



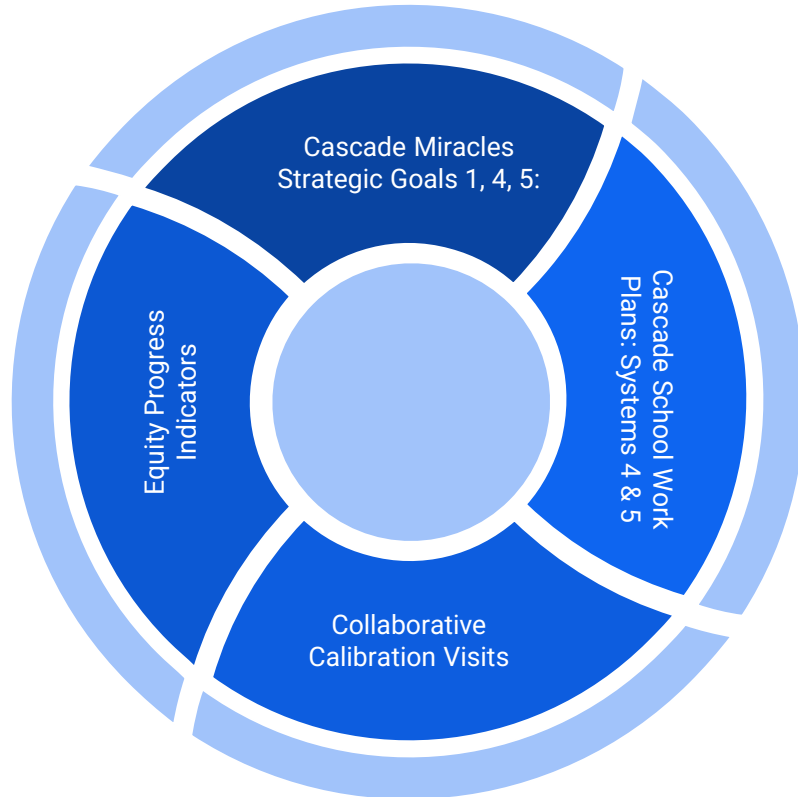
EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes

Strategic Plan Update

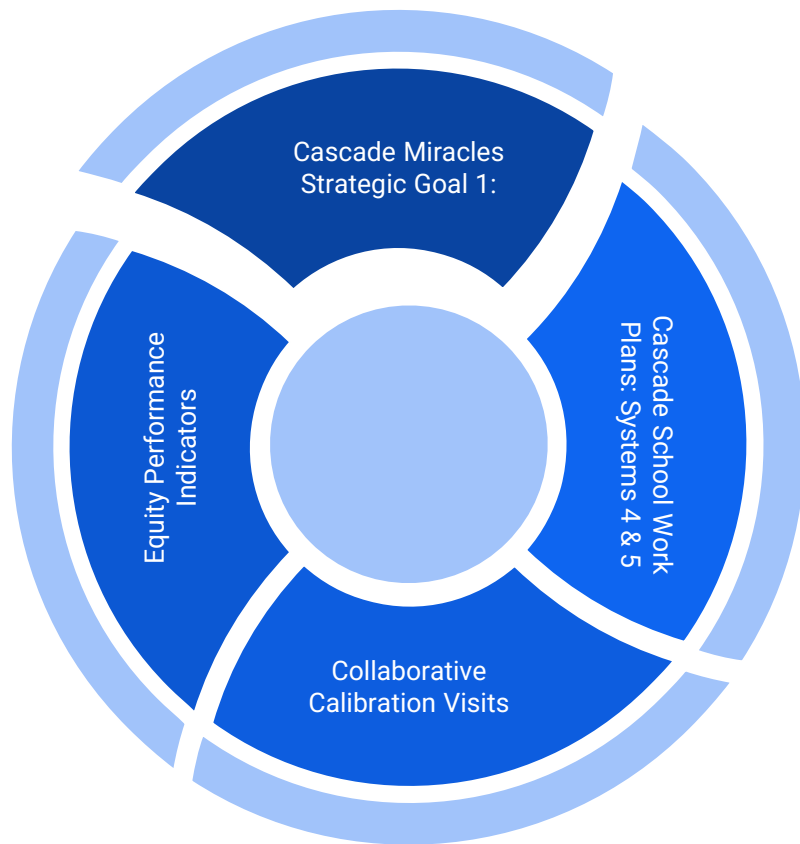
June 5, 2023

EOY Progress Monitoring in Action



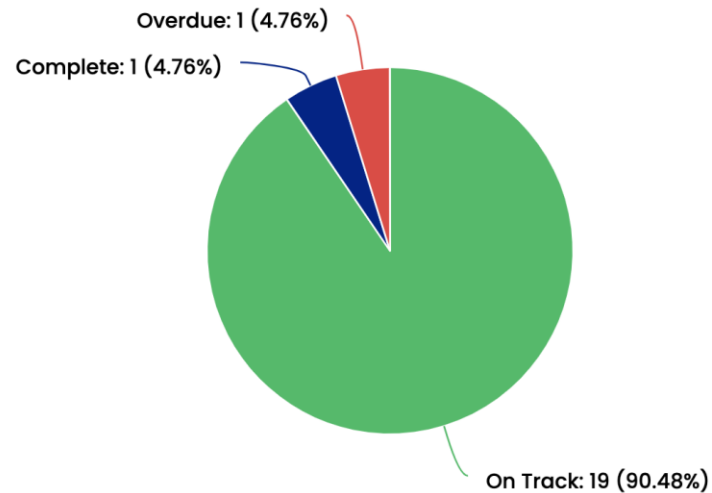
- M.I.R.A.C.L.E.S = District work plans aligned to Strategic Goal #1, #4, and #5
- School Work Plans = school priorities aligned to Systems 4 and 5
- Collaborative Calibration Visits
- Equity Progress Indicators

M.I.R.A.C.L.E.S



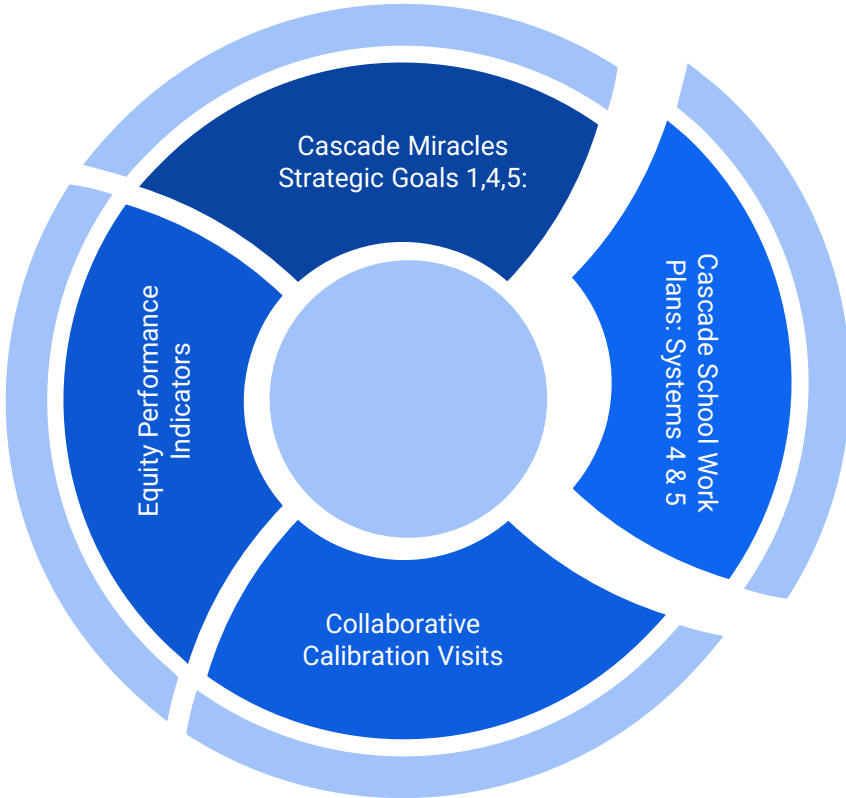
Strategic Goal 1: Count of Smartie Goals ...

