



SY25 Achievement and Accountability Report

September 8, 2025



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes



D65 Revised Reporting Structure

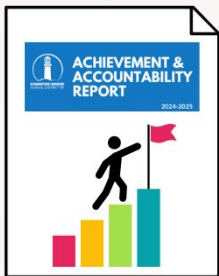
Goal: Provide data that is accurate, relevant, accessible, and transparent for all stakeholders.



D65 Revised Reporting Structure

YOU ARE
HERE

Achievement & Accountability Report

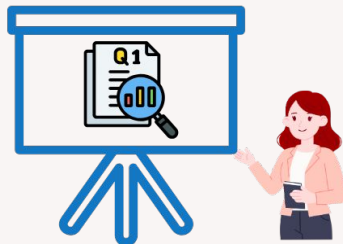


- Published in August/September
- Outcomes from previous school year aligned to **Equity Journey Continuum** and **Strategic Plan**:
 - Attendance
 - Behavior
 - SEL
 - Assessment
 - Academics

Added to District Website

COMING
SOON

Quarterly Progress Update



- Quick “snapshots” of current progress on academic and climate indicators during regularly scheduled Board meetings
- Snapshot toward district priority work aligned to the Strategic Plan.

Added to District Website

COMING
SOON

Interactive Data Dashboard



- Summary tables/graphs
- School-level and District-level metrics
- Enrollment, attendance, assessment data
- Updates regularly (daily for attendance and enrollment; after testing windows)
- Ensures data is transparent and accessible

Accessible on District Website

COMING
SOON

Strategic Plan Scorecard



- Displays overall progress and relevant data for strategic plan Key Performance Indicators (KPI) and metrics.

Accessible on District Website



Achievement and Accountability Report



Highlights from Our Students,
Our Educators, Our Leaders and
Our Community



Strategic Plan Goals and
Accountability Summary



Data Overview for *Learning
Conditions, Student Learning*



Student Learning Score Card



Elevating Educators



Technical Notes and Appendix



Student Learning



Learning Conditions



Elevating Educators



Achievement and Accountability Presentation



Student Learning Goals and
Headlines



Student Learning Data Overview



Learning Conditions Goals and
Headlines



Learning Conditions Data



Elevating Educators Data



Student Learning

Student Learning



Student Learning Goals

Headlines



Assessment Goals <i>NWEA MAP and Illinois Assessment of Readiness (IAR)</i>	Language Arts Academic Goals		Math Academic Goals	
	Baseline (SY21-22)	Goal by SY26-27	Baseline (SY21-22)	Goal by SY 26-27
% Meeting College Readiness Benchmarks (SAT) on MAP	72%	80%	45%	50%
% Meeting College Readiness Benchmarks (ACT) on MAP*	60%	-	43%	-
% at or below the 25th percentile on MAP	16%	12%	19%	9%
% of students Meeting/Exceeding growth targets on MAP	62%	75%	64%	75%
% of students with Meets(4) or Exceeds(5) on IAR	40.5%	55%	40%	55%

 Increase in percent of students Meeting/Exceeding College Readiness Benchmarks(SAT) in Language Arts (+3%) and Math (+6%)

- Decrease in percent of students Meeting/Exceeding Expected Growth Targets in Language Arts (-3%) and in math (-8%)

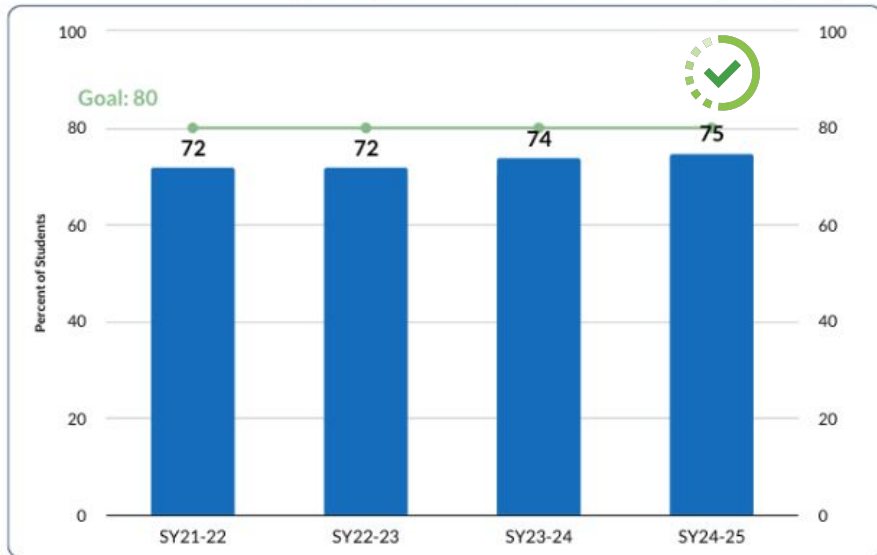
 Increase in percent of students who Met(4)/Exceeded(5) Expectations on IAR in Language Arts (+14%) and in Math (+2%)*



