



**EVANSTON/SKOKIE**  
**SCHOOL DISTRICT 65**

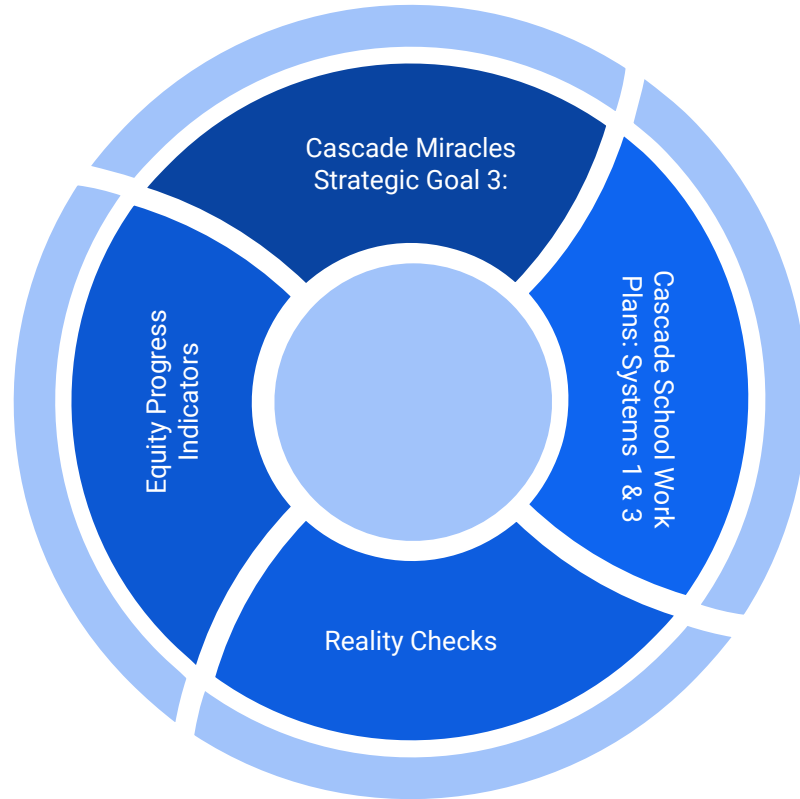
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Every Child, Every Day, Whatever it Takes

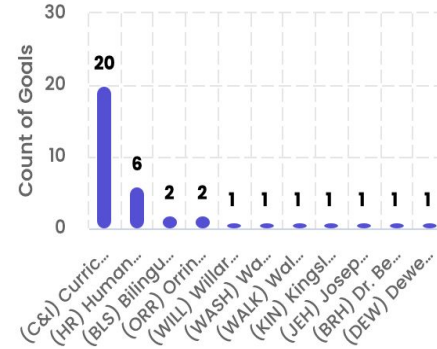
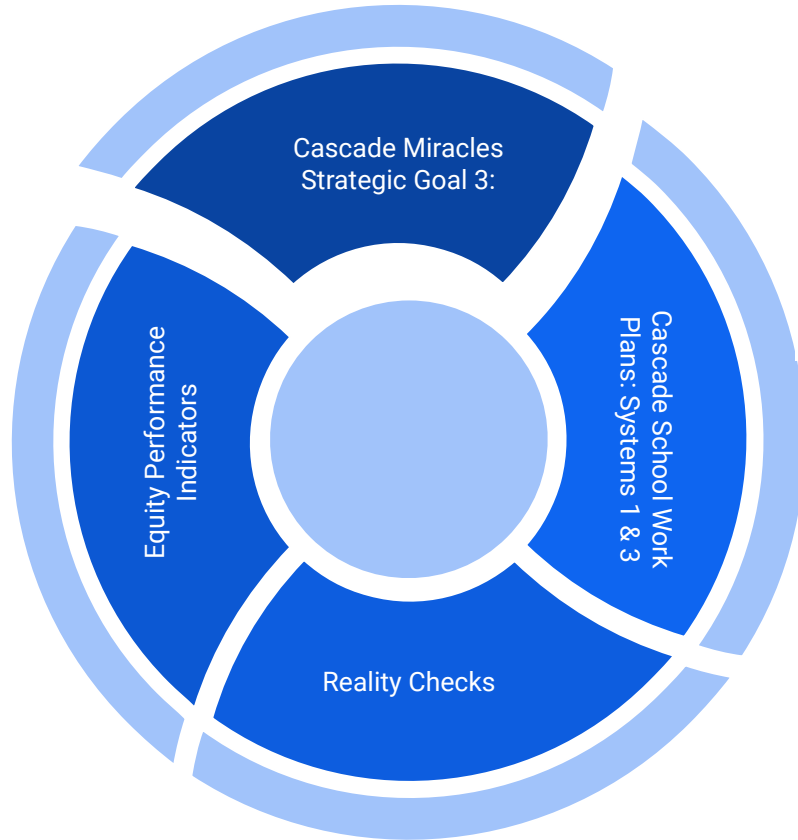
# Strategic Plan Update

## February 13, 2023

# MOY Progress Monitoring in Action

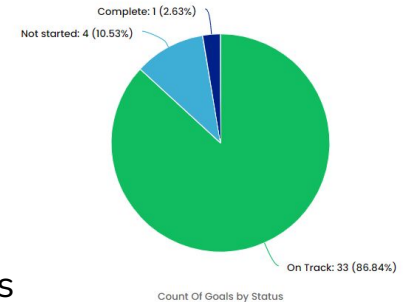


- M.I.R.A.C.L.E.S = District work plans aligned to Strategic Goal #3
- School Work Plans = school priorities aligned to Systems 1 and 3
- Reality Checks
- Equity Progress Indicators



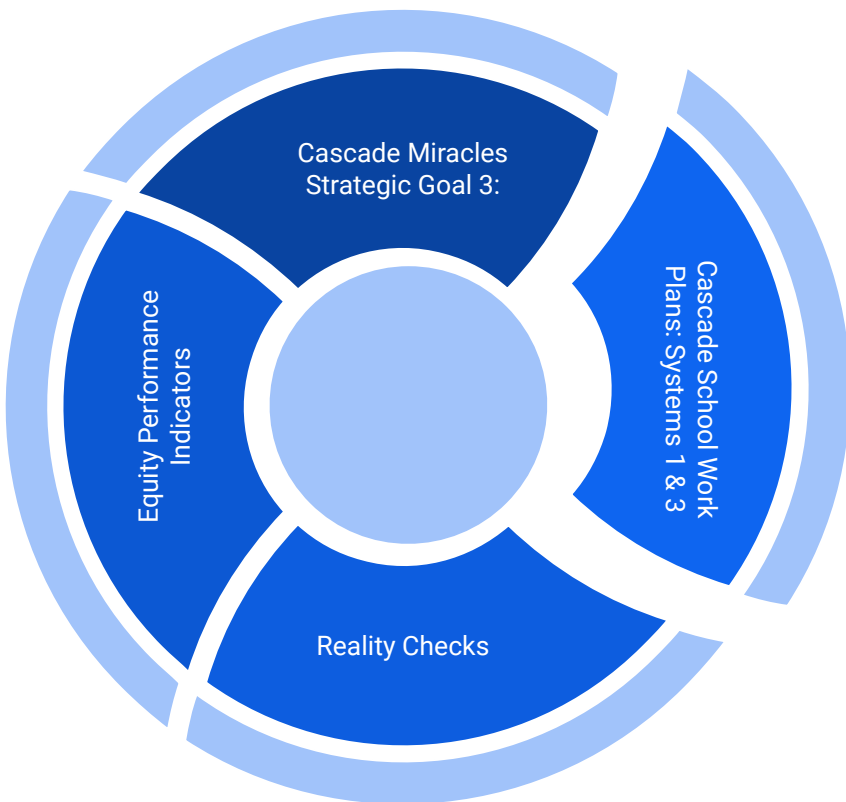
Smartie Goals by Department

Strategic Goal 3: Count of Smartie Goals By Status

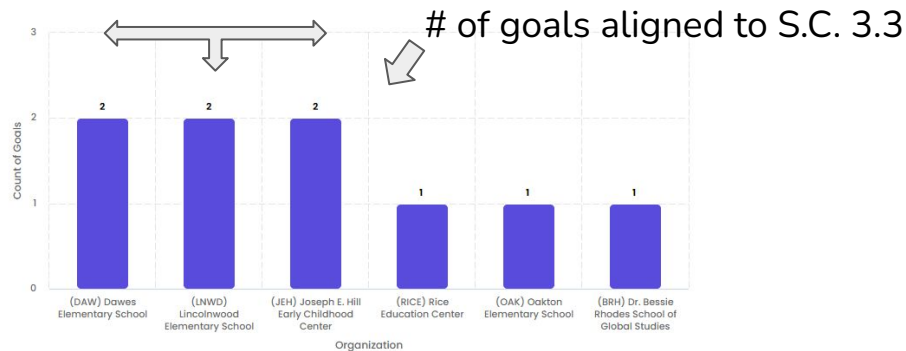


Smartie Goals by Status

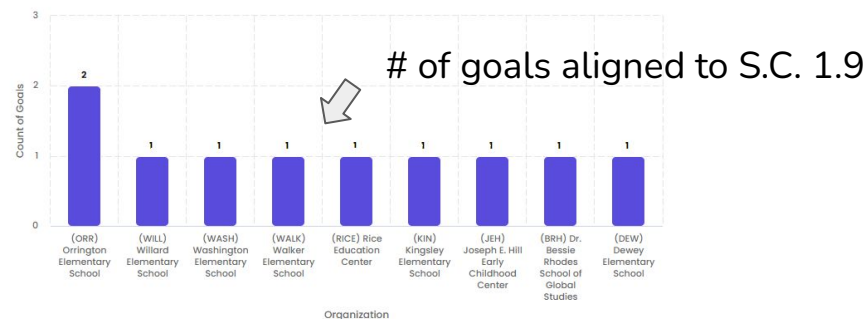
# School Work Plans

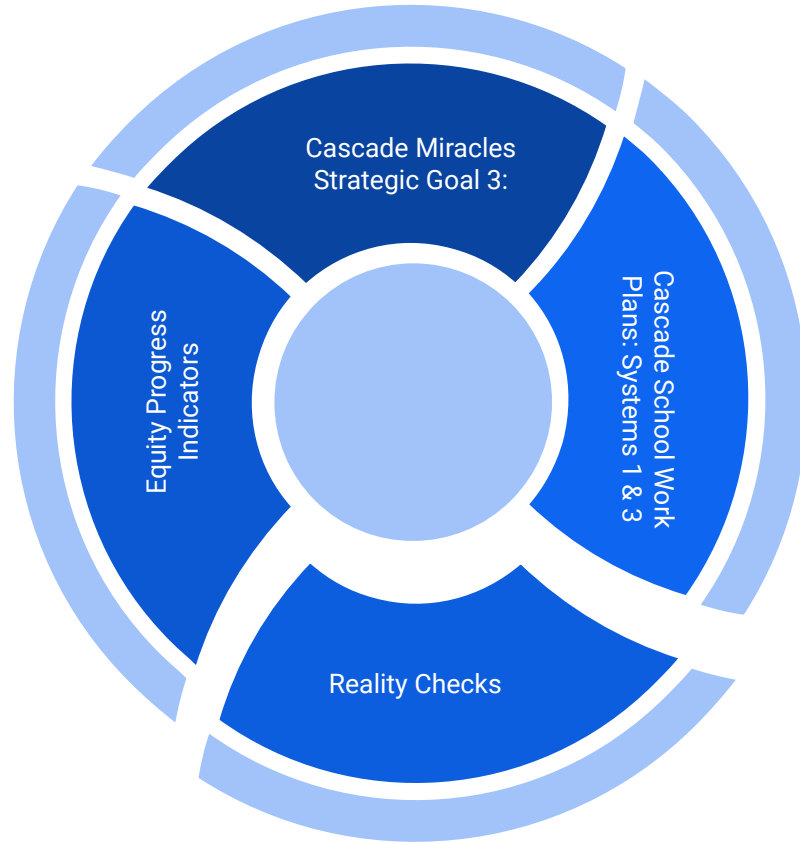


System 3: Smartie Goal Alignment



System 1: Smartie Goal Alignment

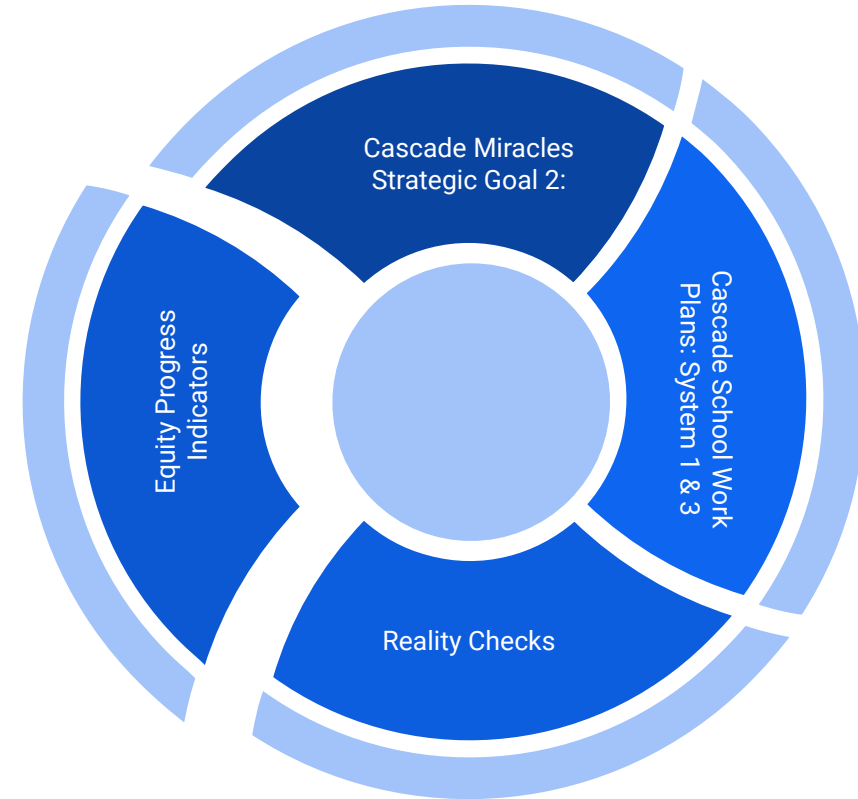




## Reality Checks

- 100% of all schools participated in an in-person or remote dialogue about Winter 2023 data
- Informal feedback from our internal survey of school leaders and district administrators provides opportunities to continuously improve the process and quality of information

