



Every Child, Every Day, Whatever it Takes

TO: D65 Board of Education,

Superintendent Dr. Devon Horton

FROM: Dr. LaTarsha R. Green, Deputy Superintendent;
Dr. Simone Griffin, Director of Research, Accountability
and Data

DATE: Jun 5, 2023

RE: Equity Progress Indicator/Strategic Plan Update

Objective: ☐ Information ☒ Discussion ☐ Follow-up ☐ Decision

Background:

The strategic plan was developed as a five year plan with five goals, each having five objectives that highlight five major themes: Equity/Access, Organization Accountability, Curriculum & Instruction, Human Resources and Fiscal Management. The objectives under each of these areas provide opportunities for guidance towards short and long term goals.

The strategic plan unifies two distinct streams of work within our district - the department work plans and the school work plans. The department work plans are guided by the MIRACLES framework, while the school work plans are guided by the Spotlight Six Systems.

Today's discussion and information will focus on highlighting:

- 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 (M/I/R/A/C/L/E/S),
- 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 (M/A) and
- Strategic Goal 5: Strategic resource allocation practices that ensure long-term financial stability and the allocation of resources aligned to equity priorities (M/S).
- Systems 4: Progress monitoring and analysis of student work
- Systems 5: Academic and Behavioral Supports

In addition to these two frameworks, Miracles Framework and Six Systems, we are aligning with ISBE's Equity Journey Continuum (EJC) through the D65 Equity Performance Indicators (EPI). This formative look at the EJC provides a glimpse of our progress in student learning outcomes along with department and school performance outcomes formatively three times a year.

Goal/Guiding principles:

The purpose of this document is to outline and describe academic achievement from the Strategic Goals 1, 4 and 5 (access, human resources, and fiscal responsibility). These goals ensure the District prioritizes access, builds capacity, and allocates finances to support student achievement and district well-being using the performance measures and key indicators.

System 4 and 5 non-negotiables include expectations for ensuring a progress monitoring system that includes analysis of student work in the PLC process and establishing a school-wide plan for MTSS.

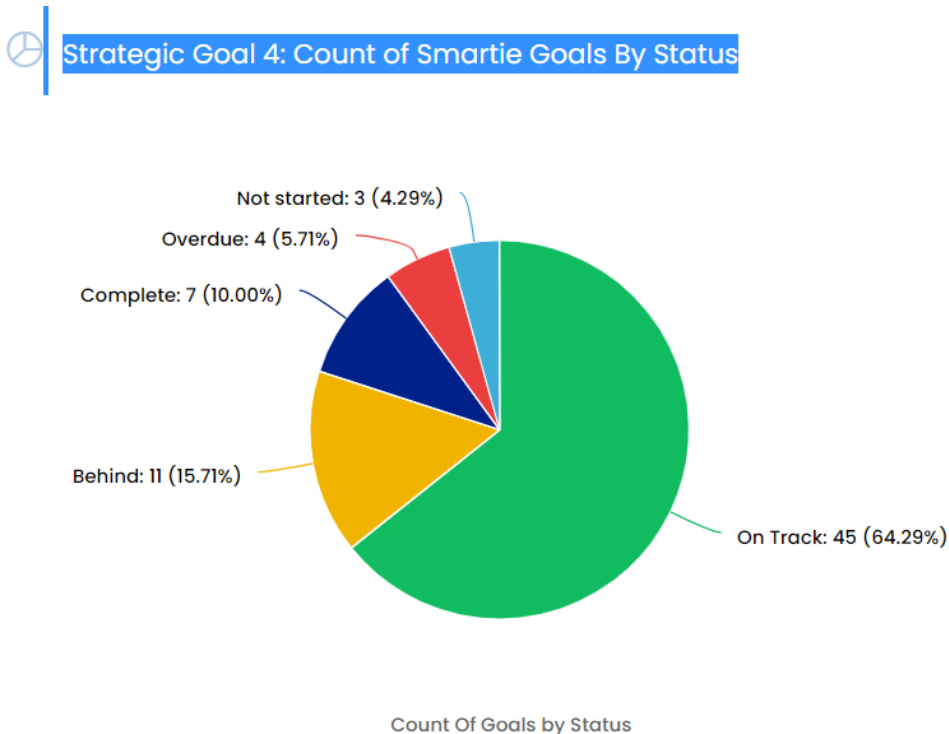
Input sought/received:

The Evanston/Skokie School District 65 administration and staff has students at its center to ensure a complete picture of student and school performance to inform and empower families and communities as they support their local schools (Illinois State Board of Education, n.d.).

