

2016 Achievement & Accountability Report



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Office of Research, Accountability, and Data

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Introduction

The 2015-16 school year marked the first year of implementation of District 65's 5-year Strategic Plan, and this report presents an opportunity for the District to measure progress toward the goals outlined in that plan while also identifying goals that will require more attention if they are to be met by 2020. Overall, one-year trends from 2015 to 2016 were quite positive. The District improved on last year's trends in college readiness in math and reading, while also improving in measures of student growth and reducing the percentage of students scoring in the bottom quartile in both reading and math.

The Strategic Plan also established a goal to improve the performance of all student subgroups as a means to promote equity among students. In 2016, the percent of students making expected gains increased in both reading and math for all five subgroups constituting more than 10 percent of the District 65 population. However, results for the percentage of students meeting college readiness benchmarks showed that the District has more work to do to promote equity. In reading, only the Black and White student subgroups had an increase in this statistic; none of the five subgroups had an increase in math.

This year's report also includes a summary of the District's 2016 Partnership for Assessment of Readiness for College and Careers (PARCC) and Dynamic Learning Maps (DLM) assessments. Once again, the District exceeded state averages on PARCC at all grade levels in both math and reading. From 2015 to 2016, the percentage of District 65 students meeting or exceeding proficiency benchmarks on PARCC increased by four percentage points in math and decreased by four percentage points in reading. However, due to significant changes to the PARCC exam in its second year of implementation, RAD advises against year-to-year comparisons.

Taken together, the information in this report shows positive one-year trends in the District's overall assessment performance and a need for further attention to the improvement of student subgroup performance. Recognizing that performance on state assessments is only one piece of the puzzle in evaluating our District, the District administration will use this information to continue to work toward its goals of academic equity and achievement for all students.

Performance Highlights

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

- **More District 65 students are making annual academic growth targets.** In just two years, the percent of students whose academic gains meet or exceed national averages is up 8 percentage points in math and 9 percentage points in reading.
- **Struggling readers are catching up.** Over the same two year period, the number of struggling readers (students whose scores fell in the bottom 25 percent of students in the nation) dropped by more than 13 percent.
- **Extra efforts for middle school readers are paying off.** Last year alone, the number of struggling readers in the 8th grade class was cut in half from the beginning to the end of the year.

- **The trend of decrease in students meeting college readiness benchmarks slowed in math and reversed in reading.** In the past year, the percent of students meeting college readiness benchmarks in reading increased by 0.6 percentage points. In math, the percent of students on-track for college decreased by only 0.8 percentage points—an improvement over the trend of the previous three years.
- **Academic outcomes for Black students improved in 2016 compared to the previous year.** The percent of Black students making expected gains increased by more than 5 percentage points in both reading and math last year. The percent of Black students meeting college readiness benchmarks in reading increased nearly two percentage points, while the percent of Black students meeting college readiness benchmarks in math decreased by 1 percentage point. A smaller percentage of Black students also scored below the 25th percentile in both subjects.
- **Hispanic students made significant gains, especially in math.** Although the percent of Hispanic students meeting college readiness benchmarks was relatively flat last year in both subjects, this year the percent of Hispanic students making expected gains increased more than 9 percentage points in math and 2 percentage points in reading compared to last year. A smaller percentage of Hispanic students also scored below the 25th percentile in both subjects.
- **Between 2013 and 2016, literacy skills of incoming kindergarten students increased.** More students demonstrate skill mastery and more are on-track with state benchmarks when they enroll in District 65's kindergarten classrooms. In addition to gains in early academic achievement, fewer incoming kindergarten students have a specific area of need with their early literacy skills.
- **In 2016, District 65 exceeded state averages in the percentage of students achieving proficiency on the PARCC exam, at all grade levels in both ELA and math.** The District as a whole had four percent more students proficient in math and four percent fewer proficient in reading than in 2015, but the year-to-year comparison is potentially misleading due to significant changes in the PARCC exam in its second year of implementation.

Report Organization

The Accountability Summary immediately 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. This section also includes a status update on state and federal accountability.

