



2018-2019

ACHIEVEMENT & ACCOUNTABILITY REPORT



**EVANSTON/SKOKIE
SCHOOL DISTRICT 65**



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our **SCHOOLS**

10
elementary
schools (K-5)

3
middle
schools (6-8)

2
magnet
schools (K-8)

1
early childhood
center (birth-5)

1
self-contained special
education school (ages 3-22)

1
therapeutic
day school

8 schools with English as a Second Language Program

Chute Middle School
Haven Middle School
Nichols Middle School
Dawes Elementary
Lincoln Elementary
Orrington Elementary
Walker Elementary
Joseph E. Hill Early Childhood Center

6 schools with a dual language program

Bessie Rhodes (K & 1st grade only)*
Dawes Elementary
Dewey Elementary
Oakton Elementary
Washington Elementary
Willard Elementary

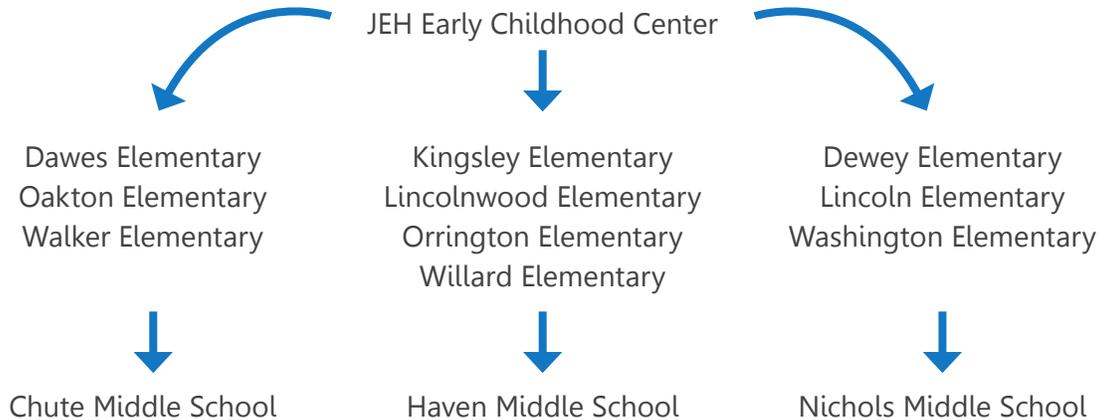
4 schools with bilingual support programs

Chute Middle School
Haven Middle School
Nichols Middle School
Joseph E. Hill Early Childhood Center

1 school with an African Centered Curriculum program

Oakton Elementary

DISTRICT 65 FEEDER PATTERN



*As students move to the next grade level, the Two-Way Immersion program will expand annually Bessie Rhodes until it is offered in kindergarten through eighth grades.

our STUDENTS



**STEAM
PROJECT
SHOWCASE**

City of Evanston

- Approximately 850 sixth graders participated in Evanston's Citywide **STEAM Project Showcase** this spring. Students tackled Evanston's most pressing environmental issues using design thinking to develop solutions and prototype ideas for challenges as identified in the City of Evanston's Climate Action & Resilience Plan
- At **Washington Elementary**, over 30 fifth grade students supported younger students at the school by serving as mentors and school leaders through academic, social, and emotional development learning opportunities.
- Staff and eighth grade students from **Chute Middle School** led the first student summit focused on racial equity.
- Four students at **Dr. Bessie Rhodes School of Global Studies** were State Champions in Debate, with two placing on Varsity and two placing on the Junior Varsity team.
- At **Lincoln Elementary**, student vision and creativity was celebrated through the student-led yearbook committee and school newspaper! Students are also playing an active role in the Kindness Club which meets monthly to identify ways to spread kindness within and beyond the school community.
- Five of the seven 'Problem Solvers' teams from **Lincolnwood Elementary** advanced to the State Competition, with all five attaining ribbons in the Oral or Video Presentation categories.
- Fourth and fifth graders from **Walker Elementary** participated in Battle 2.0, with 18 students participating in Walker's Battle of the Books. Nine of the students accomplished reading all 18 titles!
- This year's annual districtwide choral event at **King Arts** was a tremendous success and brought together students from schools across the district. Students from **Park School** participated this year, using percussion instruments and instruments with switch technology to carry the beat for the performance, alongside peer students from **Orrington Elementary**.
- **Dewey Elementary** students earned three team trophies at the annual districtwide chess tournament. Teams won First Place Overall for the 2nd and 3rd grade Championship section, Second Place Overall for the 2nd and 3rd grade Reserve section, and Second Place Overall for the Kindergarten and 1st grade Championship.