1

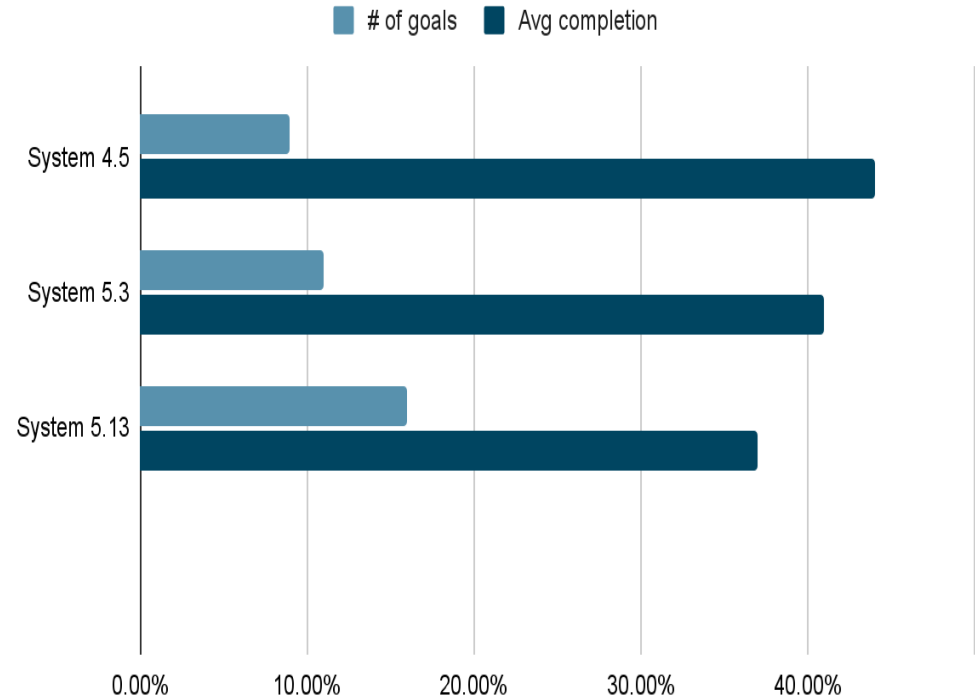


Count Of Goals by Status

School Work Plans



School Work Plans Aligned to Systems 4 & 5

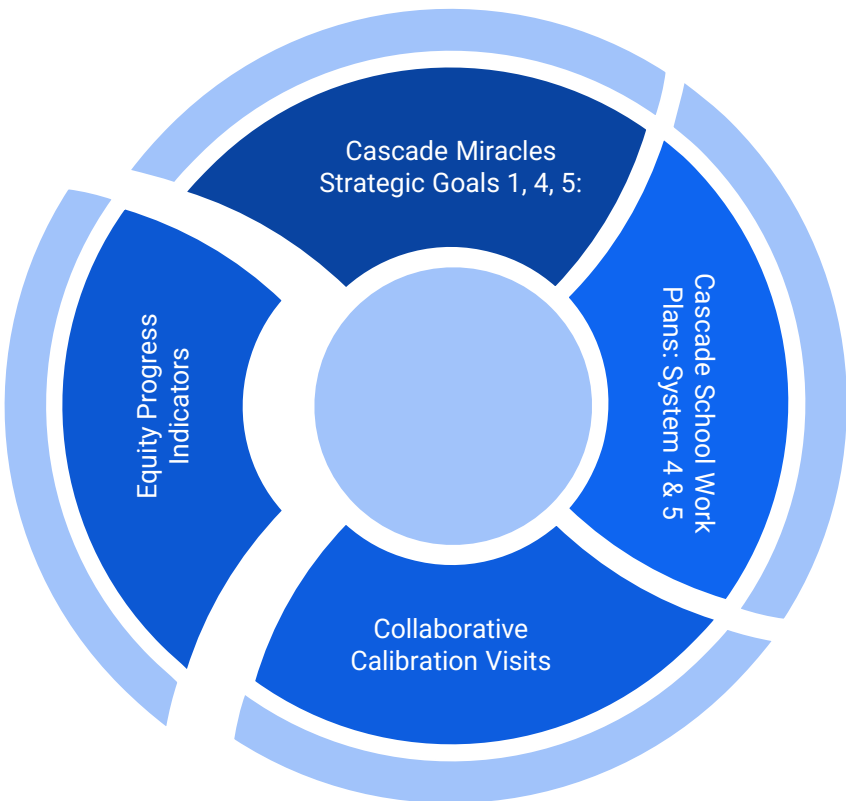


Collaborative Calibration Visits



- EOY average 2.3 for 18 sites
- Powerful practices have been identified at each of the campuses:
 - Intentional focus on our district priorities of PLC, ASC/MTSS and instructional planning has yielded exemplar artifacts across the schools
 - Additional resources (interventionists, coaches, FACE liaisons) associated with meeting students individual social-emotional and academic needs are yielding positive outcomes across the schools

Equity Progress Indicators



Equity Progress Indicators

- Our commitment to continuous improvement for progress monitoring the learning outcomes and influences towards changing the disproportionate predictability of race
- A formative look at the indicators from the ISBE Equity Journey Continuum



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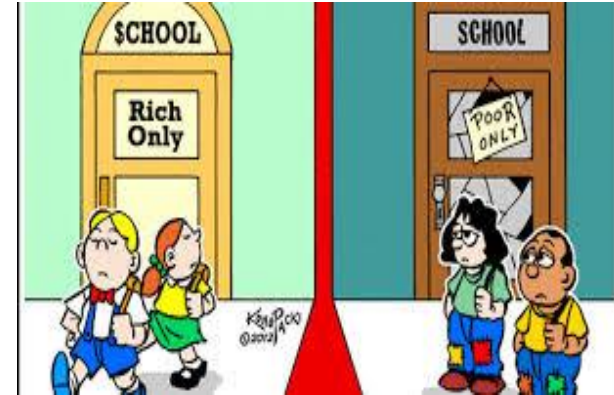
SY23 EQUITY PROGRESS INDICATOR REPORT

Equity Progress Indicators' Rationale



Purpose: to outline and describe academic achievement from the Strategic Goal 2 (data) equity lens and school work plan progress in System 2: Effective Use of Data. The Equity Progress Indicators align to the Equity Journey Continuum from the Illinois State Board of Education. They fall within three categories: elevating educators, learning environment, and student learning.

Goal: to ensure the District is disaggregating data that identifies themes of inequity and developing actions that support student achievement and district well-being using the performance measures and key indicators.



"Each individual has the opportunity, even an obligation, to attempt to make a difference on the micro level and bring about change in the racial dynamics of the United States, one person at a time" (Multicultural Education, 2020).

Focus Areas for Alignment



1. Elevating Educators

- Teacher Demographics
- Teacher Education
- Administrator Demographics
- Beyond Diversity Training
- Crisis Prevention Training

2. Learning Environment

- Reduction in Exclusionary Discipline Practices (ie. Suspensions)
- Decrease in Discipline Referrals
- Climate Surveys (5Es)
- Panorama Data (District level)

3. Student Learning

- Students Meeting/Exceeding MAP Foundational Skills (Fall-Winter-Spring)
- Students in the First Quartile in MAP Reading and Math
- Students' MAP Projected Growth Goals Met
- Students' MAP Projected Growth Goals Met by Race
- Exceptional MAP Growth Goals Met by School & Grade in Reading and Math
- Percentage Projected Proficiency on IAR in Reading and Math
- Percentage Projected Proficiency on IAR in Reading and Math by Race
- ASC MAP Average Observed Growth by Points Fall-Winter-Spring by School & Race in Reading and Math
- AVID MAP Baseline Data (EOY Growth)
- Students Meeting/Exceeding Performance Level on IAR in Reading and Math
- Students Meeting/Exceeding Performance Level on IAR by Race, Free and Reduced Lunch, Emerging Bilingual, Individual Education Services
- Students Meeting/Exceeding Performance Level on DLM-AA in Reading and Math
- Students Meeting/Exceeding Performance Level on DLM-AA by Race, Free and Reduced Lunch, Emerging Bilingual, Individual Education Services
- Students Meeting/Exceeding Proficiency Levels on ACCESS