The remainder of the report is dedicated to the presentation of results on student outcome metrics for the purposes of describing the current state of academic achievement in the District. These metrics have been grouped into four sections: Student Academic Success, Student Academic Growth, and Academic Success for Student Subgroups, and a section detailing this year's PARCC and DLM results. These categories align with those recommended by national accountability experts as key indicators of academic success for elementary and middle schools (Mickulecky & Christie, 2014).

This report also includes a section with Technical Notes that are useful as background in interpreting the data presented. The Appendix contains a series of figures and tables that provide more detailed compilations of the data summarized in the body of the report.

Measuring Student Academic Achievement

2015-16 marked the second year of implementation for the PARCC assessment, a state assessment designed in alignment with the Common Core State Standards. Differences between PARCC and MAP, in addition to changes to PARCC between the first and second years of implementation, prevent direct comparison of PARCC performance to past years of MAP performance. The scores for PARCC were released in October 2016 and are available on the state report card on www.illinoisreportcard.com. These scores were reported to the Board by RAD in a separate report.

In light of PARCC's limitations in accurately measuring growth and progress over time, the Measures of Academic Progress (MAP) assessment serves as District 65's primary measure of academic success in order to provide a longitudinal portrait of the District's academic performance. MAP has been used for many years in District 65 as a measure of student achievement and student academic growth. Almost 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.

The MAP assessment provides reliable measures of student academic performance and student academic growth using items that are aligned with the Common Core State Standards. District 65 has extensive historical data on MAP, and researchers have established a relationship between student performance on MAP and their eventual success 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. Those terms, which are used interchangeably, refer to students in grade 3 to 8 being on-track for college readiness as defined by measurement standards on MAP developed in 2015 (Thum & Matta, 2015). In this report, we use an updated set of norms and benchmarks adopted by the Board in August 2016. The technical notes section of this report includes more information about performance and growth benchmarking.

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

The outcome goals are as follows:

- Increase percent of students at or above college readiness benchmarks in math and reading.
- 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.
- Decrease percent of students at or below the 25th percentile.
- Decrease achievement gaps between groups of student in math and reading by improving performance of all subgroups.

The outcome targets are included in Table 1.

Table 1: Board Outcome Targets Established in the Strategic Plan

Metric	Baseline (2014-15)	5-Year Target	Current Trend	Difference
Percent meeting CRB (math)	56.9%	5.0%	-0.8%	-5.8%
Percent meeting CRB (reading)	61.4%	6.5%	0.6%	-4.9%
Percent making expected gains (math)	47.9%	5.0%	4.0%	-1.0%
Percent making expected gains (reading)	38.0%	6.5%	4.8%	-1.7%
Percent at or below the 25 th percentile (math)	14.1%	-3.5%	-0.8%	-2.7%
Percent at or below the 25 th percentile (reading)	14.6%	-2.0%	-1.7%	-0.3%

Baseline data for 2014-2015 has already been reported on the strategic plan scorecard; the scorecard also includes three years of trend data. Table 2 is a copy of this scorecard. In this report we provide a more detailed analysis of these baseline data. Since last year, a snapshot of the District's progress begins to emerge.

