



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: November 7, 2022

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 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) and System 2: Effective Use of Data.***

Now that the strategic plan has been created in alignment with the Miracles Framework and Six Systems, we are also seeking to align with ISBE's Equity Journey Continuum (EJC). Calibrating these frameworks with other research regarding student-centered learning should enable all practitioners boundaries for effective academic and social emotional learning experiences. This is the basis for the development of the D65 Equity Performance Indicators (EPI). While the EJC will provide a summative rating of the district's progress towards equity, D65's EPI will provide 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 Goal 2 (data) equity lens and school work plan progress in System 2: Effective Use of Data. The goal is to ensure the District is disaggregating school-level data that identifies themes of inequity and developing actions that support student achievement and district well-being using the performance measures and key indicators.

Strategic Goal 2 (SG 2) is central to the success of the strategic plan as the goal collects, validates, analyzes, and reports all district data; including multiple student and educator characteristics, student learning outcomes, and program outcomes. Strategic goal 2 analyzes inequities so that the District may implement action plans to achieve improved student outcomes.

System 2 non-negotiables include expectations for school leaders and/or teachers to leverage the Reality Check data review protocol and an on-going process for reviewing feedback and addressing recommendations from Collaborative Calibration Visits (CCV) at a minimum, to ensure monitoring of Key Performance Indicators including attendance, behavior, achievement, and school climate. Analysis of data includes breakdown by race, socio-economics, SPED, and EB/EL with special attention being given to gaps in achievement and potential issues reflecting disproportionality.

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:

Learning Environment

Overall in 2022, District 65 performance on the 5Essentials shows that our schools are “moderately organized” for improvement on average. Given last year was the first full year back to school during the pandemic, we view our professional learning communities as the most effective method for the important work underneath the Collaborative Teachers and Effective Leaders headings in the 5 Essentials.

Learning Environment



Climate Surveys: 5Essentials

Table 4a. Effective Leaders Area Scores Over Time

Essential	2016	2017	2018	2019	2020	2021	2022
Effective Leaders	45	45	43	46	39	44	35
Program Coherence	52	48	48	44	35	41	31
Teacher-Principal Trust	44	47	43	50	41	42	34
Teacher Influence	46	45	46	46	41	42	40
Instructional Leadership	42	41	34	43	37	48	35

Table 4b. Collaborative Teachers Area Scores Over Time

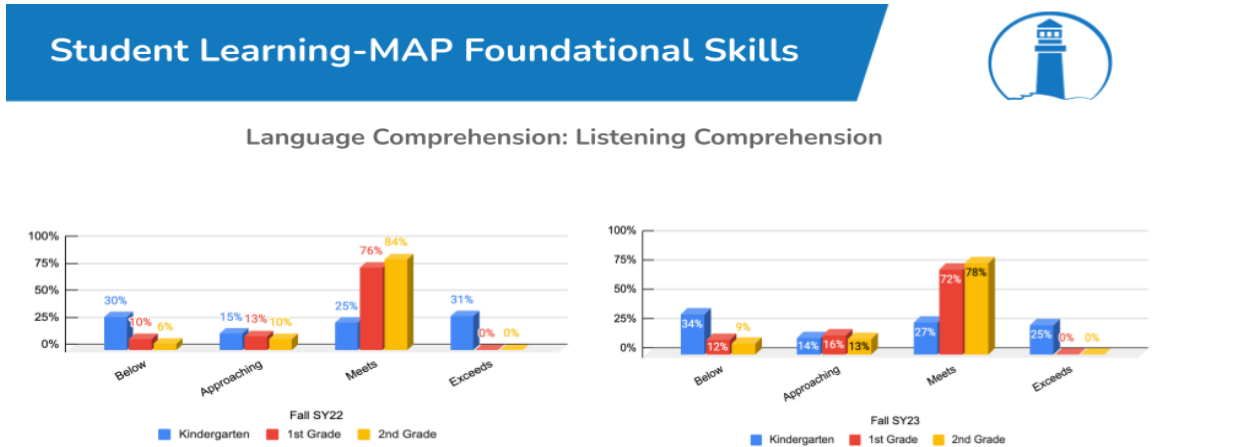
Essential	2016	2017	2018	2019	2020	2021	2022
Collaborative Teachers	47	45	43	40	34	41	35
Collective Responsibility	40	39	35	32	26	39	36
Quality Professional Development	51	54	58	54	41	38	24
School Commitment	44	44	37	35	28	33	23
Teacher-Teacher Trust	44	46	39	39	35	44	51
Collaborative Practices	53	45	44	40	42	52	41

