

2018 Achievement & Accountability Report



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Office of Research, Accountability, and Data

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Racial and Educational Equity Statement

District 65 recognizes that excellence requires a commitment to equity and to identifying and addressing practices, policies, and institutional barriers, including institutional racism, that perpetuate opportunity and achievement gaps. The district must work proactively to acknowledge racial and cultural biases and eliminate institutional structures and practices that affect student learning and achievement.

Interpreting Data with a Lens for Equity

Given the District's commitment to equity, please consider the following in reviewing data on student outcomes.

- Data in education has at times been used to perpetuate inequality and to justify outcomes that should be unacceptable in a system committed to equity. This reality is present even as District 65 seeks to use data to inform equitable decision making.
- When aggregate data show that members of a particular student demographic group score below benchmarks, these outcomes reflect opportunity gaps faced by marginalized groups due to institutional racism in the education system, and, for many families, a lack of social and economic supports. These results should not be used to draw conclusions about the efforts, abilities, or strengths of these students or their families.
- District 65 aims to be transparent about this structurally enforced opportunity gap by comparing the performance of White students, who have structural advantage, to students of color. The District recognizes the limitations of such a comparison and the potential for normalizing Whiteness.
- Advocates of equitable education have long criticized standardized testing instruments as having racially and socioeconomically biased content. Many assessments, such as PARCC, convene bias and sensitivity panels for this reason. NWEA, the vendor for the MAP assessment, also indicates that the assessment has been reviewed in this way. Yet, it is still possible that some bias may persist in the measurement. Accordingly, the Research, Accountability, & Data department recommends taking a balanced perspective on standardized testing. The results of standardized tests point to important disparities in outcomes between student demographic groups; yet they do not fully describe the abilities, strengths, and capacities of our students. Yet, standardized tests remain important gateway criteria for entry into postsecondary opportunities. Therefore, as a district we will seek and leverage opportunities to use multiple measures that include and go beyond standardized measures to assess and understand student and school performance.
- When aggregate data show that groups in District 65 are outperforming state or national averages, or that the score gaps in our District are similar to those at the state and national level, these results do NOT mean the District can have any less urgency in its efforts to promote equity. Areas that have

shown growth are highlighted not to disguise the issue, but because understanding progress helps to better direct the District's efforts going forward.

- Students and families of Pacific Islander and Native American descent are an important part of the District 65 community. For confidentiality reasons because the actual number of students in those groups is small, the District cannot report on the scores of demographic groups when the performance of individual students would be uniquely identifiable.
- Additionally, the district is committed to creating safe spaces for students whose gender identify is non-binary or fluid. Our recently passed board policy allows us the opportunity to reflect student's preferred gender identities, and as this policy is implemented and the families supported by it expands we will explore how we represent our data in ways that are inclusive of all families, while ensuring student privacy and confidentiality.

Introduction

The 2017-2018 school year marked the third year of the implementation of the five-year Strategic Plan set by the Board of Education in March 2015. This report presents an opportunity for District 65 to measure progress toward the goals outlined in the plan and to identify goals that will require more attention if they are to be met by 2020.

Specifically, the Strategic Plan established a goal to improve the performance of all student demographic groups as a means to promote equity among students, with particular emphasis on Black and Hispanic/Latinx opportunity gaps. The District recognizes the urgency of its equity focus and is committed to improving the outcomes of marginalized students. The District's approach is summarized in the implications section below.

This report also details District-level results on key measures beyond those included in the Strategic Plan Scorecard. It includes progress on ISEL, DRA, PARCC, DLM, and the Illinois Science Assessment.¹ This information begins to round out the picture of student performance in the District.

However, the District recognizes that there are important skills and knowledge that are not assessed on these assessments and that standardized testing is inherently limited in its ability to depict the holistic strengths and abilities of our students. In light of this factor, the district is exploring ways to use multiple measures, beyond simply test scores, to assess improvements in the performance of our students and identify areas for growth and development. One particularly promising project is our partnership with ETHS and Northwestern University to identify predictors of college persistence and develop an early warning indicator system which bridges data between D202 and D65. The District is also reviewing available measures of Social Emotional Learning. These activities may provide new opportunities to report more completely on student success in the future.

¹ Descriptions of these assessments are contained in the body of this document.

Performance Highlights

Specific performance highlights from this year's report include the following:

- **Equity remains an urgent priority.** These data inform district level and school level planning, and provide evidence for the critical importance of continuing our work on culturally relevant pedagogy, early literacy intervention, and equity for traditionally underserved student groups. Opportunity gaps persist between students of color and White students; between low-income students and high-income students; and for students with IEPs. This observation holds true across the set of assessments reported on in this document.
- **Increased equity in early elementary outcomes.** While performance on DRA is still racially and socioeconomically predictable, the percent of Hispanic/Latinx students meeting benchmarks has trended upward the past few years. Hispanic/Latinx students have seen decreases in the opportunity gap (relative to White students) by approximately 1%. The gaps for other groups, including Black students, remain at similar levels. We continue to see differences among students based on entering level of kindergarten readiness, as measured by ISEL, with students who are kindergarten ready outperforming students who are not kindergarten ready. These differences persist over time up to and including through third grade. Supporting and increasing kindergarten readiness remains a top priority for students entering district 65.
- **Downward trend in early literacy skills of incoming students.** Though a majority of students are meeting kindergarten readiness standards on ISEL, this number has decreased over the past school year.
- **Mixed MAP outcomes.** College Readiness Benchmark attainment remained fairly consistent with last year's performance in both math and reading. There continues to be persistent gaps in attainment across racial and socioeconomic groups, as well as between students with IEPs and those who do not have IEPs. However,
- **Increases in making expected gains on MAP.** We see increases in the percent of Black and Hispanic/Latinx students making expected gains in reading and math. Improvements in math are particularly promising, with 12.5% more Black students making expected gains this year as compared to last year.
- **Mixed PARCC outcomes.** Students did not perform as well on PARCC math as they did one year ago. Student performance on PARCC English/Language arts was about the same. Students with IEPs had significantly lower attainment than students who do not have IEPs, in both reading and math. For example, in reading only 9.6% of students with IEPs met or exceeded PARCC standards, while 48.9% of students without IEPs met or exceeded PARCC standards.
- **District 65 averages continue to outperform state and national averages on PARCC and MAP.** PARCC performance regularly exceeds the average statewide. In 2018 44% of D65 students met or exceeded standards, while only 37% of all students in Illinois met or exceeded standards. In MAP, district performance is consistently above the 50th percentile in reading (grades 4-8) and math (all grades, except 6th).

Implications

The data in this report formed the basis for SY2018-19 planning at both the district and the school levels. At the District level, improvement-oriented actions planned as a result of reflection on these data are reported in several places, including our [strategic planning progress reports](#). At the school-level the data continue to be an important component of the School Work Plan (SWP) process and in school improvement team and grade level team data conversations.

Report Organization

The Accountability Summary following this introduction documents the District's baseline performance on the indicators adopted by the Board of Education to measure the District's progress on the strategic plan, as well as the updated state and federal accountability standards.

The remainder of the report is dedicated to the presentation of results on student assessment metrics that depict the current state of academic achievement in the District. This report has been organized into sections by assessment² in the following order: ISEL, DRA, MAP, PARCC, and DLM. For the purpose of transparency on equity in educational attainment, each section contains results disaggregated by demographic group.

This report also includes a section with Technical Notes that are useful as background in interpreting the data presented. It concludes with an Appendix containing data disaggregated by school and grade.

Measuring Student Academic Achievement

School year 2018 marked the fourth year of implementation of PARCC, a state assessment designed in alignment with the Common Core State Standards. Although PARCC provides meaningful data about student performance, it has several limitations as a tool for measuring District performance. First, changes to PARCC between its first and second years of implementation result in only three years of comparable historical data. Second, the PARCC assessment does not allow for measurement of student growth. We also have variation across schools in the percent of students who are taking PARCC, ranging from 82% of students to 99% of students. A further consideration limiting the utility of PARCC is that the Illinois State Board of Education (ISBE) intends to replace PARCC with the Illinois Assessment of Readiness, a new state assessment. At this time, this transition is still pending finalization due to legal questions around the state's RFP process for the assessment vendors. This uncertainty is a further limitation to the utility of the PARCC as an ongoing measure of performance.

In light of PARCC's limitations in accurately measuring longitudinal progress, the Measures of Academic Progress (MAP) assessment serves as District 65's primary metric of academic success over time. MAP has been used for many years in the District as a measure of student achievement and academic growth. Nearly all students in grades 3 through 8 take the MAP assessment in both math and reading. Throughout this report, MAP data from spring administrations of the assessment are used, as they best illustrate school year growth.

² In addition to the listed assessments, we have several schools participating in a pilot of the STEP assessment. Due to the limited nature of this pilot, STEP results are not currently included in this report.

The MAP assessment provides reliable measures of student academic performance and growth using items that are aligned with the Common Core State Standards, evidence-based standards for each grade level adopted in 2010. 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 (Theaker & Johnson, 2011; Thum & Metta, 2015). This research allows us to track the percent of students who are on-track to meet College Readiness Benchmarks on the ACT.

Throughout this report, RAD refers to college readiness and meeting college readiness benchmarks. These terms, used interchangeably, refer to students grades 3 through 8 being on-track for college readiness as defined by measurement standards on MAP developed by NWEA in 2015 (Thum & Matta). The technical notes section of this report includes more information about performance and growth benchmarking.

It is important to note that standardized assessments, while important, provide an incomplete picture of whole student success.

Accountability Summary

Progress Toward Board Goals

In 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. These goals were established to provide all stakeholders with a clear sense of what the strategic plan is intended to help our students accomplish.

The goals are as follows:

- Increase the percent of students at or above college readiness benchmarks (CRBs) in math and reading.
- Increase the percent of students making expected gains in math and reading, including both students who start below the CRBs and those who start above the CRBs.
- Decrease the percent of students at or below the 25th percentile.
- Decrease the opportunity gap reflected in MAP scores between demographic groups in math and reading by improving the performance of all students.

The outcome targets are included in Table 1.

Table 1: Board Outcome Targets Established in the Strategic Plan.

Measure	Baseline (2014-2015)	Target 5-Year change	Target Value, 2020	Current Attainment	Difference
Percent meeting College Readiness Benchmarks (math)	57.6%	5.0%	62.6%	55.3%	7.3%
Percent meeting College Readiness Benchmarks (reading)	61.5%	6.5%	68.0%	59.8%	8.2%
Percent making expected gains (math)	49.9%	7.0%	56.9%	54.6%	2.3%
Percent making expected gains (reading)	37.9%	7.0%	44.9%	37.2%	7.7%
Percent at or below 25th percentile (math)	14.9%	-3.5%	11.4%	16.1%	-4.7%
Percent at or below 25th percentile (reading)	14.6%	-2.0%	12.6%	15.6%	-3.0%

This year's Strategic Plan scorecard was published in September. It includes results on each of these measures and is appended to this report for reference. School and district leadership teams use the scorecard data to inform and guide improvement planning.