Table 2: Strategic Plan Scorecard

Outcome Indicator		2012-13	2013-14	2014-15	2015-16	District 2015-16	Change from 2012-13	Change from 2014-15	2020 (5-Year) Target	
Academic Outcomes	% meeting CRB in reading	63.8%	61.4%	61.4%	62.0%	62.0%	-1.8%	0.6%	6.50%	
	% meeting CRBin math	58.8%	57.5%	56.9%	56.1%	56.1%	-2.7%	-0.8%	5.00%	
	% at or below the 25th percentile in reading	12.9%	14.9%	14.6%	12.9%	12.9%	0.0%	-1.7%	-2.00%	
	% at or below the 25th percentile in math	13.4%	14.3%	14.1%	13.3%	13.3%	-0.1%	-0.8%	-3.50%	
	% making expected gains in reading									
	All students	37.9%	33.3%	38.0%	42.8%	42.8%	4.8%	4.8%	6.50%	
	Students meeting CRB in reading	35.0%	28.6%	33.4%	37.6%	37.6%	2.6%	4.2%		
	Students <u>not</u> meeting CRB in reading	44.0%	42.0%	45.6%	51.4%	51.4%	7.4%	5.8%		
	% making expected gains in math									
	All students	53.7%	44.2%	47.9%	51.9%	51.9%	-1.8%	4.0%	5.00%	
	Students meeting CRB in math	54.6%	43.6%	46.7%	49.8%	49.8%	-4.8%	3.1%		
	Students <u>not</u> meeting CRB in math	52.3%	45.1%	49.6%	55.0%	55.0%	2.7%	5.3%		
Achievement Gaps	% meeting CRB in reading:									
	Students who qualify for free/reduced lunch	36.4%	30.3%	31.9%	30.3%	30.3%	-6.1%	-1.6%		
	Students who <u>do not</u> qualify for free/reduced lunch	82.2%	81.2%	81.9%	80.3%	80.3%	-2.0%	-1.7%		
	African American/Black	37.8%	31.6%	31.4%	33.2%	33.2%	-4.6%	1.8%		
	Asian	74.4%	72.1%	73.9%	70.9%	70.9%	-3.5%	-3.1%		
	Hispanic/Latino	42.1%	40.8%	38.7%	38.5%	38.5%	-3.7%	-0.2%		
	Multi-Racial	68.9%	68.1%	70.3%	67.1%	67.1%	-1.9%	-3.3%		
	White	87.0%	84.6%	84.2%	84.9%	84.9%	-2.1%	0.7%		
	Black, Hispanic, and Multiracial students who <u>do not</u> qualify for free/reduced lunch	67.5%	68.9%	70.2%	66.4%	66.4%	-1.2%	-3.8%		
	Students with disabilities (IEP)	19.6%	16.6%	19.3%	17.6%	17.6%	-2.0%	-1.7%		
	Students formerly identified as needing English Learner supports	70.29%	71.50%	61.06%	58.77%	58.77%	-11.5%	-2.3%		
	% meeting CRB in math:									
	Students who qualify for free/reduced lunch	29.1%	27.0%	28.2%	24.7%	24.7%	-4.4%	-3.4%		
Students who <u>do not</u> qualify for free/reduced lunch	78.8%	77.2%	76.9%	74.2%	74.2%	-4.6%	-2.7%			

Outcome Indicator	2012-13	2013-14	2014-15	2015-16	District 2015-16	Change from 2012-13	Change from 2014-15	2020 (5-Year) Target
African American/Black	28.0%	23.9%	24.3%	23.5%	23.5%	-4.5%	-0.8%	
Asian	73.1%	71.1%	72.6%	69.9%	69.9%	-3.2%	-2.8%	
Hispanic/Latino	38.3%	39.6%	34.1%	34.5%	34.5%	-3.8%	0.4%	
Multi-Racial	64.3%	62.2%	68.3%	62.2%	62.2%	-2.1%	-6.1%	
White	84.2%	82.0%	80.3%	79.5%	79.5%	-4.7%	-0.8%	
Black, Hispanic, and Multiracial students who <u>do not</u> qualify for free/reduced lunch	61.6%	61.2%	61.7%	56.4%	56.4%	-5.2%	-5.3%	
Students with disabilities (IEP)	20.5%	17.0%	17.2%	16.7%	16.7%	-3.8%	-0.5%	
Students formerly identified as needing English Learner supports	62.57%	68.38%	54.33%	53.07%	53.07%	-9.5%	-1.3%	

State and Federal Accountability

On the state level, Governor Rauner signed Illinois Public Act 99-193 into law on July 30, 2015. The Act revised the Illinois School Code by replacing the requirement that schools and districts make Adequate Yearly Progress (AYP) with a balanced accountability measure that includes student performance and professional practice. The revised statute stipulates rewards for high performing schools and districts as well as mandates supports for those that consistently fail to perform. The revised statute also indicates that schools and districts which receive Title I funds may face additional sanctions for failure to meet performance standards as mandated by the federal Elementary and Secondary Education Act (ESEA).

The implementation of the new state law is also complicated by the December 2015 enactment of the Every Student Succeeds Act (ESSA) at the federal level. ESSA, which represents a reauthorization of ESEA, contains substantial changes to federal accountability provisions in comparison to those included in ESEA's last reauthorization—the No Child Left Behind (NCLB) Act (2001).