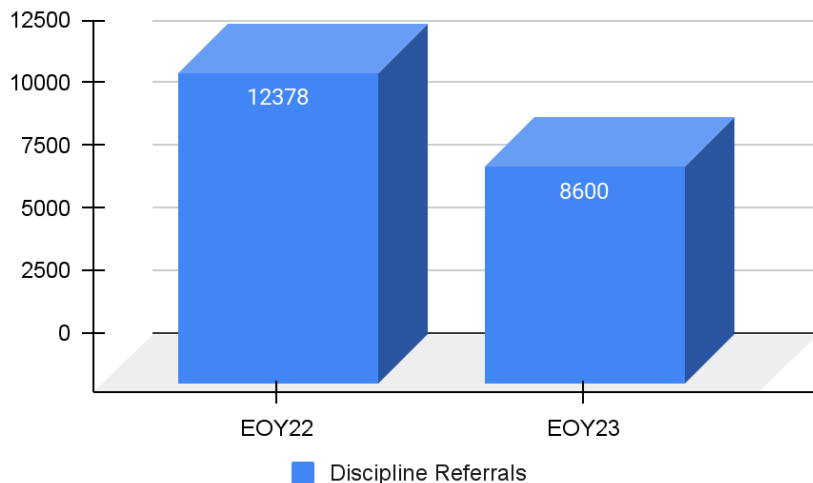
Learning Environment



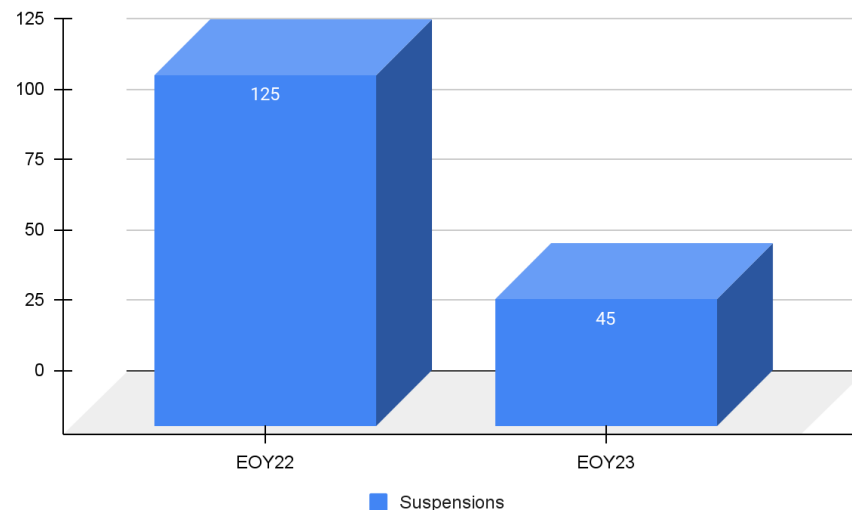
Learning Environment



Discipline Referrals



Exclusionary Discipline Practices (ie. Suspensions)



EOY23 discipline referrals are as of 5/19/23 and EOY23 suspensions are as of 5/24/23. Suspensions have decreased significantly because of increased implementation of restorative practices across the district.

Student Learning



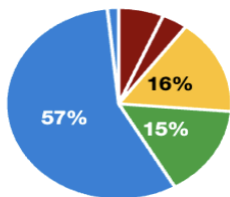
Kindergarten Foundational Skills



Spring 2021-2022

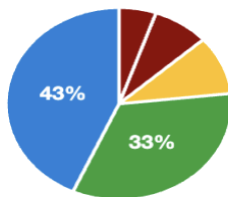
DECODING

Phonological Awareness ?



- Level 0: 6%
- Level 1: 4%
- Level 2: 16%
- Level 3: 15%
- Level 4: 57%
- Level 5: 2%

Phonics / Word Recognition ?

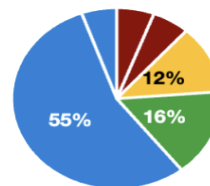


- Level 0: 5%
- Level 1: 8%
- Level 2: 10%
- Level 3: 33%
- Level 4: 43%
- Level 5: 0%

Spring 2022-2023

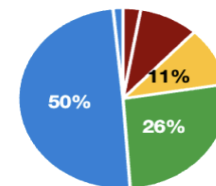
DECODING

Phonological Awareness ?



- Level 0: 6%
- Level 1: 6%
- Level 2: 12%
- Level 3: 16%
- Level 4: 55%
- Level 5: 2%

Phonics / Word Recognition ?



- Level 0: 3%
- Level 1: 9%
- Level 2: 11%
- Level 3: 26%
- Level 4: 50%
- Level 5: 2%

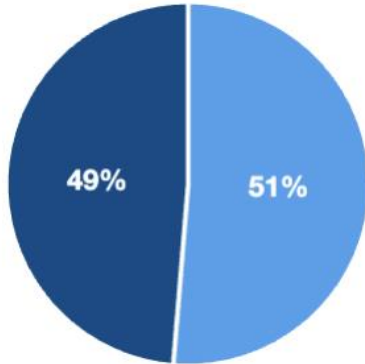
First Grade Oral Reading VS Foundational Skills



Spring 2021-2022

Benchmark Summary

458 student results

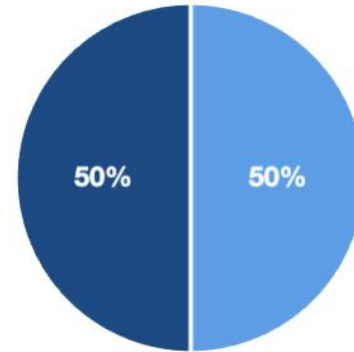


- 235 students have Foundational Skills scores
- 223 students have Oral Reading scores

Spring 2022-2023

Benchmark Summary

564 student results

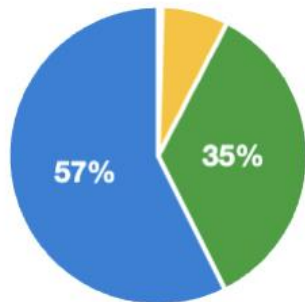


- 282 students have Foundational Skills scores
- 282 students have Oral Reading scores

First Grade Oral Reading Rate



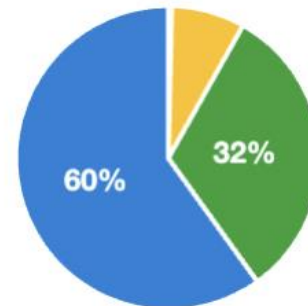
Spring 2021-2022



- 0% of Students
- 0% of Students
- 7% of Students
- 35% of Students
- 57% of Students

E Exceeds
M Meets
A Approaching
B Below

Spring 2022-2023



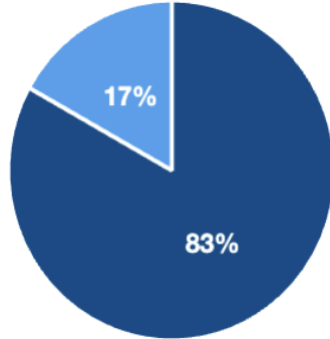
- 0% of Students
- 0% of Students
- 8% of Students
- 32% of Students
- 60% of Students

2nd Grade: Oral Reading VS Foundational Skills



Spring 2021-2022

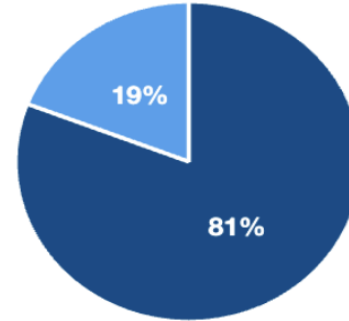
597 student results



- 496 students have Oral Reading scores
- 101 students have Foundational Skills scores

Spring 2022-2023

523 student results

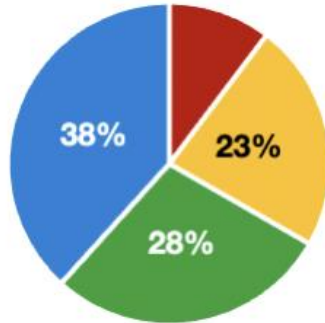


- 423 students have Oral Reading scores
- 100 students have Foundational Skills scores

2nd Grade: Oral Reading Rate



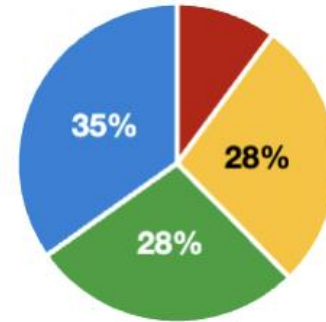
Spring 2021-2022



- 0% of Students
- 10% of Students
- 23% of Students
- 28% of Students
- 38% of Students

