



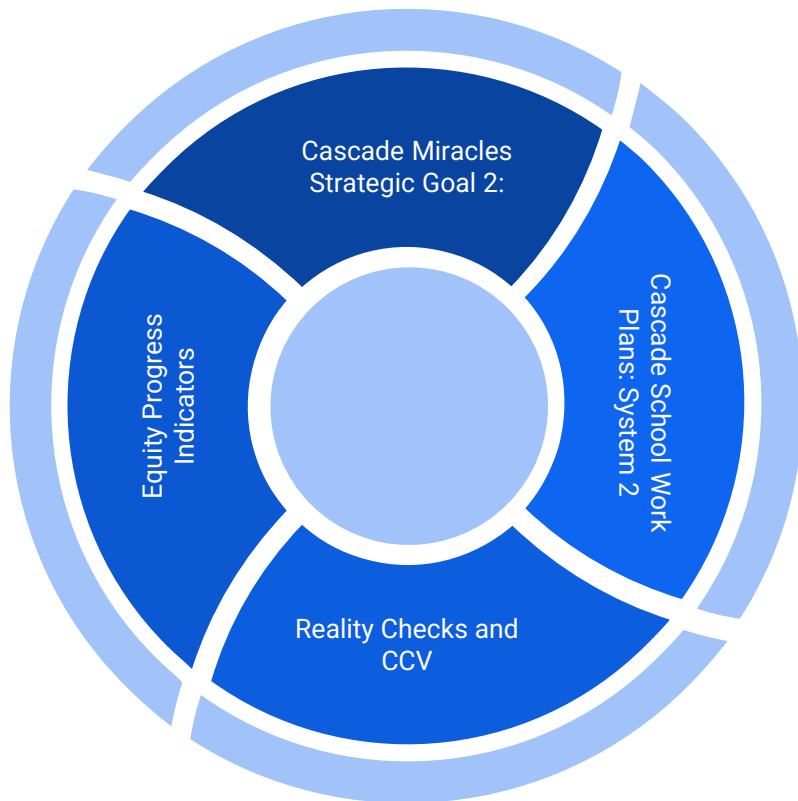
EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes

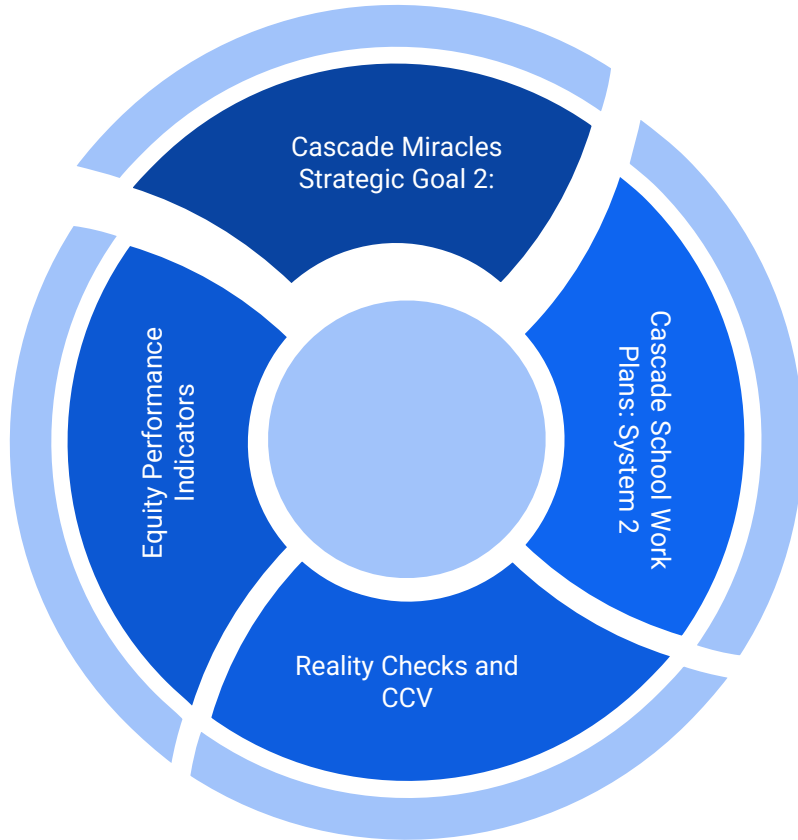
Strategic Plan Update

November 7, 2022

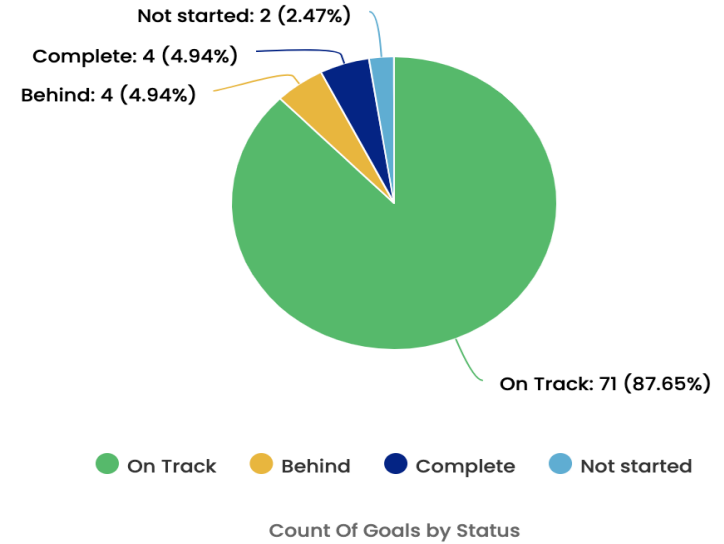
Progress Monitoring in Action



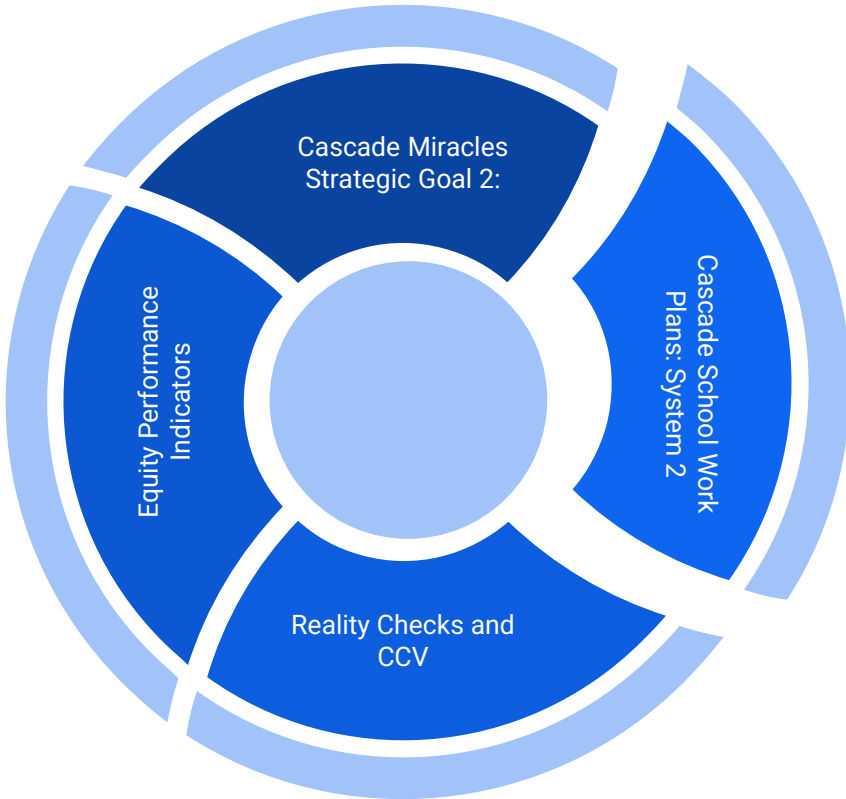
- M.I.R.A.C.L.E.S = Department work plans aligned to Strategic Goal #2
(Develop Organizational and Accountability Practices by designing and implementing an equity driven data system to evaluate the district's outcomes in each year of the Strategic Plan)
- School Work Plans = school priorities aligned to System 2
(Effective Use of Data)
- Reality Checks and Collaborative Calibration Visits
- Equity Progress Indicators