Table 4c. Involved Families Area Scores Over Time

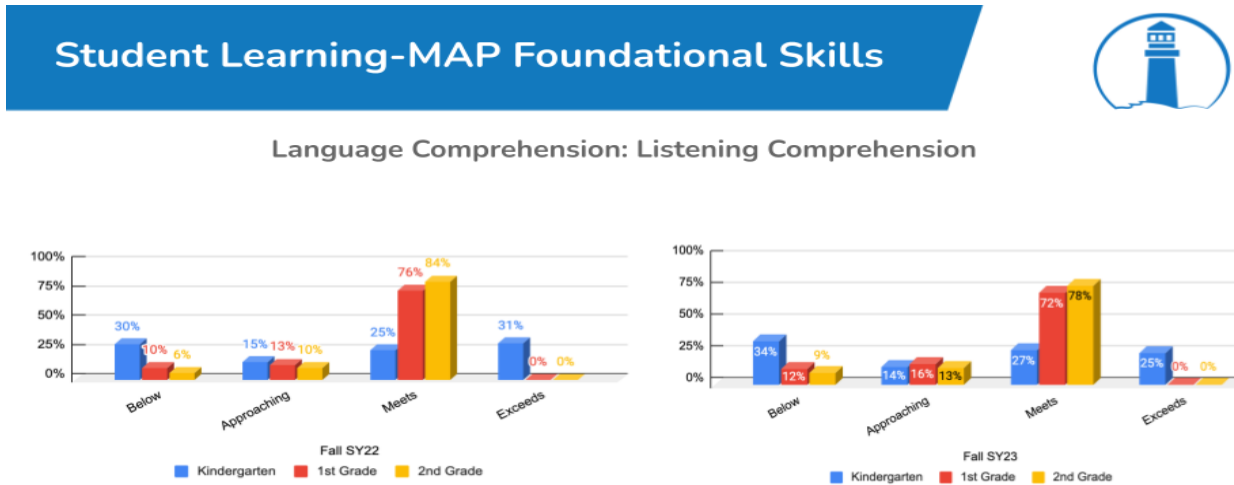
Essential	2016	2017	2018	2019	2020	2021	2022
Involved Families	65	63	58	59	56	63	58
Teacher-Parent Trust	67	67	62	62	58	63	62
Parent Involvement in School	60	58	57	60	54	60	59
Parent Influence on Decision Making	67	65	56	61	60	66	55

Student Learning

During the foundational assessment sessions, we noticed students have struggled reaching level 4 and 5 for mastery with decoding in phonics/word recognition. However, there was a slight increase from Fall SY22 to Fall SY23 in Level 4 among our second graders. Additionally, there was a slight decrease among our 1st grade student scores in level 5 moving from 4% to 3%.

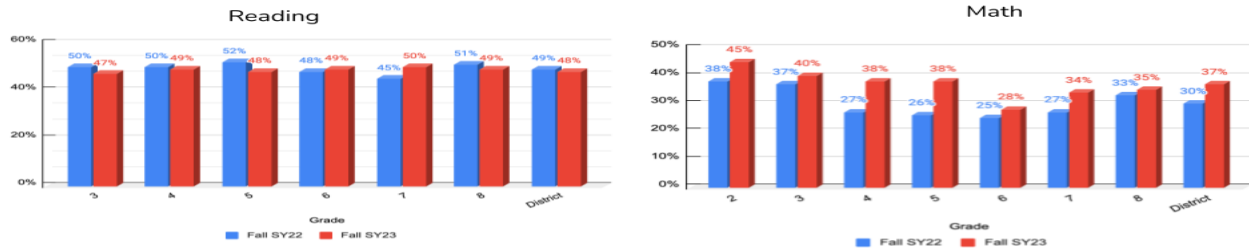


In Language Comprehension: Listening Comprehension and Picture Vocabulary, kindergarten student scores grew by 2% while 1st and 2nd grades showed a slight decrease.