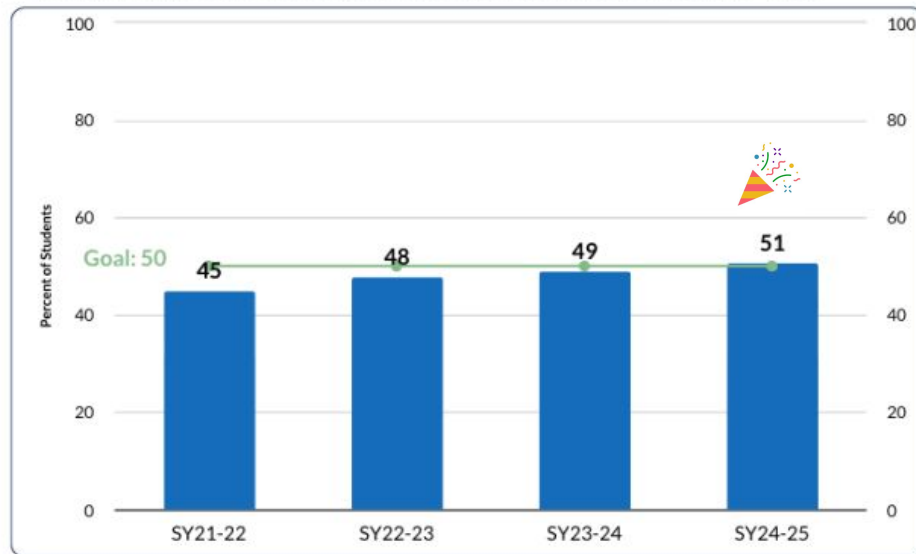
NWEA MAP: Percent Meeting College Readiness Benchmarks (SAT)



