



Equity Progress Indicator and Strategic Plan Report

June 3, 2024

Research, Accountability and Data



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes

Structure of Report



Learning Conditions



Student Learning



Elevating Educators

Equity Progress Indicator (EPI): Learning Conditions

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

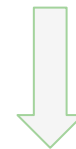
Equity Progress Indicator (EPI): Student Learning

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

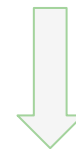
Equity Progress Indicator (EPI): Elevating Educators

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

Goals and Strategies



Headlines



Data

Scheduling/Reporting Ethnicity



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.



Learning Conditions (EPI)

Learning Conditions



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:

- 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
- Continue to provide Chronic Absentee Reports for students below 90% attendance and providing intensive attendance support directly to schools

Learning Environment Goals



Attendance Goal		
Baseline (SY22)	Goal by 2027	Current Status (Spring SY24)
91.16% (SY21-22) 92.13% (SY22-23)	95%	93.2%

Behavior Goals			
Behavior Incidents and Suspensions	Baseline (SY22)	Goal by 2027	Current Status (Spring SY24)
Percent of Students with Level 3, 4 or 5 incidents	10%	5%	6.7%
Percent of Level 3, 4 or 5 Incidents	22%	15%	19.3%
District-wide Suspension Percentage (K-8)	1.9%	2%	0.3%

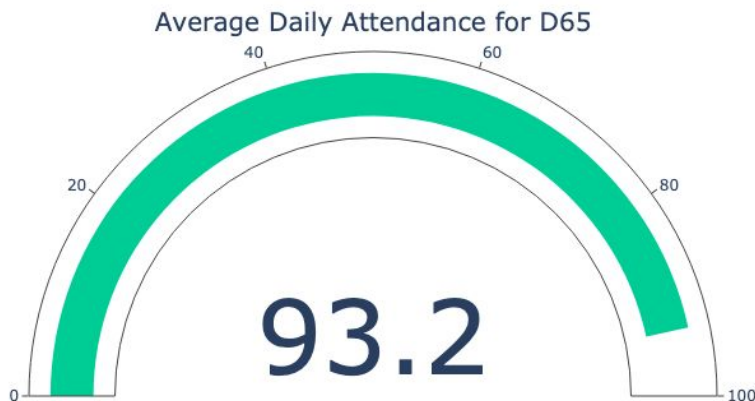


Attendance Panorama Behavior DESSA

Headlines: Attendance



Attendance has increased about 1% every year since SY22 and is currently at 93.2%

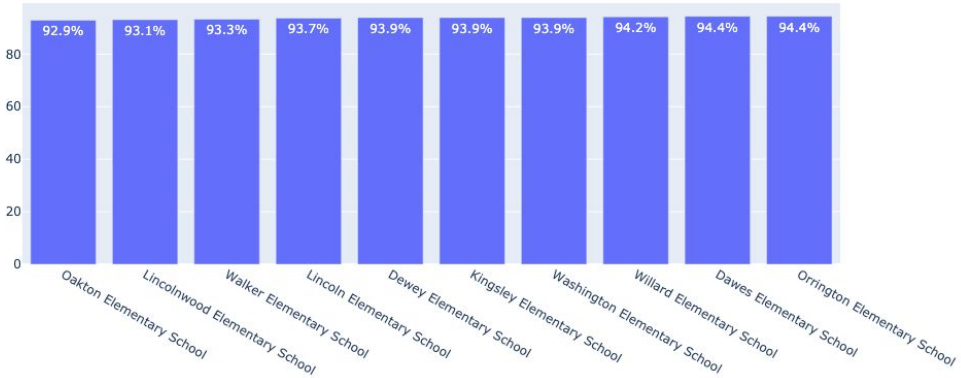




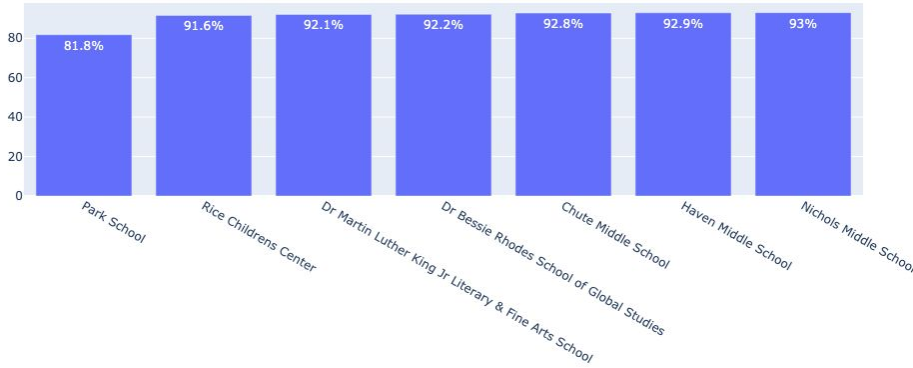
ADA by School



Average Daily Attendance (K-5)



Average Daily Attendance (Middle/Magnet/Specialty)





Panorama

A survey that elevates student voice on school climate, teaching and learning, relationships, and belonging.

Headlines: Panorama “Sense of Belonging”



- “Sense of Belonging” decreased by 3 points (67 to 64) in 3rd and 4th grade.
- “Sense of Belonging” increased by 1 point (50 to 51) in the 5th through 8th grades.

Sense of Belonging (3rd-4th)

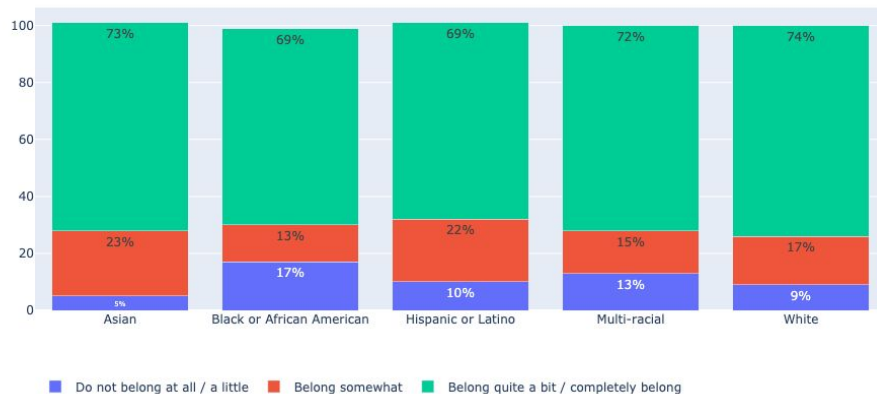


Sense of Belonging (5th-8th)



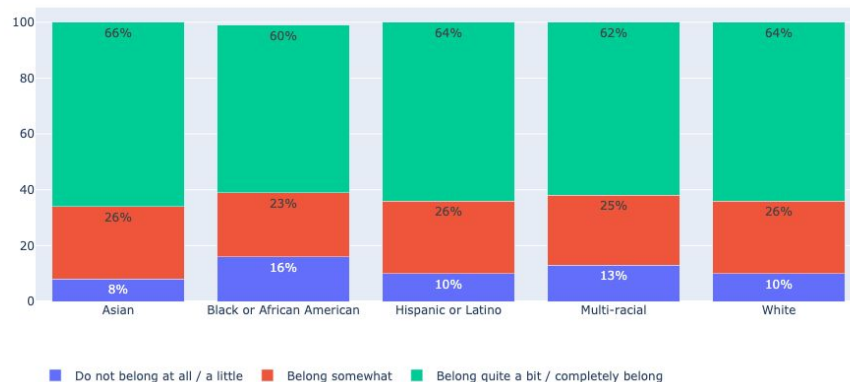


Sense of Belonging 3rd-4th: Overall, how much do you feel like you belong at your school?