- Students from the **Rice Education Center** helped to organize and staff a lemonade stand in support of Alex's Lemonade Stand Foundation, a fundraising organization for Childhood Cancer. Students raised \$125 for the charity.
- Over 100 fourth and fifth graders from **Willard Elementary** formed 19 school rock bands and performed at the school's annual 'Hootenanny Rock & Roll Concert' at the Fleetwood-Jourdain Community Center. Some bands went on to perform at local festivals and concerts!
- **Nichols Middle School** had a record number of students, totaling 30, participate in the student ambassador program during the 2018-2019 school year. Serving as an outreach program, student ambassadors met with new and prospective students and provided them with a familiar face within the school to help them get acclimated. The ambassadors also provided general information and training for parents and students during 5th grade orientation events.
- The Boy's Cross Country team from **Haven Middle School** achieved continued success earning fourth place in the State Competition this year.
- At **Orrington Elementary**, students from each grade level chose topics that were important to them and developed themes and opportunities for advocacy and action. These included student projects such as fundraising for trees to be planted on school grounds, having a clothing drive for a homeless shelter in Evanston, and working on projects to beautify their school.
- At **Park School**, students participated in connected learning experiences in the classroom and in the community. In one experience, students learned about economics and budgeting and bought ingredients from a local store to make items to host a bake sale. In another, students learned about the water cycle and ecology and then connected that learning to Lake Michigan and its beach.
- Over 250 students from **Chute Middle School** contributed to the production of "The Wizard of Oz". Alongside educators and staff from the fine arts department, students were leaders in all aspects of musical production from costume and set design to orchestra and marketing.



**HOOTENANNY ROCK
& ROLL CONCERT**

Willard Elementary

our EDUCATORS

- **District 65** had over 45 Nationally Board Certified Teachers. Known as the “gold standard” in teacher certification, the National Board was designed to develop, retain, and recognize educators who show a commitment to improving education for all students.
- A team of bilingual educators from **Washington Elementary** were awarded a grant for family engagement. They used the grant to develop a Saturday morning program to empower Latinx families in early literacy.
- **JEH Early Childhood Center** educators collaborated to develop professional learning plans to intensify educator understanding on implementation of the very complex Teaching Strategies Gold Assessment. This document identifies a shared set of focus areas for teaching and learning with pre-kindergarten youth.
- At **Park School**, the Positive Behavior Interventions and Supports (PBIS) and Crisis/Safety committees worked collaboratively to examine and update systems of support for students. As part of this work, teams identified opportunities for weekly celebrations to highlight student accomplishments and successes.
- **Willard Elementary** educators were instrumental in helping to craft protocols for Responding to Hateful Language and Discriminatory Acts, which ultimately were adopted for district-wide use.
- The **Oakton Elementary** Cougar Cares Team spearheaded efforts to implement school-wide mindfulness practices. Each day begins with a 90-second mindfulness meditation breathing exercise. Students also take part in mindfulness exercises after recess and at the end of the school day. These new practices aided in decreasing Office Discipline Referrals for students by 55%.
- Dr. Martin Luther King Jr. Literary and Fine Arts School earned the Exemplary Arts School designation from the National Arts Schools Network. **King Arts** was one of 16 schools across the nation to receive this honor.
- **Rice Education Center** expanded its community dinner program, which brings students and families from the community and residential programs together for dinner and evening activities. This expansion allows more students to participate in the once-per-trimester events.
- This year a new leadership opportunity was implemented for paraprofessionals. Five lead paraprofessionals are providing mentoring and coaching support and will also help to plan and facilitate professional learning opportunities for paraprofessional educators across **District 65**.

