EVANSTON/SKOKIE
SCHOOL DISTRICT 65

# ACHIEVEMENT & ACCOUNTABILITY REPORT

2025-2026











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# Letter *from the* Superintendent

Dear District 65 Community,

As we present our annual Achievement and Accountability Report, we have an opportunity to focus our attention on what matters most: teaching, learning, and the experiences of our students.

There is so much good happening in our classrooms every day. We have talented educators doing incredible work, students learning and growing, and school communities deeply committed to our students' success. Even as we take necessary steps to strengthen our financial future, our finances cannot define our district or distract us from our most important responsibility which is educating the children of our community. Our students and learning environments must remain at the center of how we focus our energy and prioritize our resources.

This report allows us to celebrate meaningful progress, be clear about where we must improve, and recommit ourselves to ensuring every child continues to grow and experience an exceptional education in District 65.

Our students are making real academic progress. On the Illinois Assessment of Readiness, 58 percent met or exceeded grade-level expectations in Language Arts, surpassing our five-year Strategic Plan goal a full year early. In mathematics, growth rebounded strongly at every grade level. Our youngest readers are thriving in two languages. Attendance improved for the fourth consecutive year. These results reflect the persistence and care of our educators and the resilience of our students.

The report also makes clear where we have further to go. Growth in mathematics has not yet translated into proficiency, and progress overall has not yet translated into progress for every group of students. Wide gaps persist by race, income, disability, and language. Behavior incidents increased this past year, and disproportionality in suspensions moved in the wrong direction. And while our students report strong levels of well-being and belonging, fewer report feeling engaged in their learning. That last finding raises an important question about our curriculum and instruction, not about our children, and we intend to approach it that way. The pages that follow provide a detailed look at each of these measures.

I deeply believe this is a pivotal year for District 65 with an opportunity to build a stronger, more sustainable public school system that will serve our community for generations to come. This is possible with your partnership and support. Thank you for choosing to be part of our community. The highest priority in every community should be educating each generation of young people.

With gratitude,
Eric Witherspoon, Ph. D.
Interim Superintendent



# *Purpose* & Equity Considerations

## Purpose

The purpose of the "Achievement and Accountability Report" is to both highlight the incredible work of our leaders, educators, staff, students, families, and community, while still being transparent about the work that still needs to be done to ensure every student in District 65 is supported and appropriately challenged to unlock their full potential. The role of the various forms of data presented in this report is to inform equitable decision-making and to continuously improve the educational environment and instruction for every child, every day, whatever it takes.

## Equity Considerations in Data Interpretation

District 65 is committed to using data as a tool for equity, while also acknowledging the ways educational data has historically been used to reinforce inequities. When interpreting student outcome data, several key considerations guide our approach:

- **Contextualizing Disparities:** Differences in student performance across demographic groups often reflect systemic opportunity gaps, rooted in institutional racism and socioeconomic inequities, not student ability or family effort. Data should never be used to draw deficit-based conclusions about students or their communities.

- **Transparency with Limitations:** The District compares outcomes by race to illuminate structurally reinforced advantages, such as those experienced by White students. At the same time, we acknowledge the risk of normalizing Whiteness as a standard and recognize the limitations of such comparisons.

- **Caution with Standardized Tests:** While assessments like MAP, STAR, and i-Ready are reviewed for bias, disparities in outcomes may still reflect underlying structural inequities. Test scores provide important, but incomplete, information about student learning. District 65 is committed to using multiple measures to assess student and school performance more holistically.

- **Growth Does Not Equal Equity:** Even when District 65 students outperform state or national averages, or when gaps mirror those seen elsewhere, the urgency for equity remains. Highlighting areas of progress helps inform ongoing improvement, not diminish the seriousness of persistent disparities.

- **Privacy and Inclusion:** To protect confidentiality, outcome data for groups with very small numbers, such as Pacific Islander, Native American, and non-binary students, may not be publicly reported. As the district continues implementing inclusive policies, we are exploring ways to reflect all student identities in our data practices while safeguarding privacy.

## Report Organization

This report begins with narratives highlighting just a few of the outstanding efforts made by our staff, students, families, and community. Although this report contains an extensive amount of quantitative data from assessments, it is important to note that standardized assessments, while important, provide an incomplete picture of whole student success and the incredible dedication of the D65 community. By elevating the actions and achievements of our staff and the students we serve, before the accountability results, the RAAD department is presenting a holistic view of the actions and outcomes of the district's mission, "Every child. Every day. Whatever it takes."

Following the narratives, this report provides the established academic, attendance, and behavioral outcome goals from the five-year strategic plan beginning in SY21-22. These goals were established to provide all stakeholders with a clear sense of what the strategic plan is intended to help our students accomplish and guide the work over the five years. The current progress toward those strategic plan goals is found in the tables and graphs on the subsequent pages of this report.

The aggregate data aligned to the strategic plan goals show overall trends and progress toward the strategic plan goals as a district. The report has been organized into sections based on the components of the Illinois State Board of Education(ISBE) "Equity Journey Continuum." Starting with "Learning Conditions," which includes attendance, Social-Emotional Learning (SEL), school climate, and behavior indicators. The "Student Learning" section is dedicated to presenting results on student assessment metrics that depict the current state of academic achievement in the District. This report has been organized into sections by assessment in the following order: Strategic Plan goals aligned to NWEA MAP, Illinois Assessment of Readiness (IAR), STAR Reading and STAR Early Literacy in English and Spanish, i-Ready Math, ACCESS for ELLs, and Dynamic Learning Maps (DLM).

Overall assessment data is presented first, followed by disaggregated data by race, EL status, IEP status, and low-income status to help identify patterns, gaps, or disparities that may be hidden in the overall results.

The section, "Elevating Educators," is the final component of the "Equity Journey Continuum," which rounds out the report.

This report also includes an Appendix section with references and technical notes that are useful as background in interpreting the data presented.

## The Measures

*In SY25-26, District 65 transitioned its universal screening and progress monitoring assessments from NWEA MAP and MAP Fluency to Renaissance STAR for reading and literacy and to i-Ready for mathematics. Descriptions of both the current and the prior assessments appear below, since this report presents results that span the change. See the "Data Considerations and Notes" section for more information on comparing results across assessments.*

**Illinois Assessment of Readiness (IAR)** is a state-mandated assessment taken in the spring by all students in third through eighth grade. It is a criterion-referenced assessment that measures students' proficiency toward grade-level expectations based on the Illinois Learning Standards, which incorporate the Common Core State Standards (CCSS). IAR is the most meaningful assessment for determining whether students are meeting grade-level benchmarks. Our goal is that every student meets or exceeds grade-level expectations.

**NWEA MAP** is a norm-referenced assessment aligned to the Common Core State Standards that measures students' proficiency and growth over time. District 65 has extensive historical data on MAP, and researchers have established a relationship between student performance on MAP and their eventual performance on the ACT (Thum & Matta, 2015) and the SAT (Thum, 2017). This research allows us to report the percent of students who are on track to meet College Readiness Benchmarks. Throughout this report, "on track for college readiness" refers to students in grades 5 through 8 meeting the performance standards developed by NWEA in 2015 (Thum & Matta) and 2017 (Thum). The technical notes section of this report includes more information about performance and growth benchmarking.

**i-Ready Diagnostic for Mathematics (Curriculum Associates)** is a computer-adaptive assessment administered three times per year to students in grades K through 8. It measures mathematics achievement across four domains: Number and Operations; Algebra and Algebraic Thinking; Measurement and Data; and Geometry. The assessment reports an overall scale score along with a placement level, overall and by domain, that describes performance relative to grade-level expectations, ranging from three or more grade levels below to above grade level. It also generates annual growth targets, which allows teachers to identify students who need intervention as well as students ready for extension.

## The Measures Continued

**STAR Assessments (Renaissance)** are computer-adaptive, norm-referenced measures of reading and literacy administered three times per year in fall, winter, and spring. Each assessment adjusts item difficulty in response to student answers, takes approximately 20 minutes, and reports a scaled score, a national percentile rank, and a benchmark category (At or Above Benchmark, On Watch, Intervention, or Urgent Intervention) that helps teachers identify students who may need additional support. District 65 administers four STAR assessments:

- **STAR Early Literacy** measures foundational literacy skills for students in grades K through 2, including alphabetic principle, phonological awareness, phonics, vocabulary, sentence-level comprehension, and early numeracy.
- **STAR Reading** measures reading comprehension and broader literacy skills for students in grades 3 through 8, reporting both achievement and growth across the school year.
- **STAR Lectura** is the Spanish-language counterpart to STAR Reading. It measures reading comprehension in Spanish for students receiving Spanish-language literacy instruction in the district's bilingual and dual language programs.
- **STAR Alfabetización Temprana** is the Spanish-language counterpart to STAR Early Literacy. It measures foundational Spanish literacy skills for students in the earliest grades of those same programs.

**ACCESS for ELLs (English Language Learners)** measures students' English language proficiency. Results are displayed by grade level, showing the percent of students who fall in each language proficiency level. The proficiency levels are based on a combination of the Listening, Speaking, Reading, and Writing domains. The proficiency level describes the student's performance in terms of the six WIDA English Language Proficiency Levels: Entering (1), Emerging (2), Developing (3), Expanding (4), Bridging (5), and Reaching (6).

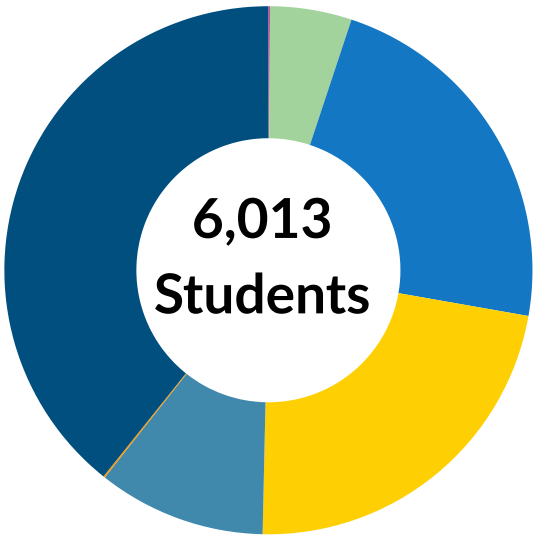
**Dynamic Learning Maps (DLM)** is an alternate assessment for students with significant cognitive disabilities who cannot participate in general state tests. It measures progress in ELA, Math, and Science using alternate content standards and a flexible, adaptive format that allows students to demonstrate what they know in multiple ways.

# *Our* District

## Our Mission

Working together as a community, we will inspire creativity and prepare each student to achieve academically, grow personally, and contribute positively to a global society.
**Every Child, Every Day, Whatever it Takes.**

## By the Numbers




| | |
|---|---|
| 0.1% | American Indian or Alaska Native |
| 4.7% | Asian |
| 23.7% | Black or African American |
| 21.8% | Hispanic or Latino |
| 0.2% | Middle Eastern or Northern African |
| 10.2% | Multi-Racial |
| 0.0% | Native Hawaiin/Other Pac Islander |
| 39.3% | White |

**40%** Free/Reduced Lunch Status

**16.5%** English Learners

**19%** Students with an IEP

### 3 Year Demographic Trends

| Year | Total | Amer. Indian | Asian | Black | Hispanic | MENA | Multi-Racial | Haw/Pacific Isalnder | White | FRL | EL | IEP |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **SY24** | 6366 | 0.1% | 4.8% | 23.3% | 22.7% | NaN | 9.8% | 0.1% | 39.4% | 41.8% | 15.6% | 17.3% |
| **SY25** | 6122 | 0.1% | 5.0% | 22.7% | 22.6% | 0.0% | 10.3% | 0.1% | 39.3% | 41.0% | 16.8% | 18.8% |
| **SY26** | 6013 | 0.1% | 4.7% | 23.7% | 21.8% | 0.2% | 10.2% | 0.0% | 39.3% | 40.0% | 16.5% | 19% |

*Enrollment includes all students served in District 65 (Family Center, JEH Early Childhood, Park(PreK-8), and Rice as of March 1st of the listed school year. It excludes any students who are serviced outside of D65 schools (i.e private parochial).*

# *Our* Schools

## 10 Elementary Schools

Dawes Elementary
Dewey Elementary
Kingsley Elementary
Lincoln Elementary
Lincolnwood Elementary
Oakton Elementary
Orrington Elementary
Walker Elementary
Washington Elementary
Willard Elementary

## 3 Middle Schools

Chute Middle School
Haven Middle School
Nichols Middle School

## 2 Magnet Schools

Dr. Bessie Rhodes School of Global Studies

Dr. Martin Luther King Jr. Literary and Fine Arts School

## 1 Self-Contained Special Education School (ages 3-22)

Park School

## 1 Theraputic Day School

Rice Children's Center

## 1 Early Childhood Center (Birth to age 5)- Multiple Programs

Joseph E. Hill Early Childhood Center and Family Center

## District 65 School Feeder Pattern

JEH Early Childhood Center

| | | |
|---|---|---|
| Dawes Elementary<br>Oakton Elementary<br>Walker Elementary | Kingsley Elementary<br>Lincolnwood Elementary<br>Orrington Elementary<br>Willard Elementary | Dewey Elementary<br>Lincoln Elementary<br>Washington Elementary |
| ↓ | ↓ | ↓ |
| Chute Middle School | Haven Middle School | Nichols Middle School |

# *Our* **Schools:** *A Special Dedication*

This portion of the report is dedicated to the students, families, and staff of Kingsley Elementary School and the Dr. Bessie Rhodes School of Global Studies, both of which held their final day of school on June 5, 2026. Two school communities that shaped generations of learners in Evanston and Skokie closed their doors that afternoon, and the work reflected in these pages is offered in their honor.

Kingsley carried a name rooted in the earliest days of public education in Evanston. Its namesake, Homer Kingsley, launched the first kindergarten in an Evanston public school in 1882. The school itself was resilient long before this year. It had closed once as an elementary school in 1979, and a school board decision in January 1991 brought it back to life, a rebirth that required renovating the building, furnishing classrooms, and knitting together families from three separate attendance areas. The Kingsley Comets took their name during that reopening, chosen by the very students who would become the school's first class. On the last day, the community gathered for a clap-out and ice cream, and Principal David Davis, who had led the school since 2019, reflected on families who had always shown up for one another.





# *Our* **Schools:** *A Special Dedication*

Bessie Rhodes carried a legacy of its own. The building opened as Timber Ridge Magnet School in 1995 with Dr. Bessie M. Rhodes as its founding principal, and it was later renamed in her honor, making it the first school in the district named for an African American woman. Dr. Rhodes had been a kindergarten teacher on the original staff of the Martin Luther King Laboratory School, earned her doctorate from Northwestern, and served the district as Director of Curriculum. The school she helped build became the district's only fully bilingual school and its most racially and socioeconomically diverse, adopting wall-to-wall Two-Way Immersion in Spanish and English in 2017. Principal Charlise Berkel spent this final year teaching students about their namesake under a theme of launching a legacy, and she will lead the new Foster Elementary School, where many Rhodes students will continue their education.

To the Comets and the Rockets: the buildings have closed, but what was built inside them travels with every student who walked through those doors.






# *Our* **Students**

Zaya, a student at Chute Middle School, created a portrait in Media Arts, taught by Sherri Kushner that was selected as one of 45 pieces from over 600 entries statewide to represent Illinois in the Illinois Art Education Association's 2025-26 traveling art exhibit. Zaya and her family, along with Mrs. Kushner, attended the award ceremony at the Illinois Art Education Association's Statewide Art Show at the end of October in Schaumburg.



Haven's Debate Team had an outstanding season, earning top honors at regional tournaments. At the final competition at Chute Middle School on March 14, several novice debaters placed among the top ten, including sixth-grader Noah Berger. Varsity debaters Sam Weinert and Joaquin Quinones, both eighth-graders, earned third place and were named Most Valuable Debaters of the Year, with Sam also winning first-place Speaker Awards twice during the season. Congratulations to Haven's debaters on a season of hard work and excellence!





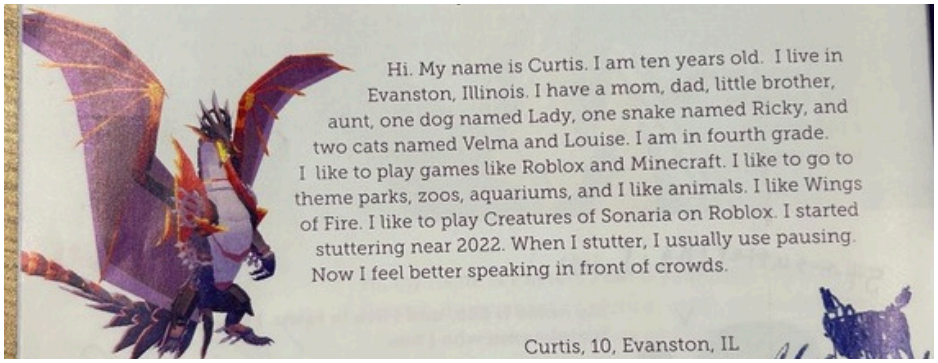



Park School's basketball team completed an undefeated season against Kirk School, demonstrating teamwork, sportsmanship, and perseverance, and highlighting the importance of inclusive athletic opportunities for students with significant disabilities.

# *Our* **Students**



Walker Elementary student Curtis had his letter featured in the fall 2025 issue of The Stuttering Foundation's quarterly magazine. D65 speech language pathologist Lisa Levine encouraged Curtis to submit after the two read other students' letters together. In his piece, Curtis shared details about his family, pets, and hobbies before reflecting on his experience as a person who stutters, noting he's grown more comfortable speaking in front of crowds.



Hi. My name is Curtis. I am ten years old. I live in Evanston, Illinois. I have a mom, dad, little brother, aunt, one dog named Lady, one snake named Ricky, and two cats named Velma and Louise. I am in fourth grade. I like to play games like Roblox and Minecraft. I like to go to theme parks, zoos, aquariums, and I like animals. I like Wings of Fire. I like to play Creatures of Sonaria on Roblox. I started stuttering near 2022. When I stutter, I usually use pausing. Now I feel better speaking in front of crowds.

Curtis, 10, Evanston, IL

Five D65 student-athletes from Haven, Nichols, and Chute Middle Schools competed at the IESA State Cross Country Championships last weekend, qualifying through strong performances at Sectionals. Congratulations to Louella, Lexi, Nellie, Bodhi, and Michael on representing D65 Athletics with hard work and sportsmanship!









# *Our* **Students**




King Arts' First Lego League team, "A Fish in Sea," earned a spot at the Illinois State Championship for the second consecutive year, taking top honors in Robot Design, Robot Performance, and the Innovation Project, plus one of the highest robot scores in the competition. Congratulations to team members Rishi Cordero, Krishna Cordero, Zara Desai, William Dorr, August Dorr, Mila Wickersheimer, and Aiden Ryan-Boyd on this reflection of King Arts' excellence!



Haven Middle School students organized an optional school-wide Walk for Awareness in support of equal rights and fair treatment for the Hispanic community. Students first engaged in a lesson on the history and right to protest, then completed a reflection activity following the walk. We're proud of our Northstars for using their voices and grateful to Haven staff for a smooth, positive experience!



# *Our* **Students**

This school year all K-8 students in D65 enjoyed a clay art unit thanks to a $20,000 grant from the Illinois Arts Council! Students learned from a ceramic artist through an in-school visit and created their own clay projects. The grant supported professional development for all art teachers in the district throughout this school year as well as the cost of clay and other materials. Student's showcased their creations at the Young Evanston Artists (YEA) Festival in May.






Haven student Cecily Lewis won the District 65 Spelling Bee for the third consecutive year, successfully defending her title. Her achievement reflects her hard work and dedication, and is a source of pride and inspiration for the entire Haven community.

Nichols student Taylor was the winner of the D65 and City of Evanston Recycling Art Design Competition! Her original design, which features cats recycling, is now featured on a City of Evanston recycling truck. This year's theme was "Build better habits and get wiser about waste," which Taylor incorporated into her design.









# *Our* Educators

Dawes Elementary was invited to apply for the 2026 Governor's Blue Ribbon School designation, one of just 50 schools statewide chosen to submit an application based on strong academic achievement or progress closing achievement gaps. Principal Teresa Quinn credited the honor to educators' collaborative work with strategies like Building Thinking Classrooms.





D65 educators Jenevieve (Jenna) Arceneaux and Jennifer Tertulien, co-founders of the Black Girl Magic Book Club, received the Buddy Portugal Award during Black History Month for their outstanding contribution to Evanston's youth. "We hope that we can continue this work in uplifting and encouraging Black girls in the district," Arceneaux said, "and that all participants leave with a strong sense of self."

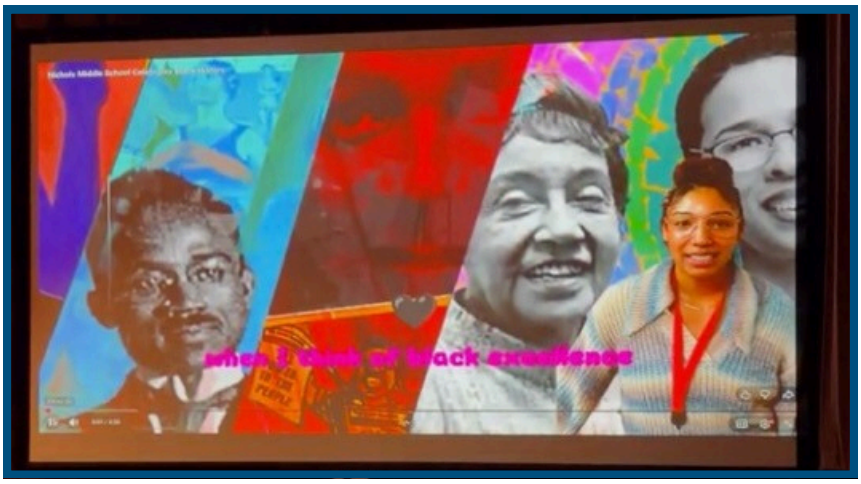



Kingsley Elementary paraprofessional Ben Orris received National Louis University's Alumni Service Award for outstanding volunteer engagement with his alma mater. A graduate of the university's P.A.C.E. Program, Orris created two fundraisers and a mental health workshop for current students. He's been with D65 since 2012.

Nichols Librarian Kefira Phillippe led all 8th graders through a shared reading of Accountable as part of the nonfiction unit, combining independent reading with guided discussions. The unit featured a virtual author visit on February 6th, a presentation by the Illinois Attorney General's Office on February 17th, and discussions led by ETHS Books R Us book club members on February 25th, the same day some students heard from Evanston Police Chief Stewart on responsibility and online behavior.

# *Our* **Educators**

Under the guidance of Nichols veteran teacher Carla Stone, students partnered with fashion designer Otha Olajuwan to tell the story of Greenwood-Tulsa's history through fashion for their Black History Program. Students also created a 6-minute video capturing the meaning of Black History Month, available on YouTube. The program was featured in the Evanston RoundTable.





Park School speech-language pathologist Lisa Vanselow brought an apple orchard experience right into the classroom, setting up a branch with apples for students to pick and explore in a hands-on, multi-sensory lesson.

The King Arts Physical Education team has once again earned IAHPERD Blue Ribbon Physical Education Program status, a distinction from the Illinois Association for Health, Physical Education, Recreation and Dance recognizing programs that meet high standards for curriculum, instruction, and student access. King Arts holds the honor for 2026–2031, with reviewers commending the team's innovative teaching, inclusive practices, and strong collaboration. Congratulations to the whole team!

# *Our* **Leaders:** *A Special Dedication*

This report honors Ann Riemenschneider, who retired at the end of the 2025-26 school year after a career spent almost entirely in one school community. She began teaching math and English language arts at Chute Middle School in 1994, served sixteen years as assistant principal, and was named principal in March 2025, stepping into the role that July. In announcing her retirement, she reflected on thirty-two years with District 65 and the Chute community, and on watching students grow into their own potential as the reason she entered the profession in the first place.

Thank you, Ann, for your dedication to Chute Middle School and District 65!





This report also honors Christopher Latting, who concluded his tenure as principal of Haven Middle School at the end of the 2025-26 school year. Christopher joined District 65 in July 2020, after fourteen years with Joliet Public Schools as both a teacher and an administrator. He stepped into the role during the uncertainty of hybrid learning, providing steady leadership when students, staff and families needed it most. In 2023, he was named one of six statewide finalists for the Golden Apple Award for Excellence in Leadership. In announcing his departure, he shared that his focus remained on finishing the year strong and keeping Haven steady, supportive and predictable for students.

Thank you, Christopher, for your dedication to Haven Middle School and District 65!

# *Our* **Community**





Following another successful year of community-building, Lincolnwood Elementary's MESA Club hosted a booth at Evanston ASPA's Umbrella Arts Festival! MESA Club — Middle Eastern, East Asian, South Asian Club — meets monthly and celebrates students' cultures and traditions. The group is led by Lincolnwood educator Ami Shah-Travis and has received grant funding from Foundation 65.





At Dr. Bessie Rhodes School of Global Studies, 7th grade students worked with Evanston artist Joanna Kramer and D65 art teacher Heidi Gustas to transfer images onto ceramic bowls. At Washington Elementary, K-5 students also worked with Kramer as well as Evanston artist Danielle Chu and D65 art teacher Katie Kline to create a garden decoration for the school as well as individual clay animals using the pinch technique.

It was a busy fall planting season in D65! At Oakton Elementary, Mr. Hollins' 5th grade African-Centered Curriculum students planted a swamp white oak outside Door 11 as part of a changemaking project. Meanwhile, dozens of JEH ECC preschoolers planted a tree near the parking lot, an event covered by the Evanston RoundTable.







# *Our* **Community**

Park expanded its partnership with Northwestern University's Design Thinking & Communication program, collaborating on five projects that challenged university students to develop assistive technology for Park students. The resulting prototypes, including adapted art tools, switch-activated devices, and customized classroom supports, increased student access and independence.



Joseph E. Hill Early Childhood Center's STEAM Club dove into engineering, with Ms. Laura from the Evanston Public Library leading families through a hands-on activity building cardboard houses. Students and parents worked side by side brainstorming and bringing their designs to life.





# *Our* **Community**



In October, Lincolnwood Elementary hosted its first Community Day of the year, exploring the theme of "responsibility" through 75-minute buddy classroom sessions. Activities included stress ball and labyrinth exercises, a collaborative art project for a neighboring senior living center, a buddy-guided obstacle course with sleep masks, and a Perkins Woods excursion on local wildlife and native species restoration.

In May, Lincolnwood Elementary held another Community Day, this time focused on the SEL skill of cooperation. Students created a collective art project and played cooperation games, then organized, decorated, and packed 120 pantry bags with positive affirmations, using supplies donated by families and staff. The bags were delivered to Evanston's 611 Free Store for anyone in need.



On most mornings at La Principal restaurant in Evanston, you'll find D65 students hard at work. Students in Park School's transition program clock in and start the many tasks associated with opening a restaurant for the day: taking chairs down, wiping tables, polishing and folding silverware, filling sugar caddies, and more.

La Principal owner Eric Young knows each student by name and welcomes them four times a week. It's part of a longstanding partnership with Park's vocational program, headed by Transition Coordinator Jennifer Flaxman, to provide training for students who are approaching graduation. Students work on their skills both in the classroom and in the community.





# Strategic Plan *Goals*

| Behavior and Attendance Goals | Baseline (SY21-22) | Goal by SY26-27 | Current Progress Spring SY25-26 |
|---|---|---|---|
| Improve District Average Daily Attendance | **92.6%** | **95%** | **93.8%** |
| Percent of students with at least one Level 3, 4, or 5 behavior incident | **10%** | **5%** | **10%** |
| Percent of Level 3, 4, and 5 incidents | **22%** | **15%** | **20%** |
| Decrease percent of all suspension incidents for overrepresented subgroups (Black students, IEPs, low income) by 5% for each group* | **Black Students: 65%**<br>**IEP: 49%**<br>**Low Income: 77%** | **Decrease 5% for each subgroup** | **Black: 71%**<br>**IEP: 52%**<br>**Low Income: 73%** |

**Percent of total incidents. Includes students who may have more than 1 suspension*

# Strategic Plan *Goals*

| **Assessment Goals** *NWEA MAP and Illinois Assessment of Readiness (IAR)* | **English Language Arts** | | |
|---|---|---|---|
| | **Baseline SY21-22** | **Goal by SY26-27** | **Current Progress Spring SY25-26** |
| % Meeting College Readiness Benchmarks (SAT) on MAP* | **72%** | **80%** | **73%** |
| *% Meeting College Readiness Benchmarks (ACT) on MAP*** | **60%** | **-** | **58%** |
| % at or below the 25th percentile on MAP* | **16%** | **12%** | **15.6%** |
| % of students Meeting/Exceeding growth targets on MAP* | **62%** | **75%** | **61%** |
| % of students with Meets(4) or Exceeds(5) on IAR *** *Calibrated to pre-2025 performance levels and cut scores* | **40.5%** | **55%** | **58%** |
| % of students Proficient(3) or Above Proficient(4) on IAR *New performance levels and cut scores* | *No baseline or goal set for the new performance level & cut scores.* | | **67%** |

**SY25-26 reflects STAR and i-Ready assessments, not MAP. Scores have been converted to align with MAP goals.*

***There was no Strategic Plan goal for "Meeting/Exceeding College Readiness Benchmarks (ACT) on MAP'" because the state of Illinois had transitioned to the SAT at the time. Since then, the state has reverted back to the ACT. As a result, ACT benchmark data has been included in this report, even though no formal goal was established.*

**** SY25-26 IAR scores have been calibrated to match the original 5-performance level and cut scores for accurate goal monitoring. The data reflecting the new 4-performance level and cut scores are found on the following row.*

# Strategic Plan *Goals*

| Assessment Goals<br>*NWEA MAP and Illinois Assessment of Readiness (IAR)* | Mathematics | | |
|---|---|---|---|
| | Baseline SY21-22 | Goal by SY26-27 | Current Progress Spring SY25-26 |
| % Meeting College Readiness Benchmarks (SAT) on MAP* | 45% | 50% | 43% |
| *% Meeting College Readiness Benchmarks (ACT) on MAP*** | 43% | - | 41% |
| % at or below the 25th percentile on MAP* | 19% | 9% | 15.2% |
| % of students Meeting/Exceeding growth targets on MAP* | 64% | 75% | 61% |
| % of students with Meets(4) or Exceeds(5) on IAR<br>*** *Calibrated to pre-2025 performance levels and cut scores* | 40% | 55% | 44% |
| % of students Proficient(3) or Above Proficient(4) on IAR<br>*New performance levels and cut scores* | *No baseline or goal set for the new performance level & cut scores.* | | 54% |

**SY25-26 reflects STAR and i-Ready assessments, not MAP. Scores have been converted to align with MAP goals.*

***There was no Strategic Plan goal for "Meeting/Exceeding College Readiness Benchmarks (ACT) on MAP'" because the state of Illinois had transitioned to the SAT at the time. Since then, the state has reverted back to the ACT. As a result, ACT benchmark data has been included in this report, even though no formal goal was established.*

**** SY25-26 IAR scores have been calibrated to match the original 5-performance level and cut scores for accurate goal monitoring. The data reflecting the new 4-performance level and cut scores are found on the following row.*

# Accountability *Summary*

*This year's results tell a story of steady progress in reading, a turnaround in math growth, and continued urgency around discipline and opportunity gaps. Each headline below pairs what went well with where the work continues.*

**Attendance: fourth straight year of improvement, still short of goal**

- **Glow:** Average daily attendance reached 93.8%, an improvement in each of the last four years and 1.2 points above the SY21-22 baseline. Orrington (96.6%) and Willard (95.4%) met or exceeded the 95% goal.
- **Grow:** The district remains 1.2 points short of the goal, and no middle, magnet, or specialty school reached it.

**Behavior: severity down, volume and disproportionality up**

- **Glow:** Serious incidents made up a smaller share of the total. Level 3, 4, and 5 incidents accounted for 20% of all behavior incidents, down from 24% last year and 2 points below the SY21-22 baseline of 22%. Low-income overrepresentation in out-of-school suspension (OSS) incidents also improved, to 73% from a 77% baseline.
- **Grow:** Overall behavior volume rose sharply. Total incidents increased to 10,024 and Level 3, 4, and 5 incidents rose from 1,283 to 1,982 (10%). Disproportionality moved the wrong way as well: Black students accounted for 71% of out-of-school suspension (OSS) incidents, up from a 65% baseline, and students with IEPs accounted for 52%, up from 49%. Restorative and tiered behavioral supports remain a priority.