ISBE convened a committee charged with developing recognition standards for student performance and school improvement for all school districts and their individual schools. This Balanced Accountability Measure Committee (BAMC) continues to meet and work to develop a State Plan for school accountability. The second and most recent draft of the plan was released in November 2016; the full draft and a highlights-only version are available at <https://www.isbe.net/Pages/ESSA-Draft-Report.aspx> and is also included in the January District 65 Board of Education packet.

The BAMC is currently working on a third draft of the State Plan, which they expect to submit to the Governor by February 1, 2017¹ so that he may review the draft and offer comments. BAMC hopes to submit the plan to the State Board of Education for further review by March 15 (the new draft will have been made public by this time). The next step is to submit the plan for Federal approval on April 3, 2017. The timeline for Federal approval is uncertain because of the change in administration, but BAMC

¹ Dates in this paragraph represent a tentative timeline and are subject to change.

expects that Illinois will have a state plan approved by August 2017. The new accountability standards would be implemented for Illinois schools in the latter half of the 2017-18 school year.

Student Academic Success

The purpose of this section is to provide a snapshot of the current state of the academic success of District 65 students. As mentioned in the introduction to this report, MAP serves as District 65's primary measure of student academic success during these years of transition in the state assessment system. Benchmarks used on MAP are described further in the Technical Notes section.

Table 3: Definition of Academic Success Indicators Used in this Report

Metric	Definition
College Readiness Benchmarks (CRB)	<p>Students who score at or above college readiness benchmarks, as established by the assessment vendor. This year RAD adopted new benchmarks that have been applied retroactively to the historical data.</p> <p>These equate to performing between the 61st to 74th percentiles in math or between the 59th to 67th percentiles in reading (Thum and Matta, 2015). This system of reporting was new for the 2015-2016 school year. Further information on this choice can be found in the technical notes.</p>
At or below the 25 th Percentile	Students who score at or below the 25 th percentile compared to national norms. This year RAD adopted new national norms that have been applied retroactively to the historical data.

How is District 65 performing in reading and math?

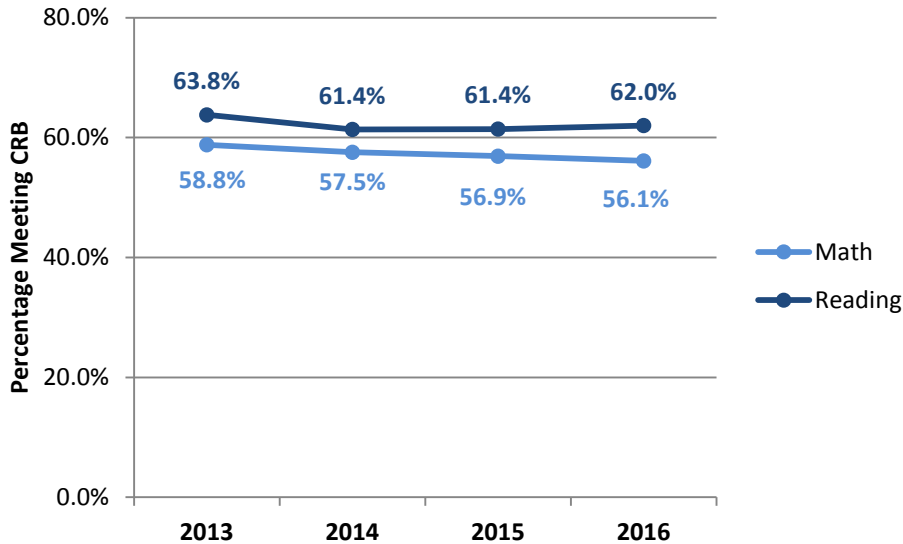
- The trend of decrease in students meeting college readiness benchmarks improved in math and reversed in reading. In the past year, the percent of students meeting college readiness benchmarks in reading increased by 0.6 percentage points. In math, the percent of students on-track for college decreased by only 0.8 percentage points—an improvement over the trend of previous years.
- Between 2013 and 2016, literacy skills of incoming kindergarten students increased. More students demonstrate skill mastery and more are on track with state benchmarks when they enroll in District 65's kindergarten classrooms. In addition to gains in early academic achievement, fewer incoming kindergarten students have a specific area of need.