**NAN STEIN, JAMIE QUERCIAGROSSA,
AND EILEEN SHEEHAN ACCEPT
EXEMPLARY ARTS SCHOOL AWARD**

King Arts Educators



our PRINCIPALS

- At **Washington Elementary**, Principal Kate Ellison and the school administrative team launched some of the first district-wide green initiatives including composting, installing solar energy, and creating opportunities for K-5 student leaders to engage in environmental activism throughout the school.
- **Lincolnwood Elementary**'s principal Max Weinberg and the administrative team developed the annual Lincolnwood Family Dinner which offers an opportunity to build a more cohesive, integrated school community.
- Jim McHolland, principal at **Chute Middle School**, was honored with the inaugural Lorraine H. Morton Committed to Community Award, an award that honors and recognizes a community member for their longstanding dedication and commitment to bringing the community together. Mr. McHolland was the award's first recipient which honors the legacy of Mayor Morton's commitment to Evanston, which started with her work in District 65.
- **JEH Early Childhood Center**'s principal Sharon Sprague led the school staff in the development of their three-year strategic plan which was designed to better meet the needs of all students and to improve kindergarten readiness outcomes.
- Adrian Harries, **Nichols Middle School** Principal; Bryon Harris, **District 65** Truancy Officer; and Perry Hollins, **Oakton** Educator developed and supported the implementation of Men with Voices, an afterschool mentorship program for Black and Latino Males which served 28 students in 2019.
- **Park School** Principal Jill Anderson led a process to identify and pilot two new tools to support students' development of communication skills. About one-third of Park students were engaged in the pilot and showed promising growth. In the 2019-2020 school year, the pilot was expanded to serve all Park students.



**JIM
MCHOLLAND
AND MONIQUE
PARSONS,
MCGAW YMCA
PRESIDENT/
CEO**

Photo Credit:
Genie Lemieux-
Jordan

our COMMUNITY

- **District 65** educators, parents, district staff, and colleagues from Family Focus, Kingsway, and the Fleetwood Jourdain Center among others collaborated to organize an affinity group space for Black students. Over the course of the three events, on average, 200 students participated.
- Monthly Local Area Network 40 (LAN 40) meetings provide opportunities for mental health and service providers to coordinate wraparound services for families who may benefit. Partners like **Metropolitan Family Services**, **YWCA**, **Moran Center**, and the **Child Advocacy Center** are critical community agencies providing important support for District 65 families.
- **Willard Elementary** has a continuing partnership with Desire 2 Aspire, an organization that enriches the lives of girls through mentorship. Desire 2 Aspire teaches essential social-emotional learning skills, instills the importance of social advocacy, and exposes girls to diverse career paths and activities. More than 15 Willard students took advantage of these mentorship opportunities with Northwestern student mentors. The program also expanded to serve Haven students in the 2019-2020 school year.
- The District 65 **Community Welcome Center** opened in 2019 and immediately began providing classes, resources, and meeting space to District 65 families.
- In the 2018-2019 school year, **Foundation 65** had a record number of Responsive Grant applications from educators, with over 35 submissions. They awarded 15 projects which provided over \$27,000 in funding.
- The **Books & Breakfast Program** reached over 150 students in four District 65 elementary schools with the support of over 160 community and parent/caregiver volunteers and 30 Northwestern student tutors. They served over 8,500 breakfasts and helped with more than 7,000 homework assignments.
- The Evanston community, families, and school staff helped to raise \$170,000 to renovate **Park School's** playground to make it accessible so that all children can move safely and freely around the playground and use the equipment.



**GIRLS ON
THE RUN
PROGRAM**
District 65

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 insufficient 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 reinforced 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.
- 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.
- Students and families of Pacific Islander and Native American decent, and students whose gender identities are non-binary are all important members of the District 65 community. For confidentiality reasons because the actual number of students in those groups is small, the District cannot report on some outcomes measures as they would be potentially identifiable.