**Climate, belonging, and SEL: broad improvement, engagement still lagging**

- **Glow:** Panorama results improved in all three areas at both grade bands, and fifth through eighth grade engagement reached 37% favorable, the highest spring result since SY21-22. 5Essentials results improved across most measures, with Effective Leaders at 49 and Involved Families at 62, both the highest since the new benchmarks took effect, and Supportive Environment up to 45. Educator-facing measures were strong: Program Coherence rose to 54 and Teacher Influence to 49, both multi-year highs. The full 5Essentials report can be found in the Appendix.
- **Grow:** Engagement remains the weakest indicator in the report. Third and fourth grade engagement stands at 45% favorable, still far below the 62% reported in spring SY22-23, and fifth through eighth grade engagement has never risen above 39%. Supportive Environment (45) and Ambitious Instruction (48) also remain below their SY21-22 levels of 58 and 56. Student experience of instruction, not just student well-being, is where the next round of climate work belongs

# Accountability *Summary*

**English Language Arts: proficiency goal met, achievement measures softening**

- **Glow:** IAR is the strongest story in the report. Using the original cut scores, 58% of students met or exceeded grade-level expectations in Language Arts, up from 55% last year and above the SY26-27 Strategic Plan goal of 55%. That is nearly an 18 point gain from the SY21-22 baseline of 40.6%. Under the state's new performance levels, 67% of students were Proficient or Above Proficient. Reading growth was also healthy: median Student Growth Percentiles on STAR Reading ranged from 57 to 66 across grades 3 through 8, all at or above the national typical growth mark of 50, and 71% of kindergarteners and 69% of first graders met or exceeded typical growth in early literacy.
- **Grow:** Achievement measures moved in the other direction. Students in grades 5-8 on track for college readiness slipped to 73% (SAT benchmark) and 58% (ACT benchmark), moving away from the 80% goal, and the percent of students at or below the 25$^{th}$ percentile rose to 15.6% against a goal of 12%. Only about half of students in grades 3 through 8 are at or above benchmark on STAR Reading.

**Mathematics: growth rebounds, proficiency still furthest from goal**

- **Glow:** Math growth was the clearest bright spot of the year. Median progress toward annual typical growth on i-Ready exceeded 100% at every grade from kindergarten through eighth, ranging from 105% to 156%, and 61% of students met or exceeded their growth target, the first increase in this measure since SY21-22. The share of students placing at or above grade level rose from 36% in the fall to 67% in the spring. On IAR, math proficiency ticked up to 44% under the original cut scores and 54% under the new performance levels, and the percent of students at or below the 25$^{th}$ percentile fell to 15.2% from 17%.
- **Grow:** Math proficiency remains the goal furthest from attainment. The 44% meeting or exceeding on IAR is 11 points below the 55% goal, and college readiness benchmarks for grades 5-8 fell to 43% (SAT) and 41% (ACT), now below the SY21-22 baselines of 45% and 43%. The percent of students at or below the 25$^{th}$ percentile is still well above the 9% goal.

**Opportunity gaps: growth is close to equitable; achievement is not**

- **Glow:** When we look at growth rather than proficiency, the gaps narrow considerably. Between 52 and 68% of students in every racial group met or exceeded their i-Ready growth goal, and students with IEPs (56%), English learners (55%), and students from low-income households (54%) grew at rates close to the district as a whole. This suggests that students who begin behind are moving.
- **Grow:** Achievement gaps across demographic groups remain wide, and in several places they widened. Under the new IAR performance levels, 85% of White students were proficient or above in Language Arts compared with 41% of Black students; in math the gap runs from 77% to 19%. Proficiency for students with IEPs (26% ELA, 19% math), English learners (27% and 16%), and low-income students (42% and 23%) trails the district substantially. STAR benchmark data show the same pattern, with 27% of Black students and 37% of Hispanic students at or above benchmark in reading compared with 77% of White students. The current pace of growth alone will not close these gaps.

# Accountability *Summary*

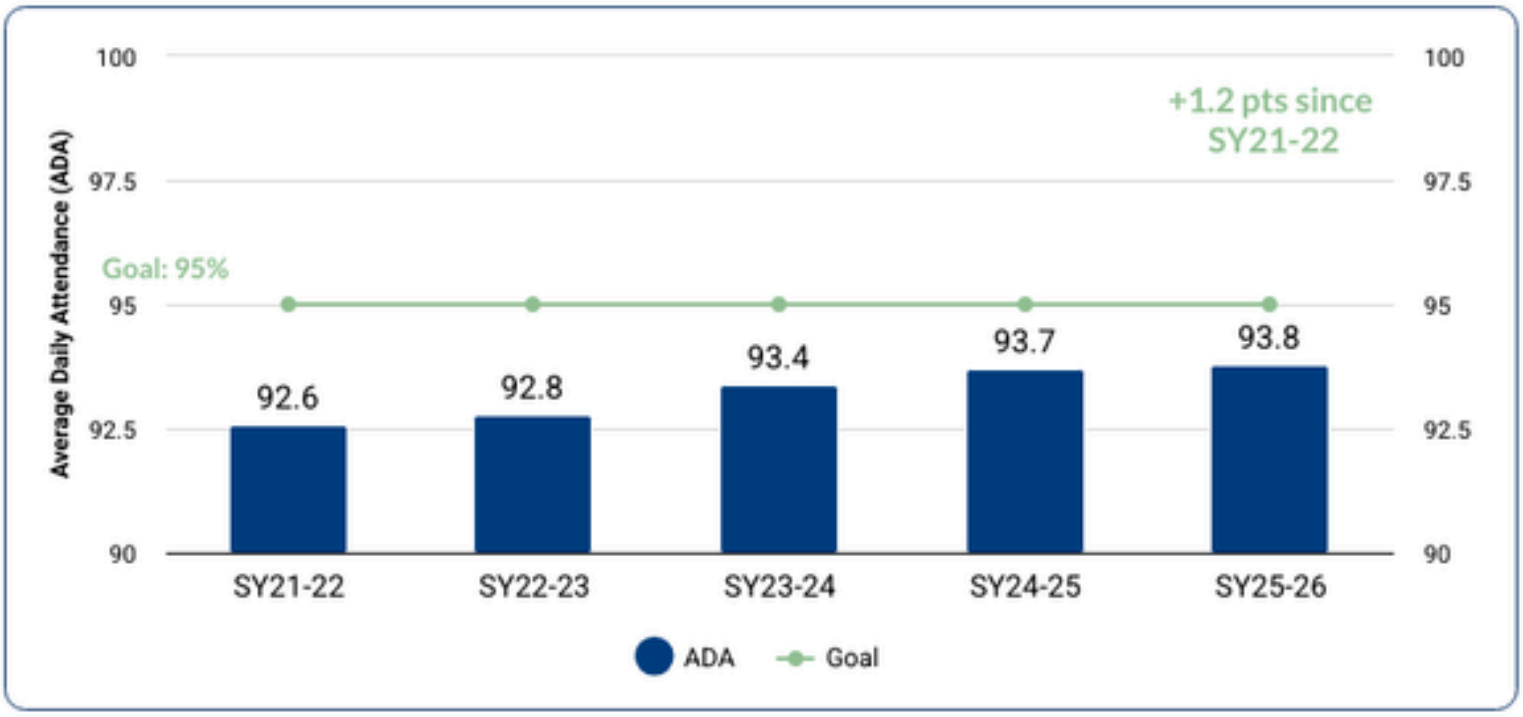
**Spanish literacy: strong foundation in the early grades, a sharp drop after second grade**

- **Glow:** STAR Alfabetización Temprana results improve with each grade level. The share of students at or above benchmark rises from 44% in kindergarten to 60% in first grade and 68% in second grade. Growth is equally strong: median Student Growth Percentiles were 61, 74, and 65 across kindergarten through second grade, all comfortably above the national typical growth mark of 50, and between 58 and 65% of students met or exceeded typical growth at each grade. For students the district often reports as furthest from benchmark in English, Spanish Early Literacy tells a very different story. 49% of K-2 English Learners in the TWI program were at or above benchmark in Spanish compared with 20% on STAR Early Literacy in English. A similar pattern can be found for other subgroups in the TWI program. This is meaningful evidence that biliteracy instruction in the earliest grades is working.
- **Grow:** STAR Lectura results in grades 3 through 5 fall off sharply. Only 18% of third graders, 24% of fourth graders, and 21% of fifth graders were at or above benchmark, and roughly half of third and fifth graders scored in the Urgent Intervention or Intervention range (51% and 46% respectively). Growth also flattens: median SGPs of 47, 54, and 48 sit right at or just below typical growth, meaning students in Spanish reading are largely holding their relative position rather than closing ground. It is important to note that the STAR Early Literacy/Alfabetización Temprana assessments measure foundational skills like phonics and word recognition, while the STAR Reading/Lectura assessments measure reading comprehension and vocabulary. It is also important to note that this is the first year that TWI 3$^{rd}$ -5$^{th}$ graders were required to take a literacy/reading assessment in both English and Spanish. In previous years, 3$^{rd}$ -5$^{th}$ grade TWI students only took the NWEA MAP in English; therefore, this is the first year these students are experiencing more complex Spanish-language texts in a standardized assessment setting.

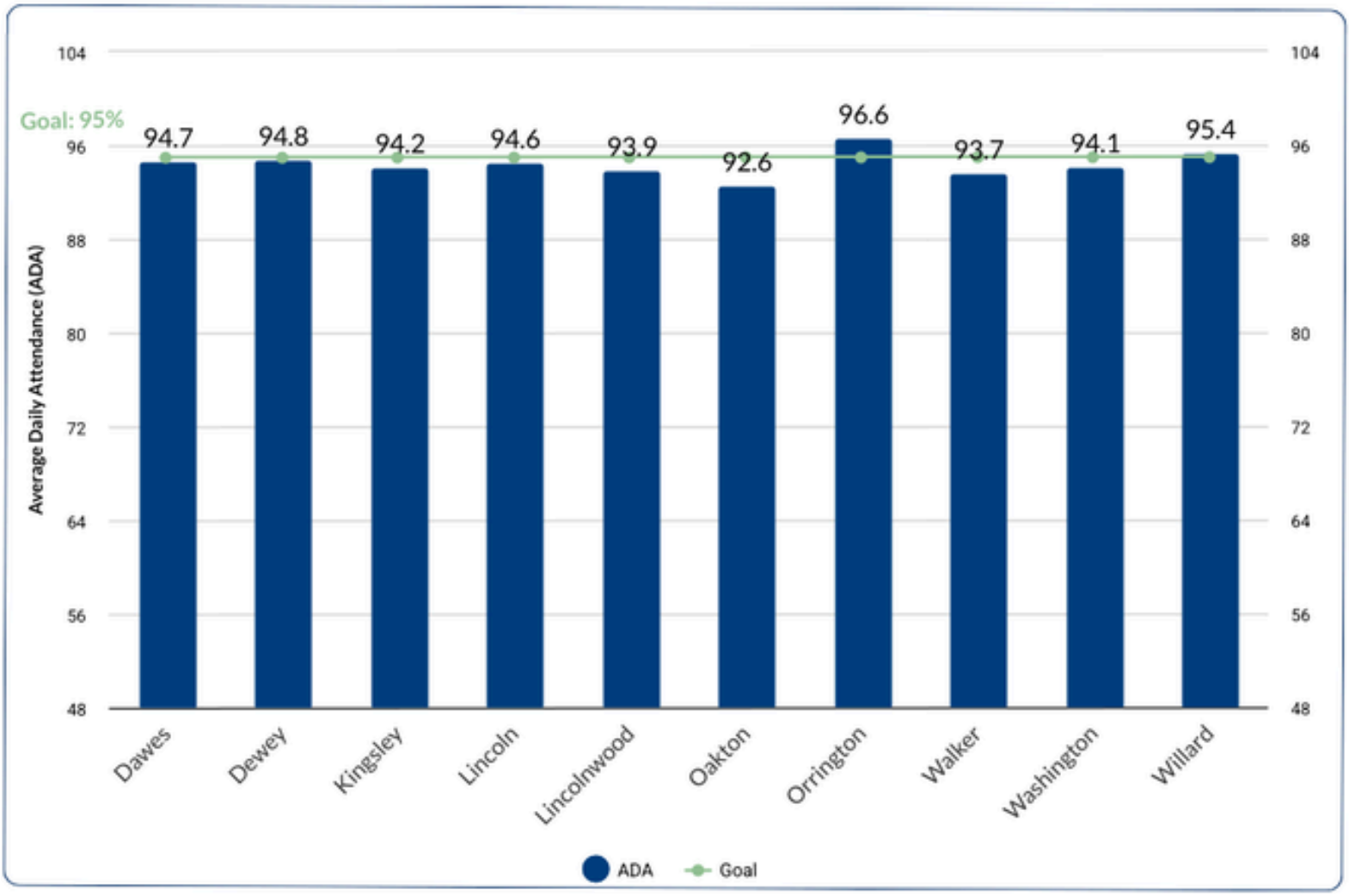
**ACCESS for ELLs: broad gains in oral language and reading**

- **Glow:** Average scale scores rose in Listening, Speaking, and Reading in nearly every grade from first through eighth. Speaking gains were the most striking, including 269 to 351 in second grade, 288 to 375 in third grade, 339 to 401 in fifth grade, and 323 to 397 in sixth grade. Reading rose at every grade level from first through eighth, with sixth grade climbing from 345 to 414 and eighth grade from 374 to 429. Taken together, these results point to real progress in oral English proficiency and reading among multilingual learners.
- **Grow:** Writing did not follow the same trajectory. Average Writing scale scores declined in kindergarten through fifth grade, including 187 to 150 in kindergarten and 329 to 312 in fourth grade, even as Reading in those same grades improved. Writing is now the lowest-scoring domain at every grade level. Because ACCESS cohorts change from year to year, these comparisons describe different groups of students rather than the same students over time, but the direction is consistent enough across grades to treat academic writing for multilingual learners as a focus area.

## D65 Average Daily Attendance

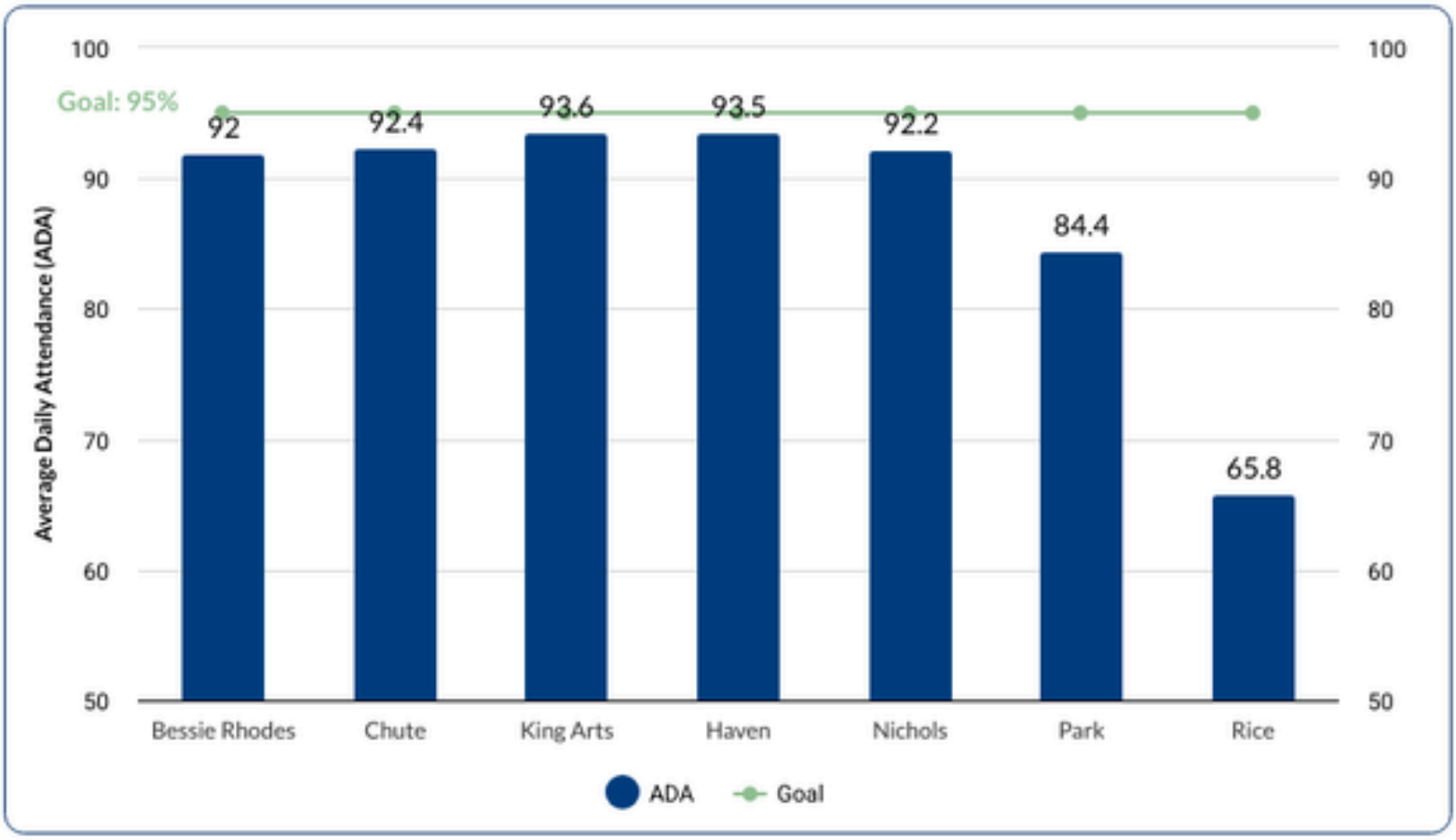



## Average Daily Attendance (ADA)- Elementary Schools

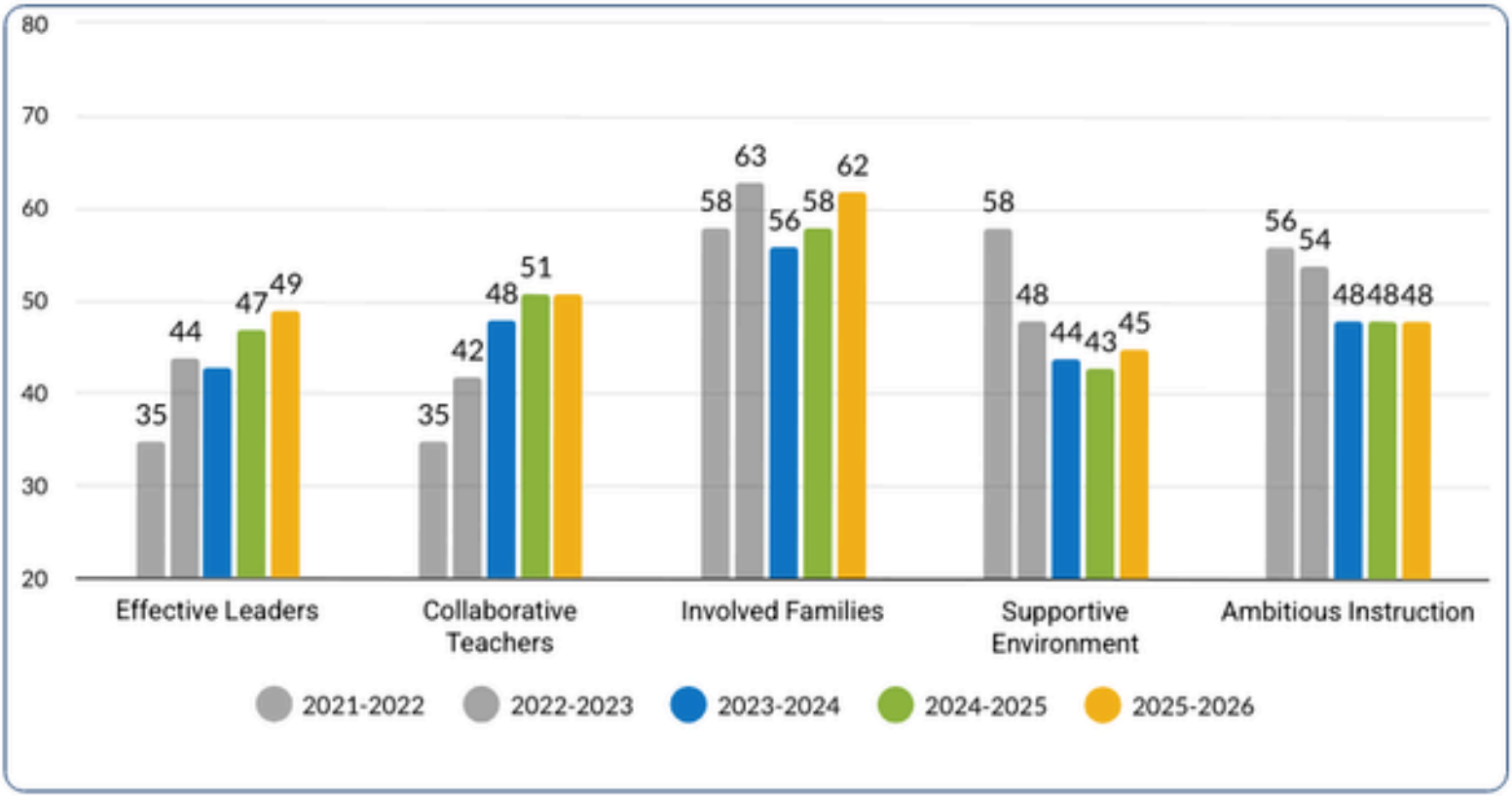


# Learning *Conditions*

## Average Daily Attendance (ADA)- Middle, Magnet, and Specialty Schools

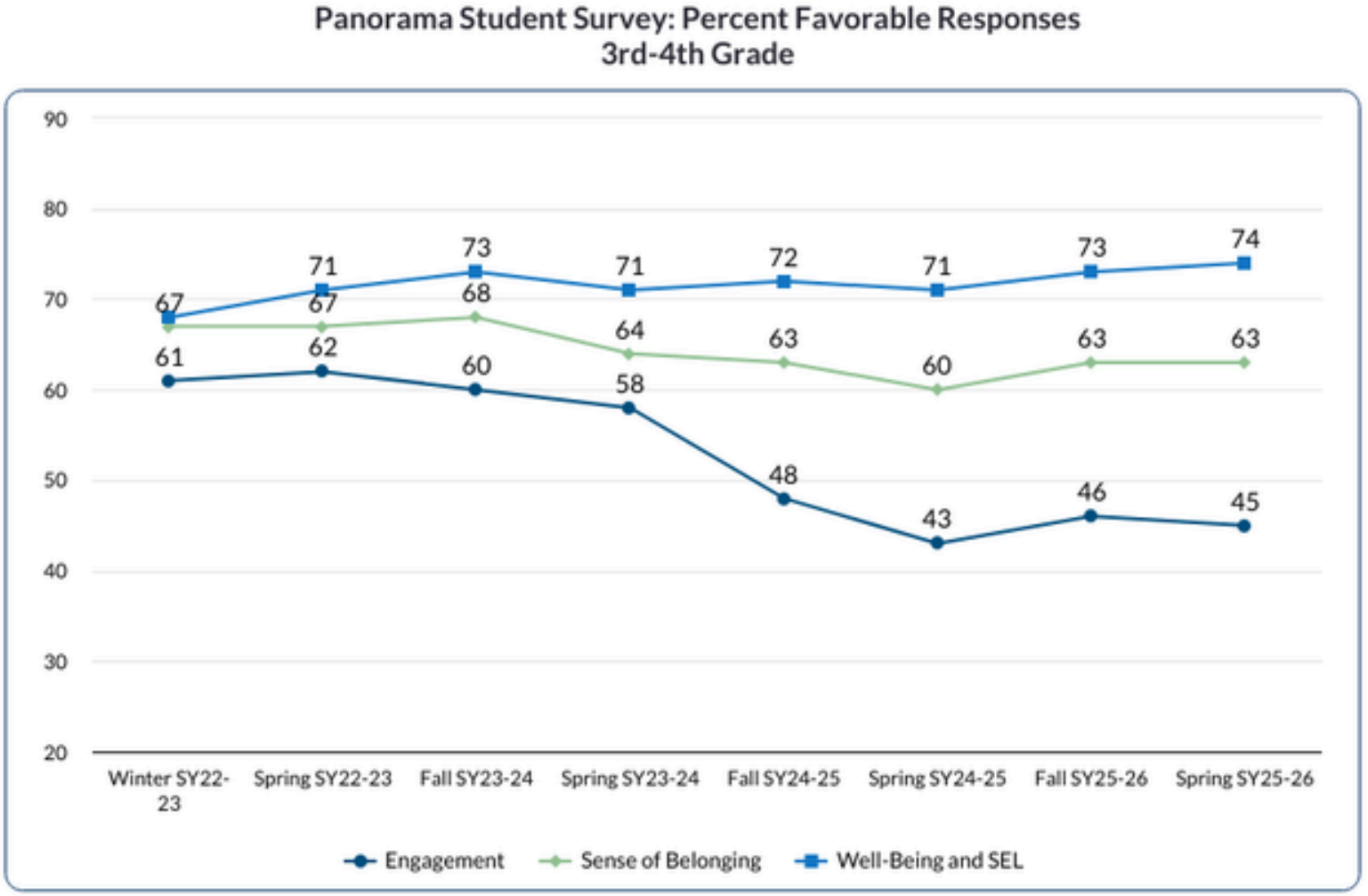


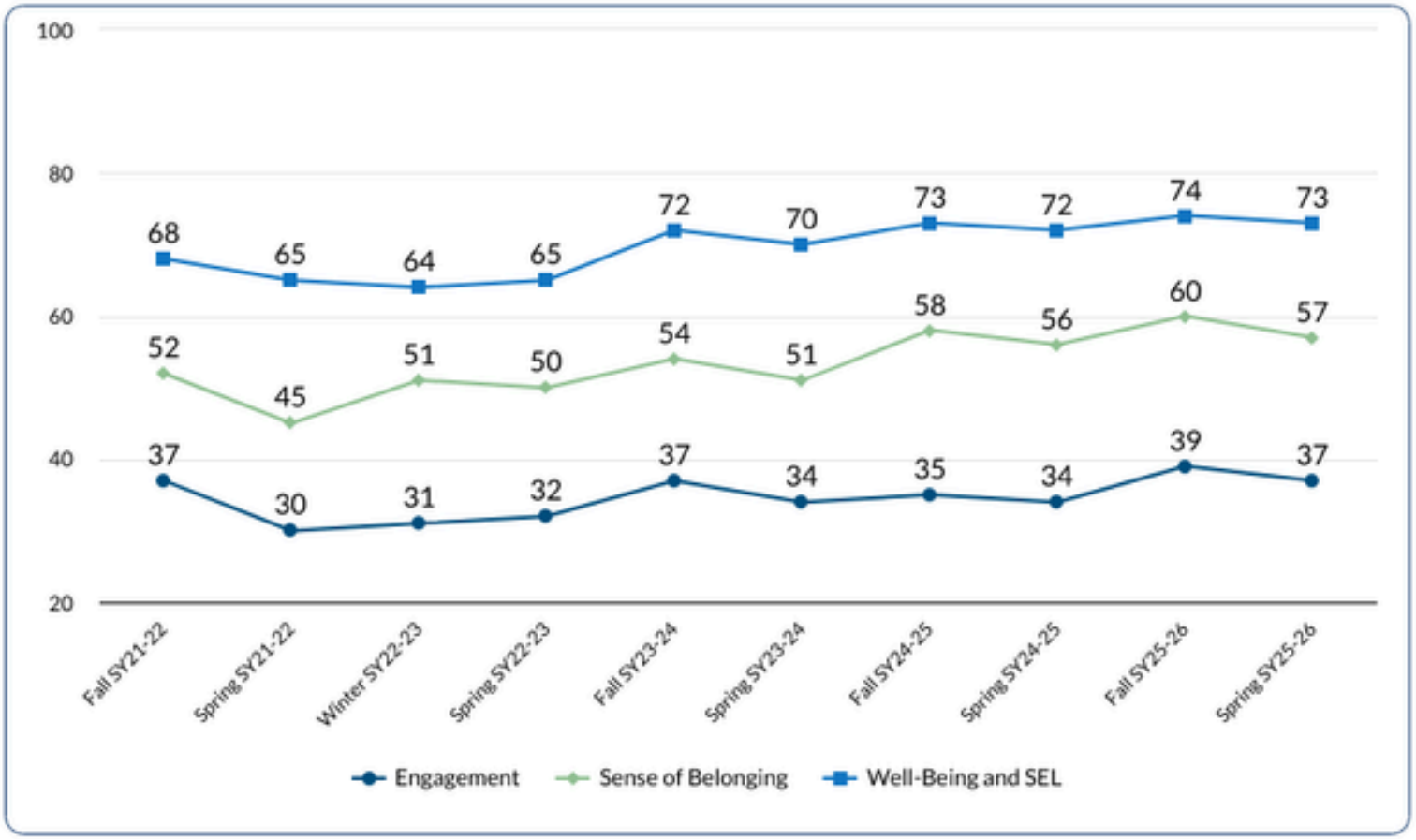

## District 65 5 Essentials Scores



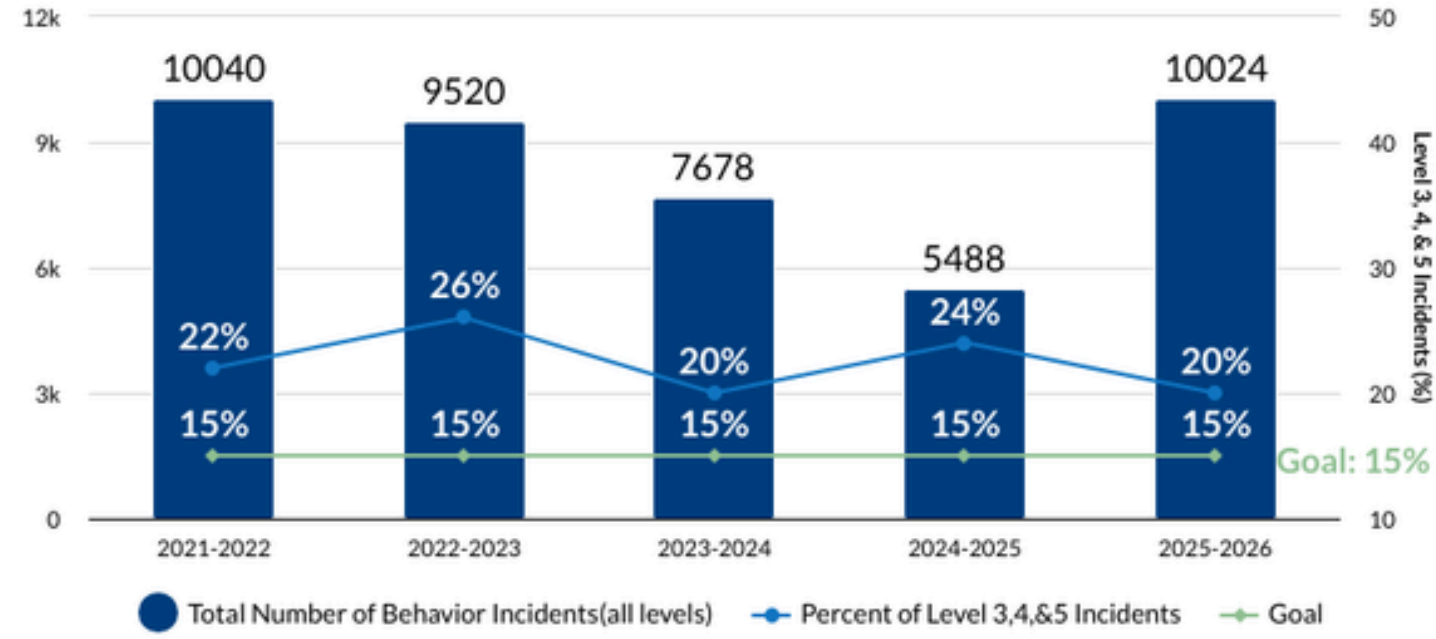

*Beginning in Spring 2025, Illinois updated the benchmarks for the 5Essentials Survey scores and ratings. Scores starting with 2024 have been recalibrated to the new benchmarks; earlier results were not.*