NWEA MAP: Percent Meeting College Readiness Benchmarks (SAT)- Language Arts



NWEA MAP: Percent Meeting College Readiness Benchmarks (SAT)- Math

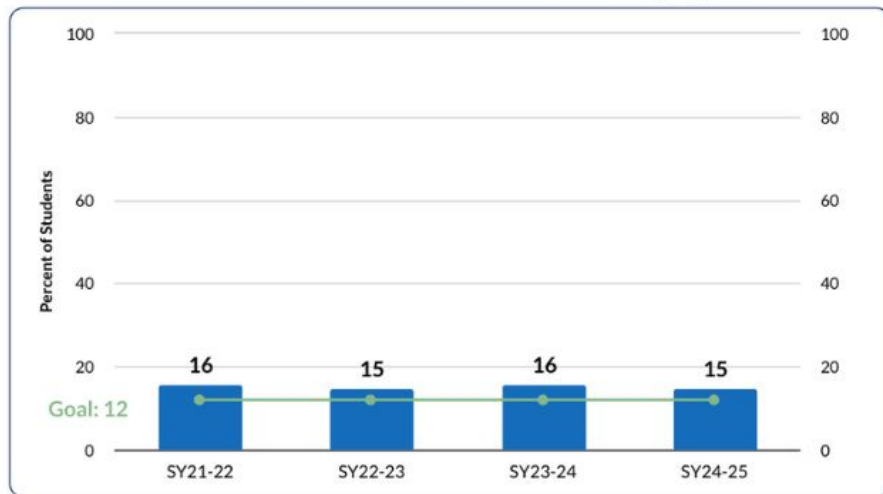


Grades 5th-8th Only

NWEA MAP: Percent At/Below 25th Percentile

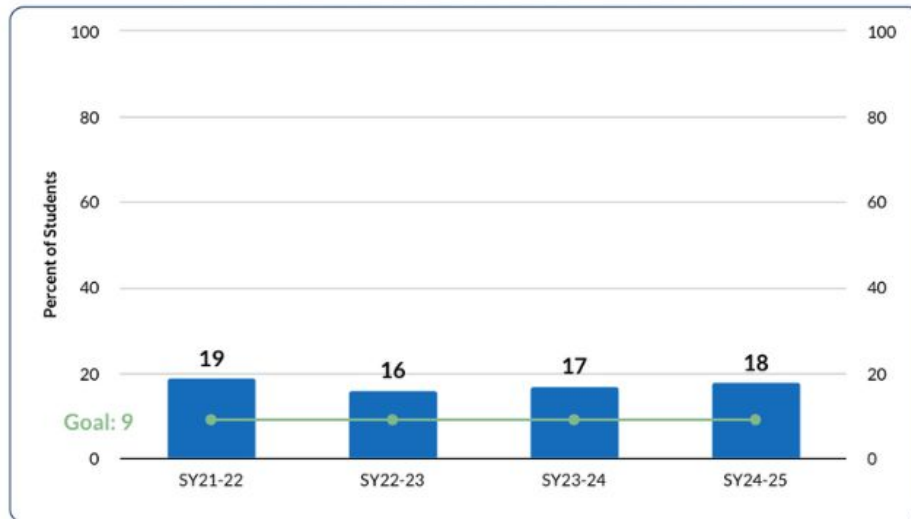


NWEA MAP: Percent At/Below 25th Percentile- Language Arts



WORK IN PROGRESS

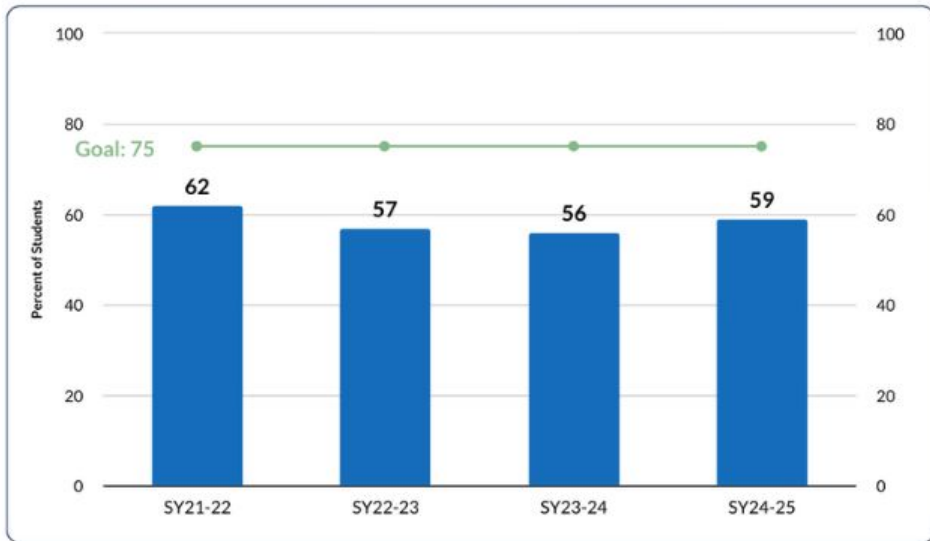
NWEA MAP: Percent At/Below 25th Percentile- Math



NWEA MAP: Percent Meeting Expected Growth (Spring to Spring)