State and Federal Accountability

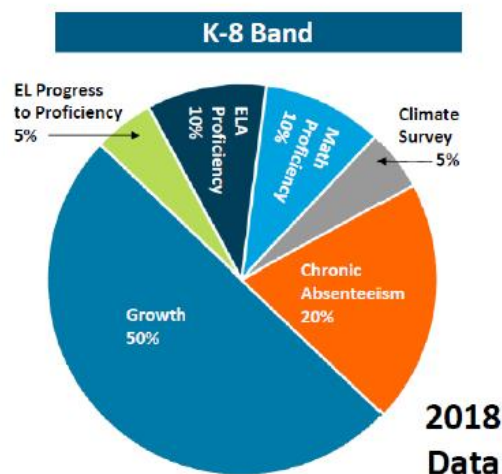
On October 31, 2018, ISBE released its annual State School Report Cards. These new reports align the state accountability system to the Every Student Succeeds Act (ESSA). The reports include district wide and school level-information for each school except for JEH, Rice, and Park.

The reports include detailed information on student demographics, including measures of student mobility, socioeconomic status, and race/ethnicity, and academic progress indicators. There is also information on district finances, average class size, and enrollment. The new report cards include several new data points including: chronic absenteeism rates, school climate and culture measures such as suspensions, and measures for students in grades 9-12.

As part of the new State of Illinois accountability system, report cards include school designations meant to describe how well a school is meeting the needs of all of its students. This system recognizes that some schools need more than others in order to achieve the same high outcomes. Schools that receive designations of 'Underperforming' or 'Lowest Performing' will receive additional planning resources from the State of Illinois to further support certain student groups (based on the results of the PARCC assessment). The designations have four levels and will be recalculated annually.

- Exemplary - schools with no underperforming student demographic groups and is in the top 10% of all schools statewide
- Commendable - schools with no underperforming student demographic groups
- Underperforming - a school in which one or more student demographic groups is performing at or below the "all students" group of the lowest 5 percent of all Title 1 schools. These schools receive "Targeted Support" which includes school improvement grants of \$15,000.
- Lowest Performing - a school that is in the lowest performing 5 percent of all Title 1 schools. These schools receive "Comprehensive Support" which includes school improvement grants of \$50,000.

Figure 1: Weights of indicators used to create the performance designations.



Across the state of Illinois, 80% of schools were designated as either Exemplary or Commendable, while 15% of schools were rated as either underperforming or lowest performing. Most District 65 schools were rated either Exemplary or Commendable. Three schools were rated Underperforming based on one or more subgroups, as noted below. No schools were rated Lowest Performing.

Table 2: District 65 Schools and Report Card Designations.

ISBE State Report Card Rating	Schools
Exemplary	Dewey, Kingsley, Lincoln, Orrington, Washington, Willard
Commendable	Dawes, Lincolnwood, Nichols, Walker, King Arts, Rhodes
Underperforming	Chute (IEP subgroup), Haven (EL, IEP, and Low income subgroups), Oakton (IEP subgroup)
Lowest Performing	

As part of the school planning process, district and school based staff have focused planning efforts to support increased attainment for students, particularly for students with IEPs, English Language Learners, and students who qualify for free/reduced lunch.

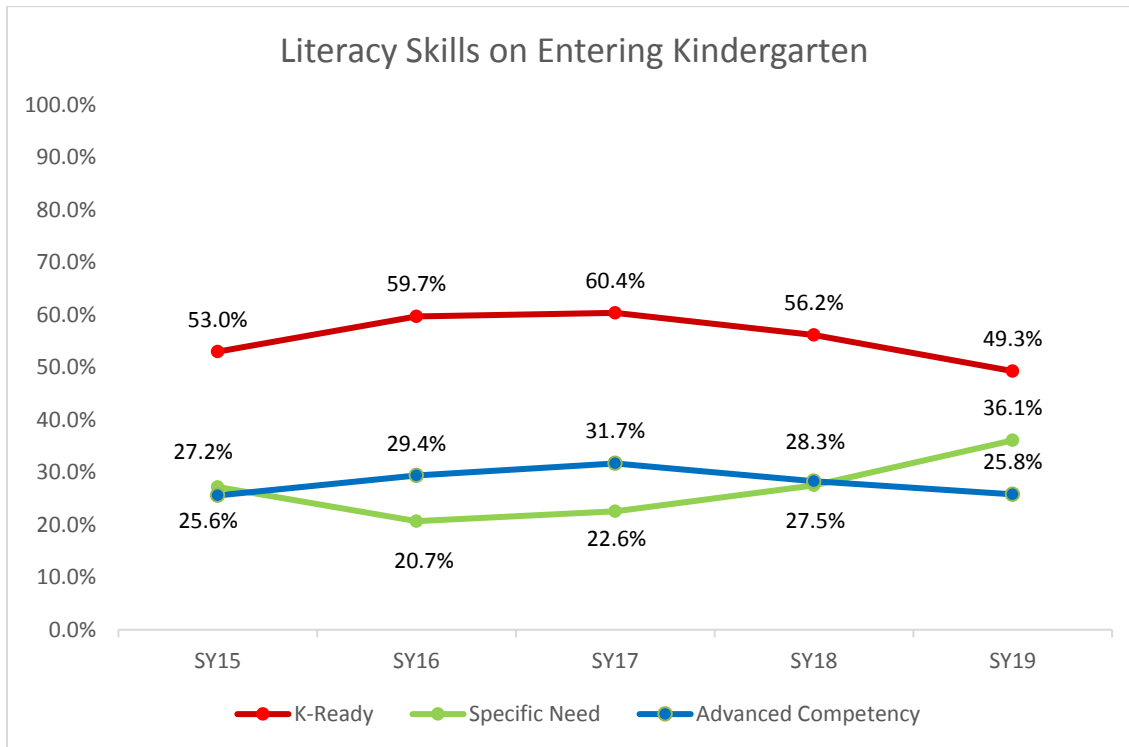
Illinois Snapshot of Early Literacy (ISEL)

ISEL is an assessment administered to Kindergarten students used to provide an estimate of kindergarten readiness in reading based on foundational literacy skills. It consists of five snapshots: Alphabet Recognition, Story Listening, Phonemic Awareness, One-to-one Matching, and Letter Sounds. A skill is considered Kindergarten Ready when a student scores at or above the 50th percentile. Students are considered Kindergarten Ready when they achieve this milestone on at least four of the five skill areas. Further details on the evaluation of skills and determination of kindergarten readiness are summarized in the technical notes section at the end of this report.

The analysis of kindergarten ISEL data is informative about the skills of incoming kindergarten students but has not been validated as predictive of future student performance, nor does it capture the full array of skills associated with readiness for kindergarten. The District’s metrics of Kindergarten Readiness, Advanced Competency, and Specific Need are further explained in the Technical Notes section of the report.

Figure 2 illustrates kindergarten students’ performance on ISEL between 2015 and 2019 (administered in Fall 2018).

Figure 2: Early literacy skills of D65 students entering Kindergarten³.



³ It is important to note that new ISEL norms were introduced in the Fall of 2018, and these data, including historical data, have been re-normed.

Almost half of D65 students are considered Kindergarten Ready on ISEL. This is a seven point decrease from last year, and a four point decrease from SY 2015. While the proportion of students who meet criteria for Advanced Competency has a slight downward trend, the proportion of those with a Specific Need in one or more skills has increased.

Table 3: Kindergarten Readiness on ISEL by demographic group.

Group	2015	2016	2017	2018	2019	N 2019
Native American/Alaska Native	--	--	--	--	--	0
Asian	60.6%	87.1%	55.8%	55.8%	59.4%	32
Black	41.2%	47.7%	45.1%	38.4%	27.6%	127
Hispanic/Latinx	24.1%	42.5%	36.0%	28.5%	35.4%	79
Multiracial	63.2%	69.6%	60.6%	75.7%	67.3%	55
Pacific Islander/Native Hawaiian	--	--	--	--	--	1
White	66.8%	67.0%	74.2%	69.7%	61.6%	219
Female	57.1%	59.4%	60.9%	55.2%	52.4%	227
Male	49.3%	61.3%	60.1%	57.0%	47.2%	286
No FRL	66.8%	68.4%	70.6%	68.2%	62.3%	337
FRL	32.3%	42.2%	37.6%	32.0%	25.0%	176
No IEP	57.1%	63.0%	62.9%	58.3%	52.0%	475
IEP	20.7%	15.4%	32.1%	22.9%	18.4%	38
All Students	53.0%	59.7%	60.4%	56.2%	49.3%	515

There is substantial variation in the proportions of K-Ready students from year to year, though there appears to be a downward trend for Black students. Results on ISEL indicate that racial opportunity gaps exist starting from early childhood, especially between Black, Hispanic/Latinx, and White students. Large gaps are also seen between free/reduced lunch eligibility and IEP status.

Developmental Reading Assessment (DRA)

The Developmental Reading Assessment (DRA) is a tool to assess literacy in grades K-3. District 65 administers the DRA two to three times per year (depending on grade level). Spring scores are referenced here for the purposes of depicting year-end outcomes across grade levels. Tables below show the percent of students achieving benchmarks.

Table 4 contains DRA results by demographic group. DRA results by school are contained in Appendix B, and DRA results by grade level are contained in Appendix C.

Table 4: Percent of Students Meeting DRA Benchmarks by Demographic Group.

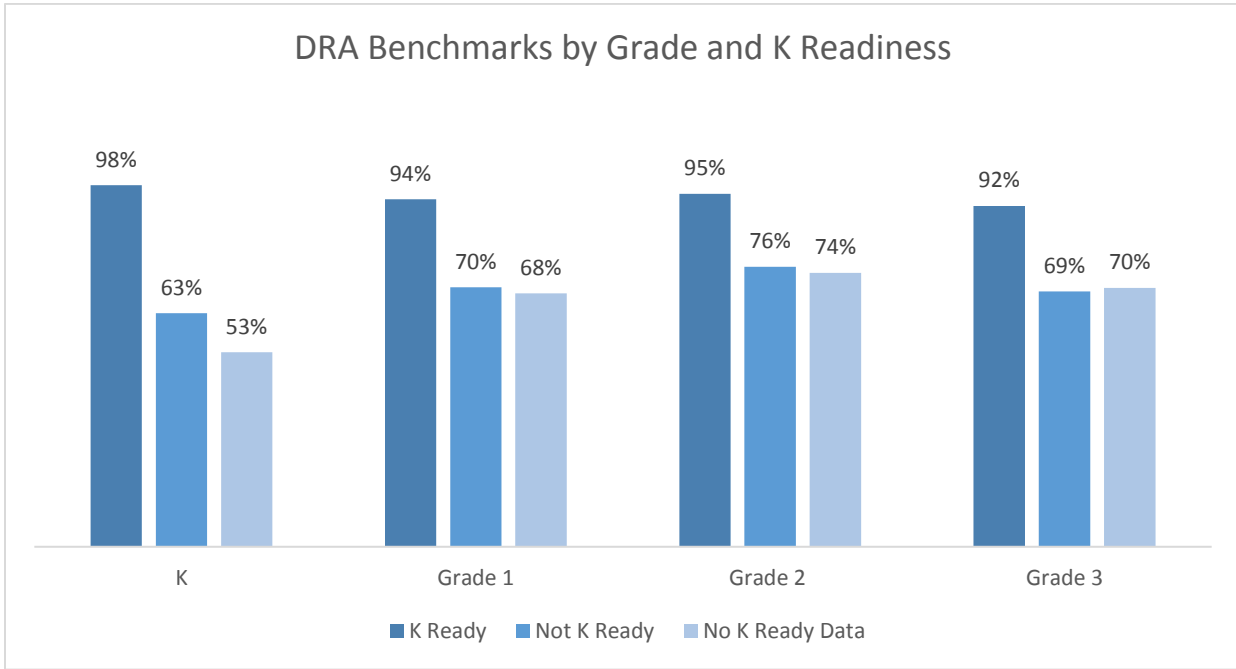
Group	2015	2016	2017	2018	N 2018
Native American/Alaska Native	--	--	--	--	5
Asian	84.4%	84.0%	78.8%	81.3%	155
Black	66.9%	68.4%	69.0%	66.7%	661
Hispanic/Latinx	64.8%	65.7%	65.9%	67.4%	647
Multi-Racial	88.9%	87.6%	86.8%	87.7%	309
Pacific Islander/Native Hawaiian	--	--	--	--	1
White	86.5%	90.2%	90.0%	90.7%	1430
Female	81.1%	83.4%	82.3%	82.4%	1582
Male	75.8%	77.7%	78.0%	78.8%	1616
No FRL	86.7%	88.9%	89.8%	90.0%	2025
FRL	65.2%	65.2%	64.1%	63.8%	1183
No IEP	82.2%	84.5%	83.9%	84.0%	2922
IEP	39.4%	40.5%	43.9%	43.0%	286
K-Ready	90.8%	94.0%	94.0%	94.9%	1403
Not K-Ready	60.0%	66.1%	70.0%	69.0%	1085
All Students	78.3%	80.3%	80.0%	80.3%	3217

Although eighty percent of all D65 students meet DRA benchmarks, DRA achievement continues to be racially and socioeconomically stratified. Approximately 2/3 of Black and Hispanic/Latinx students, however this represents a smaller proportion relative to other racial groups. The same pattern exists for eligible for free/reduced lunch, relative to their counterparts. These data reflect structural opportunity gaps in our education system. Opportunity gaps between White students and Black and Hispanic/Latinx students do not seem to have substantially narrowed. DRA scores have been increasing slightly for Hispanic/Latinx students.

