



Equity Progress Indicator and Strategic Plan Report

February 5th, 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

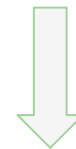
Equity Progress Indicator (EPI): Student Learning

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

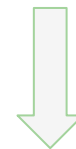
Equity Progress Indicator (EPI): Elevating Educators

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



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:

- Development of ISBE plan to address disproportionality of discipline referrals by race.
- Culture and Climate team providing tiered support for schools based on need and level
- Reviewed and received feedback on the Behavior Continuum with the Superintendent Advisory Committee.
- The SEL ad hoc committee started to review SEL screeners and SEL Tier 1 curriculum K to 8.
- Responsive Classroom Ambassadors are in year one of the three-year cohorts.
- Monthly Advisory Collaborative (6th grade) meetings are held to better support educators with connecting SEL to Advisory instruction.
- Social Workers are collaboratively developing a framework for Tier 2/Tier 3 SEL and behavior interventions.

Learning Environment Goals



Attendance Goal		
Baseline (SY22)	Goal by 2027	Current Status (Winter SY24)
91.16% (SY21-22)	95%	93%
92.13% (SY22-23)		

Behavior Goals			
Behavior Incidents and Suspensions	Baseline (SY22)	Goal by 2027	Current Status (Winter SY24)
Percentage of Students with Level 3,4, or 5 incident	10%	5%	5%
Percentage of Level 3, 4, or 5 incidents	22%	15%	19%
Districtwide suspension percentage	1.9%	2%	0.2%



Attendance
Panorama (Fall SY23-24)
Behavior (Current)
DESSA (Fall SY23-24)

Headlines: Attendance



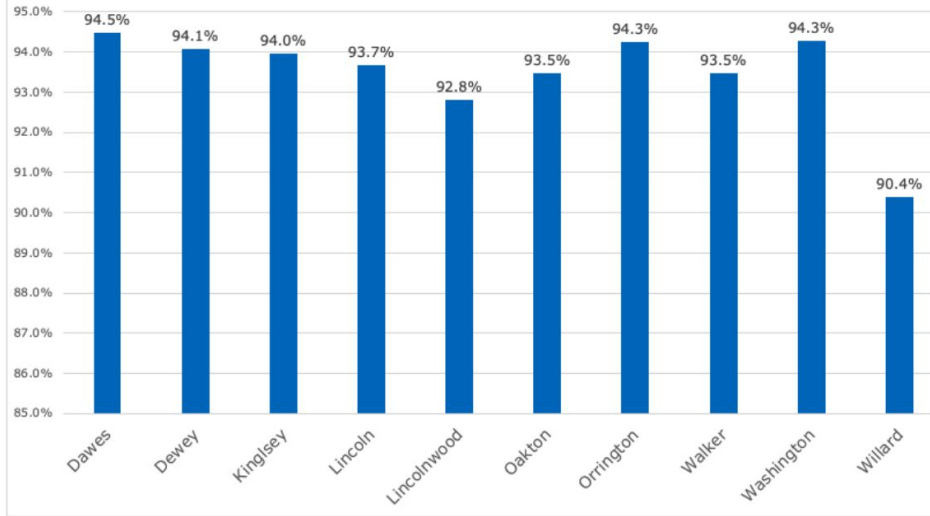
Attendance has remained steady throughout the SY23-24 school year at 93%, trending up from 91% in SY21022 and 92% in SY22-23



Rice improved their attendance from 86.39% to 92.2%



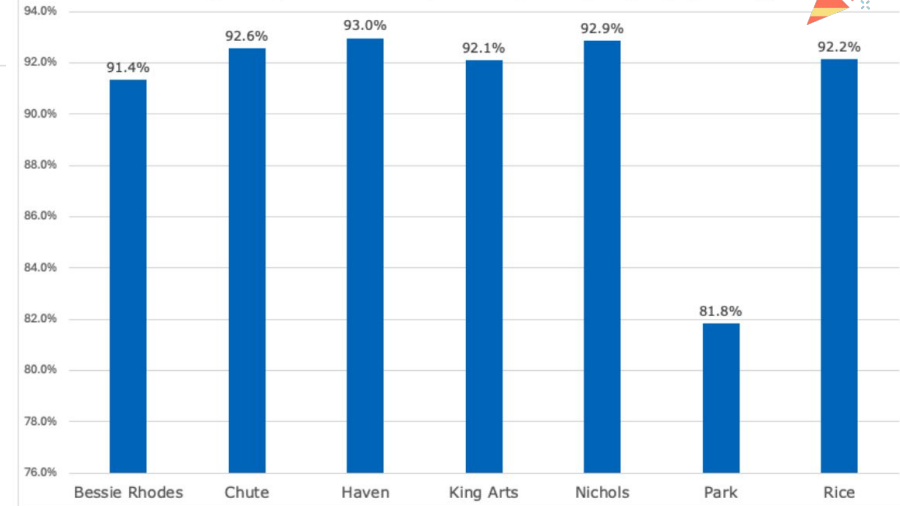
Average Daily Attendance By School (K-5)



Average Daily Attendance



Average Daily Attendance By School (Middle/Magnet/Specialty)



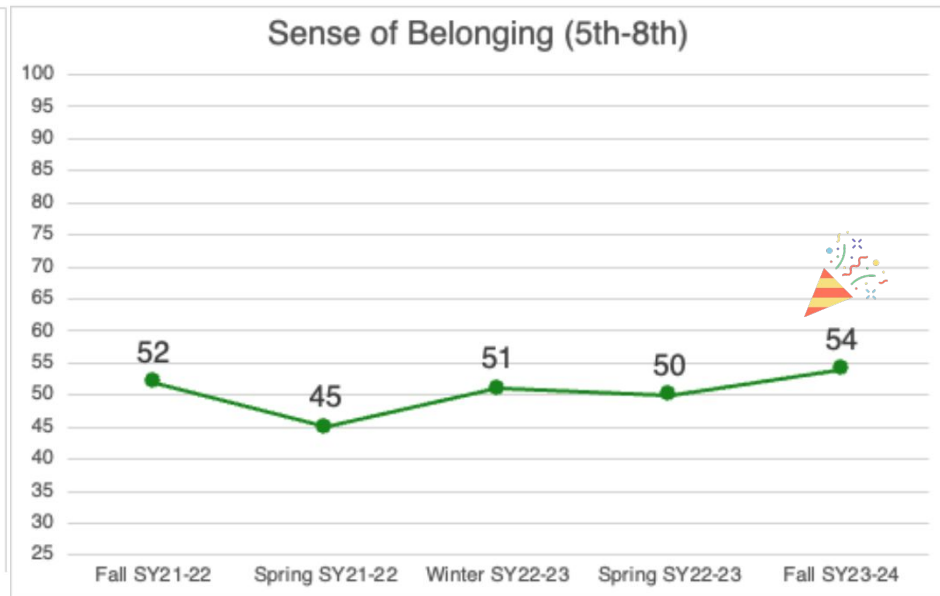
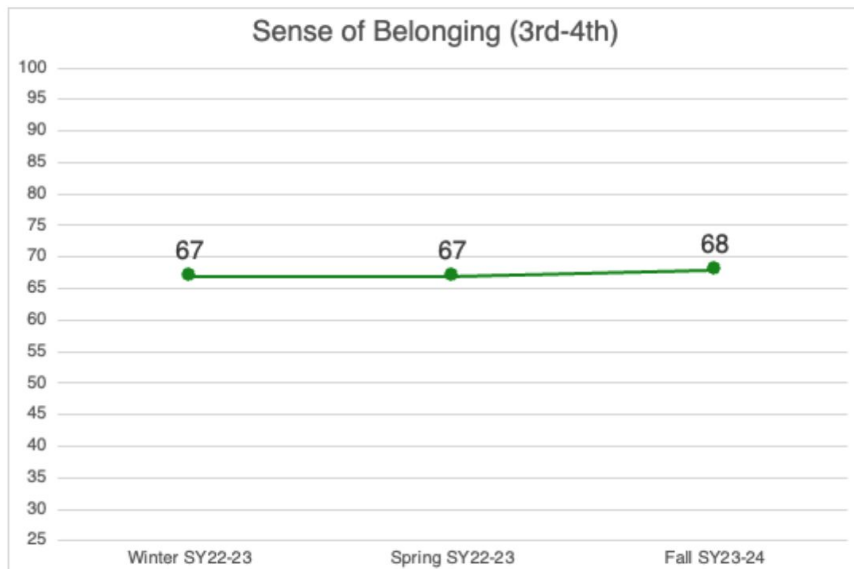


Panorama

Headlines: Panorama “Sense of Belonging”

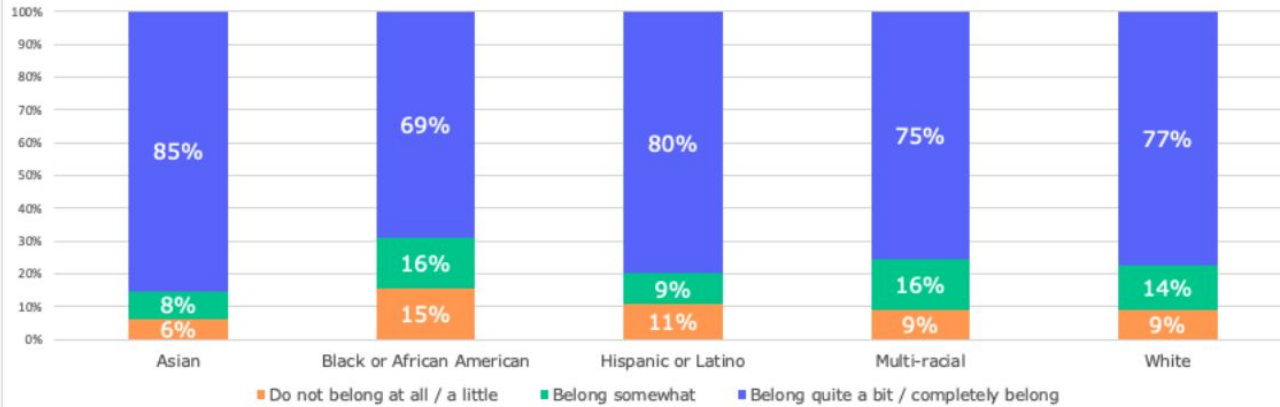


- “Sense of Belonging” increased by 1 point (67 to 68) in 3rd and 4th grade.
- “Sense of Belonging” increased by 4 points (50 to 54) in the 5th through 8th grades. The highest it has ever been!