College Readiness Benchmarks

The goals set by the District 65 Board of Education in 2016 include increasing the percent of students at or above college readiness standards in math and reading on the MAP assessment. Figure 1 depicts the historical trend on that statistic.

Over the past four years the percent of students meeting college readiness benchmarks on MAP has decreased in math (-2.7 percentage points) and reading (-1.8 percentage points). In the past year, the percentage of students meeting the benchmark has increased in reading (+0.6 points) and decreased in math (-0.8 points).

Figure 1: Percent Meeting MAP College Readiness Benchmarks



Tables 4a and 4b show the percent of students meeting college readiness benchmarks by grade. College readiness in math is consistently less than readiness in reading. However, the general trend is parallel between the subjects: a decrease in college readiness between 2013 and 2016 with a slight uptick in the trend between 2015 and 2016.

In math and reading, all six grades show a similar trend to the overall trend illustrated by Figure 1. The college readiness rates in reading vary less by grade level than in math.

Table 4a: Percent Meeting College Readiness Benchmarks on MAP in Math, by Grade

Math	2013	2014	2015	2016
Grade 3	57.9%	54.4%	55.8%	53.8%
Grade 4	61.6%	60.1%	64.2%	60.3%
Grade 5	63.6%	65.5%	60.9%	60.5%
Grade 6	56.3%	55.7%	54.6%	52.4%
Grade 7	58.2%	53.0%	52.0%	54.4%
Grade 8	54.4%	55.3%	52.6%	55.3%

Table 4b: Percent Meeting College Readiness Benchmarks on MAP in Reading, by Grade

Reading	2013	2014	2015	2016
Grade 3	63.0%	63.1%	63.2%	63.6%
Grade 4	66.0%	60.3%	63.9%	64.2%
Grade 5	66.7%	61.7%	59.8%	63.1%
Grade 6	61.7%	58.8%	61.3%	62.3%
Grade 7	62.1%	58.8%	58.1%	57.7%
Grade 8	62.7%	65.3%	62.0%	61.0%

At or below the 25th Percentile

Scoring at or below the 25th percentile is an indicator used to track the percent of learners who are at risk of not meeting College Readiness Benchmarks in high school. This section includes the historical results on the percent of students at or below the 25th percentile based on NWEA's national norm sample.

Table 5 contains the percent of students in grades three through eight who scored at or below the 25th percentile. The data show that the percent of students at or below the 25th percentile increased between 2013 and 2015, particularly in reading. This change reversed between 2015 and 2016. In math, there was a decrease of 0.8 percentage points of students scoring at or below the 25th percentile in the past year. In reading there was a greater decrease of 1.7 percentage points of students scoring at or below the 25th percentile.

Table 5: Percent at or Below the 25th Percentile on MAP

	2013	2014	2015	2016
Math	13.4	14.3	14.1	13.3
Reading	12.9	14.9	14.6	12.9

Average Scale Score

The analysis of student academic success presented above relies on indicators that show the percent of students who attain a score above or below a benchmark on the MAP assessment. These indicators are readily communicated and understood but are also potentially limited in their ability to show small, incremental changes in a distribution. For this reason, Tables 6a and 6b show the average scale score on MAP in math and reading by grade level for the last four years. The average scale score may show changes in student performance that the benchmark indicators obscure. For context, each table also includes the scale score cut points associated with being on-track for college readiness at each grade level.

Between 2013 and 2016 the average scale score decreased in math in all six grades measured. The decrease is largest for Grade 6. The 2016 average math scale score was 3.0 scale points lower than in 2013. The trend for Grade 8 is flat between 2013 and 2016. The trend varies less than the college readiness benchmark scores in Table 4a. Between 2015 and 2016, average scale scores increased for one of six grades.

Table 6a: Average Math Scale Score on Map, by Grade

	2013	2014	2015	2016	College Readiness Benchmark
Grade 3	209.7	208.6	209.3	207.3	208
Grade 4	221.9	220.8	221.5	219.9	218
Grade 5	230.7	230.5	229.9	228.5	226
Grade 6	233.6	231.9	231.5	230.6	232
Grade 7	241.1	238.3	236.8	238.7	238
Grade 8	244.4	244.6	244.5	244.4	243

Between 2013 and 2016 the average scale score decreased in reading in all six grades measured. The trend varies less than the college readiness benchmark scores in Table 6a. Between 2014 and 2015, average scale scores increased in four of six grades.