# Learning *Conditions*

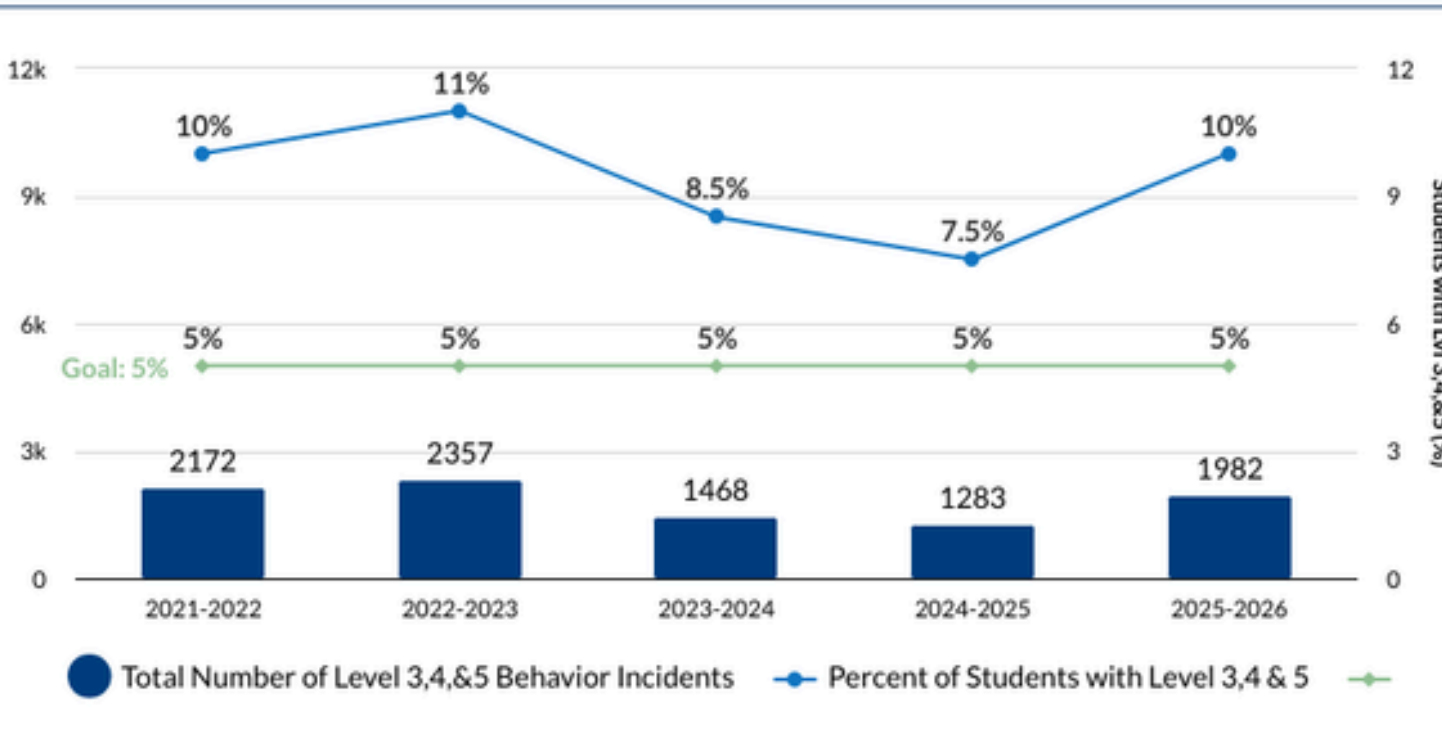


## Percent of Level 3, 4, and 5 Incidents compared to Total Number of Behavior Incidents



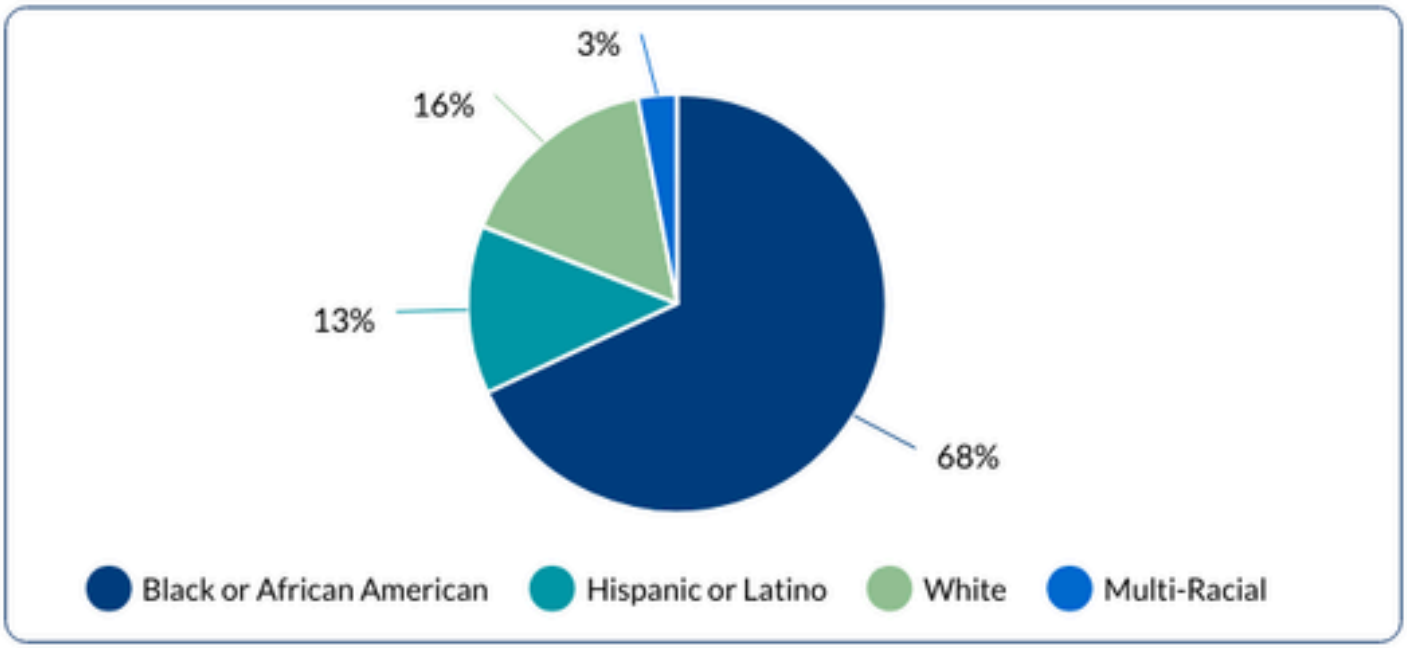

## Percent of Students with Level 3, 4, or 5 Incidents compared to Total Number of Level 3 ,4, and 5 Incidents



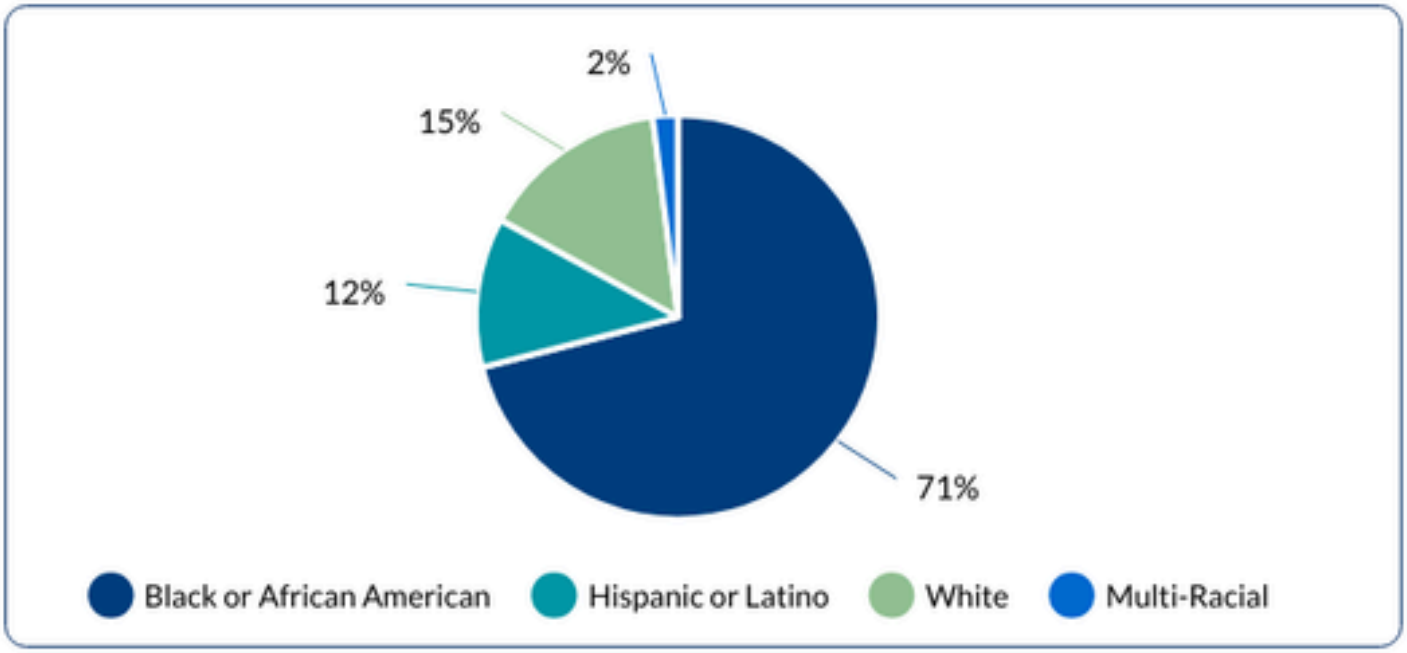
## Total Suspension Incidents

| Type of Incident | Total Number of Incidents | Total Number of Students |
|---|---|---|
| In-School Suspension (ISS) | 58 | 53 |
| Out of School Suspension (OSS) | 48 | 37 |
| **Grand Total** | **106** | **90** |

## Students Suspended by Race (OSS)

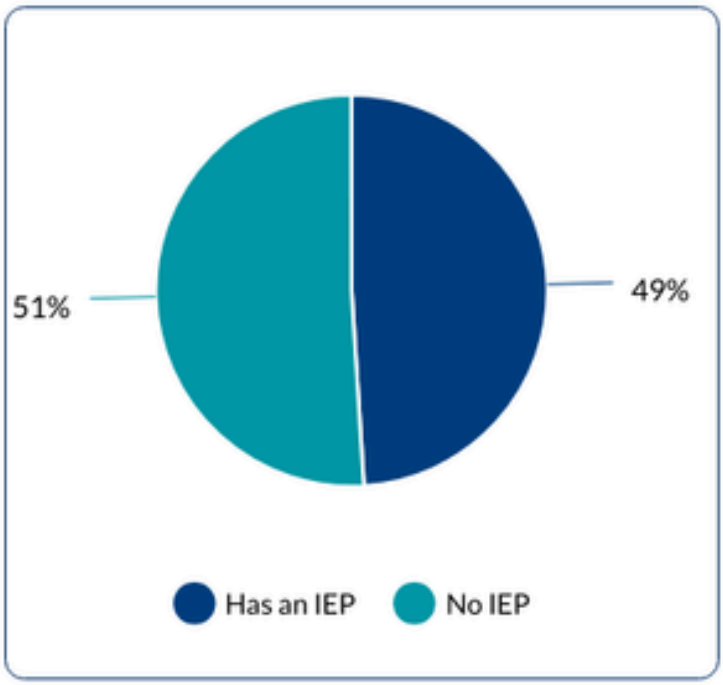



## Suspension Incidents by Race (OSS)

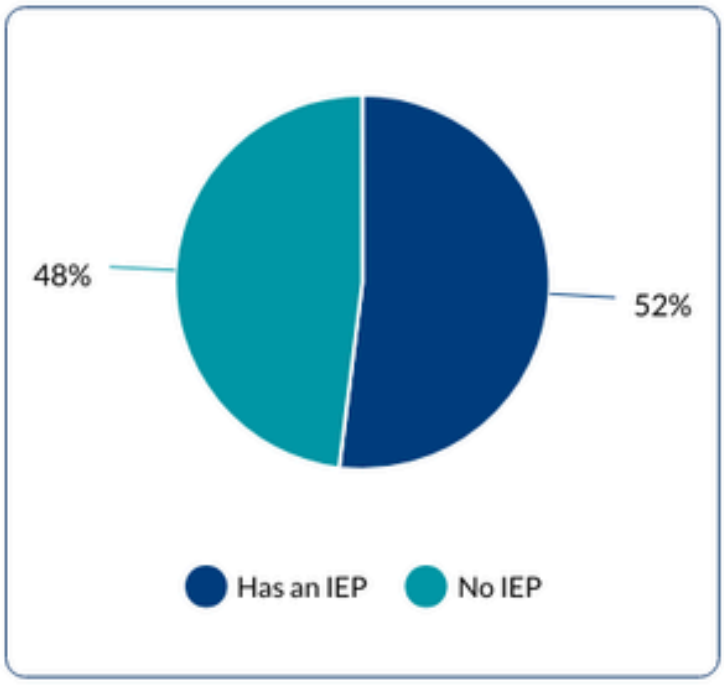


# **Learning** *Conditions*

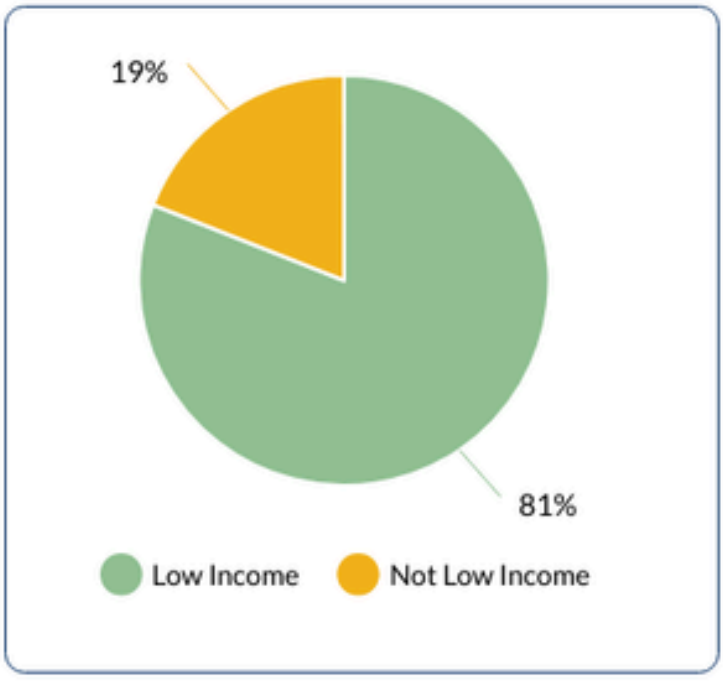
Students Suspended by IEP Status (OSS)



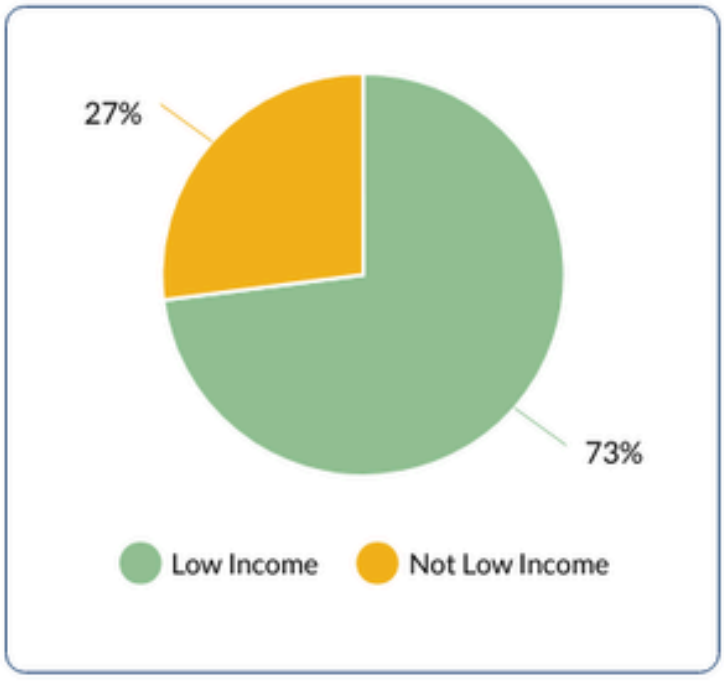

Suspension Incidents by IEP Status (OSS)



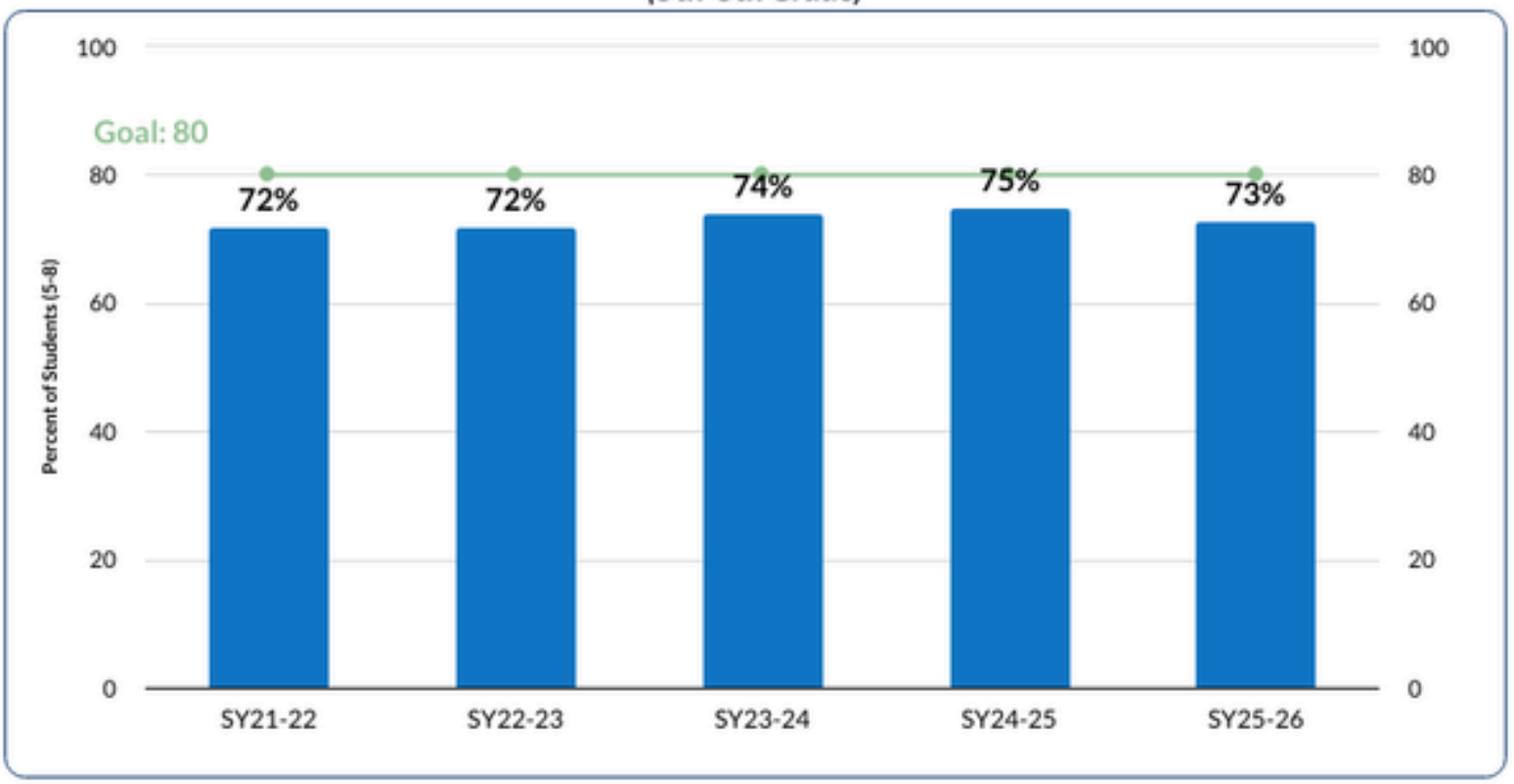

Students Suspended by Low Income Status (OSS)




Suspension Incidents by Low Income Status (OSS)

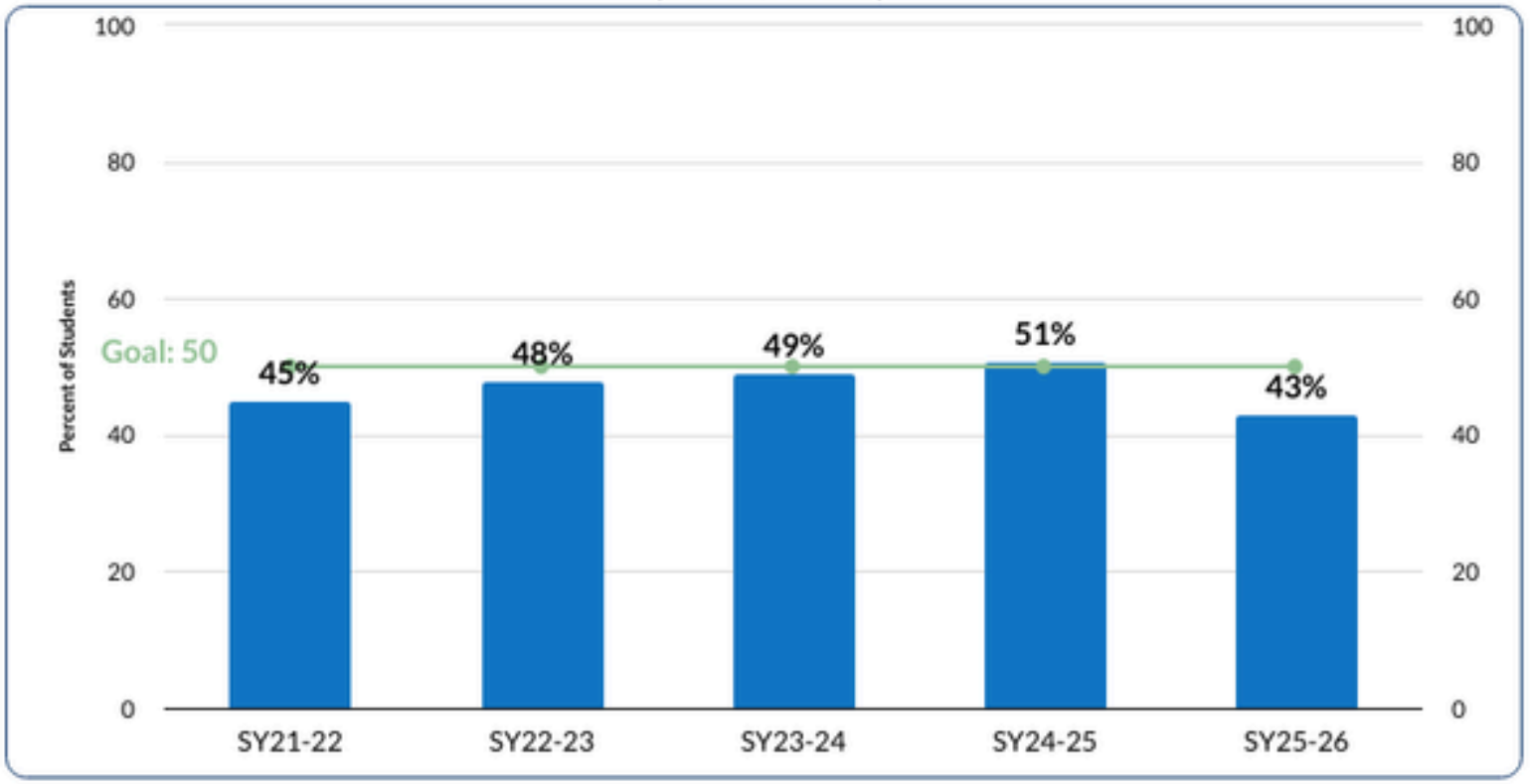


## NWEA MAP: Percent Meeting College Readiness Benchmarks (SAT)- Language Arts (5th-8th Grade)



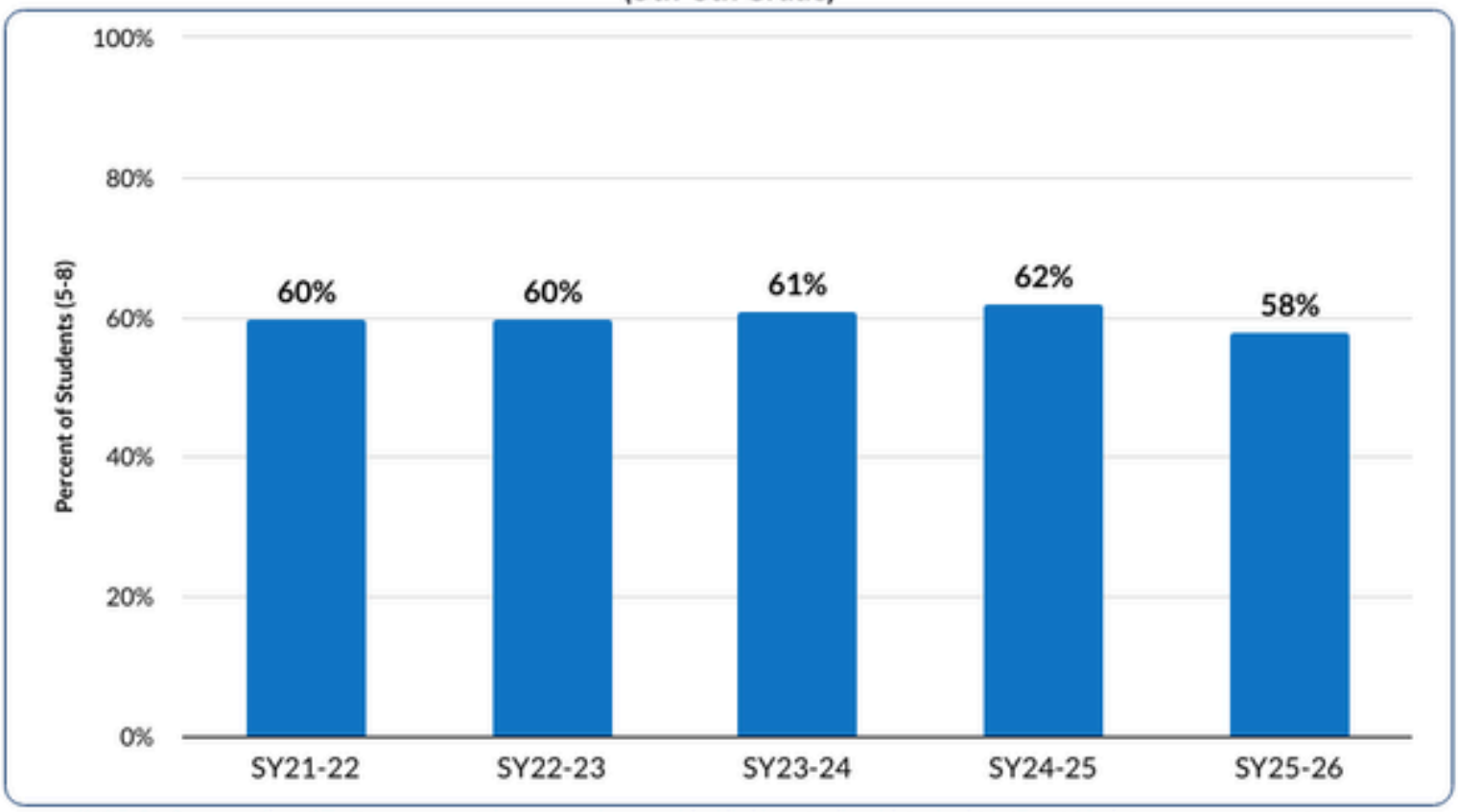

*SY25-26 Scores reflect STAR assessment. Using vendor-provided linking studies, historical NWEA MAP data was converted to corresponding STAR scale scores for year-over-year comparison. STAR and NWEA MAP are highly correlated.*

## NWEA MAP: Percent Meeting College Readiness Benchmarks (SAT)- Math (5th-8th Grade)



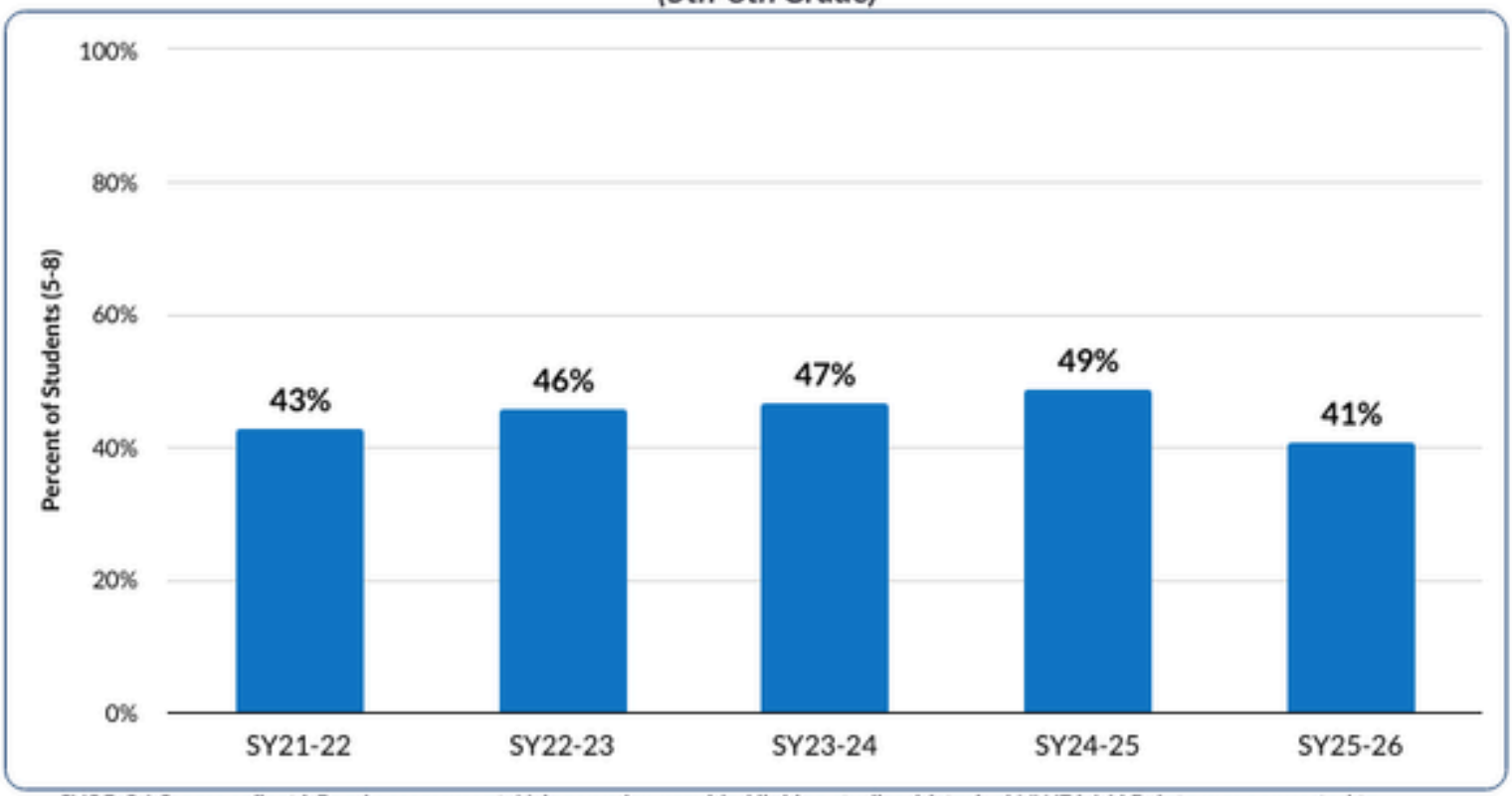

*SY25-26 Scores reflect i-Ready assessment. Using vendor-provided linking studies, historical NWEA MAP data was converted to corresponding i-Ready scale scores for year-over-year comparison. i-Ready and NWEA MAP are highly correlated.*

