



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

SY25-26 QUARTERLY PROGRESS UPDATE

October 27, 2025

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Introduction

The Research, Assessment, Accountability, and Data (RAAD) Department is committed to providing accurate, actionable, and accessible data for all stakeholders. While the Annual Achievement and Accountability Report offers a comprehensive view of student outcomes, the Quarterly Progress Update provides timely updates on progress toward the District's academic and behavioral goals, as well as current updates on projects and initiatives aligned to those goals.

Structure of Progress Update

The Quarter Progress Update is organized to align with the Equity Journey Continuum (EJC) indicators for Learning Conditions and Student Learning. Each section provides key data points connected to these indicators. Following the data overview, the report summarizes Quarter 1 progress toward Strategic Plan projects, highlighting milestones, ongoing work, and next steps across departments.

Data Considerations

This fall marked the first administration of the district's new assessments, Renaissance STAR for literacy and I-Ready Diagnostic for math. Because the current Strategic Plan goals were established using NWEA MAP, the Research, Assessment, Accountability, and Data (RAAD) team conducted a data linkage process to ensure meaningful year-over-year comparisons.

Using vendor-provided linking studies, the RAAD team converted historical NWEA MAP data into the corresponding STAR and I-Ready scale score and percentiles. This allows the district to examine student performance trends over time and maintain continuity in reporting progress toward strategic goals, even as the assessments have changed.

Although the scores across these assessments are highly correlated, they are not identical. Each assessment uses its own scoring scale, test design, and benchmarking criteria. These differences mean that while the results can be compared with confidence, they should be interpreted with an understanding of the unique features of each assessment.

Progress Indicators



On Track: Progress on pace to meet goal



Monitor Progress: Slightly off track; continued attention needed



Needs Attention: Significantly off track; targeted action required

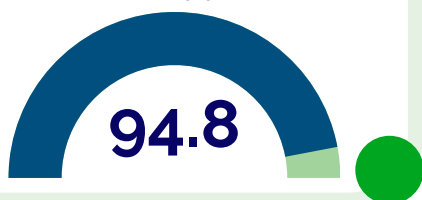
QUARTERLY PROGRESS UPDATE

LEARNING CONDITIONS

Behavior and Attendance Goals	Baseline (SY22)	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 (out of total number of incidents)	22%	15%