Black/African American students report the highest percentage of students who feel they “Do not belong at all/ Belong a little” at 17% for grades 3rd and 4th grades, and 16% for grades 5th-8th.

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

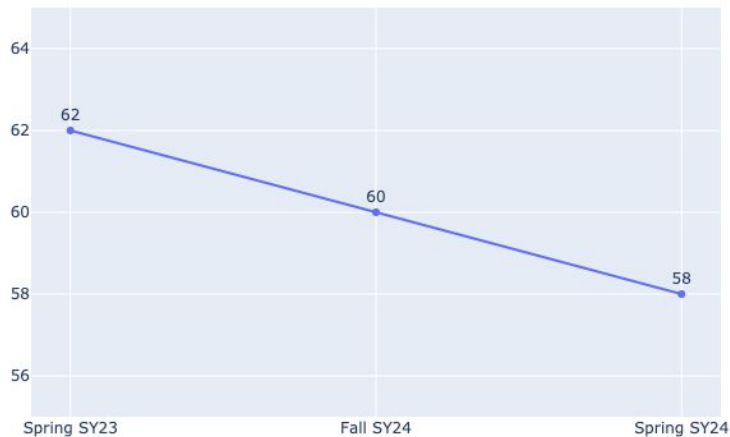


Headlines: Panorama “Engagement”



- “Engagement” had a slight decrease of 4 points (62 to 58) in 3rd and 4th grade
- “Engagement” had a slight increase of 2 points in 5th through 8th grade (32 to 34)

Engagement (3rd-4th)

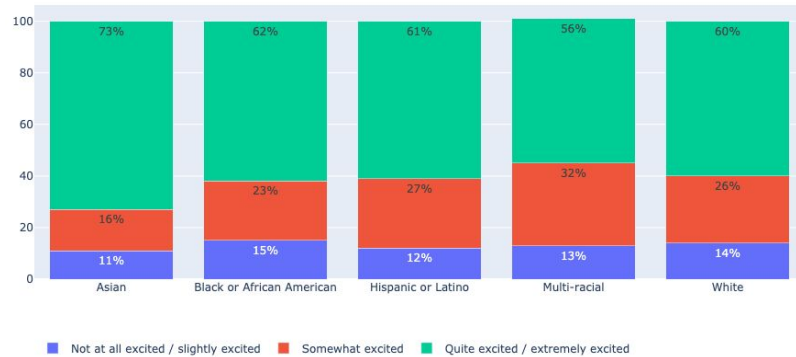


Engagement (5th-8th)





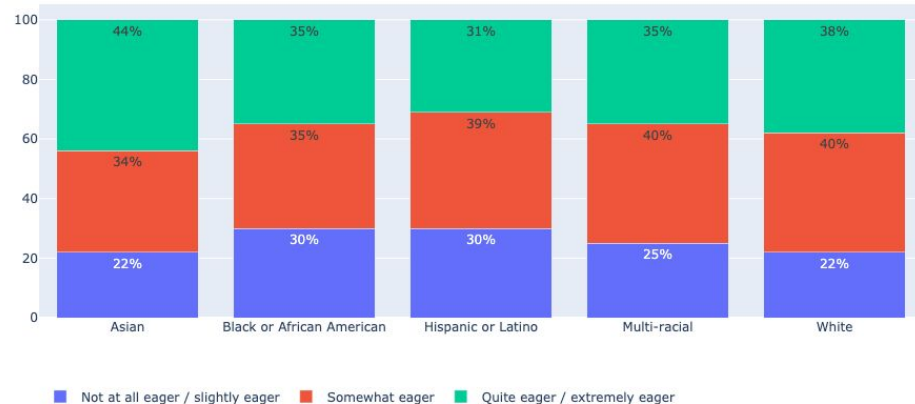
Engagement 3rd-4th: In this class, how excited are you to participate?



3rd and 4th grade Black/African American students reported the highest percentage of students(15%) who are “Not at all/ Slightly excited” to participate in class.

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

5th through 8th grade Black/African American and Hispanic/Latino students reported the highest percentage of students, both at 30%, who reported they are “Not at all/ slightly eager” to participate in classes.





Behavior Incidents

Headlines: Behavior

The total number of incidents as of May 13 has decreased to 1,386 as compared to this same time period in SY23 (2,357) and SY22 (2,172)



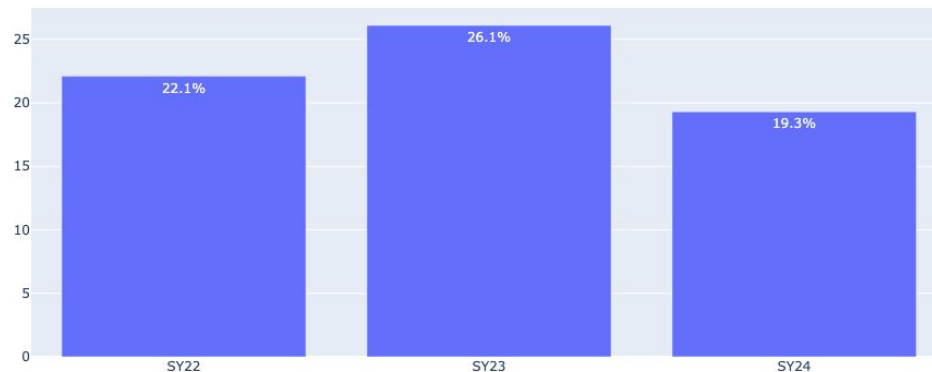
Total Count of Level 3, 4 and 5 Incidents (Spring)



The percent of Level 3, 4 and 5 Behavior Incidents is at 19.3%, which is lower in comparison to the same time period for SY23 (26.1%) and SY22 (22.1%)