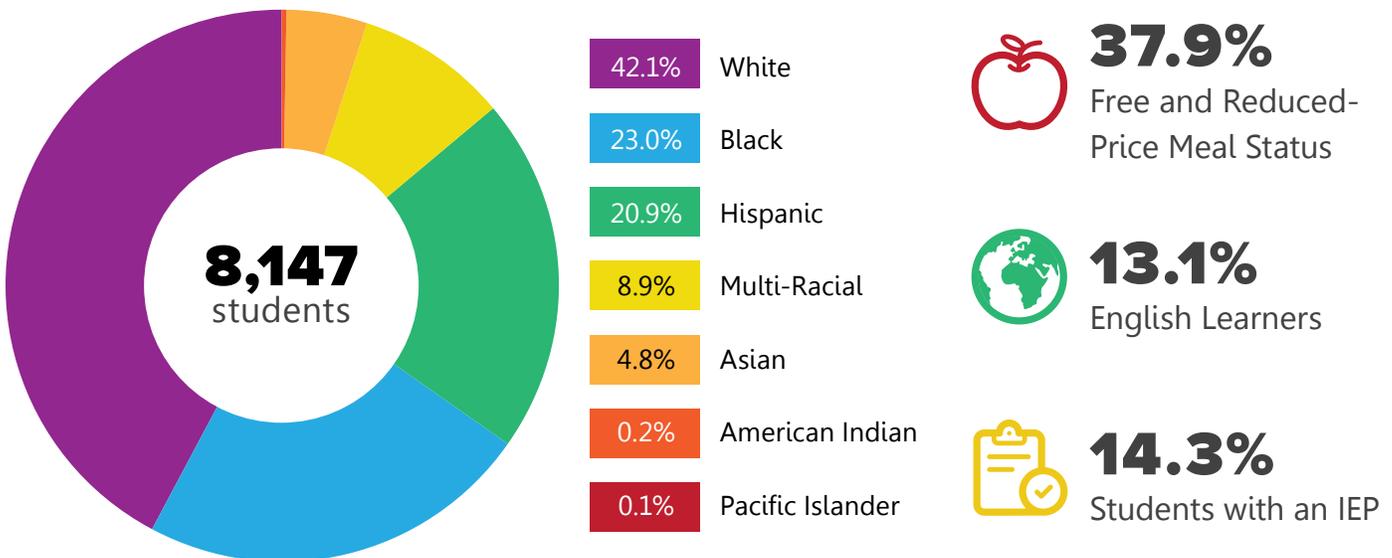


student DEMOGRAPHICS

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



THREE-YEAR DEMOGRAPHIC TRENDS

Year	School Count	Black	Hispanic	White	Asian	Multi-Racial	Amer. Indian	Pacific Islander	FRL	EL	IEP
2016-17	8373	23.3%	20.1%	42.5%	4.8%	8.9%	0.2%	0.1%	39.4%	11.9%	13.4%
2017-18	8423	23.4%	21.0%	41.7%	4.7%	8.9%	0.2%	0.1%	38.4%	12.6%	13.1%
2018-19	8147	23.0%	20.9%	42.1%	4.8%	8.9%	0.2%	0.1%	37.9%	13.1%	14.3%

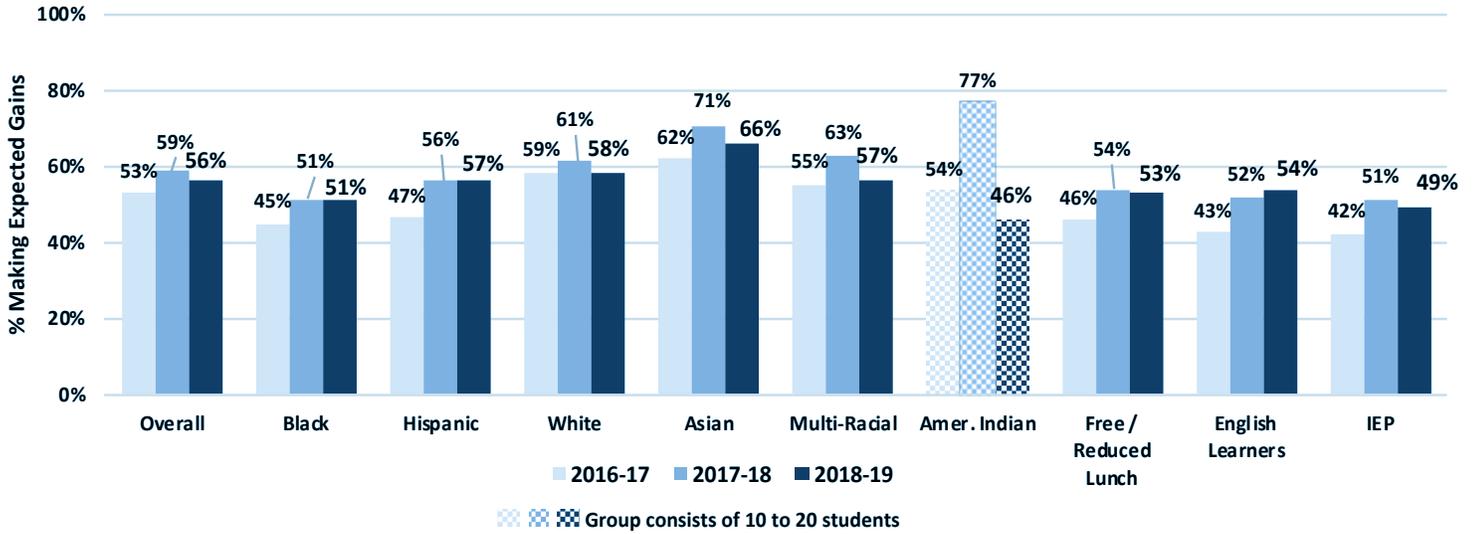
Did you know?