Although less than half of students with IEPs meet DRA benchmark reading levels, the performance of this demographic group has also slightly trended upward over the past four school years.

Data also indicate that a greater proportion of students who enter D65 schools Kindergarten Ready meet DRA Benchmarks through Grade 3.

Figure 3: Percent of Students Meeting Spring 2018 DRA Benchmarks by ISEL Kindergarten Readiness.



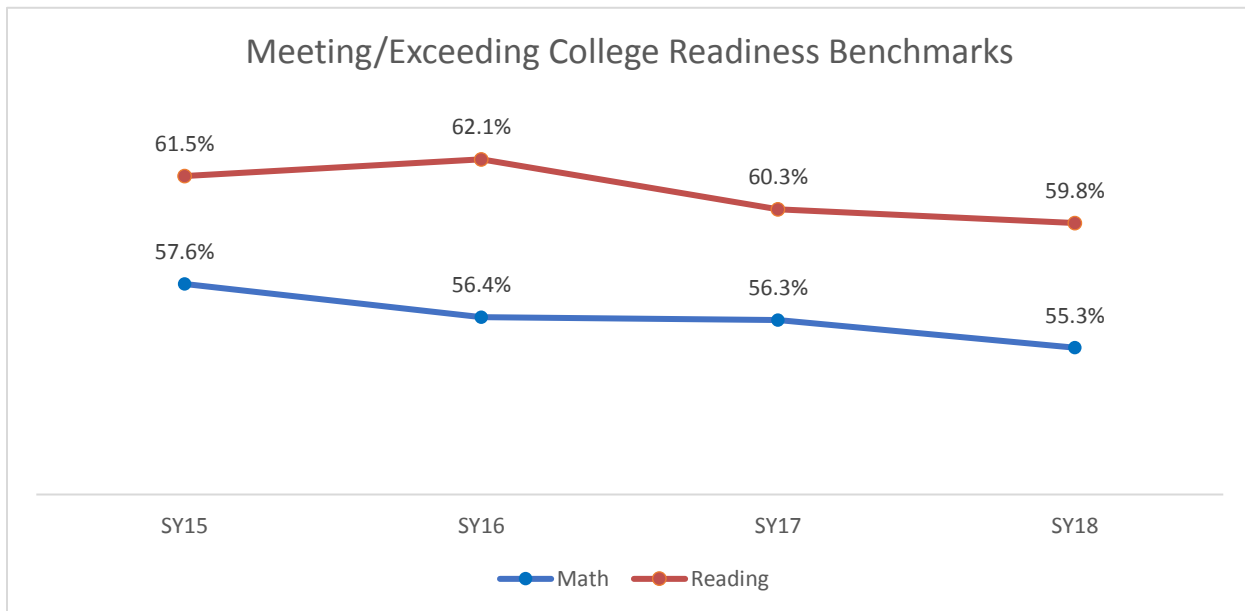
Measures of Academic Progress (MAP)

As noted in the introduction to this report, MAP serves as District 65's primary measure of student academic progress during these years of transition in the state assessment system. MAP scores form the basis for measuring the District's progress toward its Strategic Plan goals. The goals set by the District 65 Board of Education in 2015 include: increasing the percent of students at or above college readiness standards in both reading and math, decreasing the percent of students at or below the 25th percentile, increasing the percent of students making expected gains, and decreasing the opportunity gap for students of color as reflected in MAP scores. Benchmarks used in MAP are described further in the technical notes section⁴.

College Readiness Benchmarks

The goals set by the District 65 Board of Education in 2015 include increasing the percent of students at or above college readiness benchmarks (CRBs) to 62.6% in Math and 68.0% in Reading. The District is currently 7.3 percentage points away from its target in Math and 8.2 percentage points from its target in Reading. The percentage of students meeting CRBs in Math has decreased 2.3 percentage points since SY15 when the Strategic Plan was adopted. The percent of students meeting benchmarks in Reading has decreased by 1.7 percentage points since the plan was adopted.

Figure 4: Percent of Students Meeting or Exceeding CRBs in Math and Reading.



⁴ MAP scores presented in the "College Readiness Benchmarks" and "At or Below the 25th Percentile" Sections of this report are based on students' RIT scores. MAP scores presented in the "Expected Gains" section as "making expected gains" reflect adjusted MAP scores, which include the students' RIT scores and the standard error.

One goal in the strategic plan is to reduce score disparities between demographic groups. Almost all demographic groups have shown slight decreases in percentage meeting college readiness benchmarks in reading since the first year of the strategic plan, with the exception of Black students. In Math, we see a similar pattern, with scores declining for all demographic groups except for Hispanic/Latinx students. While the percent of students meeting benchmarks decreased for students of all incomes, those eligible for free and reduced lunch were more affected by this trend.

Table 5: Percent of Students Meeting or Exceeding Reading CRBs by Student Demographic Group.

Group	2015	2016	2017	2018	N 2018
Native American/Alaska Native	--	57.1%	66.7%	56.3%	16
Asian	73.9%	70.9%	70.1%	70.1%	194
Black	31.6%	33.3%	31.0%	32.0%	1106
Hispanic/Latinx	38.6%	38.7%	36.1%	35.1%	963
Multiracial	70.3%	67.0%	66.8%	70.0%	433
Pacific Islander/Native Hawaiian	--	--	--	--	5
White	84.3%	84.9%	83.8%	82.2%	2169
Female	65.5%	66.6%	64.2%	63.8%	2367
Male	57.7%	57.7%	56.8%	56.1%	2519
No FRL	82.0%	80.3%	79.6%	79.0%	3026
FRL	32.0%	30.4%	29.7%	28.7%	1860
No IEP	66.9%	68.3%	66.2%	65.5%	4299
IEP	19.5%	16.7%	16.5%	18.2%	587

Table 6: Percent of Students Meeting or Exceeding Math CRBs by Student Demographic Group.

Group	2015	2016	2017	2018	N 2018
Native American/Alaska Native	--	42.9%	33.3%	35.3%	17
Asian	73.2%	70.3%	67.9%	70.4%	196
Black	24.8%	23.6%	22.2%	20.7%	1109
Hispanic/Latinx	34.5%	34.7%	34.8%	35.8%	958
Multiracial	69.1%	62.8%	65.2%	62.1%	430
Pacific Islander	--	--	--	--	5
White	81.0%	79.9%	81.0%	79.2%	2166
Female	58.1%	56.6%	56.7%	54.9%	2366
Male	57.1%	56.3%	56.0%	55.8%	2515
No FRL	77.6%	74.5%	75.5%	72.9%	3012
FRL	28.7%	25.1%	26.4%	27.0%	1869
No IEP	62.6%	62.0%	61.7%	60.2%	4329
IEP	18.2%	15.2%	15.9%	17.4%	552

Table 7 demonstrates disparities on MAP CRB attainment based on race and class, using free/reduced lunch eligibility as a measure of socioeconomic status (SES). Both socioeconomic status and race impact student outcomes. Within each racial group, low SES students reached CRBs at lower proportions than higher SES students. Students from historically underserved backgrounds overall had lower CRB attainment than students of historically privileged backgrounds, irrespective of SES. This suggests the ongoing persistence of structural barriers for students of color, which are compounded by economic factors.

Table 7: MAP CRB Attainment by Race and Lunch Status.

	Math		Reading	
	Free or Reduced	Full Price	Free or Reduced	Full Price
Native American/Alaska Native	27.3%	--	54.6%	--
Asian	53.0%	79.2%	50.8%	78.6%
Black	16.2%	33.3%	24.5%	52.8%
Hispanic/Latinx	26.9%	56.4%	22.9%	63.7%
Multiracial	36.0%	72.8%	40.8%	81.8%
Native Hawaiian/Pacific Islander	--	--	--	--
White	61.2%	80.8%	62.3%	83.9%

At or Below the 25th Percentile

The district is committed to advancing students from the bottom quartile to higher performance quartiles. In a normal distribution, the bottom quartile would include the lowest performing 25% of students. Relative to SY17, in SY18 the proportion of students in the first quartile decreased for both Reading and Math. This means that only 16.1% of students are scoring in the lowest quartile in Math and 15.6% in reading. The District is 3 percentage points away from its goal in reading and 4.7 percentage points away from its goal in Math.

Since the first year of the strategic plan, the percent of Asian, Black, and Hispanic/Latinx students scoring at or below the 25th percentile has increased in reading (e.g. more students are in the lowest quartile). In math the percent of Black students has increased. The scores of White students have remained relatively stable, again reflecting structural disadvantages faced by students of color in the education system.

Figure 5: Students Scoring in the First Quartile.