# 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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Every Child, Every Day, Whatever it Takes

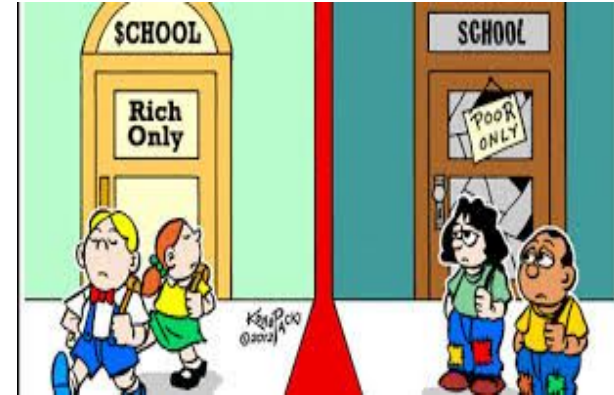
# SY23 EQUITY PROGRESS INDICATOR REPORT

# 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
- Panorama Data

## 3. Student Learning

- Students Meeting/Exceeding MAP Foundational Skills
- 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
- ASC MAP Average Observed Growth by Points Fall to Winter by School & Race in Reading and Math
- AVIS MAP Baseline Data
- Students Meeting/Exceeding College Readiness Benchmarks in Reading and Math by Grade Level
- Students Meeting/Exceeding College Readiness Benchmarks by Race
- 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

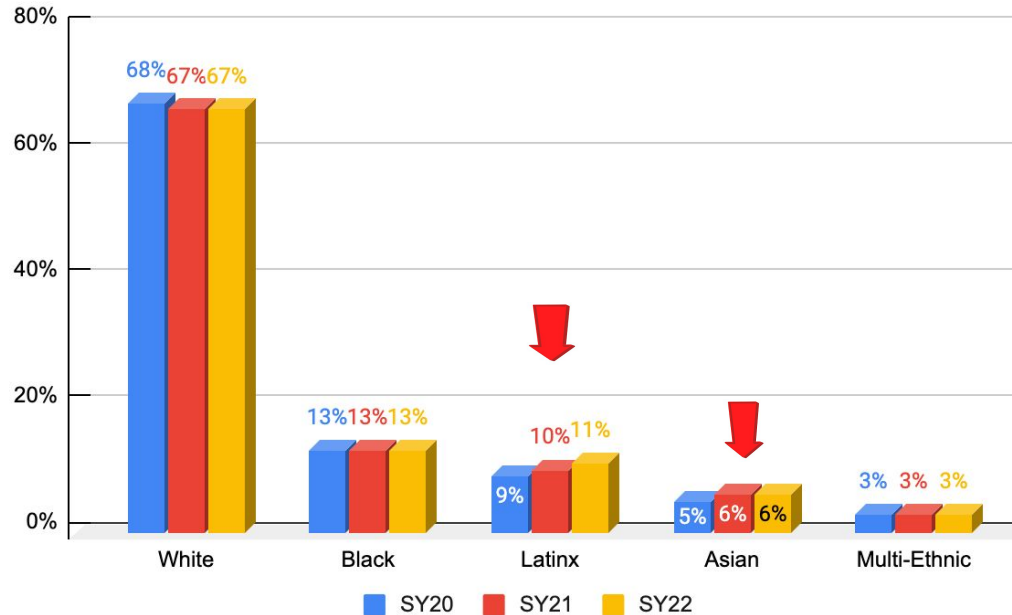
# Elevating Educators



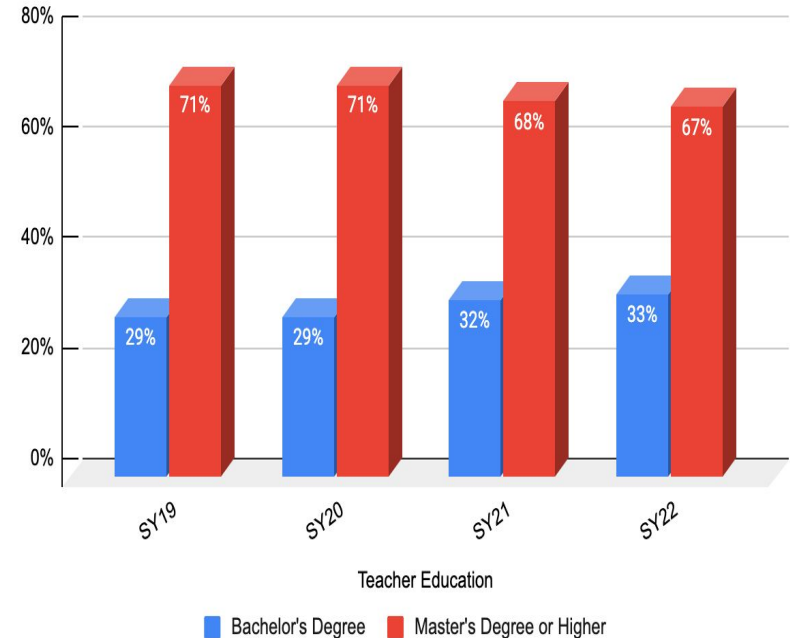
# Elevating Educators



## Teachers by Race



## Teacher Education

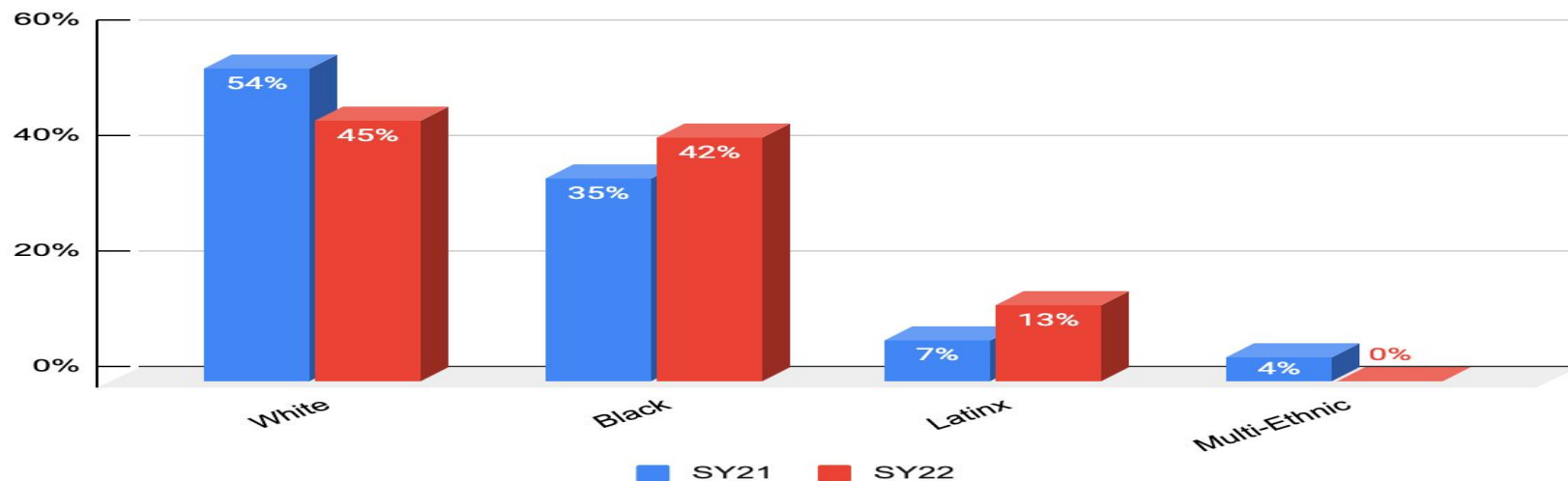


We're excited to report that we've increased diversity among our educators by 2% among our Latinx and 1% in our Asian demographics through initiatives such as CREATE 65 and others that have enabled us to diversify our teaching force.

# Elevating Educators



Administrator Demographics

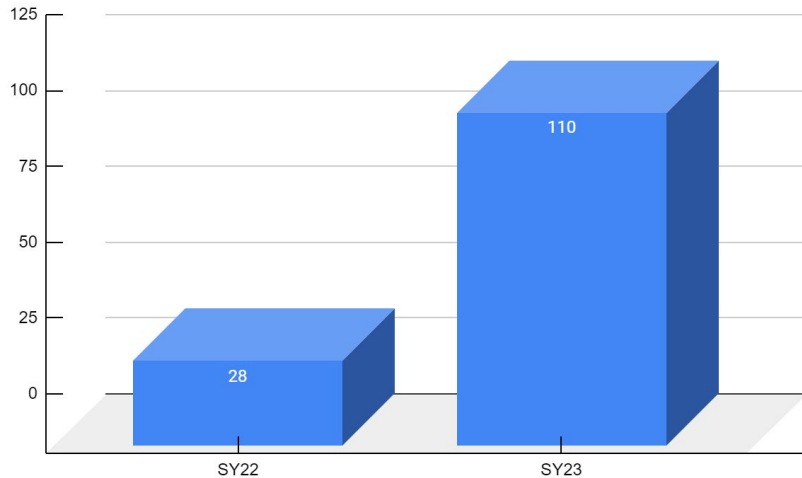


Source: ISBE School Report Card

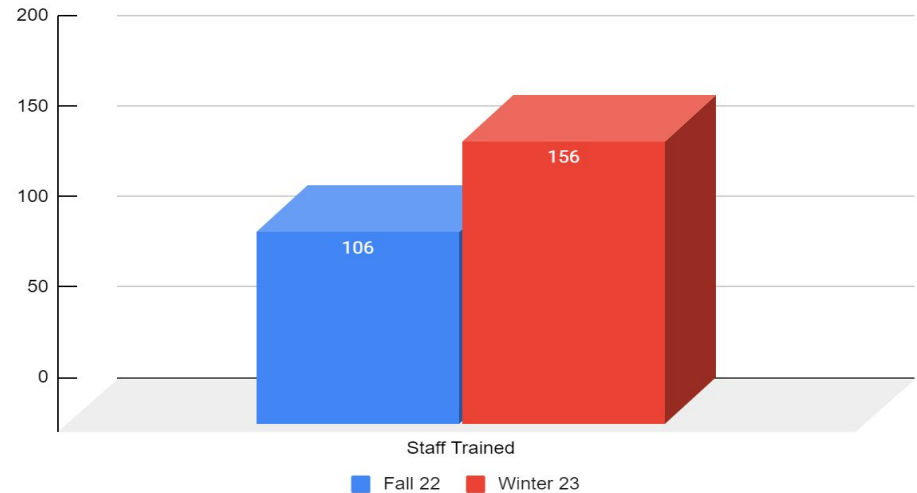
# Elevating Educators



## Crisis Prevention Trained Staff



## Beyond Diversity Trained Staff SY23



There is an increase of 82 more staff members trained in CPI this year vs. last year. 50 more staff have been trained in Beyond Diversity since our fall reporting this year.