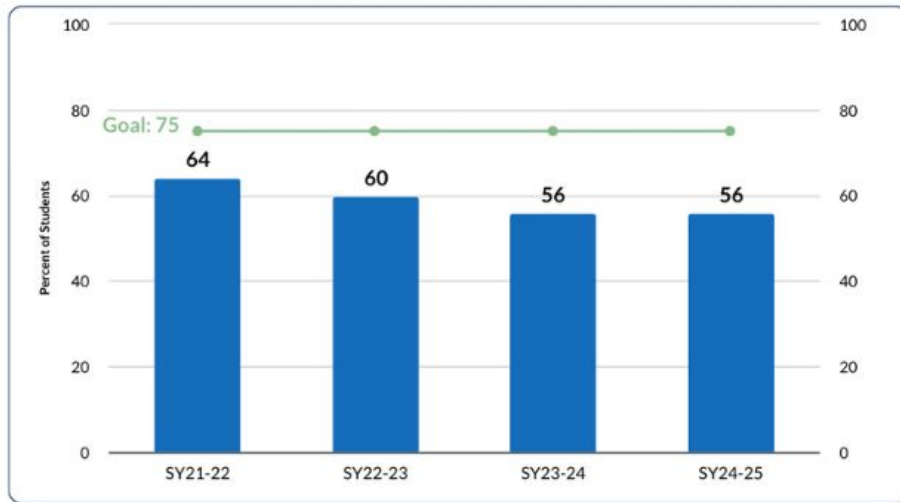


NWEA MAP: Percent Meeting Expected Growth (Spring to Spring)- Language Arts



WORK IN PROGRESS

NWEA MAP: Percent Meeting Expected Growth (Spring to Spring)- Math

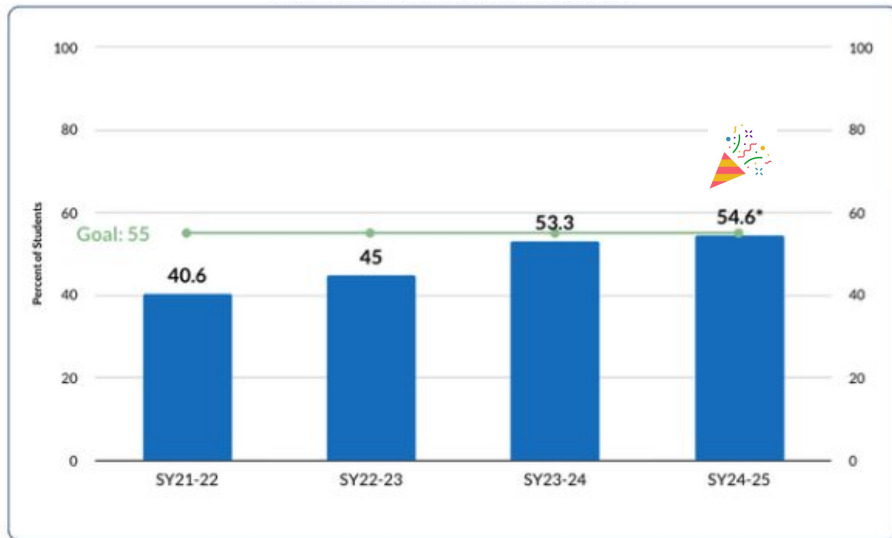




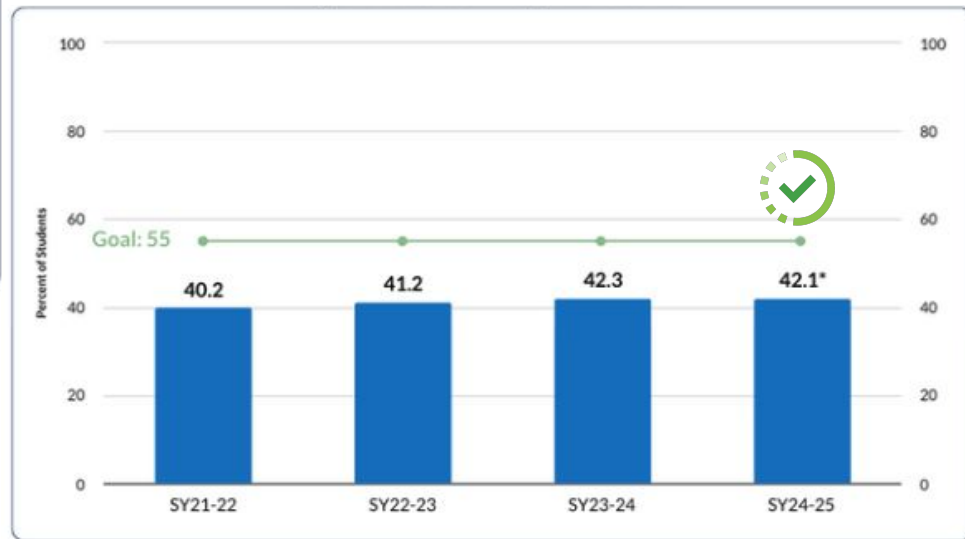
IAR: Percent Met(4) or Exceeded(5) Expectations *Original Cut-Scores and Performance Levels*



IAR: Percent Met(4) or Exceeded(5) Expectations in Language Arts
Original Cut-Scores