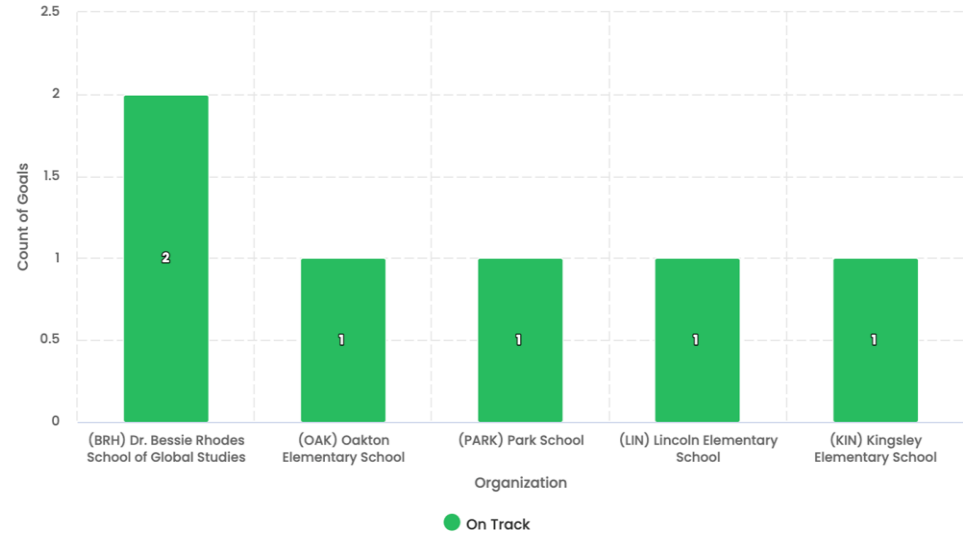
Strategic Goal 2: Develop organizational and accounta...



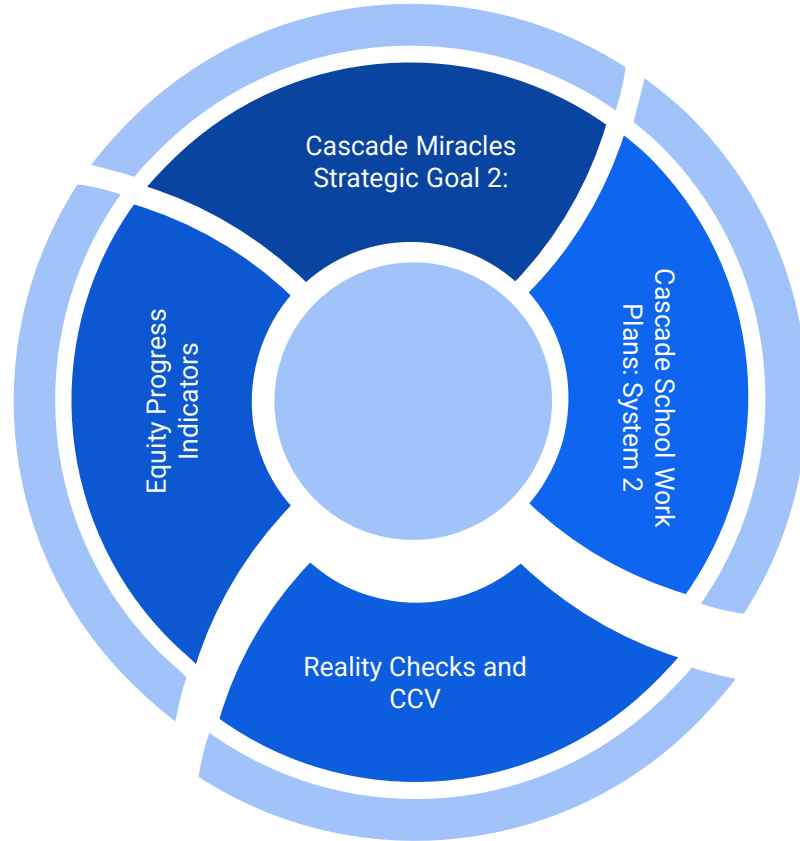
School Work Plans



 System 2 - School Alignment



Reality Checks and Collaborative Calibration Visits

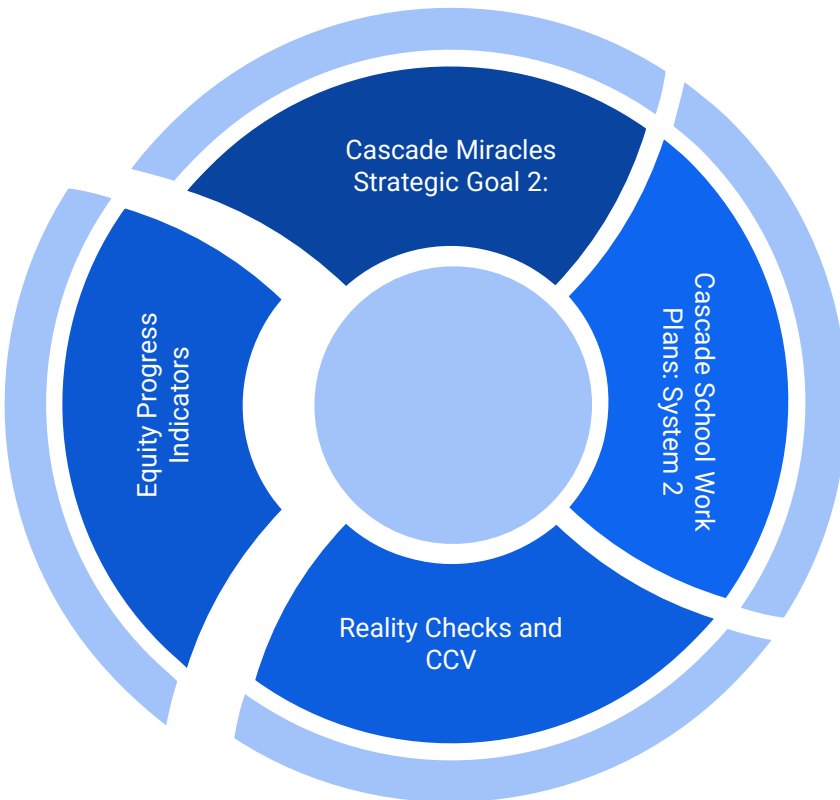


Equity Progress Indicators



Equity Progress Indicators

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





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SCHOOL DISTRICT 65

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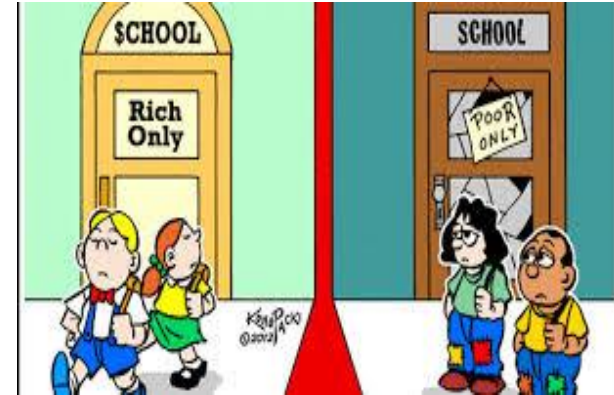
SY23 EQUITY PROGRESS INDICATOR REPORT

Equity Progress Indicator 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.