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

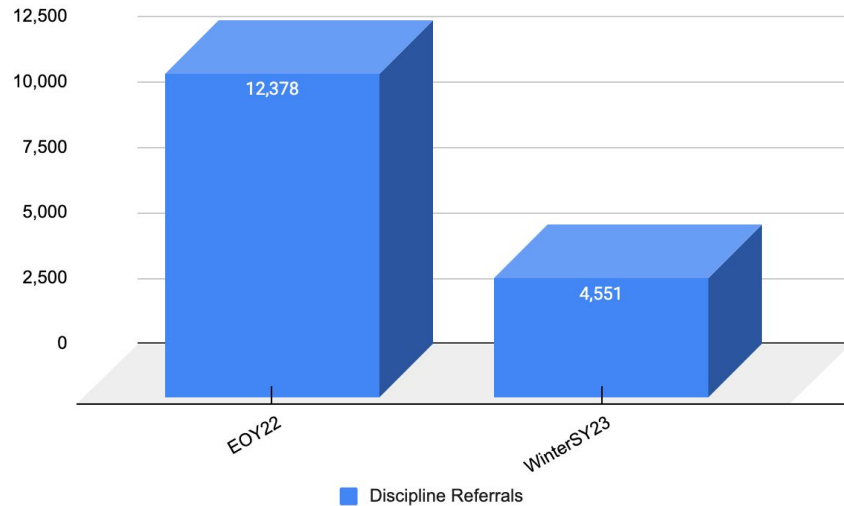
# Learning Environment



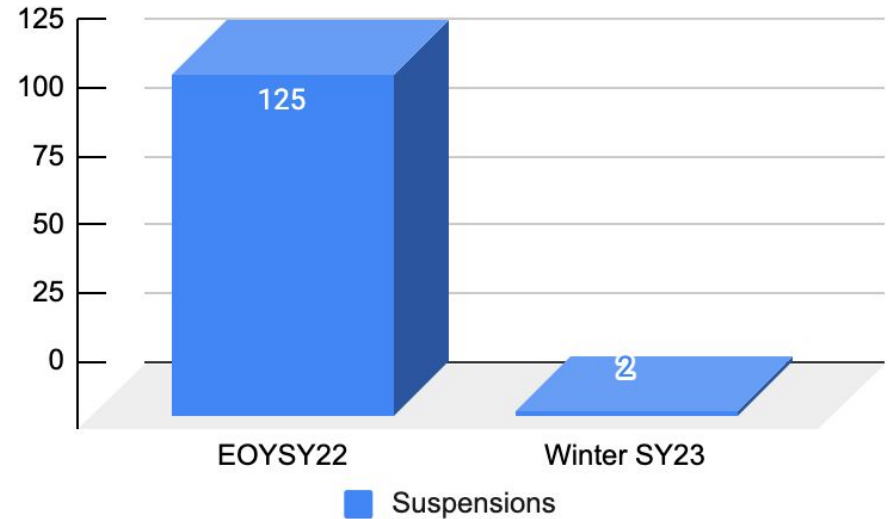
# Learning Environment



Discipline Referrals



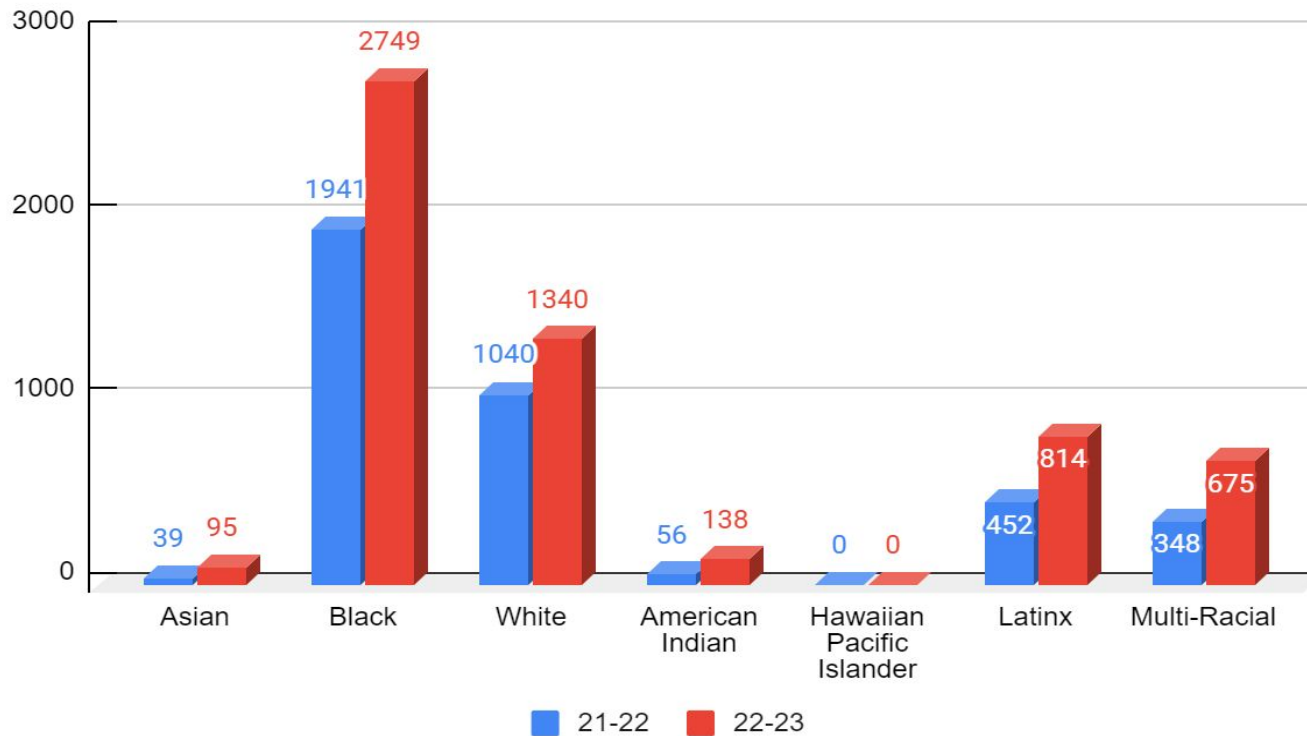
Exclusionary Discipline Practices (ie. Suspensions)



Suspension and referral timeline is August through January 30th of each year. Suspensions have decreased significantly this year because of increased implementation of restorative practices across the district.

Source: Branching Minds

# Learning Environment-Discipline Referrals by Race



# Student Learning



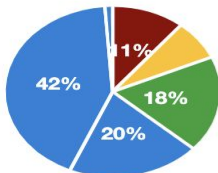
# Kindergarten Foundational Skills



Winter 2021-2022

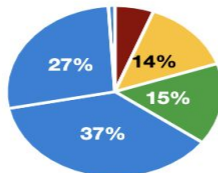
## DECODING

Phonological Awareness ?



- Level 0: 11%
- Level 1: 8%
- Level 2: 18%
- Level 3: 20%
- Level 4: 42%
- Level 5: 1%

Phonics / Word Recognition ?

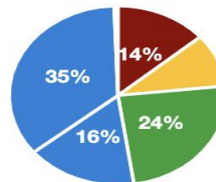


- Level 0: 6%
- Level 1: 14%
- Level 2: 15%
- Level 3: 37%
- Level 4: 27%
- Level 5: 1%

Winter 2022-2023

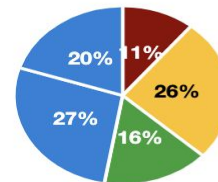
## DECODING

Phonological Awareness ?



- Level 0: 14%
- Level 1: 10%
- Level 2: 24%
- Level 3: 16%
- Level 4: 35%
- Level 5: 1%

Phonics / Word Recognition ?



- Level 0: 11%
- Level 1: 26%
- Level 2: 16%
- Level 3: 27%
- Level 4: 20%
- Level 5: 0%

Significant decrease in students “Meeting” or “Exceeding” in Phonics & Word Recognition (From 80% in Winter 2021-2022 to 63% in Winter 2022-2023) Phonological Awareness stayed relatively unchanged.

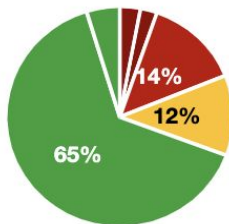
# First Grade Foundational Skills



Winter 2021-2022

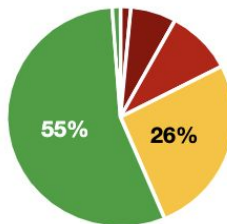
## DECODING

Phonological Awareness ?



- Level 0: 3%
- Level 1: 2%
- Level 2: 14%
- Level 3: 12%
- Level 4: 65%
- Level 5: 5%

Phonics / Word Recognition ?

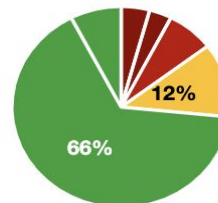


- Level 0: 1%
- Level 1: 6%
- Level 2: 9%
- Level 3: 26%
- Level 4: 55%
- Level 5: 1%

Winter 2022-2023

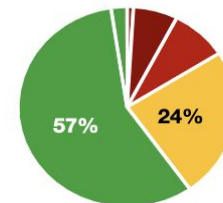
## DECODING

Phonological Awareness ?



- Level 0: 4%
- Level 1: 3%
- Level 2: 7%
- Level 3: 12%
- Level 4: 66%
- Level 5: 8%

Phonics / Word Recognition ?



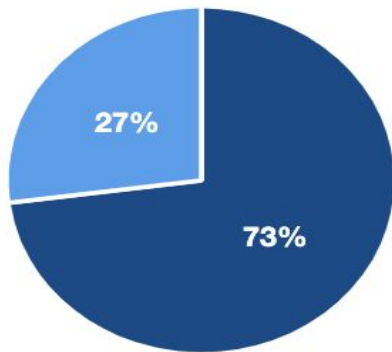
- Level 0: 1%
- Level 1: 7%
- Level 2: 8%
- Level 3: 24%
- Level 4: 57%
- Level 5: 2%

# 2nd Grade: Oral Reading VS Foundational Skills



Winter 2021-2022

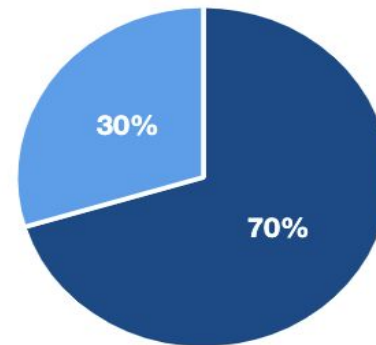
606 student results



- 442 students have Oral Reading scores
- 164 students have Foundational Skills scores

Winter 2022-2023

535 student results



- 376 students have Oral Reading scores
- 159 students have Foundational Skills scores

# Student Learning-MAP Foundational Skills



## Legend

No Expectation\*

Below Expectations

Approaching Expectations

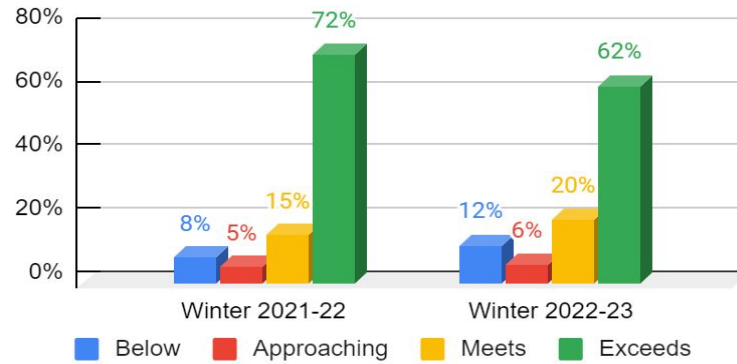
Meets Expectations

Exceeds Expectations

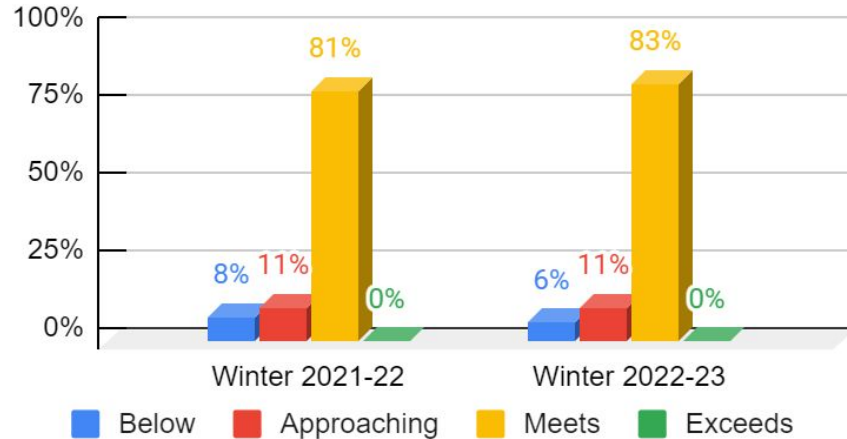
\*No Expectation appears for terms when pre-K students are not expected to perform these foundational skills.

| Term         | Level 0                  | Level 1                  | Level 2                  | Level 3                  | Level 4                  | Level 5 |
|--------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------|
| Pre-K        |                          |                          |                          |                          |                          |         |
| Fall         | No Expectation*          | Exceeds Expectations     |                          |                          |                          |         |
| Winter       | No Expectation*          | Exceeds Expectations     |                          |                          |                          |         |
| Spring       | Approaching Expectations | Meets Expectations       | Exceeds Expectations     |                          |                          |         |
| Kindergarten |                          |                          |                          |                          |                          |         |
| Fall         | Approaching Expectations | Meets Expectations       | Exceeds Expectations     |                          |                          |         |
| Winter       | Below Expectations       | Approaching Expectations | Meets Expectations       | Exceeds Expectations     |                          |         |
| Spring       | Below Expectations       |                          | Approaching Expectations | Meets Expectations       | Exceeds Expectations     |         |
| First Grade  |                          |                          |                          |                          |                          |         |
| Fall         | Below Expectations       |                          | Approaching Expectations | Meets Expectations       | Exceeds Expectations     |         |
| Winter       | Below Expectations       |                          |                          | Approaching Expectations | Meets Expectations       |         |
| Spring       | Below Expectations       |                          |                          |                          | Approaching Expectations |         |
| Second Grade |                          |                          |                          |                          |                          |         |
| Fall         | Below Expectations       |                          |                          |                          | Approaching Expectations |         |
| Winter       | Below Expectations       |                          |                          |                          |                          |         |
| Spring       | Below Expectations       |                          |                          |                          |                          |         |