All metrics are as of October 16th 2025

Average Daily Attendance



95.5% in SY25

Percent of Students with Level 3, 4, or 5

2.6%

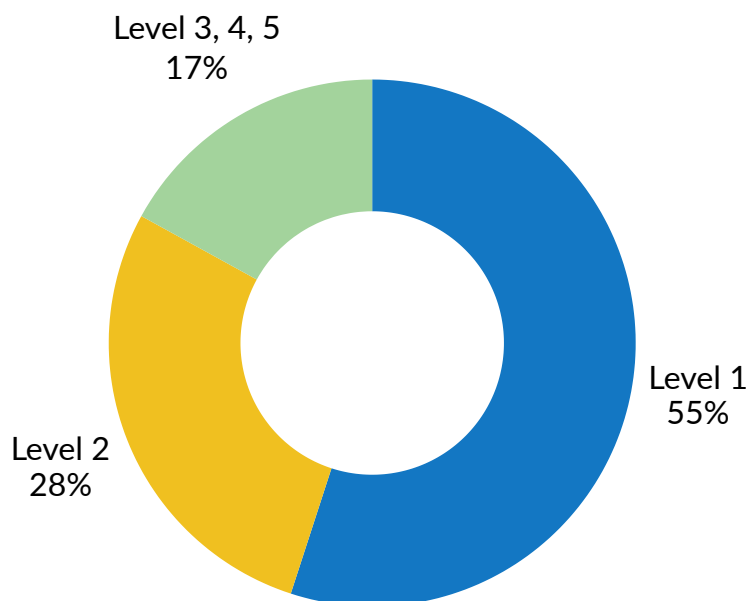
1.8% in SY25

Percent of Level 3,4, and 5 Incidents

17.3%

22.4% in SY25

SY26: Percent of Behavior Incidents by Level

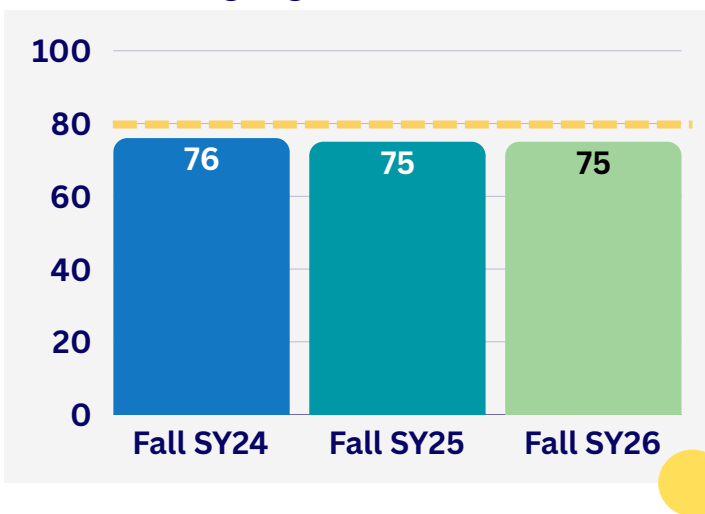


STUDENT LEARNING

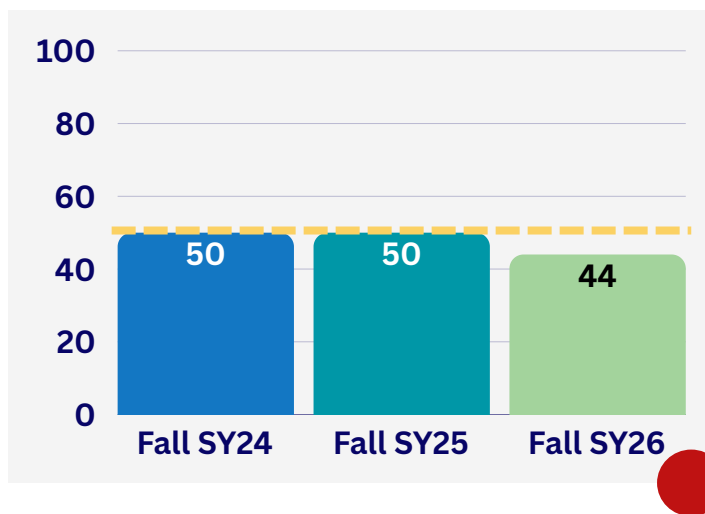
Assessment Goals	Language Arts Baseline (SY22)	Language Arts Goal by SY26-27	Math Baseline (SY22)	Math Goal by SY26-27
% Meeting College Readiness Benchmarks (SAT) on MAP*	72%	80%	45%	50%
% Meeting College Readiness Benchmarks (ACT) on MAP*	-	-	-	-

College Readiness Benchmarks (CRB) represent the minimum scores that indicate whether a student is on track to succeed in first-year college courses. These benchmarks help estimate the percentage of students in grades 5–8 who are likely to meet ACT/SAT College Readiness Benchmarks if their current growth continues. To allow comparison of results across time, MAP scores from Fall SY24 and Fall SY25 have been converted to STAR and I-Ready scores using crosswalks from linking studies, provided in the appendix.

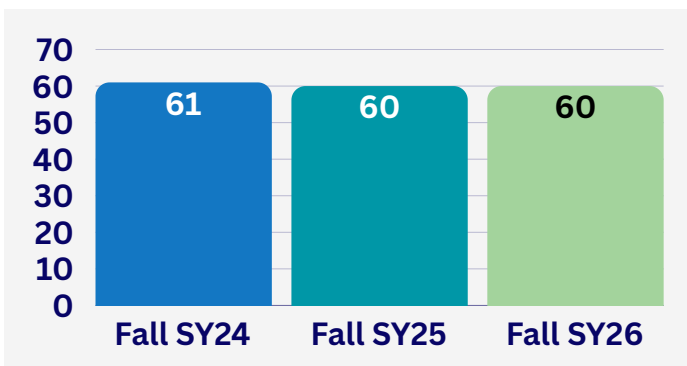
**SY26 Fall: Percent Meeting CRB (SAT)
Language Arts Grades 5-8**



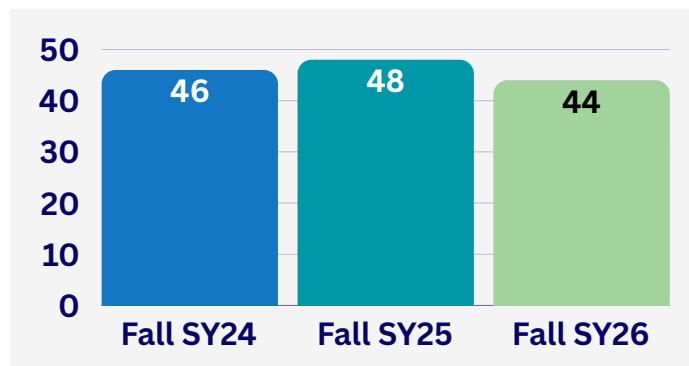
**SY26 Fall: Percent Meeting CRB (SAT)
Math Grades 5-8**



**SY26 Fall: Percent Meeting CRB (ACT)
Language Arts Grades 5-8**



**SY26 Fall: Percent Meeting CRB (ACT)
Math Grades 5-8**



STUDENT LEARNING

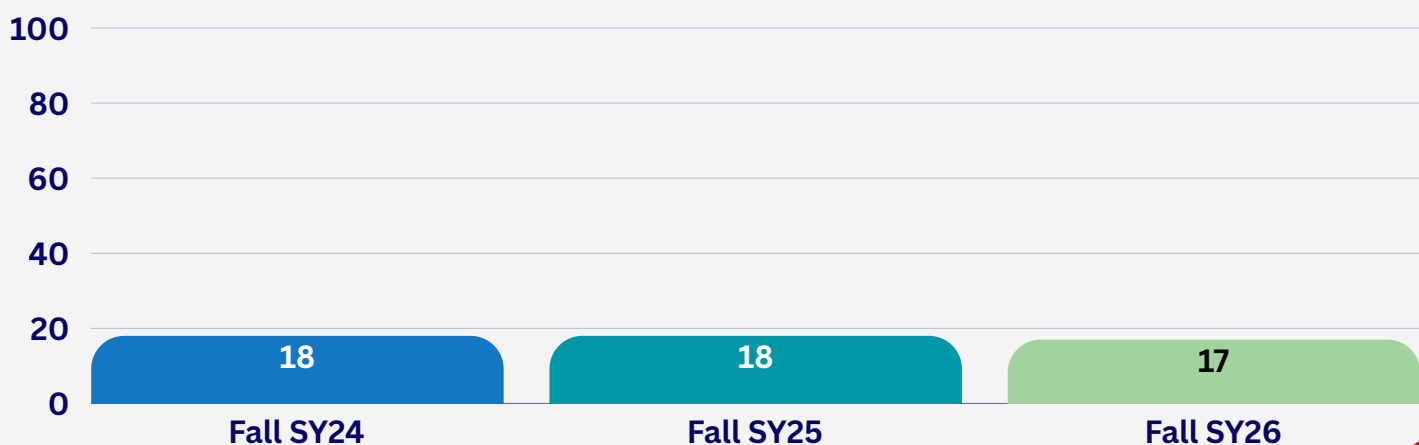
Assessment Goals	Language Arts Baseline (SY22)	Language Arts Goal by SY26-27	Math Baseline (SY22)	Math Goal by SY26-27
% at or below the 25th percentile on MAP	16%	12%	19%	9%