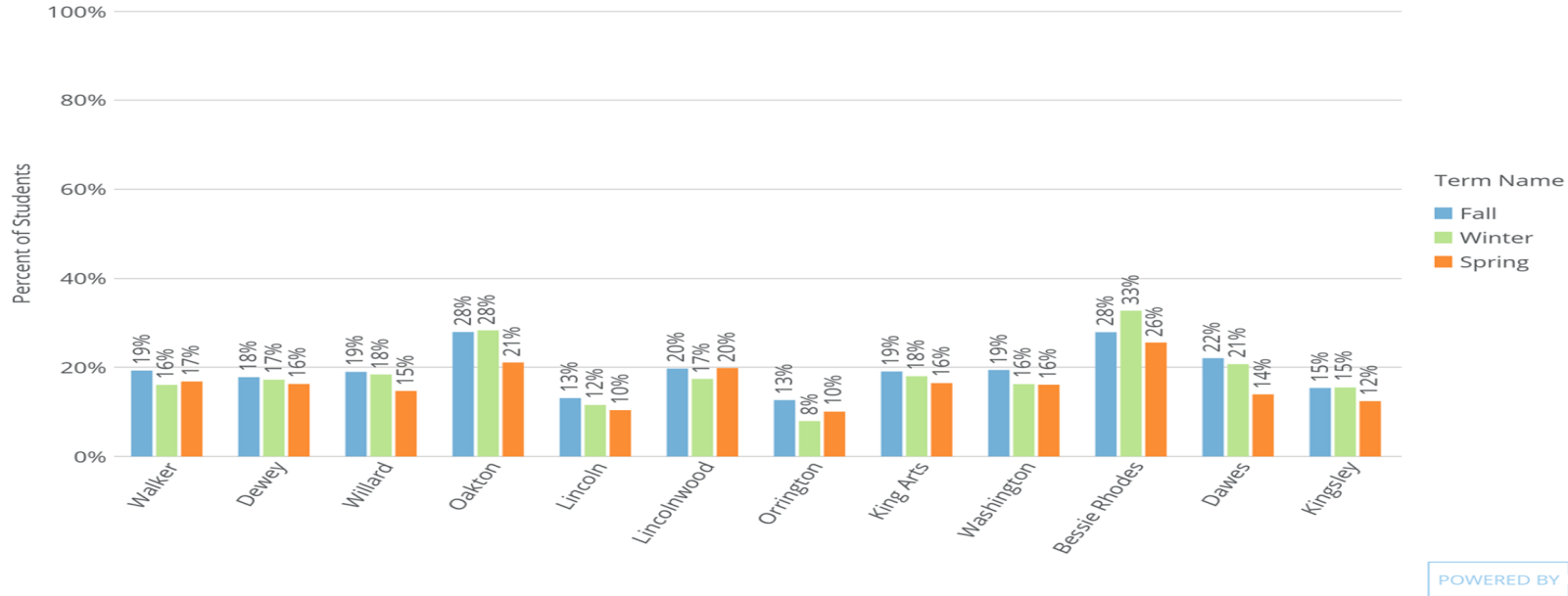
- E Exceeds
- M Meets
- A Approaching
- B Below

Spring 2022-2023



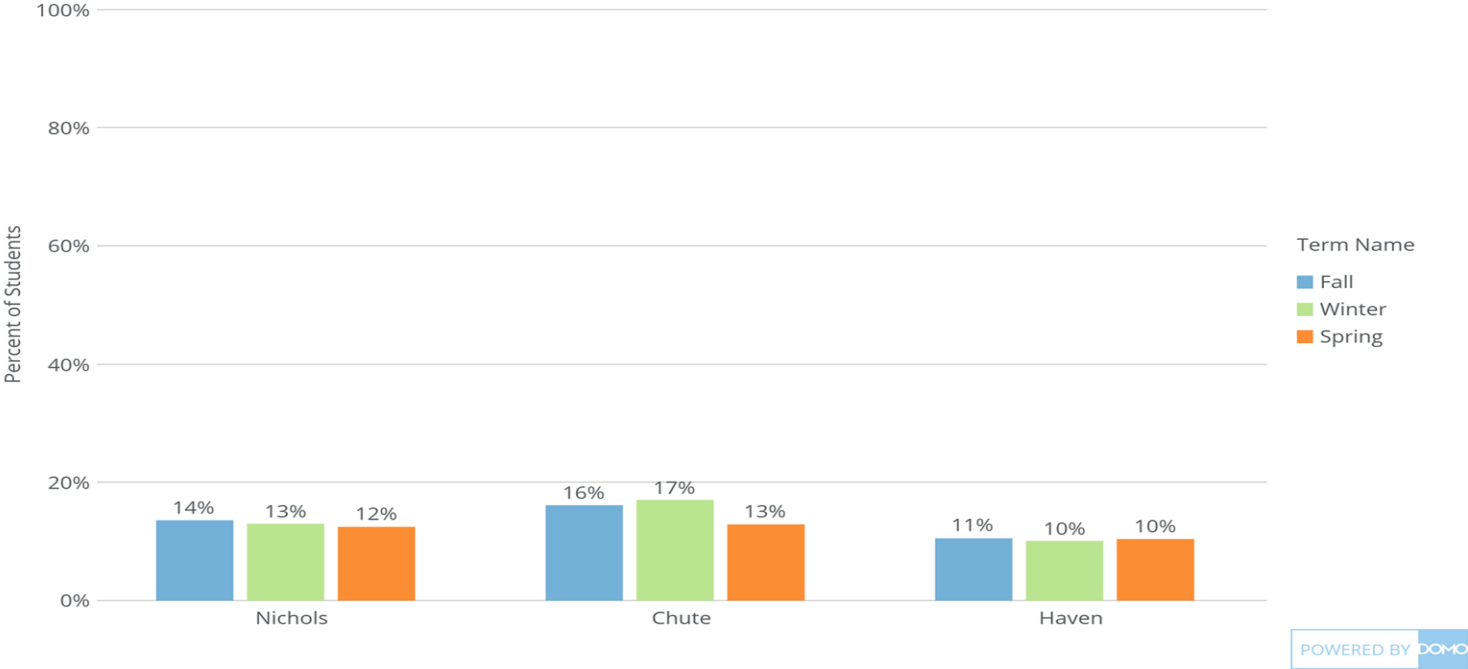
- 0% of Students
- 10% of Students
- 28% of Students
- 28% of Students
- 35% of Students

Percentage of Students in First Quartile by School-Reading (Elementary School)



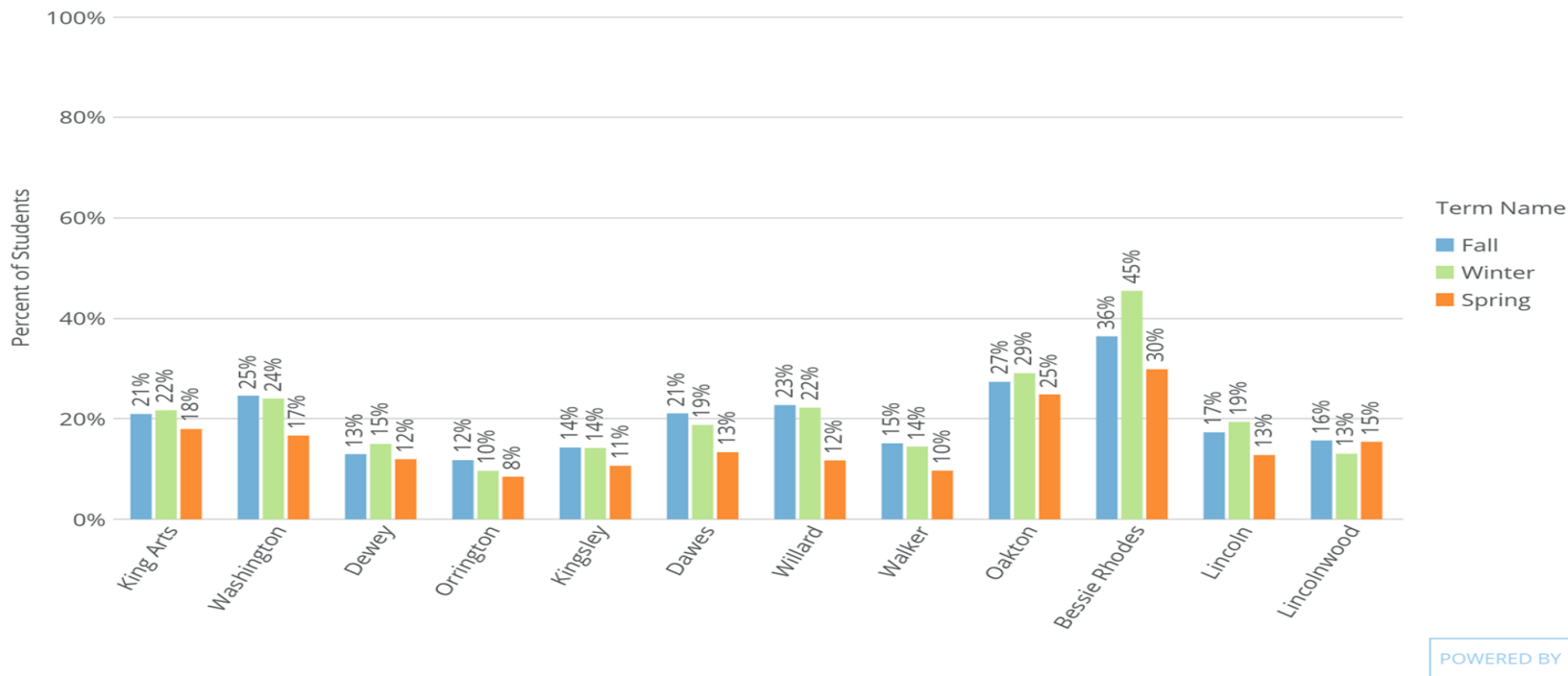
Decline: 8 schools
Stagnation: 1 school
Increase: 3 schools