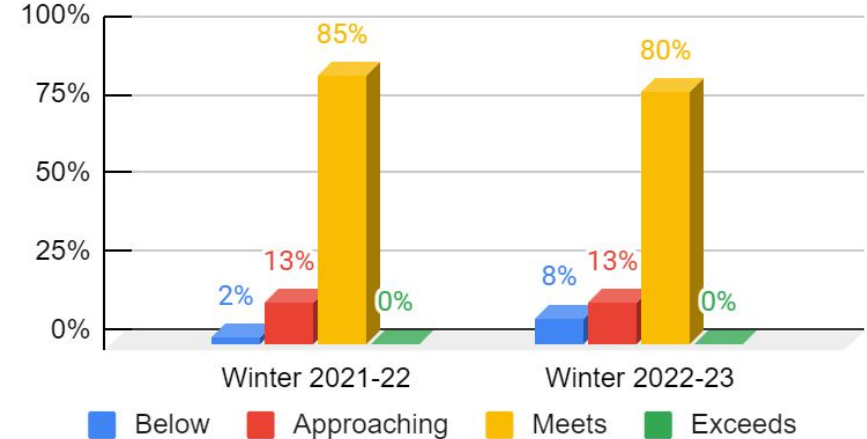
## Kindergarten Picture Vocabulary



## 1st Grade Picture Vocabulary

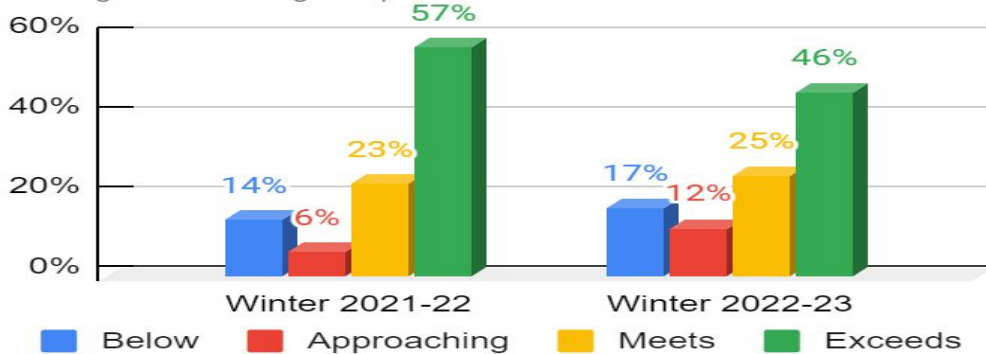


## 2nd Grade Picture Vocabulary

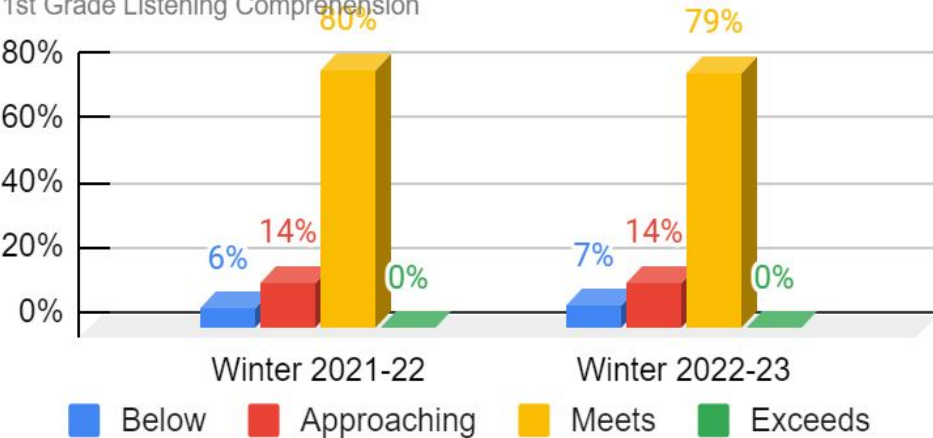




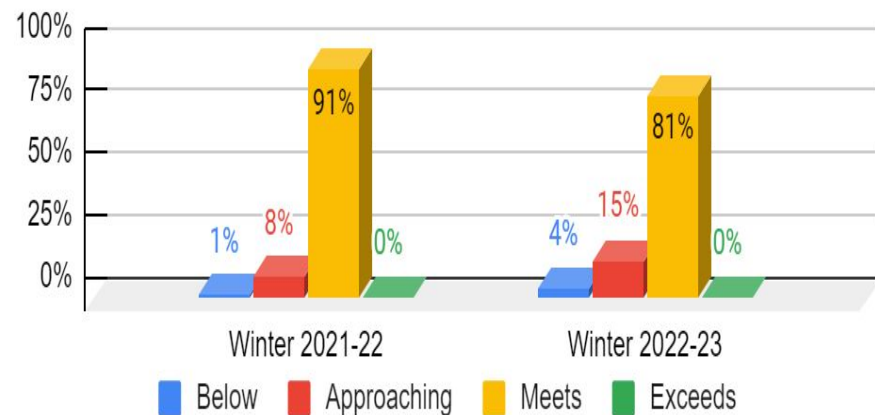
Kindergarten Listening Comprehension



1st Grade Listening Comprehension

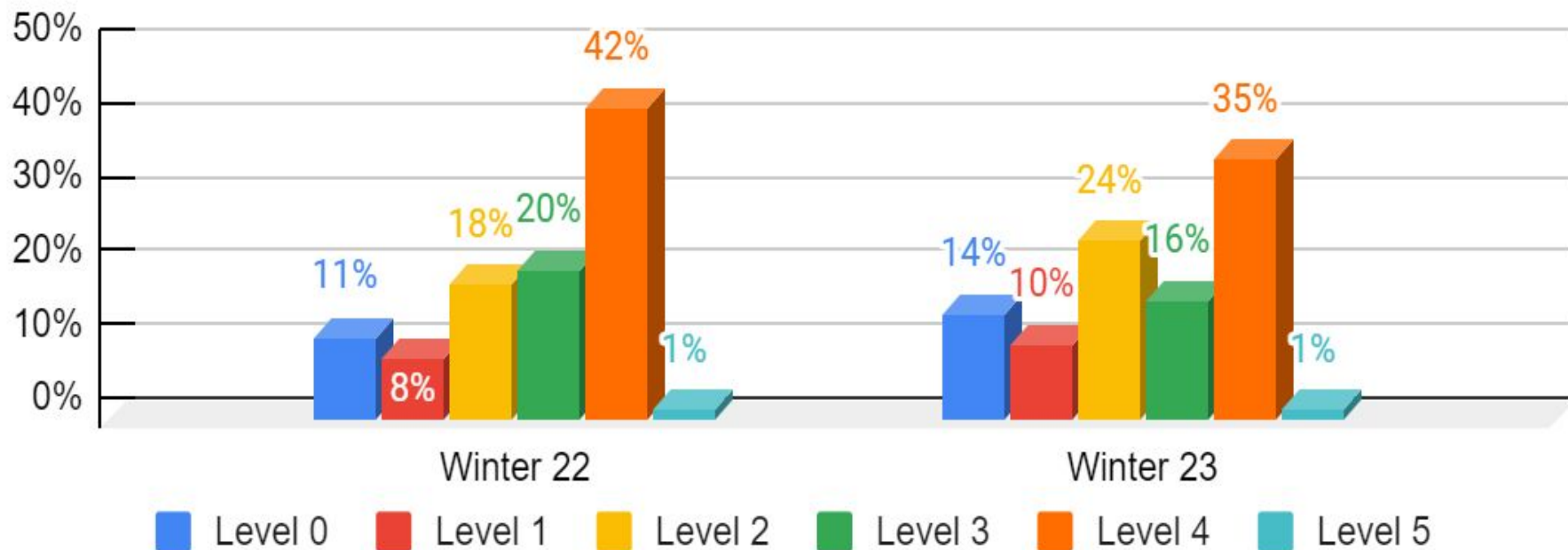


2nd Grade Listening Comprehension



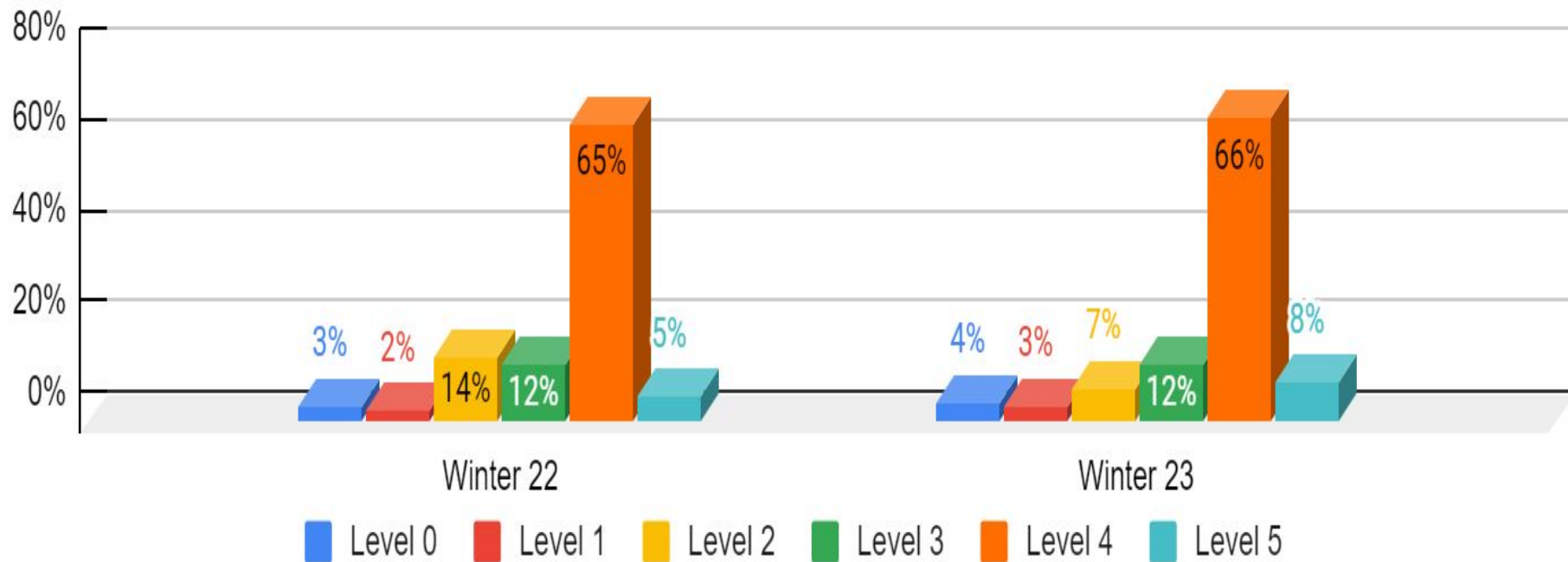


## Kindergarten Phonological Awareness

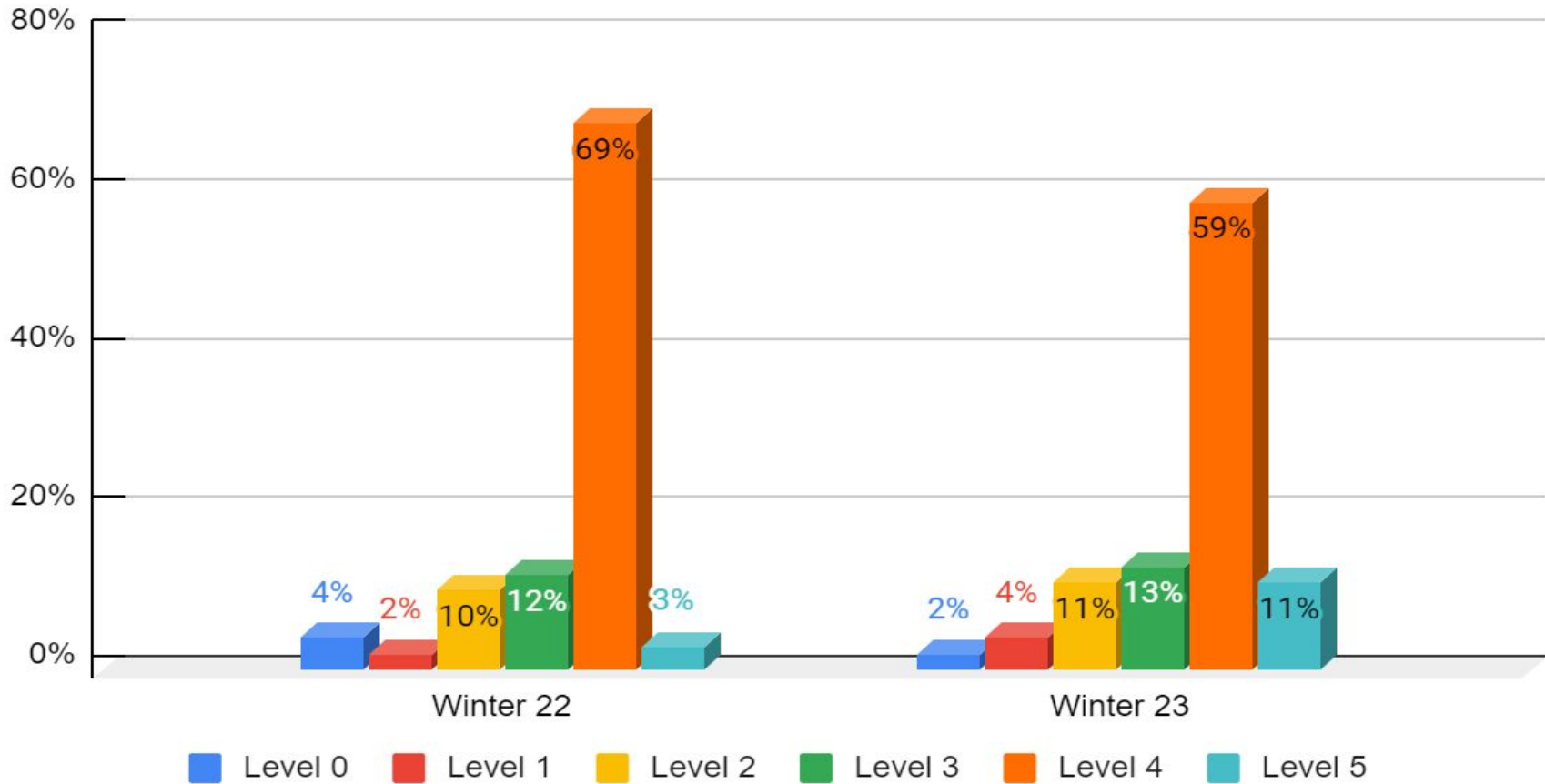




