



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes

TO: Evanston/Skokie District 65 Board of Education
CC: Paul Goren, Superintendent
FROM: Peter Godard, Chief Officer of RAD
DATE: August 29, 2016
RE: Progress toward Board Goals

Objective: Information Discussion Follow-up Decision

Summary

This memo summarizes District 65’s progress toward the five-year goals set by the Board of Education in March 2015. The Measures of Academic Progress (MAP) data from school year 2015-16 demonstrate the following:

- During this first year of strategic plan implementation, the District made substantial progress on its three goals related to overall student performance. The District made progress on three of three goals for reading and two of three goals for math. In addition, the District met its 2020 target for the percent of students at/below the 25th percentile in reading.
- In regard to the Board’s fourth goal to improved equity in student outcomes, two of five subgroups representing more than 10 percent of the District’s population (Black students and White students) demonstrated a higher percent of students meeting college readiness benchmarks in reading. All five subgroups showed a smaller percent of students meeting college readiness benchmarks in math. Although these results do not put the District on-track for this goal, the District did demonstrate substantial progress for all subgroups on two other important indicators of student performance in both reading and math: the percent of students making expected gains and the percent of students at/below the 25th percentile.

This memo concludes with an interpretative summary of the results and the 2015-16 strategic plan scorecard is also attached for your reference.

Background: District 65’s Strategic Goals

In March 2015, the Board of Education approved a set of four outcome goals to serve alongside the strategic plan to guide work over the coming years. The four outcome goals were established to provide all stakeholders a clear sense about what the strategic plan is intended to help our students accomplish.

The outcome goals are as follows:

1. Increase percent of students at or above college readiness benchmarks in math and reading
2. Increase percent of students making expected gains in math and reading, including both students who start below the college readiness benchmark and students who start above the college readiness benchmark
3. Decrease percent of students at or below the 25th percentile

- Decrease achievement gaps between groups of students in math and reading by improving performance of all subgroups

In August 2015, the Board also adopted outcome targets for three of the four goals. These targets are as follows:

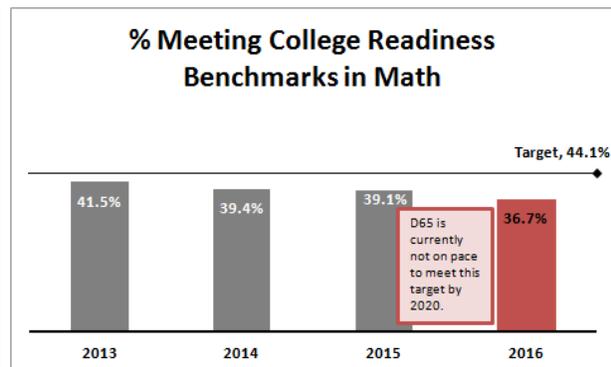
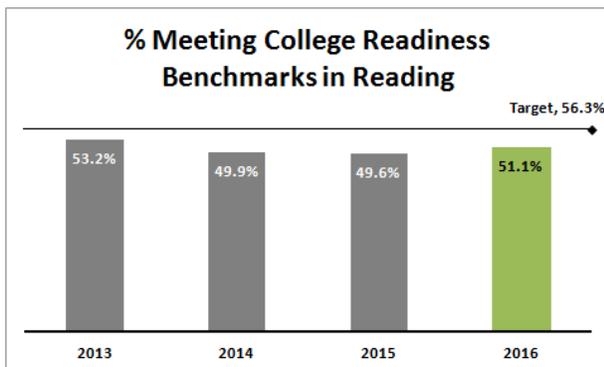
Metric	Baseline (2014-15)	Target 5-Year Change
Percent meeting College Readiness Benchmarks (math)	39.1%	5.0%
Percent meeting College Readiness Benchmarks (reading)	49.8%	6.5%
Percent making expected gains (math)	44.7%	5.0%
Percent making expected gains (reading)	37.7%	6.5%
Percent at or below the 25th percentile (math)	15.6%	-3.5%
Percent at or below the 25th percentile (reading)	16.1%	-2.0%