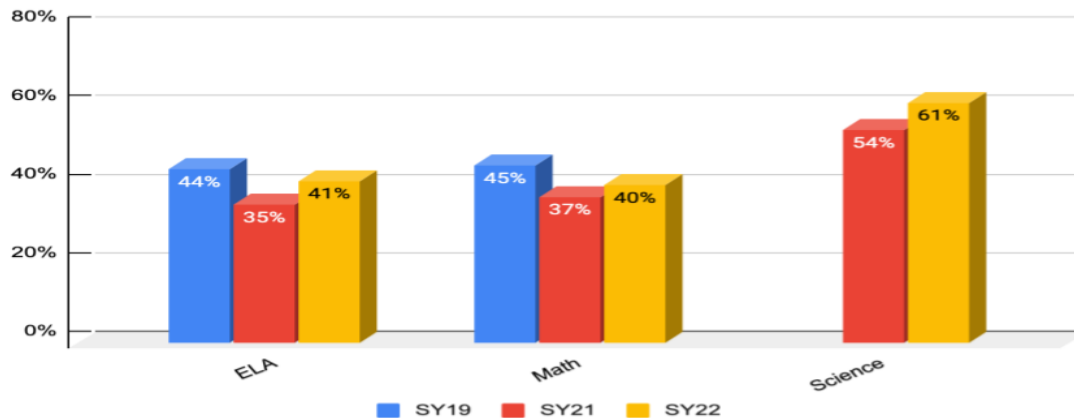
Regarding College Readiness Benchmarks, the district remained steady at 73% in reading. In math, every grade level showed improvement with 5th grade scores demonstrating the most at 10%.

Student Learning-College Readiness Benchmarks



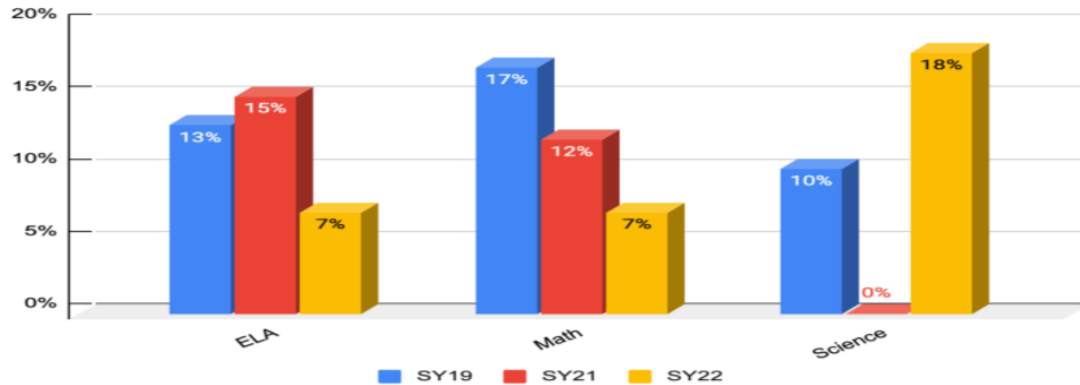
Regarding IAR scores, our students' scores are showing improvement and rebounding from the pre-pandemic learning losses in all three content areas. ELA showed an increase of 6% and math showed an increase of 3%. Science had the most improvement of 7%. These increases can also be seen in reading across all demographics with the highest increase by Asian students and students receiving free and reduced lunch. In math, Latinx student scores had the highest increase at 5%. Latinx students also had the highest gains in science with a 11% improvement from last year.

Students Meeting/Exceeding Performance Level on IAR in Reading and Math



In the Dynamic Learning Maps Assessment, Black student reading scores showed an improvement of 6% after having no students meet the last two years and Emerging Bilingual student scores increased back to pre-pandemic percentages at 14%. In math, Emerging Bilingual student scores showed a 14% increase from last year to this year.

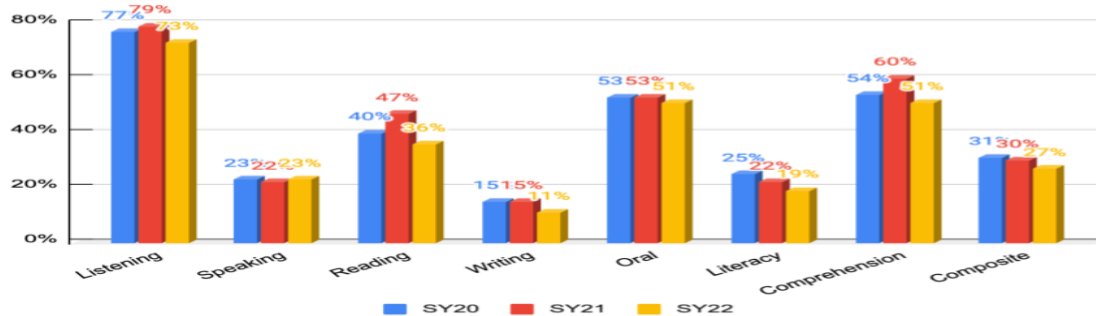
Students Meeting on Dynamic Learning Maps



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On the ACCESS assessment, student scores increased in speaking by 1% from last year to this year.