## 1st Grade Phonological Awareness

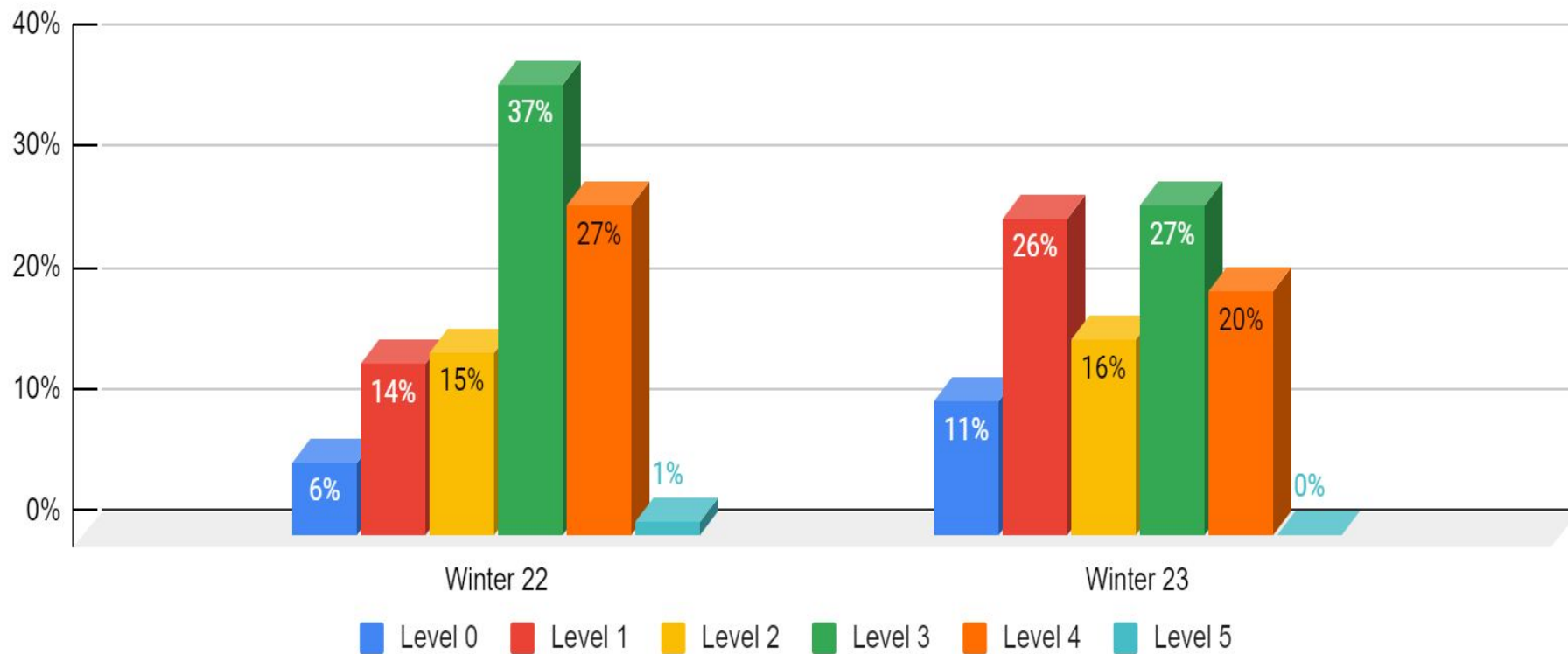


## 2nd Grade Phonological Awareness

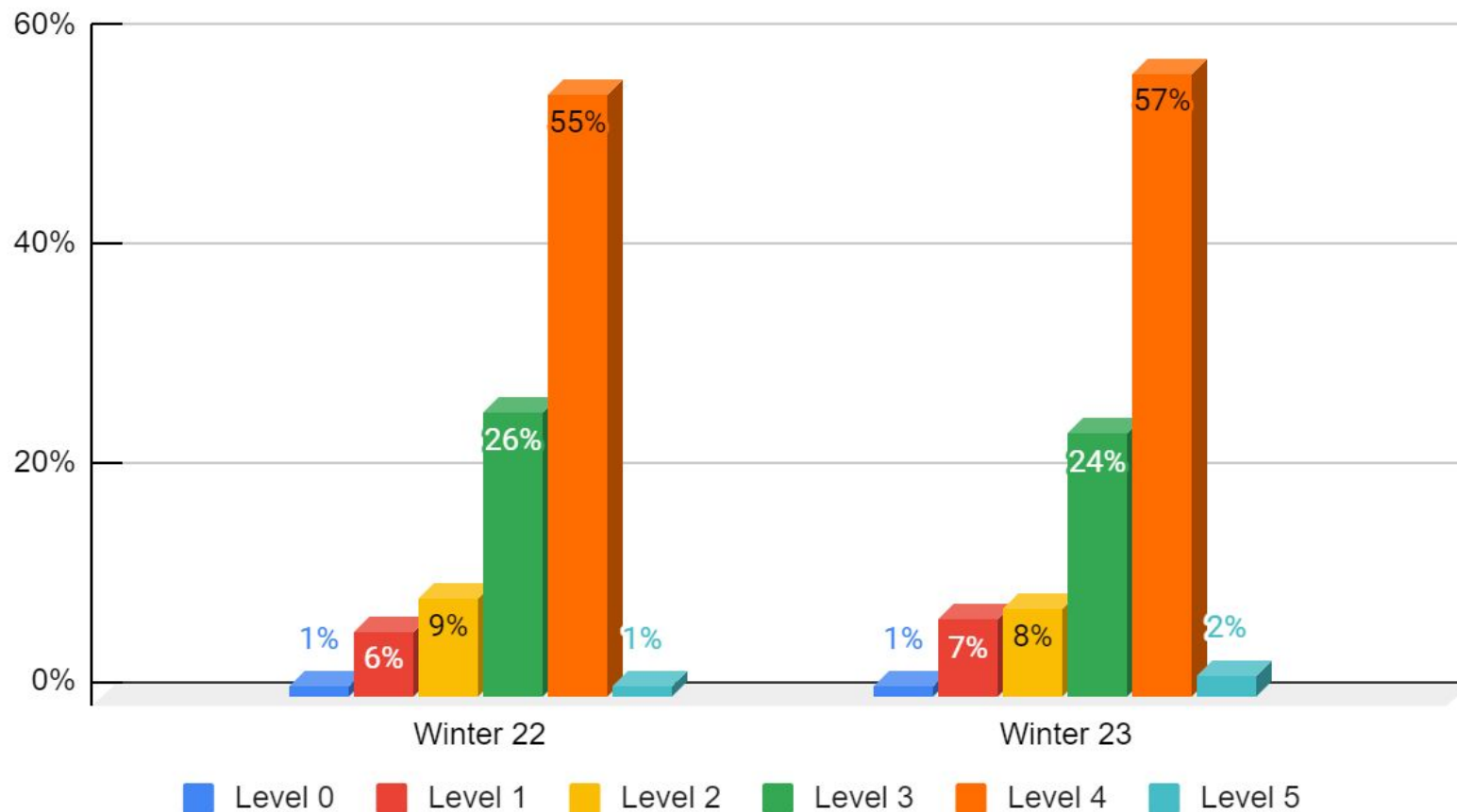




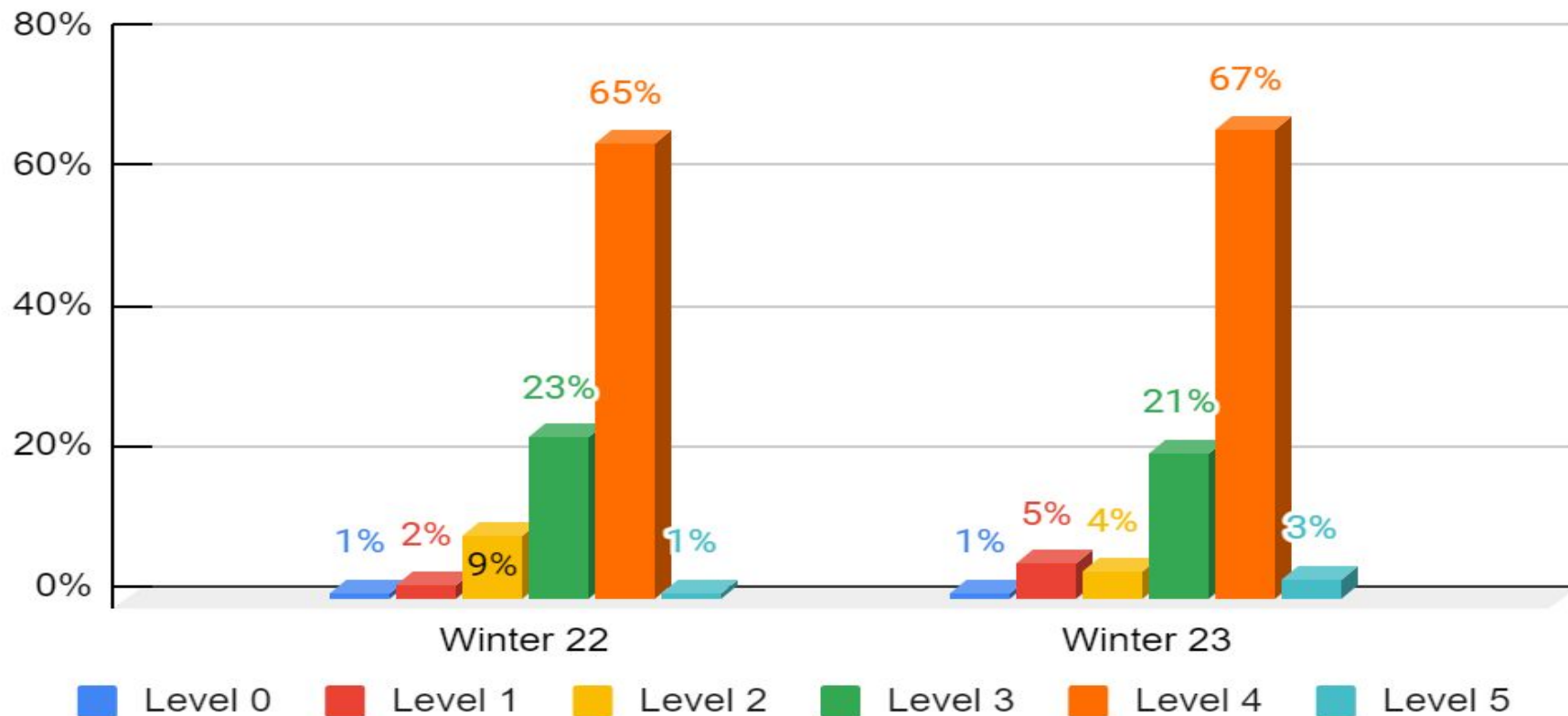
## Kindergarten Phonics and Word Recognition



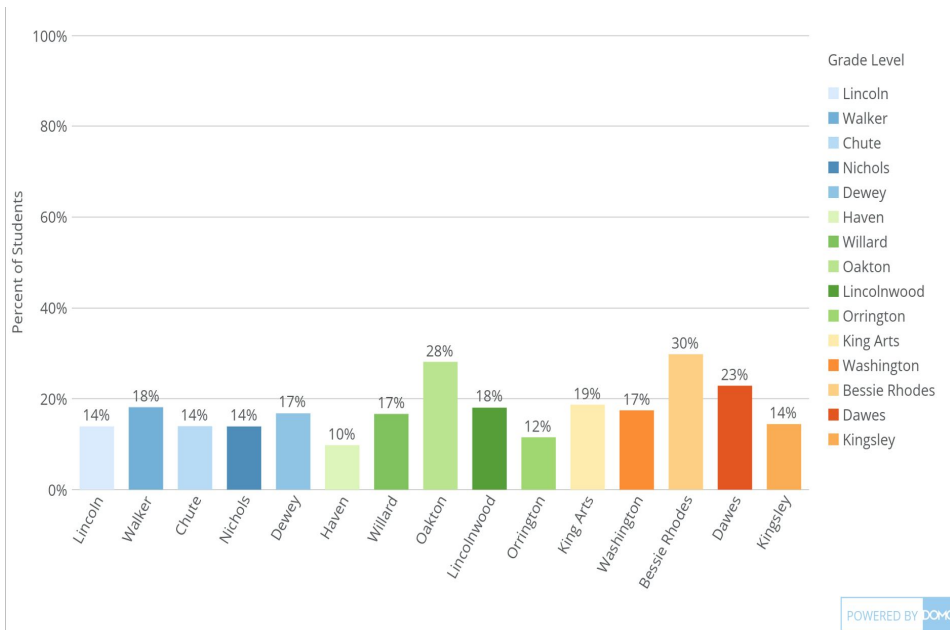
## 1st Grade Phonics and Word Recognition



## 2nd Grade Phonics and Word Recognition

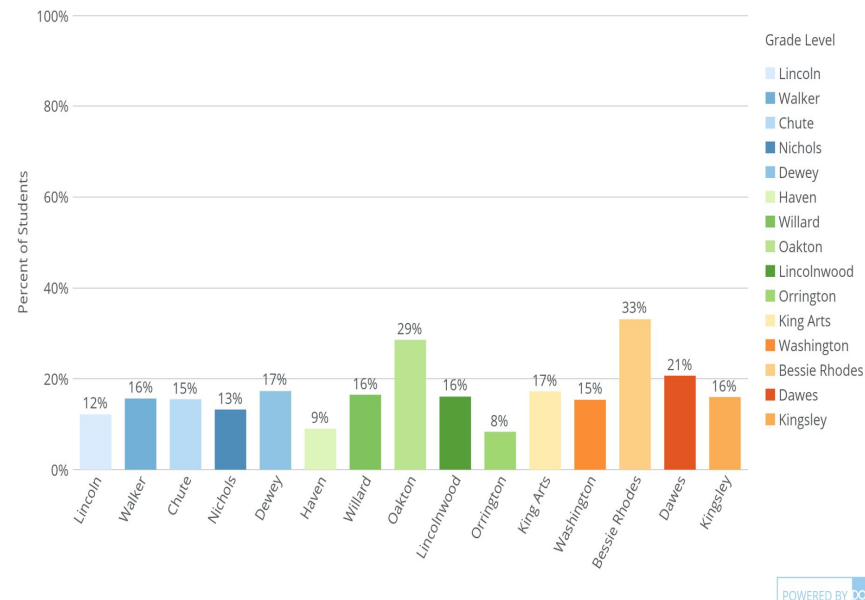


# Percentage of Students in First Quartile by School-Reading



Fall

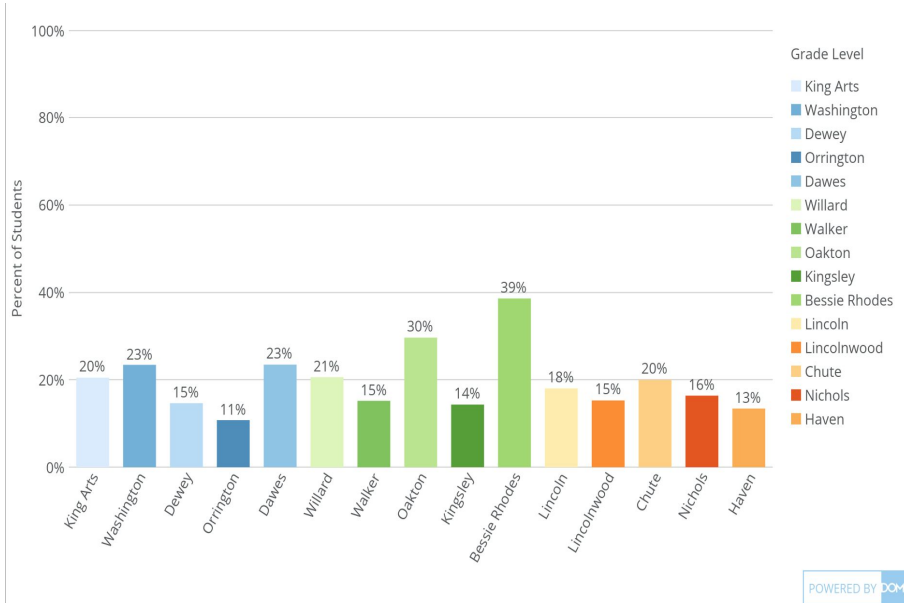
Decline: 10 schools  
Stagnation: 1 school  
Increase: 4 schools