Realizing that critically examining our progress towards reducing and eventually eliminating the predictability of racial disproportionality in student outcomes is a highly regarded part of our stakeholder's interest in the district's improvement plan, we look to share highlights of our most recent efforts in today's presentation and discussion. Additional comprehensive information will be shared in the Research, Accountability, and Data section of the district's website.

Additional Information:

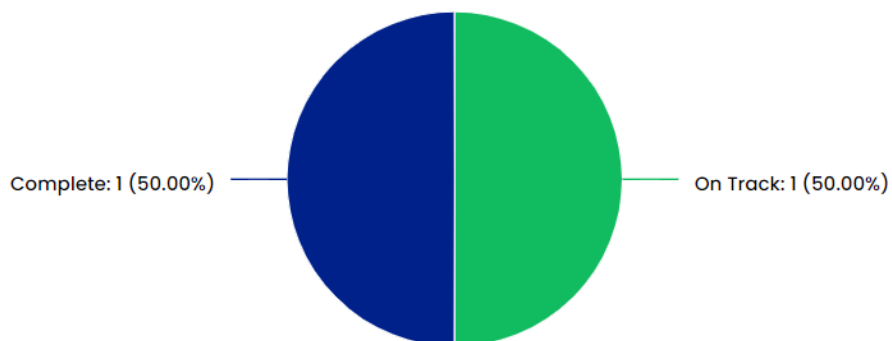
Strat Plan Update



In this snapshot, we see that for Strat Goal 4 we have 70 goals with 45 of them on track at a completion rate of 64% dedicated towards progress related to *"Recruit, select, develop, and retain highly effective staff and partners invested in the best educational opportunities and support for all students and staff (M/A)"*

Strategic Goal 5: Count of Smartie Goals By Status

1



Count Of Goals by Status

In this snapshot aligned to Strat Goal 5, we see 2 goals representing two departments work totaling a 50% completion rate dedicated towards progress related to *“Strategic resource allocation practices that ensure long-term financial stability and the allocation of resources aligned to equity priorities (M/S)”*

Additional Information:

Elevating Educators

Overall in 2023, District 65 performance on the 5Essentials shows that our schools are “organized” for improvement on average. This is an improvement from “moderately organized” last year.

Learning Environment



Climate Surveys: 5Essentials

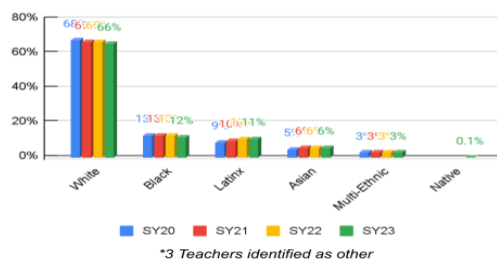
Respondents	District 65 2019	District 65 2020	District 65 2021	District 65 2022	District 65 2023	State Average 2023
Students	85%	88%	78%	78%	71%	86.1%
Teachers	78%	76%	80%	79%	74%	75.6%
Parents	32%	33%	25%	27%	21%	18.6%

Essential	2016	2017	2018	2019	2020	2021	2022	2023
Effective Leaders	46	45	43	46	39	41	35	44
Collaborative Teachers	47	45	43	40	34	44	35	42
Involved Families	65	63	58	59	56	63	58	63
Supportive Environment	44	52	47	54	48	65	58	48
Ambitious Instruction	67	60	63	58	50	56	56	64

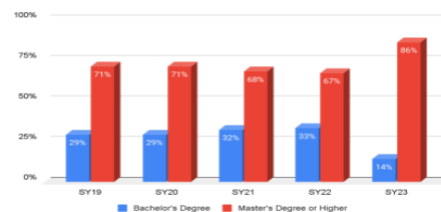
Elevating Educators



Teachers by Race



Teacher Education

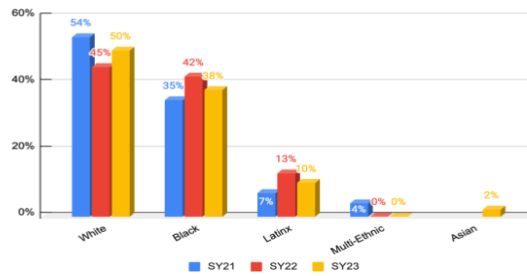


Studies consistently show that a better racial and ethnic representation of teachers in schools helps improve educational outcomes. Our district’s objective for increasing diversity among our educators has increased by 2% among our Latinx and 1% in our Asian demographics through initiatives such as CREATE 65 and others that have enabled us to diversify our teaching force.