IAR: Percent Met(4) or Exceeded(5) Expectations in Math
Original Cut-Scores



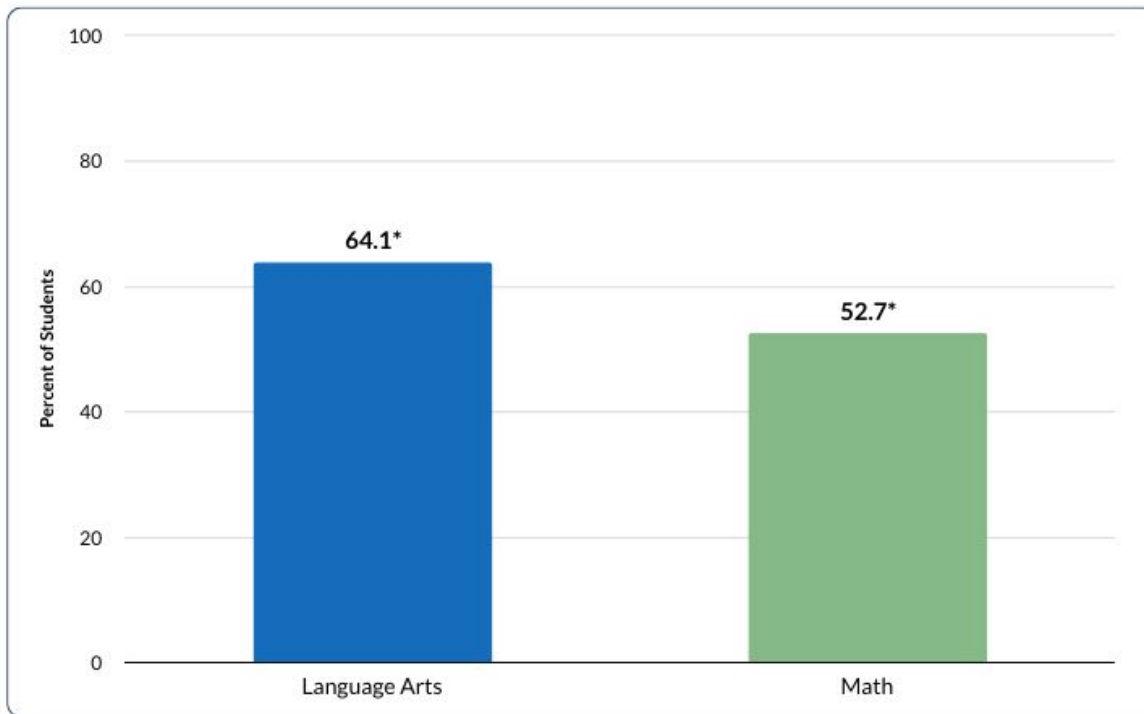
Preliminary Data: Final results available in mid September.



IAR: Percent Proficient(3) or Above Proficient(4) New Cut-Scores and Performance Levels



SY24-25 IAR: Percent of Students At(3) or Above Proficient(4)
New Cut-Scores and Performance Levels



Preliminary Data: Final results available in mid September.



Learning Conditions



Learning Conditions Goals

Headlines



Behavior and Attendance Goals	Baseline (SY21-22)	Goal by SY26-27
Improve District Average Daily Attendance	92.6%	95%
Percent of students with at least one Level 3, 4, or 5 behavior incident	10%	5%
Percent of Level 3, 4, and 5 incidents	22%	15%
Decrease the suspension distribution for overrepresented subgroups (black students, students with IEPs, and frl status) by 5% for each subgroup	Black Students: 65% IEP: 49% FRL 77%	Decrease by 5% for each subgroup

-  Attendance continues to trend upwards.(+1.1)
-  Percent of students with a Level 3,4, or 5 incident is down to 7.5%
-  Percent of Level 3, 4, and 5 Incidents is up to 24% but the total number of incidents is down(-45%) and the total number of Level 3, 4, and 5 incidents is down(-41%).
- Decrease in total number of suspensions, however, still shows disproportionality for subgroups.

Attendance



D65 Average Daily Attendance (ADA)