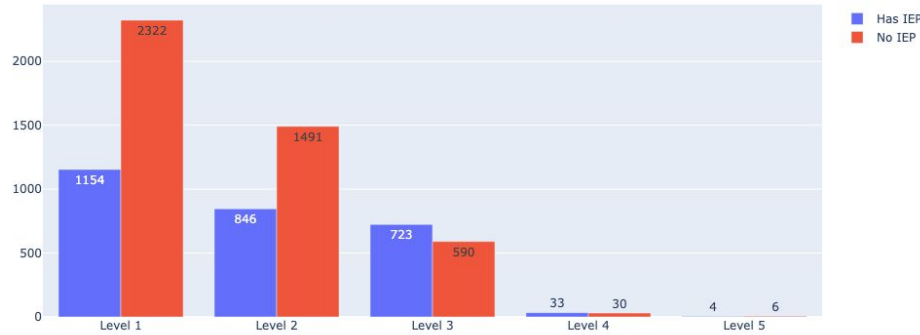


Percent of Level 3, 4 and 5 Incidents





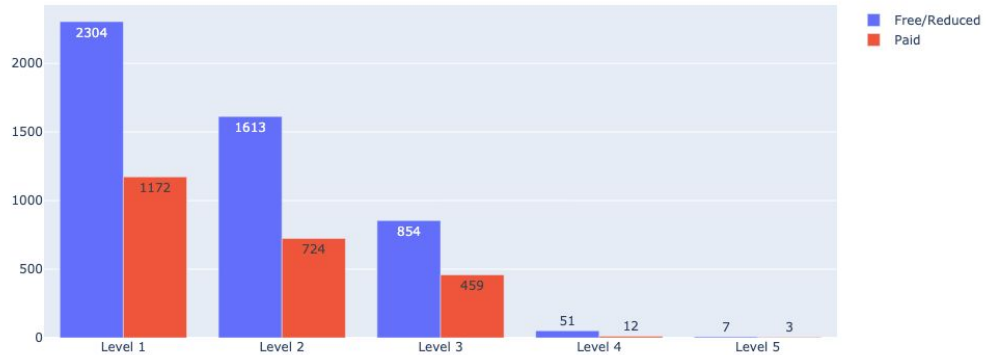
SY24 Total Behavior Incidents by IEP Status and Level



Students with IEPs have a higher number of Behavior Incidents at Level 3 and 4.

Students who receive free/reduced lunch have a higher number of Behavior Incidents at every level.

SY24 Total Behavior Incidents by Lunch Status and Level

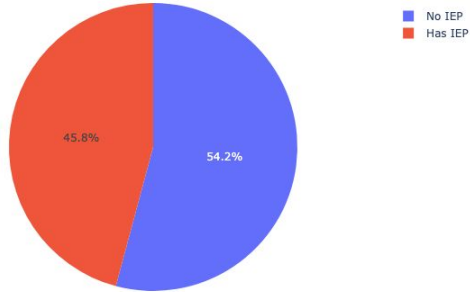


Suspension Data

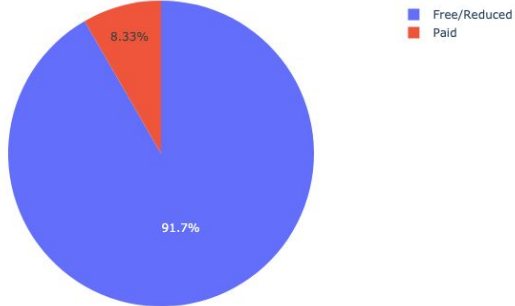


- **16** In-School Suspensions
- **7** Out of School Suspensions
- **19** Students

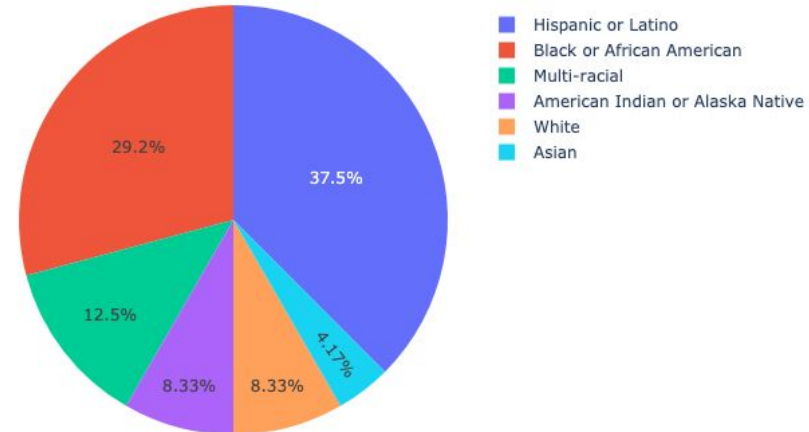
Suspensions by IEP Status



Suspensions by Lunch Status



Suspensions by Race





DESSA (SEL Screener) Data

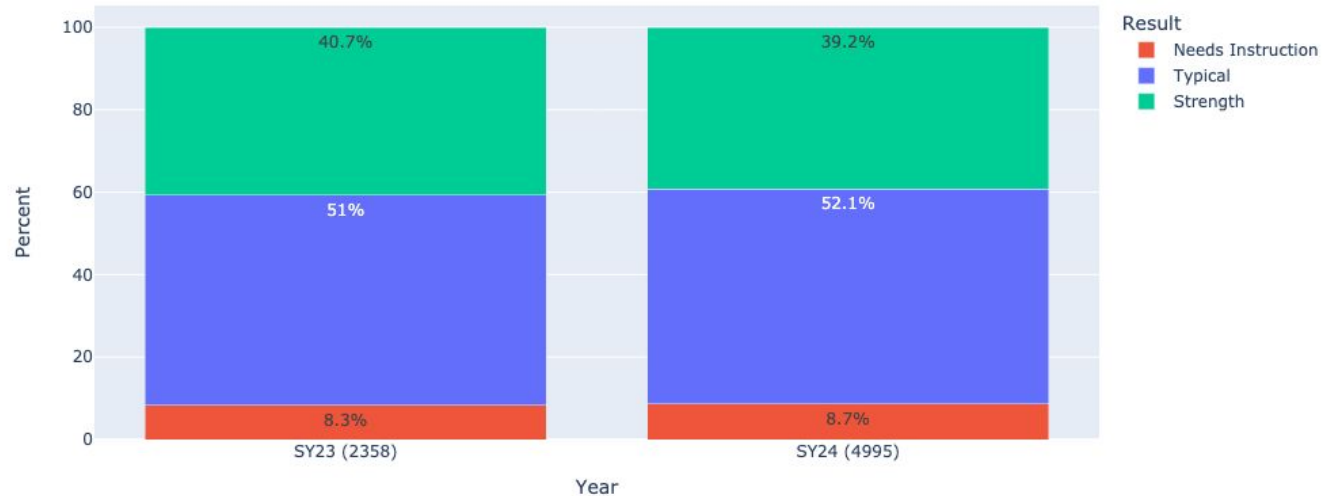
The DESSA is a short, educator based survey that can proactively identify student social-emotional needs.