The tables below show the percentage of students performing at or below the 25th percentile. To support comparison over time, Fall SY24 and Fall SY25 MAP RIT scores were converted to STAR and i-Ready scores and percentiles using linking studies provided by the assessment companies. These linking studies can be found in the appendix of this report. Because each assessment uses a different scoring scale, the percentiles are comparable but not perfectly aligned.

**SY26 Fall: Percent at or Below 25th Percentile -Language Arts
Grades 3rd-8th**



**SY26 Fall: Percent at or Below 25th Percentile- Math
Grades 1st-8th**



STAR Benchmark Categories:

In District 65, our goal is for every student to be working at or above grade level by the end of the school year. To help us see how students are growing toward that goal, we give districtwide assessments three times a year—in the fall, winter, and spring. These tests help teachers understand each child’s current learning level and plan the right support, whether that’s extra help, targeted instruction, or enrichment.

A benchmark is a check-in point we use to see if students are on track. The “At Benchmark” level means a student is meeting the expectations needed to stay on track for grade-level proficiency by the end of the year.

For the STAR assessments, the district uses benchmarks based on national percentiles. This means we compare a student’s performance to other students across the country in the same grade. District 65 selected high benchmark levels that line up closely with what it means to be “proficient” by the end of the year. These higher expectations help ensure all students are moving toward strong grade-level performance.

To keep things consistent, the same benchmark categories and percentile cut-offs are used for all versions of the STAR test including STAR Reading, STAR Lectura, STAR Early Literacy, and STAR Alfabetización Temprana. This helps us clearly report progress and set goals that are fair and meaningful for all students.



Urgent Intervention

- 10th Percentile and Below
- Students will likely need **significant support** with key skills below their chronological grade to be ready for grade-level instruction.



Intervention

- Between the 11th and 25th Percentile
- Students will likely need **some additional support** with key skills below their chronological grade level to be ready for grade-level instruction.



Approaching Benchmark

- Between the 26th and 66th Percentile
- Students at this level are approaching grade-level expectations and will benefit from grade-level instruction with targeted support.



At Benchmark

- Between the 67th and 97th Percentile
- Students have likely met the minimum requirements for the expectations of their grade level.