Table 6b: Average Reading Scale Score on MAP, by Grade

	2013	2014	2015	2016	College Readiness Benchmark
Grade 3	205.4	204.7	205.1	204.8	202
Grade 4	214.0	211.5	212.1	212.3	209
Grade 5	219.3	217.8	217.5	218.0	215
Grade 6	222.9	220.5	221.7	222.1	220
Grade 7	227.0	225.8	225.0	225.8	224
Grade 8	230.2	231.0	229.2	229.9	227

Reading Achievement of Incoming Kindergarten Students

The Superintendents' Joint Achievement report was presented to the board on November 9, 2015 (Godard & Levy, 2015). This report demonstrated that the Illinois Snapshot of Early Literacy (ISEL) skills could summarize literacy skills of students entering District 65. In addition to summarizing performance on individual skills, this analysis provides a provisional estimate of kindergarten readiness in reading based on the foundational literacy skills measured on ISEL.

The Illinois State Board of Education (ISBE) created the ISEL to measure essential literacy skills needed by students to be successful readers. The fall administration of the ISEL for kindergarten students consists of five snapshots: alphabet recognition, phonemic awareness, one-to-one matching, letter sounds, and story listening. This 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 that are associated with readiness for kindergarten. Table 7 outlines the student measurements understood from ISEL data.

Table 7: Details of ISEL Measurement Categories

Report Measurement	Kindergarten Ready	Mastery of Skills	Specific Area of Need
Qualifications	Scored at or above the statewide benchmark (50 th percentile) on either 4 or 5 of the five ISEL snapshots administered during the first month of Kindergarten	<ul style="list-style-type: none"> • Answering all questions on a subset of ISEL Correctly • 2+ skills mastered shows advanced competence in early literary skills 	<ul style="list-style-type: none"> • Performing below the 20th percentile on ISEL statewide • 1+ skill below the 20th percentile requires additional attention for that student to catch up to peers

Figure 2 indicates the trends in these three measures between 2013 and 2016. In that time period, the percent of students meeting kindergarten readiness criteria decreased by more than three percentage points. During the same period, the percent of students with a specific area of need (1+ skills needing intervention) was flat. Tables 8, 9, and 10 on the following page detail the percent of students with skills at these levels. The 2015-16 results were more positive, with increases in the percentages of students mastering two and four or more foundational literacy skills and a decrease in the percentage of students requiring intervention on one or more skills.

Figure 2: Literacy Skills on Entering Kindergarten: 2013-2016

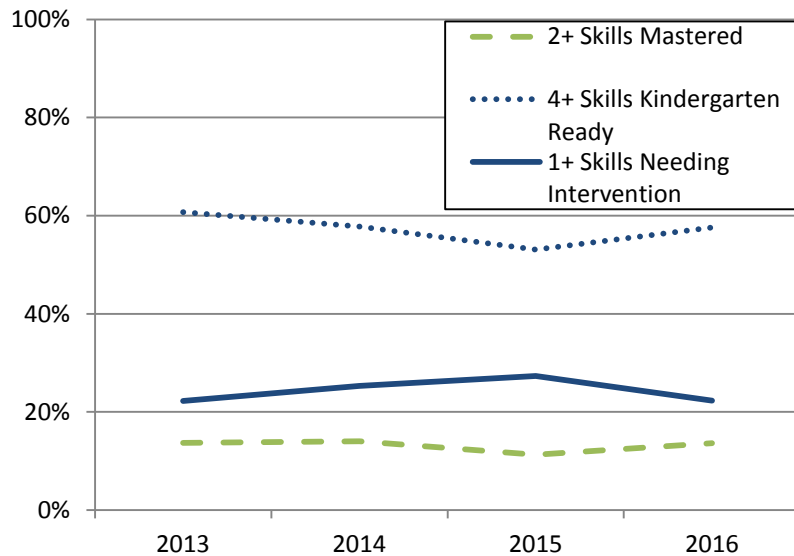


Table 8 indicates the percent of incoming kindergarteners who demonstrated mastery of skills. Between 2013 and 2016, there was a decrease in the percentage of incoming kindergarteners who had mastered two or more skills. The percentage of incoming kindergarteners who had mastered one or more skills has increased by 2.3 percentage points over that same period.

