


SY23-24 Spring MAP Fluency

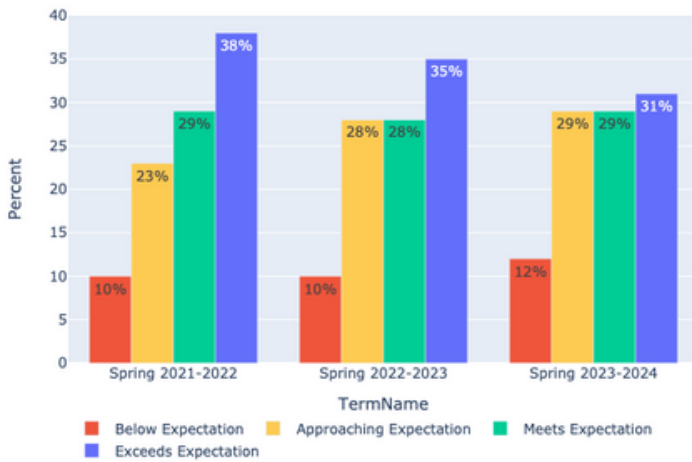
Grade 2: Oral Reading Accuracy Performance Level - English



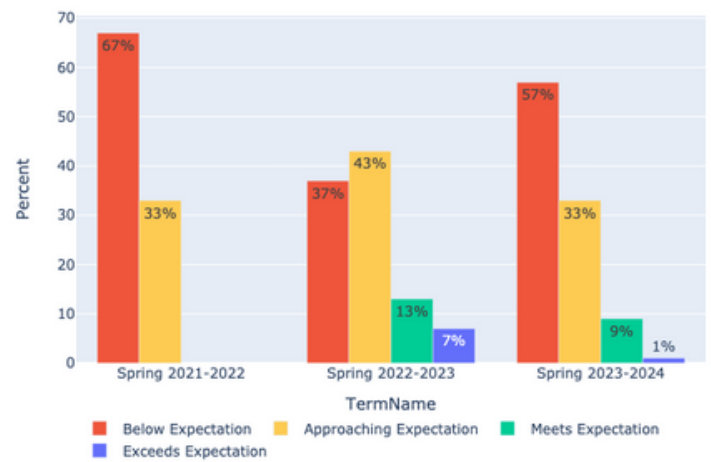
Grade 2: Oral Reading Accuracy Performance Level - Spanish



Grade 2: Oral Reading Rate Performance Level - English



Grade 2: Oral Reading Rate Performance Level - Spanish



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:

- 61 individuals participated in Implementing Indigenous History and Culture in the classroom
- 9 individuals participated in High Leverage Learning Objectives for Systemic Transformation
- 20 individuals participated Sustaining Culturally Responsive Pedagogy in K-8 Schools
- 53 individuals participated Best Practices That Set Up Learning Spaces to be Inclusive of All Students
- 12 individuals participated Disrupting Asian American Cultural Stereotypes and Their Impact on the K-8 Classroom
- 32 individuals participated White Supremacy and the Resistance to Equity
- 38 individuals participated Full Circle - Product of D65
- Six district leaders attended a two day conference in Madison, Wisconsin (Multicultural Student Achievement Network)
- 33 educators have engaged in instructional technology coaching loops between January and now
- 160 Educators and staff trained in CPI, which included verbal de-escalation

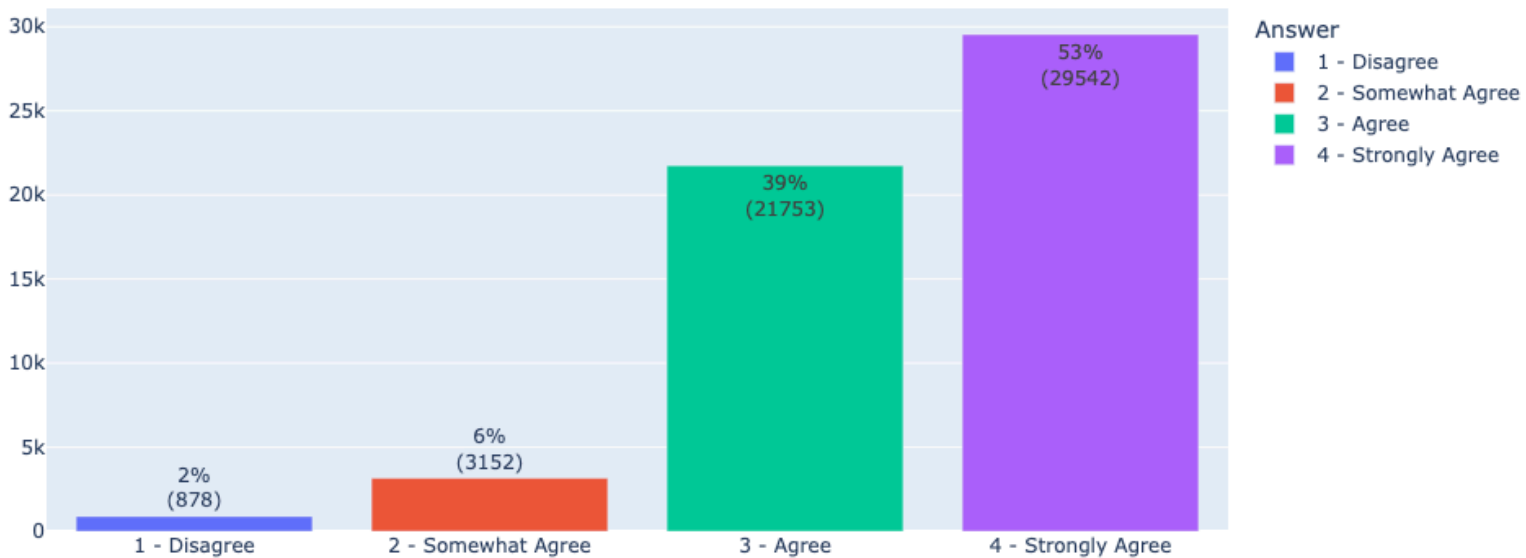


FY24 Professional Learning Survey Responses



92% of Professional Learning survey responses for FY24 fall in the agree or strongly agree category.

Professional Learning Data



[Additional Data Disaggregation Tables Available Here](#)