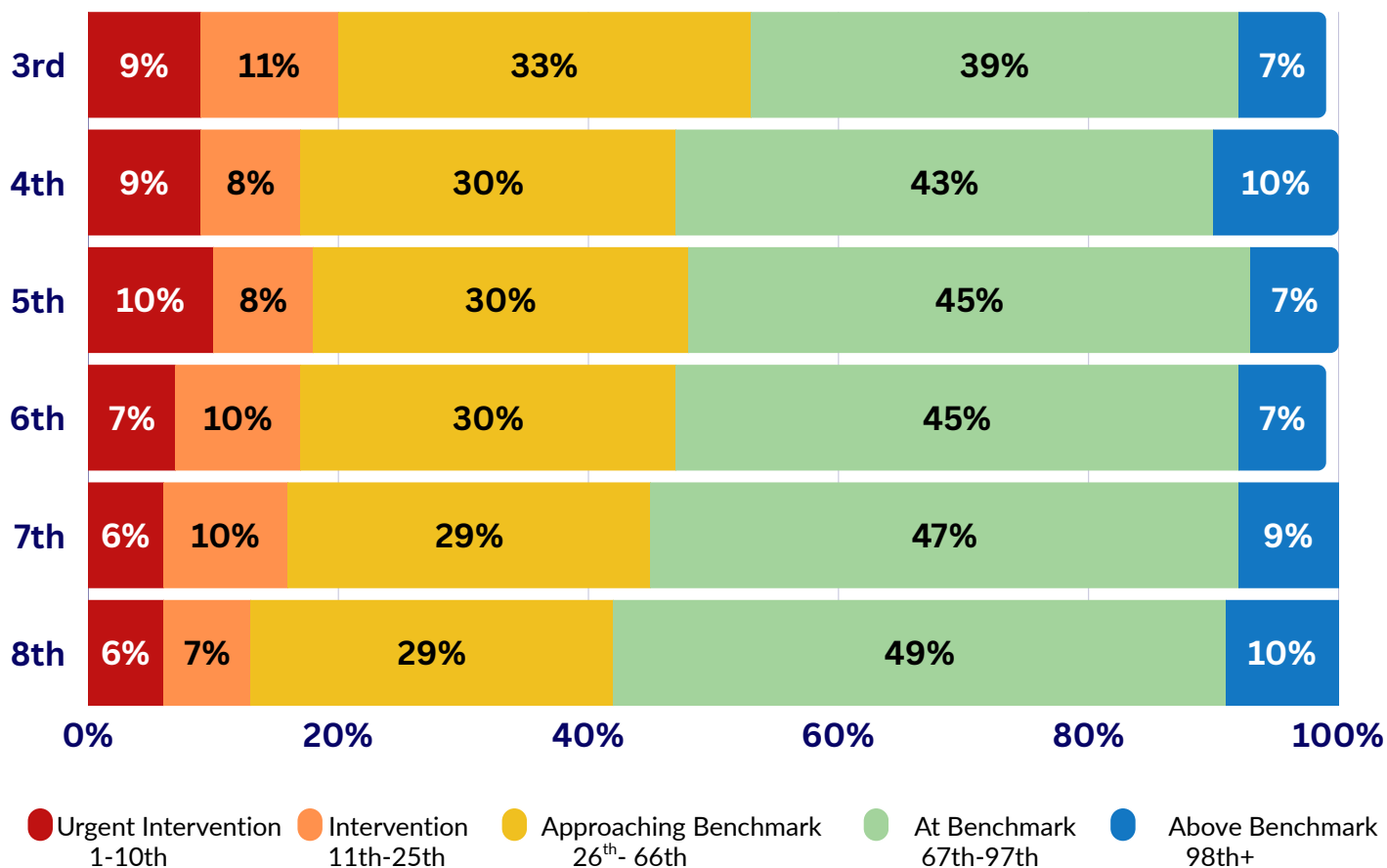


Above Benchmark

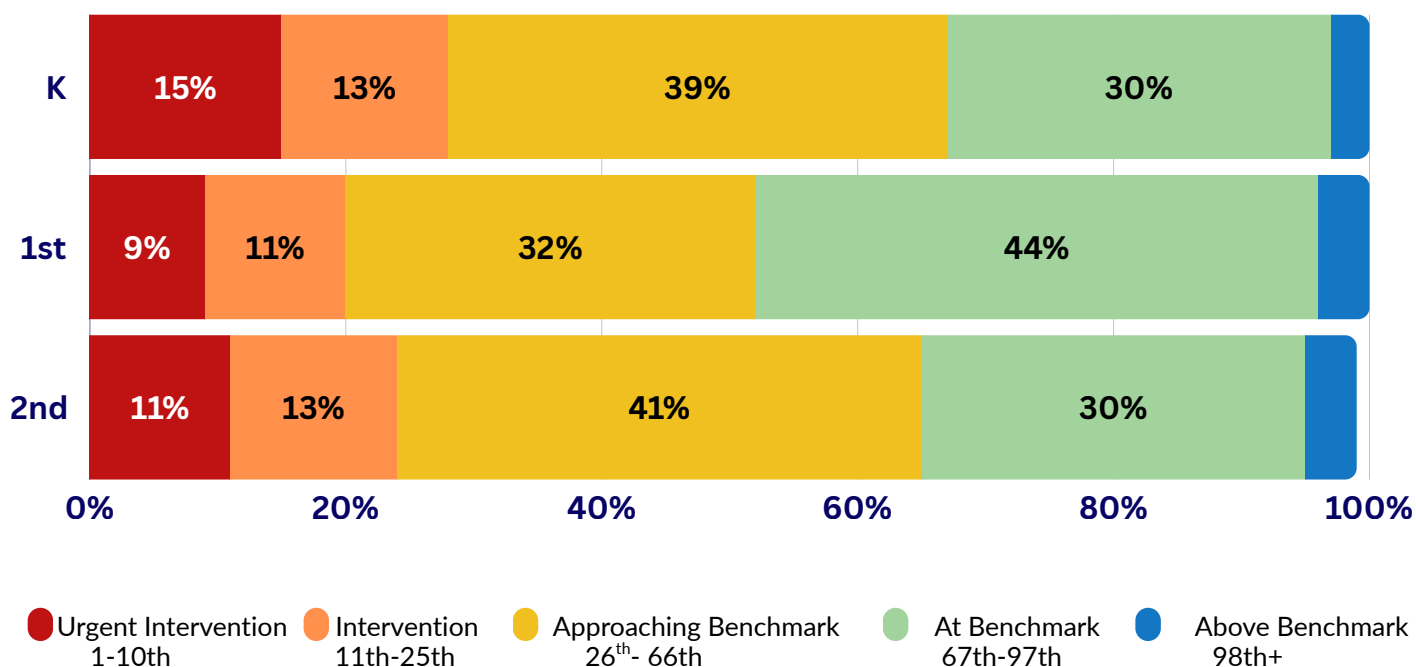
- 98th Percentile or Above
- Students at this level have likely met or exceeded the minimum requirements for their grade level.

STUDENT LEARNING-LITERACY (STAR)