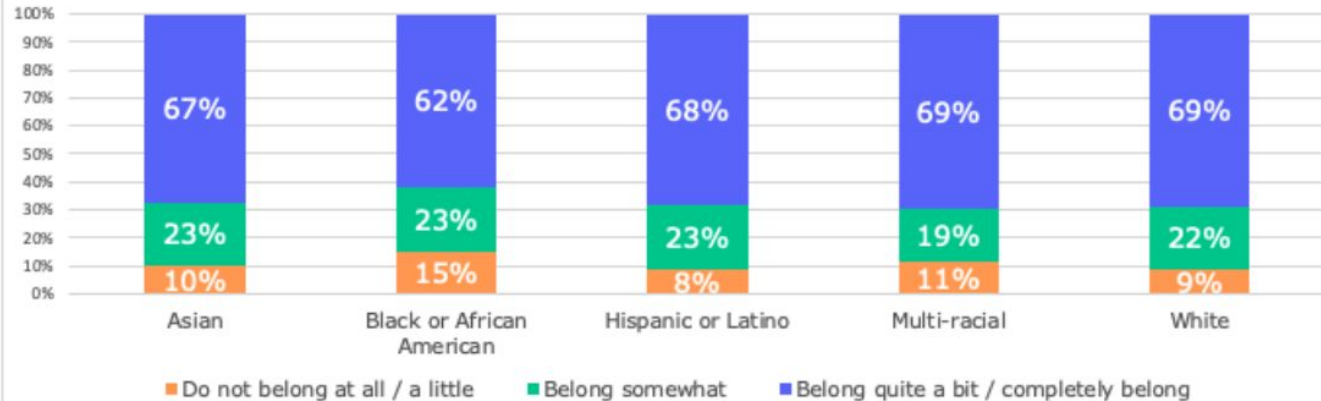




Sense of Belonging 3rd-4th: Overall, how much do you feel like you belong at your school?



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



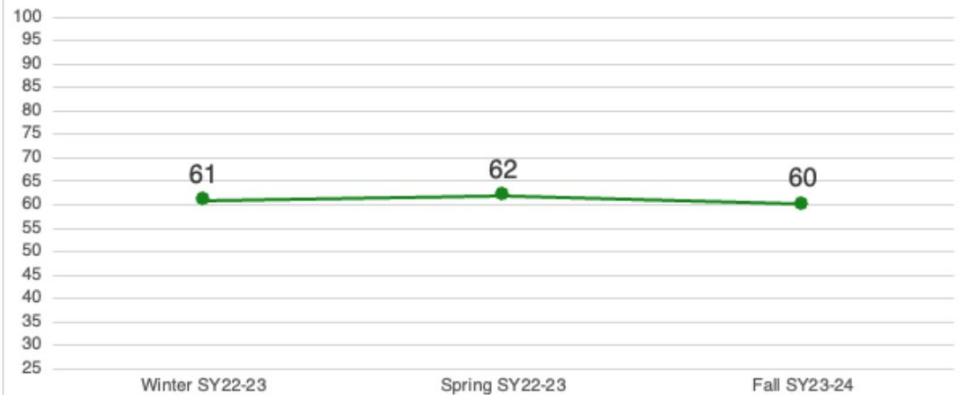
Black/African American students report the highest percentage of students who feel they “Do not belong at all/ Belong a little” at 15% for 3rd-8th grades.

Headlines: Panorama “Engagement”

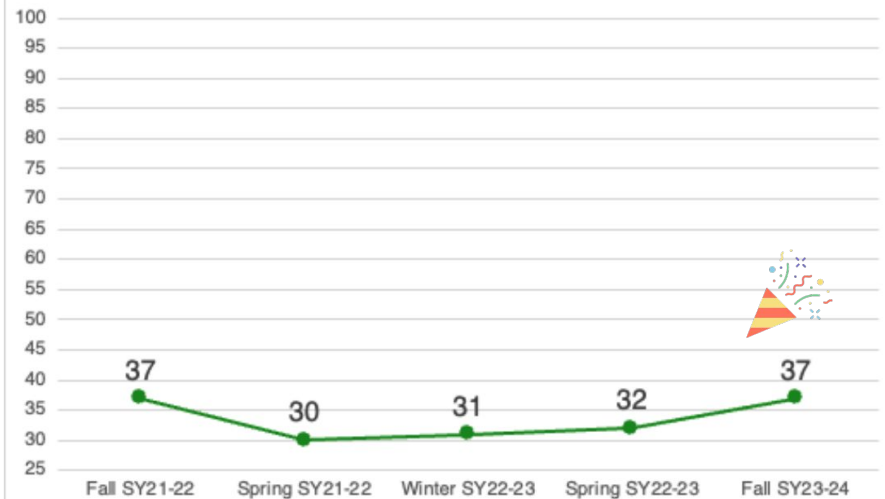


- “Engagement” had a slight decrease of 2 points (62 to 60) in 3rd and 4th grade
- “Engagement” had an increase of 5 points in 5th through 8th grade (32 to 37), matching the highest score we have seen so far.

Engagement (3rd-4th)

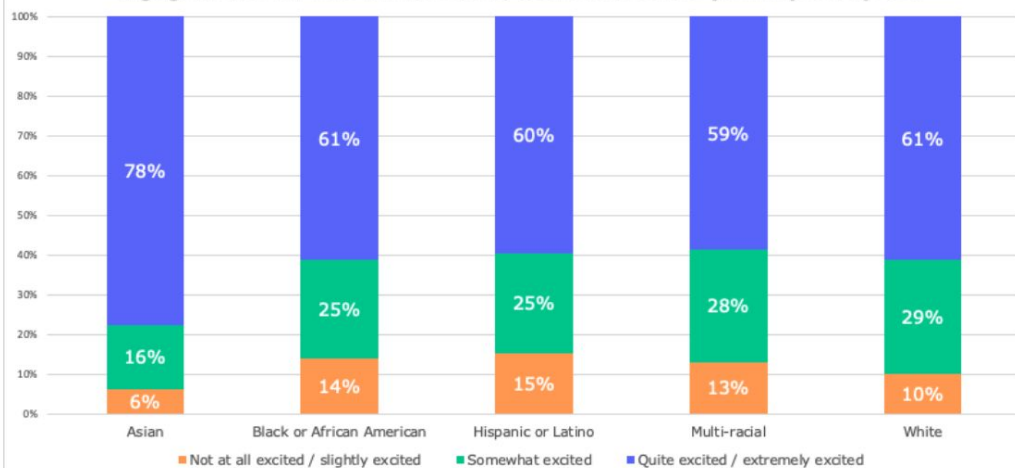


Engagement (5th-8th)





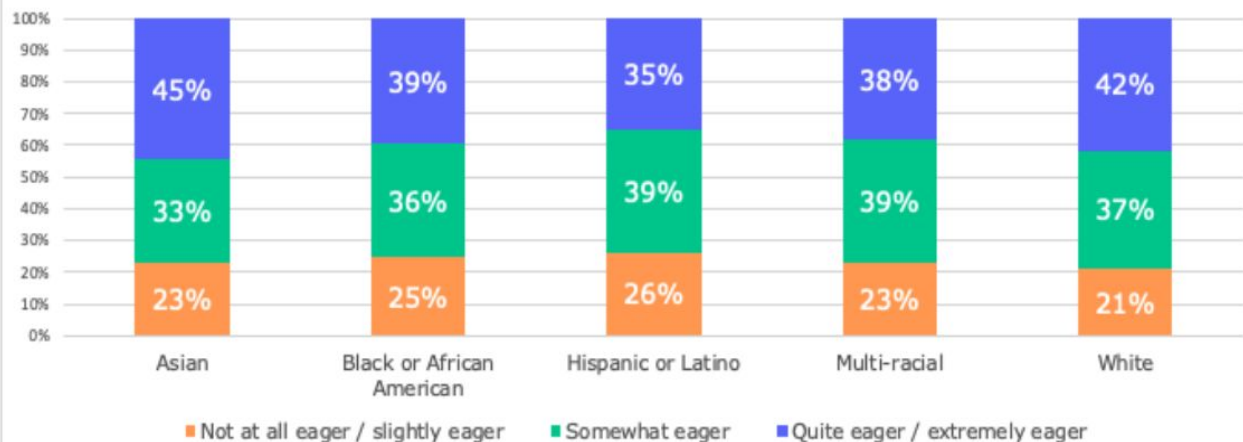
Engagement 3rd-4th: In this class, how excited are you to participate?