Overall increase in the number of DESSA screeners conducted from 2,358 in spring of SY23 to 4,995 in spring of SY24



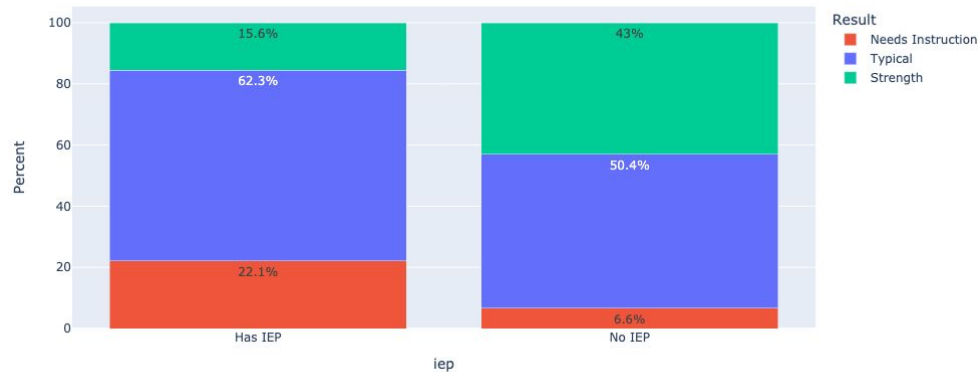
Spring DESSA Levels



For SY25 we will move to the SAEBRS and mySAEBRS survey for our SEL screener. This will allow us to collect student voice and better connects to components of the Panorama survey



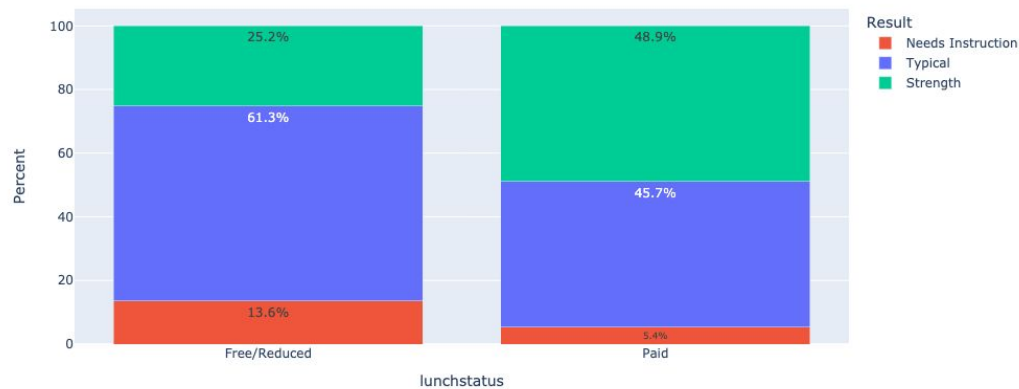
DESSA Levels by IEP Status - Spring SY24 (4995)



22.1% of students with IEPs fall in the “Needs Instruction” category as compared to 6.6% of students without IEPs



DESSA Levels by Lunch Status - Spring SY24 (4995)



Students receiving free/reduced lunch have a higher percentage of students in the “Needs Instruction” category at 13.6%



Student Learning (EPI)

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:

- The Middle School Standards Based Grading Working Group has met each month to ensure readiness for the launch of Standards Based Grading this coming fall
- Created a behavior dashboard to analyze and report on student referrals for the past three years. Additionally, a fully integrated student data dashboard is in development
- Developed a 3 cycle intervention system for intervention support and student identification utilized by all Interventionists
- 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
- School Data Dashboard being released regularly with schools reporting it is useful, timely, and they trust the data coming out of the dashboard.
- ~750 students received ASC tutoring. Over 70% of students receiving Math tutoring met their accelerated goal and 58% receiving Reading tutoring met their accelerated goal.

Student Learning Goals



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%



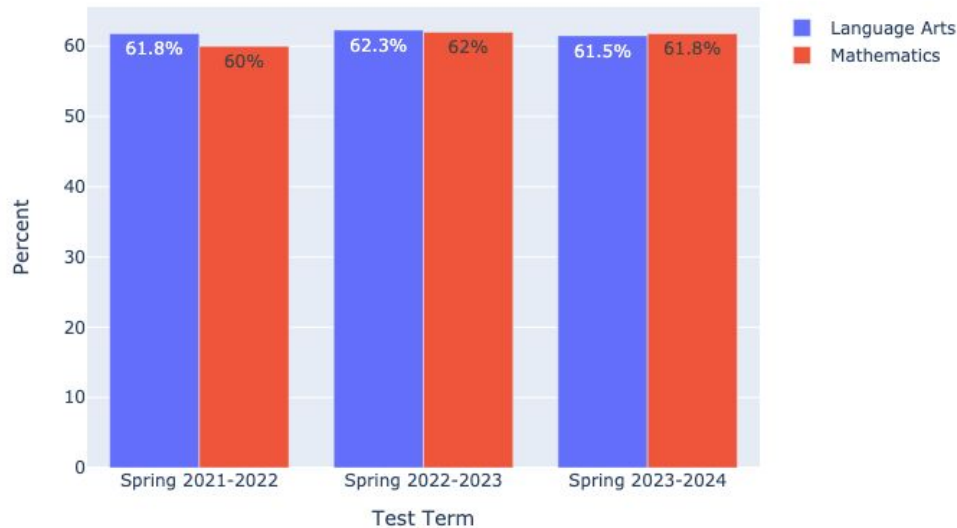
MAP Growth

Average Test Percentile



- The average test percentile in **Language Arts** is **61.5%** and is consistent over the last three years.
- The average test percentile in **Math** is **61.8%** and is consistent over the last three years.

Average Test Percentile



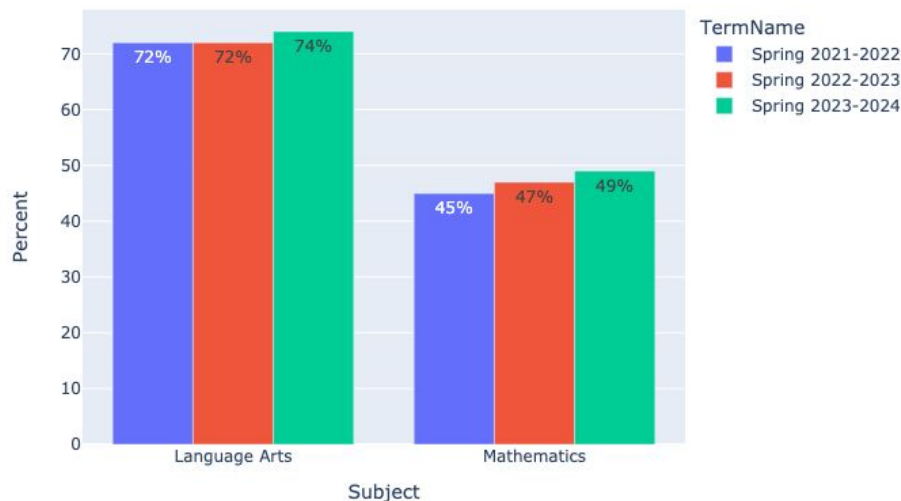


College Readiness Benchmark Data



- The percent of students meeting College Readiness Benchmarks (SAT) has increased in **Language Arts** from **72%** last year to **74%** this year.
- The percent of students meeting College Readiness Benchmarks (SAT) has increased in **Math** from **47%** last year to **49%** this year.