STAR Reading: Percent of Students at each Benchmark Level

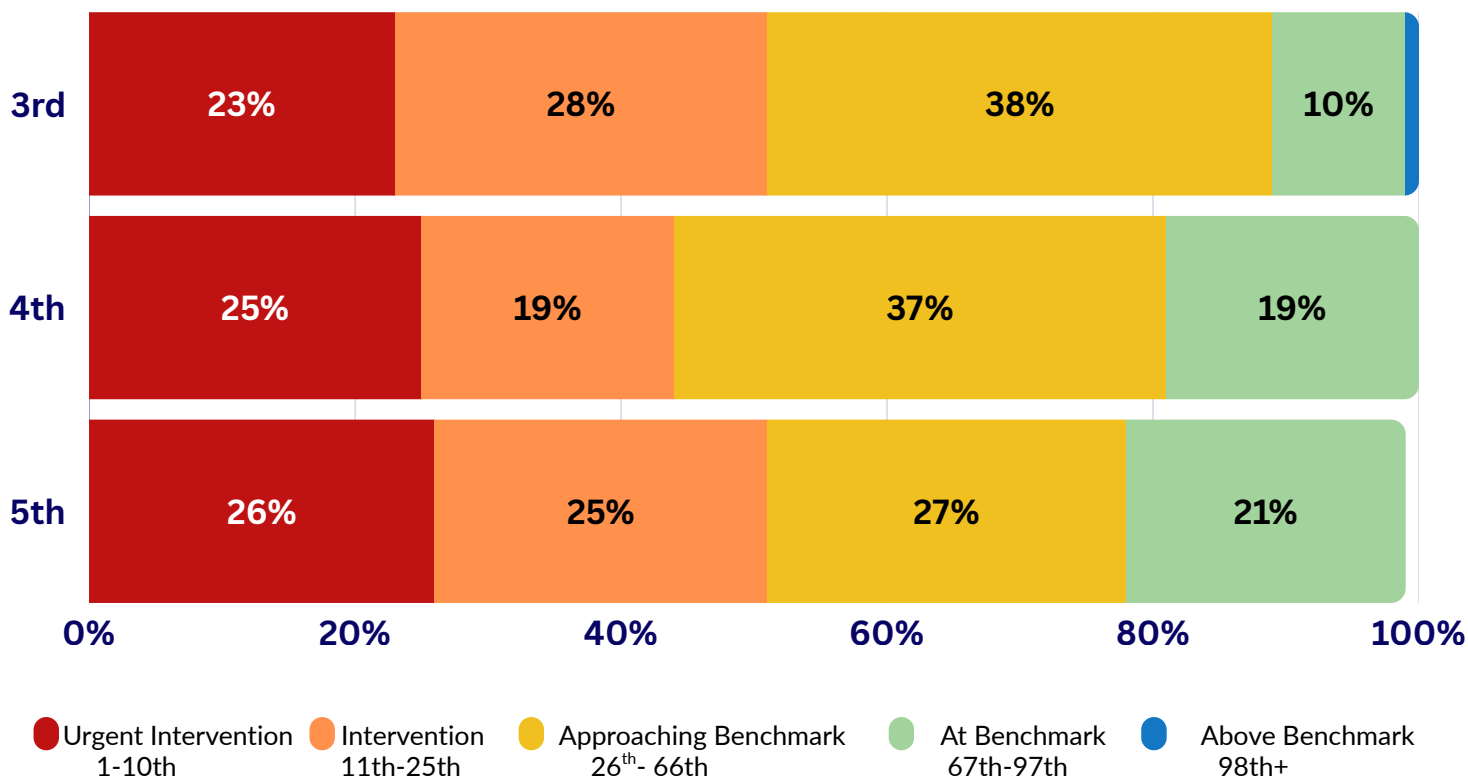


STAR Early Literacy: Percent of Students at each Benchmark Level

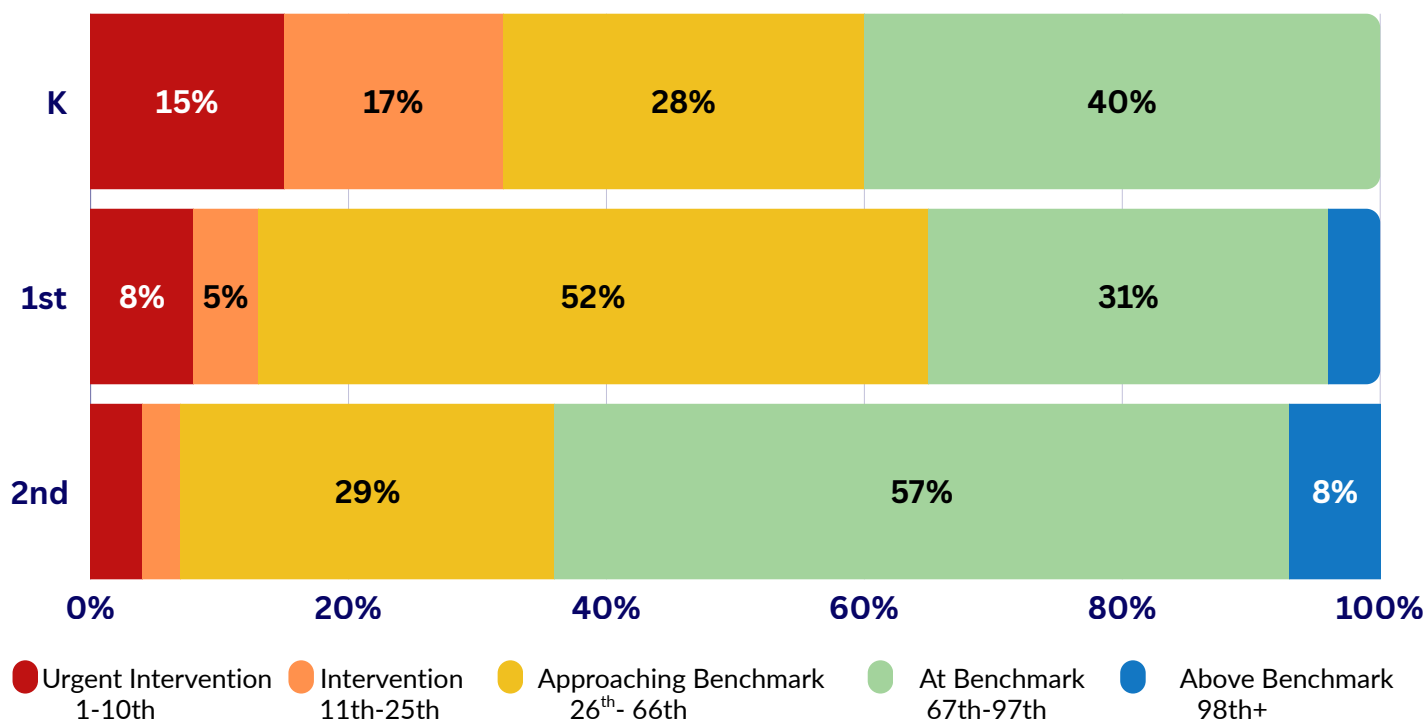


STUDENT LEARNING-LITERACY (STAR)

