



Evanston/Skokie  
School District 65



Evanston Township  
High School  
District 202

## Superintendent's Joint Achievement Report 2016-17

### Introduction

In 2014, the Boards of Education of School Districts 65 and 202 agreed they would like to better understand students' academic performance across the districts. They directed the districts' superintendents to develop a report to address this. In response, the superintendents developed a plan to annually publish a "Superintendents' Joint Achievement Report."

As presented to the Joint Boards of Education at the March 16, 2015 meeting, each year's report will address a specific research question or questions. The questions will be selected by the superintendents and may reflect a summary of student achievement and/or evaluation of a specific program. The questions will reflect areas of interest to both districts and require collaboration to answer completely.

In November 2015, the Superintendents presented the first Joint Achievement Report to the Boards. That report addressed the following research question: *From kindergarten through grade 12, how many students are on track for college and career-readiness in reading?*

The November 2015 report summarized reading performance across the districts. It showed 54% of kindergarteners have literacy skills that make them on-track for college and career readiness and, depending on grade level, between 48 and 56 percent of other students are on track. The report concluded that, at all grade levels, there is a disparity in the percent of students who are on-track based on family income and race.

### Purpose of the Report

For the 2016-17 Superintendents' Joint Achievement Report, the superintendents decided to focus on students' transition from middle school to high school with emphasis on those students who scored below the 40<sup>th</sup> percentile on the MAP reading assessment in grade 8. Specifically, this report addresses the following research question:

***What is the academic and non-academic history of students entering high school below the 40<sup>th</sup> percentile on the MAP reading assessment, what courses do they take in high school, and what are their academic outcomes in high school and beyond?***

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This report was prepared by Peter Godard, District 65 Chief Officer of Research, Accountability, & Data; Kate Julian, District 202 Senior Research Associate; Carrie Levy, District 202 Director of Research, Evaluation, & Assessment; and Dana Bryazka, District 65 Project Specialist. Advising the team conducting this study were Pete Bavis, District 202 Assistant Superintendent of Curriculum & Instruction; Paul Goren, District 65 Superintendent; John Price, District 65 Assistant Superintendent of Schools; and Eric Witherspoon, District 202 Superintendent.

## **Key Findings**

Among the 467 students who completed grade 8 in District 65 and had a highest grade 8 MAP reading score below the 40<sup>th</sup> percentile (16% of grade 8 graduates), three quarters (75%) enrolled in D202 and completed a full year. Of the 25% that did not attend D202 or that only attended for a portion of their freshman year, 70% had grade 8 MAP reading scores below the 25<sup>th</sup> percentile, one-third (32%) had a middle school GPA below 2.0, and 64% either had an IEP or were EL in grade 8.

Among the 350 students that completed grade 8 in District 65 with a highest grade 8 MAP reading score below the 40<sup>th</sup> percentile, enrolled at D202, and completed a full year, 84% successfully completed their freshman year by earning 12 or more credits.

The remaining 55 students (16%) who did not earn 12 credits by the end of their freshman year were primarily (69%) students who had neither an IEP or were English Learners in eighth grade. This means that they did not have access to these formal support structures. Over half (56%) of these students had 8<sup>th</sup> grade MAP reading scores between the 26<sup>th</sup> and 39<sup>th</sup> percentiles, and 47% had a middle school GPA below 2.0.

## **Data Analyzed**

This report summarizes the academic and non-academic characteristics of students who completed grade 8 in District 65 in the 2011-12 through 2014-15 school years. It focuses on students whose highest grade 8 MAP reading score was below the 40<sup>th</sup> percentile.

The following data were analyzed related to middle school experiences:

- Grade 8 IEP status;
- Grade 8 English Language (EL) status;
- Family income (as measured by qualification for free or reduced price meals);
- Grade 8 MAP Reading national percentile rank;
- Grades 6-8 grade point average;
- Gender; and
- Race/ethnicity.

The following data were analyzed related to high school outcomes:

- Number of course credits earned;
- Average GPA;
- Attendance; and
- Discipline.