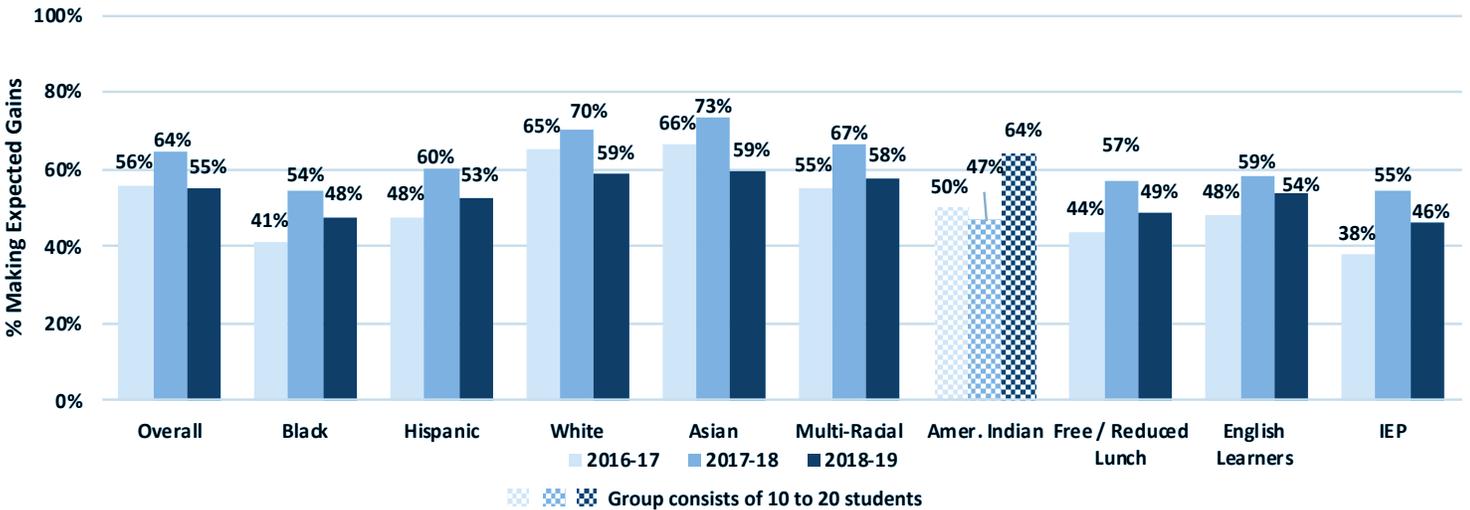
DISTRICT 65 STUDENTS REPRESENT 81 COUNTRIES AND SPEAK 86 DIFFERENT LANGUAGES!