## NWEA MAP: Percent Meeting College Readiness Benchmarks (ACT)- Language Arts *(5th-8th Grade)*



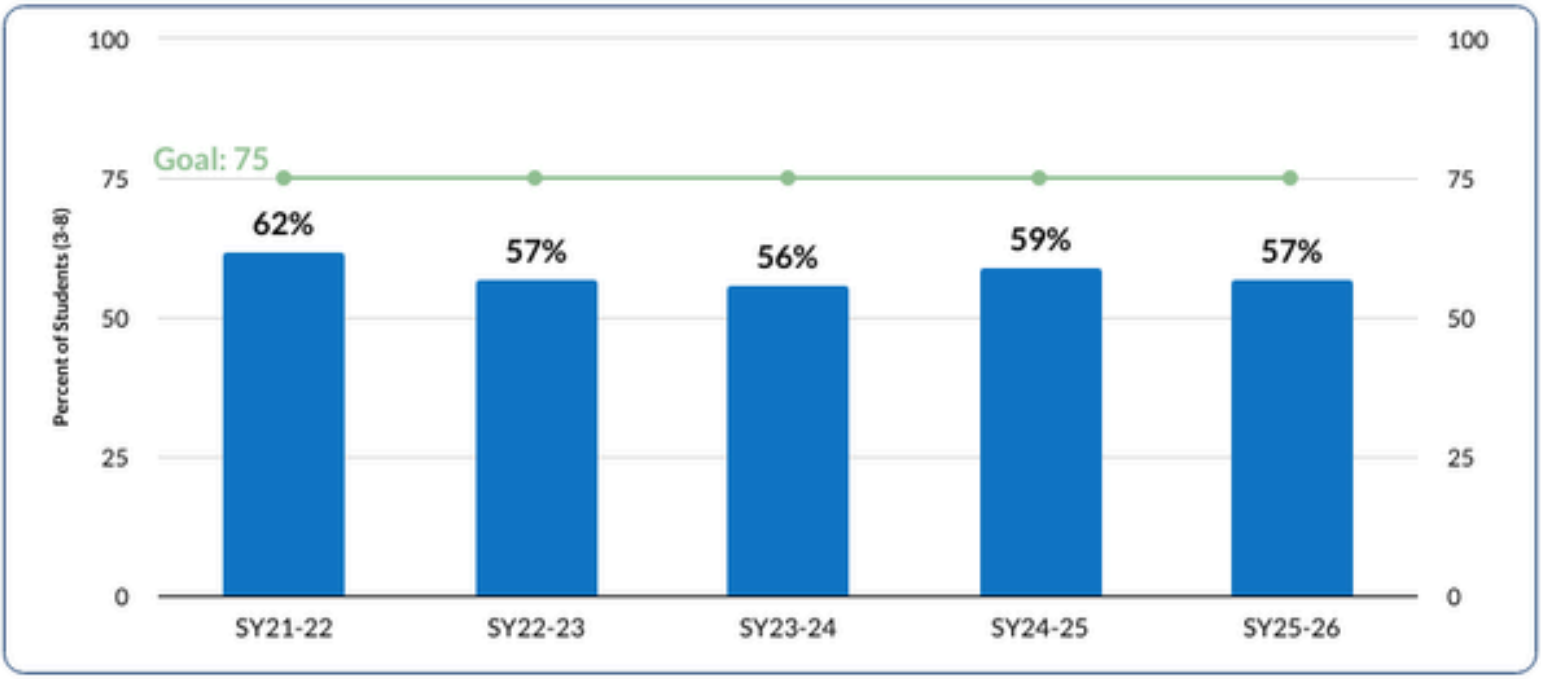

*SY25-26 Scores reflect STAR assessment. Using vendor-provided linking studies, historical NWEA MAP data was converted to corresponding STAR scale scores for year-over-year comparison. STAR and NWEA MAP are highly correlated.*

## NWEA MAP: Percent Meeting College Readiness Benchmarks (ACT)- Math *(5th-8th Grade)*



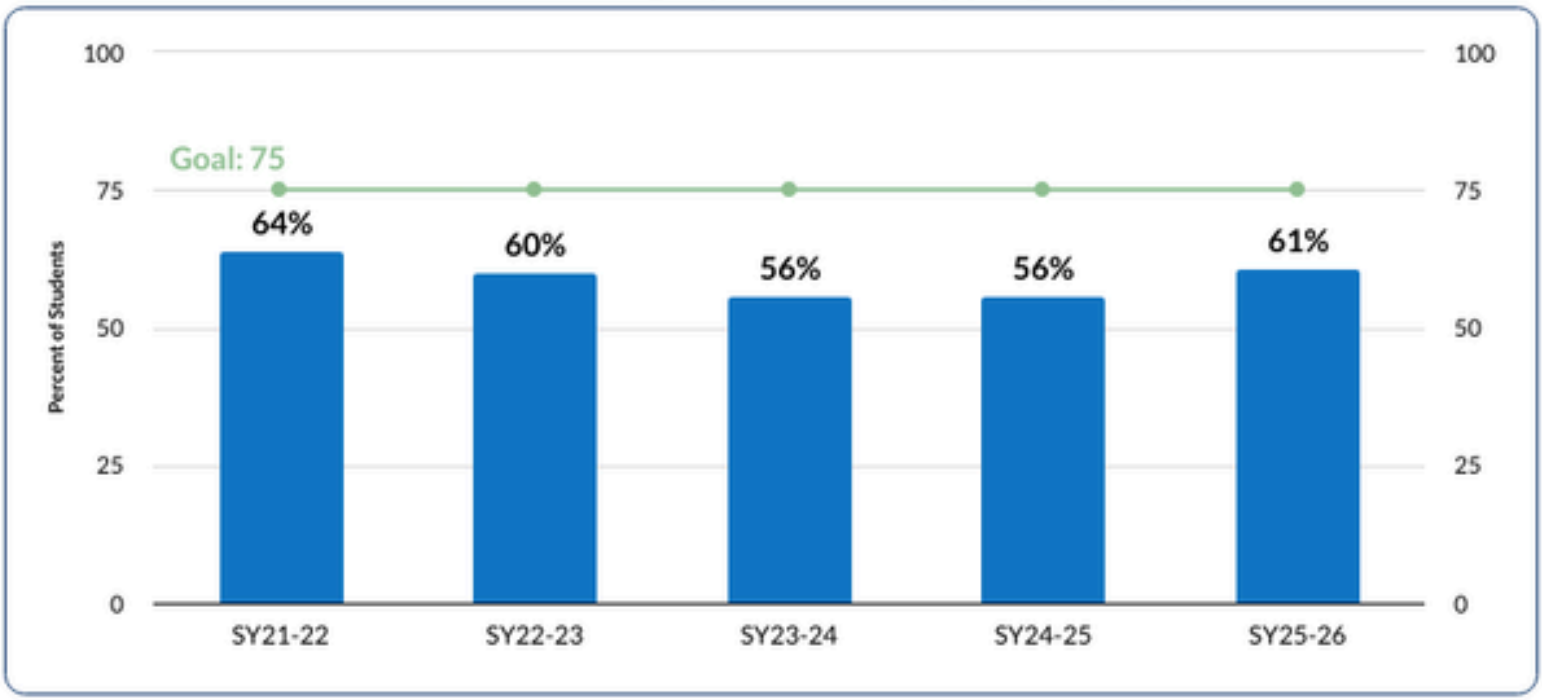

*SY25-26 Scores reflect i-Ready assessment. Using vendor-provided linking studies, historical NWEA MAP data was converted to corresponding i-Ready scale scores for year-over-year comparison. i-Ready and NWEA MAP are highly correlated.*

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




*Beginning in SY25-26, growth is measured using STAR's Fall to Spring Growth metric (50+ SGP) instead of NWEA MAP Spring to Spring Growth metric. Unlike other scores in this report, growth targets cannot be converted between assessments because each test sets individualized growth goals using its own methodology. This means the percent of students meeting/exceeding growth goals in SY25-26 is not directly comparable to prior years and represents a new starting point for tracking growth going forward.*

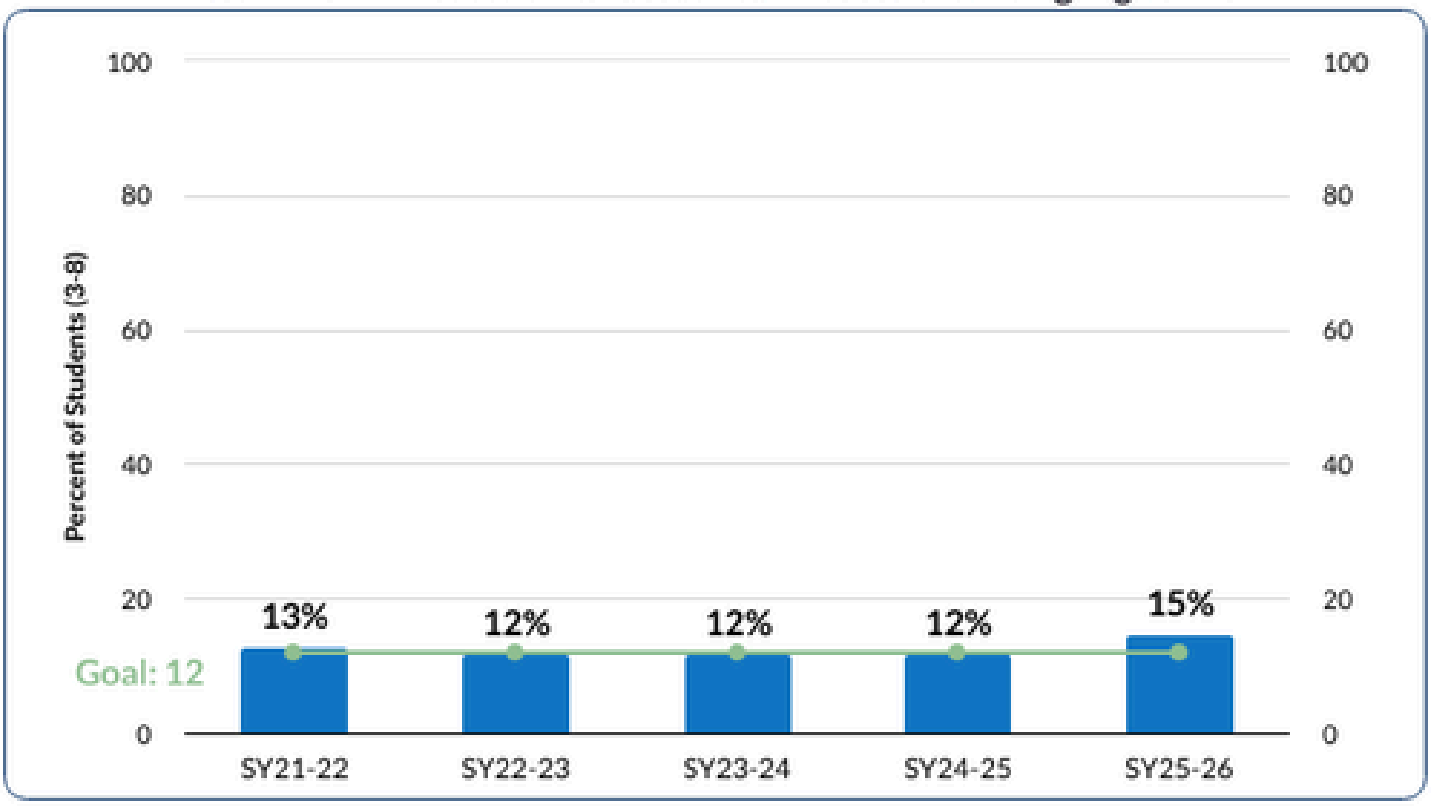
## NWEA MAP: Percent Meeting Expected Growth (Spring to Spring)- Math




*Beginning in SY25-26, growth is measured using i-Ready's Fall to Spring Percent Progress Toward Typical Growth (100%+) instead of NWEA MAP Spring to Spring Growth metric. Unlike other scores in this report, growth targets cannot be converted between assessments because each test sets individualized growth goals using its own methodology. This means the percent of students meeting/exceeding growth goals in SY25-26 is not directly comparable to prior years and represents a new starting point for tracking growth going forward.*

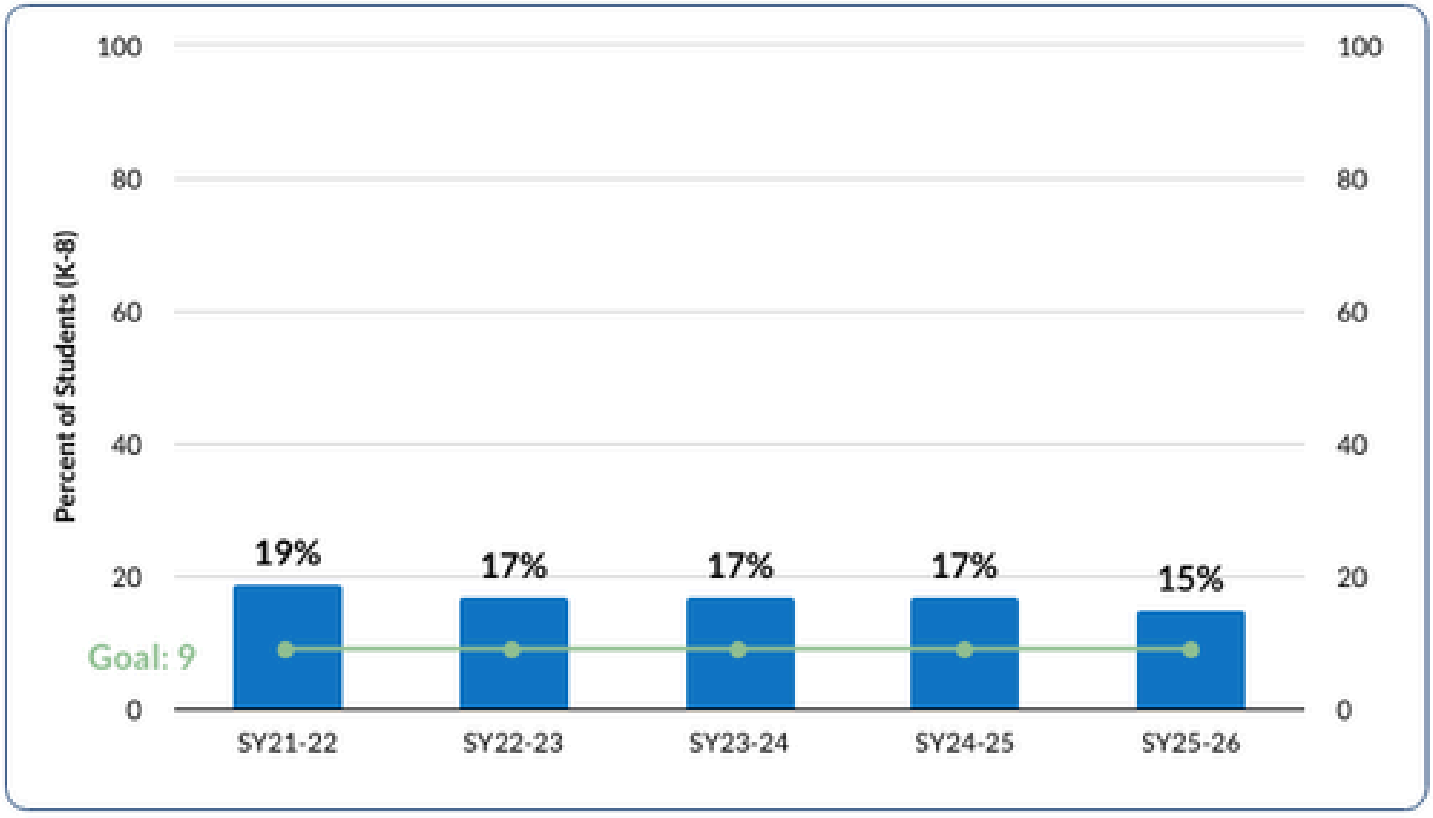
NWEA MAP's "Meeting Expected Growth" means that a student met or exceeded their individual growth target, which is based on the "typical growth" similar students (same grade and starting score) make over a school year. It's a measure of academic progress rather than proficiency. Both STAR and i-Ready use a similar methodology for determining student growth targets, based on current grade level and baseline score. See the "Data Considerations" on page 58 for more details about these metrics.

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




SY25-26 scores reflect STAR assessments. To support comparison over time, historical MAP RIT scores were converted to STAR scale scores and percentiles using linking studies provided by the assessment company. Because each assessment uses a different scoring scale, the percentiles are comparable but not perfectly aligned.

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

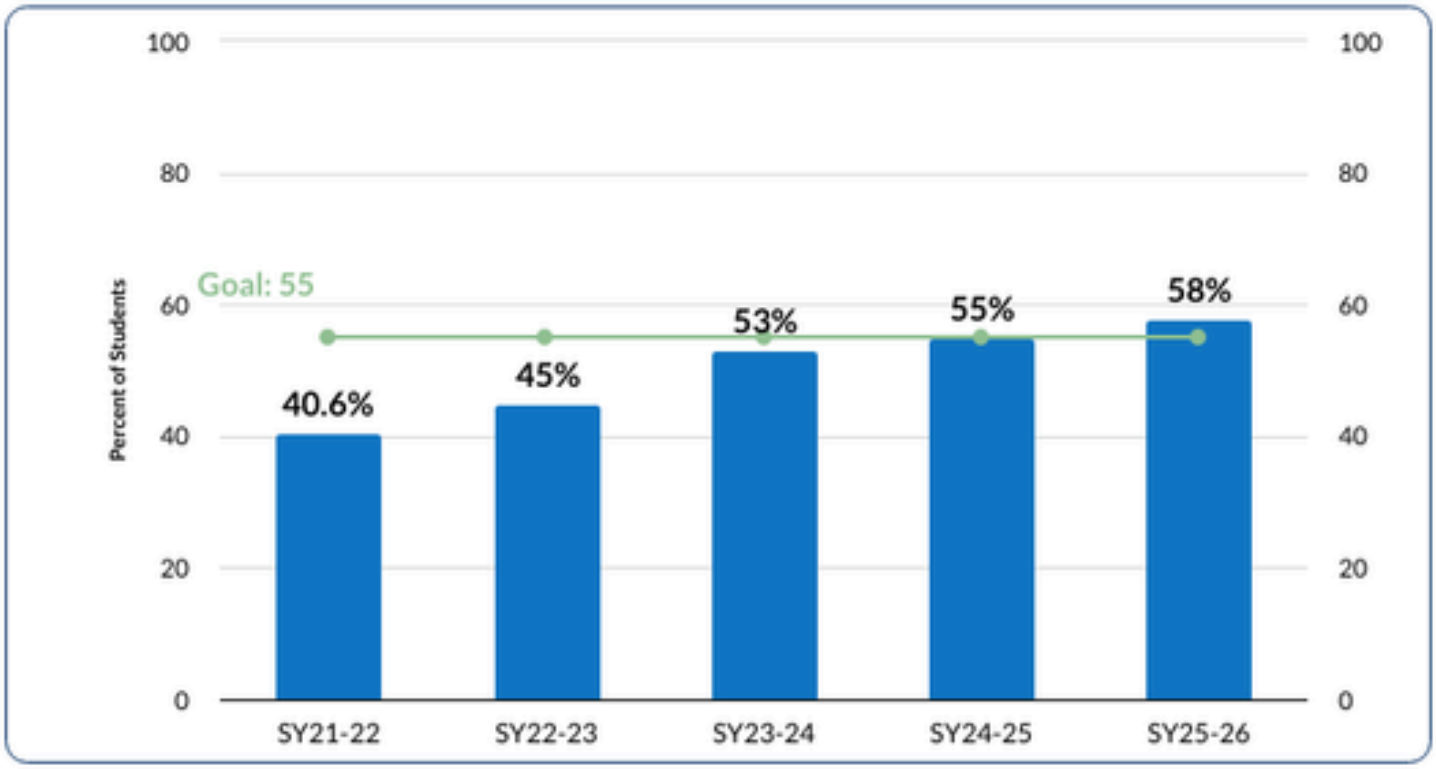



SY25-26 scores reflect i-Ready assessments. To support comparison over time, historical MAP RIT scores were converted to i-Ready scale scores and percentiles using linking studies provided by the assessment company. Because each assessment uses a different scoring scale, the percentiles are comparable but not perfectly aligned.

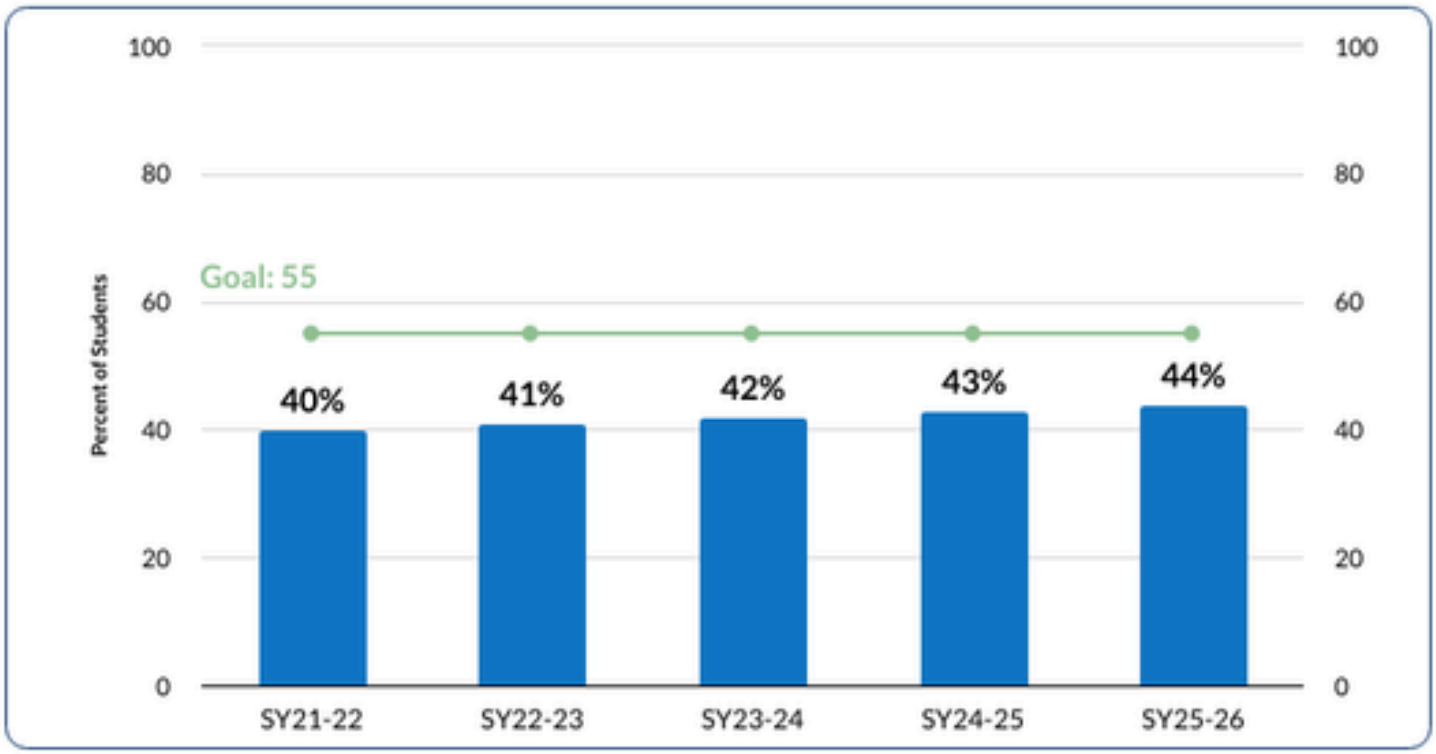
# **Student** *Learning*

*Illinois Assessment of Readiness(IAR) is given to students in grades 3-8 in Language Arts and Math. In the summer of 2025, ISBE revised the Performance Levels and Cut Scores, moving from 5 Performance Levels to 4 Performance Levels. The charts below show the SY24-25 and SY25-26 outcomes recalibrated to the original 5 Performance Levels and Cut Scores for accurate longitudinal analysis.*

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



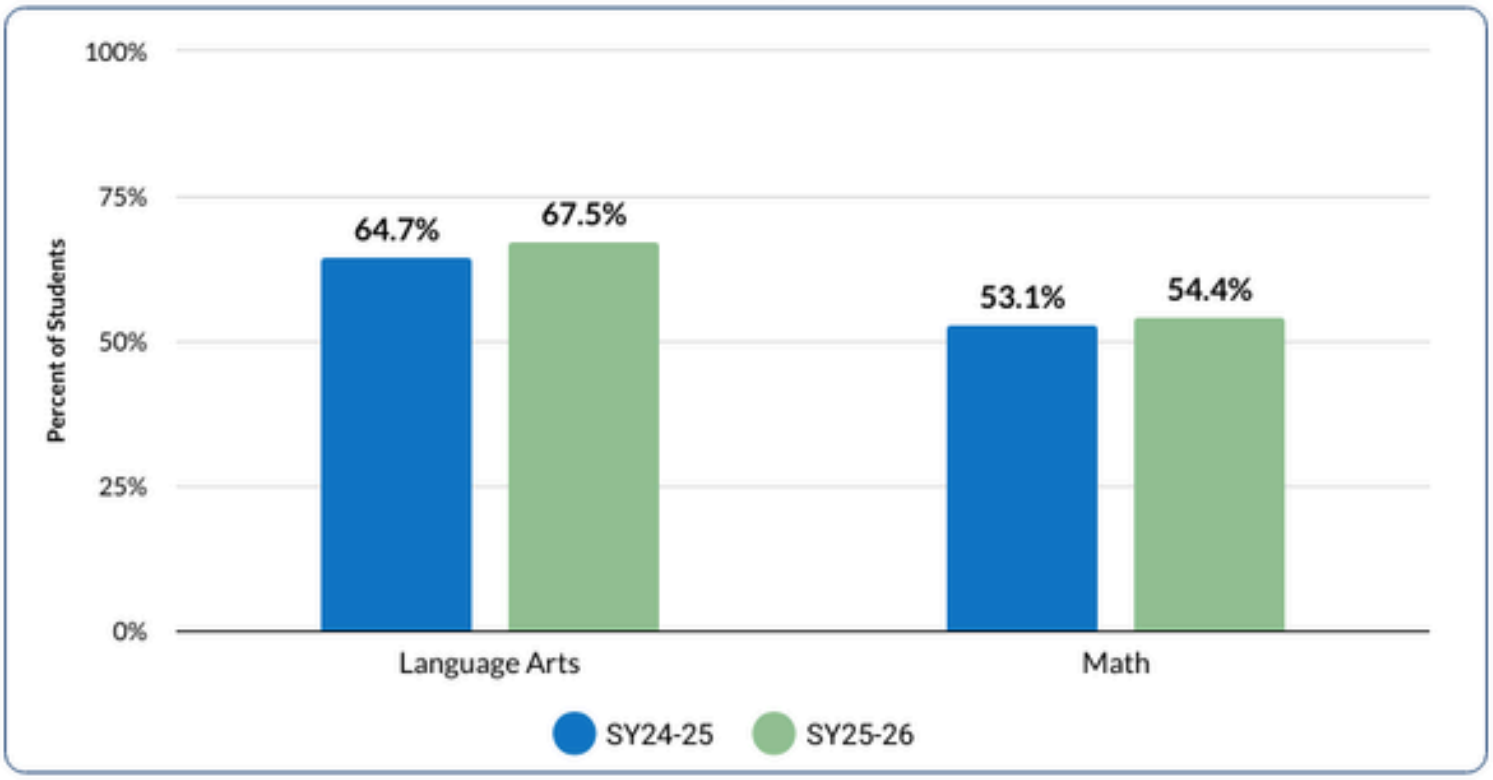

**IAR: Percent Met(4) or Exceeded(5) Expectations in Math**
***Original Cut-Scores and Performance Levels***



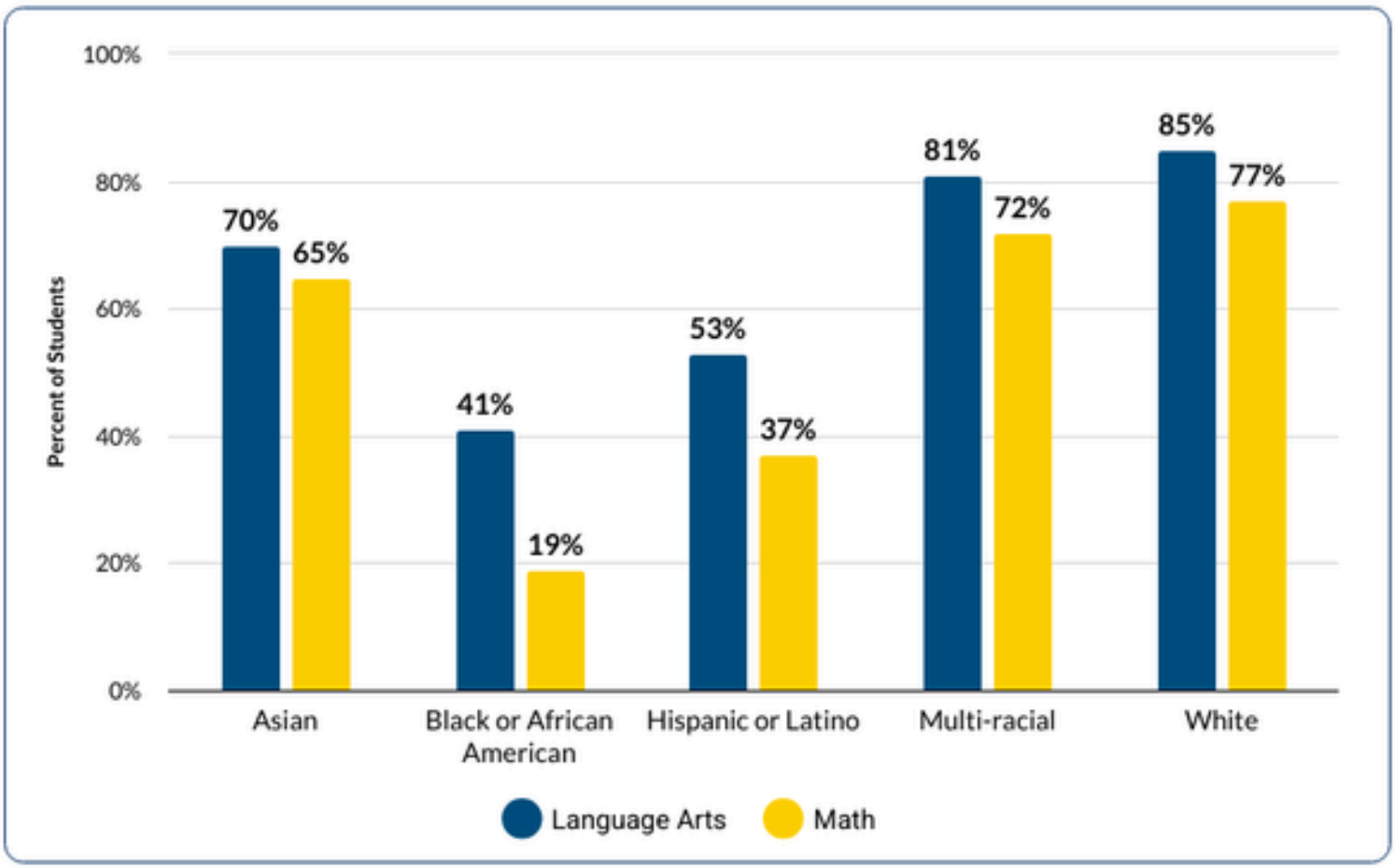
# **Student** *Learning*

*The charts below show the outcomes based on the newly revised Performance Levels and Cut Scores.*