STAR Lectura: Percent of Students at each Benchmark Level



STAR Alfabetizacion temprana: Percent of Students at each Benchmark Level



I-Ready Benchmark Categories:

The i-Ready assessment already includes built-in benchmarks based on grade-level standards, called criterion-referenced scores. Because of this, the district didn't need to create any additional benchmarks for i-Ready. The I-Ready assessment also provides "relative placements" to show a student's performance relative to their actual grade-level. For example, a third-grade student who scores at a level consistent with a first-grade student would receive a relative placement of "Two Grade Levels Below".

Three or More Grade Levels Below

Students working three or more grade levels below their chronological grade will likely need significant support with key skills below their chronological grade to be ready for grade-level instruction.

Two Grade Levels Below

Students at this level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.

One Grade Level Below

Students at this level are approaching grade-level expectations and will benefit from grade-level instruction with targeted support.

Early On Grade Level

Students at this level have partially met grade-level expectations. They will benefit from continued on-grade level instruction.

Mid, Late, or Above Grade Level

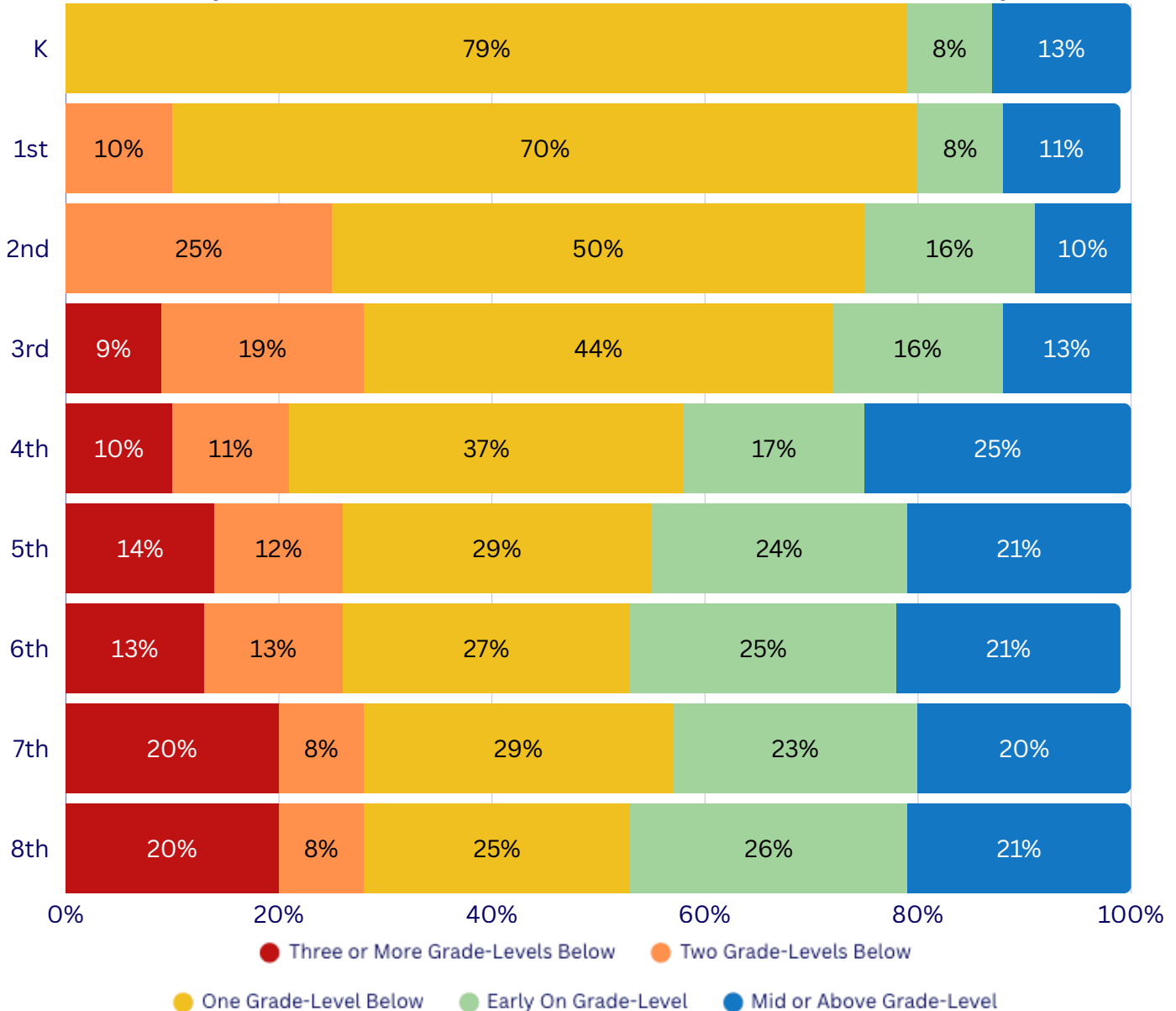
Students at this level have met or surpassed the minimum requirements for the expectations of standards in their grade level. Students will benefit from instruction in late on-grade level topics or above-grade level instruction.