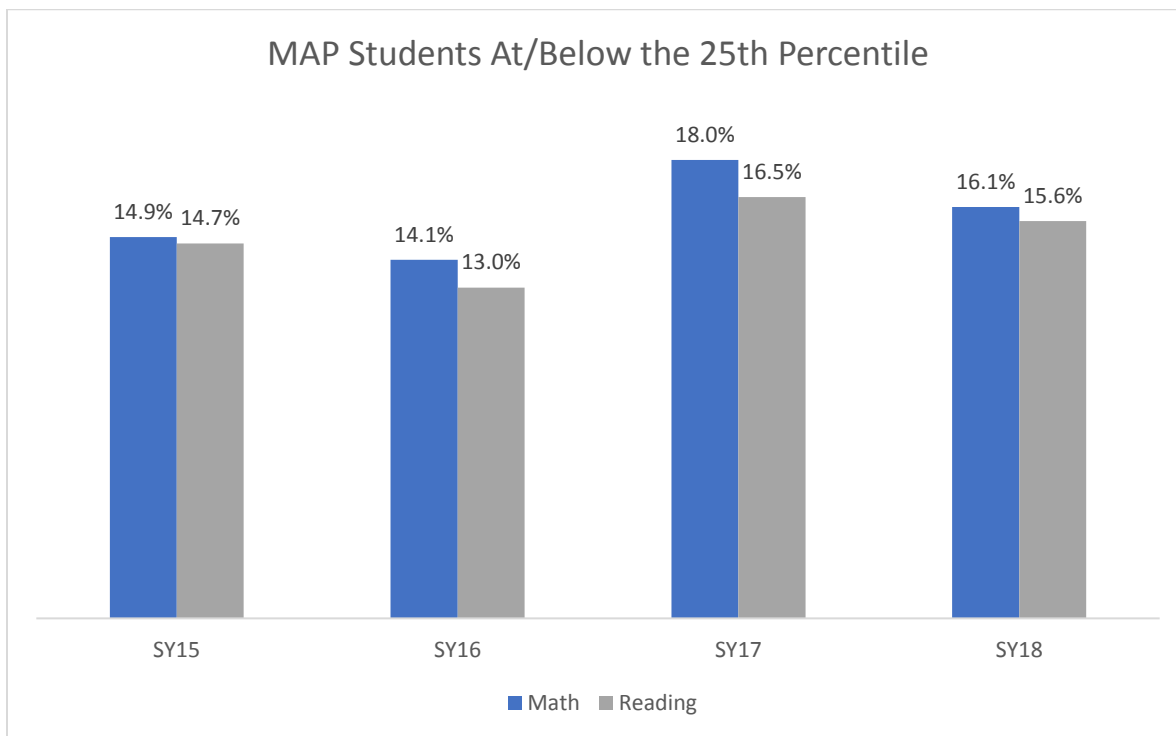


Table 8: Students Scoring in the First Quartile in Reading by Demographic Group.

Group	2015	2016	2017	2018	N 2018
Native American/Alaska Native	--	21.4%	20.0%	11.8%	17
Asian	9.0%	8.3%	11.6%	10.7%	196
Black	29.4%	26.3%	34.2%	30.5%	1106
Hispanic/Latinx	25.8%	24.2%	28.8%	27.9%	963
Multiracial	10.5%	8.5%	10.1%	8.1%	433
Pacific Islander/Native Hawaiian	--	--	--	--	5
White	3.2%	2.6%	3.5%	3.2%	2171
Female	10.6%	10.1%	12.8%	12.3%	2371
Male	18.4%	15.7%	19.8%	17.7%	2520
No FRL	4.4%	4.0%	5.2%	4.7%	3024
FRL	29.3%	28.6%	34.3%	31.9%	1867
No IEP	9.2%	7.4%	10.7%	10.3%	4342
IEP	56.4%	53.4%	59/2%	52.8%	549

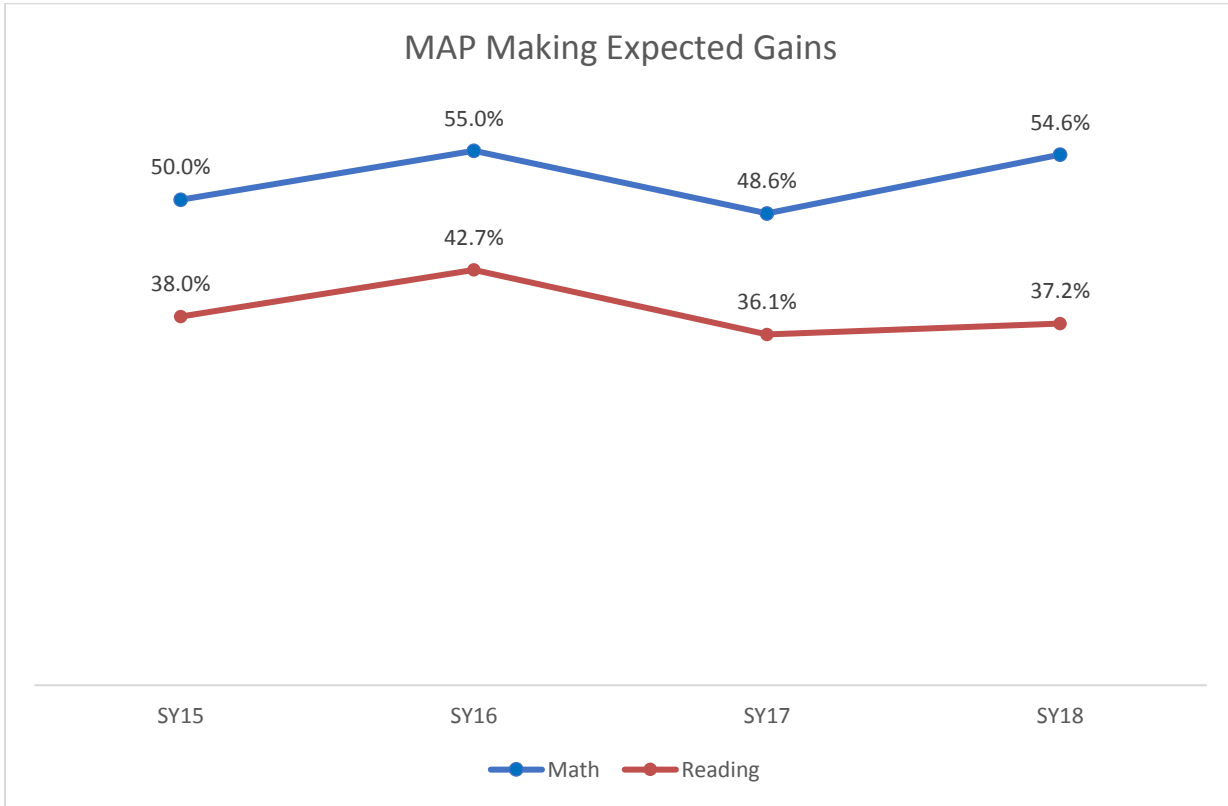
Table 9: Students Scoring in the First Quartile in Math by Demographic Group.

Group	2015	2016	2017	2018	N 2018
Native American/Alaska Native	7.7%	6.7%	5.9%	16.7%	18
Asian	8.2%	11.7%	14.2%	7.1%	226
Black	31.8%	30.8%	39.5%	35.0%	1270
Hispanic/Latinx	25.8%	21.2%	26.5%	24.6%	1143
Multiracial	9.2%	10.2%	11.8%	9.1%	495
Pacific Islander/Native Hawaiian	--	--	--	--	5
White	3.4%	3.3%	4.7%	3.5%	2543
Female	13.2%	12.7%	16.9%	14.6%	2778
Male	16.5%	15.4%	18.9%	16.3%	2922
No FRL	4.4%	4.9%	6.4%	5.2%	3529
FRL	30.3%	29.7%	36.0%	32.2%	2171
No IEP	10.5%	9.3%	12.6%	10.9%	5078
IEP	50.8%	48.9%	57.4%	52.6%	622

Expected Gains

Overall, the percent of students making expected gains increased in Math by 4.6% and decreased in Reading by 0.7% since the first year of the strategic plan. The District will need to increase the percent of students making expected gains by 2.3% in Math and 7.7% in Reading by 2020 to meet its outcome goals.

Figure 6: Students Making Expected Gains on MAP.



The percent of Black, Hispanic/Latinx, and Multiracial students making expected gains in reading remained relatively stable. Asian students saw an increase in students making expected gains in reading, while White students saw a decrease. Almost all racial groups saw an increase in students making expected gains in Math, particularly Black, Asian, and Hispanic/Latinx students. While this is encouraging, it is important to remember that although increasing numbers of students may be making expected gains, the absolute differences in levels of attainment may remain and opportunity gaps still exist.

Table 10: Students Making Expected Gains in Reading by Demographic Group.

Group	2015	2016	2017	2018	N 2018
Native American/Alaska Native	--	--	53.9%	46.2%	13
Asian	39.4%	37.3%	38.6%	45.8%	155
Black	35.7%	42.3%	33.4%	35.7%	855
Hispanic/Latinx	40.1%	42.0%	34.3%	39.5%	746
Multiracial	40.4%	37.9%	34.8%	40.1%	334
Pacific Islander/ Native Hawaiian	--	--	--	--	5
White	37.7%	44.7%	37.9%	35.5%	1720
Female	39.3%	43.0%	34.6%	39.7%	1851
Male	36.6%	42.5%	37.3%	34.7%	1977
No FRL	38.7%	43.5%	36.8%	35.9%	2373
FRL	36.8%	41.4%	34.6%	39.4%	1455
No IEP	37.7%	42.5%	36.3%	37.0%	3396
IEP	39.8%	44.7%	34.1%	39.1%	432

Table 11: Students Making Expected Gains in Math by Demographic Group.

Group	2015	2016	2017	2018	N 2018
Native American/Alaska Native	--	58.3%	42.9%	40.0%	15
Asian	53.9%	53.7%	58.5%	65.4%	182
Black	44.2%	50.0%	34.5%	47.0%	1025
Hispanic/Latinx	43.1%	54.6%	42.3%	51.4%	885
Multiracial	55.1%	53.0%	48.8%	54.7%	406
Pacific Islander	--	--	--	--	5
White	54.4%	58.1%	57.1%	59.0%	2086
Female	49.6%	54.4%	50.1%	54.4%	2228
Male	50.3%	55.7%	47.1%	54.8%	2376
No FRL	55.0%	57.4%	54.6%	57.4%	2854
FRL	42.4%	50.7%	38.4%	50.2%	1750
No IEP	50.9%	55.8%	50.7%	55.5%	4074
IEP	42.4%	48.8%	32.5%	48.3%	530

Growth Norms

The District monitors growth in MAP scores to in relation to similar schools nationwide. Percentile Rankings were determined according to NWEA methodologies using averaged RIT scores and averaged Conditional Growth Indices (Thum & Hauser, 2015). While the percentile scores of District 65 trended downward, the District remains above the national median in both math and reading. Growth percentiles decreased from SY 2016 to SY 2017; however, in total, District 65 is at or above national growth for the two year period in all areas excluding 6th grade math.

Table 12: Percentile Ranking of Reading MAP RIT Scores by Grade Compared to National Norms

Grade	SY15	SY16	SY17	SY18
3	84	83	75	73
4	83	83	82	78
5	81	83	80	79
6	82	83	79	82
7	84	87	85	86
8	88	90	90	88

Since SY 2015, reading MAP scores have remained relatively stable for 5th, 6th, 7th, and 8th graders and have shown downward trends for 4th graders.

Table 13: Percentile Ranking of Math MAP RIT Scores by Grade Compared to National Norms

Grade	SY15	SY16	SY17	SY18
2	65	55	51	60
3	82	72	67	72
4	87	82	82	77
5	85	81	83	83
6	78	74	69	72
7	83	88	84	83
8	92	92	92	90

Since SY 2015, math MAP scores have remained relatively stable for 4th, 5th, 7th, and 8th graders and have shown downward trends for 2nd, 3rd, and 6th graders.

Table 14: Percentile Ranking of MAP Reading Growth Compared to National Norms

Grade	SY15	SY16	SY17	SY18
3	-	-	-	-
4	56	61	49	61
5	53	63	50	53
6	51	63	45	57
7	58	63	51	60
8	57	67	57	60

MAP Reading Growth has remained relatively stable since SY 2015 for all grade levels.