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

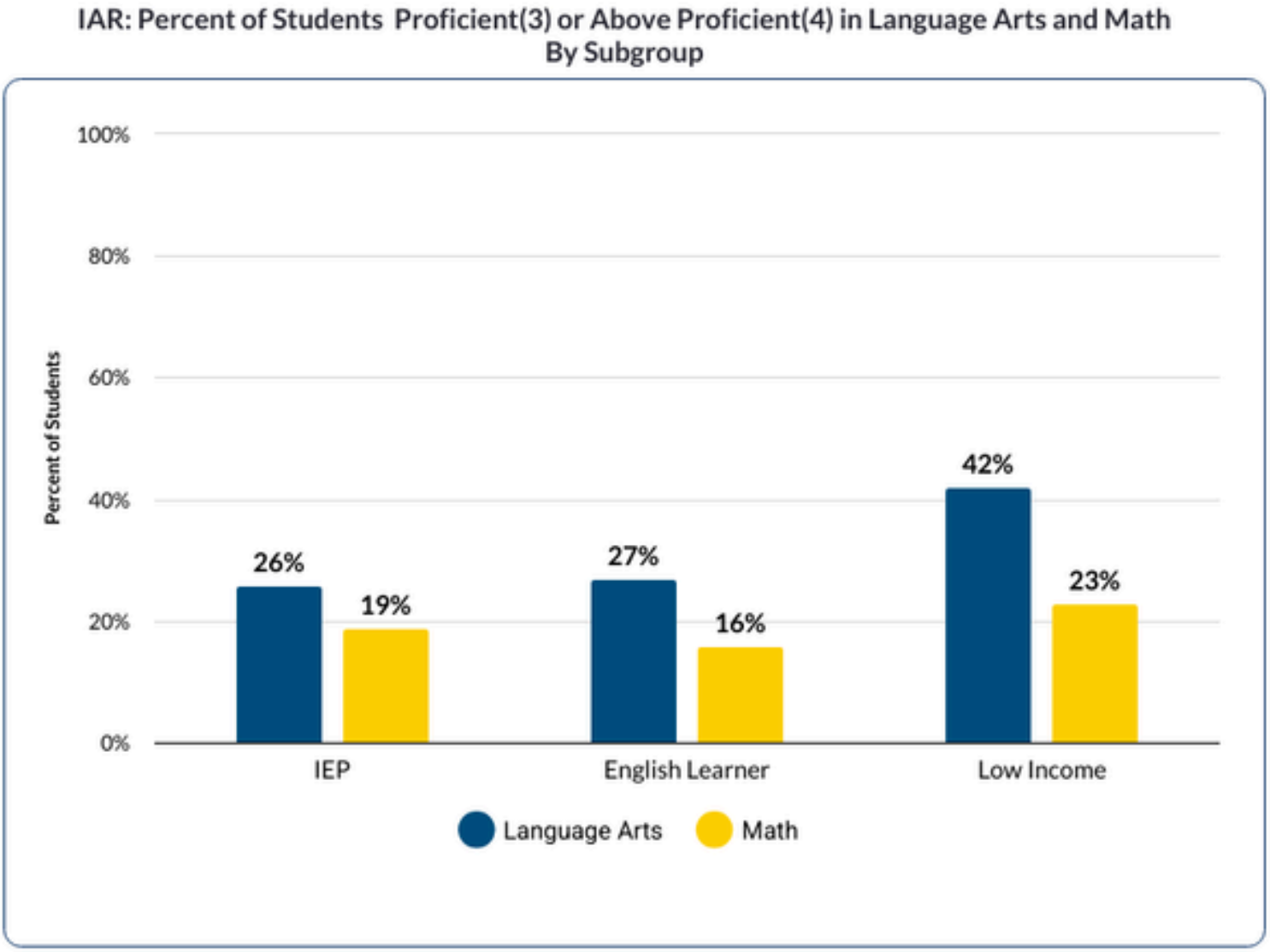



**IAR: Percent of Students Proficient(3) or Above Proficient(4) in Language Arts and Math By Race**



# **Student** *Learning*

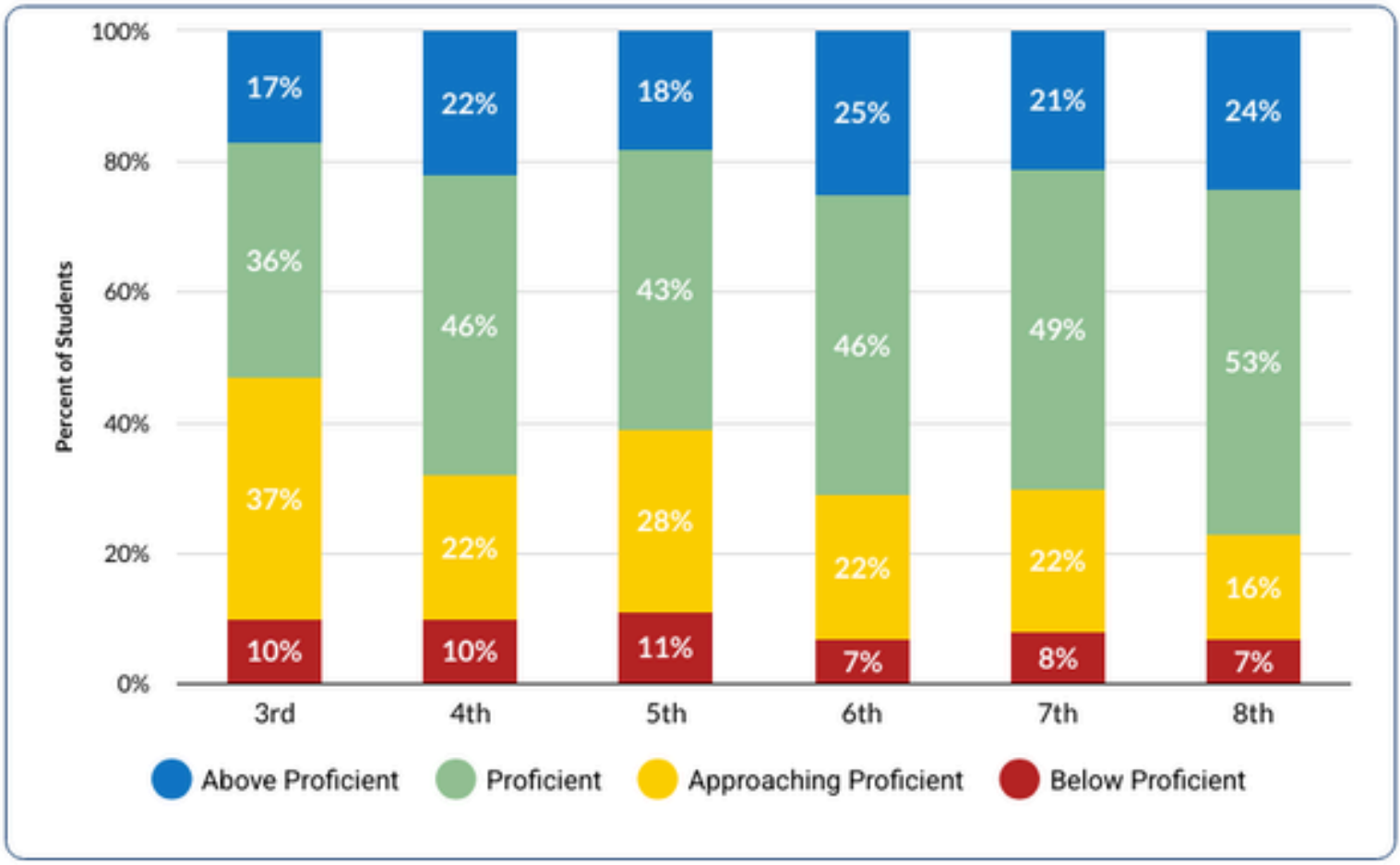
*The chart below shows the outcomes based on the newly revised Performance Levels and Cut Scores.*



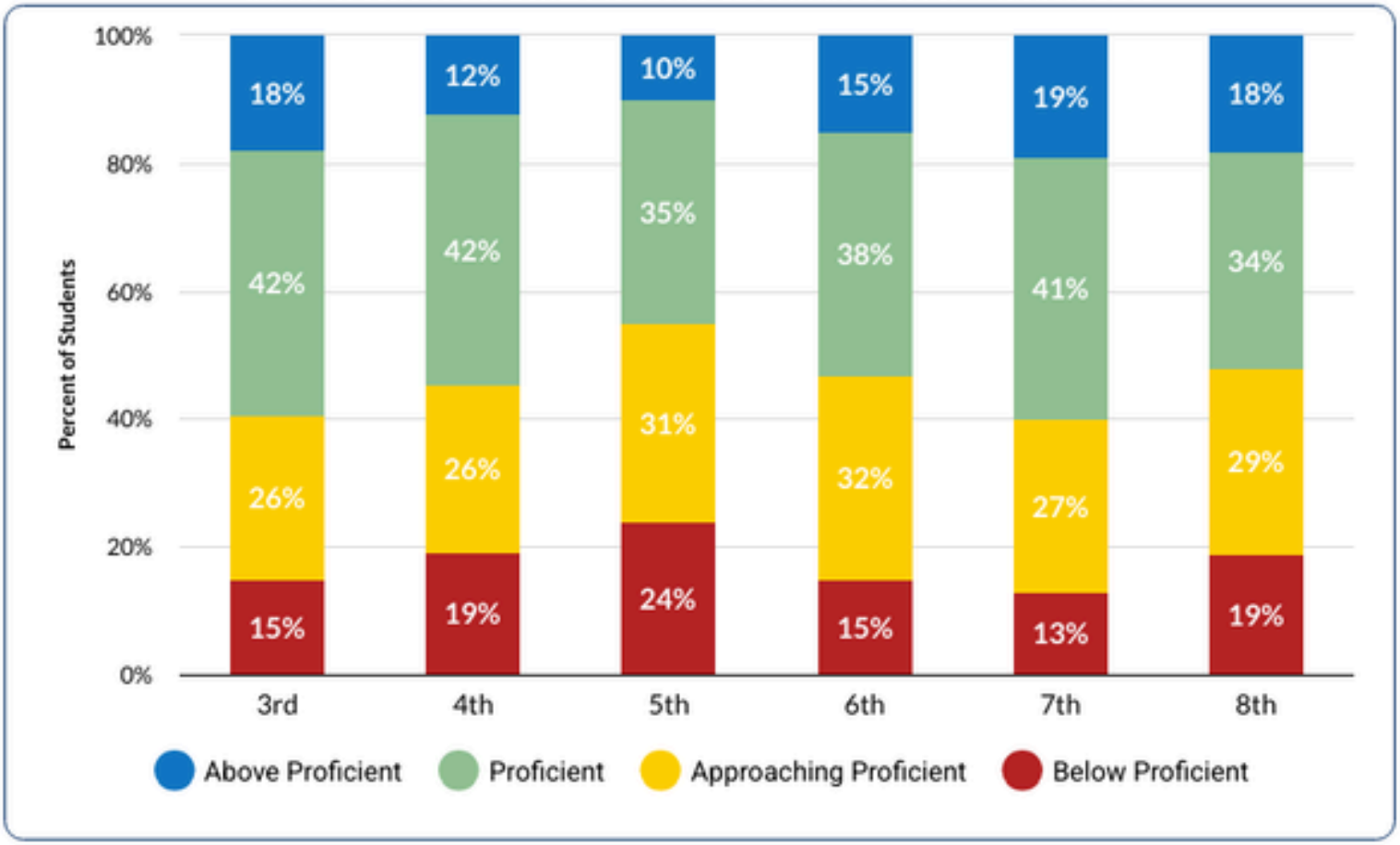
# **Student** *Learning*

*The charts below show the outcomes based on the newly revised Performance Levels and Cut Scores.*

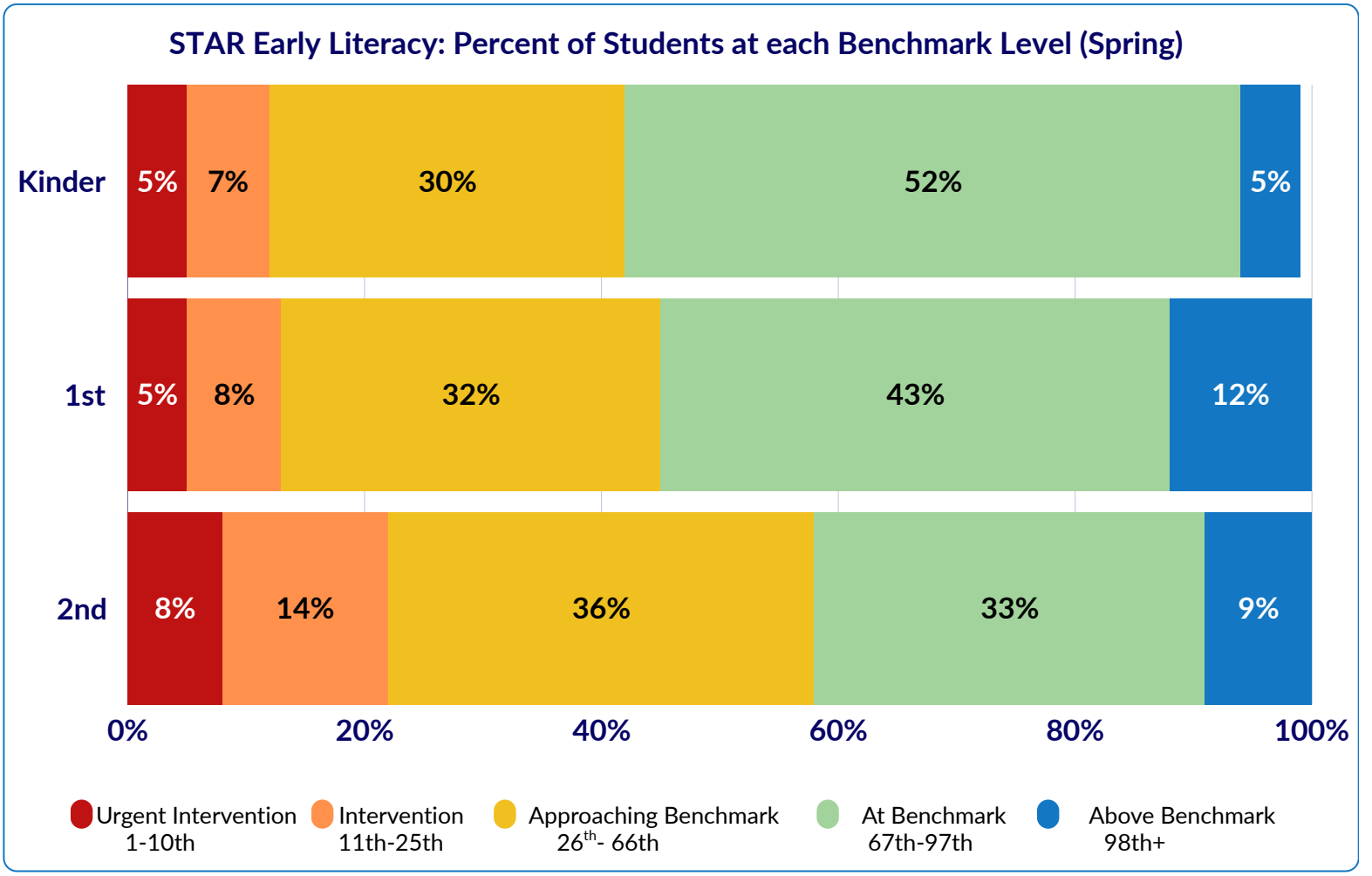
IAR: Percent of Students At Each Performance Level- Language Arts

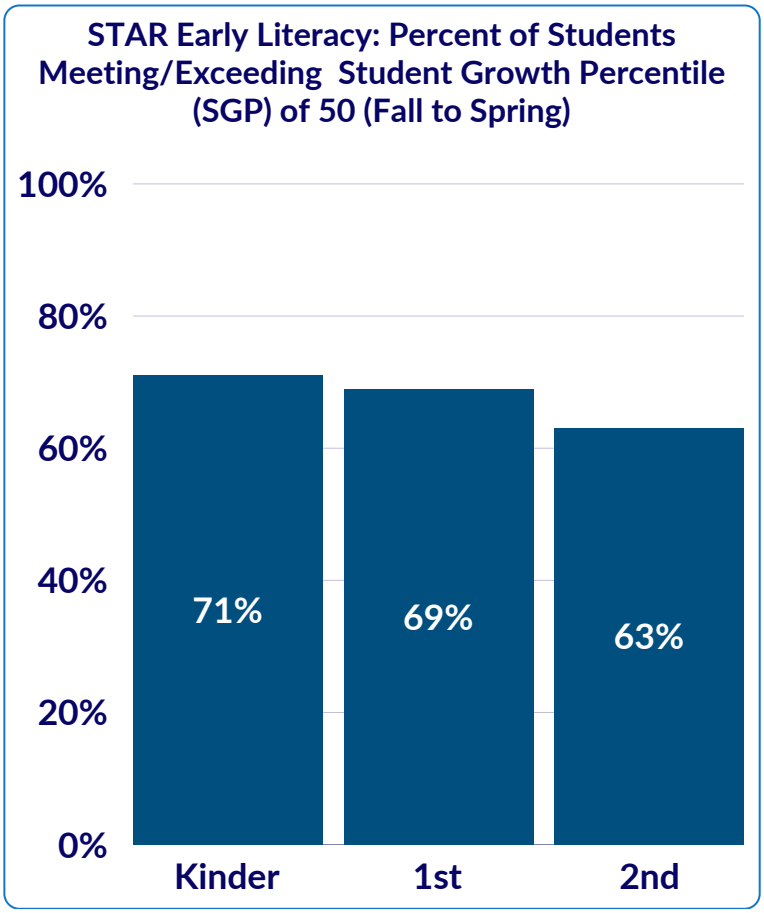


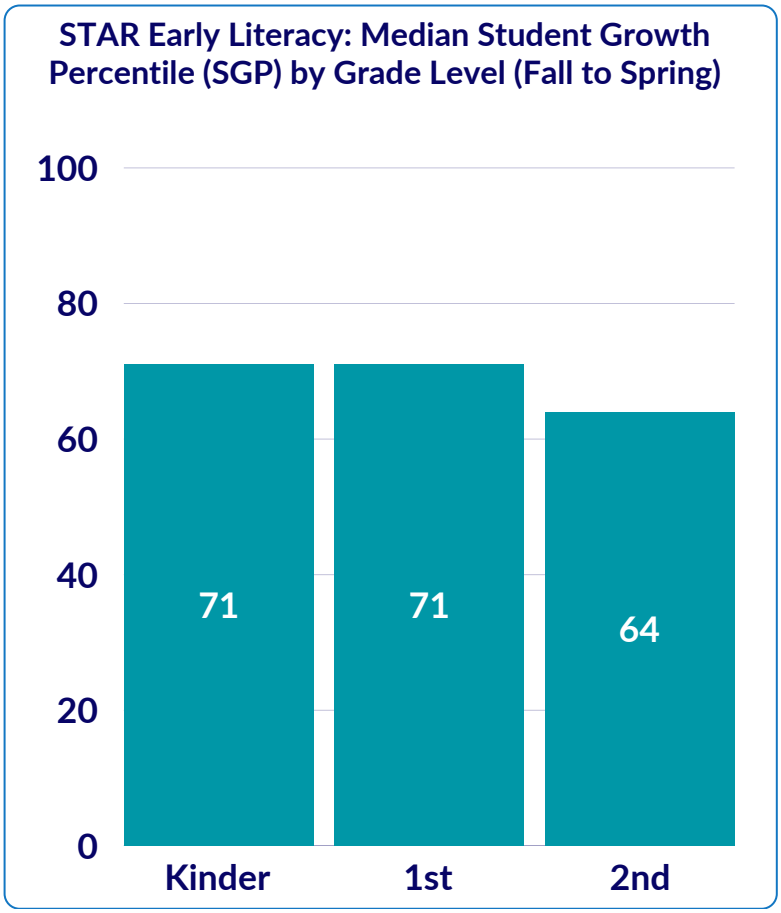

IAR: Percent of Students At Each Performance Level- Mathematics



## STAR EARLY LITERACY (K-2ND)

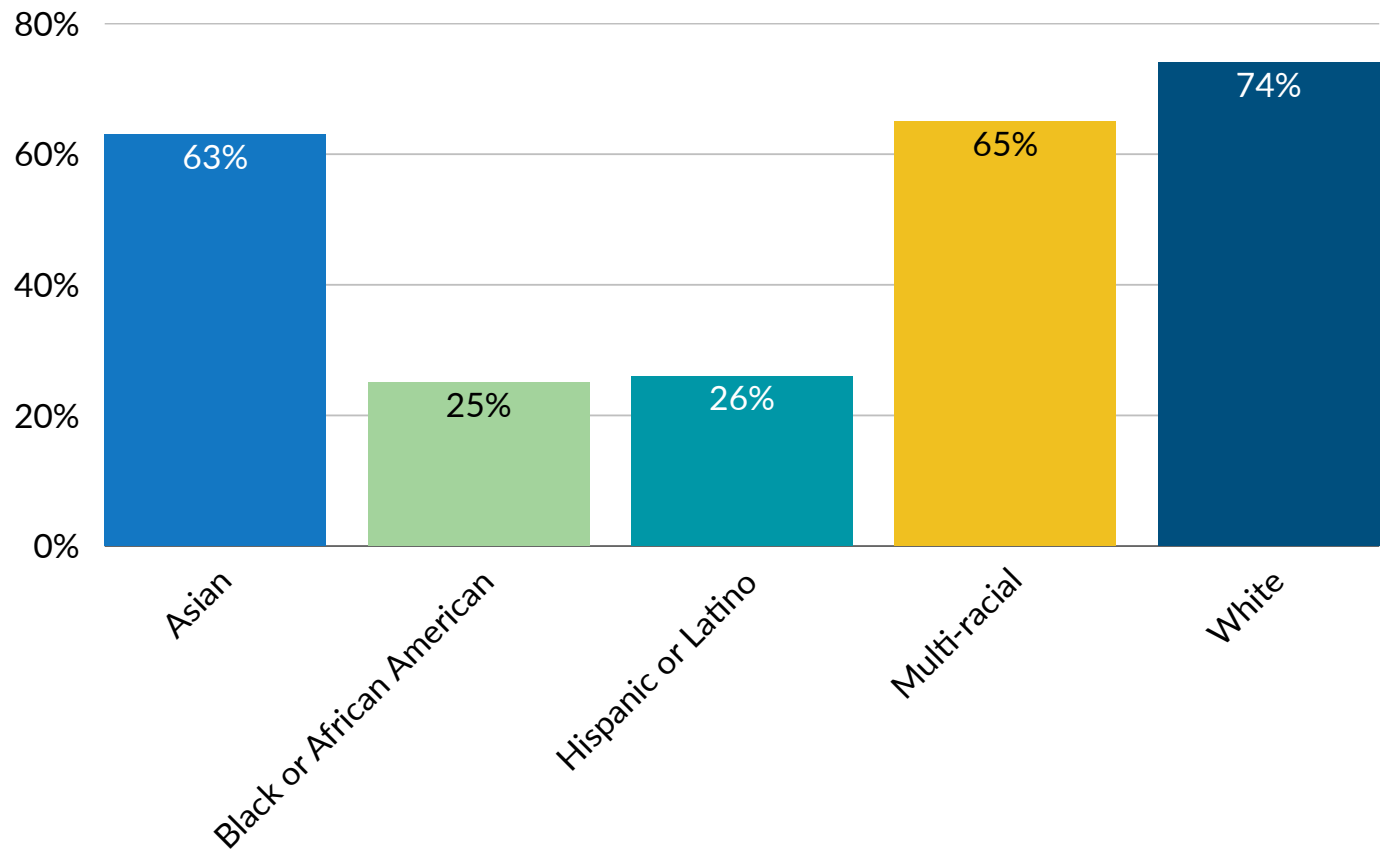


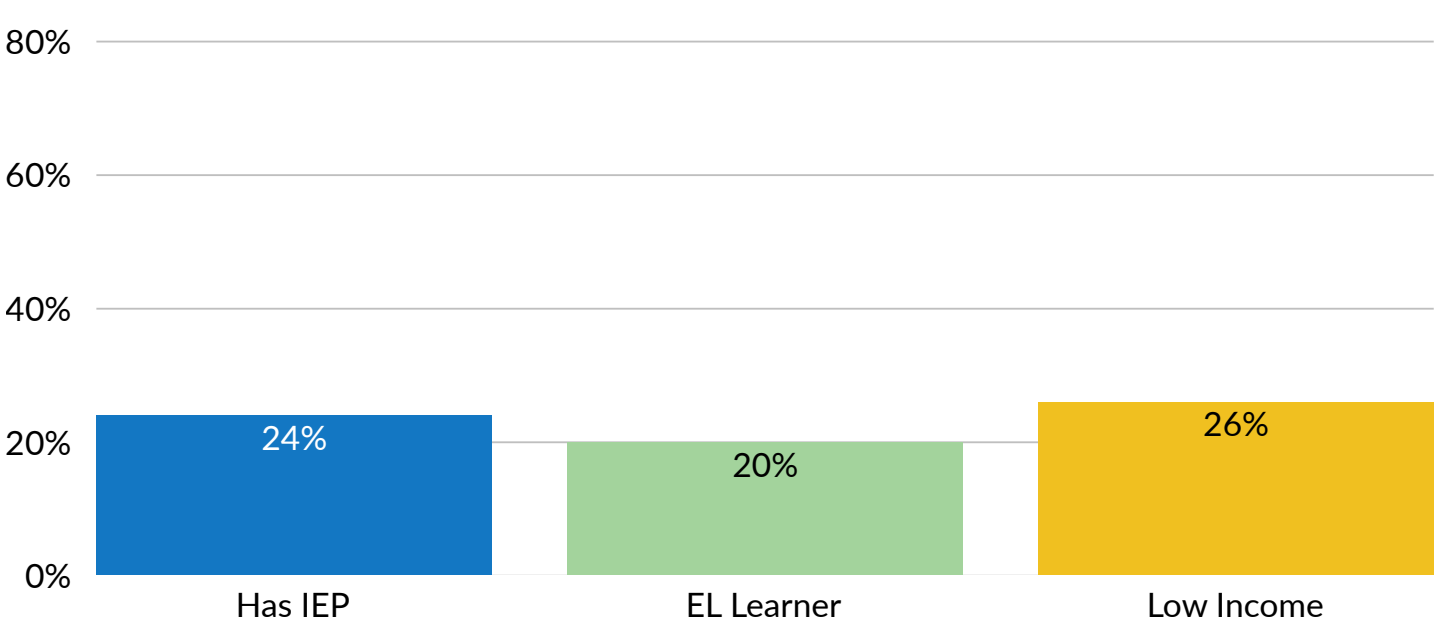



## STAR EARLY LITERACY (K-2ND)

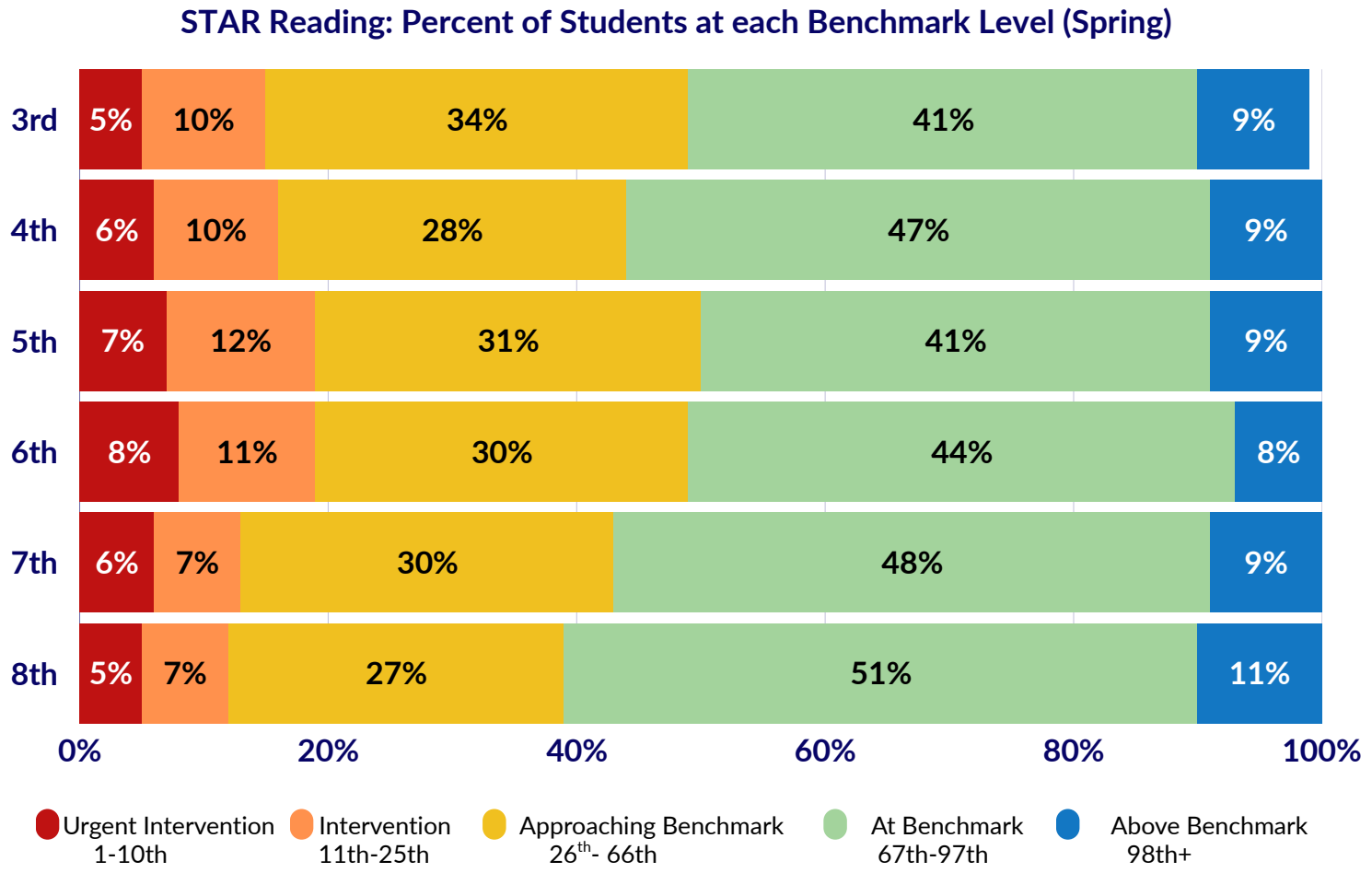
### STAR Early Literacy: Percent of Students At/Above Benchmark by Race (Spring)