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

5th through 8th grade Hispanic/Latino students reported the highest percentage of students, 26%, who reported they are “Not at all/ slightly eager” to participate in classes.

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

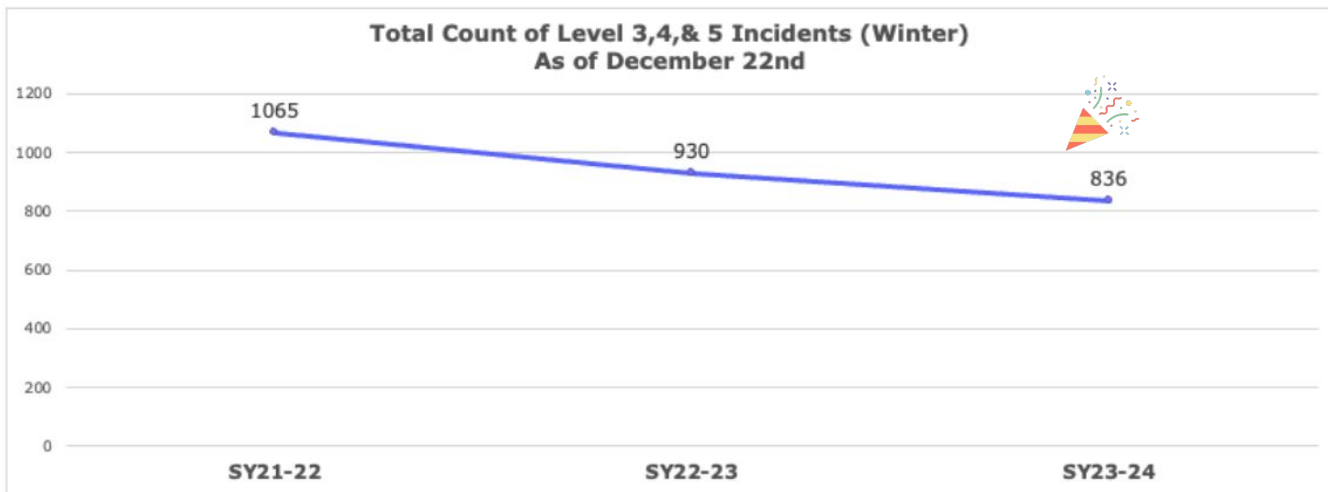




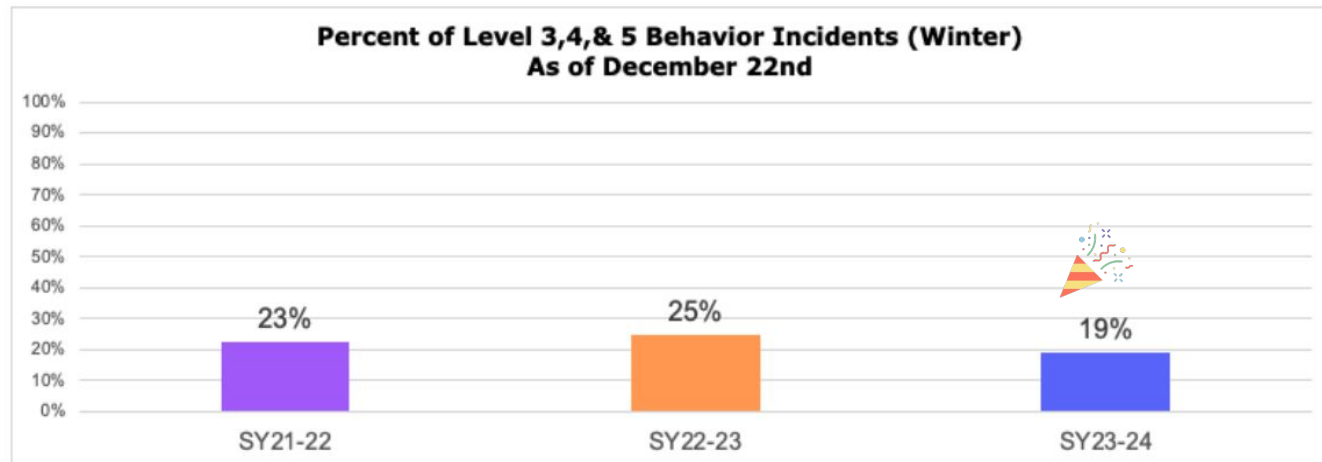
Behavior Incidents

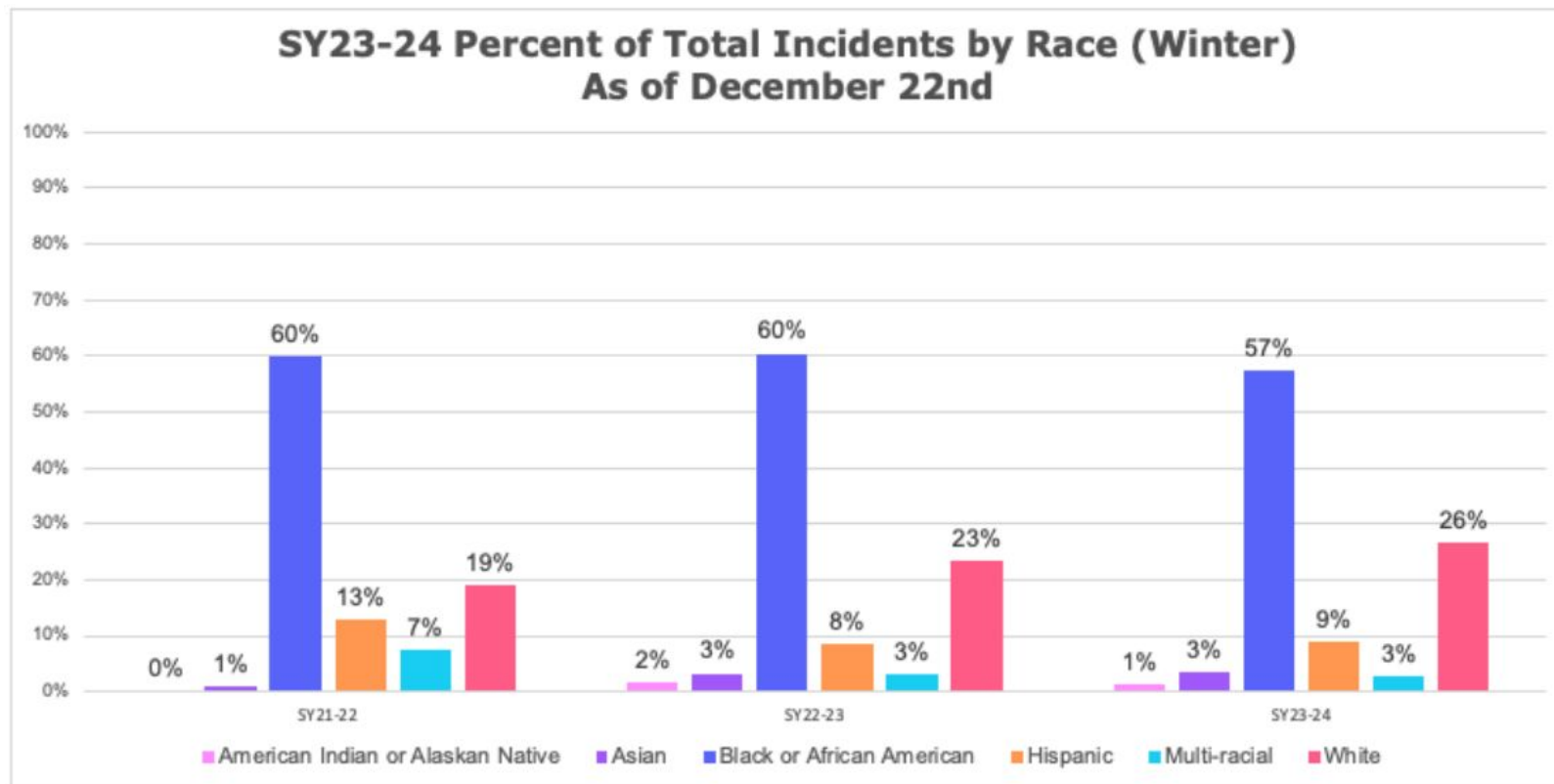
Headlines: Behavior

The total number of incidents as of December 22nd has decreased to 836 as compared to this same time period in SY21-22 (1065) and SY22-23 (930)



The percent of Level 3, 4, and 5 Behavior Incidents is at 19%, lower in comparison to the same time period for SY21-22 (23%) and SY22-23 (25%)

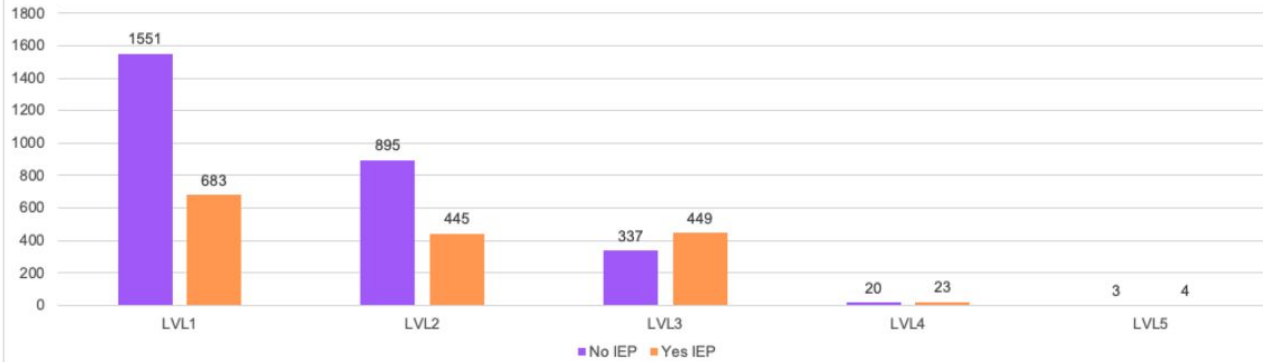




Black/African American students account for the highest percentage of Behavior Incidents (57%) which is a slight decrease from 60% in prior years. The majority of the incidents are Level 1 and Level 2, with 1255 and 809 logs respectively.