Percentage of Students in First Quartile by School-Reading (Middle School)



Decline: 2 schools
Stagnation: 1 schools
Increase: 0 schools

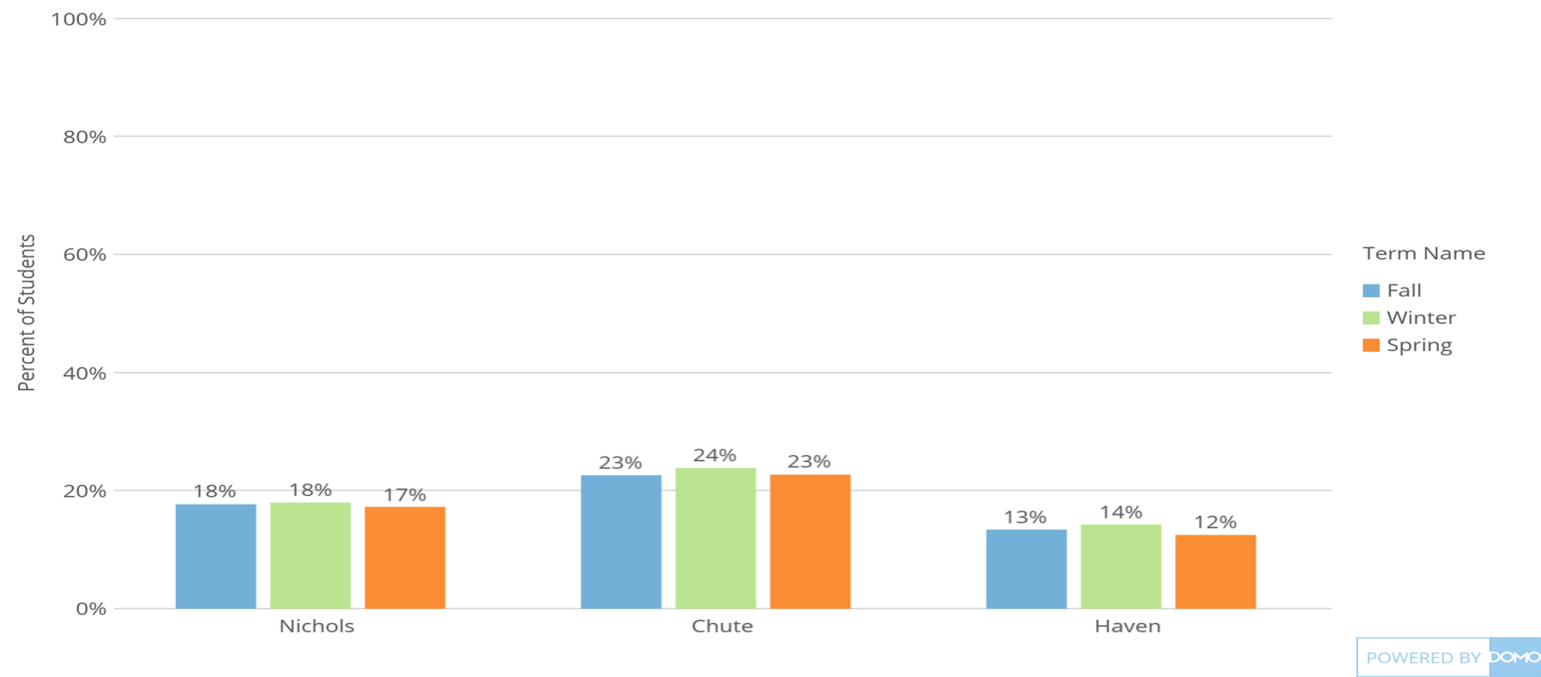
Percentage of Students in First Quartile by School-Math (Elementary School)



Decline: all schools

POWERED BY DOMO

Percentage of Students in First Quartile by School-Math (Middle School)