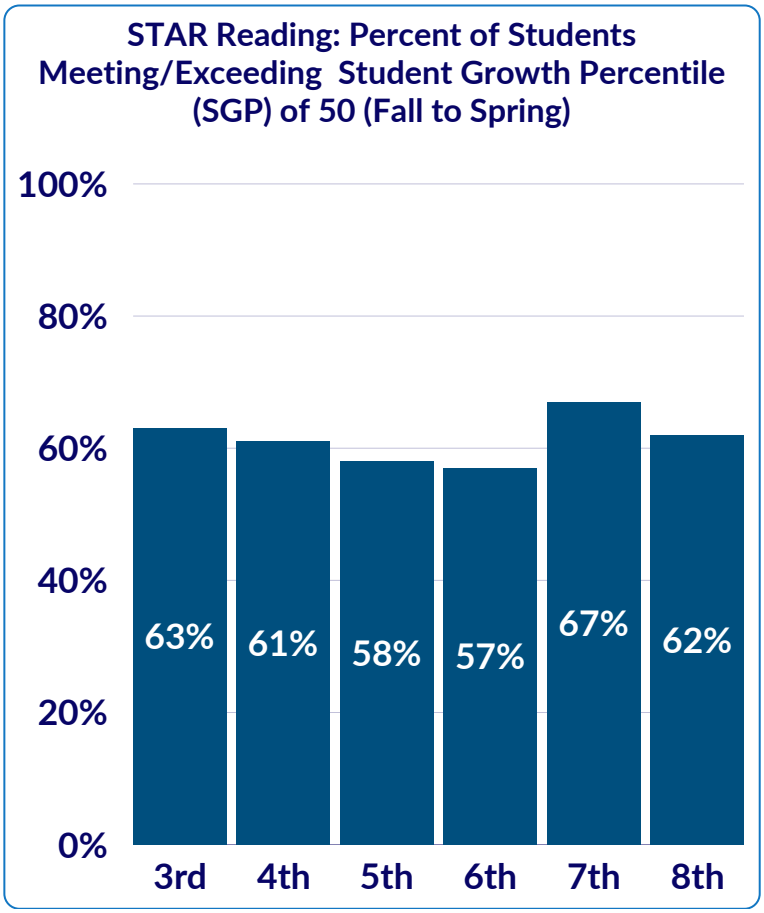


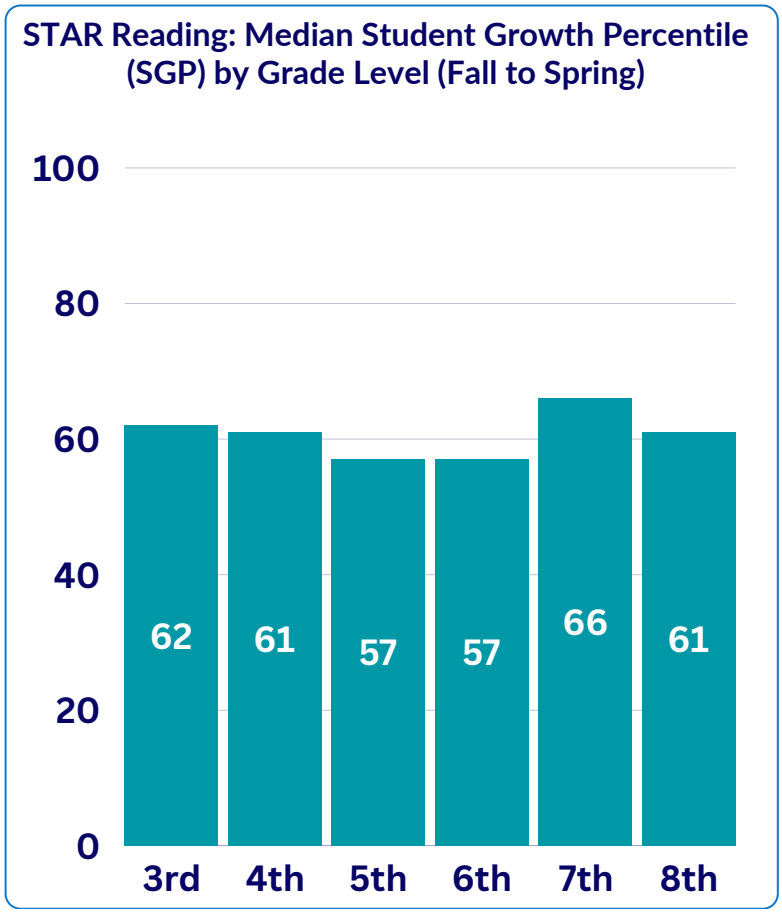

### STAR Early Literacy: Percent of Students At/Above Benchmark by Sub-Group (Spring)



## STAR READING (3RD-8TH)

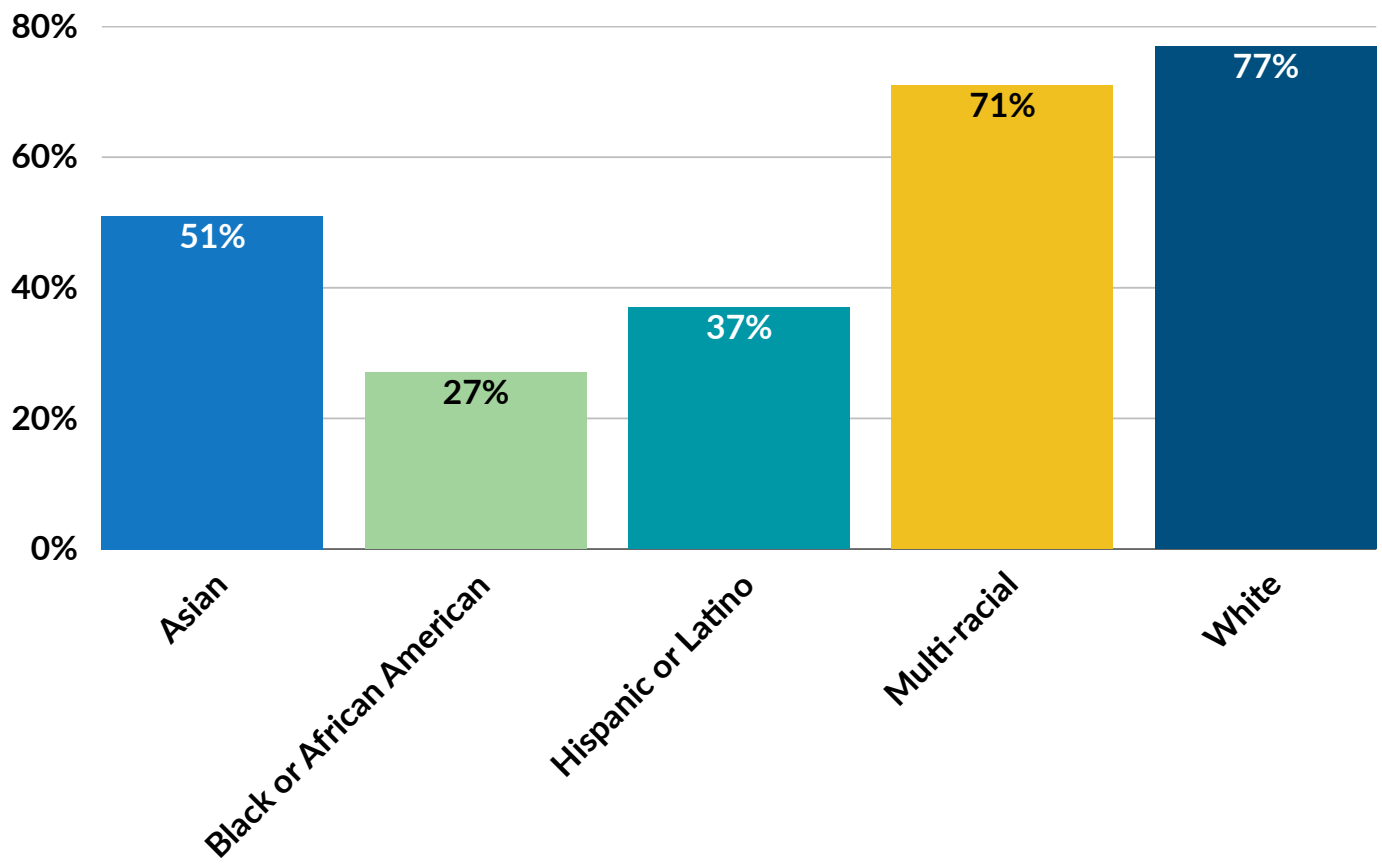


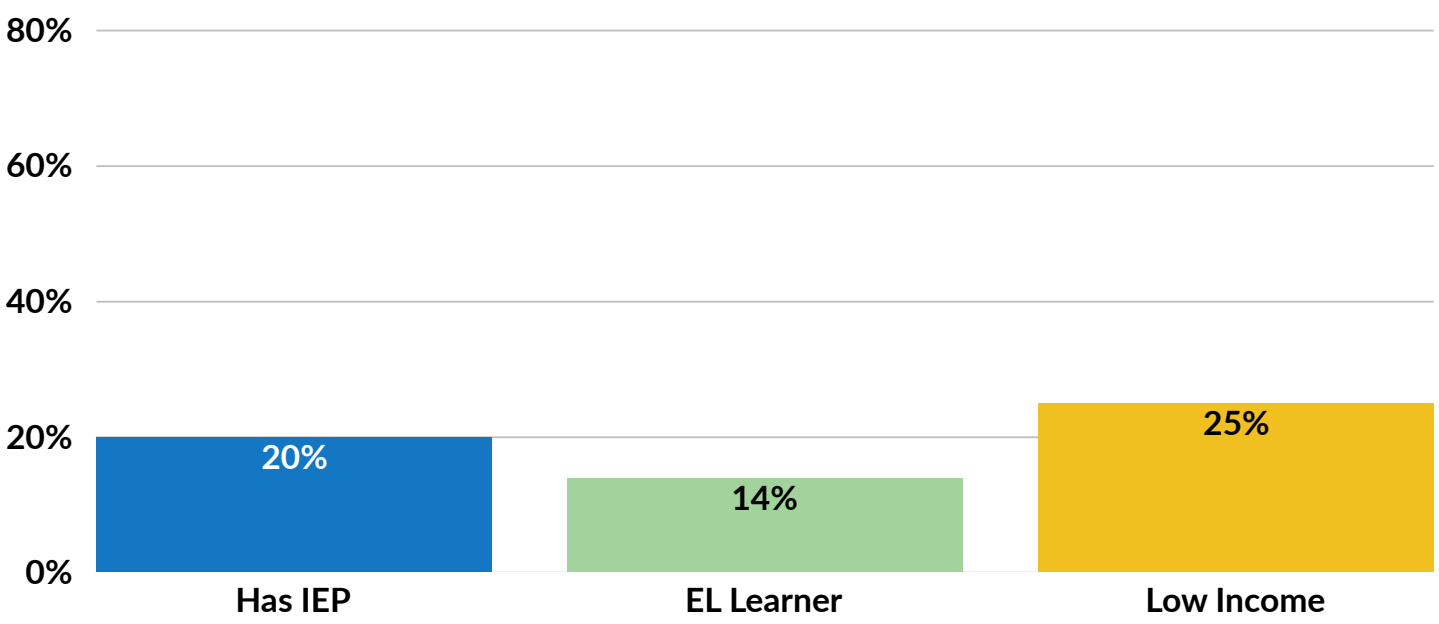



## STAR READING (3RD-8TH)

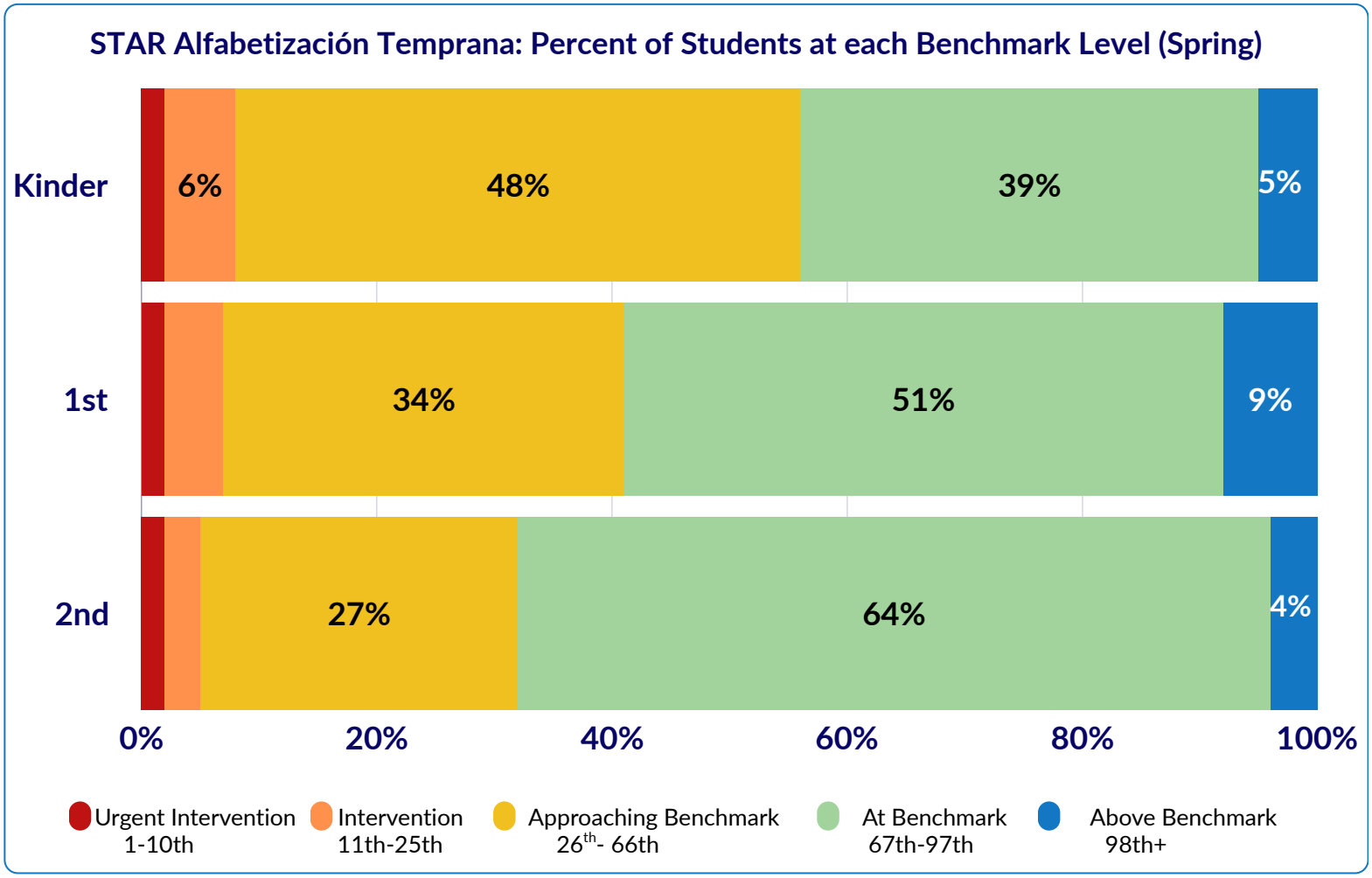
### STAR Reading: Percent of Students At/Above Benchmark by Race (Spring)

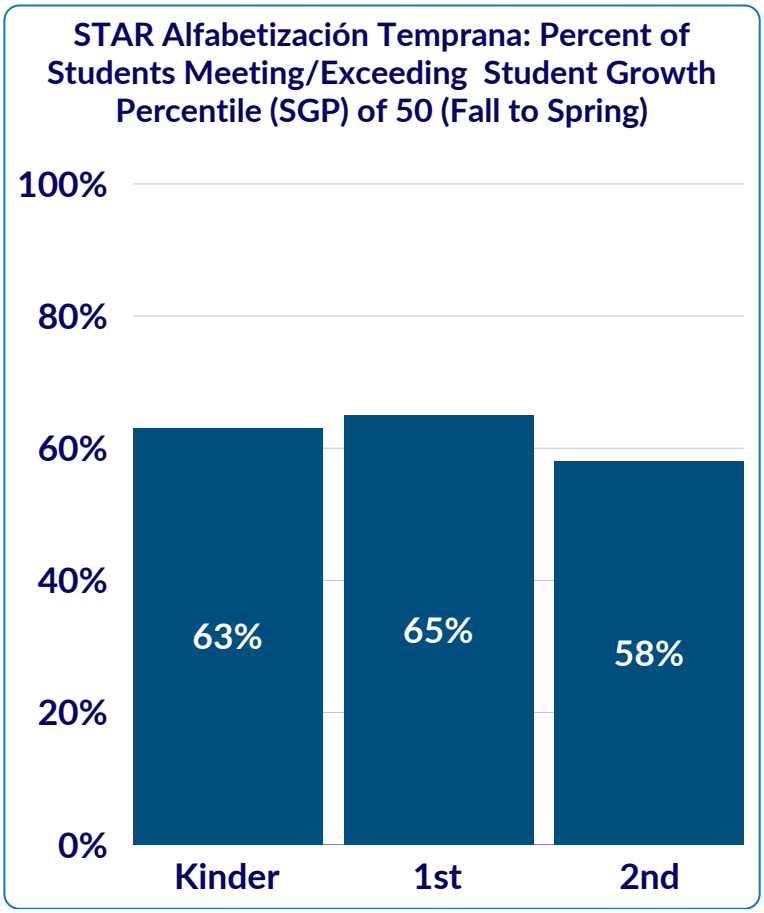


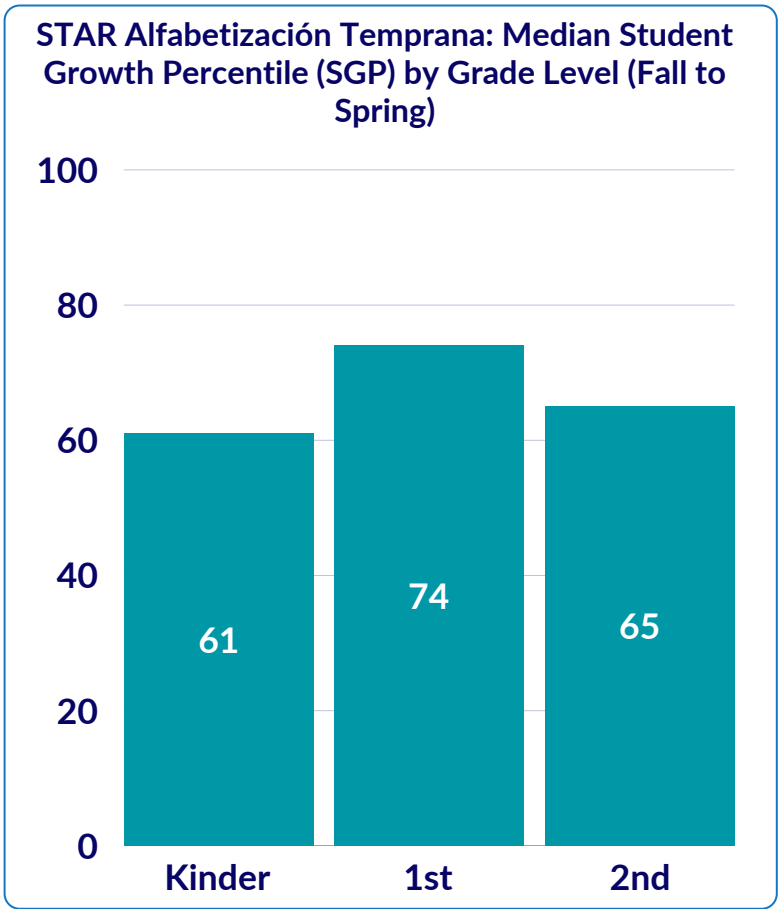

### STAR Reading: Percent of Students At/Above Benchmark by Sub-Group (Spring)



## STAR ALFABETIZACIÓN TEMPRANA-SPANISH (K-2ND)

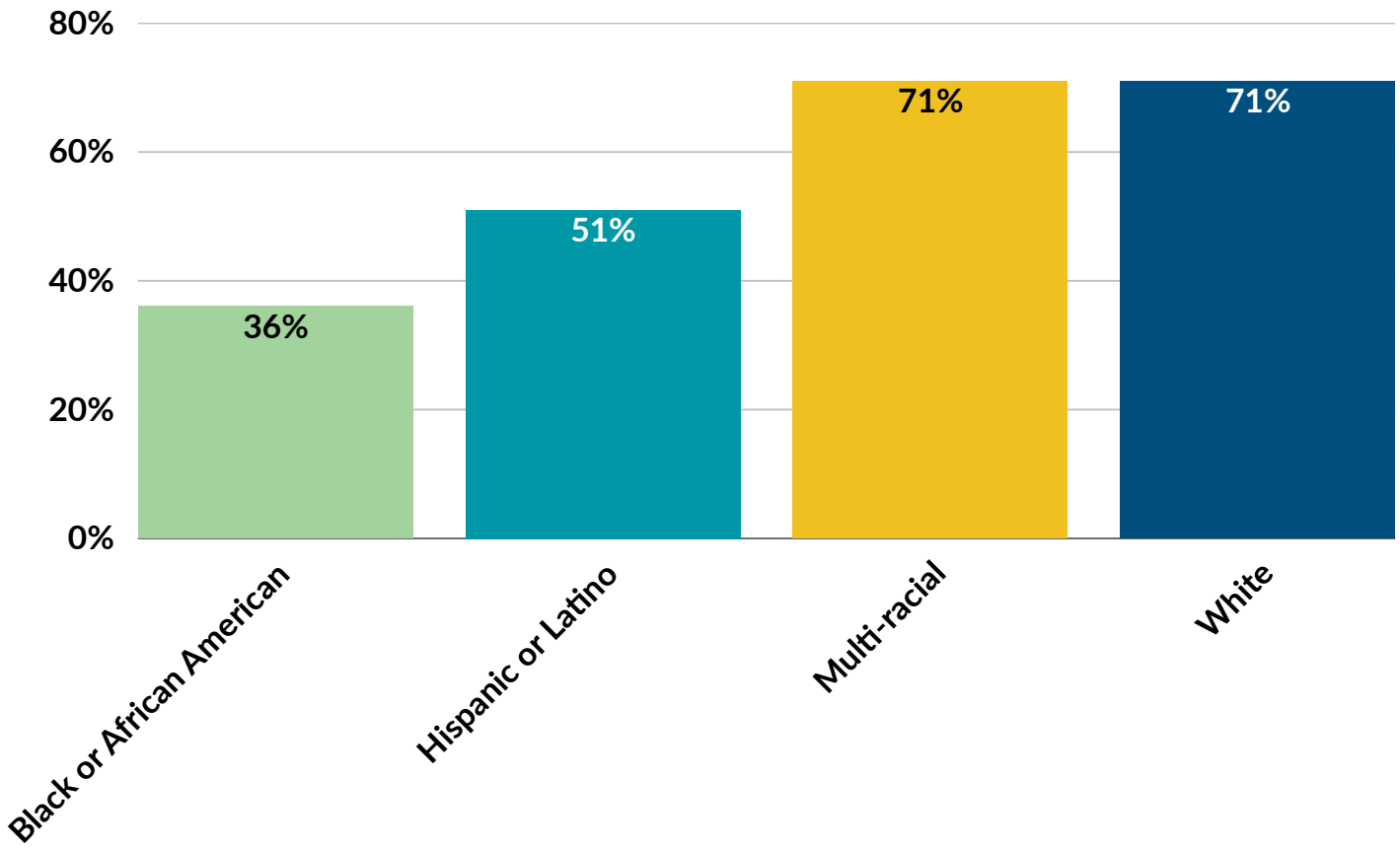


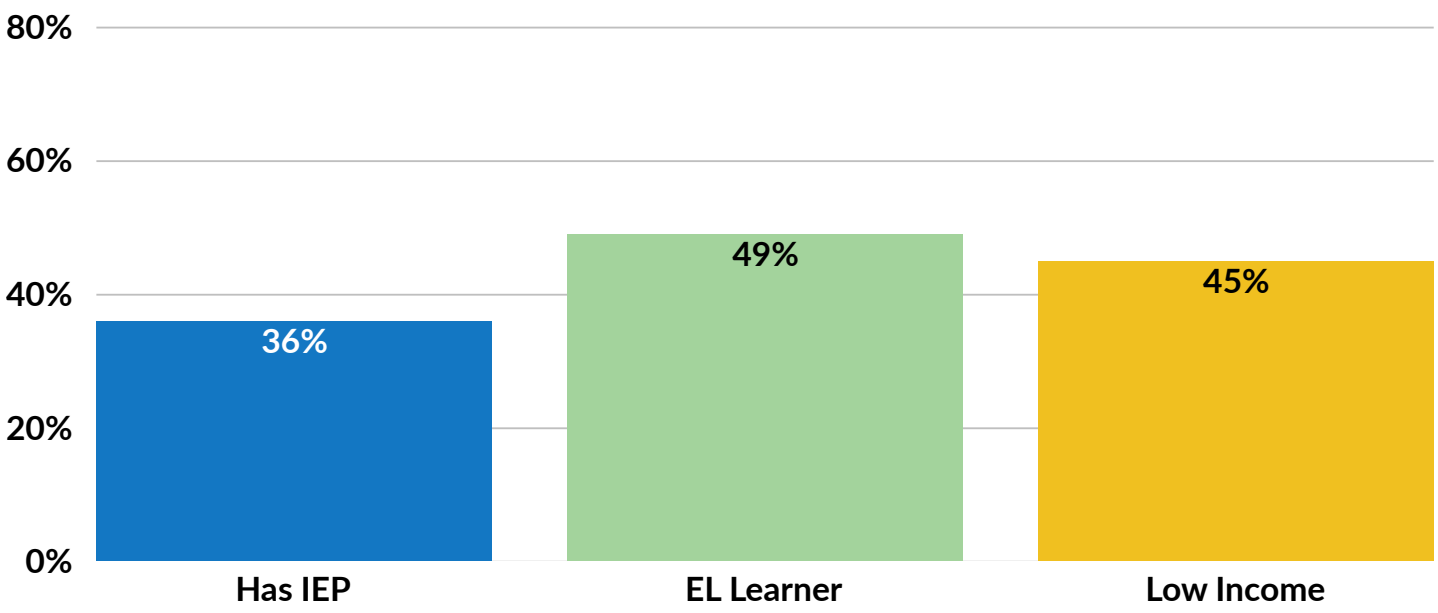



## STAR ALFABETIZACIÓN TEMPRANA-SPANISH (K-2ND)

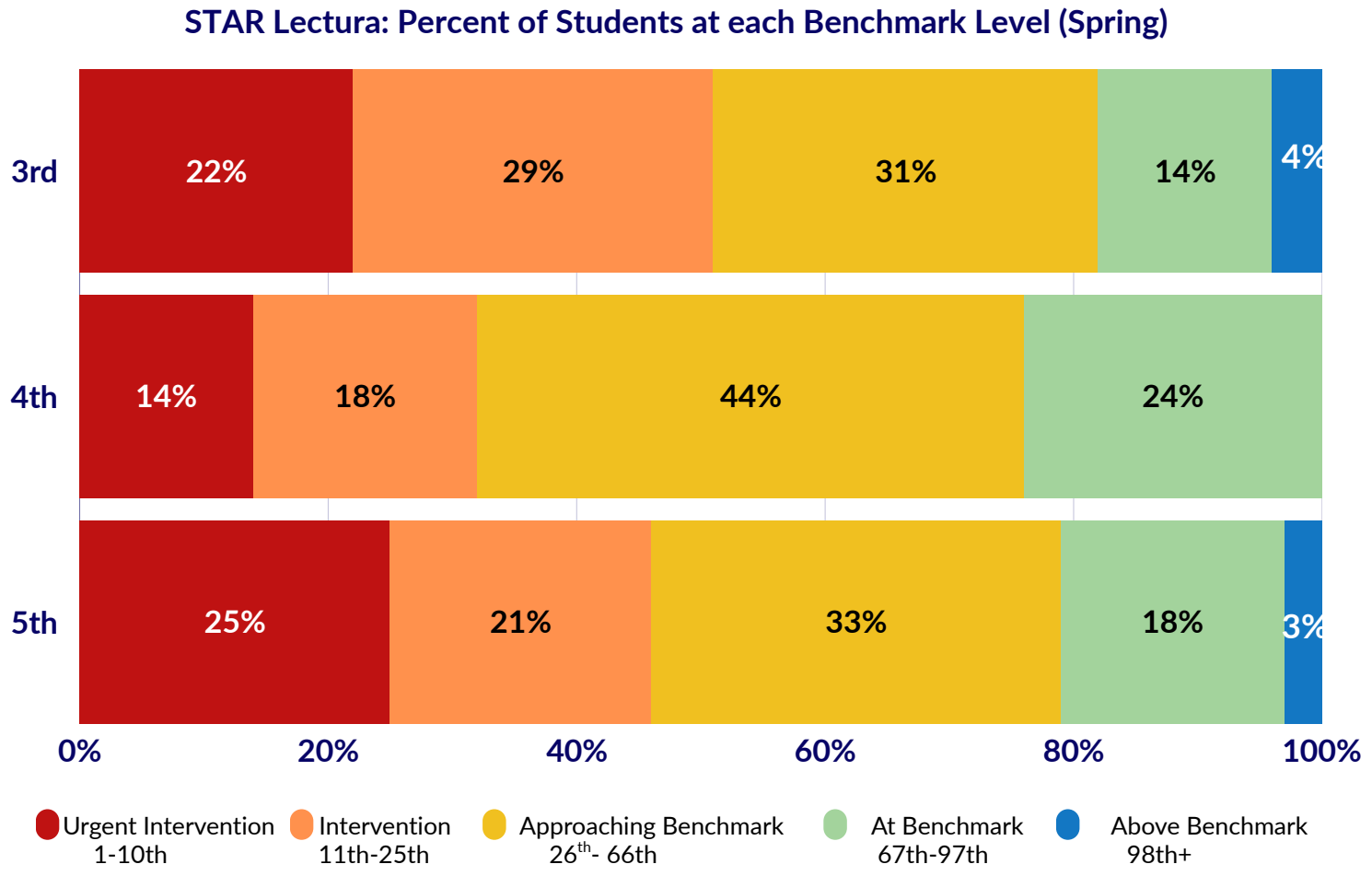
### STAR Alfabetización Temprana: Percent of Students At/Above Benchmark by Race (Spring)