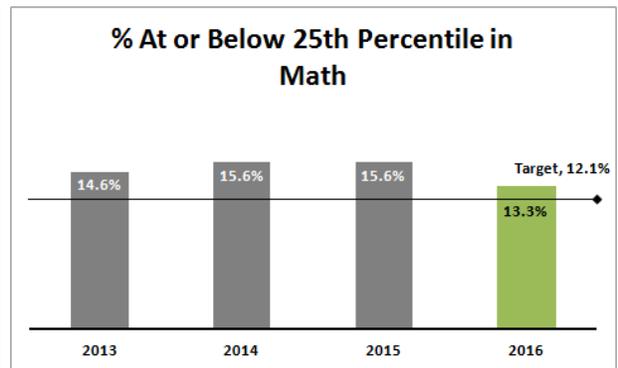
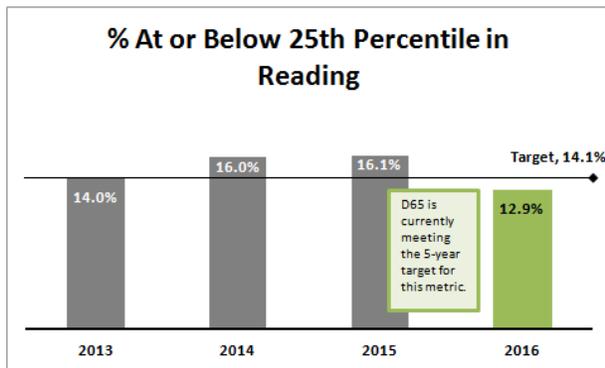
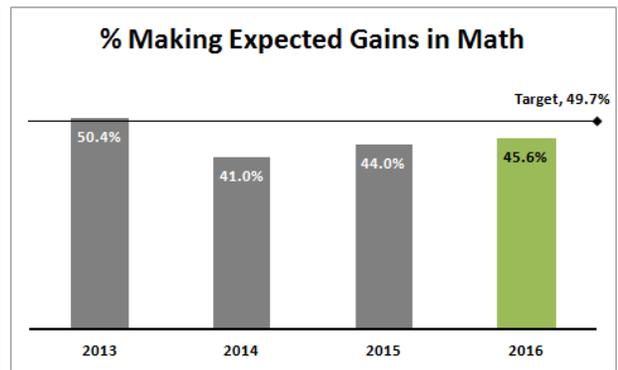
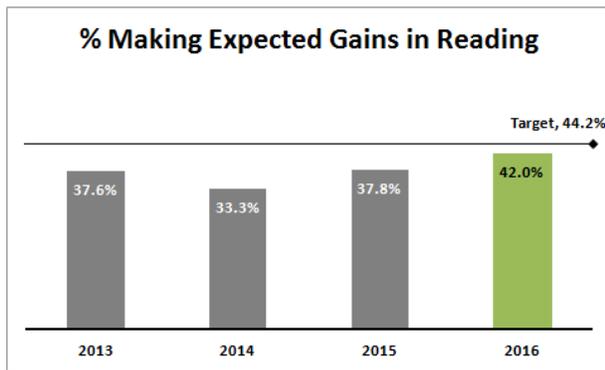
Progress toward 2020 Goals for Overall Student Performance (Board Goals 1 through 3)

During this first year of strategic plan implementation, the District made substantial progress on its three goals related to overall student performance. In fact, the District met its 2020 target on one of the six measures of student performance related to these three goals. The six charts below depict these trends with green bars representing progress toward the goal and red bars representing lack of progress toward the goal.

The District made progress on three of three goals for reading and met its 2020 target for the percent of students below the 25th percentile in that subject. Progress on the other two measures of reading performance puts the District on-track to attain its 2020 targets.

In math, the District made progress toward two of three goals. The percent of students meeting college readiness benchmarks in math is the only metric of overall student performance not to show improvement. Progress on the other two measures of math performance put the District on-track to attain its 2020 targets.





Progress toward 2020 Goal for Equity (Board Goal 4)

In regard to the Board’s fourth goal to improved equity in student outcomes, two of five subgroups representing more than 10 percent of the District’s population (Black students and White students) demonstrated a higher percent of students meeting college readiness benchmarks in reading. All five subgroups showed a smaller percent of students meeting college readiness benchmarks in math.