STUDENT LEARNING-MATH (I-READY)

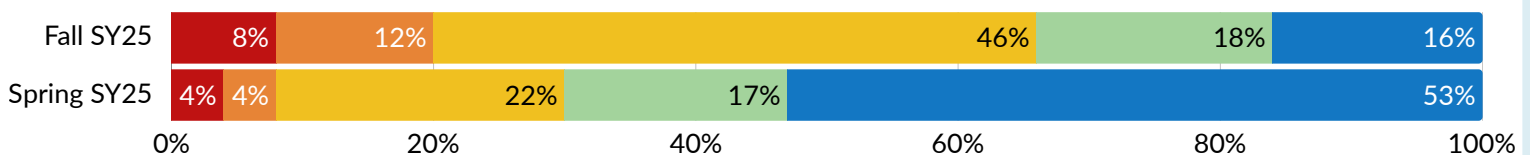
Fall SY26: I-Ready Math: Percent of Students at Each Placement Level- District



Fall SY26: I-Ready Math: Percent of Students at Each Placement Level- By Grade-Level



SY25 I-Ready: Percent of Students at Each Placement Level-District



Our community's beliefs guided the development of our five-year Strategic Plan, approved by the School Board in spring 2020. The plan reflects our shared values, future-focused goals, and input from stakeholders across curriculum, student assignment, facilities, and visioning efforts. The plan is organized by five strategic goals.



In addition to our five-year Strategic Plan, the Board's governance outlined priorities for 2025-2026 linked to core district areas of work. Each project, reviewed through a common board-defined framework, positions **Equity, Excellence, and Financial Sustainability** as interlocking pillars and becomes the evaluation dimension for each major initiative.



Equity: Does this initiative address access, inclusion, disproportionality, or marginalized groups?



Excellence: Will it improve outcomes, instructional quality, or youth engagement?



Financial Sustainability: Is it financially feasible? Are there long-term implementation pathways?

Goal By December 2025, scenarios for 0-4 school closures are collaboratively developed, vetted and built out into packets (including strengths, challenges and financial impact (savings + added transit costs) for Board consideration leading to the School Board deciding about any school closures.

Target Date December 2025

Q1 Progress  On Track

Pillars



Strategic Plan

5.3
1.1

Status

Steering committee and District team delivered 8 total scenarios to the School Board for consideration for school closures.

Goal By May 30, 2026, a comprehensive, inclusive, and equitable 10-year Long-Term Facility Plan will be developed and formally presented to the Board of Education for approval, addressing the immediate and future facility needs of the District's 19 schools and single warehouse.

Target Date May 2026

Q1 Progress  On Track

Pillars



Strategic Plan

5.3

Status

StudioGC was selected as part of the RFQ for a combined HLS/MFP assessment. The firm is finalizing the contract and required architectural documents to begin the project.

Goal By August 2026, fully execute a developed onboarding/offboarding plan that provides a supportive and smooth transition for students, staff and families including: capital inventory, capital planning, attendance boundary communications, family/student engagement and a clear plan for closing/mothballing unused spaces.

Target Date August 2026

Q1 Progress  On Track

Pillars



Strategic Plan

1.4

Status

A draft offboarding plan for Bessie Rhodes has been developed and is being built out to include actions required across departments.

Goal Develop and begin implementation of a comprehensive, school-agnostic transition plan that addresses key operational needs and social-emotional supports. The plan will guide the closure and transition process for impacted schools, ensuring clear timelines, stakeholder communication, and student and staff-centered supports are in place ahead of the closures going into effect July 2026.

Target Date July 2026



Pillars **Strategic Plan** 2.5
5.3

Q1 Progress  Not Started

Goal By May 2026, the Strategic Communications and Project Management Department will connect employees to relevant information and enhance brand awareness through the creation of an intranet, which will result in increased employee autonomy, as measured by website analytics/usage across the intranet and its specific pages and decreased support tickets.

Target Date May 2026

Q1 Progress  On Track



Pillars **Strategic Plan** 2.1

Status

Final updates to the staff intranet are slightly delayed as we focus on transparency and communications related to the SDRP. An update will be provided at the March 9 Committee of the Whole meeting.

Goal By June 30, 2026, the Strategic Communications team continue its multipronged communication plan aligned to the structural deficit reduction plan framework that leverages various outreach strategies and engagement methods to build understanding and root decision-making in stakeholder voice, with a specific focus on supportingschool closures.

Target Date August 2026



Pillars **Strategic Plan** 5

Q1 Progress  On Track

Goal By April 13, 2026, the Finance Department will produce and present to the Board a financial funding strategy package, collaboratively developed with the District's municipal advisors and bond counsel, to inform decisions about facilities improvements and potential capital and operating funding approaches.

Target Date

April 2026

Q1 Progress



On Track

The District's municipal advisor, PMA, has shared initial insights on financing strategies. As the Master Facilities Plan and Health Life Safety survey advance, we will refine our understanding of financial options and enhance the precision of our funding models.

Pillars



Strategic Plan

5.5

Status

Goal By March 31, 2026, in collaboration with cabinet leadership, embed clear, consistent fiscal sustainability and cost-effectiveness measures into the District-Wide Evaluation Framework, including a fiscal sustainability rubric, clear instructions on how to use it, and a standardized template for departments to report financial analysis as part of all evaluations.

Target Date

March 2026

Q1 Progress



Not Started

The first quarter of the year has been spent focused on SDRP and FY26 budget priorities. As we move into the 2nd quarter, the focus will shift more to these strategic goals.