Winter

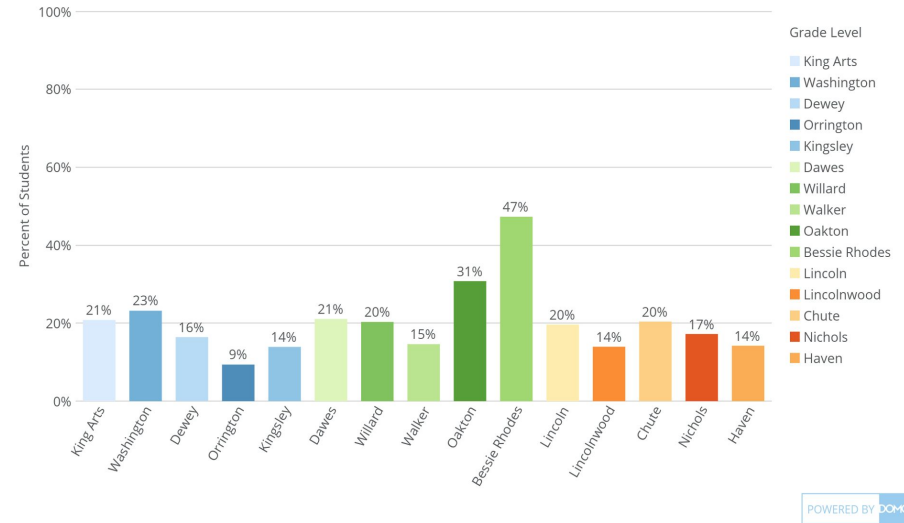
Source: DOMO/NWEA

# Percentage of Students in First Quartile by School-Math



Fall

Decline: 4 schools  
Stagnation: 4 schools  
Increase: 7 schools



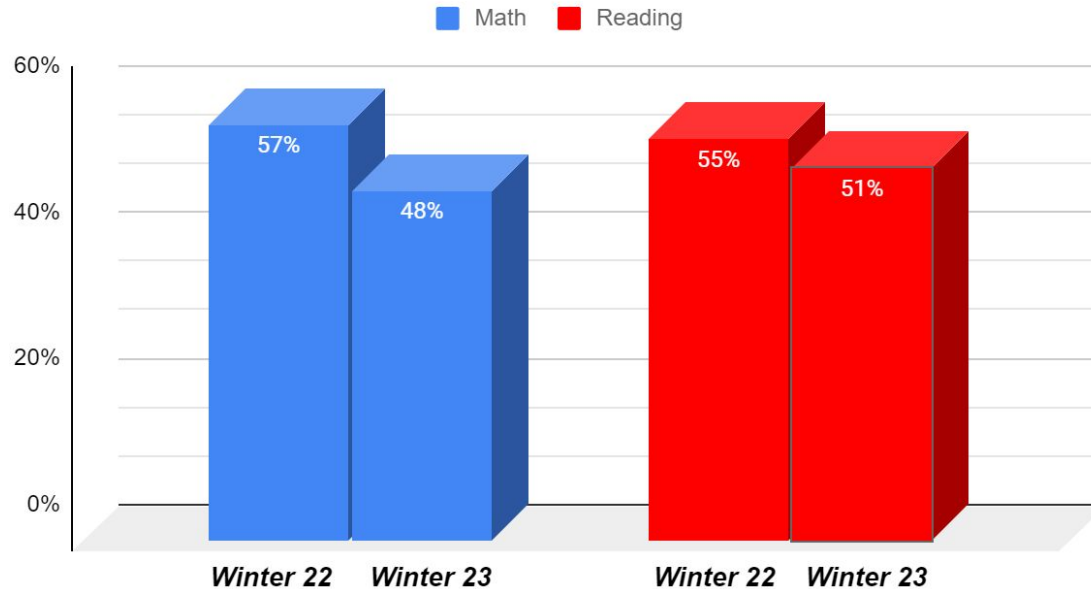
Winter

Source: DOMO/NWEA

# Students Growth Goals Met



Student Growth Goals Met



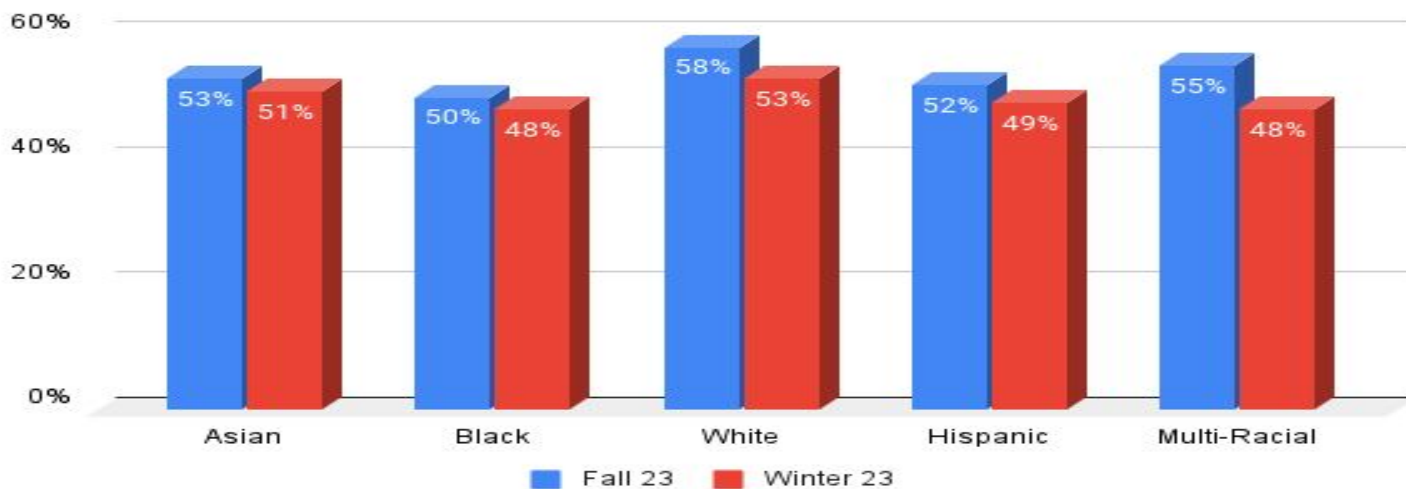
Decline in reading by 9%  
Decline in math by 4%

# Student Growth Goals Met by Race



## All Students

### Reading-Fall 23 and Winter 23



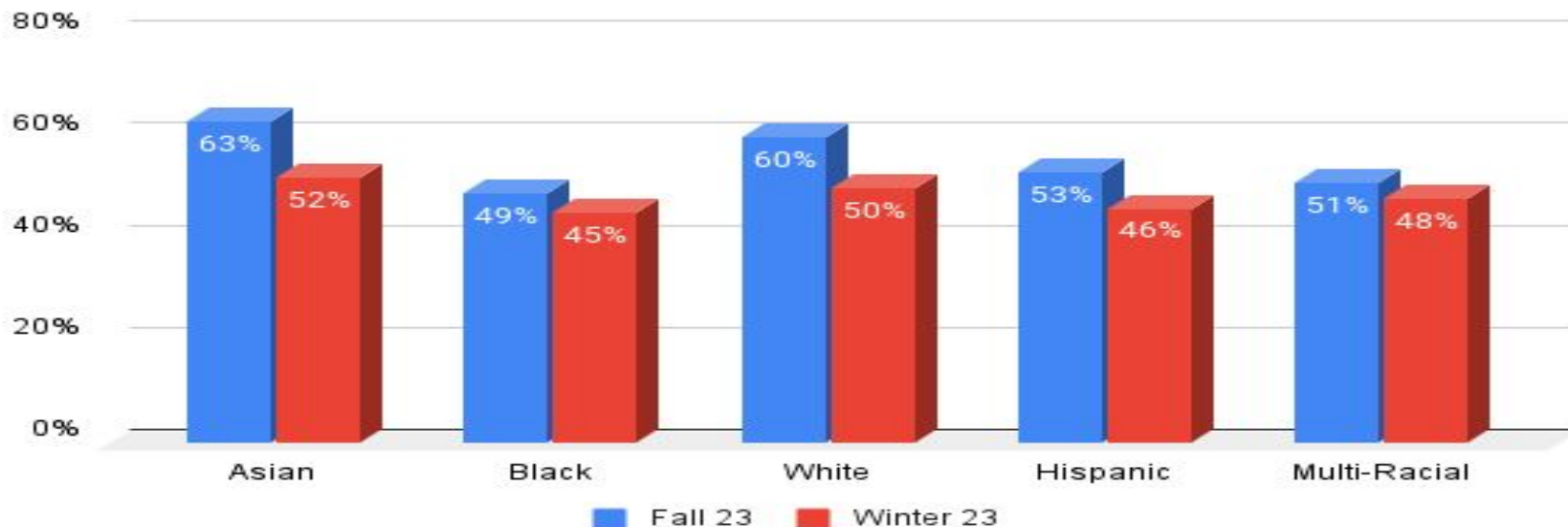
Source: Fall to Winter Student Growth Summary Report by District and Race

# Student Growth Goals Met by Race



## All Students

### Math-Fall 23 and Winter 23

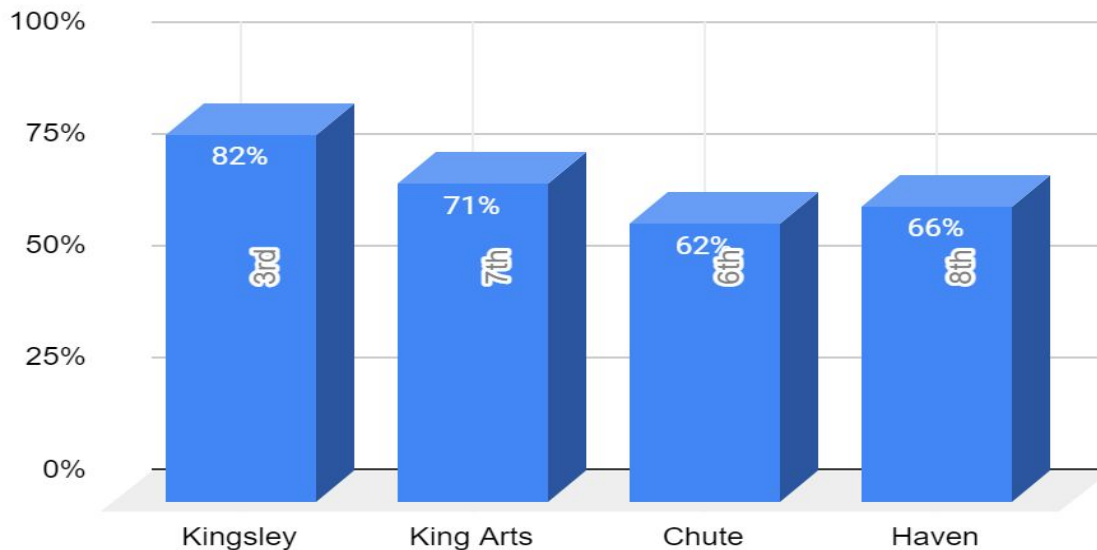


Source: Fall to Winter Student Growth Summary Report by District and Race

# Exceptional Growth Goals Met by School & Grade



## Reading



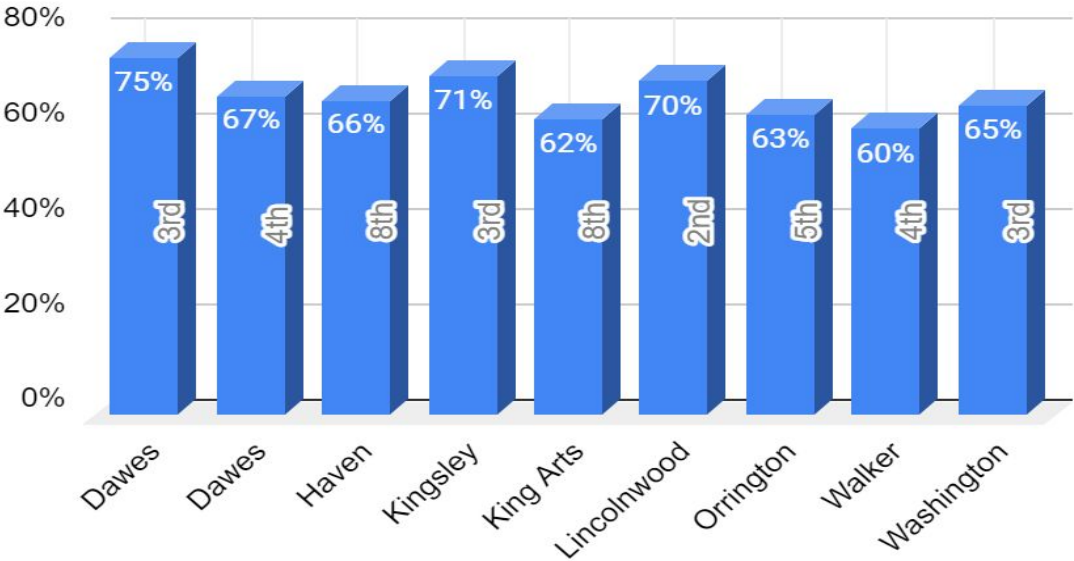
4 Schools have grade levels that showed significant growth in reading,