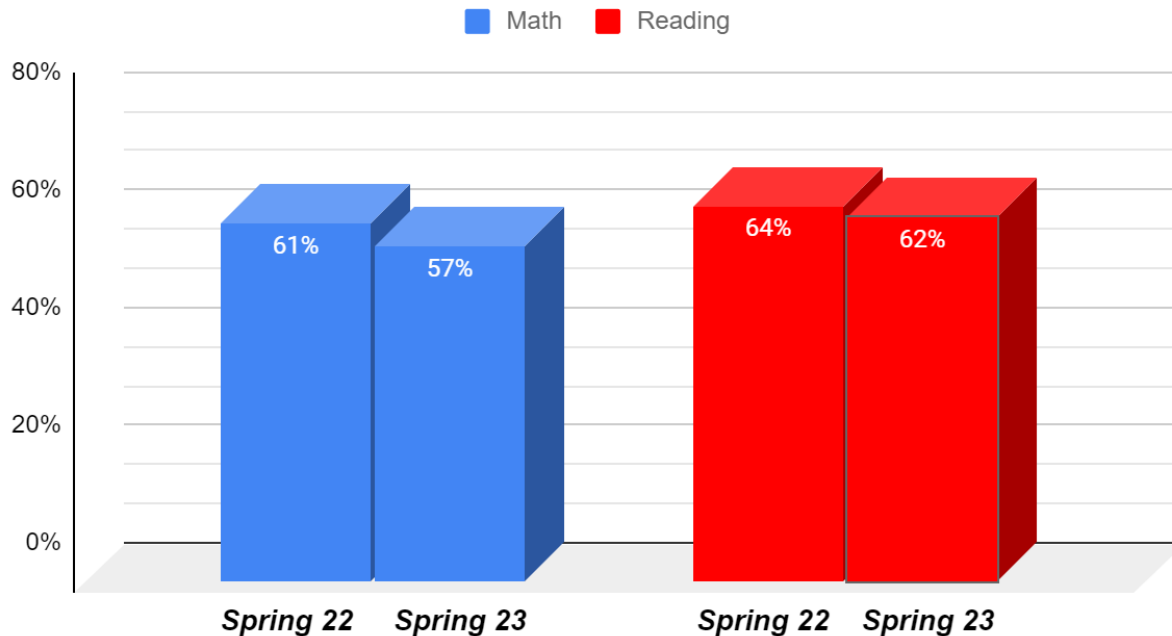


Decline: 3 schools
Stagnation: 0 schools
Increase: 0 schools

Students Growth Goals Met



Student Growth Goals Met



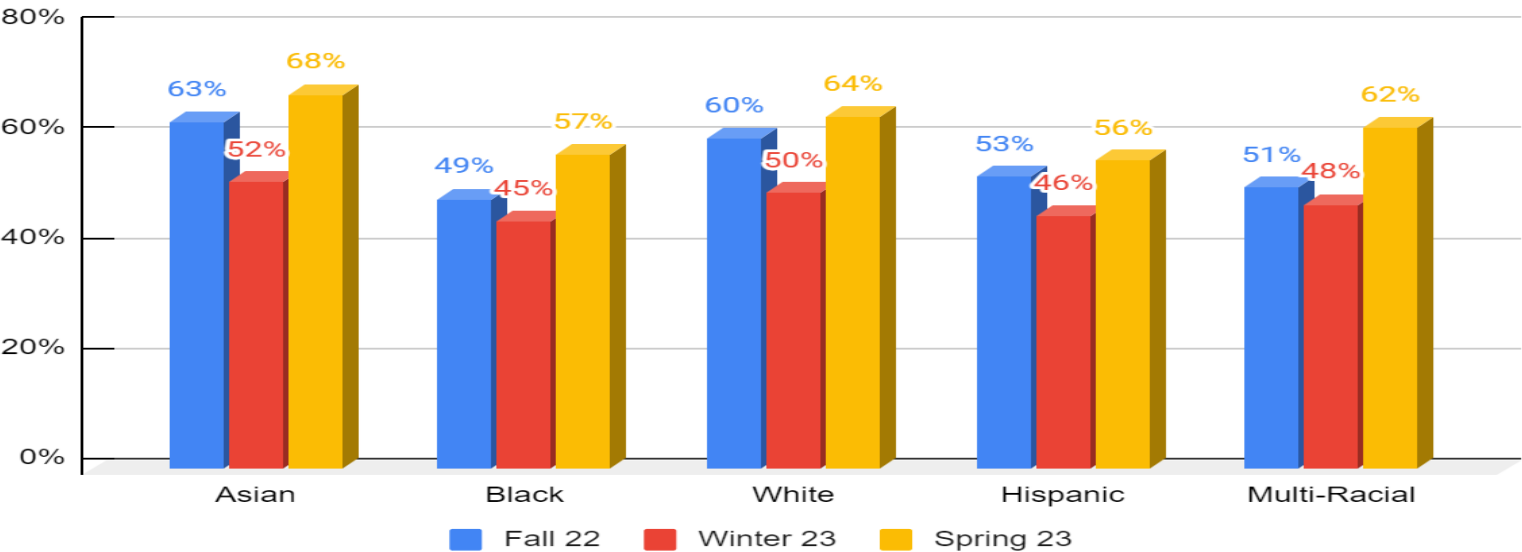
Decline in reading by 2%
Decline in math by 4%

Student Growth Goals Met by Race



All Students

MAP-Math

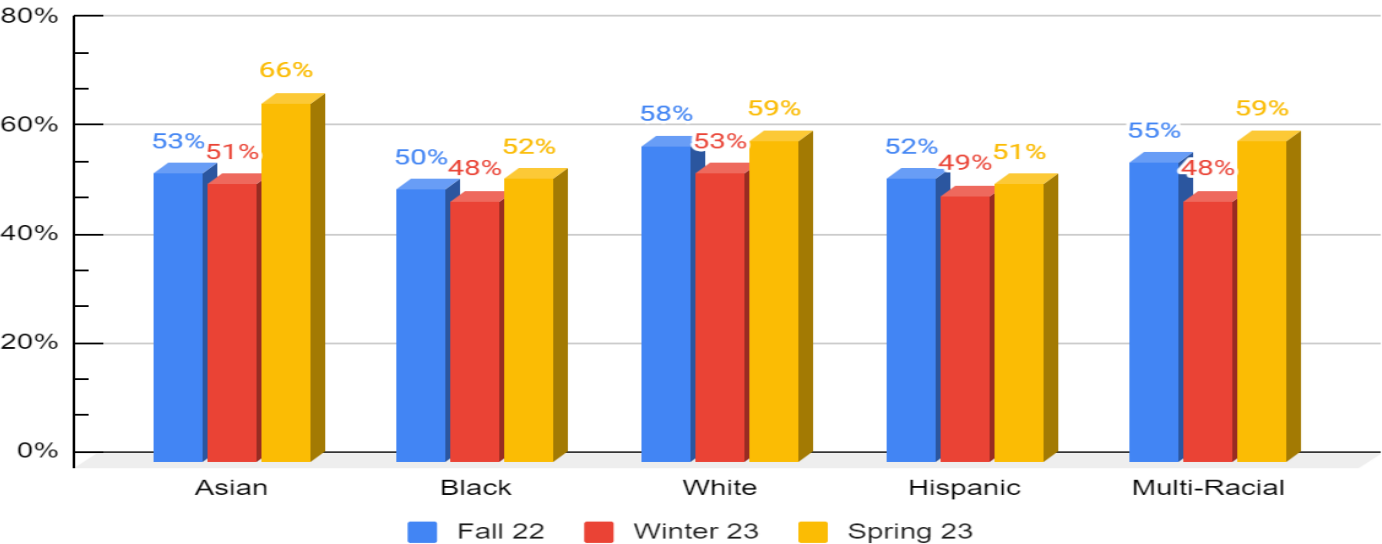


Student Growth Goals Met by Race



All Students

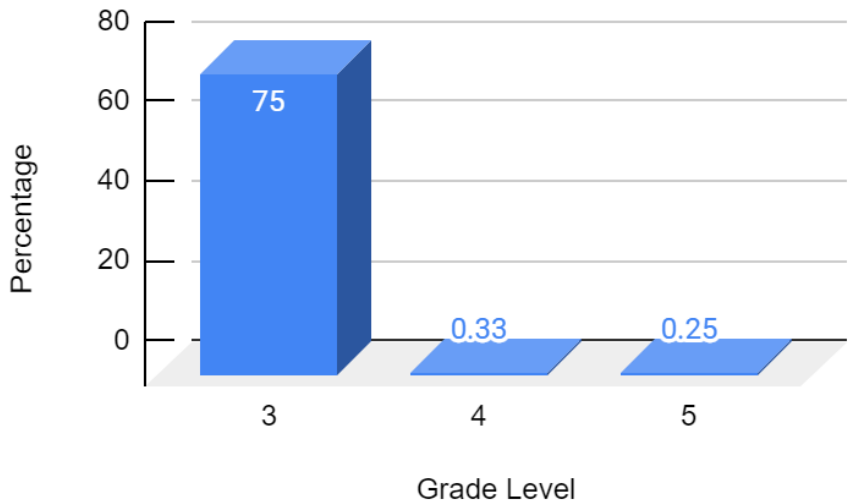
MAP-READING



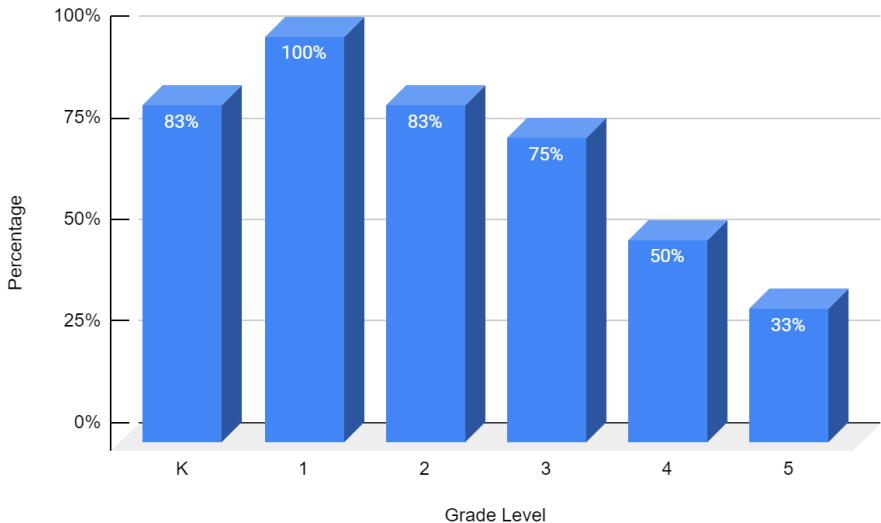
Exceptional Growth Goals Met by School & Grade