Elevating Educators



Administrator Demographics

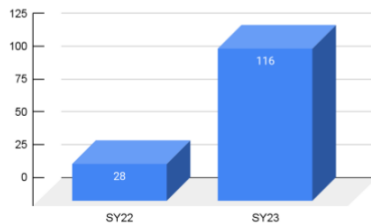


Since our mid-year reporting, the demographics of our administrators have increased the diversity of our administrators by 2% among our Asian administrators. Black administrator percentages have decreased by 4% and Latinx administrators have decreased by 3%.

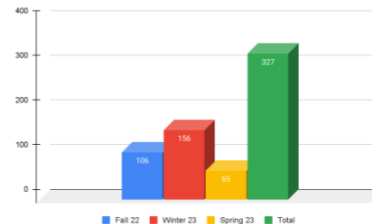
Elevating Educators



Crisis Prevention Trained Staff



Beyond Diversity Trained Staff SY23



Source (CPI): Culture & Climate Department
Source (Beyond Diversity): Human Resources, C.R.E.A.T.E.

There is an increase of 88 more staff members trained in CPI this year vs. last year. 65 more staff have been trained in Beyond Diversity since our winter reporting this year, bringing our total to 327.

The District Scorecard

Key Performance Indicators

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 (M/C/E).									
Strategic Objective	Educator Influence								
	Performance Measures	Indicators	Annual Definitive Target	Minimal Target	SY23	SY24	SY25	SY26	SY27

SO 2.3: Examine various student outcomes disaggregated and analyzed to performance for all identifiable groups of learners and achievement and performance gaps.	FACE	% FACE Plan Implementation	100%	95%					
	Culturally Relevant Practices	% of Staff completing at least one Diversity, Equity, Inclusion, Belonging competency Training	100%	90%					
	Impact of Professional Learning (CRP & Pedagogy)	% of Staff completing at least one Diversity, Equity, Inclusion, Belonging competency Training	100%	90%					
		% of Timely and Specific Feedback to Teachers from coaching cycles	100%	95%					
		% of Staff Trained in Crisis Prevention Training	100%	95%					
		% of all Teacher Planning includes Specific Student Celebrations		65%					
	Learning Environment								
	Attendance	% of students in K-8 in attendance	100%	95%	92%				
	Discipline	% of students having 1-3 discipline referrals	< 5%	10%					
		% of suspension rate districtwide	< 5%	5%	0.5%				
		% Suspension rate by race, FRL & Students with disabilities	< 5%	5%					
	Student Learning								
	Early Literacy (Gr. K-2)	% on pace with early literacy skills	Baseline	Minimal Definitive Target	SY 23	SY 24	SY 25	SY 26	SY 27
			89%						
		% on pace with early literacy skills by race, FRL & Students with disabilities							
	Academic Outcomes (Gr. 3-8)	% meeting college readiness benchmarks in reading	73%	80%	70%				
		% meeting college readiness benchmarks in math	45%	50%	37%				
		% at or below the 25th percentile in reading	16%	6%	16%				
		% at or below the 25th percentile in math	19%	9%	18%				

		% of Students Meeting/Exceeding Growth Targets in Reading	57%	65%	45%				
		% of Students Meeting/Exceeding Growth Targets in Math	66%	75%	51%				
		% of All Students Meeting and/or Exceeding Achievement Level in Reading	73%	80%					
		% of All Students Meeting and/or Exceeding Achievement Level in Math	40%	55%					
		% of Students Meeting and/or Exceeding on IAR Reading	40%	55%	34%				
		% of Students Meeting and/or Exceeding on IAR Math	40%	55%	25%				
		70% of Students with a C or Better		70%					
		70% of Students with a C or Better by Race, FRL, & Students with disabilities		70%					
Strategic Objective	Process Management								
	Change Mgmt Log	Review & revise change management processes to determine process functionality	100%	80%					
SO 2.5: Compile processes and procedures that address the district practices for continuous improvement		Possess a fully developed School Improvement Guidebook that is fully vetted by key internal stakeholders annually to determine functionality.	100%	80%					