Table 15: Percentile Ranking of MAP Math Growth Compared to National Norms

Grade	SY15	SY16	SY17	SY18
3	63	72	53	75
4	70	69	58	71
5	55	58	53	62
6	32	43	25	35
7	53	74	58	69
8	65	75	60	66

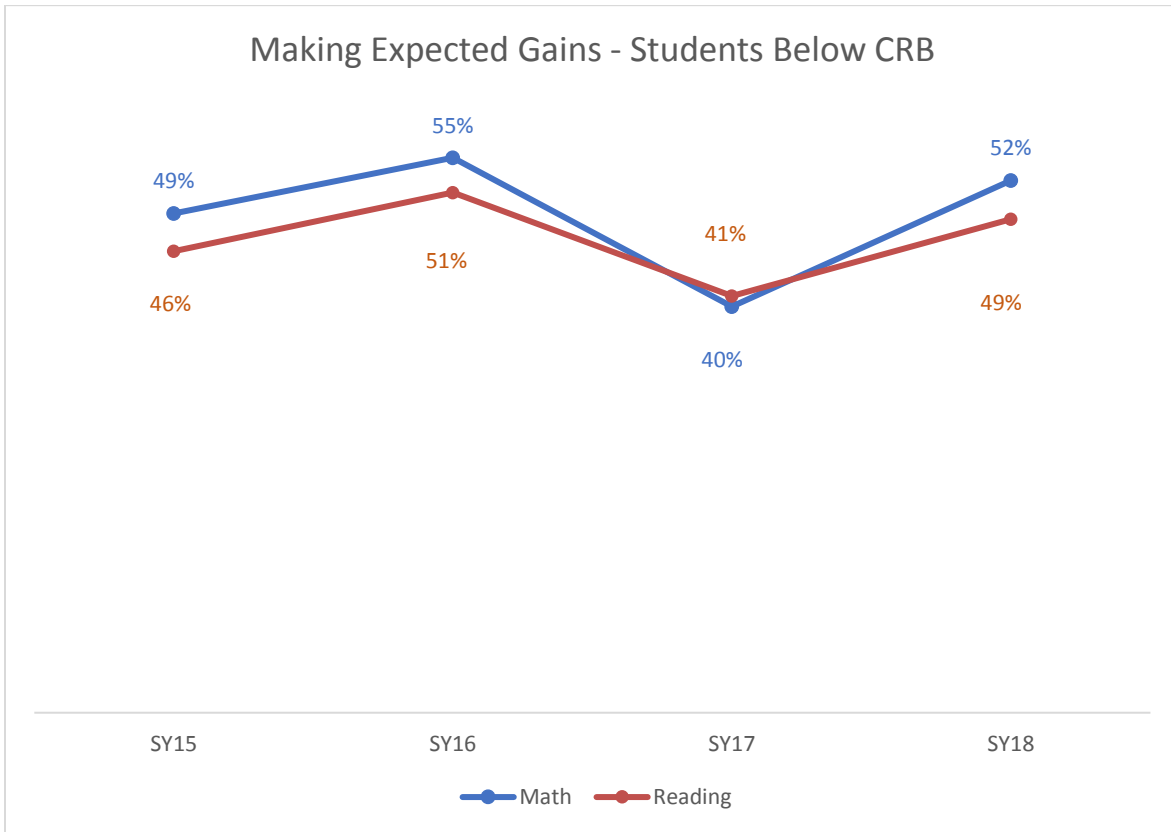
MAP Math Growth has remained relatively stable since SY 2015 for all grade levels, though 6th grade growth percentiles remain low compared to other grade levels in District 65. Growth has increased in all grade levels in both reading and math between SY17 and SY18.

Growth and CRB Attainment

Growth on MAP also varies by CRB attainment. The following tables show student attainment of expected gains for the current year based on whether they met college readiness benchmarks the previous spring.

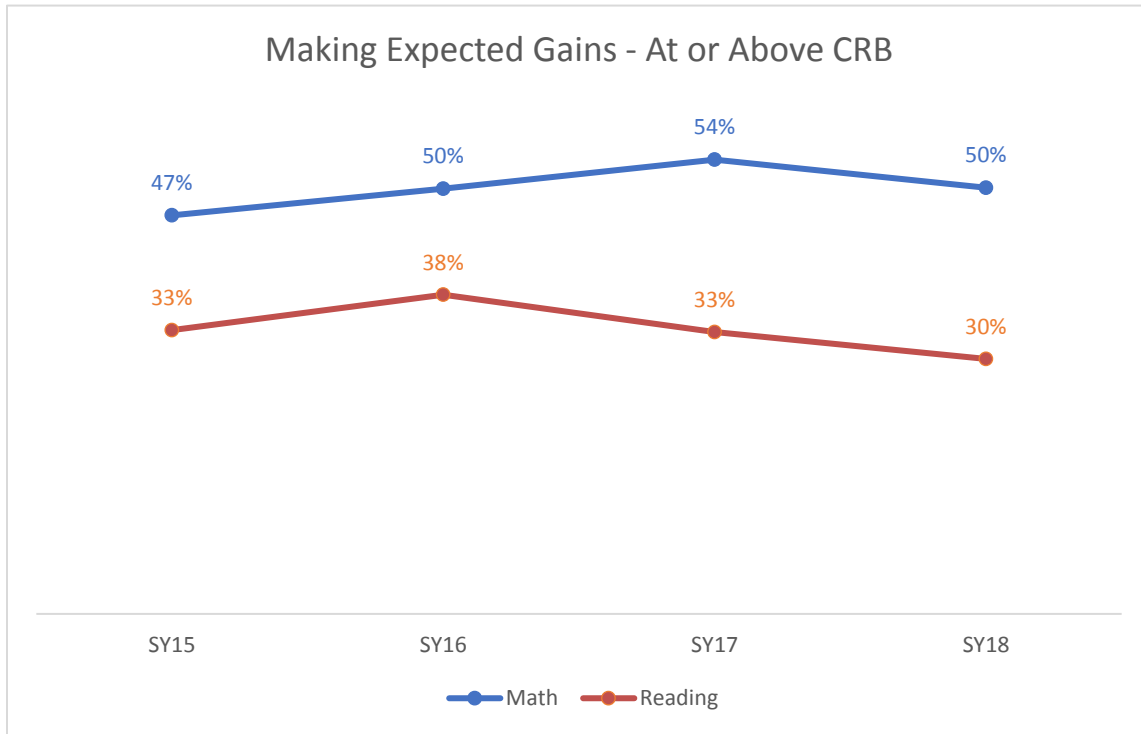
Since SY 2015, the average proportion of students who make expected gains has remained stable over the last four years for students who did not reach CRBs in the corresponding subject area.

Figure 7: Gains of Students Scoring Below CRBs.



Students at or above CRBs in Math saw growth in the percent making expected gains for that subject. This measure has remained relatively stable over the past four years, with a slight upward trend in math and a slight downward trend in reading. Reading saw a downward trend over the past three years, and has decreased 8 percentage points since SY 2016.

Figure 8: Gains of Students Scoring at or Above CRBs.



Partnership for Assessment of Readiness for College Careers (PARCC)

The 2017-2018 school year was the fourth year of implementation for the PARCC exam. Because the PARCC assessment underwent restructuring after SY 2015, this report will focus on comparisons from SY 2016 to the present. From 2016 to 2018, the performance level of District 65 students in ELA remained relatively constant. The District proportions of those meeting standards on ELA continue to be higher than IL averages.

Figure 9: PARCC Performance Level Distribution in English Language Arts. Levels 4 and 5 indicate meeting and exceeding PARCC standards, respectively.

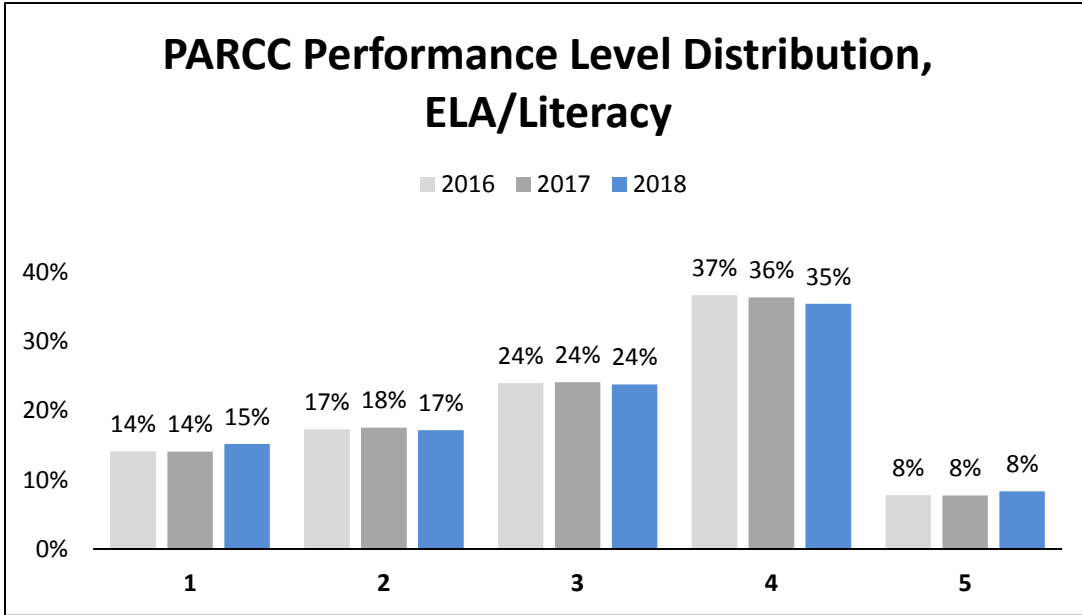
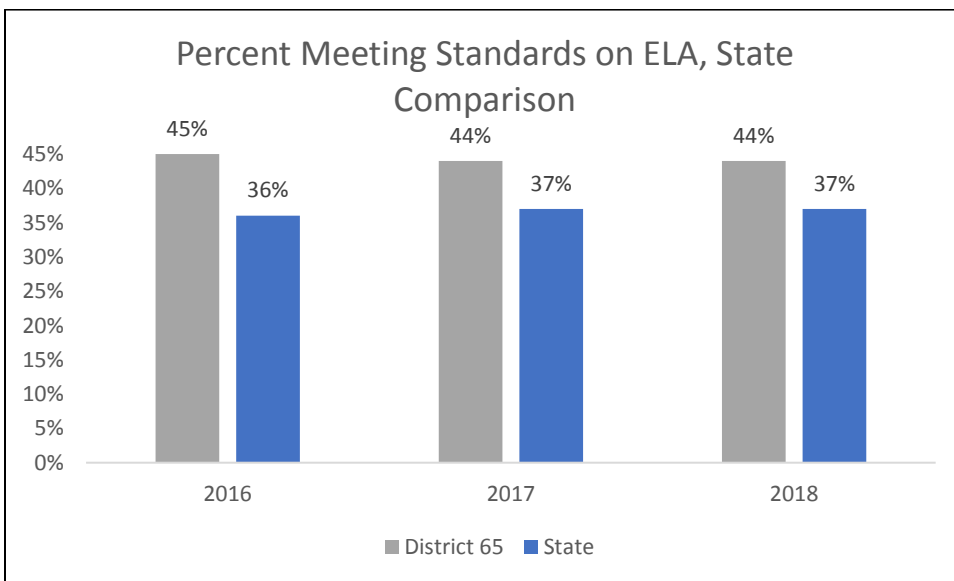


Figure 10: D65 and Illinois Statewide ELA Performance.



Generally, the math content area saw more students in performance levels 1-3 and less in 4-5, indicating fewer students meeting or exceeding PARCC standards. The proportion of students meeting standards in Math district wide continue to be above state averages.

Figure 11: PARCC Performance Level Distribution in Math.