Reading



Math

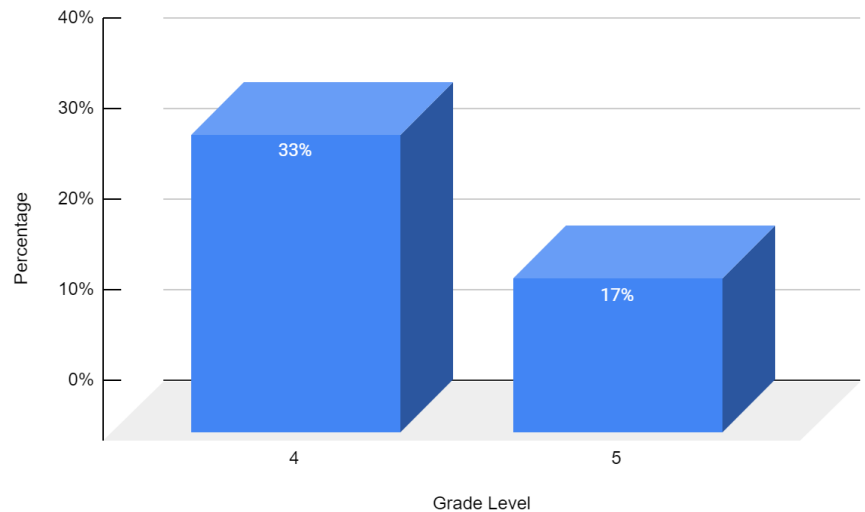


*Percentages

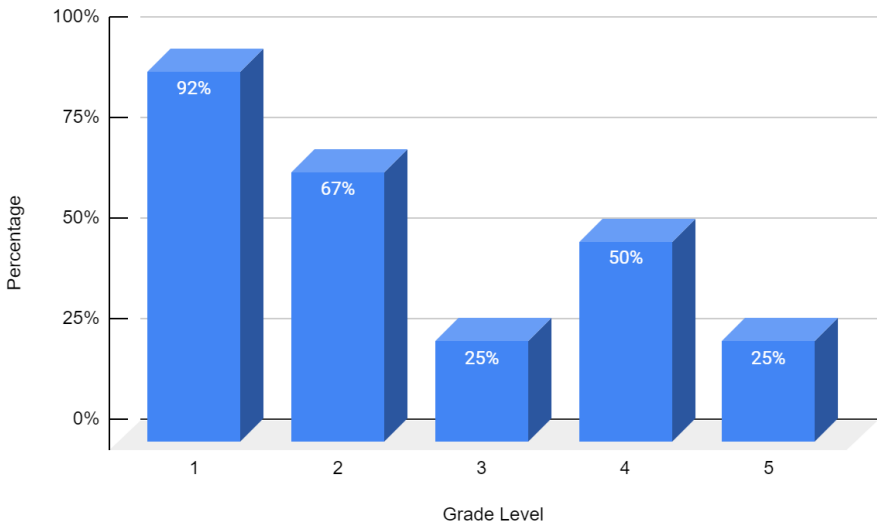
Exceptional Growth Goals Met by School & Grade



Reading



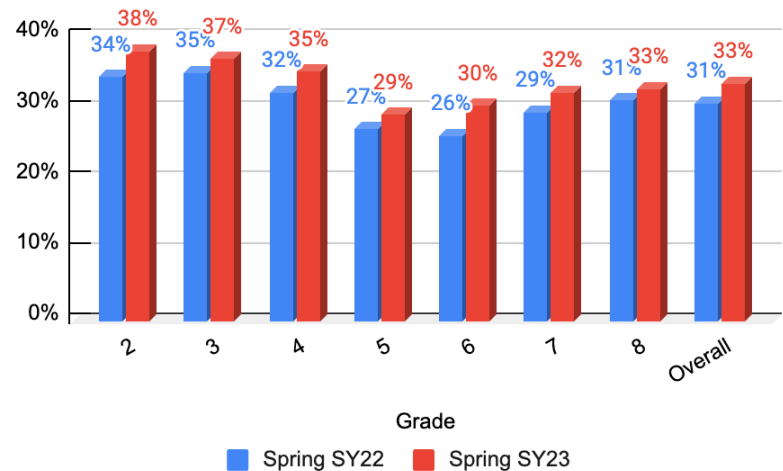
Math



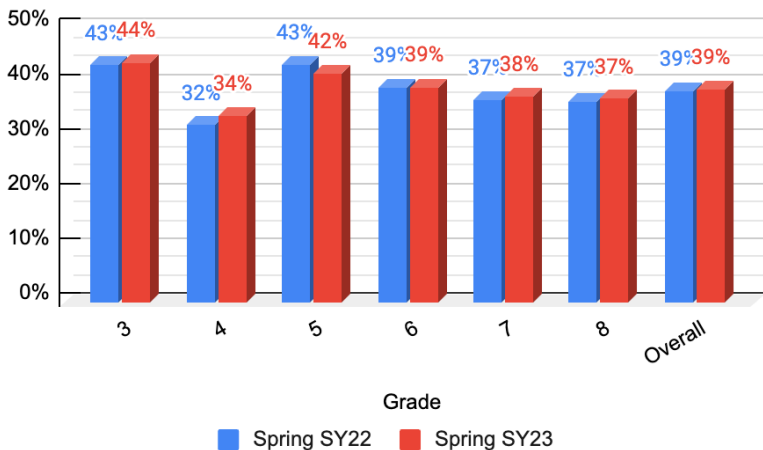
Student Learning-Percentage Projected Proficiency on IAR