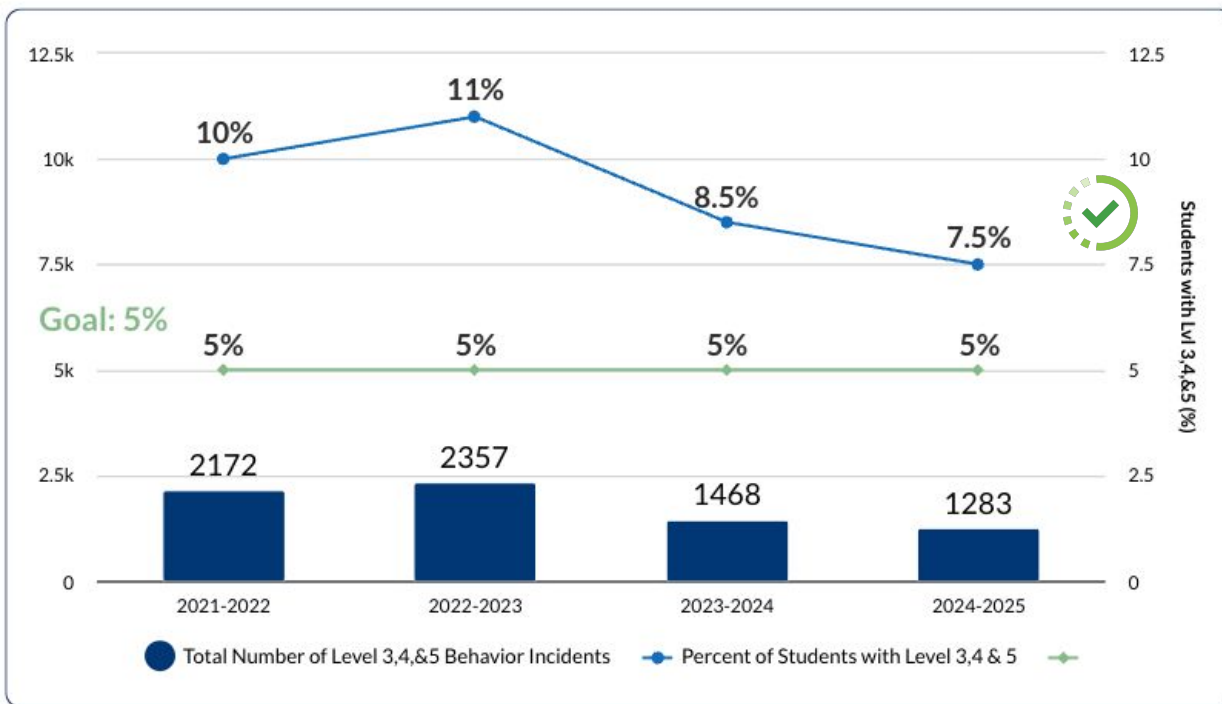


-  **Orrington: 96.1**
-  Nichols: 94.1
-  Dewey: 94.7
-  Kingsley: 94.2
-  Lincoln: 94.7
-  Lincolnwood: 94.2
-  Walker: 94.3
-  Washington: 94
-  Willard: 94.9

Level 3, 4, and 5 Incidents



Percent of Students with Level 3, 4, or 5 Incidents compared to
Total Number of Level 3, 4, and 5 Incidents



- **Level 1 & 2:**

- Minor
- Classroom-managed behavior
- Examples: Out of seat, Inappropriate use of electronic device

- **Level 3, 4, 5:**

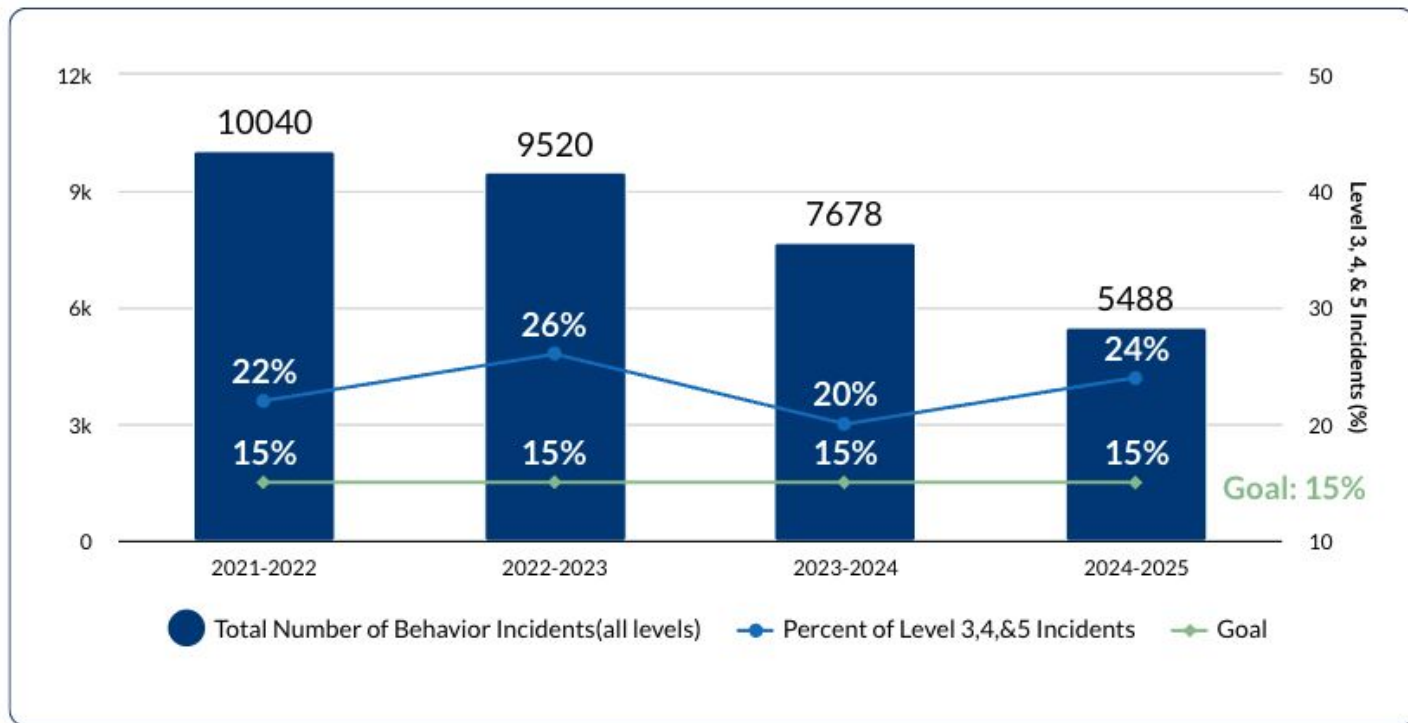
- Major
- Admin-managed behavior
- Example: Fighting