This analysis focuses on grade 9 outcomes and whether or not students earned the required number of 12 course credits in order to be promoted to the next grade. Students who earned less than 12 credits at the end of their freshman year were not promoted to grade 10 and are off-track to graduate in four years.

## **Overview of Students**

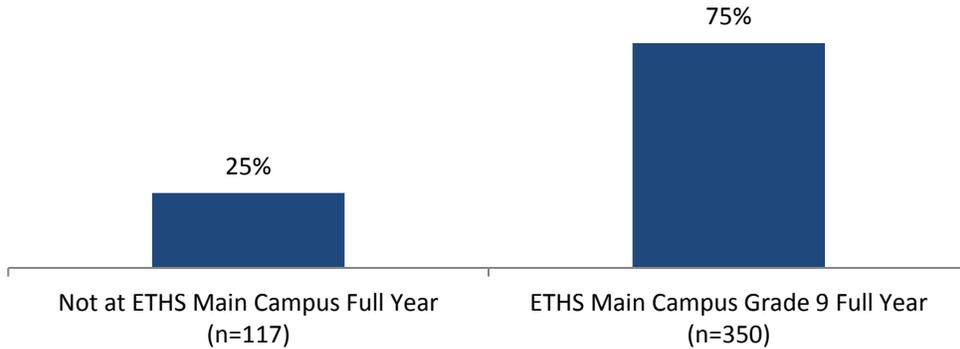
In the 2011-2012 through 2014-15 school years, 2,834 students completed grade 8 in District 65. Of those, 467 (16%) had a highest grade 8 MAP reading score below the 40<sup>th</sup> percentile. Table 1 below summarizes the grade 8 demographic characteristics of these students.

**Table 1 – Overall Grade 8 Demographic Characteristics**

	Number of Students	% of Total
All Students	467	100%
IEP and/or EL (D65)	258	55%
Low Income (D65)	404	87%
MAP Reading <=25 <sup>th</sup> %ile (Grade 8)	266	57%
GPA <2.00 (Grades 6~8)	106	23%
Female	179	38%
Male	288	62%
Asian	13	3%
Black/African American	271	58%
Hispanic/Latino	141	30%
Two or More Races	6	1%
White	35	7%

**Findings**

**25% of the students never attended ETHS’s main campus or attended for less than two semesters.**



Of the 117 that did not attend ETHS for a full year, 13 were placed directly into an off campus placement and 14 students only attended ETHS for part of their freshman year.

***Students Who Did Not Attend D202 or Enrolled for Less Than 1 Year***

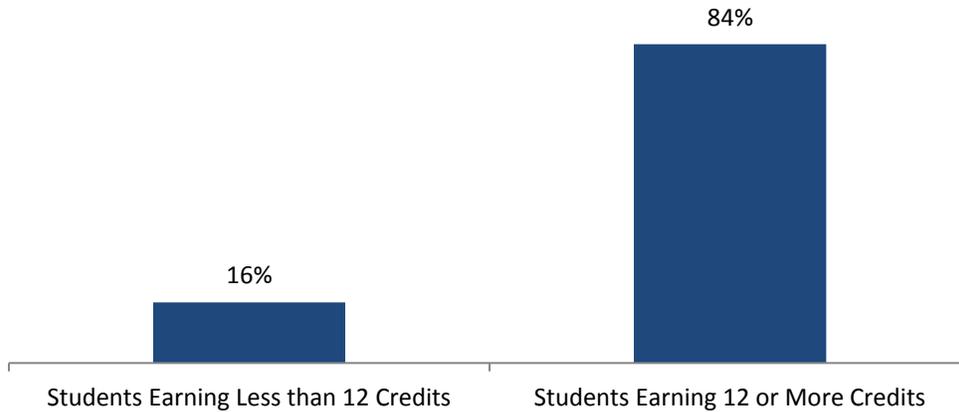
D65 students who either did not attend D202 or attended but did not complete a full year were more likely to have access to formalized support services through either an IEP or English Language (EL) programs (64%). This group of students had a higher percentage (70%) with grade 8 MAP reading scores at or below the 25<sup>th</sup> percentile than the other categories. Table 2 summarizes grade 8 demographic characteristics of both students who did not attend ETHS for a full year (n=117) and students who did attend ETHS for a full year (n=350).