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

3. Student Learning

- Students Meeting/Exceeding MAP Foundational Skills
- 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

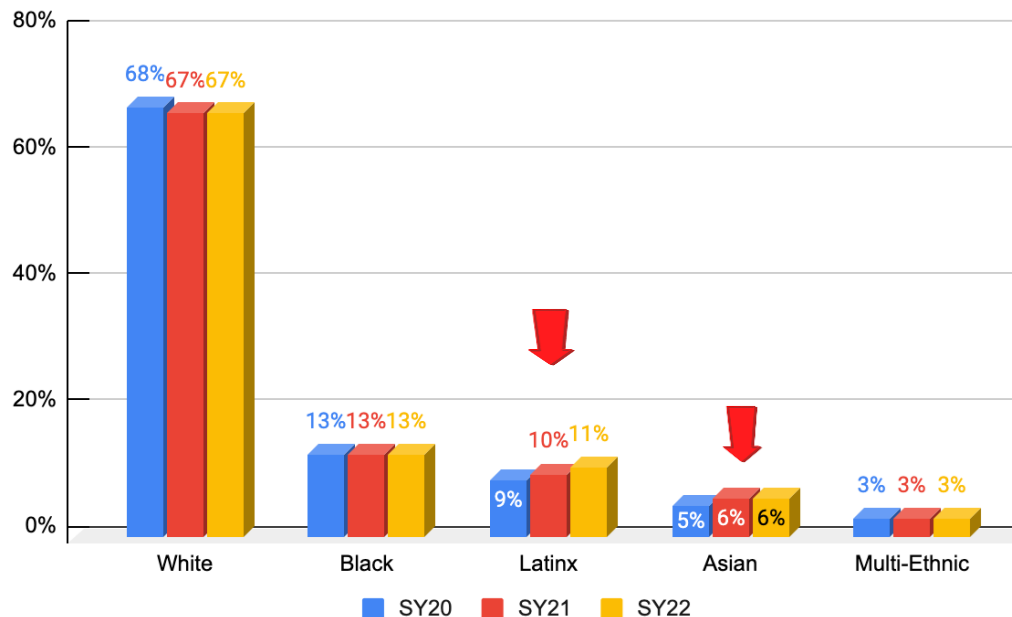
Elevating Educators



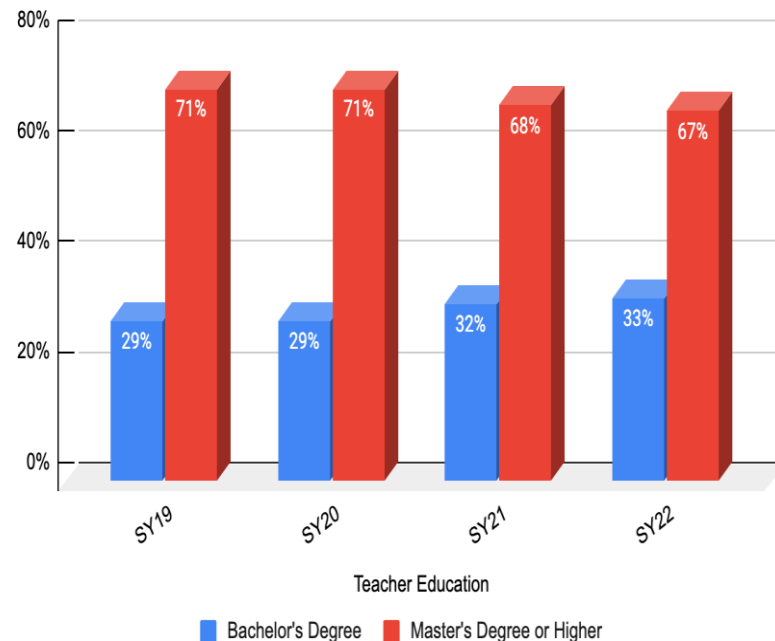
Elevating Educators



Teachers by Race



Teacher Education

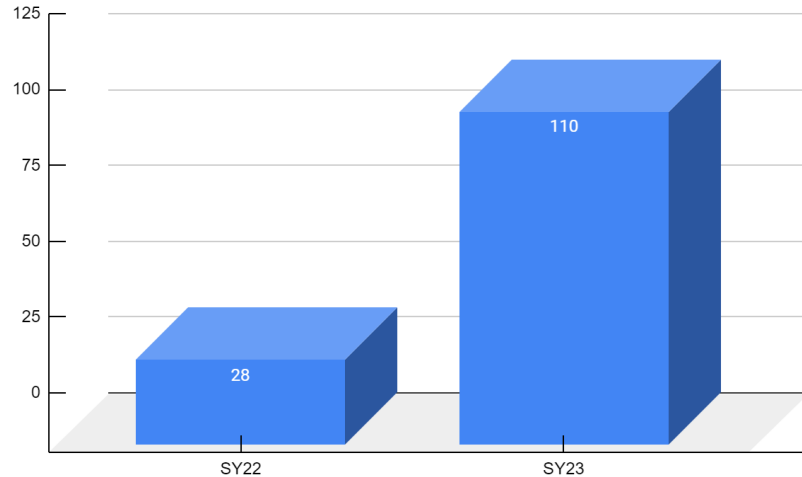


We've increased diversity among our educators by 2% among our Latinx and 1% in our Asian demographics.