Percent Meeting CRB

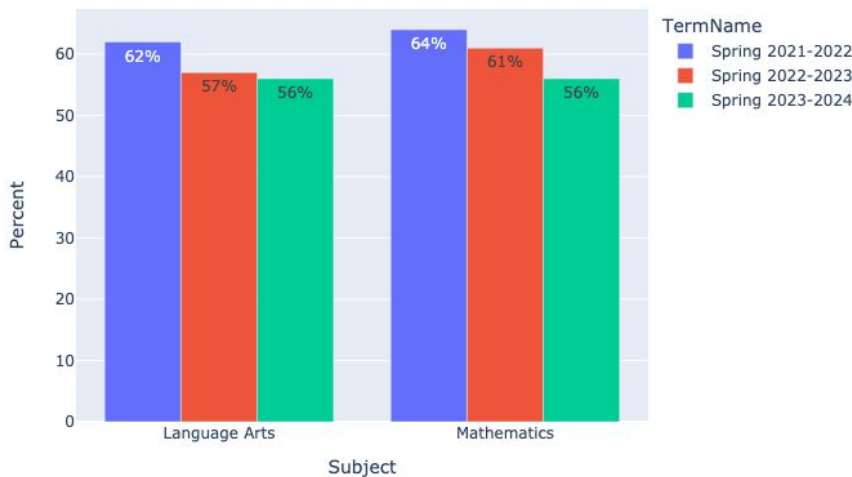


MAP Expected Growth Data



- The percent of students Meeting/Exceeding growth targets in **Language Arts** has decreased over the last three years from **62%** in SY22 to **56%**.
- The percent of students Meeting/Exceeding growth targets in **Math** has decreased over the last three years from **64%** in SY22 to **56%**.

Percent Meeting Expected Growth

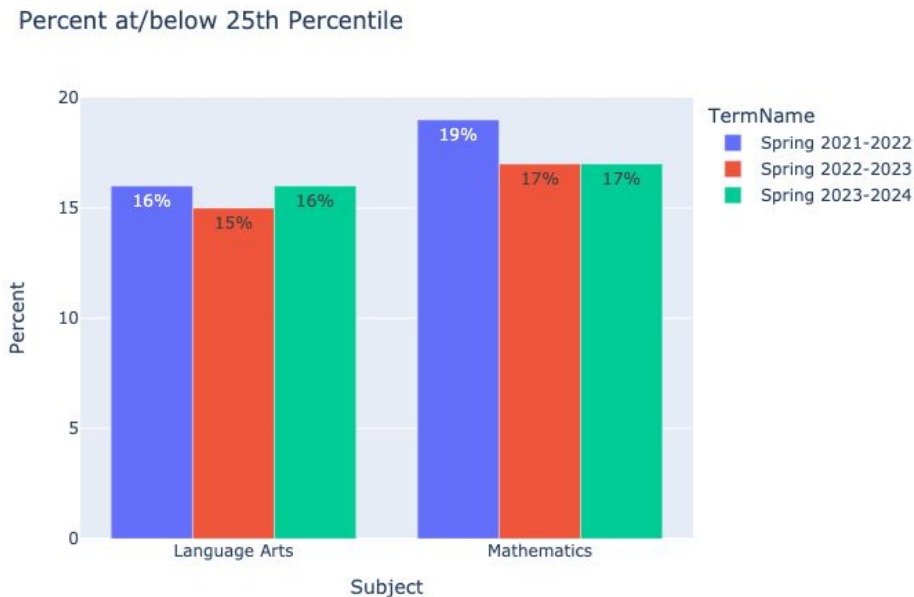




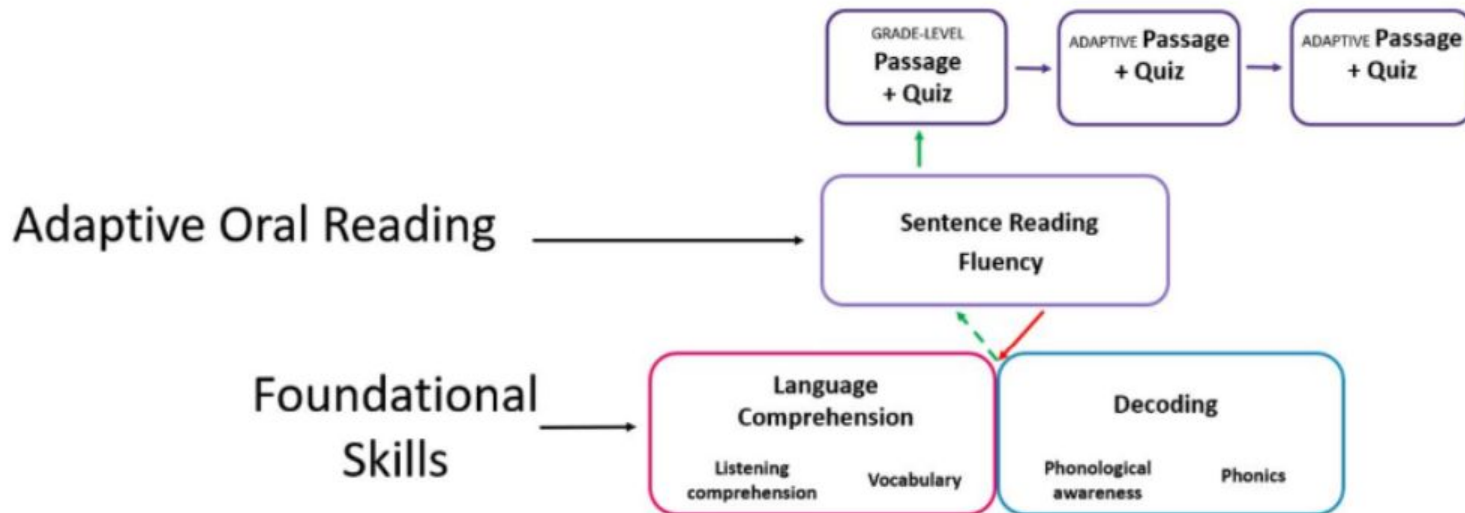
Percentage at or below the 25th Percentile



- The percent of students **at/below the 25th percentile** in **Language Arts** is consistent.
- The percent of students **at/below the 25th percentile** in **Math** is consistent.