**Table 2 – Grade 8 Demographic Characteristics by Whether or Not Attended ETHS in Grade 9**

	Not at ETHS (Main Campus) Full Year		ETHS (Main Campus) Grade 9 Sem 1 and 2	
	Number of Students	% of Total	Number of Students	% of Total
All Students	117	100%	350	100%
IEP and/or EL (D65)	75	64%	183	52%
Low Income (D65)	95	81%	309	88%
MAP Reading <=25 <sup>th</sup> %ile (Grade 8)	82	70%	184	53%
GPA <2.00 (Grades 6~8)	38	32%	68	19%
Female	44	38%	135	39%
Male	73	62%	215	61%
Asian	5	4%	8	2%
Black/African American	75	64%	196	56%
Hispanic/Latino	22	19%	119	34%
Two or More Races	2	2%	4	1%
White	12	10%	23	7%

*Note: data is four cohorts – grade 8 in 2011-12 through 2014-15.*

**84% of the students who attended ETHS’s Main Campus for both semesters of grade 9 earned 12 or more course credits and were promoted to grade 10. Only 16% of the students earned less than 12 credits and were not promoted to grade 10.**



*Students Attended D202 and Earned 12 or More Credits*

Eighty-four percent (84%) of the students that attended D202 for a full year in grade 9 earned 12 credits or more and were promoted to grade 10. Over one-half (56%) of these students either had an IEP in 8<sup>th</sup> grade or were eligible for EL program services. Over one-half (55%) had grade 8 MAP reading scores at or below the 25<sup>th</sup> percentile. Only 14% had an average middle school GPA below 2.0.

*Students Attended D202 and Earned Fewer than 12 Credits*

The remaining 16% of students attended D202 for a full year in grade 9 and earned fewer than 12 credits. These students were not eligible to be promoted to grade 10. Over two-thirds (69%) of these

students neither had an IEP or were EL in 8<sup>th</sup> grade, which means they did not have access to any formalized supports. Over one-half (58%) had grade 8 MAP reading scores between the 26<sup>th</sup> and 39<sup>th</sup> percentiles. One-third (32%) of these students had grade 6 MAP reading scores above the 39<sup>th</sup> percentile and by grade 8 their scores dropped to below the 40<sup>th</sup> percentile. Just under one half (47%) of the students in this population had an average middle school GPA below 2.0. Table 3 summarizes grade 8 demographic characteristics for students who earned less than 12 credits in grade 9 and students who earned 12 or more credits in grade 9.

**Table 3 – Grade 8 Demographic Characteristics by Whether or Not Students Earned 12 Credits in Grade 9**

	Students Earning Less than 12 Credits in Grade 9		Students Earning 12 or More Credits in Credit 9	
	Number of Students	% of Total	Number of Students	% of Total
All Students	55	100%	295	100%
IEP and/or EL (D65)	17	31%	166	56%
Low Income (D65)	51	92%	258	88%
MAP Reading <=25 <sup>th</sup> %ile (Grade 8)	23	42%	161	55%
GPA <2.00 (Grades 6~8)	26	47%	42	14%
Female	27	49%	108	37%
Male	28	51%	187	63%
Asian	0	0%	8	3%
Black/African American	33	60%	163	55%
Hispanic/Latino	21	38%	98	33%
Two or More Races	0	0%	4	1%
White	1	2%	22	7%