Math

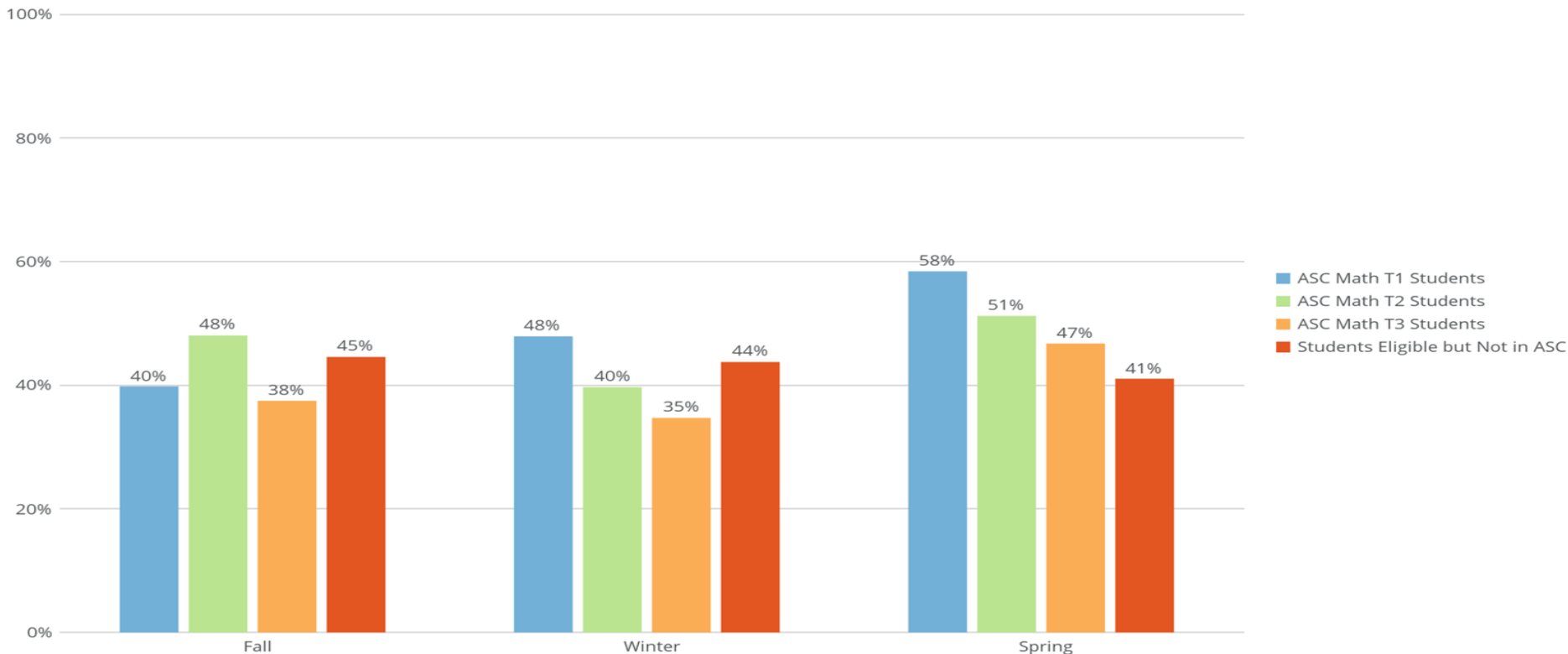


Reading

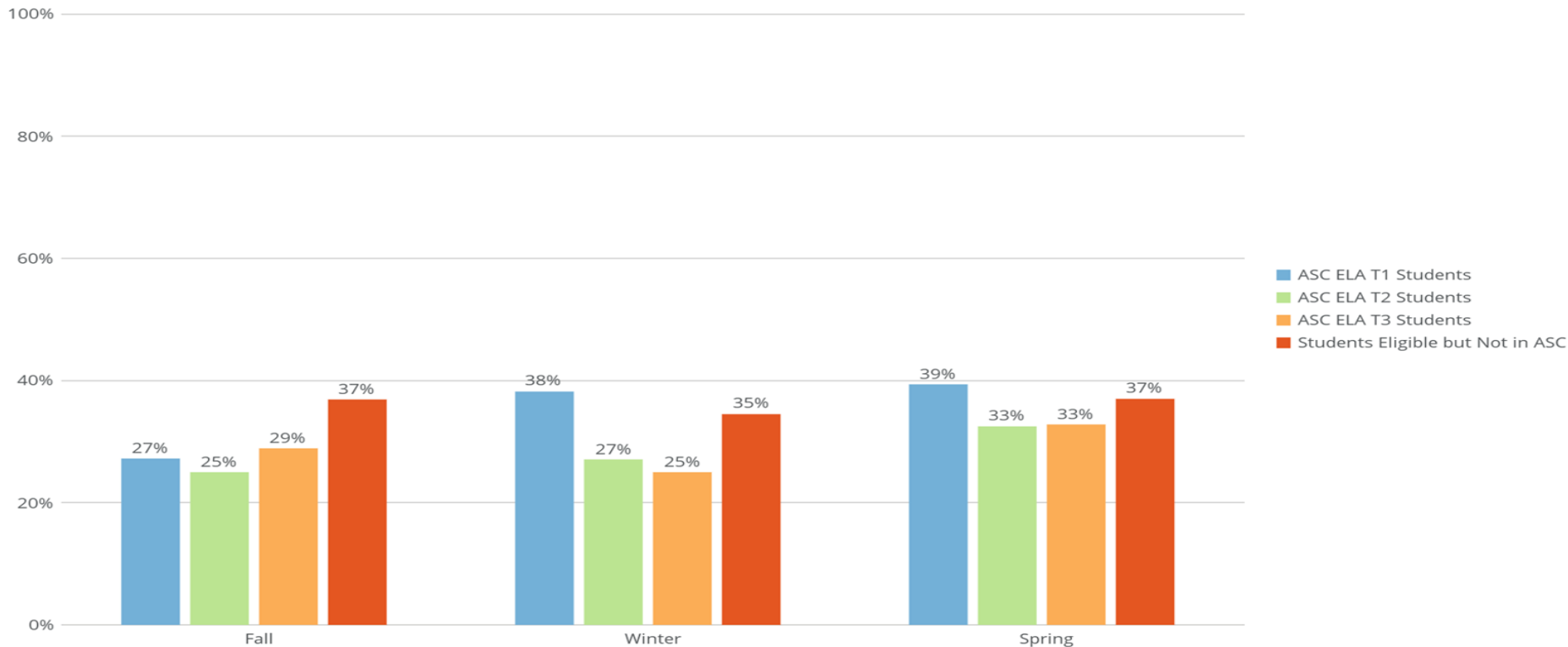


There was an increase overall of 2% from spring last year to this year in math. There is no change overall from spring last year to this year in reading.

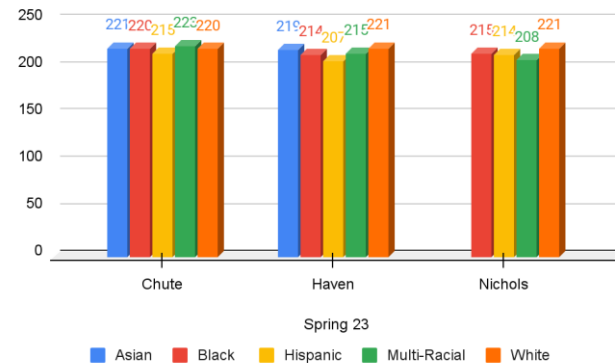
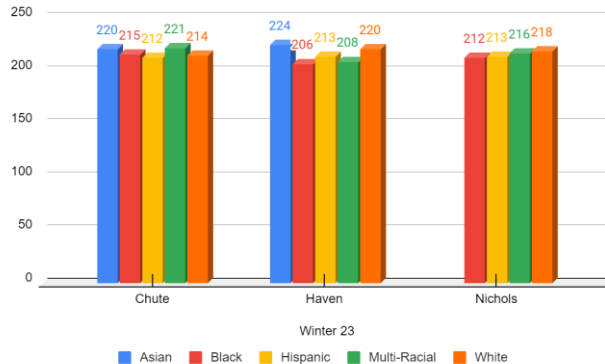
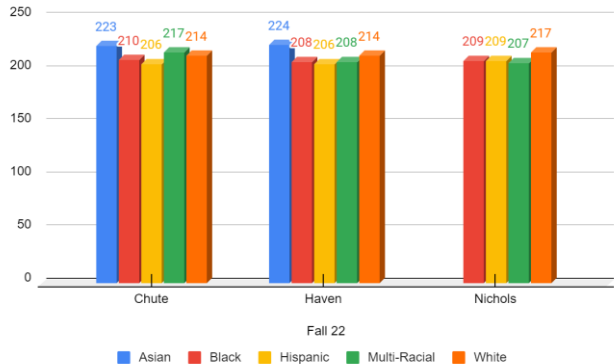
ASC Students vs. ASC Eligible on MAP Making Expected Gains-Math



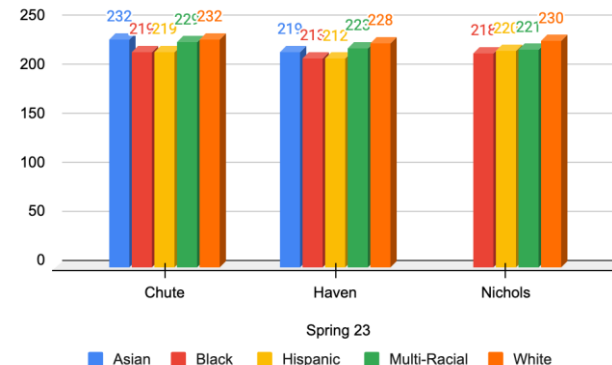
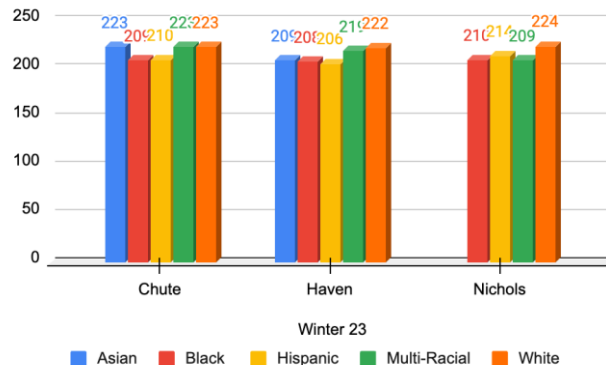
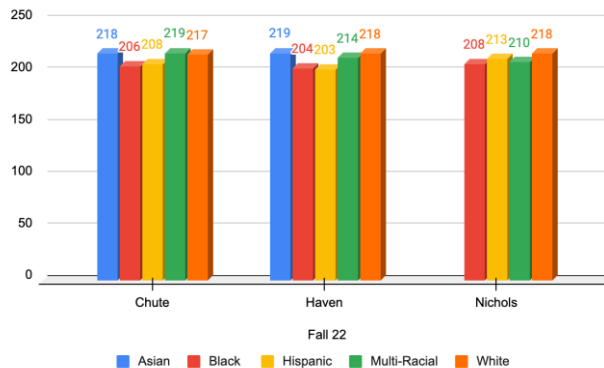
ASC Students vs. ASC Eligible on MAP Making Expected Gains-Reading



AVID Average RIT Scores-Reading



AVID Average RIT Scores-Math



Summary



- Reading MAP scores in the 1st Quartile decreased in 12 out of 12 elementary schools.
- Math MAP scores in the 1st Quartile decreased in 8 out of the 12 elementary schools.
- Math MAP scores increased among all races ranging from an increase of 8%-11%.
- ASC Tutor Program continues to show positive impact as an intervention resource for addressing learning loss.
- Restorative practices continue to show positive impact on reducing student infractions.
- 5Essentials results reflect improvement in all components except “supportive environment” moving the district from moderately organized to organized this year.

Questions