SO 2.4: Create annual data analysis system that focuses on Strategic Goal 1 equity objectives																		
Race	Gender									Student Variables								
	Male (M)			Female (F)			Gender Expansive (GE)			Free and Reduced Lunch (FRL)			Students with Disabilities (IEP)			Students formerly identified as needing English Learner supports		
	SY 23	SY 24	SY 25	SY 23	SY 24	SY 25	SY 23	SY 24	SY 25	SY 23	SY 24	SY 25	SY 23	SY 24	SY 25	SY 23	SY 24	SY 25

African American/ Black	783			765			0			1113			362					
Asian	167			145			0			95			32					
Hispanic /Latino	736			711			3			895			297					
Multi-Racial	328			312			2			147			84					
Caucasian/ White	1397			1228			5			224			301					
Other	6			10			0			6			2					

Student Attendance Data by Demographics (by percentage %)

		African American/ Black			Asian			Hispanic/ Latino			Multi-Racial			Caucasian/ White			Other		
Indicator	Measurement	M	F	GE	M	F	GE	M	F	GE	M	F	GE	M	F	GE	M	F	GE
Attendance	% Chronically absent																		
Discipline	% Receiving referrals	42.7	12.7	0	2.7	.08	0	8.7	2.7	0	7.2	3.1	0	16.0	3.7	0	0	.08	0
	% In-school suspension	50	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Out of school suspension	0	0	0	0	0	0	0	0	0	100 (1 OSS)		0	0	0	0	0	0	0

Student Outcome Data by Demographics

		African American/ Black			Asian			Hispanic/ Latino			Multi-Racial			Caucasian/ White			Other		
Indicator	Measurement	M	F	GE	M	F	GE	M	F	GE	M	F	GE	M	F	GE	M	F	GE
Early Literacy (K-2)	% meeting/ exceeding Listening Comp.	70	77	0	77	76	0	65	76	0	79	83	0	80	83	0	0	0	0

	% meeting/exceeding Picture Vocabulary	75	81	0	82	73	0	51	52	0	80	78	0	77	76	0	0	0	0
	% meeting/exceeding in Phonological Awareness	21	26	0	60	48	0	24	27	0	52	49	0	49	58	0	N/A	N/A	0
	% meeting/exceeding in Phonics Word/Recognition	25	32	0	66	55	0	24	26	0	55	53	0	51	58	0	N/A	N/A	0
	% meeting/exceeding in Sentence Reading Fluency	36	39	0	65	63	0	32	36	N/A	60	59	N/A	57	58	N/A	0	0	N/A
	% meeting/exceeding in Oral Reading Rate	62	56	N/A	80	77	N/A	56	55	N/A	81	72	N/A	78	82	N/A	0	0	N/A
	% meeting/exceeding in Oral Reading Accuracy	64	64	N/A	71	76	N/A	65	58	N/A	71	71	N/A	73	76	N/A	0	0	N/A
	% meeting/exceeding in Literal Comprehension	67	70	N/A	81	84	N/A	60	73	N/A	89	87	N/A	84	91	N/A	0	0	N/A

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Student Outcome Data by Demographics																			
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		African American/ Black			Asian			Hispanic/ Latino			Multi-Racial			Caucasian/ White			Other		
Academic Outcomes (Gr. 3-8)	% meeting college readiness benchmarks in reading	36.4	51		83.7	76.9		37.0	47.5		76.3	75.7		82.9	87.8	75			

	% meeting college readiness benchmarks in math	5.4	8.0		51.3	35.8		20.7	19.2		39.7	32.3		53.8	48.3	50			
	% at or below the 25th percentile in reading	37.7	30.0		12.5	6.4		30.8	23.0	0	9.0	9.1		6.2	3.0	0	0	28.5	
	% at or below the 25th percentile in math	43.0	37.5		3.3	6.4		30.9	34.6	0	8.5	11.2		4.6	4.8	0	0	42.8	
	% of Students Meeting/ Exceeding Growth Targets in Reading	43.6	56.4	0	49.4	50.6	0	45.4	54.2	.4	50.0	50.0	0	49.7	50.	.3	33.3	66.7	0
	% of Students Meeting/ Exceeding Growth Targets in Math	53.2	46.8	0	61.2	38.8	0	54.6	45.4	0	59.1	40.9	0	57.1	42.5	.4	100	0	0