MAP Fluency

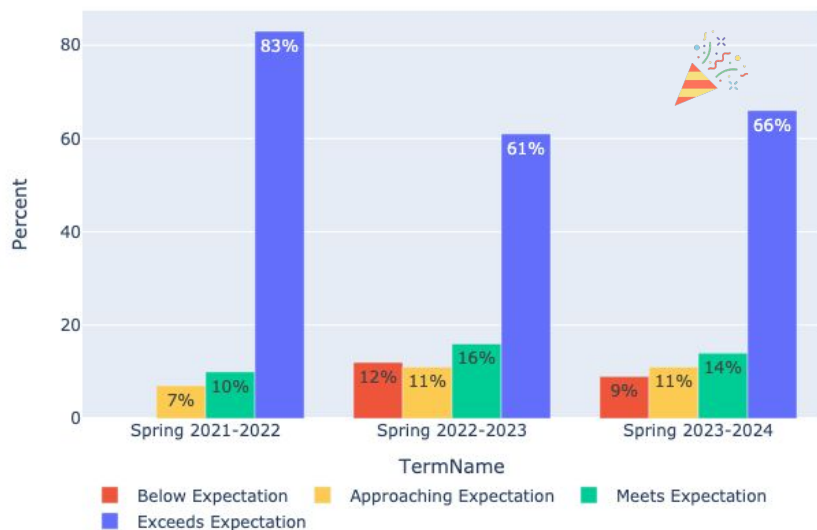


Headlines: MAP Fluency: Kindergarten

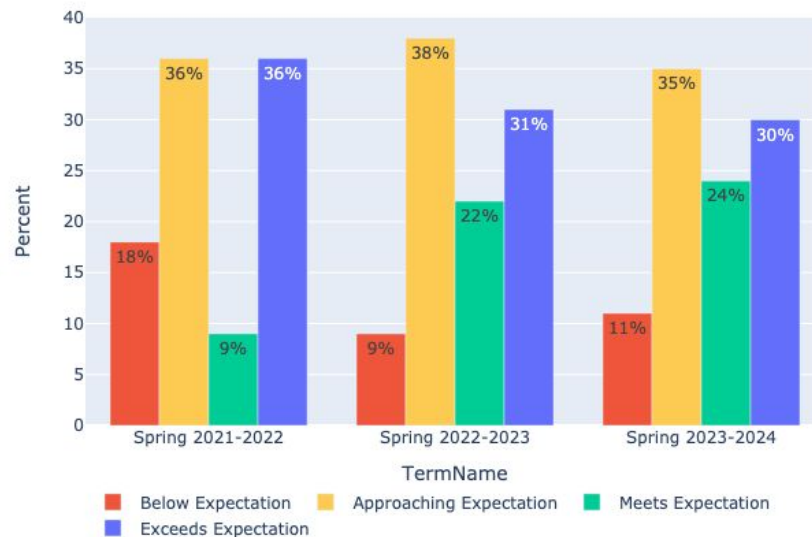


- Increase in the percent of K students who “Meet/Exceed” the benchmark in **Phonological Awareness** increased from last year from **77% to 80% in English** and **53% to 54% in Spanish**.

Grade K: Phonological Awareness Performance Level - English



Grade K: Phonological Awareness Performance Level - Spanish

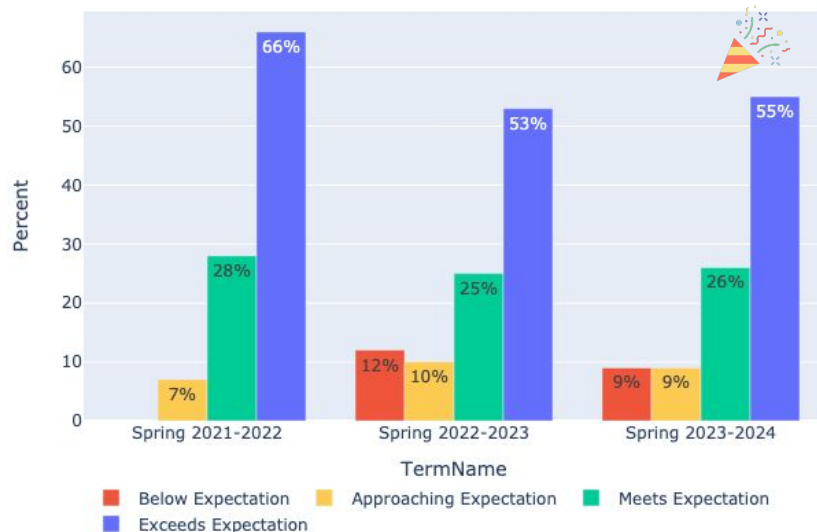


Headlines: MAP Fluency: Kindergarten

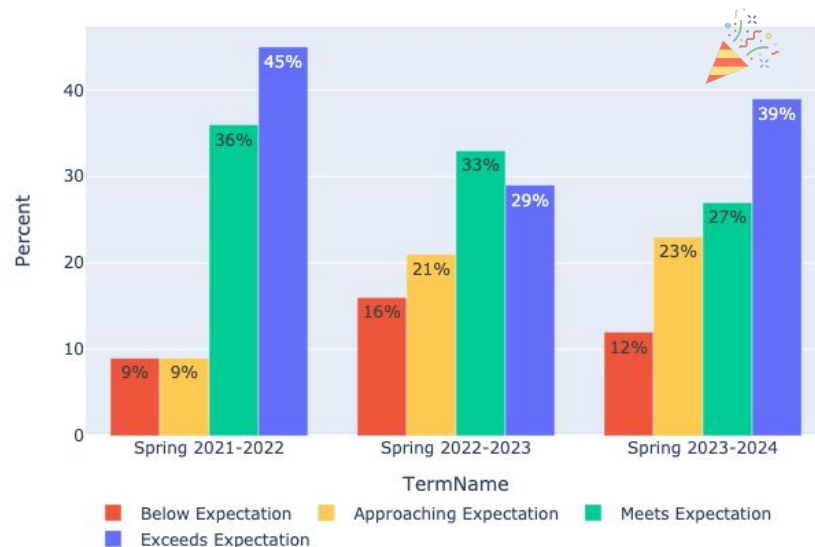


- Increase in the percent of K students who “Meet/Exceed” the benchmark in **Phonics and Word Recognition** increased from last year from **78% to 81% in English** and **62% to 66% in Spanish**.