Students Meeting/Exceeding on ACCESS

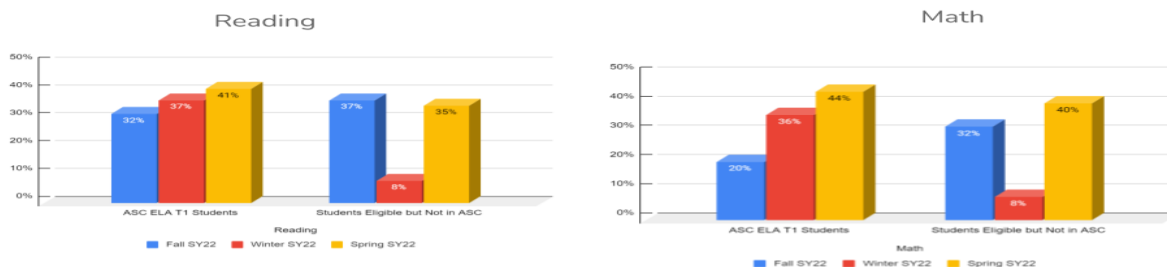


On the ACCESS assessment, student scores only increased in speaking by 1% from last year to this year.

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Over the course of last year, MAP reading scores for our ASC students showed an increase by 9% and outperformed their peers eligible for ASC tutoring by 6%. In math, our ASC student scores showed an improvement of 24% and outperformed their ASC eligible peers by 4%.

ASC Students vs. ASC Eligible on MAP



The students that were enrolled in the ASC Term 1 outperformed students who were eligible for the ASC but not enrolled in the program in both the winter and spring.

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%					
	Discipline	% of students having 1-3 discipline referrals	< 5%	25%					
		% of suspension rate districtwide	< 5%	10%					
		% Suspension rate by race, FRL & Students with disabilities	< 5%	25%					
	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%	76%					
		% meeting college readiness benchmarks in math	43%	46%					
		% at or below the 25th percentile in reading	16%	12%					
		% at or below the 25th percentile in math	19%	15%					
		% of Students Meeting/Exceeding Growth Targets in Reading	57%	62%					
		% of Students Meeting/Exceeding Growth Targets in Math	66%	70%					
		% of All Students Meeting and/or Exceeding Achievement Level in Reading	73%	77%					
		% of All Students Meeting and/or Exceeding Achievement Level in Math	40%	75%					
		% of Students Meeting and/or Exceeding on IAR Reading	40.4%	55%					
		% of Students Meeting and/or Exceeding on IAR Math	40%	60%					
		70% of Students with a C or Better	100%	70%					
		70% of Students with a C or Better by Race, FRL, & Students with disabilities	100%	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.	38.7	61.3	0	57.9	42.1	0	42.9	56..7	.4	46.7	53.3	0	52.7	47.3	0	100	0	0
	% meeting/ exceeding Picture Vocabulary	37.7	62.3	0	54.3	45.7	0	49.7	49.7	.6	51.8	48.2	0	52.7	47.3	0	100	0	0
	% meeting/ex ceeding in Phonologic al Awareness	46.0	54.0	0	60.0	40.0	0	48.3	51.3	.4	53.9	46.1	0	49.	50.4	0	N/A	N/A	N/A
	% meeting/ex ceeding in Phonics Word/Reco gnition	43.8	56.2	0	56.7	43.3	0	43.2	56.3	.5	57.4	42.6	0	49.5	50.5	0	N/A	N/A	N/A
	% meeting/ex ceeding in Sentence Reading Fluency	41.9	58.1	0	67.8	32.2	0	54.0	46.0	N/A	48.3	51.7	N/A	53.9	46.1	N/A	50.0	50.0	N/A
	% meeting/ex ceeding in Oral Reading Rate	39.2	60.8	N/A	72.0	28.0	N/A	48.0	52.0	N/A	48.6	51.4	N/A	51.2	48.8	N/A	33.3	66.7	N/A
	% meeting/ex ceeding in Oral Reading Accuracy	38.2	61.8	N/A	64.	35.3	N/A	44.7	55.3	N/A	47.6	52.4	N/A	53.2	46.8	N/A	50.0	50.0	N/A
	% meeting/ex ceeding in Literal Comprehen sion	38.8	61.2	N/A	66.7	33.3	N/A	48.9	51.1	N/A	42.9	57.1	N/A	50.9	49.1	N/A	33.3	66.7	N/A

Student Outcome Data by Demographics																			
		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