Table 8: Percent of Incoming Kindergarteners with 1-5 Skills Mastered

Number of Skills Mastered	2013	2014	2015	2016
0	65.0	62.1	66.3	62.6
1	21.3	23.9	22.4	23.8
2	8.2	10.1	7.4	8.7
3	4.4	3.3	3.3	4.1
4	1.0	0.5	0.6	0.6
5	0.1	0.1	0.0	0.1
Total Students	829	793	797	815

Table 9 contains the percent of students who have kindergarten ready scores on up to five skills when they enter kindergarten. The percent of incoming kindergarteners with kindergarten ready scores on four or more assessed skills decreased by 3.1 percentage points between 2013 and 2016.

Table 9: Percent of Incoming Kindergarteners with 1-5 Skills Kindergarten Ready

Number of Skills Kindergarten-Ready	2013	2014	2015	2016
0	7.1	9.9	10.6	7.4
1	7.0	8.0	8.1	8.7
2	12.3	10.2	13.4	10.7
3	12.9	14.1	14.7	15.6
4	25.7	24.5	21.1	24.8
5	35.0	33.3	32.0	32.8
Total Students	829	793	797	815

Table 10 indicates the percent of incoming kindergarten students with skills assessed as a specific area of need. The percentage of incoming kindergarteners with a specific area of need in one or more subtests increased by 0.1 percentage point between 2013 and 2016.

Table 10: Percent of Incoming Kindergarteners with 1-5 Skills Identified as a Specific Area of Need

Number of Skills in Need of Intervention	2013	2014	2015	2016
0	77.8	74.7	72.7	77.7
1	3.9	14.7	17.4	13.5
2	3.7	5.0	5.9	5.8
3	2.6	3.5	2.7	1.8
4	1.8	1.4	0.6	1.0
5	0.3	0.7	0.7	0.2
Total Students	829	793	797	815

Student Academic Growth

The indicators in the preceding section depicted the academic success of District 65 students on several important benchmarks. Those indicators show whether students in District 65 attained proficiency in math and reading appropriate to their grade level.

In this section, indicators of student academic growth round out the picture of student performance. These indicators provide a comparison of annual academic growth for District 65 students compared to their peers nationally.

How much academic progress do students make from one year to the next?

- Between 2015 and 2016, the percent of students making expected gains increased in both mathematics (4.0 percentage points) and reading (4.8 percentage points). Between 2013 and 2016 the percent of students making expected gains in District 65 decreased by 1.8 percentage points in mathematics and increased by 4.9 percentage points in reading.
- The percent of students making expected gains increased from 2015 to 2016 for both students whose pre-test scores were above and below the college readiness benchmark.
- A greater percent of students made expected gains in mathematics than in reading. In 2016, 51.9 percent of students made expected gains in mathematics compared to 42.8 percent of students in reading.

Expected Gains on MAP

The percent of students making expected gains is a good indicator of student growth from one spring to the next. According to a report published by NWEA, the test vendor, “situating growth as relative to percentages of students nationwide helps educators move beyond the simple conclusion that a student either did or did not ‘make target growth’”(NWEA, 2015). To calculate this indicator, RAD uses growth norms developed by NWEA. These growth norms are based on average post-test scores for each possible score on the pre-test. This year, RAD has adopted new growth norms that have been applied retroactively to historical data. The measure reported here does not count students whose growth fell within the range of test error as having made expected gains. NWEA does not release national averages for comparison on this measure. Consequently, it is best understood in the context of historical District 65 data. Additional information can be found in the *Technical Notes* section under Technical Notes on Growth.

Table 11 indicates the percent of students who made expected gains on MAP in District 65. In both math and reading, we note an increase in the percentage of students making expected gains between 2015 and 2016—the District’s second consecutive year of growth in this metric for both subjects.