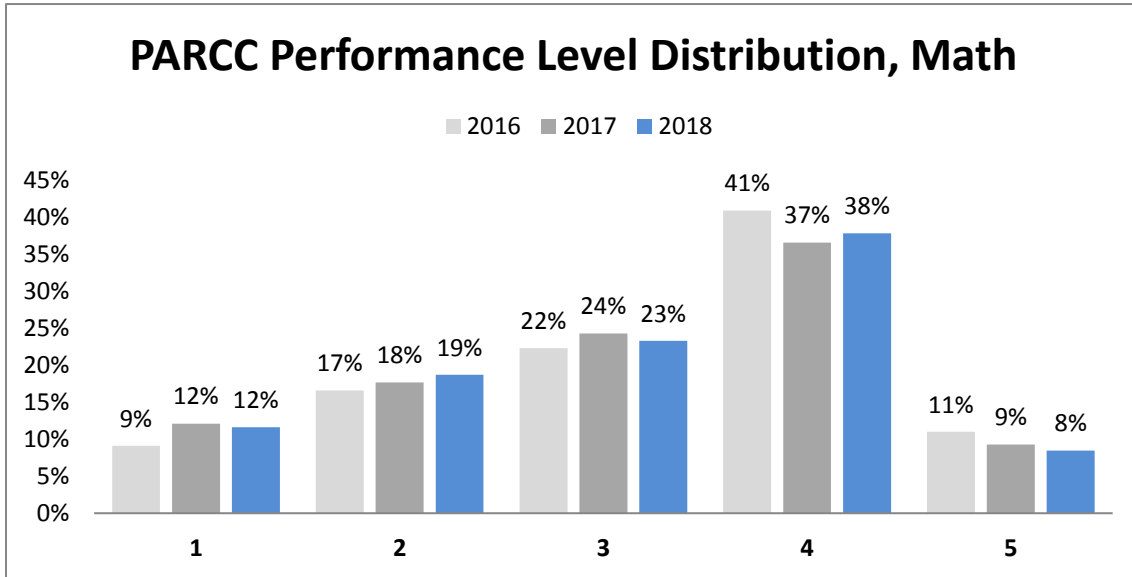
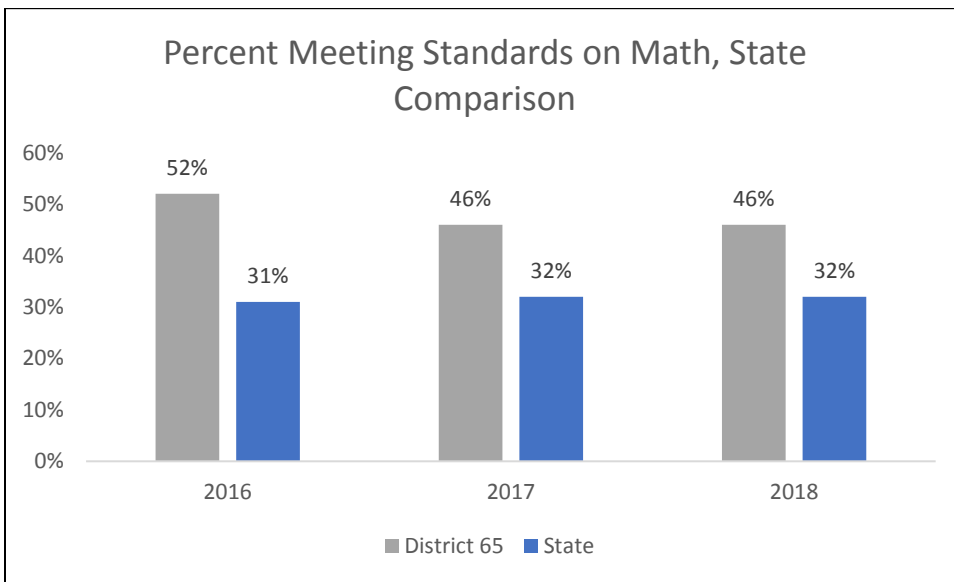


Figure 12: D65 and Illinois Statewide Math Performance.



The persistence of disparities can be seen in the increasing gaps in percent of White students meeting benchmarks relative to Asian, Black, and Hispanic/Latinx students on PARCC. Achievement continues to vary across socioeconomic status and IEP status, though these gaps seem to be slightly narrowing.

Table 16: PARCC ELA by Demographic Group.

Group	2016	2017	2018	N 2018
Asian	59.7%	55.0%	55.6%	196
Black	18.1%	17.0%	17.8%	1025
Hispanic/Latinx	24.8%	23.6%	23.5%	912
Multiracial	48.2%	53.2%	54.2%	404
Native American	33.3%	46.7%	35.3%	17
Pacific Islander	-	-	-	4
White	64.9%	65.1%	64.5%	2009
Female	53.8%	52.0%	52.4%	2185
Male	35.7%	37.6%	37.0%	2382
No FRL	61.1%	61.1%	60.4%	2816
FRL	16.2%	14.8%	18.6%	1751
No IEP	49.8%	49.4%	48.9%	4044
IEP	6.6%	6.6%	9.6%	523

In the math content area, all demographic groups experienced a decrease in percent meeting or exceeding benchmarks. An opportunity gap between White students and students of color persists.

Table 17: PARCC Math by Demographic Group.

Group	2016	2017	2018	N 2018
Asian	70.0%	65.4%	65.7%	198
Black	20.9%	15.4%	15.4%	1030
Hispanic/Latinx	29.5%	23.5%	26.4%	917
Multiracial	57.9%	50.8%	53.4%	399
Native American	41.7%	13.3%	23.5%	17
Pacific Islander	-	-	-	4
White	75.1%	69.6%	70.0%	1998
Female	55.1%	48.0%	47.9%	2184
Male	48.9%	44.7%	46.3%	2379
No FRL	70.2%	63.5%	63.5%	2804
FRL	20.9%	15.8%	20.9%	1759
No IEP	57.6%	50.9%	51.5%	4045
IEP	10.8%	10.7%	12.2%	518

Dynamic Learning Maps Assessment (DLM)

The DLM assesses the academic progress of students with cognitive disabilities. English/Language Arts (ELA) and Math scores have trended downward over the past three school years. More students scored in the bottom two performance levels and fewer in the top two performance levels in both ELA and Math.

Figure 13: ELA DLM Performance Distribution.

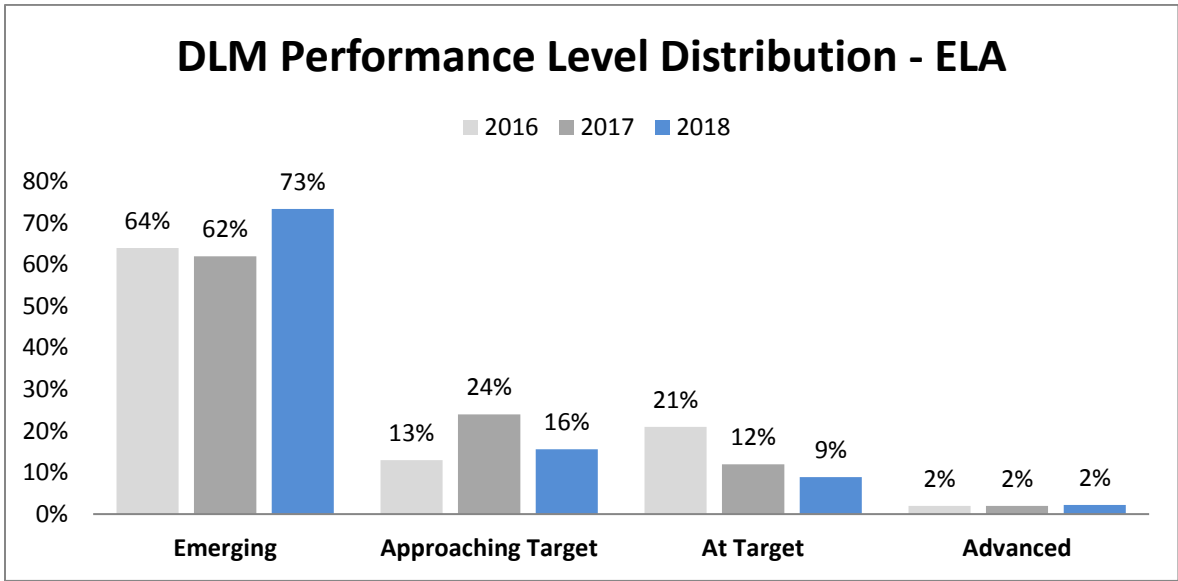
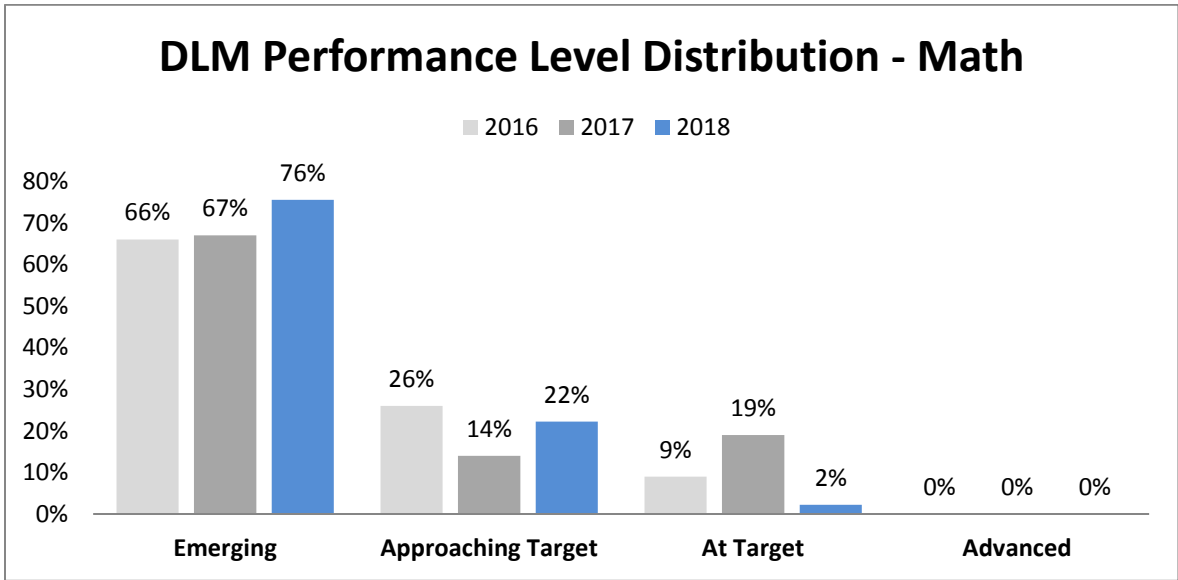
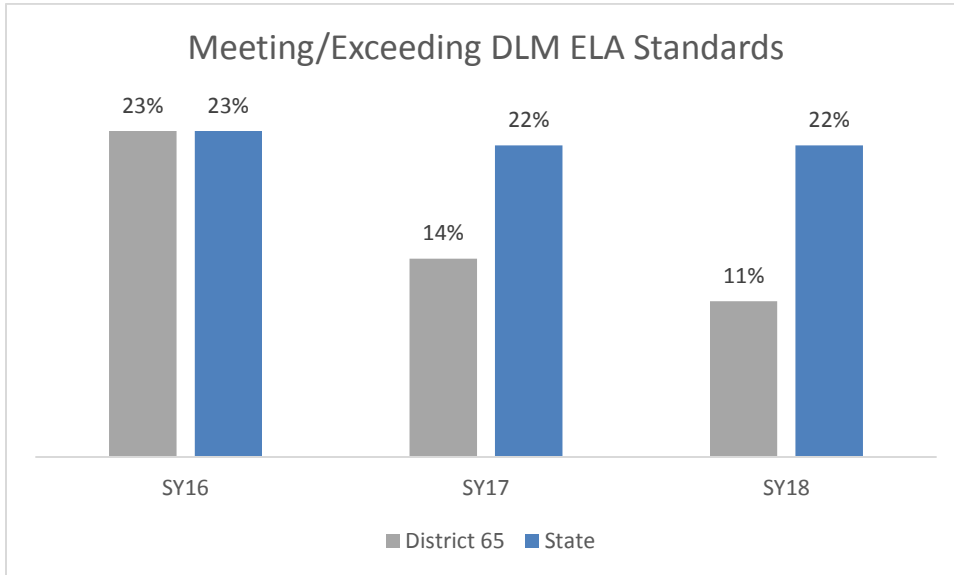


Figure 14: Math DLM Performance Distribution.