Pillars



Strategic Plan

5.2
5.3

Status

Goal By April 30, 2026, collaborate with the Assistant Superintendent of Academics to develop multi-year financial plans and funding strategies for key instructional improvement initiatives under consideration.

Target Date

April 2026

Q1 Progress



Not Started

The first quarter of the year has been spent focused on SDRP and FY26 budget priorities. As we move into the 2nd quarter, the focus will shift more to these strategic goals.

Pillars



Strategic Plan

5.2
5.3

Status

Goal By June 2026, complete the second year of implementation and optimization of the district-wide digital onboarding and offboarding system, ensuring a streamlined, consistent, and user-centered experience that enhances efficiency, accountability, and engagement across all departments.

Target Date June 2026



Strategic Plan 4.2

Q1 Progress  On Track

Goal By June 2026, develop a district-wide evaluation framework that enables the District to review and refine its evaluation system, ensuring all certified and classified staff have clear, role-specific evaluation tools.

Target Date June 2026



Strategic Plan 5.2
5.3

Q1 Progress  On Track

Goal By June 2026, HR will lead a coordinated and transparent response to school closures by implementing a clear transition plan, ensuring inclusive communication, providing personalized support and placement options, maintaining legal and contractual compliance, and aligning talent to future district needs through an equitable, time-bound process.

Target Date June 2026



Strategic Plan 5.2
5.3

Q1 Progress  On Track

Goal By June 2026, the OST team in the Academics Department will build and implement inclusive and equitable systems to utilize the district-wide Evaluation Framework across 100% of before- and after-school programs.

Target Date June 2026

Q1 Progress  On Track



Strategic Plan

1.1
1.4
1.5

Status

We have established and implemented effective systems, processes, and staff training to ensure the efficient and consistent operation of the School-Aged Child Care (SACC) program.

Goal By June 2026, the Climate & Safety and MTSS & SEL teams will co-design and implement a district-wide tiered support system that integrates academic, behavioral, and social-emotional interventions with at least 90% of schools will demonstrate implementation of Tier 1 practices.

Target Date June 2026

Q1 Progress  On Track



Strategic Plan

1.1
1.5

Status

Conducted 6 walkthroughs in collaboration with the Teaching and Learning team to collect information and identify next steps of support related to the instructional framework and building climate and safety plans.

Goal By June 16, 2026, 100% of certified educators and 100% of school leaders in Evanston/Skokie District 65 will complete their full assigned evaluation cycle, including goal setting, mid-year feedback, and summative evaluation, using aligned tools and rubrics.

Target Date June 2026

Q1 Progress  On Track



Strategic Plan

4.1
4.4

Status

Partnered with Human Relations to update evaluation cycles in Perform, adjust task timelines, and train school leaders. Completed principal goal-setting meetings and will finalize all first formal evaluations by November 1.

Goal By June 2026, District 65's Multilingual Team will design, pilot, and implement a pilot of Evaluation Framework for the elementary Transitional Program of Instruction (TPI) to ensure high-quality, equitable, and fiscally sustainable educational experiences

Target Date June 2026

Q1 Progress  On Track



Strategic Plan

1.3
1.5

Status

Based on collaboration with RAAD this goal has been revised in terms of timeline and strategy for implementation. The TPI evaluation framework will be drawn from the English Learners Toolkit published by the Department of Education.

Goal By September 2027, the Dual Language Middle School Expansion Project will launch grades 6–8 at Haven Middle School and 6th grade at Nichols Middle School, providing high-quality, equitable, and fiscally sustainable dual language education that fosters advanced linguistic and academic proficiency in two languages

Target Date September 2027

Q1 Progress  On Track



Strategic Plan

1.3
1.5

Status

Nichols and Haven are launching school-level implementation committees, while the ML team has collected BOY Spanish and English data from all middle schools. New and current MSDL and SLA/ELA educators received training on the dual language model and literacy curriculum.

Goal By May 2026, all instructional staff will implement at least three high-impact instructional practices from the District 65 Instructional Strategies Framework in their daily lessons, as evidenced by bi-monthly instructional walkthroughs and teacher reflections.

Target Date May 2026

Q1 Progress  On Track



Strategic Plan

3.1
3.2

Status

Teaching and Learning has completed walkthroughs at 6 schools (3 MS/ 3 K-5) gathering feedback on components 4,7, and 11 of the Instructional Framework.

Goal

By June 2026, the Special Education Department will design and implement districtwide systems to ensure consistent compliance with the special education process and the development of legally compliant IEPs, based on the outcomes from the SPED audit. These systems will be fiscally responsible, data-informed, and aligned to student schedules and service minutes. They will include standardized procedures for IEP creation, service tracking, and staff scheduling. Educators, families, and specialists will be engaged throughout the process to ensure inclusivity and equitable support for all students with disabilities.

Target Date

June 2026

Q1 Progress



On Track

Pillars



Strategic Plan

1.1

1.3

1.5

Status

Student services has consistently met with West Ed for the special education audit in anticipation of the final report by November 2025. Data has been shared, interviews have been conducted, and the information is being analyzed preparing for recommendations.

APPENDIX

Converting Measures of Academic Progress (MAP) Reading, Language Usage, and Math RIT Scores to Star Reading and Star Math Scores

Score Crosswalks between Curriculum Associates' i-Ready Diagnostic and NWEA's Measures of Academic Progress (MAP)

MAP College Readiness Benchmarks: A Research Brief (ACT)

MAP Growth College Readiness Benchmarks: An Addendum with Preliminary Results Keyed on the SAT