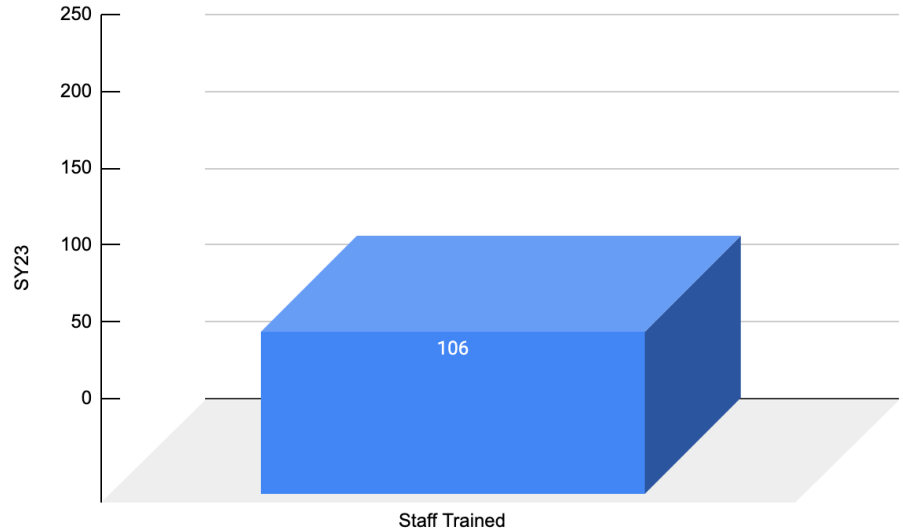
Elevating Educators



Crisis Prevention Trained Staff



Beyond Diversity Trained Staff

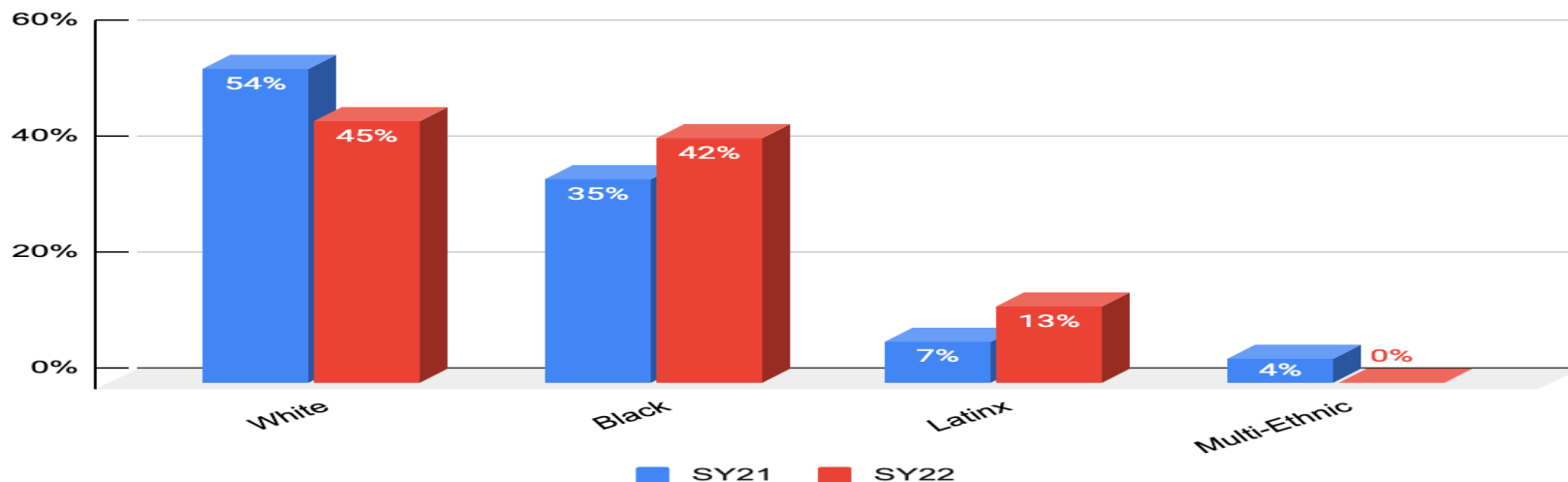


We have trained 82 more staff trained in CPI.

Elevating Educators



Administrator Demographics



We have increased the diversity of our administrators by 7% among our black administrators and 6% by our Latinx administrators.

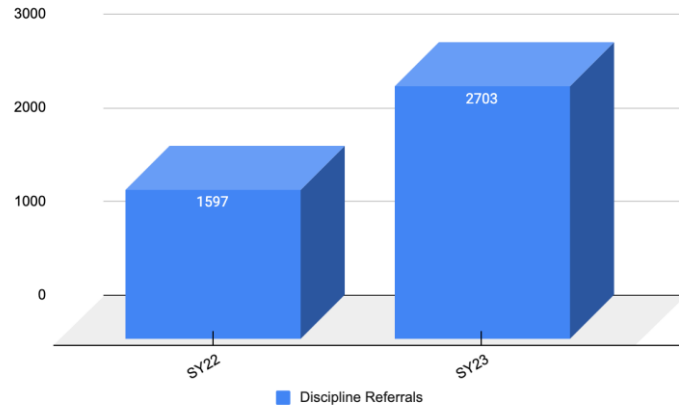
Learning Environment



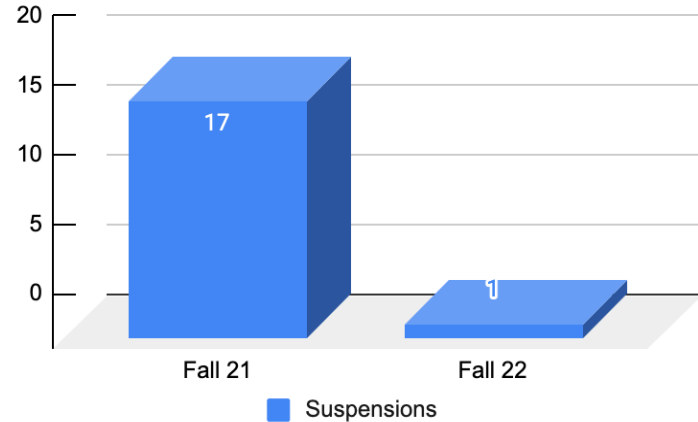
Learning Environment



Discipline Referrals



Exclusionary Discipline Practices (ie. Suspensions)



Suspension and referral timeline is August through October 31st of each year.

Suspensions have decreased significantly this year because of increased implementation of restorative practices across the district.

Learning Environment



August 1st- November 6th Snapshot																					
Level	2021 over all	2022 over all	2021 Whit e	2022 Whit e	2021 Blac k	2022 Blac k	2021 Latin X	2022 Latin X	2021 Asia n	2022 Asia n	2021 Multira cial	2022 Multira cial	2021 Othe r	2022 Othe r	2021 FRL	2022 FRL	2021 EL	2022 EL	2021 IEP	2022 IEP	
Level 1	771	1292	231	383	471	682	94	185	2	16	58	186	10	26	507	597	8	28	236	275	
Level 2	534	854	194	198	293	504	81	111	4	30	35	117	8	9	315	426	14	10	198	216	
Level 3	446	692	134	150	207	420	66	91	12	51	88	69	5	5	221	248	5	3	269	212	
Level 4	7	18	0	5	6	12	0	2	1	0	0	1	0	0	4	8	0	0	1	3	
Level 5	5	6	0	4	2	0	0	2	0	0	1	0	0	1	2	3	0	1	1	4	
Out of School Suspensions	15	1	2	0	11	0	0	0	0	0	2	1	0	0	11	0	0	0	3	0	

Learning Environment



Climate Surveys: 5Essentials

Table 2. Average Response Rates to 5Essentials Survey, District 65 and State Average

Respondents	District 65 2019	District 65 2020	District 65 2021	District 65 2022	State Average 2022
Students	85%	88%	78%	78%	83%
Teachers	78%	76%	80%	79%	73%
Parents	32%	33%	25%	27%	18%

Table 3. District 65 5Essentials Scores Over Time

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



Overall in 2022, District 65 performance on the 5Essentials shows that our schools are “moderately organized” for improvement on average.