STUDENTS MAKING EXPECTED GAINS ON MAP *(spring to spring)*

ENGLISH LANGUAGE ARTS



MATH

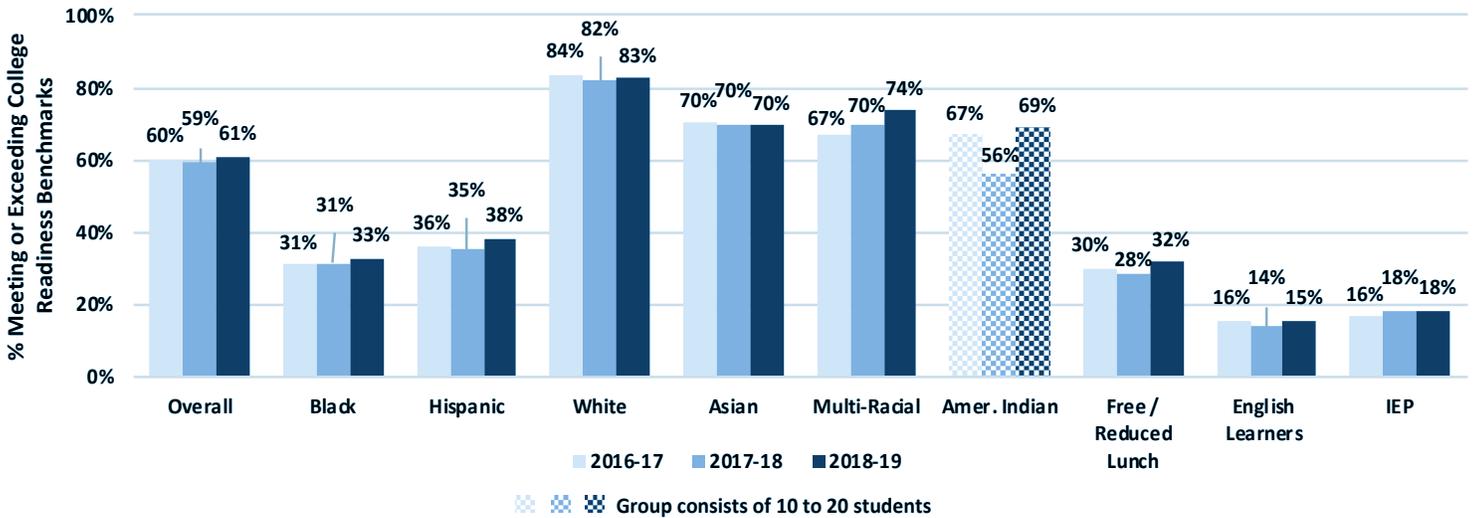


What does “Making Expected Gains” mean?

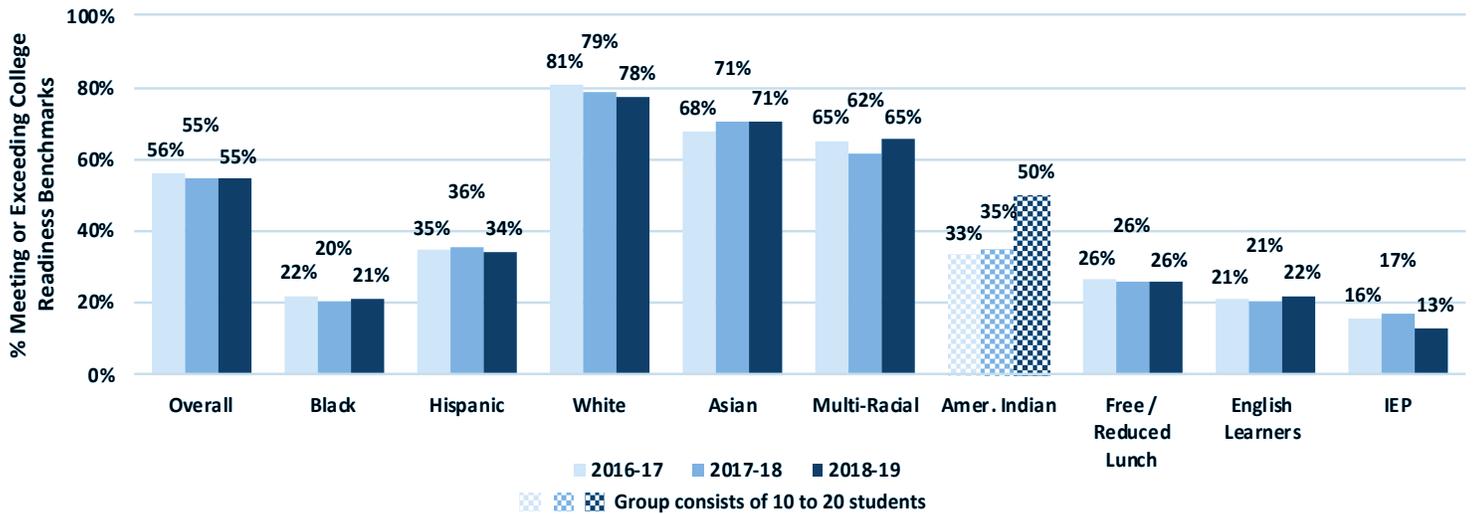
These charts show the percent of students who met or exceeded their individual growth targets on NWEA’s MAP test and are therefore “Making Expected Gains”. A student’s expected gains are based on the “typical” growth of students who have similar prior assessment results.