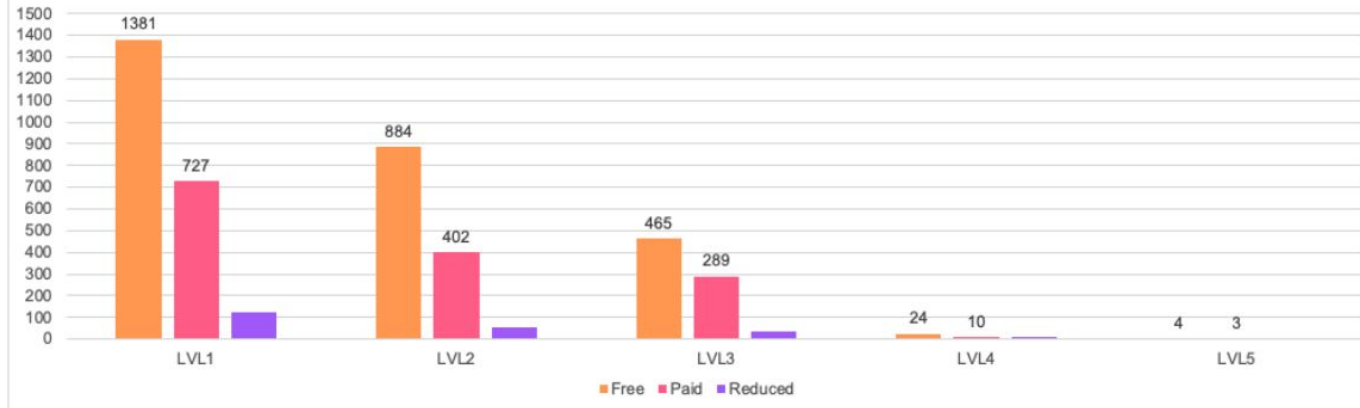
SY23-24 Total Behavior Incidents by IEP Status and Level (Winter)
As of December 22nd



Students with IEPs have a higher number of Behavior Incidents at the Level 3, 4, and 5.

Students who have a “Free” lunch status have a higher number of Behavior Incidents at every level.

SY23-24 Total Behavior Incidents by Lunch Status (Winter)
As of December 22nd



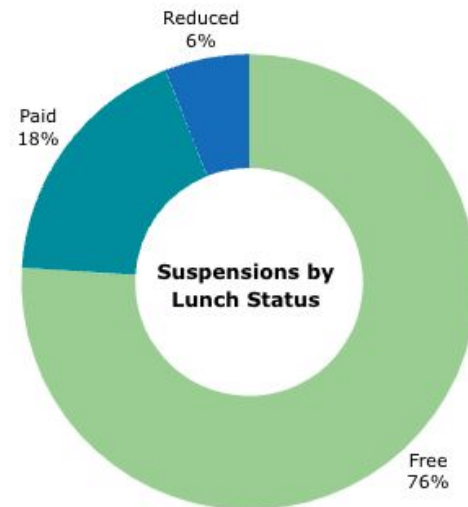
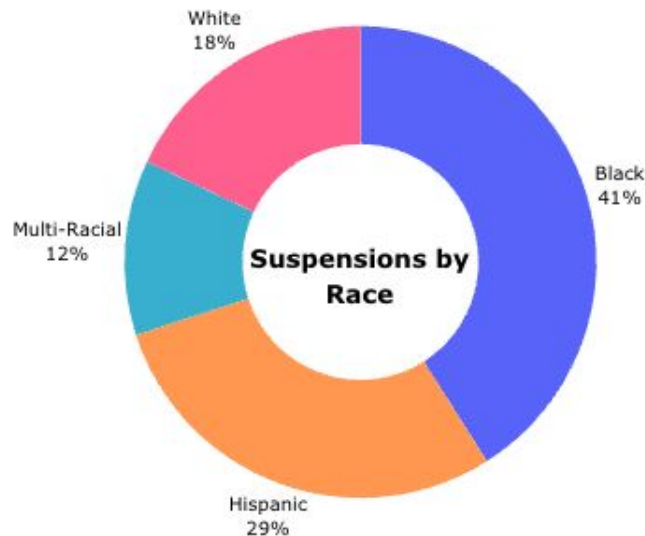
Suspension Data



12 In-School Suspensions

5 Out of School Suspensions

16 Students

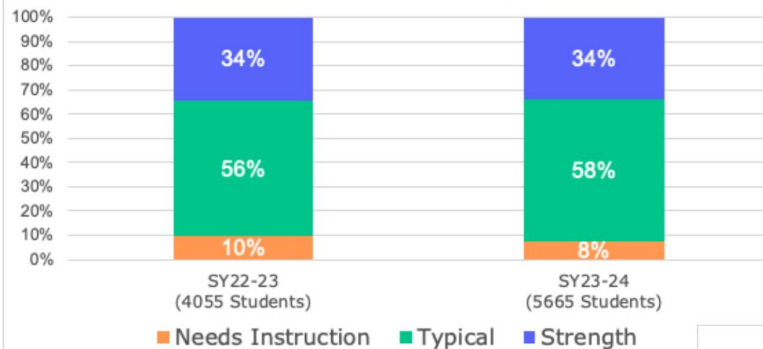


In-School and Out of School Suspensions Included



DESSA(SEL Screener) Data

Fall DESSA Levels

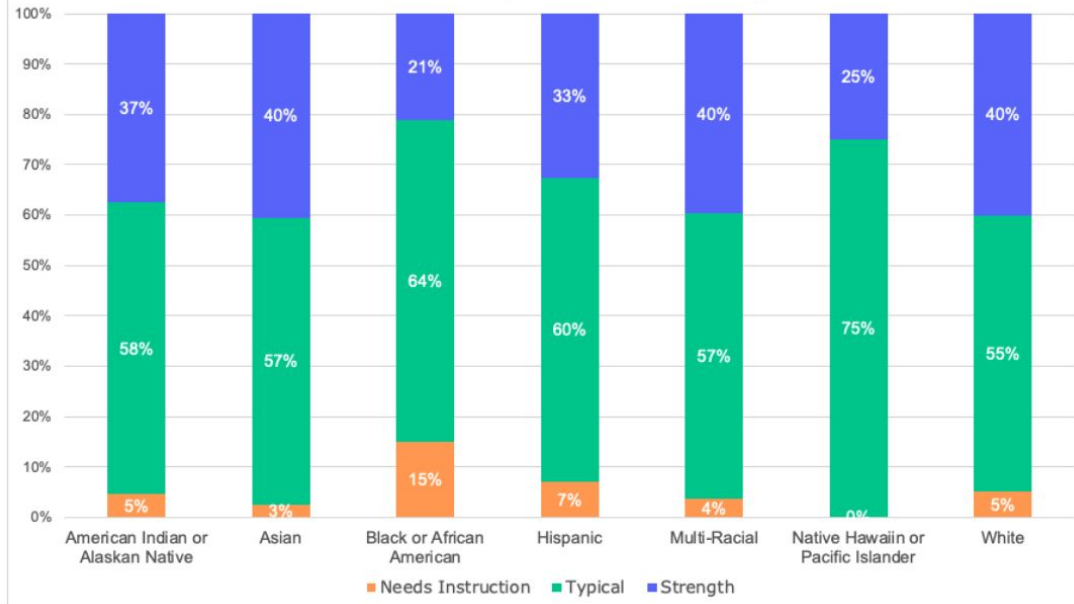


Overall increase in the number of DESSA screeners conducted from 4055 in Fall of SY22-23 to 5665 in Fall of SY23-24

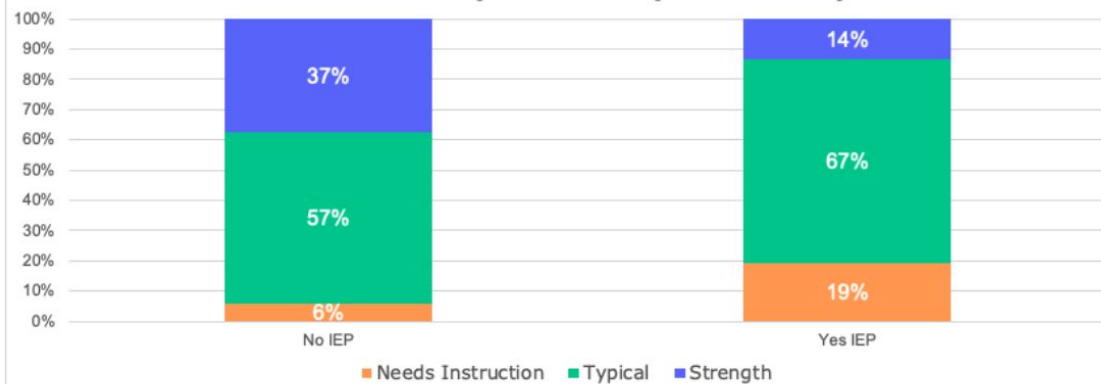


Black students have the highest percentage of students who fall in the “Needs Instruction” category at 15%