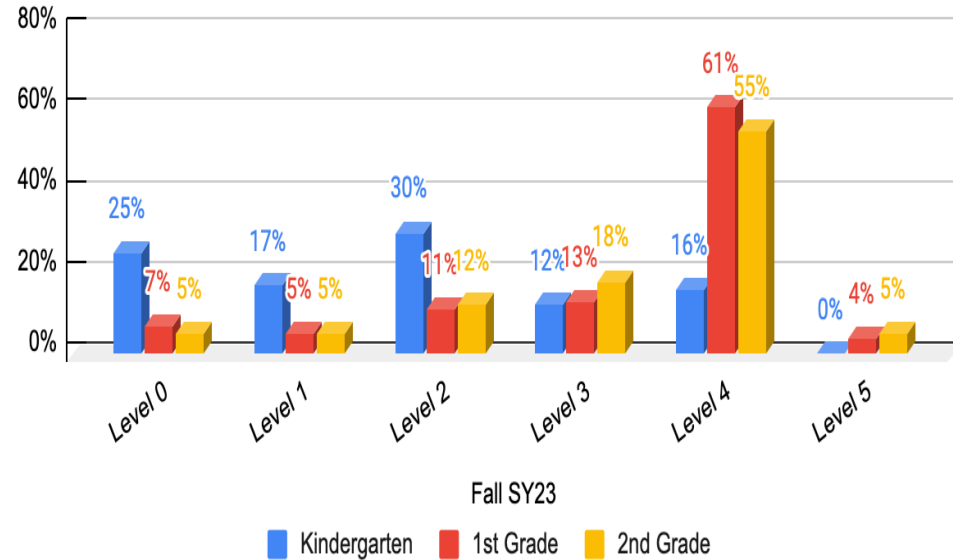
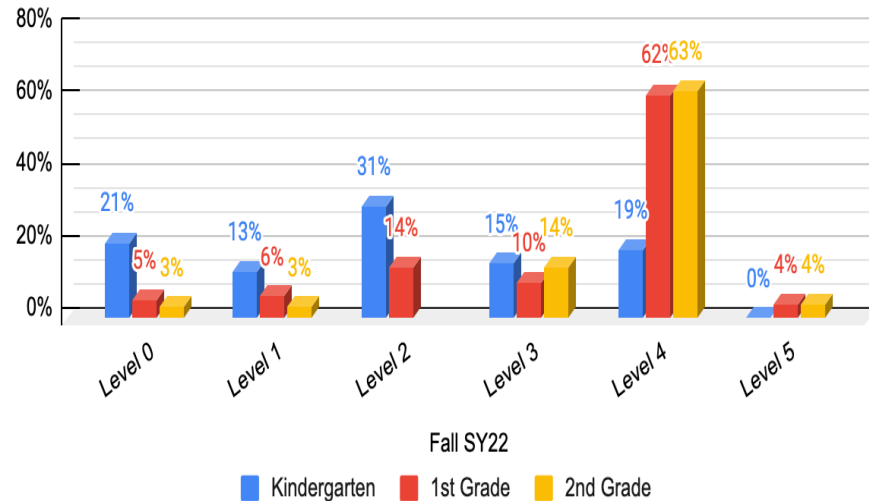
Student Learning



Student Learning-MAP Foundational Skills



Decoding: Phonological Awareness

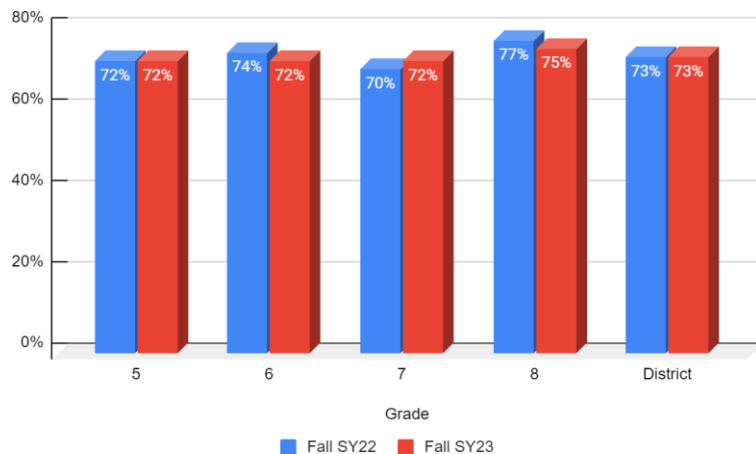


Students in kindergarten showed a decrease in meets of 3%.

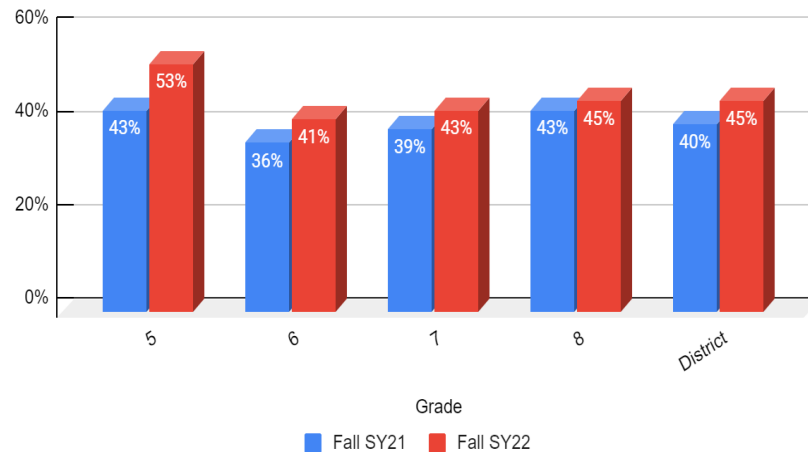
Student Learning-College Readiness Benchmarks