Grade K: Phonics Word Recognition Performance Level - English



Grade K: Phonics Word Recognition Performance Level - Spanish

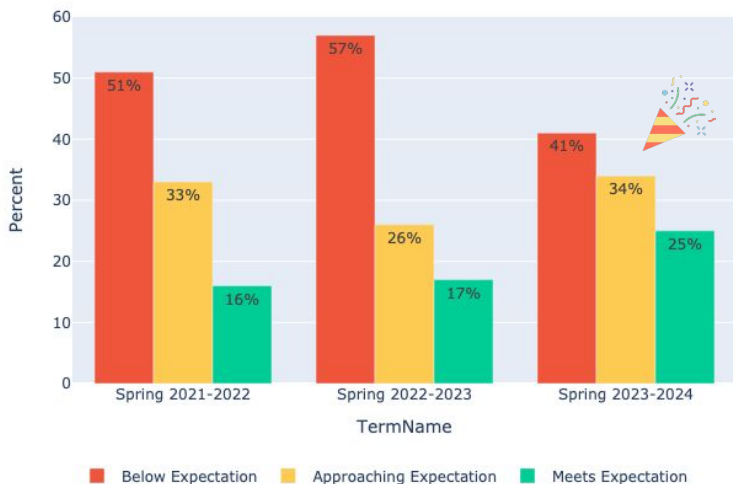




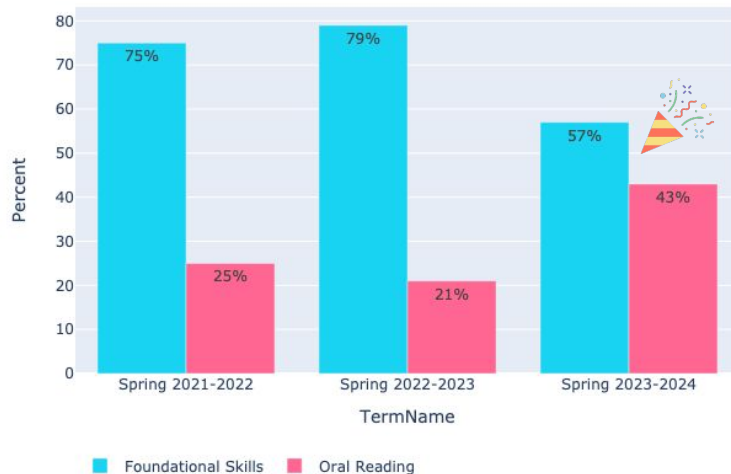
Headlines: MAP Fluency: First Grade

- Increase in the percent of 1st grade students who “Meet” the benchmark in **Sentence Reading Fluency in Spanish** increased from **17% to 25%**, the highest it has been in spring in the past three years.
- Increase in the percent of students who remained in the “**Adapted Oral Reading**” assessment instead of being routed to the “Foundational Skills” assessment in **Spanish** from **21% to 43%**. Less students remained in “Foundational Skills”

Grade 1: Sentence Reading Fluency Performance Level - Spanish



Grade 1: Result Type - Spanish

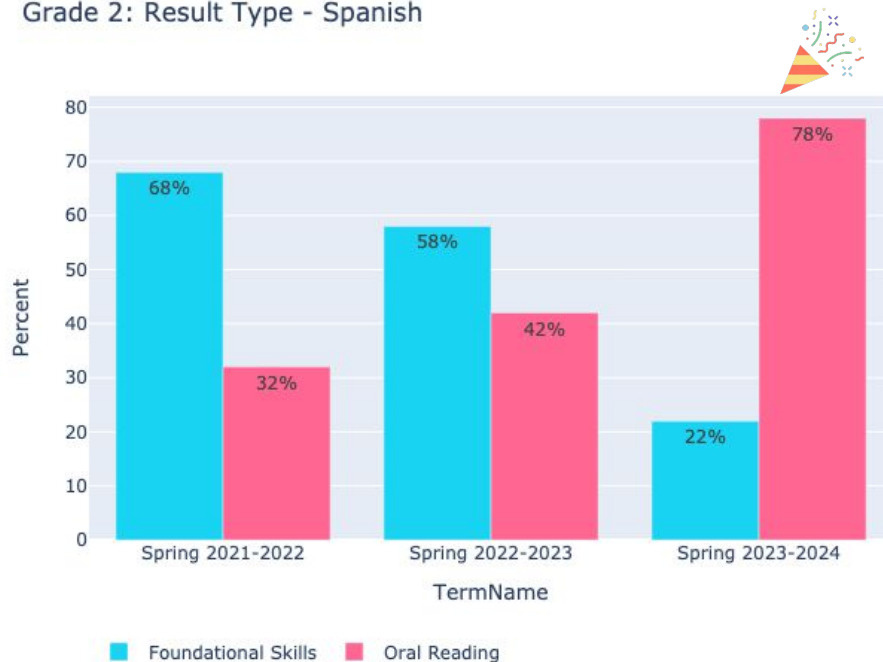


Headlines: MAP Fluency: Second Grade



- Significant increase in the percent of 2nd grade students who remained in “Adapted Oral Reading” in Spanish from 42% to 78%.

Grade 2: Result Type - Spanish

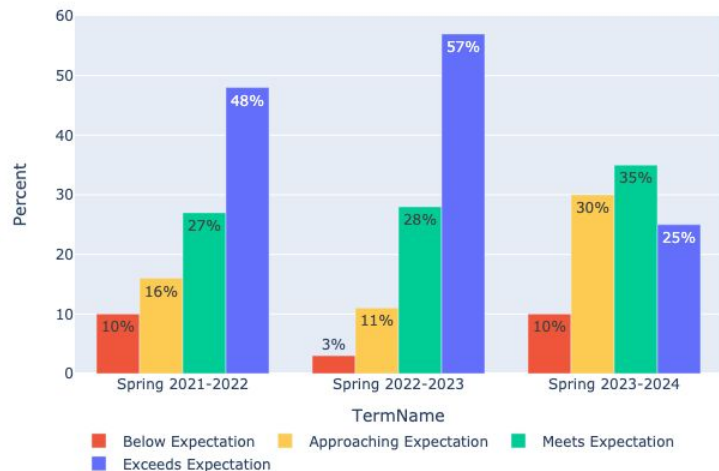


Headlines: MAP Fluency: Second Grade

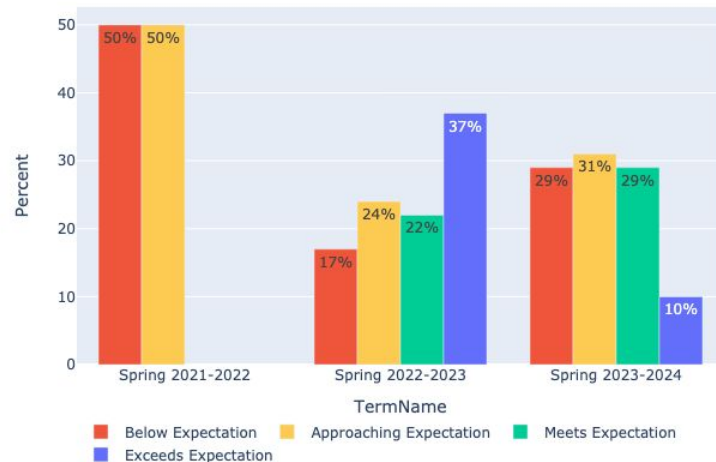


- Significant decrease in the percent of second grade students who meet/exceed the benchmark in English Oral Reading Accuracy from **85% (SY23) to 60% (SY24)**.
- Significant decrease in the percent of second grade students who meet/exceed the benchmark in Spanish Oral Reading Accuracy from **59% (SY23) to 39% (SY24)**.