Source: NWEA Student Growth Summary Report by School and Grade Level

# Exceptional Growth Goals Met by School & Grade



## Math



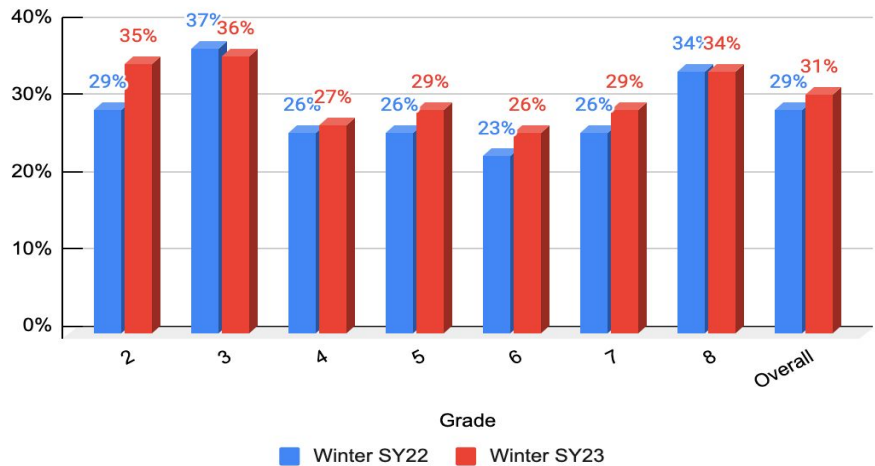
8 Schools have grade levels that showed significant growth in math,

Metric used: 60% or higher growth projection goal met.

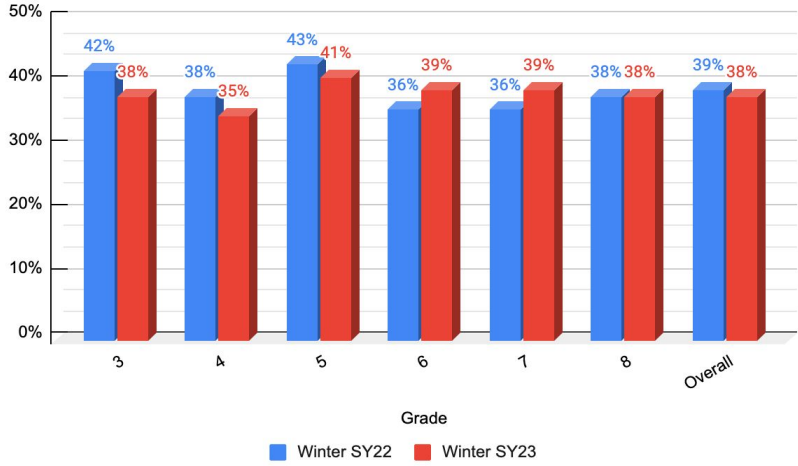
# Student Learning-Percentage Projected Proficiency on IAR



Math



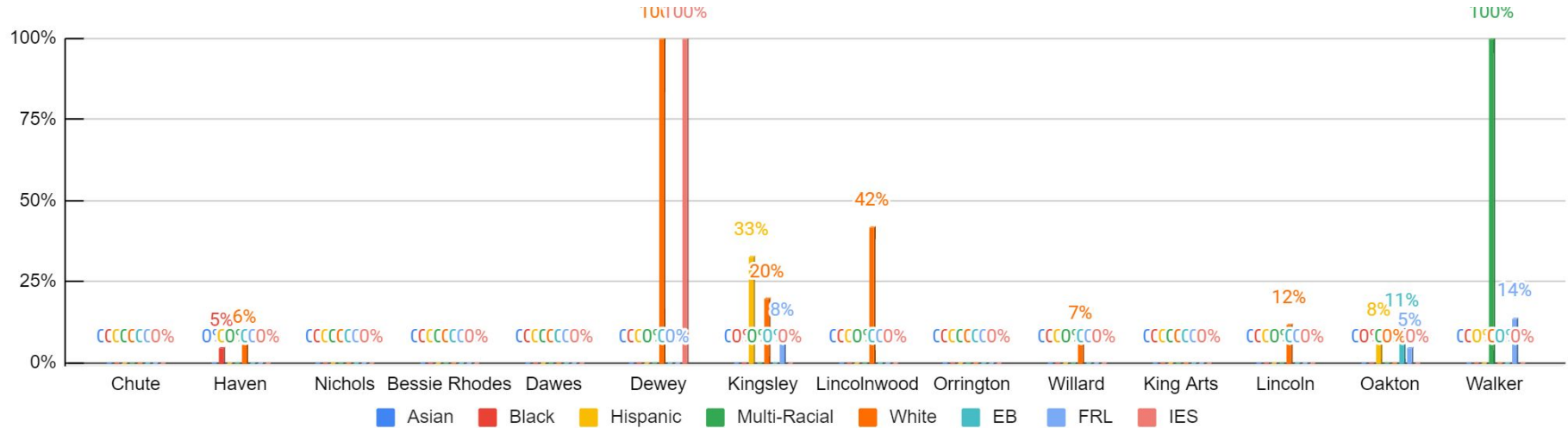
Reading



There was an increase overall of 2% from winter last year to this year in math. There is a decline in reading overall of 1% from winter last year to this year.

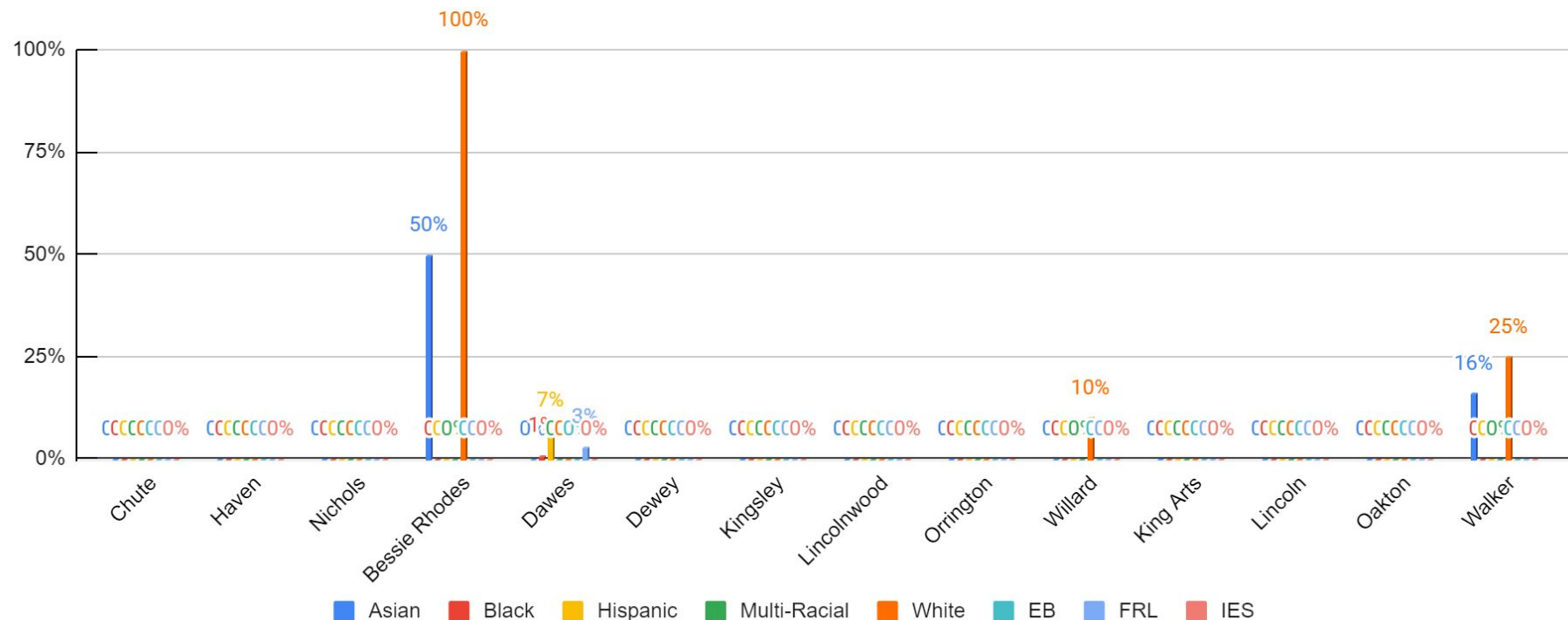
Source: NWEA Student Projected Proficiency Report by District and Grade Level for IAR