Reading

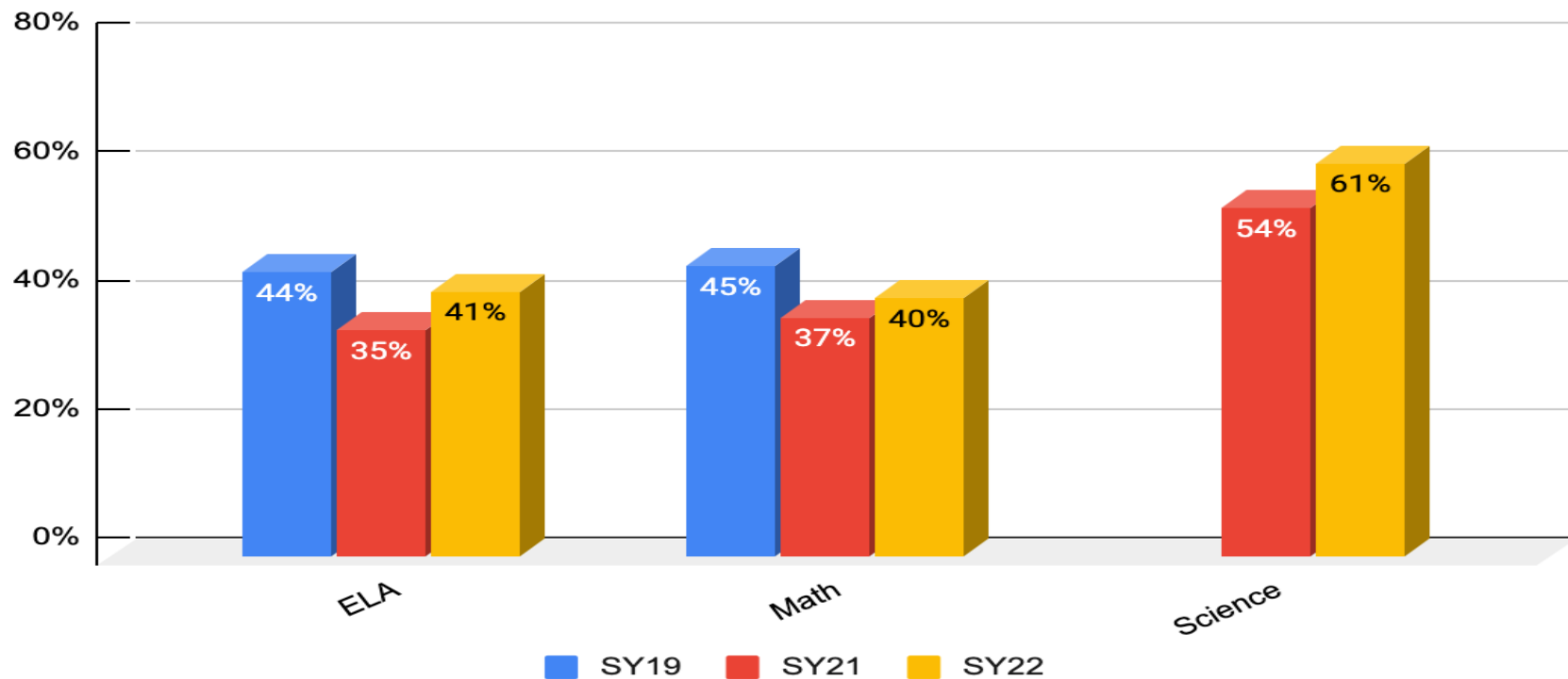


Math

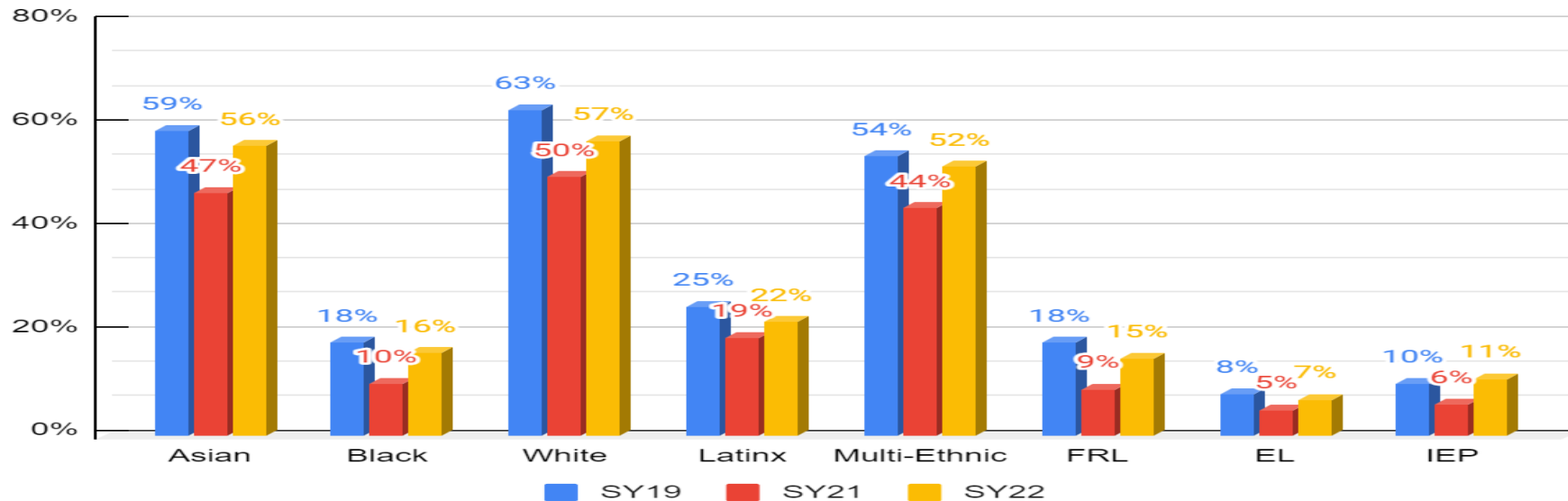


Reading scores remained stagnant while math scores showed an improvement in all grade levels with the highest growth in 5th grade.