Use of Behavior Data: Connect students with appropriate supports (FACE, Social Worker, Counselor)

Level 3, 4, and 5 Incidents



Percent of Level 3, 4, and 5 Incidents compared to
Total Number of Behavior Incidents



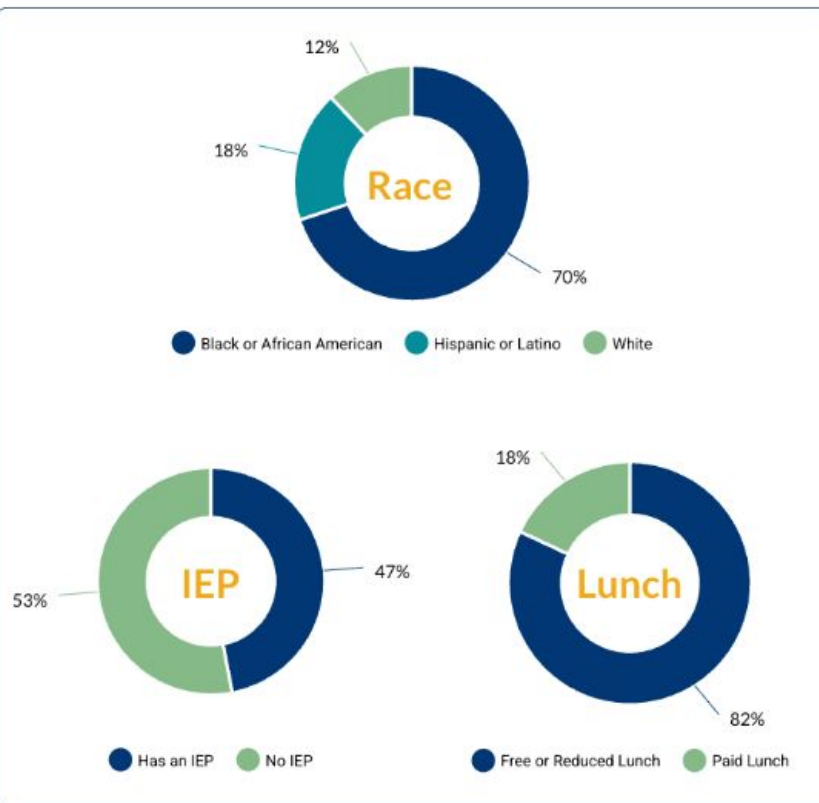
Suspensions (ISS and OSS)



Total Incident and Student Count of Out of School Suspensions (OSS) and In-School Suspensions (ISS)

Type of Incident	Total Number of Incident Type	Total Number of Students
In-School Suspension	22	21
Out of School Suspension	20	17
Grand Total	42	38

Distribution of Students with at least one Out of School Suspension(OSS) by Race, IEP Status, and Lunch Status