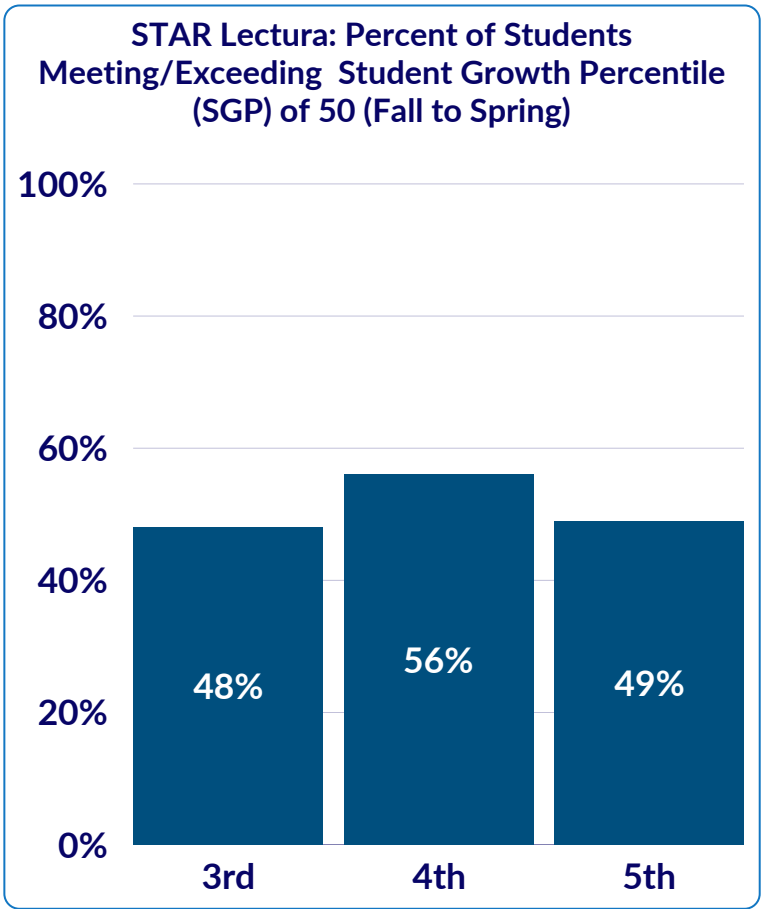


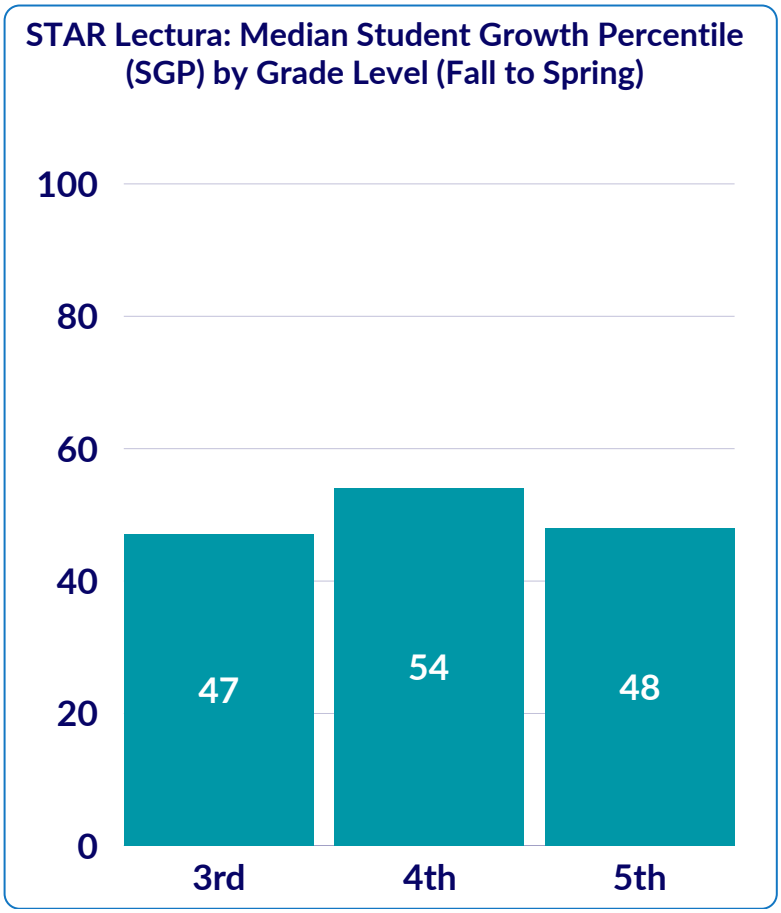

### STAR Alfabetización Temprana: Percent of Students At/Above Benchmark by Sub-Group (Spring)



## STAR LECTURA- SPANISH (3RD-5TH)

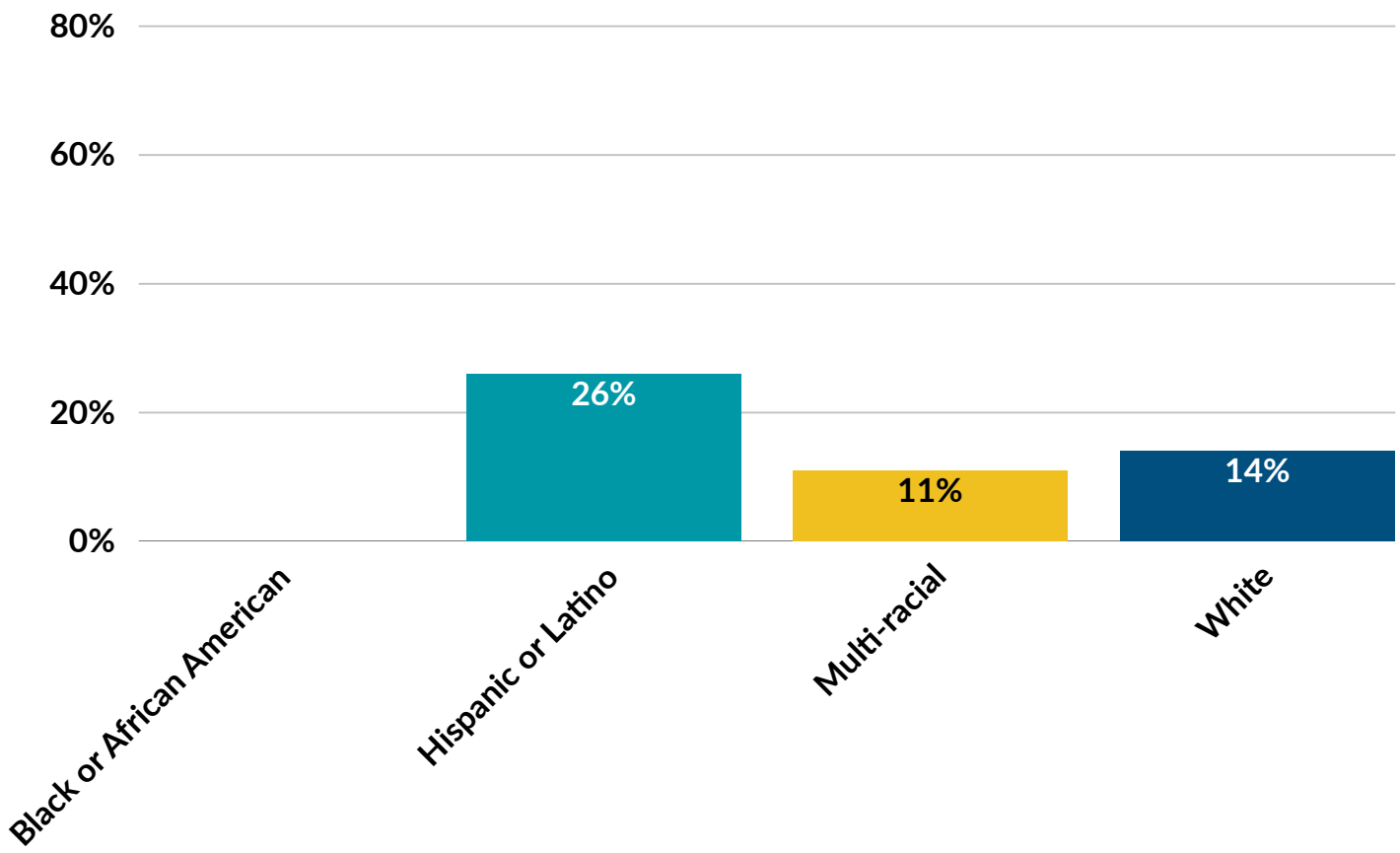


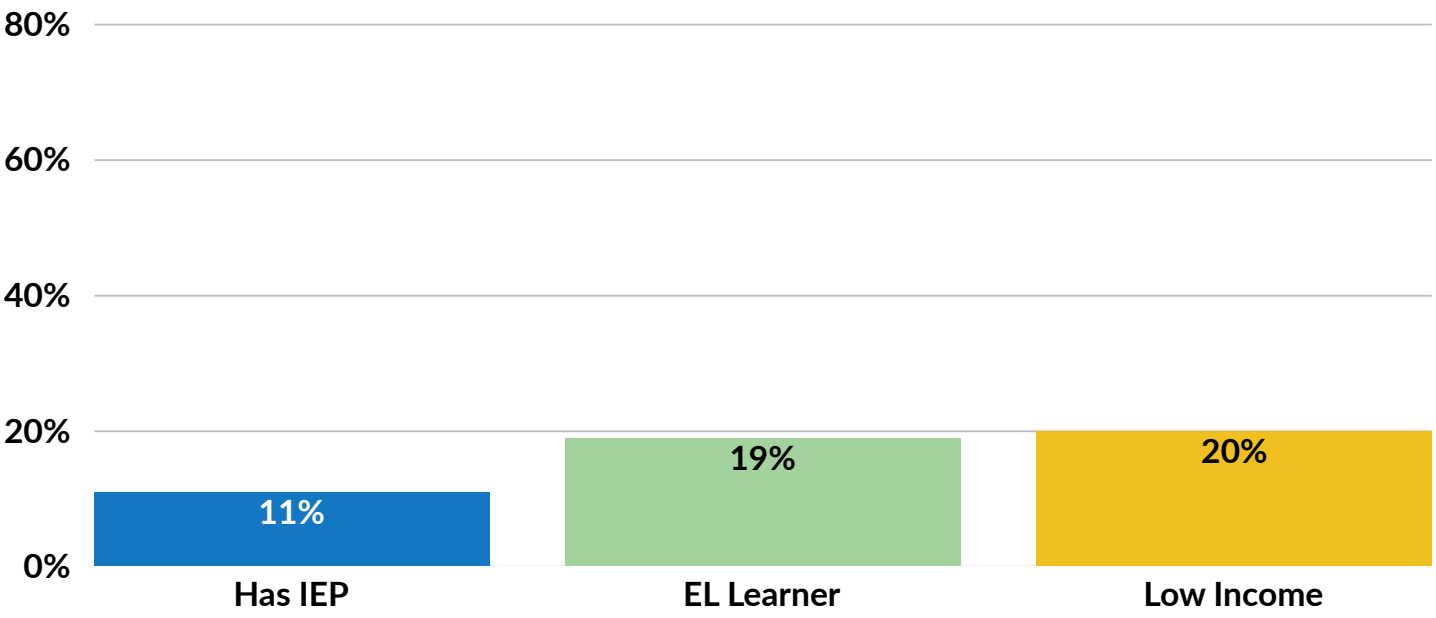



## STAR LECTURA-SPANISH (3RD-5TH)

### STAR Lectura: Percent of Students At/Above Benchmark by Race (Spring)

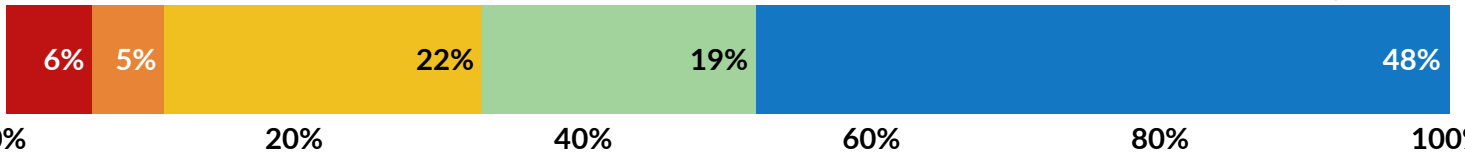



### STAR Lectura: Percent of Students At/Above Benchmark by Sub-Group (Spring)



# I-READY MATH (K-8TH)

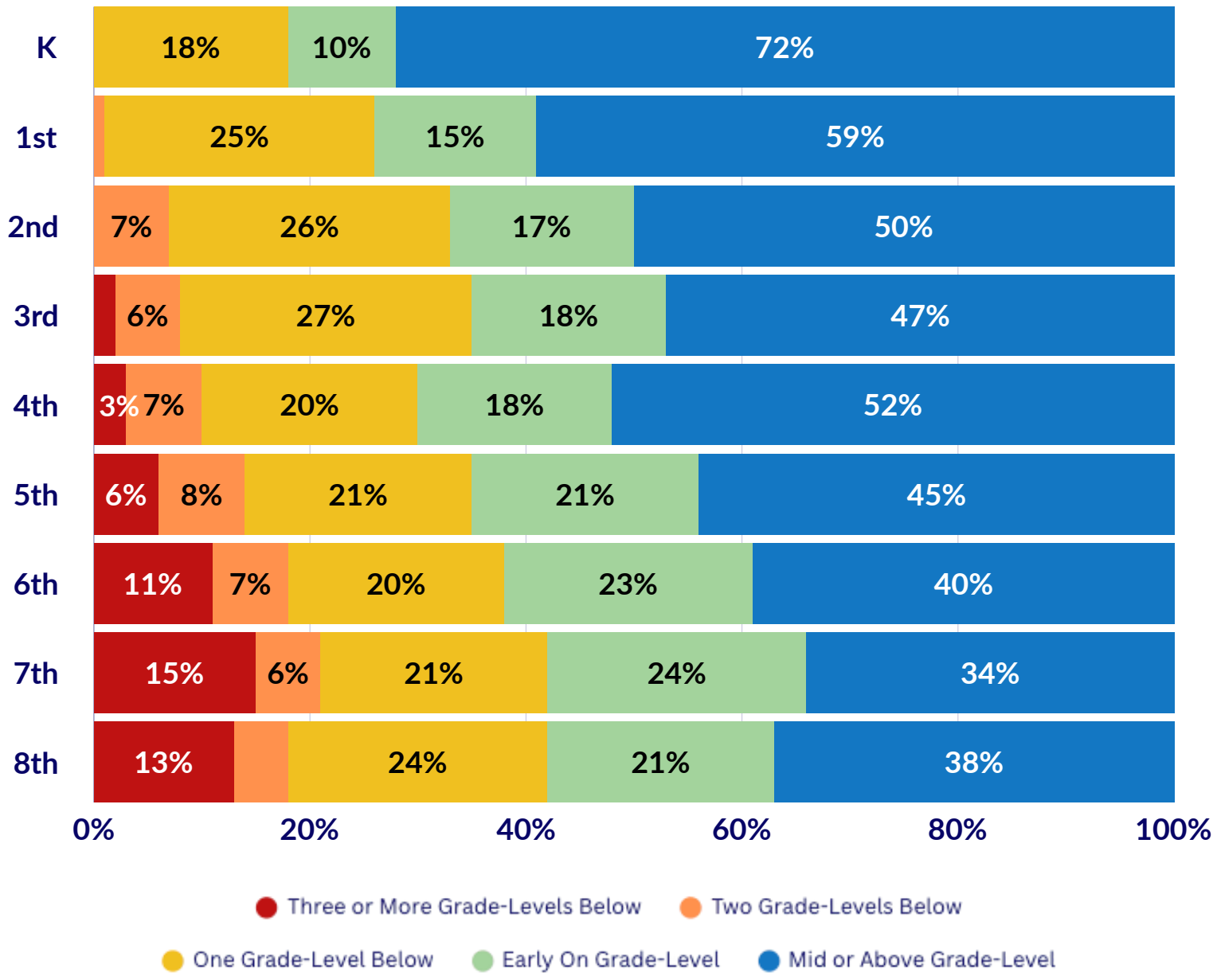
## I-Ready Math: Percent of Students at Each Placement Level- District (Spring)



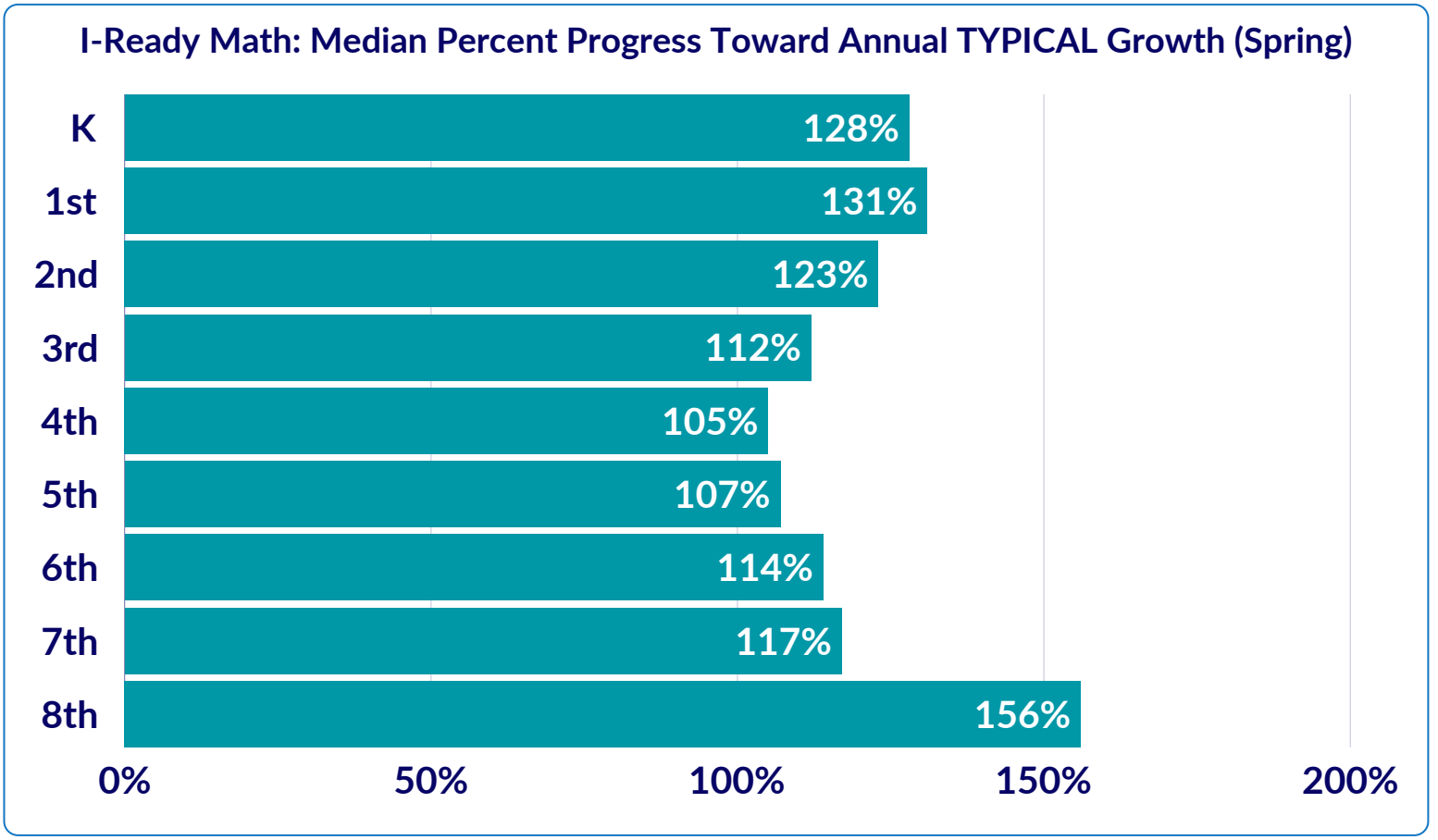

## I-Ready Math: Percent of Students at Each Placement Level- District (Fall)

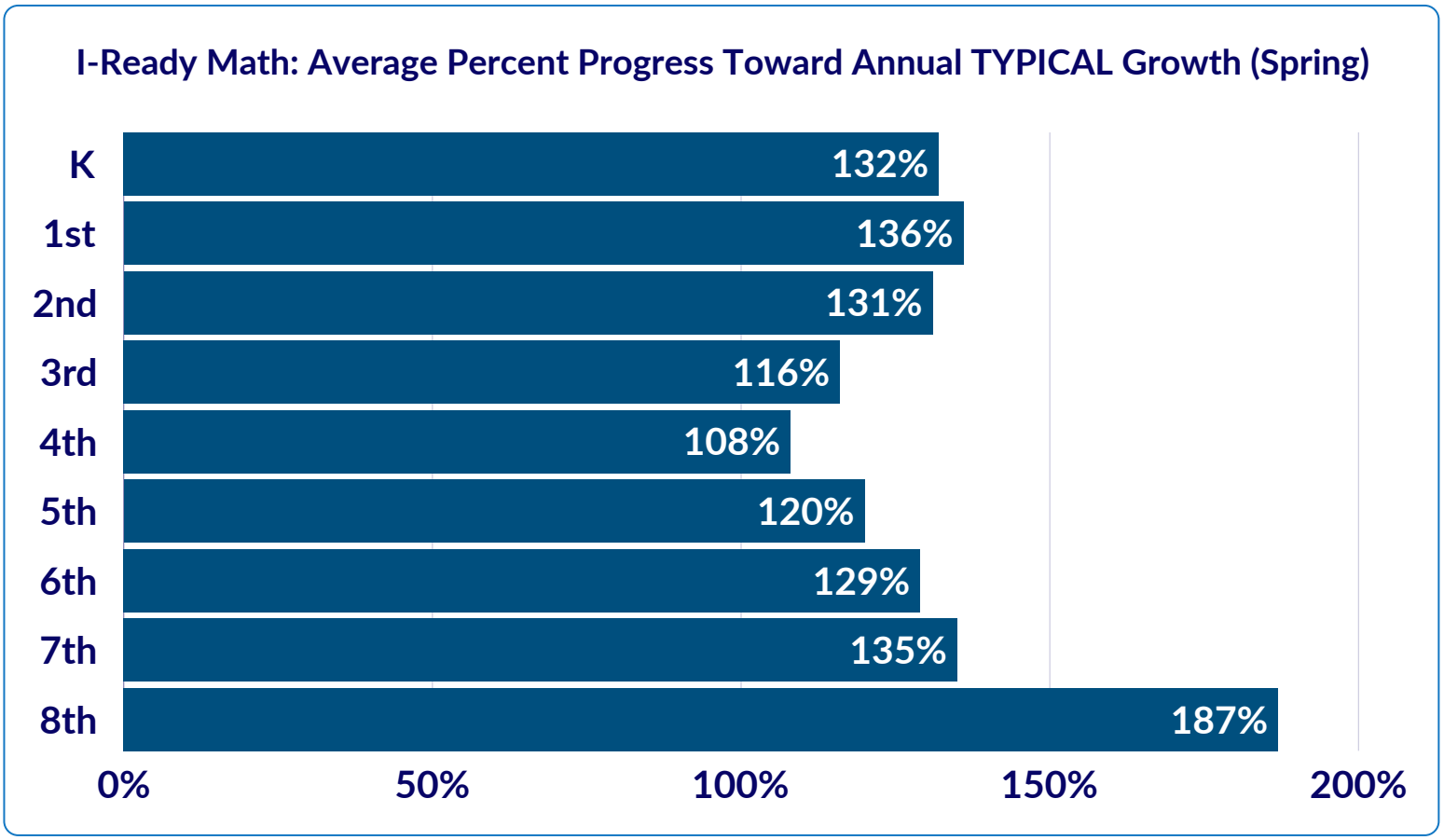



## I-Ready Math: Percent of Students at Each Placement Level- By Grade-Level (Spring)

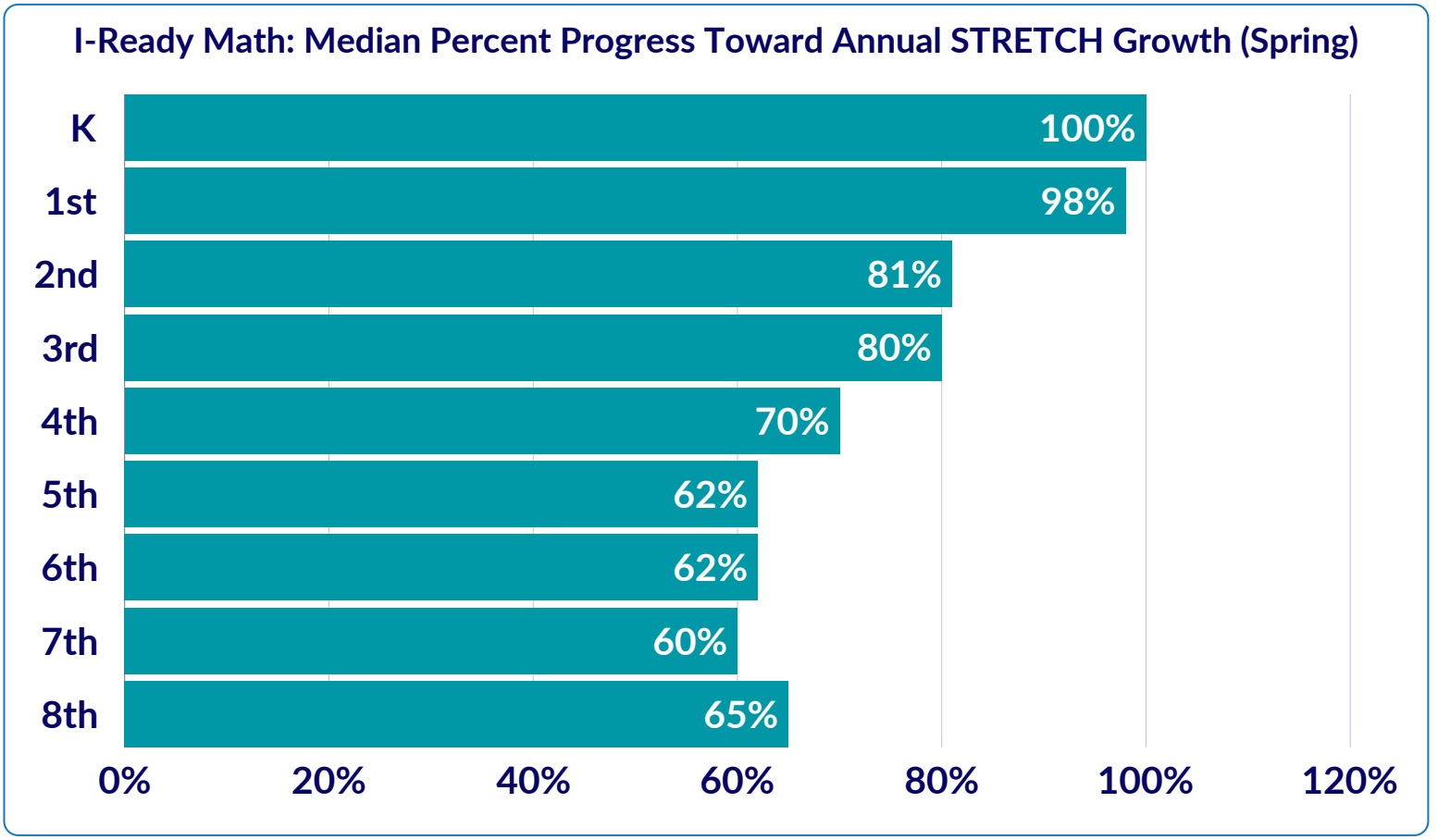


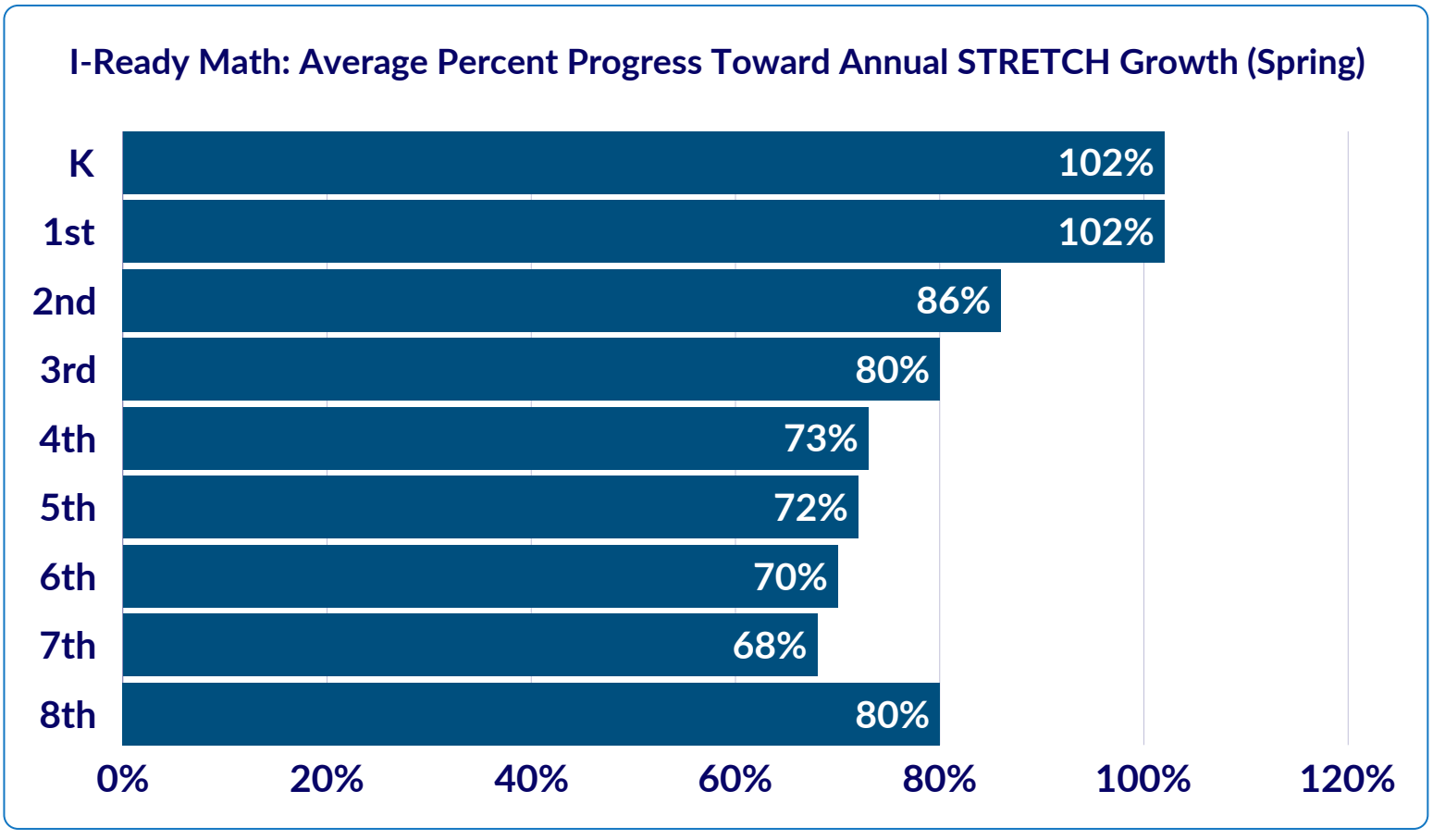
# I-READY MATH (K-8TH)



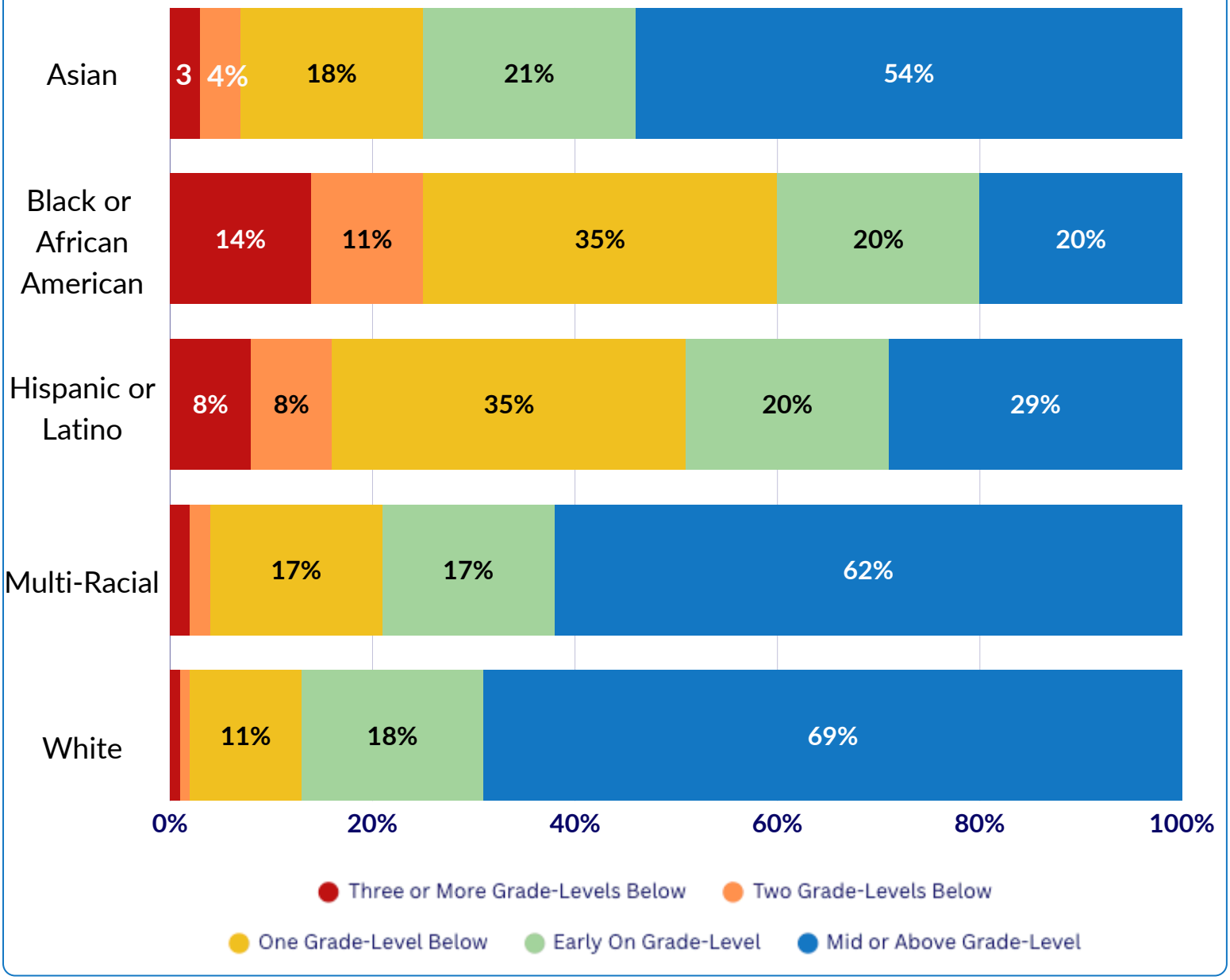
# I-READY MATH (K-8TH)