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

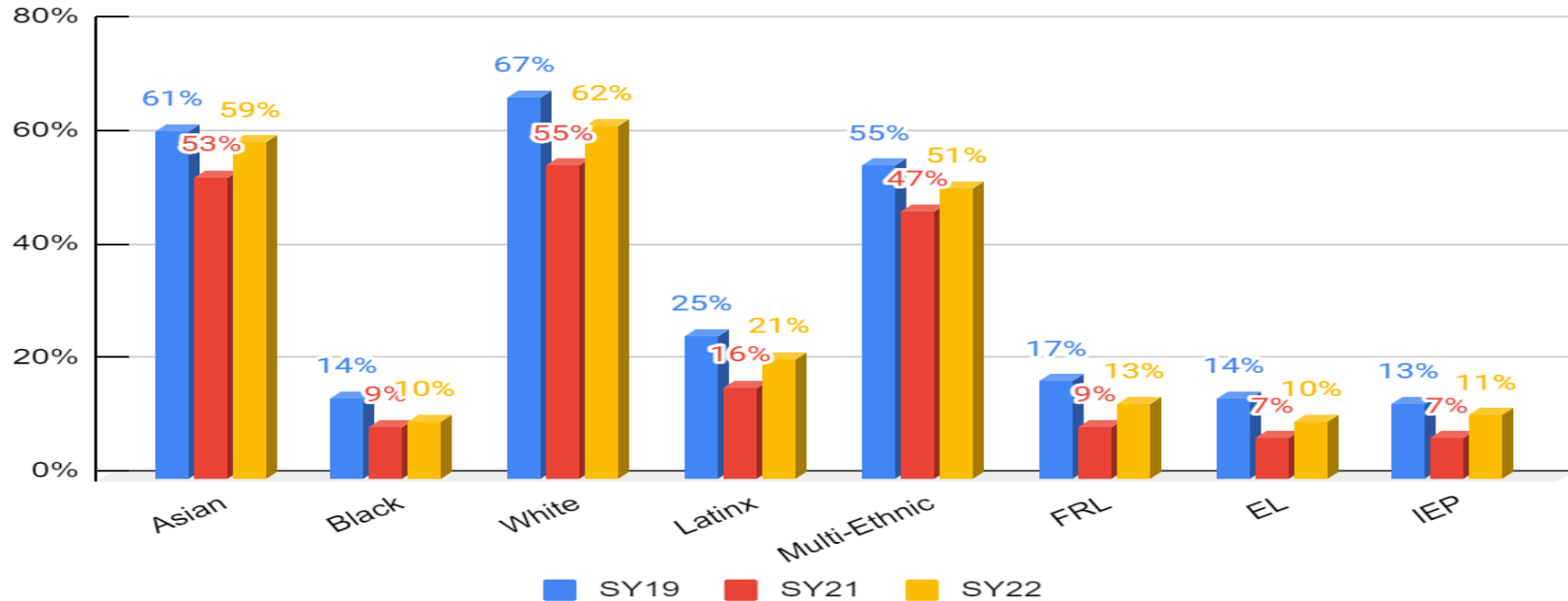


Students Learning on IAR in Reading



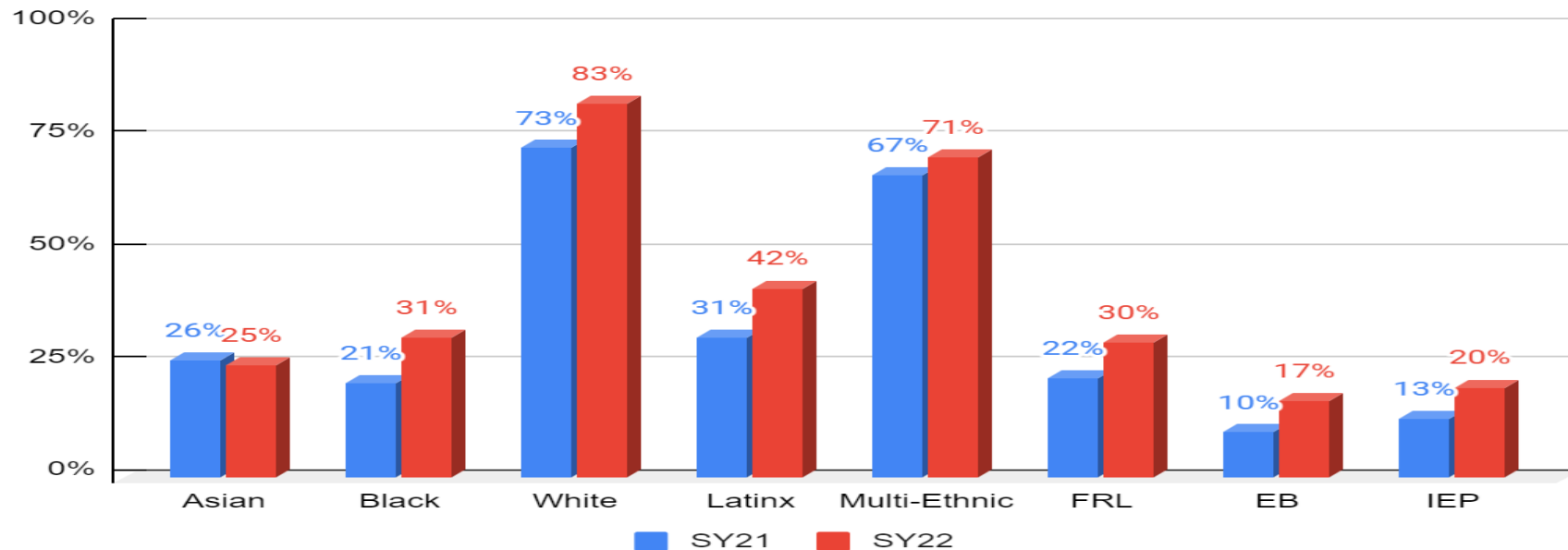
Students in every group showed gains on IAR.

Students Learning on IAR in Math



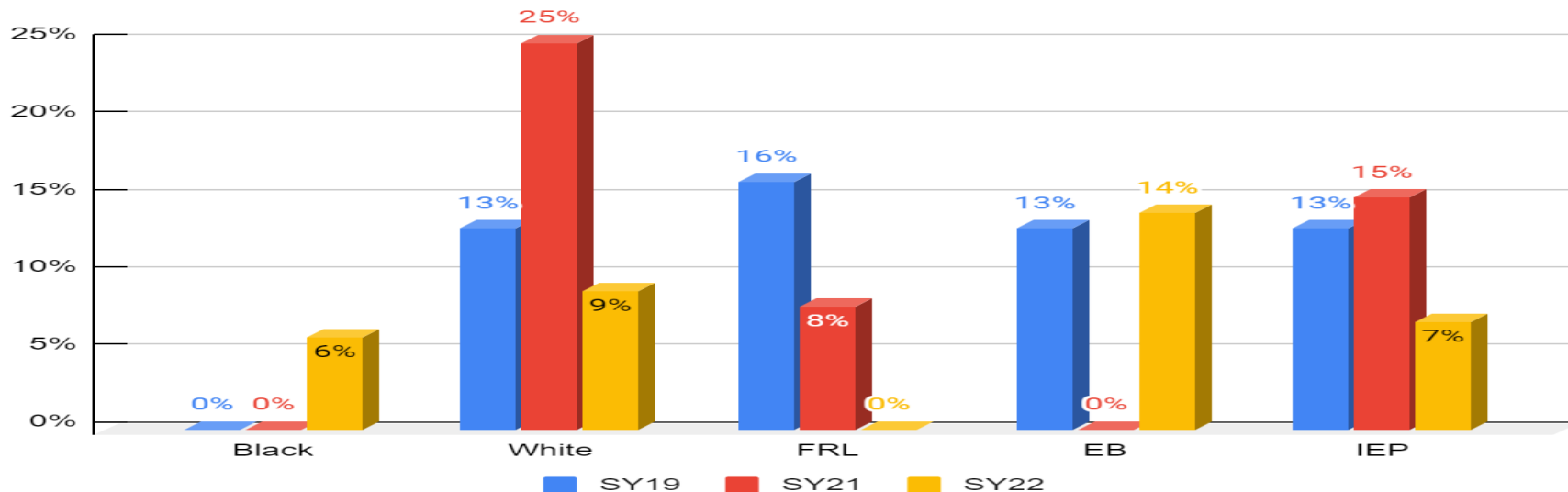
Math scores have improved across all demographic groups moving scores closer to our 2019 pre-pandemic numbers.

Students Learning on IAR in Science

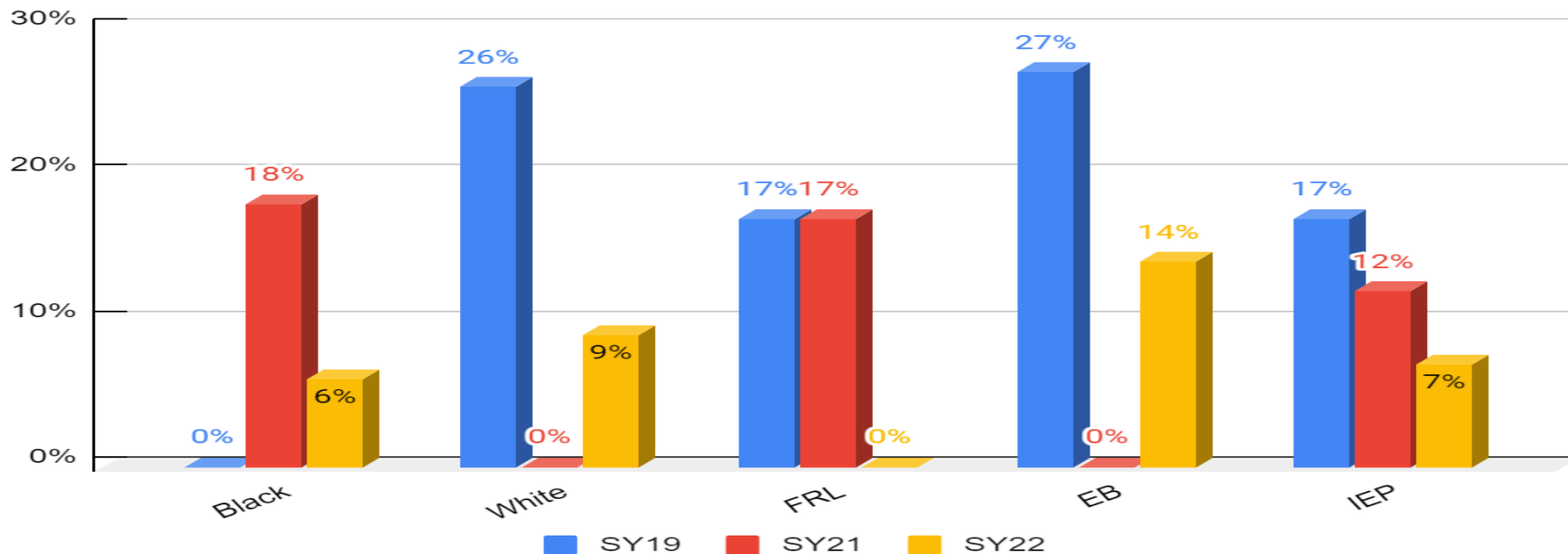


Students have improved their meeting/exceeding performance level expectations in four out of the five racial groups listed above.