Although these results do not put the District on-track for this goal, the District demonstrated substantial progress for all subgroups on two other important indicators of student performance. The percent of students making expected gains increased in all five subgroups for both reading and math. The percent of students at or below the 25th percentile decreased for all five subgroups in both reading and math.

The charts below show these trends in detail.

Reading

Subgroup	Meeting CRBs in Reading		Expected Gains in Reading		≤ 25th Percentile in Reading	
	2015-16	Change from Baseline (2014-15)	2015-16	Change from Baseline (2014-15)	2015-16	Change from Baseline (2014-15)
Black	23.6%	3.7%	42.1%	5.9%	26.2%	-6.2%
Hispanic	25.7%	-1.0%	42.7%	2.1%	24.0%	-4.5%
White	74.3%	2.3%	43.0%	6.0%	2.7%	-1.0%
IEP	11.3%	-2.0%	46.3%	2.9%	52.3%	-7.1%
FRL	19.7%	-0.9%	41.8%	4.3%	28.5%	-4.1%

Math

Subgroup	Meeting CRBs in Math		Expected Gains in Math		≤ 25th Percentile in Math	
	2015-16	Change from Baseline (2014-15)	2015-16	Change from Baseline (2014-15)	2015-16	Change from Baseline (2014-15)
Black	8.9%	-1.4%	45.3%	2.7%	29.6%	-4.4%
Hispanic	17.1%	-1.9%	45.2%	5.8%	19.8%	-6.3%
White	57.3%	-2.4%	46.6%	0.7%	3.1%	-0.1%
IEP	8.3%	-1.7%	47.3%	4.9%	49.5%	-3.0%
FRL	11.5%	-2.2%	44.5%	4.1%	28.7%	-3.4%

Interpretive Summary

This summer, school leaders and leaders from the Curriculum & Instruction Department collaborated with RAD to interpret the 2015-16 results. The tables below outlines several key performance trends identified by this group along with the implications of each trend.

Areas of observed progress

Trend	Implications for Future Work
Fewer students at or below the 25th percentile	The district's strategic focus on Rtl supports for students at or below the 25th percentile is paying off in both reading and mathematics. This year we will work to refine and improve middle school language arts interventions, spreading ideas that have been most successful. School teams are meeting throughout the year to analyze test results, plan interventions, and measure the success of those interventions.
Increased percent of students in Grades 6-8 making expected gains in both reading and math.	We will develop classroom visitation protocols to help understand and share practices leading to student success.
Significant decrease in the number of students in 8th grade scoring below the 40th percentile.	Teachers in our middle schools provided intensive supports for children who tested below the 40th percentile in Fall and Winter testing, leading to significantly improved Spring results. After school supports ("Learning +"), Saturday school study programs, and in-class differentiation helped many students find success. We will continue this work into the new school year.

Areas for improvement

<p>Hispanic subgroup showed a decrease in the percent making expected gains in both subjects</p>	<p>In order to understand the root causes of this trend, we need to disaggregate results based upon English Learners, recently exited ELs, and non-ELs. We will do this through our Hispanic Student Achievement Report.</p> <p>We believe that language acquisition is a critical factor in these results. We will also examine our testing protocols to ensure that MAP is being used for students for whom it is an appropriate assessment. We will also proceed with planned programmatic improvements for TWI, especially in grades 4-5.</p>
<p>All subgroups saw more students making expected gains, but differences in outcomes by subgroup persist</p>	<p>The district has made a commitment to increasing equitable outcomes for all students, and implementing successful ideas and practices learned in schools that are leading the way. The growth in the percent of students making expected gains across subgroups is encouraging. Our focus on K-3 literacy is an investment that the district is making to increase equity of outcomes.</p>
<p>Downward trend in the percent of students meeting College Readiness Benchmarks in mathematics is primarily due to results in Grades 3-6</p>	<p>This coming year we will design a curriculum implementation monitoring plan and develop tools to support the use of formative and summative assessments. This initiative will assist us in understanding this trend and how to correct it.</p> <p>We will also examine how accurately MAP measures our students' progress in the curriculum. Analysis of curriculum-based assessment data (e.g., Everyday Math unit assessments) will support this inquiry.</p>