STUDENTS MEETING COLLEGE READINESS BENCHMARKS ON MAP

ENGLISH LANGUAGE ARTS



MATH

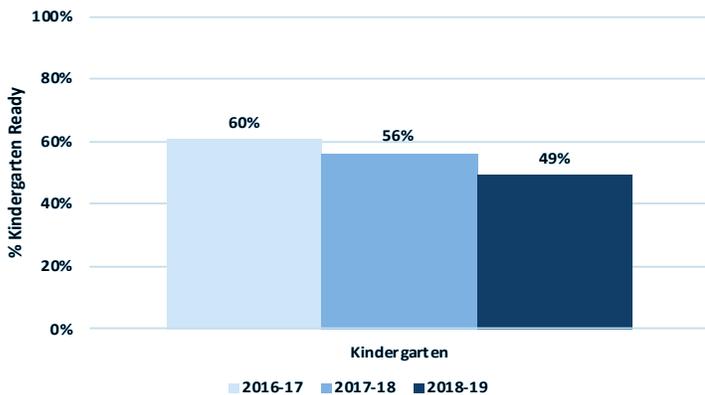


What does “% Meeting or Exceeding College Readiness Benchmarks” mean?

These charts show the percent of students who met or exceeded the RIT score identified by NWEA as being predictive of being on-track to meet College Readiness Benchmarks on the ACT. This is an attainment measure that includes students from grades 3-8.

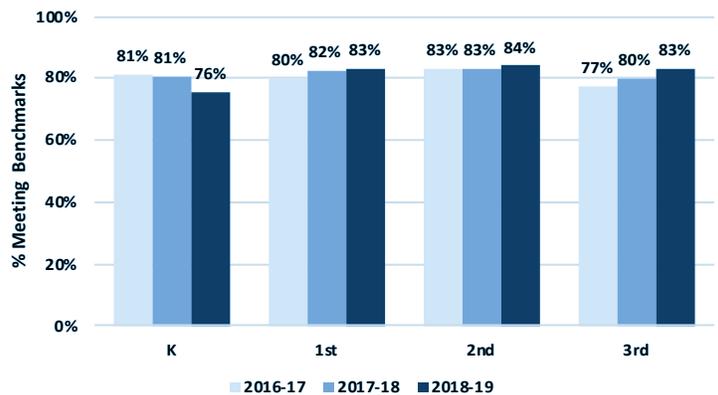
additional MEASURES

ILLINOIS SNAPSHOT OF EARLY LITERACY (ISEL)



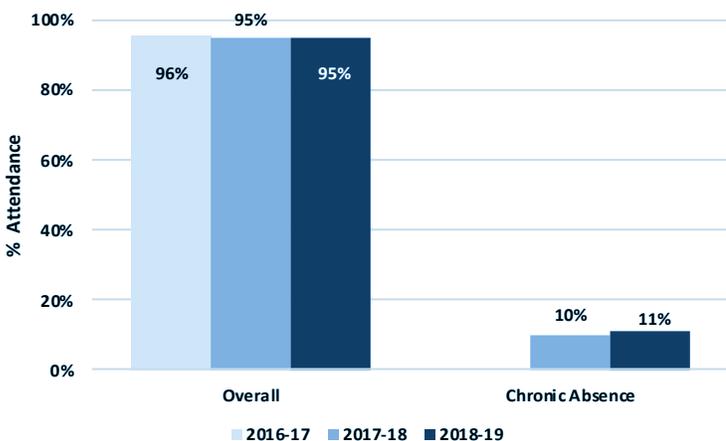
ISEL is an assessment administered to kindergarten students that provides an estimate of kindergarten readiness on five areas of skill. A student is considered "Kindergarten Ready" when they score at or above the 50th percentile on four of the five skills we assess.

DEVELOPMENTAL READING ASSESSMENT (DRA)



DRA is a tool used to assess literacy in grades K-3. This chart shows the percent of students achieving benchmarks on the Spring assessment.

ATTENDANCE



What are the attendance measures?

This table shows school overall attendance rates and the percent of students who are chronically absent. Chronic absence is defined as missing 10% or more school days, which is 18 or more absences in an academic year.



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Evanston/Skokie School District 65

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