DESSA Level by Race (Fall SY23-24)



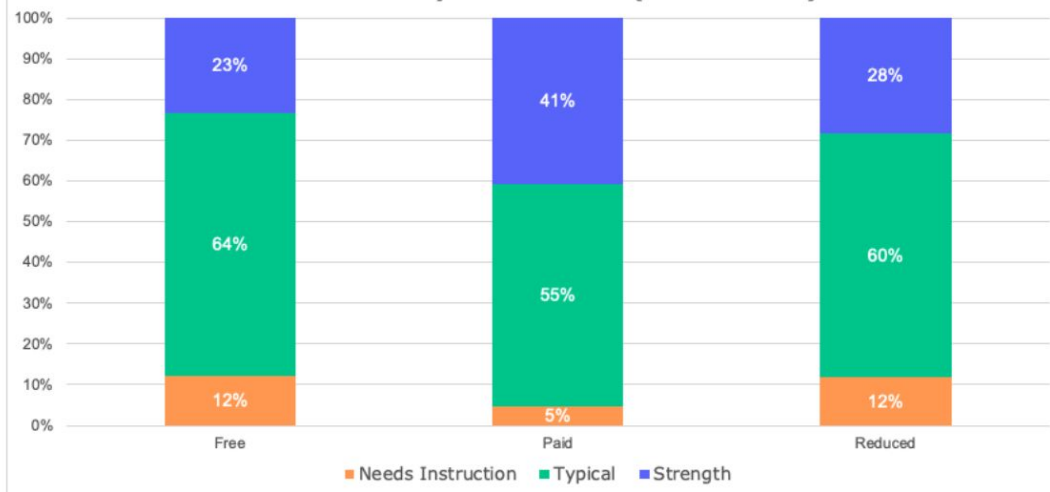
DESSA Level by IEP Status (Fall SY23-24)



19% of students with IEPs fall in the “Needs Instruction” category as compared to 6% of students without IEPs.

Students receiving free/reduced lunch have a higher percentage of students in the “Needs Instruction” category, both at 12%.

DESSA Level by Lunch Status (Fall SY23-24)





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:

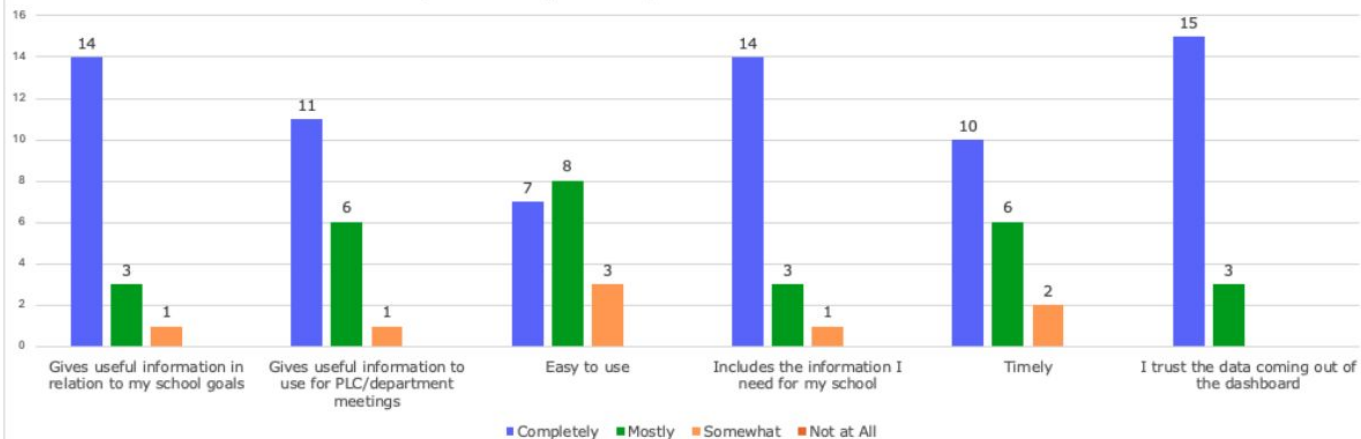
- 17 of 18 schools participated in Journey Jams
- School Data Dashboard being released regularly
- All K-5 schools participated in Literacy Walkthroughs. K-2 focused on foundational skills block and 3-5 focused on implementation of Wit and Wisdom.
- Science “Learning in Places” for grades Prek-4 uses NGSS aligned materials and focuses on outdoor learning, ecological caring, ethical decision making, and promotes family engagement. (10 educators in 4 different schools participating)
- “Building Thinking Classrooms” is a PLC that focuses on elevating student voice and engagement so students are caring the cognitive load and “doing the thinking” in math classrooms.
- Middle school social science educators developed more rigorous common assessments that are in the Document -Based Questions (DBQ) format.

- 17 of 18 schools participated in Journey Jams with 90%+ of schools reporting the experience was collaborative, focused, supportive, engaging, and useful. Winter Journey Jams begin in February.
- School Data Dashboard being released regularly with schools reporting it is useful, timely, and they trust the data coming out of the dashboard.

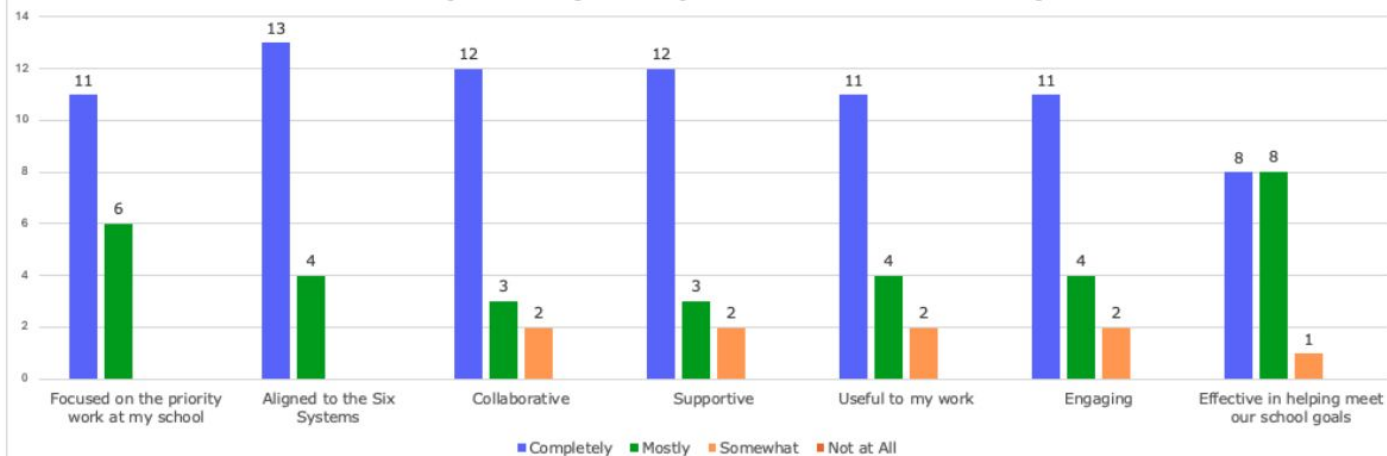




How would you rate your experience with the Data Dashboard



How would you rate your experience with the Journey Jams



Student Learning Goals



English Language Arts Academic Goals

Assessment MAP and IAR	Baseline (SY22)	Goal by 2027	Current Status (Winter SY24)
% Meeting College Readiness Benchmarks (SAT) on MAP	73%	80%	75.2%
% at or below the 25th percentile on MAP	16%	12%	14.45%
% of students Meeting/Exceeding growth targets on MAP	62%	75%	61.86%

Math Academic Goals

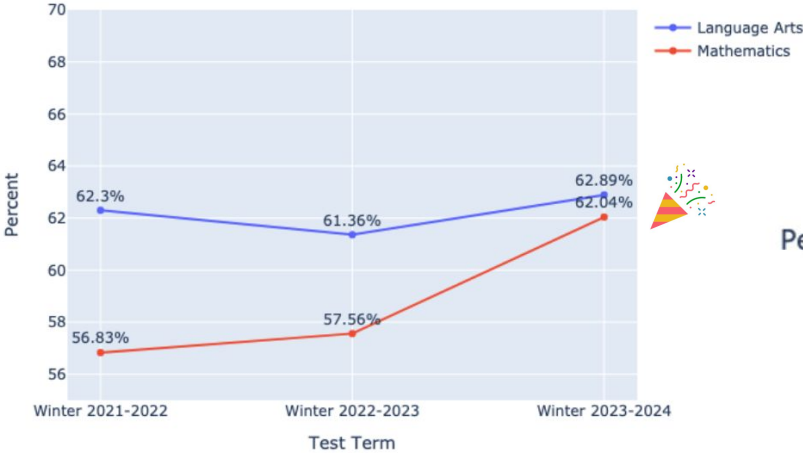
Assessment MAP and IAR	Baseline (SY22)	Goal by 2027	Current Status (Winter SY24)
% Meeting College Readiness Benchmarks (SAT) on MAP	43%	50%	50.52%
% at or below the 25th percentile on MAP	19%	9%	15.96%
% of students Meeting/Exceeding growth targets on MAP	64%	75%	68.68%