Grade 2: Oral Reading Accuracy Performance Level - English



Grade 2: Oral Reading Accuracy Performance Level - Spanish

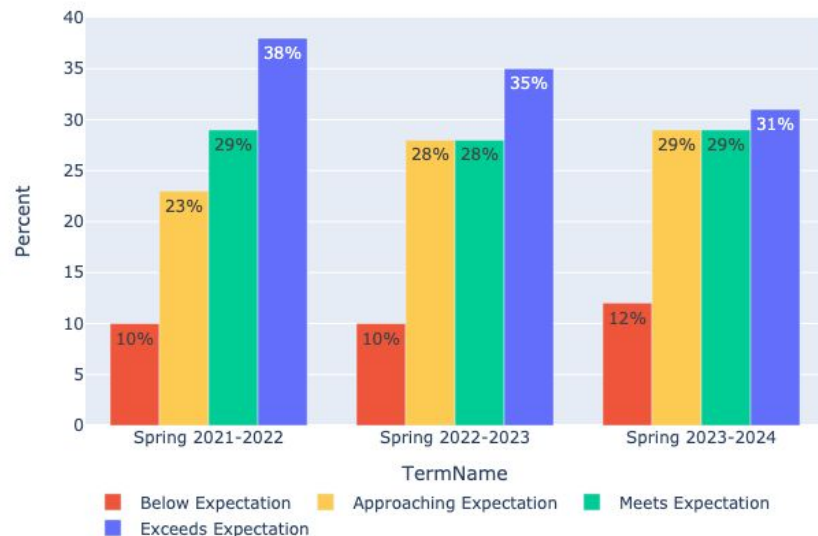


Headlines: MAP Fluency: Second Grade

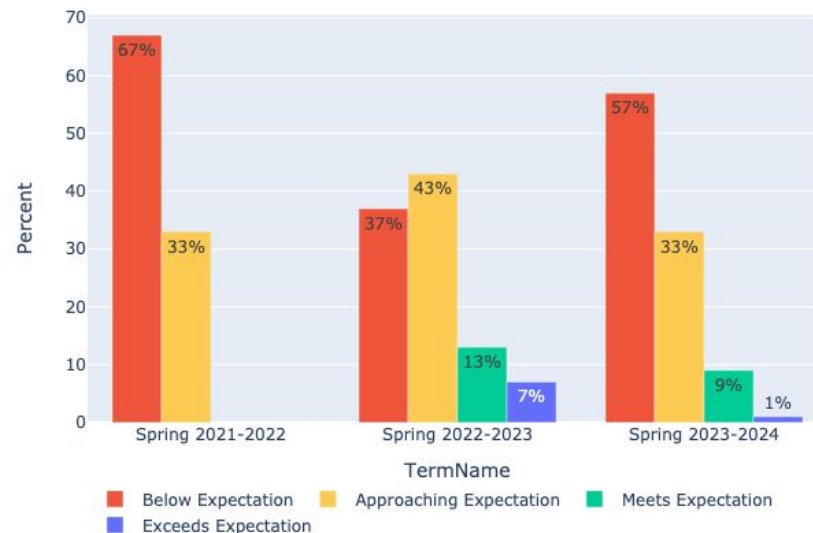


- The Oral Reading Rate for English has remained fairly constant over the last three years
- The Oral Reading Rate for Spanish has shown a significant decrease in student's who meet/exceed expectation from 20% (SY23) to 10% (SY24)

Grade 2: Oral Reading Rate Performance Level - English



Grade 2: Oral Reading Rate Performance Level - Spanish





Elevating Educators (EPI)

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
- 6 district leaders attended a two day conference in Madison, Wisconsin (Multicultural Student Achievement Network)
- 53 individuals participated in Best Practices that set up Learning Spaces to be Inclusive of all Students
- 32 participants in the White Supremacy and the Resistance to Equity workshop
- 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.

Professional Learning Feedback Survey



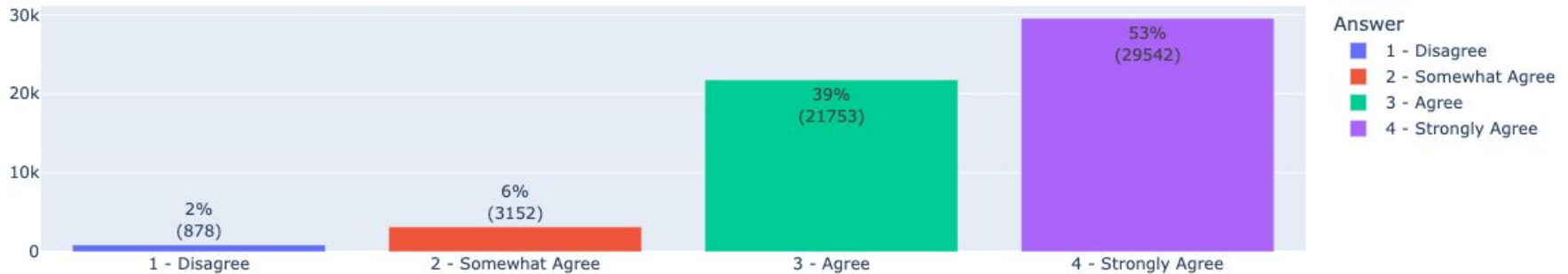
- The outcomes of this professional development were clearly identified as the knowledge and/or skills that I should gain as a result of my participation
- This professional development will impact my professional growth or student growth in regards to content knowledge or skills, or both
- This professional development will impact my social and emotional growth or student social and emotional growth
- Overall, the presenter appeared to be knowledgeable of the content provided
- The materials and presentation techniques utilized were well-organized and engaging
- The professional development aligned to my district or school improvement plans
- Overall, the facilitator(s) appeared to be knowledgeable of the content provided
- The materials and presentation techniques were well-organized and helped me understand the important concepts
- The professional learning session aligned to my district or school improvement plans
- This professional learning increased my knowledge and skills in the subject matter
- This professional learning will foster my social and emotional growth or student social and emotional growth

Professional Learning Response Data



- 92% of responses for FY24 fall in the agree or strongly agree category for the questions asked on the previous slide

Professional Learning Data





THANK
YOU