# ASC CRB/Attainment-Reading



CRB/Attainment: Students projected to attain proficiency/grade level on IAR

# ASC CRB/Attainment-Math

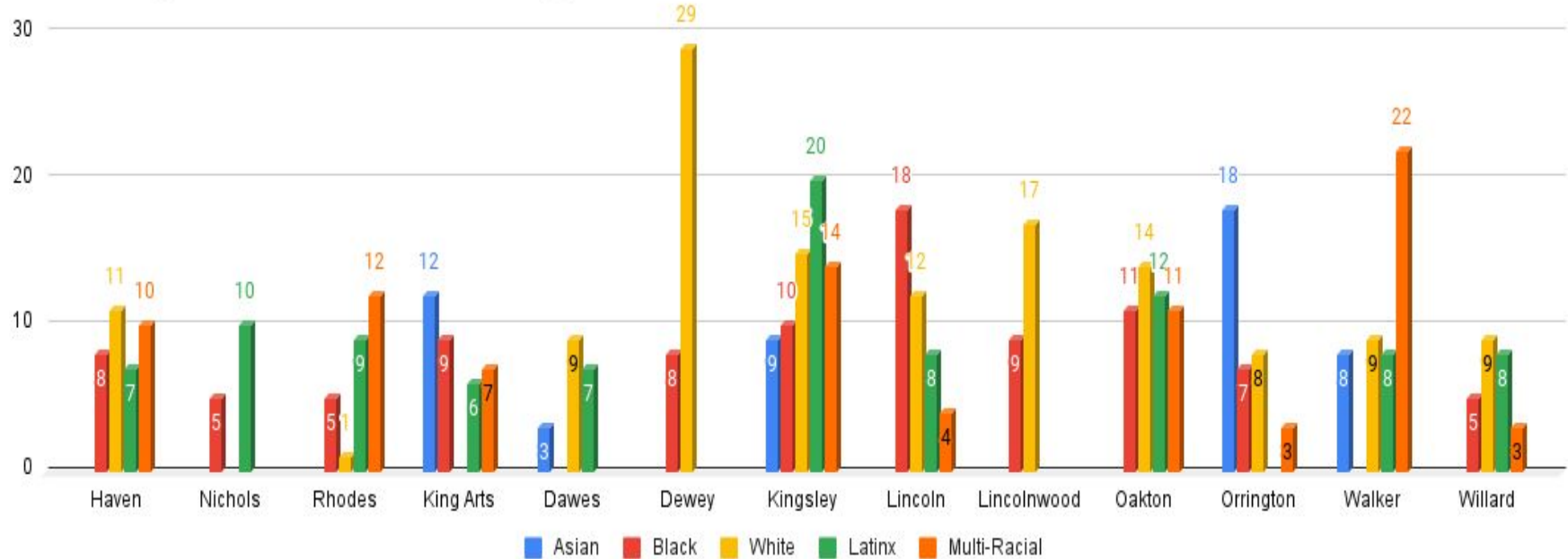


CRB/Attainment: Students projected to attain proficiency/grade level on IAR

# ASC Average Observed Growth by Points Fall to Winter by School by Race-Reading



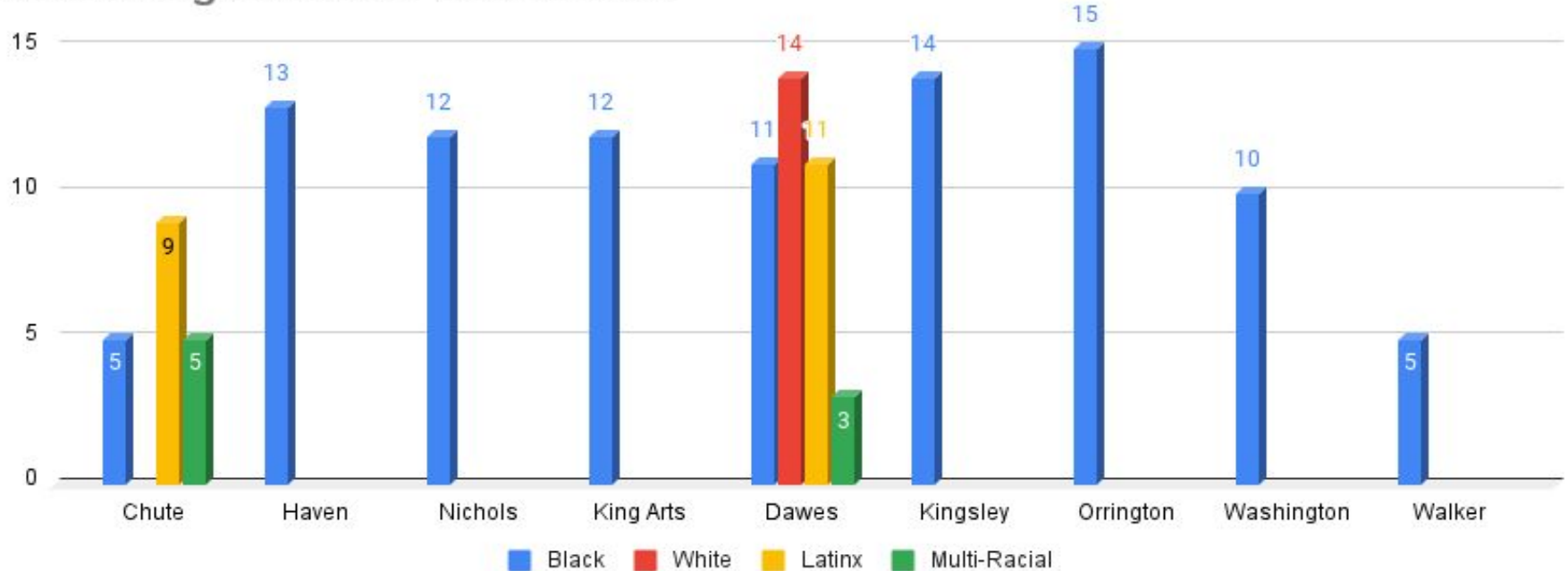
ASC Average Observed Growth-Reading



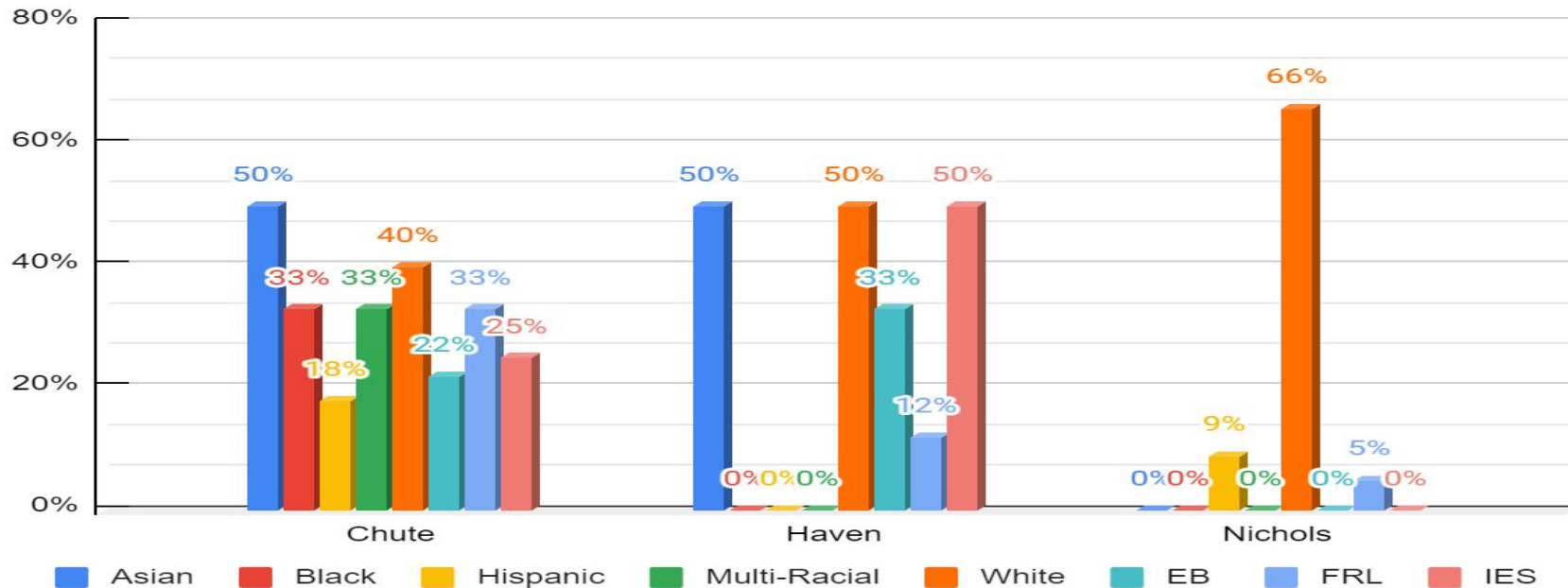
# ASC Average Observed Growth by Points Fall to Winter by School by Race-Math



*ASC Average Observed Growth-Math*

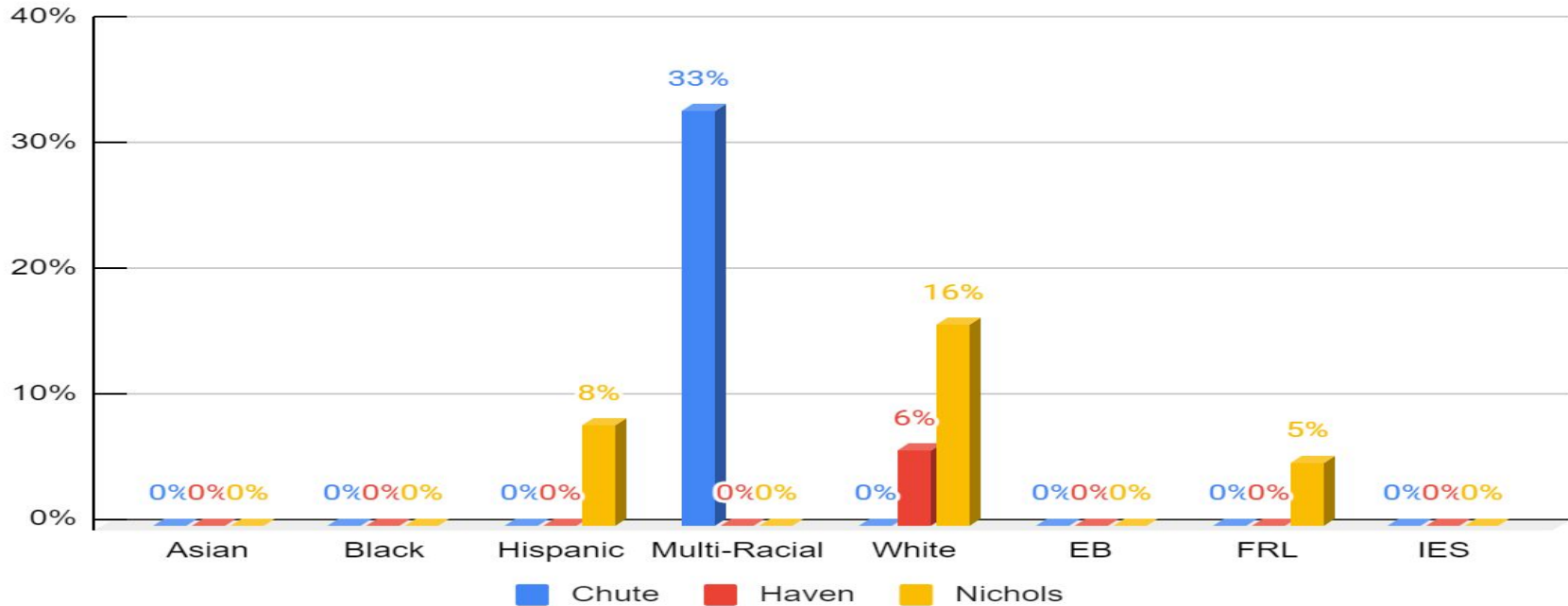


# AVID CRB/Attainment-Reading



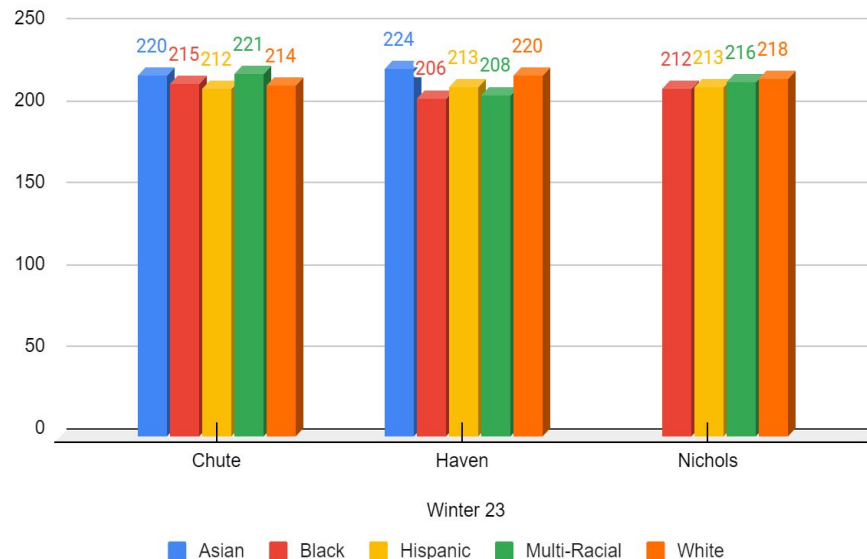
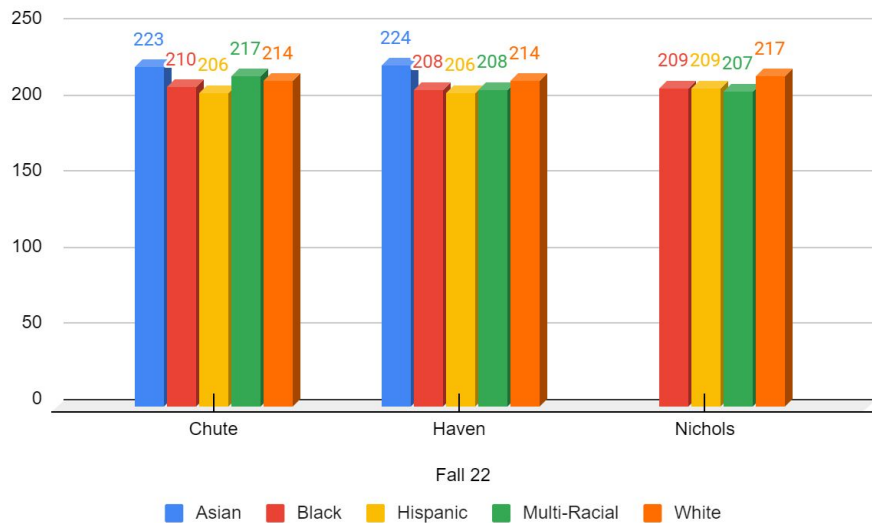
CRB/Attainment: Students projected to achieve proficiency/grade level on IAR

# AVID CRB/Attainment-Math



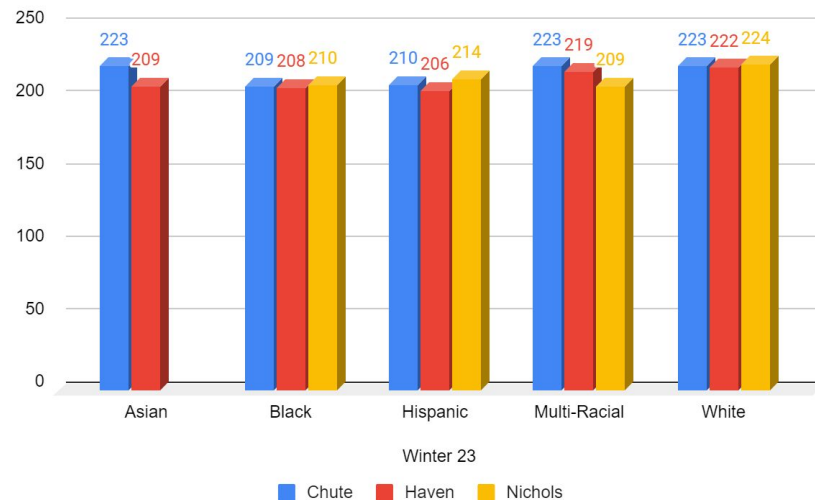
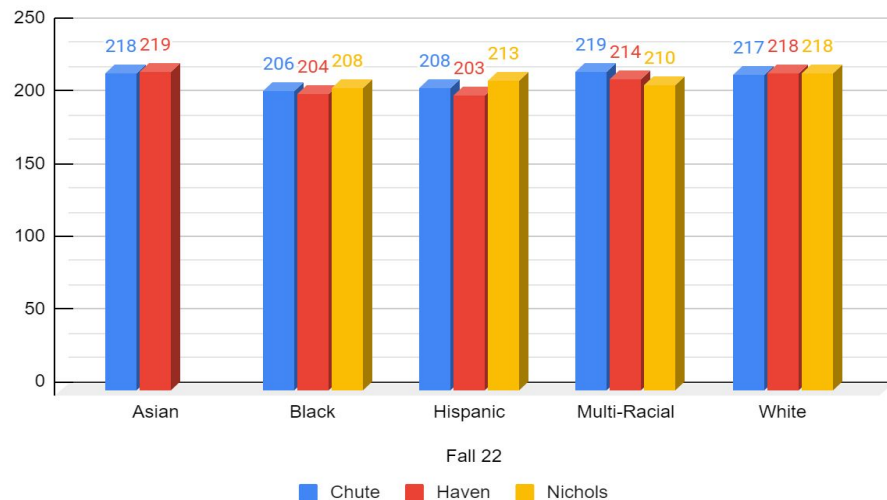
CRB/Attainment: Students projected to attain proficiency/grade level on IAR

# AVID Average RIT Scores-Reading



Average 6-8 RIT Range: 210-234

# AVID Average RIT Scores-Math



Average 6-8 RIT Range: 215-243

# Questions