MAP Growth



Average Test Percentile



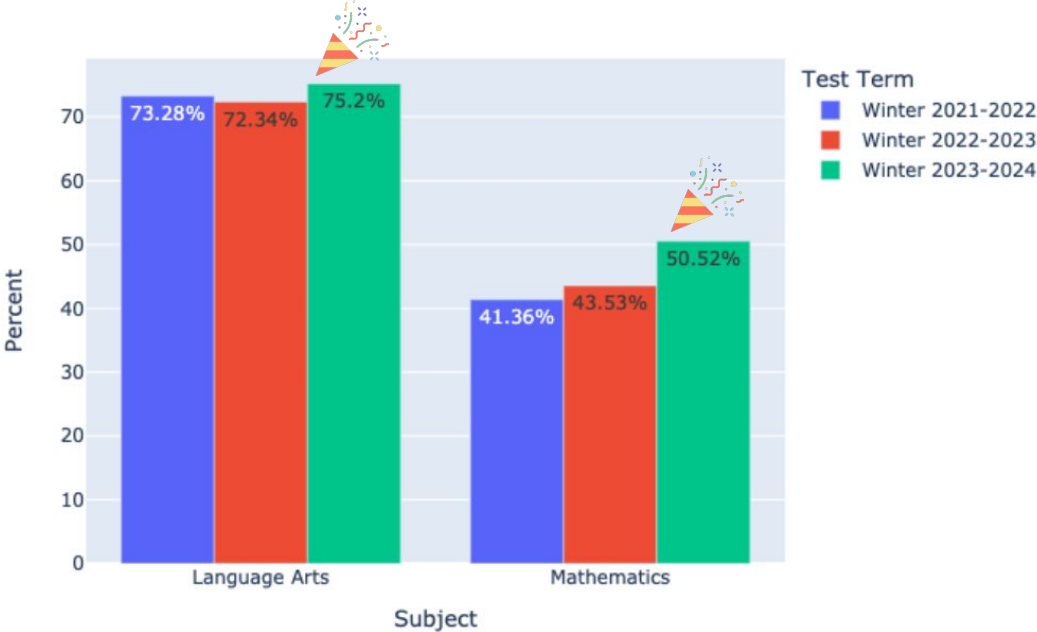
The average test percentile in **Language Arts** is **62.89%**.

The average test percentile in **Math** is **62.04%**, a 5.21% increase from SY21-22.

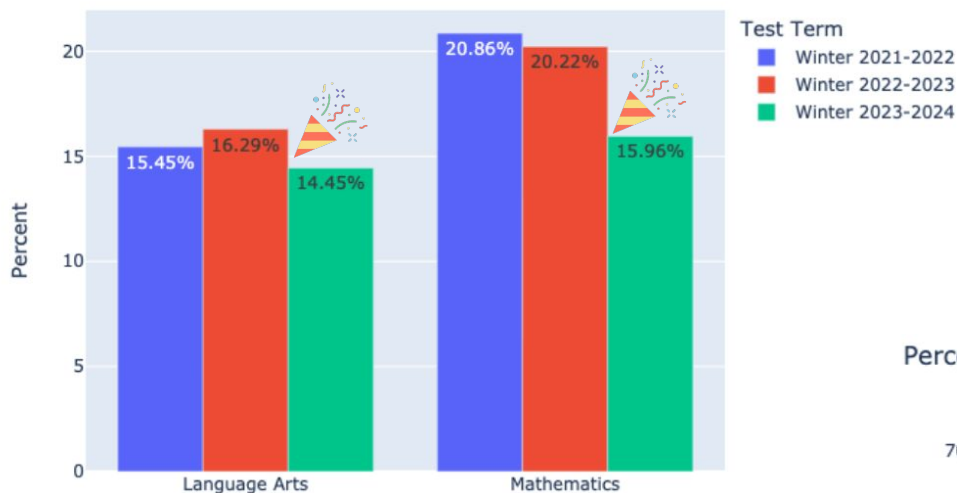
The percent of students meeting College Readiness Benchmarks (SAT) has increased in **Language Arts** from **72.34%** last year to **75.2%** this year.

The percent of students meeting College Readiness Benchmarks (SAT) has increased in **Math** has increased from **43.53%** last year to **50.52%** this year.

Percent Meeting CRB (SAT)



Percent at/below 25th Percentile



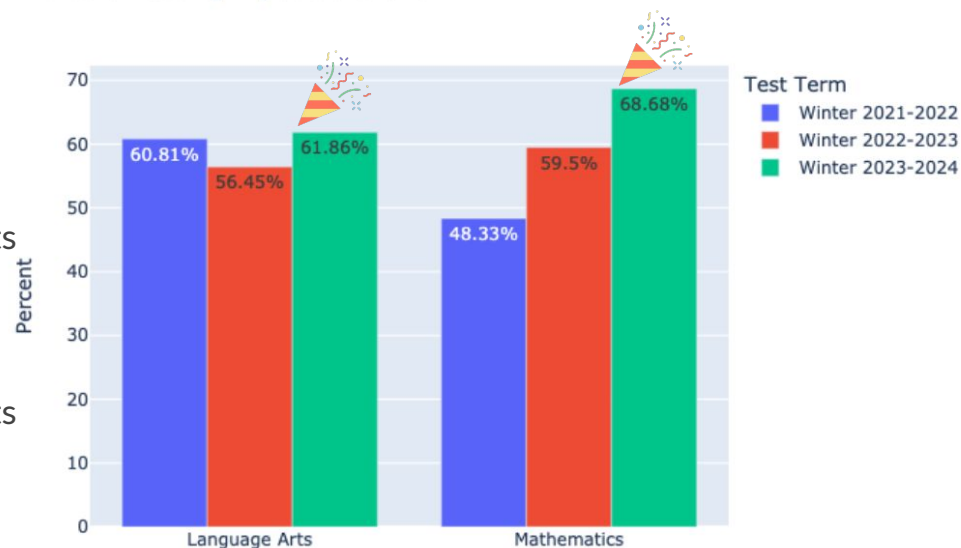
The percent of students **at/below the 25th percentile** in **Language Arts** is the lowest it has been in 3 years at **14.45%**.

The percent of students **at/below the 25th percentile** in **Math** is the lowest it has been in 3 years at **15.96%**, a significant decrease from 20.86% in SY21-22.

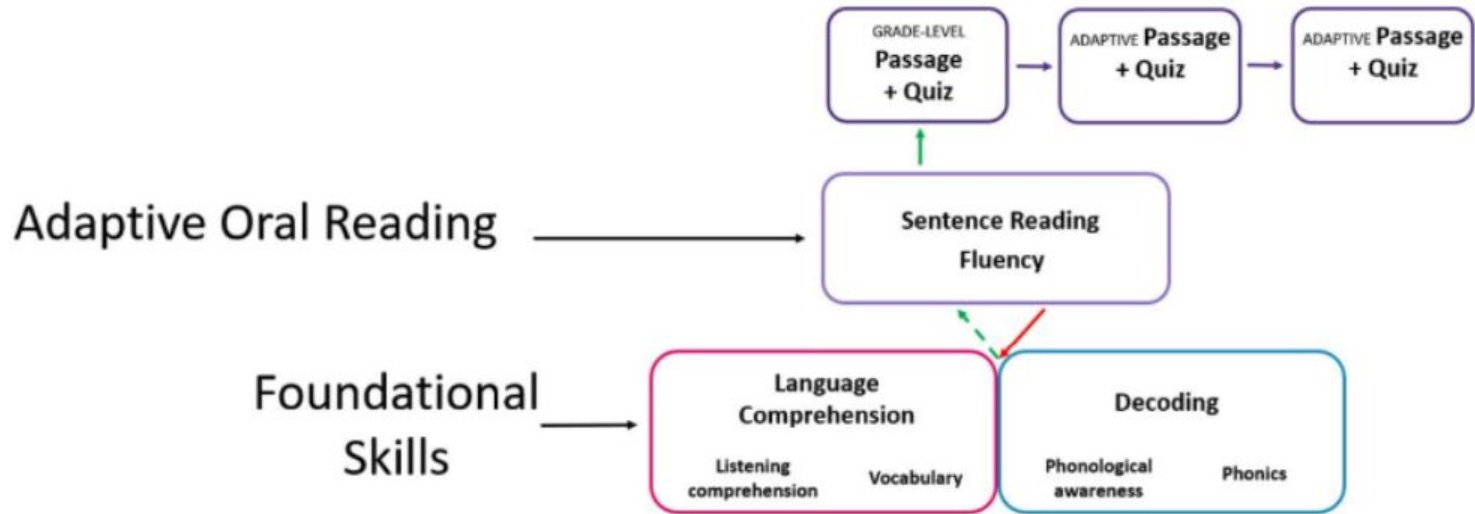
The percent of students Meeting/Exceeding growth targets in **Language Arts** increased from **56.45% last year** to **61.86% this year**- the highest it has been in three years.

The percent of students Meeting/Exceeding growth targets in **Math** has increased significantly from **48.33% in SY21-22** to **59.5% in SY22-23** to **68.68% in SY23-24**.