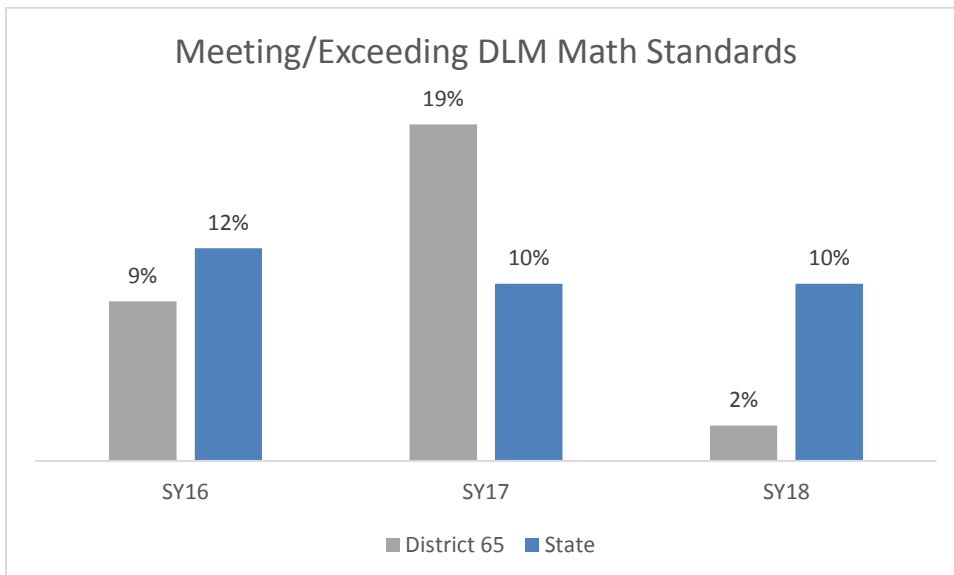
Proportions of District students meeting DLM ELA standards are lower than state averages, and this gap has increased since SY 2016.

Figure 15: D65 and Illinois Statewide DLM ELA Performance.



While there seems to be substantial variation in students meeting DLM Math benchmarks, for SY 2018 the District was below state averages.

Figure 16: D65 and Illinois Statewide DLM Math Performance.



District 65 does not report data for DLM disaggregated by demographic group; with a total of 42 students assessed using the DLM, the scores would be uniquely identifiable.

Illinois Science Assessment (ISA)

The ISA assesses the science performance of students in grades 5 and 8 in areas of Earth/Space Sciences, Engineering, Technology, and Application of Science, Life Science, and Physical Science.

Most racial groups saw a slight increase in ISA proficiency, except for Hispanic/Latinx students whose proportion meeting benchmarks has decreased 19 percentage points since SY 2016. Achievement continues to vary across racial groups.

Table 18: ISA Proficiency by Demographic Group.

Group	SY16	SY17	SY18	N SY18
Native American	--	--	--	4
Asian	77%	68%	80%	61
Black	35%	31%	37%	375
Native Hawaiian	--	--	--	2
Hispanic/Latinx	67%	44%	48%	301
Multiracial	64%	72%	71%	142
White	83%	86%	85%	730
Female	66%	65%	71%	799
Male	59%	63%	60%	816
No FRL	80%	82%	81%	1029
FRL	35%	34%	38%	586
No IEP	68%	69%	71%	1420
IEP	23%	22%	24%	195
All Students	63%	64%	65%	1615

Technical Notes

ISEL

ISEL is administered to students in kindergarten through grade 2. In this report, District 65 focuses on fall ISEL in Kindergarten, which consists of five snapshots of early literacy skills. A skill is considered Kindergarten Ready when a student scores at or above the 50th percentile. The District considers students who achieve this milestone on at least four of the snapshots to be Kindergarten Ready.

A skill is considered mastered when a student commits two or fewer errors on the Alphabet snapshot, or one or fewer errors on all other snapshots. A student with two or more ISEL subsets mastered shows advanced competence in early literacy skills. A student is considered to have a specific area of need if they are performing below the 20th percentile on ISEL statewide; specific areas of need indicate that a student requires additional attention to catch up to peers.

New ISEL norms were introduced in the Fall 2018 testing period. This report used 2018 benchmarks to norm historical and current data to allow for historical comparison.

Some students were excluded from the sample due to missing data. Prior to SY 2018, only four snapshots were assessed. Thus, any student pre-SY 2018 who had data for three or less snapshots cannot be assigned a K-readiness designation. For SY 2018 and 2019, all five snapshots were assessed, and thus any student missing data for at least one snapshot was also excluded.

MAP

MAP is the District's primary method of assessing student academic performance. Students who score at or above college readiness benchmarks as assigned by the vendor are performing between the 61st and 74th percentiles in math or between the 59th and 67th percentiles in reading (Thum and Matta, 2015).

In 2015, NWEA released a study that updated the growth norms on which our metrics of expected gains are based (Thum & Hauser, 2015). All growth measures for current and historical data have been renormed to allow for year to year comparison.

The norms allow comparison of each student's growth (from one spring to the next) with a national average for students with the same starting achievement level. These comparisons are aggregated into an indicator called "making expected gains." This indicator signifies the percentage of students who grow at least as much as the average student beginning at the same achievement level.

"Making expected gains" is calculated using the average student score and corresponding standard errors. If a student increases as many scale score points as the sum of the average score and the standard errors of the pre- and post-assessments, then that student is considered to be "making expected gains."

PARCC

Following the first year of implementation, in the 2015-2016 school year PARCC made several changes to the design of the test to streamline the testing experience for students and teachers. While these alterations make administration of the test easier for teachers and students, they constitute a substantial change in the testing environment. Thus, comparisons of the 2014-2015 school year to subsequent school years are less reflective of real changes in students' performance level and have been excluded from this report.

Mobility

The data presented throughout this report includes all students enrolled in each year. The objective of the report is to provide transparency into the performance of students enrolled in the district. However, readers should use caution in drawing conclusions about District 65's progress because of the effects of student mobility.

In District 65, 93% of students enrolled on the last day of school reenroll the next school year. This percentage of students not affected by mobility is even smaller when new student enrollments are considered.

The Consortium on Chicago School Research (CCSR) indicates that student mobility can create problems in analysis of learning and program effectiveness. In five years, the average urban school has more than 50% turnover in students (de la Torre & Gwynne, 2015). While this turnover is less in Evanston, the statistic is still striking. One third of students turn over within five years; this is exclusive of students who graduate from grade 8.

This problem is more pronounced when this mobility is disaggregated by demographic group. The same CCSR report indicates that differences in mobility rates among demographic groups is vast (de la Torre & Gwynne, 2015). For instance, a Black student is more than three times more likely to experience some sort of school mobility than a White student. As a result, caution should be used in interpreting demographic group data trends.

Appendix A: Strategic Plan Scorecard

Table A-1: Strategic Plan Scorecard

Outcome Indicator		2014-15	2015-16	2016-17	2017-18	Change from 2014-15	Change from 2016-17	
Academic Outcomes	% meeting college readiness benchmarks in reading	61.5%	62.1%	60.4%	59.8%	-1.6%	-0.6%	
	% meeting college readiness benchmarks in math	57.6%	56.4%	56.4%	55.3%	-1.6%	-1.1%	
	% at or below the 25th percentile in reading	14.6%	13.0%	16.5%	15.6%	1.0%	-0.9%	
	% at or below the 25th percentile in math	14.9%	14.1%	18.0%	16.1%	2.0%	-1.9%	
	% making expected gains in reading							
	All students	37.9%	42.7%	36.1%	37.2%	-0.8%	1.1%	
	Students meeting college readiness benchmarks in reading	44.0%	33.4%	33.2%	30.0%	-3.4%	-3.2%	
	Students not meeting college readiness benchmarks in reading	28.1%	45.5%	41.1%	48.7%	3.1%	7.6%	
	% making expected gains in math							
	All students	49.9%	55.0%	48.6%	54.6%	6.7%	6.0%	
	Students meeting college readiness benchmarks in math	60.9%	50.1%	53.5%	50.2%	3.5%	-3.3%	
	Students not meeting college readiness benchmarks in math	34.2%	54.7%	40.0%	52.5%	2.9%	12.5%	
College Readiness Detail	% meeting college readiness benchmarks in reading:							
	Students who qualify for free/reduced lunch	32.0%	30.4%	29.7%	28.7%	-3.2%	-1.0%	
	Students who do not qualify for free/reduced lunch	82.0%	80.3%	79.6%	79.0%	-2.9%	-0.6%	
	African American/Black	31.6%	33.3%	31.0%	32.0%	0.6%	1.0%	
	Asian	73.9%	70.9%	70.1%	70.1%	-3.8%	0.0%	
	Hispanic/Latino	38.6%	38.7%	36.1%	35.1%	-3.6%	-1.0%	
	Multi-Racial	70.3%	67.0%	66.8%	70.0%	-0.3%	3.2%	
	White	84.2%	84.9%	83.8%	82.2%	-2.0%	-1.6%	
	Students with disabilities (IEP)	19.5%	16.7%	16.5%	18.2%	-1.1%	1.7%	
	% meeting college readiness benchmarks in math:							
	Students who qualify for free/reduced lunch	28.7%	25.1%	26.4%	26.5%	-1.7%	0.1%	
	Students who do not qualify for free/reduced lunch	77.6%	74.5%	75.5%	73.2%	-3.7%	-2.3%	
	African American/Black	24.8%	23.6%	22.2%	20.7%	-3.6%	-1.5%	
	Asian	73.2%	70.3%	67.9%	71.1%	-1.5%	3.2%	
	Hispanic/Latino	34.5%	34.7%	34.8%	35.8%	1.7%	1.0%	
	Multi-Racial	69.1%	62.8%	65.2%	62.1%	-6.2%	-3.1%	
	White	81.0%	79.9%	81.0%	79.2%	-1.1%	-1.8%	
	Students with disabilities (IEP)	18.1%	15.2%	15.9%	17.3%	0.1%	1.4%	

Appendix B: Assessments by School

Table B-1: ISEL Kindergarten Readiness by School.