Elevating Educators

Elevating Educators

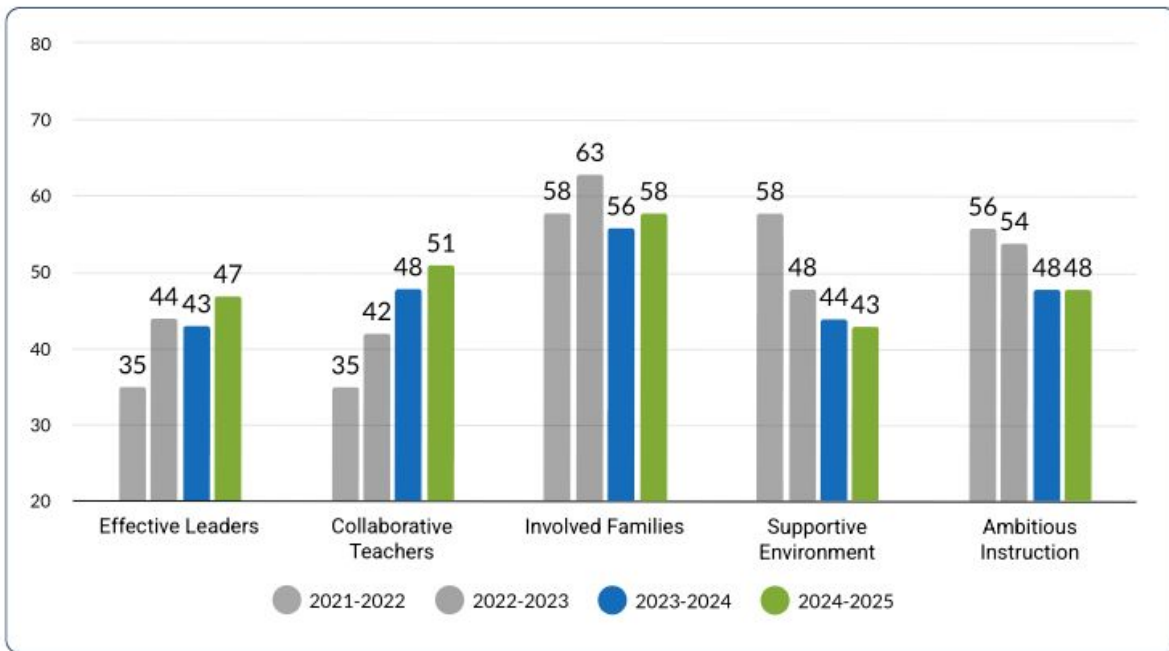


District 65 5 Essentials Scores

Headlines



District 65: 5 Essentials Scores



Improvements “Effective Leaders”(+4), “Collaborative Teachers”(+3), and “Involved Families”(+2)

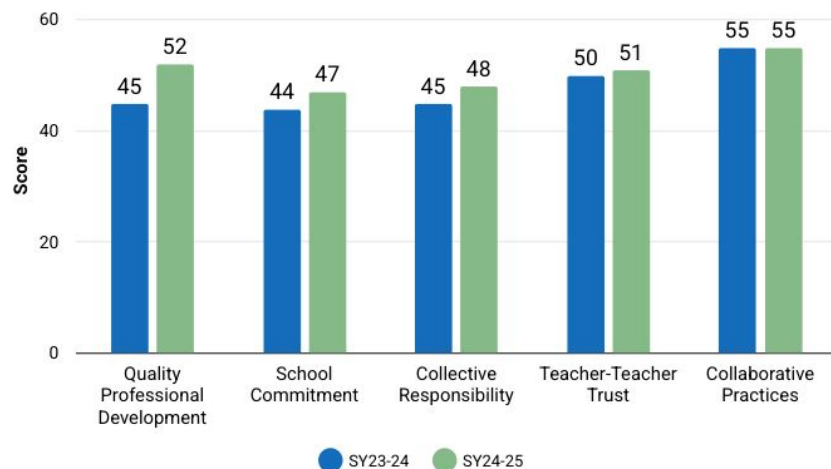
- Decrease in “Supportive Environment” (-1)
- “Ambitious Instruction” remained the same.

Beginning in Spring 2025, Illinois updated the benchmarks for the 5Essentials Survey scores and ratings. Both 2024 and 2025 results have been recalibrated to the new benchmarks; earlier results were not.

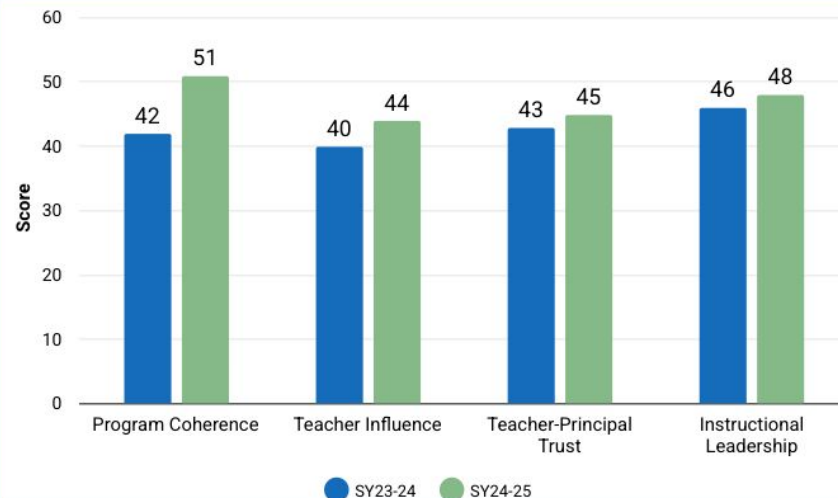
5 Essentials: Teacher Respondent Measures



5 Essentials: "Collaborative Teachers" Measures



5 Essentials: "Effective Leaders" Measures





450+

Educators and Staff

8 Courses

1-10 Hours

Over 450 educators and staff members participated in Summer Learning courses provided by the Instructional Technology Team. Coursework ranged from 1-10 hours. Topics included best practices for using AI tools, digital citizenship and computer literacy, effective use of classroom iPad tools and management strategies, and much more!