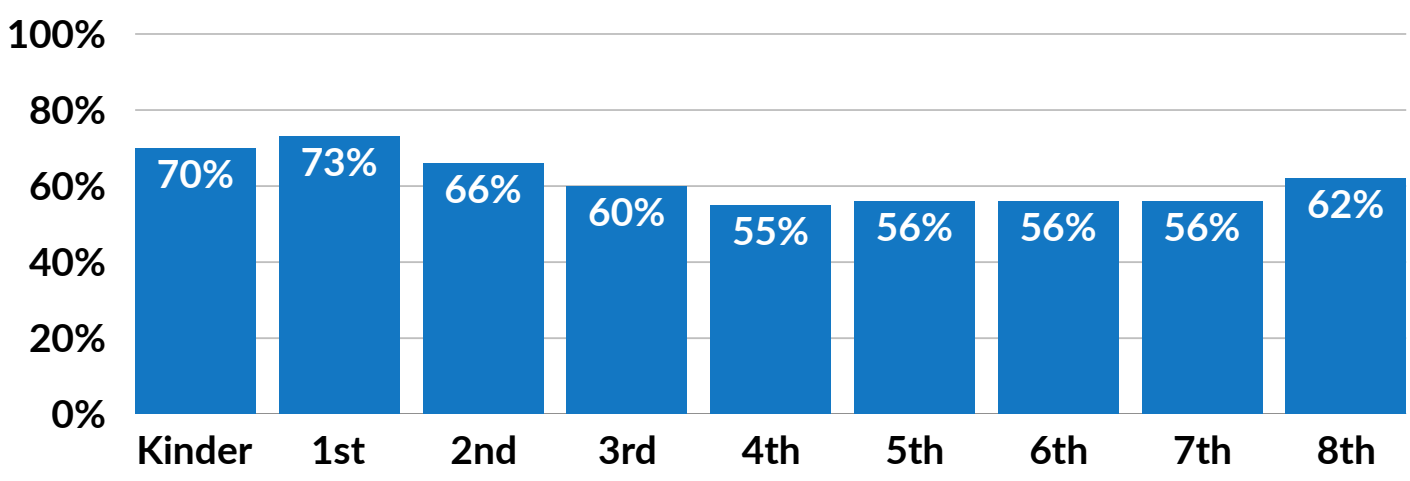



# I-READY MATH (K-8TH)

## I-Ready Math: Percent of Students at Each Placement Level- By Race (Spring)

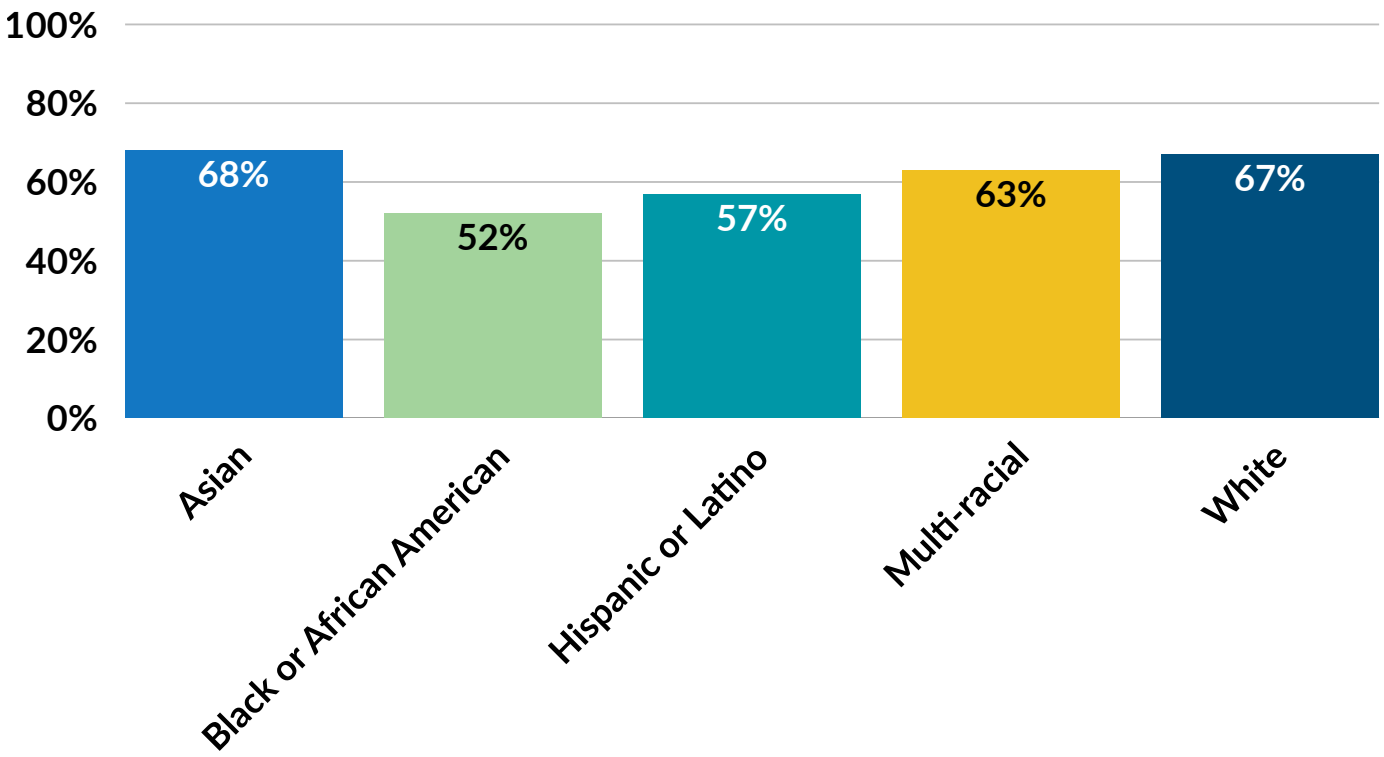



## I-Ready Math: Percent of Students Who Met/Exceeded Their Fall-to-Spring Growth Goal
*(100%+ Progress Toward Typical Growth)*

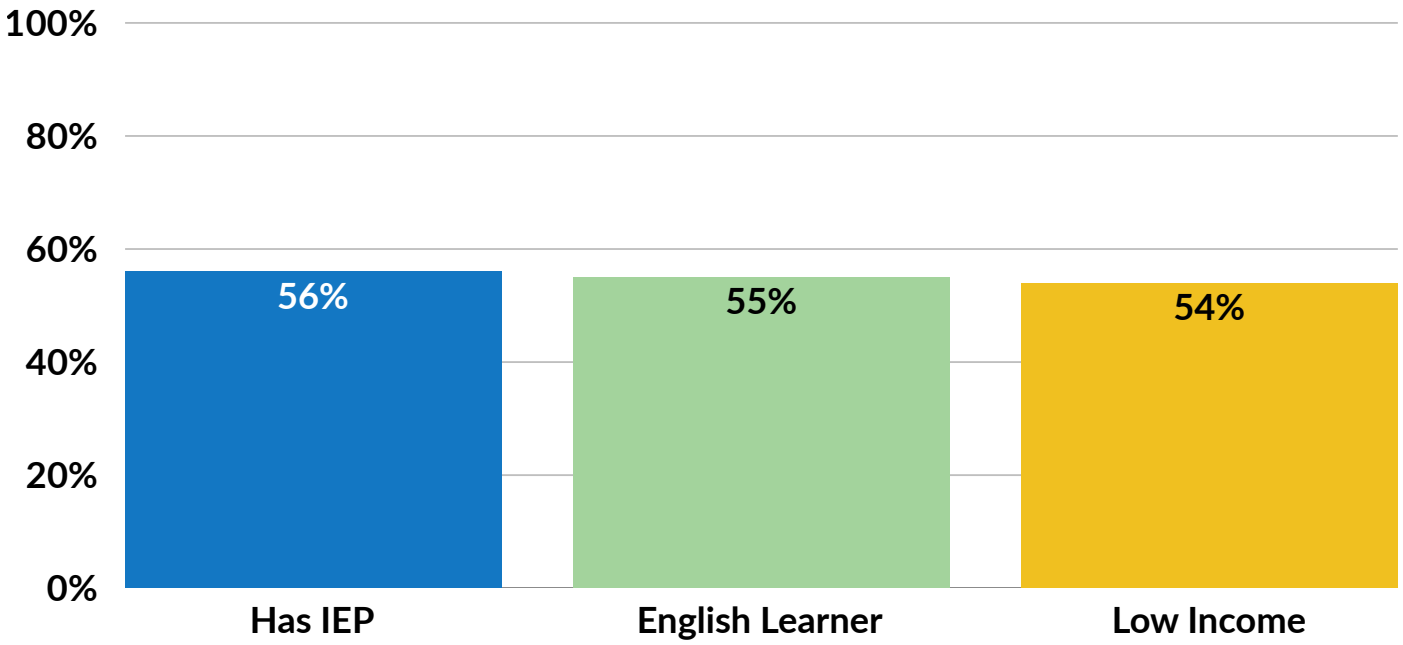


# I-READY MATH (K-8TH)

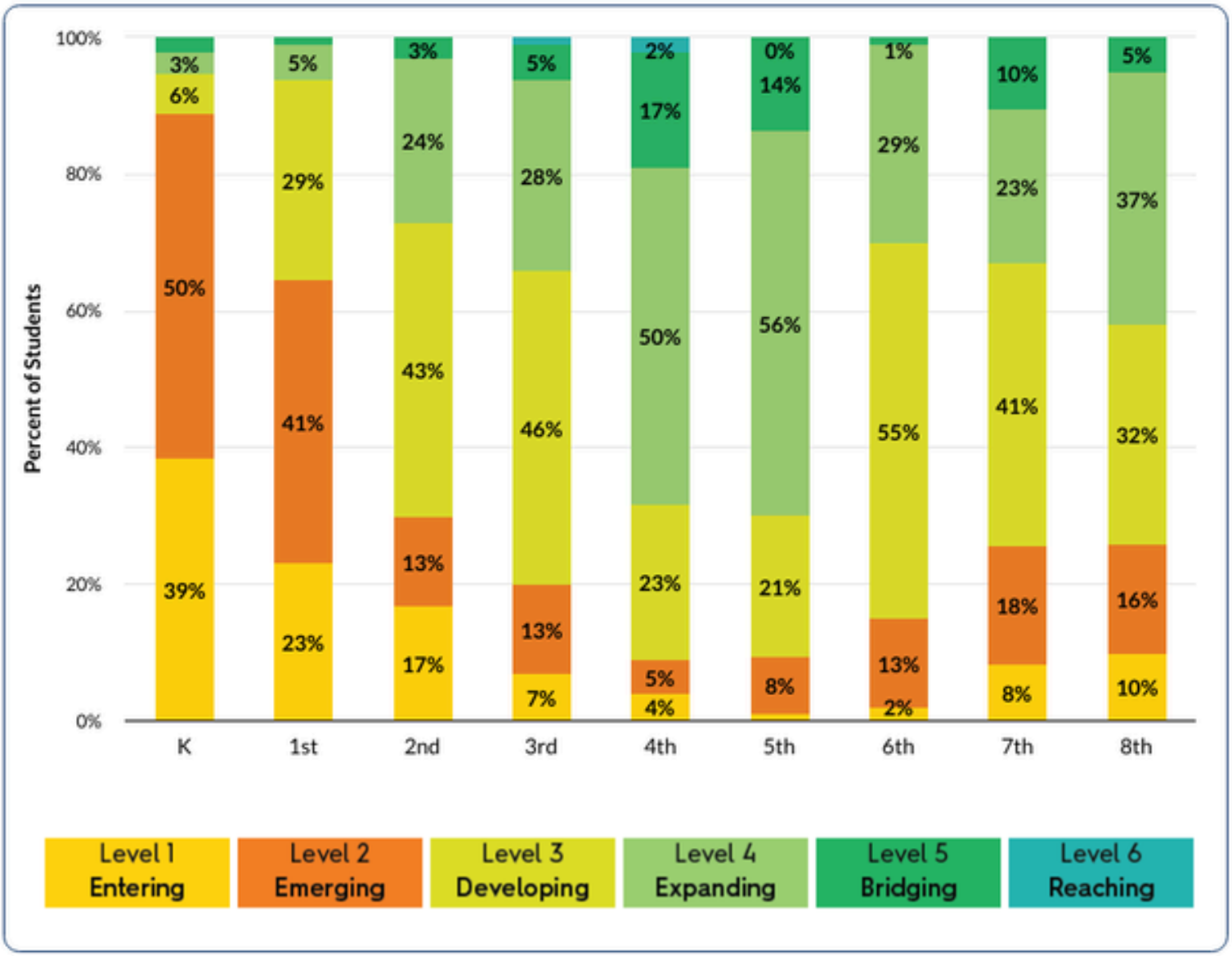
## I-Ready Math: Percent of Students Who Met/Exceeded Their Fall-to-Spring Growth Goal
*(100%+ Progress Toward Typical Growth)*
By Race




## I-Ready Math: Percent of Students Who Met/Exceeded Their Fall-to-Spring Growth Goal
*(100%+ Progress Toward Typical Growth)*
By Sub Group

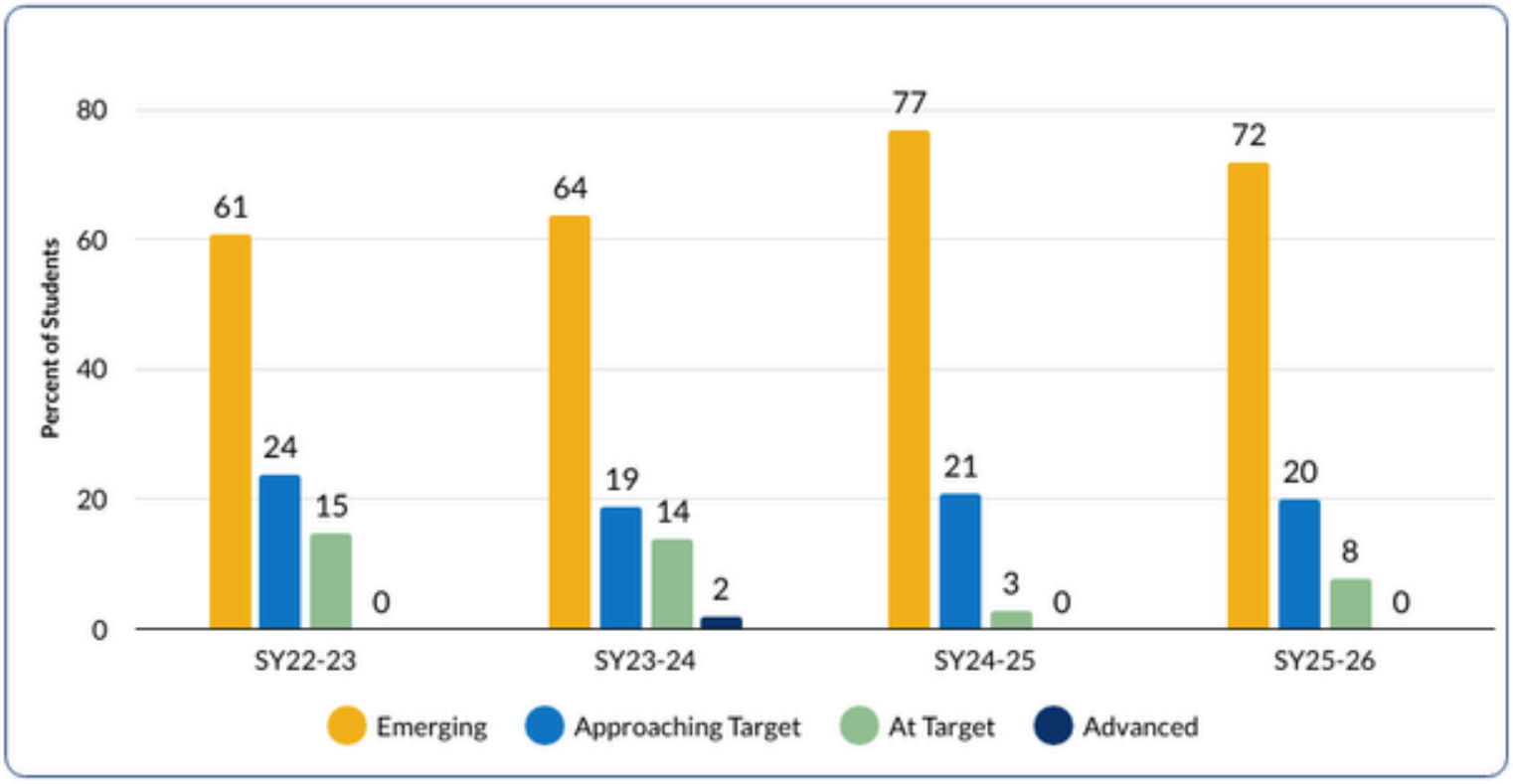


**ACCESS for ELLs: Percent of Students in each English-Language Proficiency Level by Grade**

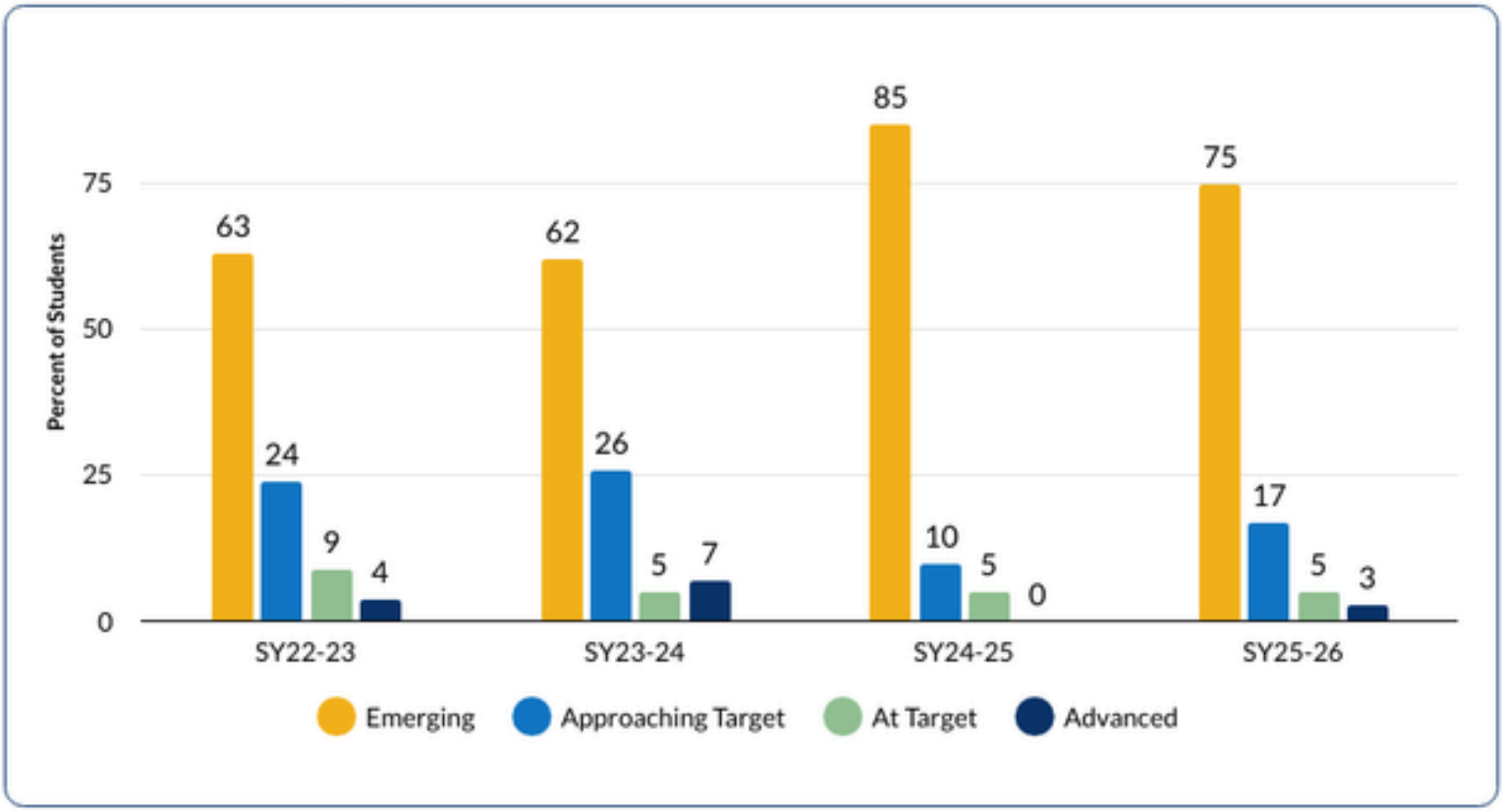



| ACCESS: Average Scale Score for each Domain by Grade-Level | | | | |
|---|---|---|---|---|
| **Grade Level** | **Listening** | **Speaking** | **Reading** | **Writing** |
| Kinder | 272 | 255 | 137 | 150 |
| 1st Grade | 333 | 339 | 316 | 241 |
| 2nd Grade | 372 | 351 | 349 | 273 |
| 3rd Grade | 401 | 375 | 365 | 307 |
| 4th Grade | 423 | 393 | 391 | 312 |
| 5th Grade | 428 | 401 | 396 | 326 |
| 6th Grade | 418 | 397 | 414 | 349 |
| 7th Grade | 417 | 405 | 416 | 358 |
| 8th Grade | 426 | 393 | 429 | 370 |

## Dynamic Learning Maps (DLM): Percent of Students in each Performance Level- ELA

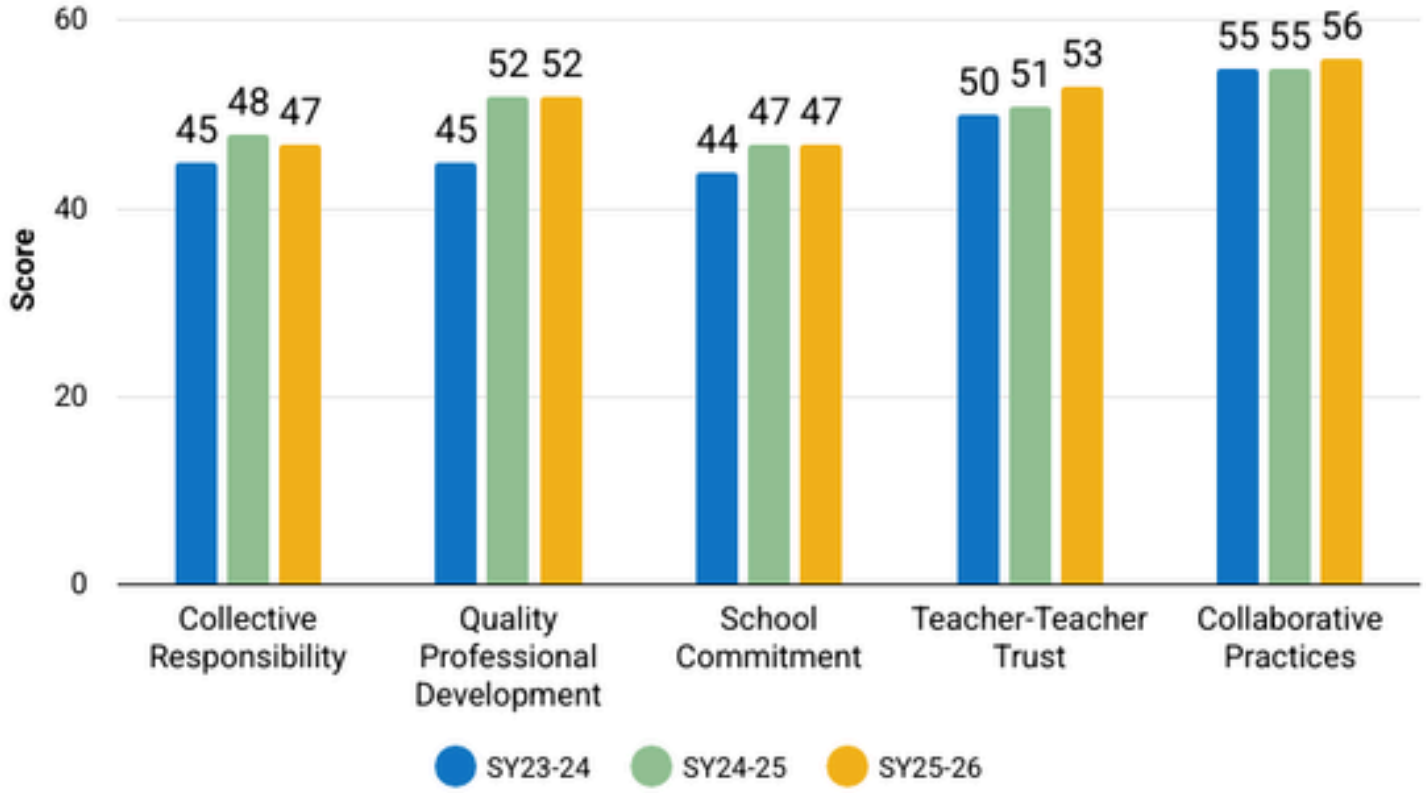



## Dynamic Learning Maps (DLM): Percent of Students in each Performance Level- Math

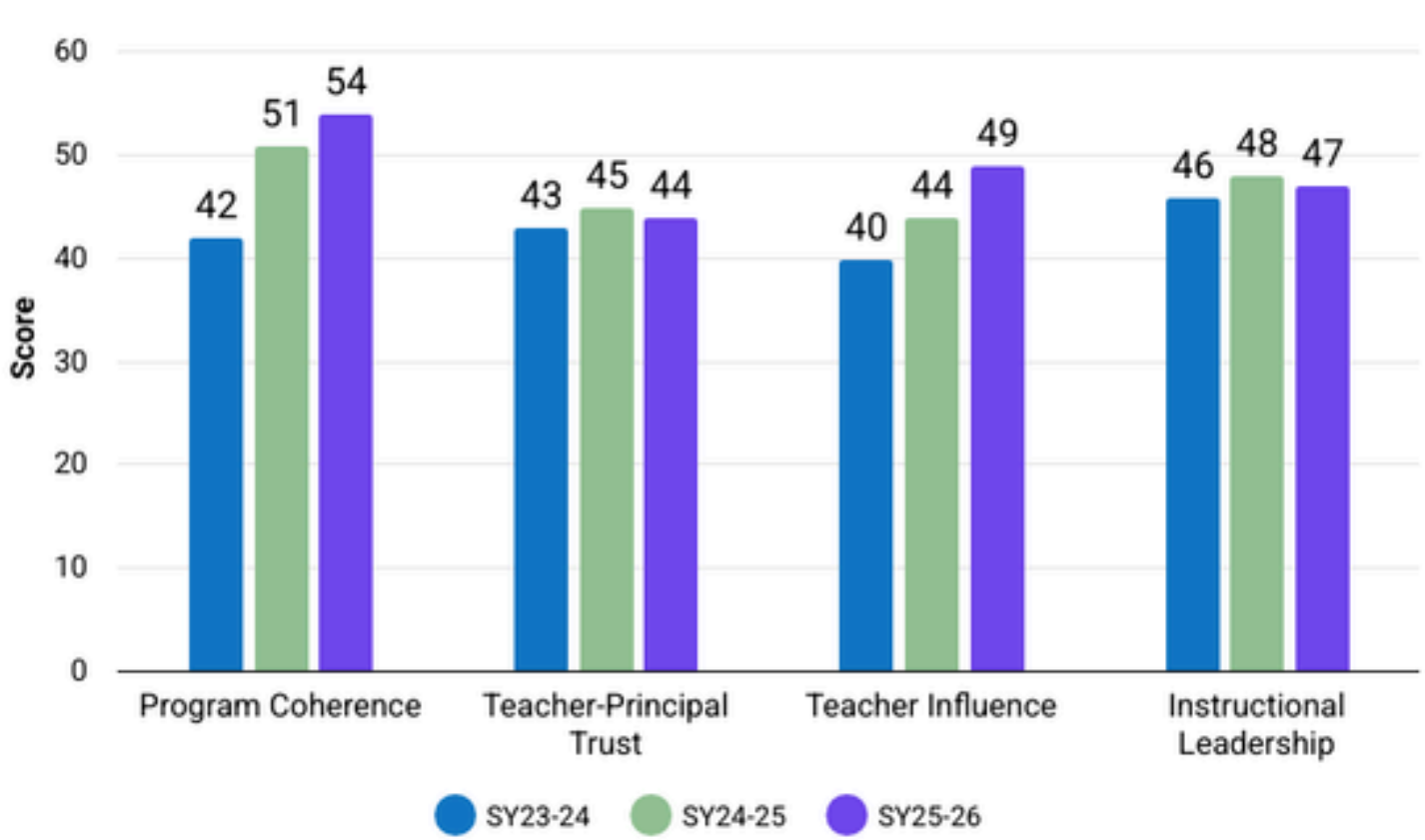


# Elevating *Educators*

## 5 Essentials: "Collaborative Teachers" Measures




## 5 Essentials: "Effective Leaders" Measures



# Data Considerations *and Notes*

**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-to-year comparisons.

Using vendor-provided linking studies, the RAAD team converted historical NWEA MAP data into the corresponding STAR and I-Ready scale scores 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.

**Page 29-30: NWEA 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 prior to SY26 have been converted to STAR and I-Ready scores using crosswalks from linking studies, provided in the appendix.

# Data Considerations *and Notes*

**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.

# Data Considerations *and Notes*

**Understanding STAR Student Growth Percentiles (SGP):**

Student Growth Percentiles (SGPs) describe how much progress a student made compared to similar students across the country. Instead of comparing students to a fixed score, SGPs compare growth among students who started at a similar academic level. Every student has an individual growth goal, based on their grade-level and their baseline score.

SGPs are reported on a scale from 1 to 99:

- 50 represents typical growth for a student with a similar starting score
- Higher numbers indicate more growth than peers
- Lower numbers indicate less growth than peers

For example, if a student has an SGP of 75, it means the student made more progress than 75% of students nationwide who started at a similar level.

SGPs help answer an important question: “Given where a student started, did they grow as expected, more than expected, or less than expected?” This context matters because the same score increase can mean different things for different students. What is considered strong growth for one student may be typical or below expected for another.

**Student growth is summarized in this report using two complementary measures:**

Percent of students whose growth met or exceeded typical expectations (SGP ≥ 50).

- This metric shows the percent of students whose growth met or exceeded typical growth, given where they started.
- Example: If 57% of students have an SGP of 50 or higher, it means: 57% of students grew at or above the typical rate compared to similar students nationwide.

Median Student Growth Percentile (SGP)

- This metric reflects the growth of the typical student and is less affected by very high or low values
- Example: A median SGP of 58 means the middle student grew more than 58% of similar students nationwide.

# Data Considerations *and Notes*

**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.

# Data Considerations *and Notes*

**Understanding I-Ready Growth Goals: Typical Growth and Stretch Growth**
I-Ready uses two growth goals to help families and educators understand how a student is progressing over the school year: Typical Growth and Stretch Growth.

**Typical Growth**

- Typical Growth shows the average amount of progress students at the same grade and starting level usually make in a year. It helps us understand whether a student is growing at a rate similar to their peers.

**Stretch Growth**

- Stretch Growth is a more ambitious goal that represents the progress required for students below grade level to work toward proficiency over time, and for students at or above grade level to continue advancing their learning. It helps educators understand the long-term path students typically follow as they continue to grow year after year.

Stretch Growth goals are designed to be challenging but achievable. Students who start further behind have larger growth goals because catching up takes time, often more than one year. Students who are already meeting expectations have Stretch Growth goals that help them stay on track or move ahead.

**Reporting Progress Toward Typical and Stretch Growth**
Unlike NWEA MAP, i-Ready does not set a specific mid-year growth goal. Instead, i-Ready reports each student's progress toward their end-of-year Typical and Stretch Growth targets, with 100% indicating the growth goal was met. By winter, students are generally expected to show approximately 40–50% progress toward their Typical Growth goal, recognizing natural variation in learning pace.

In this report, student growth is summarized using both median and average progress toward Typical Growth and Stretch Growth to provide a balanced view of how the typical student is performing and how growth is distributed across all students.

Median Progress Toward Typical Growth and Stretch Growth

- The progress of the typical (middle) student toward their individual growth targets
- 100%: The typical student met their growth target
- Above 100%: The typical student exceeded expected growth
- Below 100%: The typical student is still working toward expected growth
- Answers the question: How did the typical student grow?

Average Progress Toward Typical and Stretch Growth

- The overall average progress students made toward their growth targets
- 100%: Students, on average, met their growth targets
- Above 100%: Students exceeded expected growth on average
- Below 100%: Students are still progressing toward expected growth on average
- Answers the question: How much growth did students make overall?

When both measures are similar, growth is relatively consistent across students. When the average is higher than the median, it suggests some students made particularly strong gains. When the median is higher than the average, growth may be more evenly distributed.

# **Appendix** *and Technical Notes*

- SY26 District 65 5Essentials-Full Report
- NWEA MAP Linking Study (SAT)
- NWEA MAP Linking Study (ACT)
- About MAP Fluency Test Types
- ACCESS for ELs Interpretive Guide for Score Reports
- ACCESS for ELs Scale Score to Proficiency Levels
- Dynamic Learning Maps(DLM) Parent Guide to Reports (ENG)
- Dynamic Learning Maps(DLM) Parent Guide to Reports (SPN)
- Converting NWEA MAP to STAR
- Converting NWEA MAP to i-Ready
- Understanding STAR Growth Metrics (SGP)
- Understanding I-Ready Growth Metrics (Typical and Stretch)

EVANSTON/SKOKIE
SCHOOL DISTRICT 65

**Evanston/Skokie School District 65**
1500 McDaniel Ave
Evanston, Illinois 60201
**P** 847.859.8000 **F** 847.866.7241
www.district65.net

RAAD
Research, Assessment, Accountability, and Data

*Report prepared by the Research, Assessment, Accountability, and Data (RAAD) Department*
*Donna Cross, Chris Koutavas, Beth Riley, Cindy Gonzalez*