Percent Meeting Expected Growth



MAP Fluency

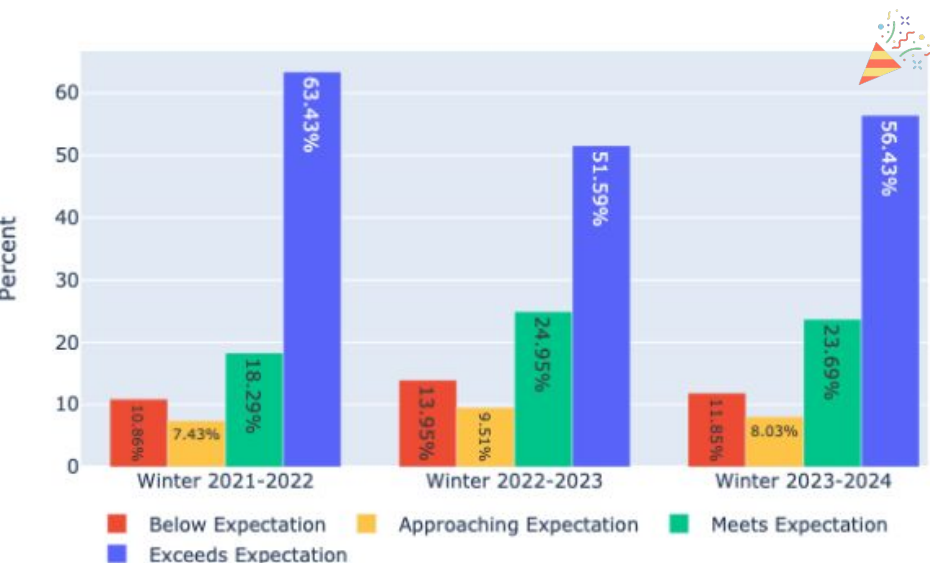


Headlines: MAP Fluency: Kindergarten

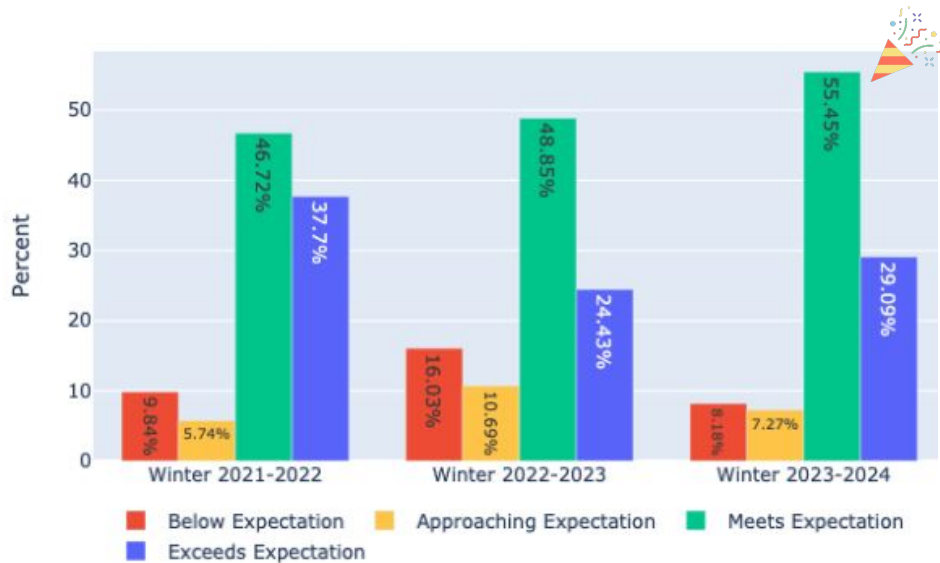


Increase in the percent of K students who “Meet/Exceed” the benchmark in **Phonological Awareness** increased from last year from **76.54% to 80.12% in English** and **73.28% to 84.54% in Spanish**.

Grade K: Phonological Awareness Performance Level - English



Grade K: Phonological Awareness Performance Level - Spanish

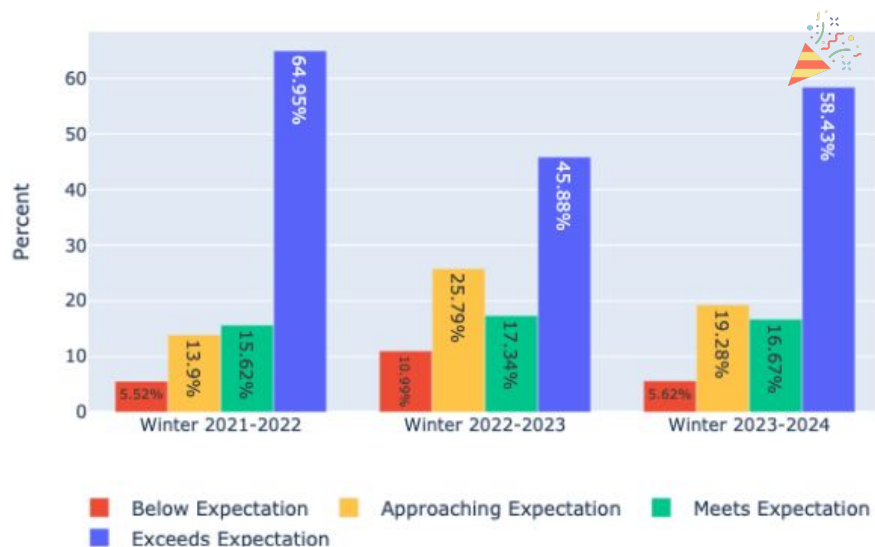


Headlines: MAP Fluency: Kindergarten

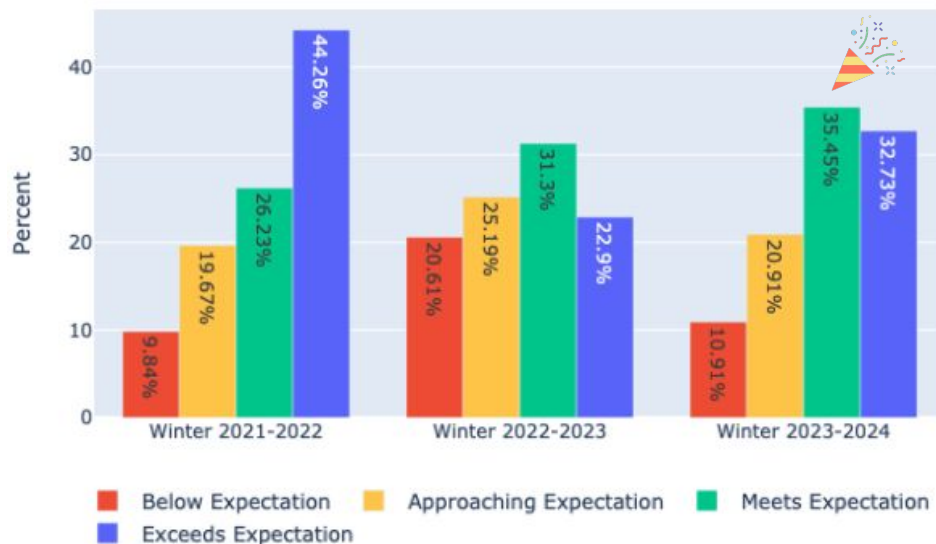


Increase in the percent of K students who “Meet/Exceed” the benchmark in **Phonics and Word Recognition** increased from last year from **63.14% to 75.1% in English** and **60.2% to 68.2% in Spanish**.

Grade K: Phonics Word Recognition Performance Level - English



Grade K: Phonics Word Recognition Performance Level - Spanish





Headlines: MAP Fluency: First Grade

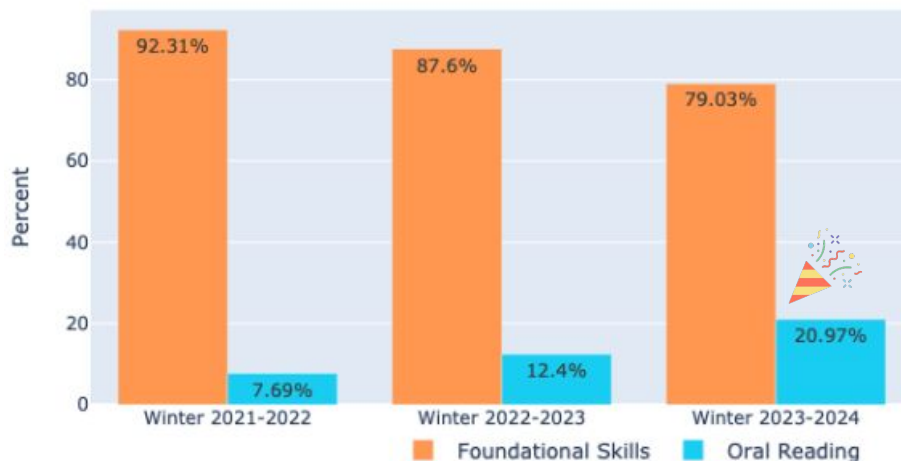
Increase in the percent of 1st grade students who “Meet/Exceed” the benchmark in **Sentence Reading Fluency in Spanish** increased from **20.15% to 28.22%**, the highest it has been in Winter in the past 3 years.

Significant 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 **12.4% to 20.97%**.