School	2015	2016	2017	2018	N 2018
Dawes	44.4%	37.7%	33.3%	47.8%	67
Dewey	56.4%	55.7%	56.6%	66.2%	65
Lincoln	56.8%	57.1%	57.6%	55.3%	85
Lincolnwood	56.7%	49.1%	56.9%	55.1%	69
Oakton	58.1%	60.7%	72.6%	62.3%	69
Orrington	63.8%	82.1%	67.6%	50.7%	68
Walker	34.0%	51.1%	50.0%	45.6%	57
Washington	47.0%	55.1%	54.9%	47.8%	69
Willard	62.1%	73.2%	63.6%	62.3%	61
Kingsley	42.6%	57.8%	68.6%	61.8%	55
King Arts	48.1%	41.8%	55.6%	51.7%	58
Rhodes	47.5%	64.1%	57.6%	58.8%	34

Table B-2: DRA Benchmarks by School.

School	2015	2016	2017	2018	N 2018
Dawes	77%	76%	72%	78%	227
Dewey	84%	80%	77%	81%	315
Lincoln	77%	82%	77%	76%	327
Lincolnwood	87%	89%	88%	89%	265
Oakton	72%	75%	78%	73%	254
Orrington	70%	81%	80%	79%	248
Walker	86%	82%	80%	84%	233
Washington	76%	72%	79%	77%	375
Willard	74%	81%	79%	82%	343
King Arts	79%	81%	84%	75%	231
Kingsley	83%	84%	88%	87%	246
Rhodes	76%	84%	84%	89%	153

Table B-3: MAP Reading CRBs by School.

School	2015	2016	2017	2018	N 2018
Chute	47%	49%	49%	51%	575
Haven	67%	67%	63%	64%	803
Nichols	66%	65%	65%	66%	708
Dawes	55%	49%	43%	39%	194
Dewey	69%	69%	70%	71%	243
Lincoln	67%	71%	69%	69%	252
Lincolnwood	70%	71%	70%	66%	210
Oakton	45%	47%	42%	44%	190
Orrington	74%	74%	75%	72%	197
Walker	50%	52%	53%	53%	188
Washington	61%	63%	62%	57%	259
Willard	69%	71%	69%	67%	261
King Arts	57%	57%	55%	55%	352
Kingsley	65%	71%	67%	61%	208
Rhodes	65%	61%	58%	56%	222

Table B-4: MAP Math CRBs by School.

School	2015	2016	2017	2018	N 2018
Chute	37%	39%	38%	39%	568
Haven	62%	65%	63%	60%	792
Nichols	58%	57%	58%	57%	707
Dawes	56%	50%	43%	45%	195
Dewey	69%	61%	66%	68%	244
Lincoln	63%	59%	62%	63%	252
Lincolnwood	71%	64%	66%	65%	210
Oakton	37%	40%	40%	44%	190
Orrington	71%	75%	71%	69%	199
Walker	57%	47%	59%	50%	188
Washington	60%	61%	59%	60%	260
Willard	68%	70%	69%	69%	261
King Arts	55%	50%	53%	50%	354
Kingsley	62%	59%	62%	57%	210
Rhodes	62%	60%	54%	47%	222

Table B-5: Students Scoring in Q1 on MAP Reading by School

School	2015	2016	2017	2018	N 2018
Chute	19%	16%	20%	19%	584
Haven	10%	8%	12%	12%	813
Nichols	11%	10%	12%	9%	719
Dawes	21%	24%	32%	29%	200
Dewey	13%	11%	12%	13%	243
Lincoln	11%	9%	14%	16%	260
Lincolnwood	13%	11%	15%	14%	214
Oakton	25%	25%	32%	29%	203
Orrington	14%	12%	9%	15%	198
Walker	24%	23%	19%	22%	192
Washington	19%	16%	19%	16%	262
Willard	16%	9%	11%	9%	266
King Arts	14%	11%	18%	15%	357
Kingsley	14%	11%	18%	15%	211
Rhodes	7%	10%	14%	12%	222

Table B-6: Students Scoring in Q1 on MAP Math by School

School	2015	2016	2017	2018	N 2018
Chute	19%	18%	24%	21%	576
Haven	9%	8%	13%	13%	801
Nichols	13%	11%	12%	11%	718
Dawes	18%	20%	27%	29%	263
Dewey	11%	12%	14%	10%	335
Lincoln	11%	12%	16%	16%	335
Lincolnwood	10%	10%	13%	14%	271
Oakton	34%	26%	28%	29%	267
Orrington	11%	11%	14%	10%	258
Walker	21%	23%	27%	20%	250
Washington	18%	11%	20%	15%	372
Willard	11%	10%	11%	9%	362
King Arts	16%	16%	20%	19%	417
Kingsley	18%	15%	17%	12%	281
Rhodes	9%	13%	16%	18%	261

Table B-7: MAP Reading Expected Gains by School.

School	2015	2016	2017	2018	N 2018
Chute	25%	40%	32%	32%	542
Haven	32%	37%	26%	30%	761
Nichols	34%	41%	35%	33%	667
Dawes	57%	42%	41%	44%	117
Dewey	48%	45%	50%	48%	157
Lincoln	47%	54%	42%	40%	163
Lincolnwood	46%	45%	44%	32%	124
Oakton	40%	59%	39%	56%	121
Orrington	46%	50%	60%	51%	115
Walker	44%	58%	52%	42%	125
Washington	37%	51%	42%	45%	178
Willard	51%	58%	48%	41%	162
King Arts	36%	40%	30%	40%	280
Kingsley	46%	44%	38%	45%	128
Rhodes	48%	36%	35%	38%	176

Table B-8: MAP Math Expected Gains by School.

School	2015	2016	2017	2018	N 2018
Chute	41%	49%	38%	41%	544
Haven	37%	47%	44%	42%	760
Nichols	43%	50%	46%	47%	669
Dawes	60%	55%	42%	60%	173
Dewey	68%	58%	65%	69%	229
Lincoln	56%	61%	50%	68%	238
Lincolnwood	64%	58%	63%	60%	196
Oakton	46%	65%	45%	55%	175
Orrington	63%	71%	57%	75%	182
Walker	53%	46%	64%	63%	176
Washington	54%	68%	47%	69%	249
Willard	66%	72%	65%	68%	250
King Arts	50%	51%	50%	56%	343
Kingsley	56%	61%	47%	62%	187
Rhodes	55%	55%	44%	55%	217

Table B-9: PARCC ELA by School.

School	2015	2016	2017	2018	N 2018
Chute	39%	33%	37%	34%	477
Haven	54%	48%	46%	44%	794
Nichols	48%	41%	45%	42%	633
Dawes	43%	36%	26%	24%	183
Dewey	58%	55%	56%	63%	236
Lincoln	46%	51%	46%	54%	239
Lincolnwood	62%	53%	54%	50%	197
Oakton	21%	28%	29%	40%	177
Orrington	63%	64%	55%	59%	193
Walker	38%	37%	44%	41%	186
Washington	45%	47%	48%	45%	247
Willard	55%	55%	56%	53%	262
Kingsley	56%	55%	55%	55%	203
King Arts	41%	39%	37%	41%	299
Rhodes	49%	44%	45%	41%	216

Table B-10: PARCC Math by School.

School	2015	2016	2017	2018	N 2018
Chute	33%	28%	28%	27%	475
Haven	56%	56%	48%	48%	784
Nichols	51%	50%	44%	43%	634
Dawes	33%	42%	30%	31%	186
Dewey	59%	64%	60%	63%	232
Lincoln	45%	61%	50%	56%	245
Lincolnwood	59%	68%	60%	62%	198
Oakton	18%	29%	27%	36%	178
Orrington	59%	73%	70%	67%	193
Walker	42%	48%	53%	56%	187
Washington	43%	57%	51%	54%	248
Willard	60%	70%	60%	62%	261
Kingsley	50%	59%	53%	53%	203
King Arts	51%	46%	40%	41%	299
Rhodes	49%	54%	46%	41%	215

Table B-11: ISA Proficiency by School.

School	2016	2017	2018	N 2018
Chute	54%	57%	58%	203
Haven	68%	68%	71%	271
Nichols	67%	70%	70%	198
Dawes	70%	53%	44%	66
Dewey	75%	60%	76%	82
Lincoln	69%	62%	73%	86
Lincolnwood	60%	77%	61%	70
Oakton	39%	48%	39%	75
Orrington	69%	80%	86%	71
Walker	40%	49%	52%	67
Washington	57%	60%	66%	92
Willard	69%	78%	74%	92
King Arts	61%	56%	58%	122
Kingsley	61%	66%	70%	73
Rhodes	63%	63%	70%	47

Appendix C: Assessments by Grade

Table C-1: DRA Benchmarks by Grade.

Grade	2015	2016	2017	2018	N 2017
K	70%	79%	81%	79%	802
1	74%	78%	78%	80%	810
2	83%	84%	82%	83%	811
3	86%	80%	79%	78%	794

Table C-2: MAP Reading CRBs by Grade

Grade	2015	2016	2017	2018	N 2018
3	64%	64%	59%	57%	823
4	64%	64%	63%	59%	808
5	60%	63%	61%	62%	885
6	61%	62%	59%	61%	798
7	58%	58%	58%	59%	788
8	62%	61%	62%	61%	788

Table C-3: MAP Math CRBs by Grade

Grade	2015	2016	2017	2018	N 2018
3	60%	55%	54%	56%	827
4	64%	60%	61%	55%	809
5	61%	61%	62%	62%	887
6	55%	52%	50%	52%	783
7	52%	54%	54%	52%	807
8	53%	56%	57%	53%	777

Table C-4: Students Scoring in Q1 on MAP Reading by Grade.

Grade	2015	2016	2017	2018	N 2018
3	15%	14%	18%	18%	823
4	16%	15%	18%	18%	808
5	18%	15%	19%	15%	885
6	15%	15%	17%	16%	798
7	12%	11%	15%	13%	788
8	10%	7%	11%	10%	788

Table C-5: Students Scoring in Q1 on MAP Math by Grade.

Grade	2015	2016	2017	2018	N 2018
3	13%	15%	19%	14%	827
4	16%	13%	16%	14%	809
5	15%	14%	18%	17%	887
6	16%	17%	21%	18%	783
7	15%	12%	15%	15%	798
8	9%	8%	11%	11%	777

Table C-6: MAP Reading Expected Gains by Grade.

Grade	2015	2016	2017	2018	N 2018
4	50%	51%	48%	51%	748
5	44%	49%	39%	58%	835
6	29%	41%	30%	30%	742
7	34%	36%	30%	35%	747
8	32%	38%	32%	31%	755

Table C-7: MAP Math Expected Gains by Grade.

Grade	2015	2016	2017	2018	N 2018
3	61%	69%	53%	72%	758
4	67%	66%	58%	66%	752
5	52%	51%	52%	57%	843
6	22%	24%	22%	21%	735
7	45%	60%	53%	58%	768
8	53%	60%	53%	52%	748

Table C-8: PARCC ELA by Grade.

Grade	2015	2016	2017	2018	N 2018
3	46%	47%	42%	43%	789
4	51%	48%	48%	49%	787
5	48%	48%	47%	50%	828
6	46%	44%	44%	45%	767
7	48%	38%	44%	41%	718
8	49%	42%	41%	36%	678

Table C-9: PARCC Math by Grade.

Grade	2015	2016	2017	2018	N 2018
3	49%	58%	49%	50%	791
4	49%	59%	52%	53%	791
5	44%	56%	51%	56%	830
6	46%	46%	40%	40%	766
7	46%	44%	38%	44%	708
8	50%	48%	45%	38%	677

Table C-10: ISA Proficiency by Grade.

Grade	2016	2017	2018	N 2018
5	62%	63%	64%	837
8	64%	65%	67%	778