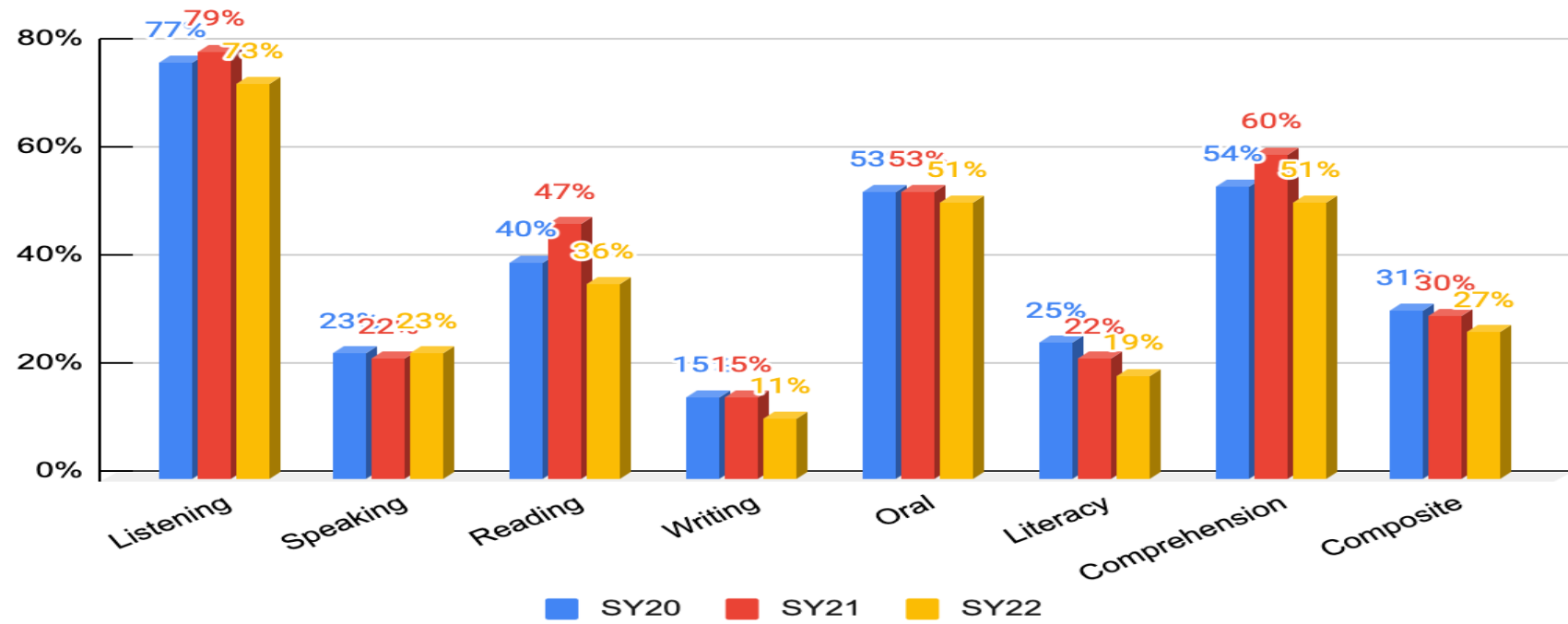
Students Meeting/Exceeding on DLM-Reading



Students Meeting/Exceeding on DLM-Math



Students with Proficiency Levels of 4.0 or Higher on ACCESS

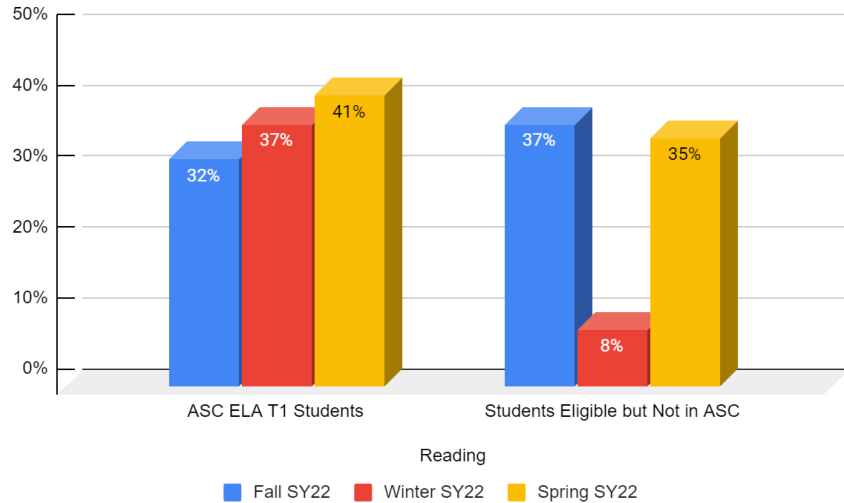


On the ACCESS assessment, student scores only increased in speaking by 1% from last year to this year.

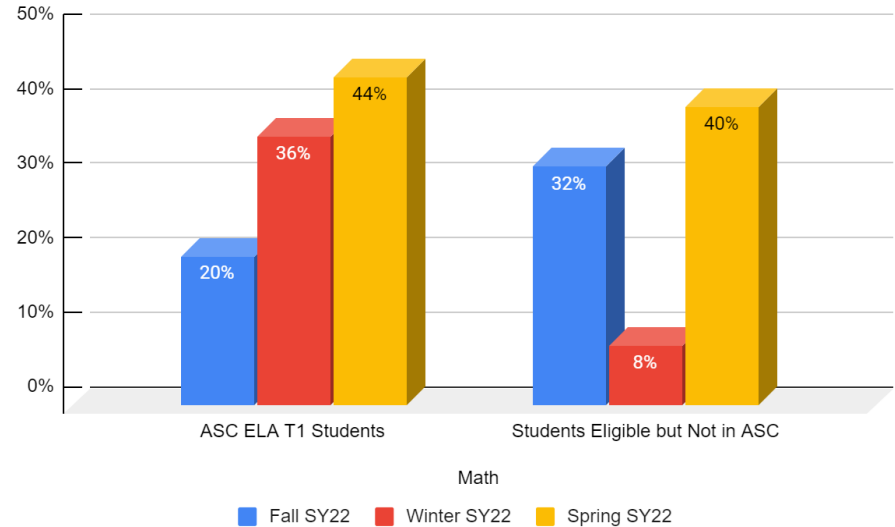
ASC Students vs. ASC Eligible on MAP



Reading



Math



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.

Summary



- Overall students throughout the district are showing improvement in reading, math, and science.
- Foundational skills in grades k-2 will require differentiated instruction and intervention supports to address the skills gaps demonstrated in each grade level.
- More support is needed to address the learning gaps in order to support improved academic outcomes among our Emerging Bilingual student population.
- ASC tutor program has assisted in addressing the learning loss in student scores that fall in the 26-49% percentile on MAP.
- Restorative practices have been implemented and shown significant improvement on the reduction of out-of-school suspensions.

Questions