Grade 1: Sentence Reading Fluency Performance Level - Spanish



Grade 1: Result Type - Spanish



Excludes students with “No Score”

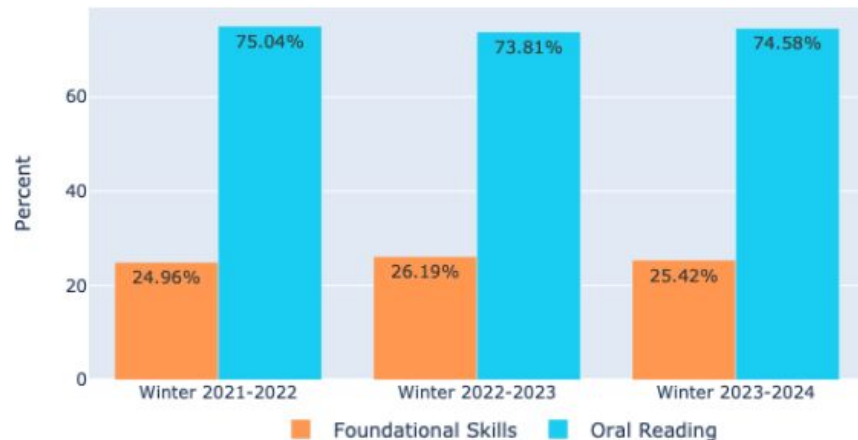


Headlines: MAP Fluency: Second Grade

Slight increase in the percent of 2nd grade students who remained in “Adapted Oral Reading” in English from **73.81% to 74.58%**.

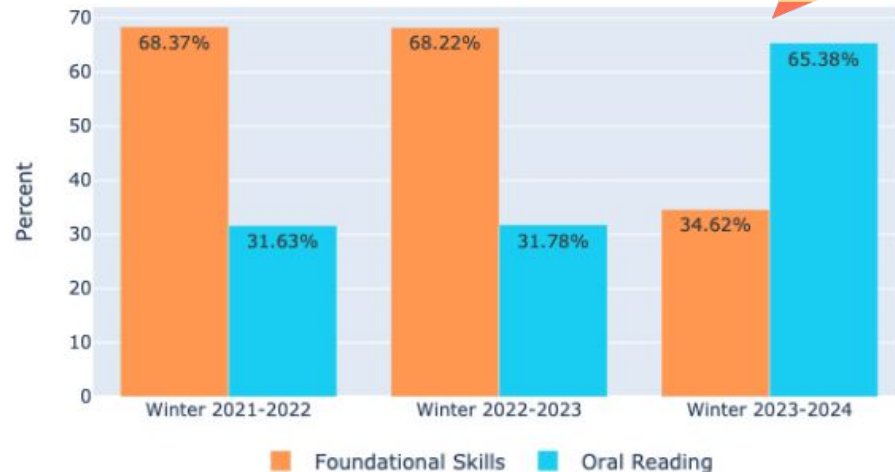
Significant increase in the percent of 2nd grade students who remained in “Adapted Oral Reading” in **Spanish** from **31.78% to 65.38%**, the highest it has been in the Winter in the past 3 years.

Grade 2: Result Type - English



Excludes students with “No Score”

Grade 2: Result Type - Spanish



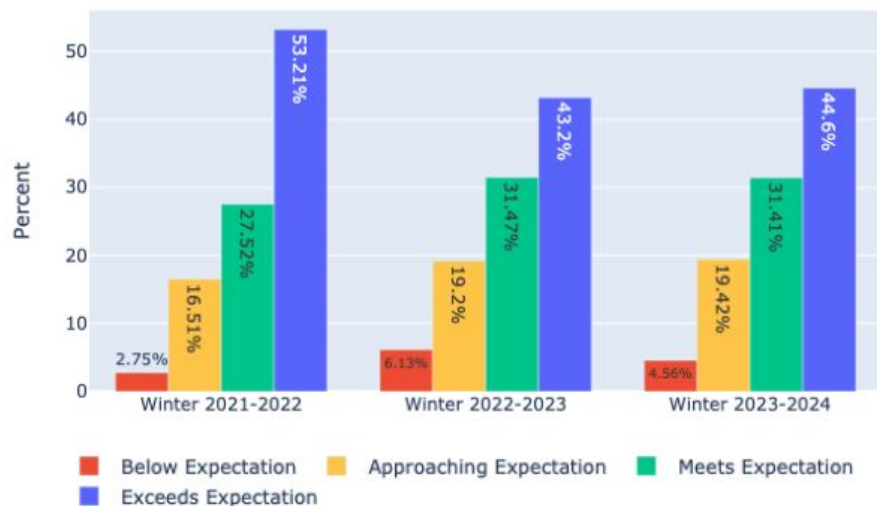
Excludes students with “No Score”

Headlines: MAP Fluency: Second Grade

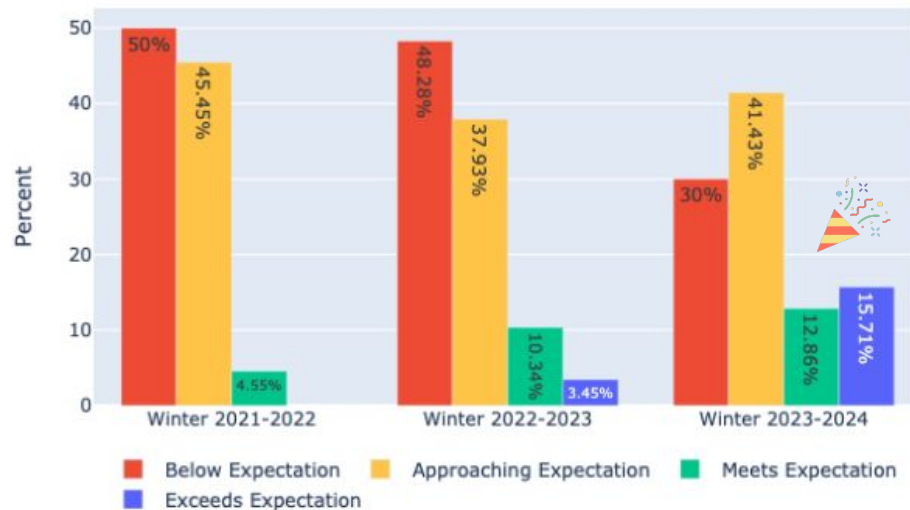


Significant increase in the percent of 2nd grade students who “Meet/Exceed” the benchmark in **Spanish Oral Reading Rate** from **13.79% to 28.57%**, the highest it has been in Winter in the past 3 years.

Grade 2: Oral Reading Rate Performance Level - English



Grade 2: Oral Reading Rate Performance Level - Spanish



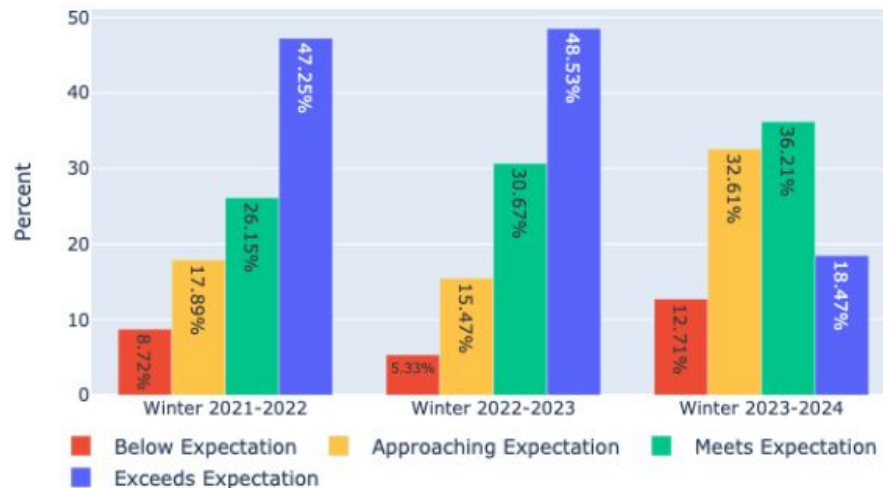


Headlines: MAP Fluency: Second Grade

Significant decrease in the percent of 2nd grade students who “Meet/Exceed” the benchmark in **English Reading Accuracy** from 79.2% to 54.68%.

Significant increase in the percent of 2nd grade students who “Meet/Exceed” the benchmark in **Spanish Reading Accuracy** from 48.28% to 54.28%, the highest it has been in Winter in the past 3 years.

Grade 2: Oral Reading Accuracy Performance Level - English



Grade 2: Oral Reading Accuracy 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

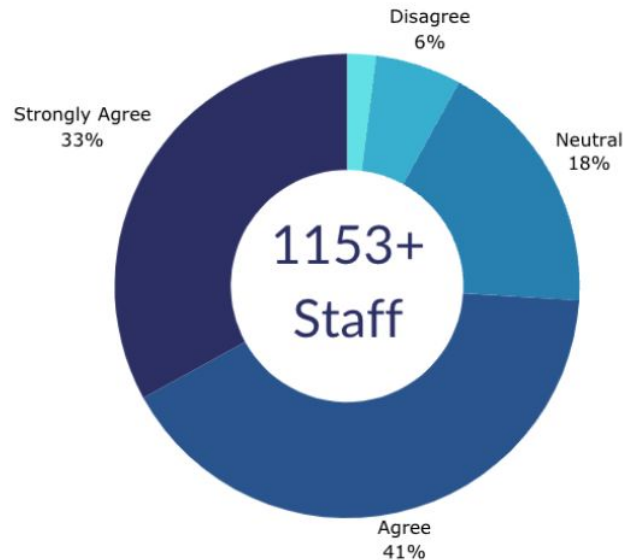
Key Strategies:

- **CPI training** was provided for **over 80 staff** November and December.
- Districtwide Equity Workshops were held on January 8th with over 1153 staff attending.
- Over **35 educators** are taking part in Instructional Coaching cycles focused on the use of instructional technology in instruction.

January Equity in Action Day



The process for selecting and registering for an Equity Workshop was clear and user-friendly. (January 8th, 2024)





THANK
YOU