*Note: data is four cohorts – grade 8 in 2011-12 through 2014-15.*

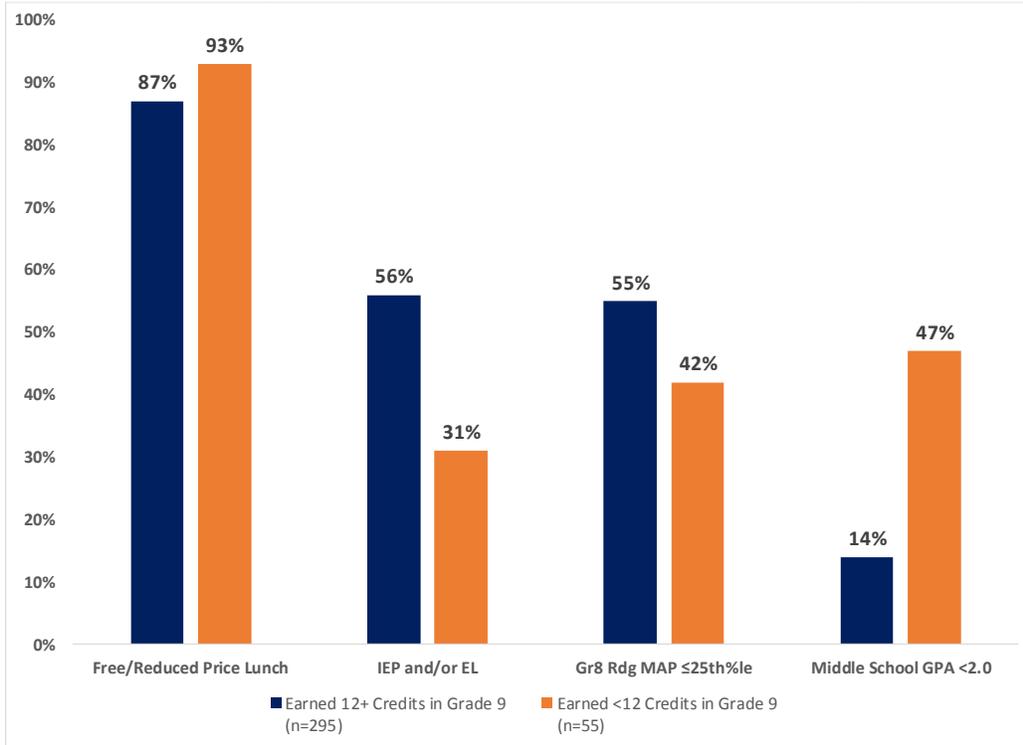
**Of the 55 students who earned less than 12 credits in grade 9, 29% earned 11 credits and 24% earned 10 credits. The remaining 47% earned less than 10 credits.** Eighty-nine percent (89%) of the students who earned less than 12 credits had a grade 9 cumulative GPA below 2.0. This group of students did not pass 33% of their semester courses. The most commonly failed courses include their 1 Humanities English, history or reading course (42%), 1 Algebra (19%), and PE/Wellness (11%).

About one-half (53%) were absent for 9 or more days, and 49% had one or more suspendable offense. This analysis is based on four cohorts and these 55 students represent an average of 14 students per year.

### Summary of Findings

The chart below summarizes demographic and academic characteristics of students who earned below 12 credits in grade 9 and students who earned 12 or more credits in grade 9. Students who did not earn 12 credits have a proportionally higher percentage with a middle school GPA below 2.0 and a lower percentage with access to special education or English Language services. These students have a higher percentage with grade 8 MAP reading score between the 26<sup>th</sup> and 39<sup>th</sup> percentiles.

**Demographic and Academic Characteristics of Students who Transitioned from District 65 to District 202 with MAP reading scores below the 40<sup>th</sup> Percentile (2011-12 through 2014-15)**



**Implications and Next Steps**

Following review of these findings, the joint team has identified the following implications and next steps.

- With only 2% of the sample group (55 students out of 2834) not earning 12 credits in 9th grade, District 65 is doing an outstanding job of preparing students for the rigors of high school;
- The students below the 40% show significant racial predictability which is a clear focus of District 65’s work to continuously improve our core instructional program (Tier I) in ways that improve outcomes for all students and end the racial predictability of these data;
- District 65 needs to develop and/or offer supports for students with GPAs below 2.0 in middle school in collaboration with District 202;
- District 65 needs to learn which supports are most helpful for students with IEPs and/or EL plans and replicate those supports for other striving students;
- District 202 plans to invest in students earning less than 12 credits to revitalize their academic trajectory. This will include developing a system to identify these students early in their freshman year.
- District 202 will look to connect identified students to summer enrichment and the Academic Intervention Team (AIT) for personalized support.
- District 202 will certify that identified students participate in Individual Career and Academic Planning.
- District 202 will also continue to review and refine reading courses to meet the needs of identified students.