Table 11: Percent who Made Expected Gains on MAP

	2013	2014	2015	2016
Math	53.7	44.2	47.9	51.9
Reading	37.9	33.3	38.0	42.8

Expected Gains by College Readiness Benchmark

This section provides an analysis of expected gains for students whose pre-test scores were below college readiness benchmarks and for students whose pre-test scores were at or above college readiness benchmarks in tables 12 and 13. For further detail, see tables A-4 and A-5 in the appendix, which show expected gains statistics for students starting at or below the 25th percentile and at or above the 75th percentile.

Below the College Readiness Benchmark

The percentage of students starting at or below the college readiness benchmarks who made expected gains on MAP is included in Table 12. In math, 55% of students who started below the college readiness benchmarks made expected gains on MAP in 2016. In reading, 51.4% of students starting at or below the college readiness benchmarks made expected gains in 2016. In both math and reading, the percentage of students below the CRB making expected gains has increased since 2013.

Table 12: Percent who made Expected Gains on MAP: Starting below College Readiness Benchmark

	2013	2014	2015	2016
Math	52.3	45.1	49.6	55.0
Reading	44.0	42.0	45.6	51.4

At or Above the College Readiness Benchmarks

Table 13 includes the percent of students who made expected gains on MAP and started above the college readiness benchmarks. In math, 49.8 percent of students who had achieved college readiness made expected gains on MAP in 2016. In reading, 37.6 percent of students starting above the college readiness benchmarks made expected gains in 2016. The district has shown consistent improvement in this measure since 2014.

Table 13: Percent who made Expected Gains on MAP: Starting at or above College Readiness Benchmark

	2013	2014	2015	2016
Math	54.6	43.6	46.7	49.8
Reading	35.0	28.6	33.4	37.6

Academic Success for Student Subgroups

The sections above contain a snapshot of academic success and academic growth in District 65. In this section, those same indicators are disaggregated by student subgroup. The nature of these subgroups is diverse. Some subgroups represent individual characteristics like household income status or race and ethnicity. Others, like disability status, reflect special learning needs. Results for each subgroup are presented here to provide a snapshot of equity in educational outcomes for students in the district.

How does student success differ by subgroup?

- Academic outcomes for Black students improved in 2016 compared to the previous year. The percent of Black students making expected gains increased by more than 5 percentage points in both reading and math last year. The percent of Black students meeting college readiness benchmarks in reading increased nearly two percentage points, while the percent of Black students meeting college readiness benchmarks in math decreased by 1 percentage point. A smaller percentage of Black students also scored below the 25th percentile in both subjects.
- Hispanic students made significant gains, especially in math. Although the percent of Hispanic students meeting college readiness benchmarks was relatively flat last year in both subjects, this year the percent of Hispanic students making expected gains increased more than 9 percentage points in math and 2 percentage points in reading compared to last year. A smaller percentage of Hispanic students also scored below the 25th percentile in both subjects.
- More than 80 percent of White students continued to meet college readiness benchmarks in both subjects in 2016. At the same time, the percent of White students making expected gains was increased by 2 percentage points in math and by 7 percentage points in reading. A smaller percentage of White students also scored at or below the 25th percentile in both subjects.
- Students who qualify for a free or reduced price lunch made significant gains in math (+7.3 percentage points) and reading (+4.6 percentage points). A smaller percentage of students who qualified for a free or reduced price lunch also scored at or below the 25th percentile in both subjects. Students in this subgroup less frequently met college readiness benchmarks in 2016 compared to the previous year in both subjects.
- Students with an Individualized Education Plan (IEP) also made significant gains in math (+6.1 percentage points) and reading (+4.7 percentage points). The percent of students with an IEP who scored below the 25th percentile decreased by more than 4 percentage points in reading and did not change in math. Students in this subgroup less frequently met college readiness benchmarks in 2016 compared to the previous year in both subjects.

The data presented in this section document gaps in performance for several student subgroups. Among the largest performance gaps are those for Black and Hispanic students and those for students living in low-income households. Household income and race/ethnicity are both correlated with academic outcomes of students, and students of color living in low-income households have lower academic outcomes than their White peers living in low-income households.

Recognizing that systemic inequalities have long resulted in academic outcomes for students of color that are below District averages, over the last two years RAD has prepared reports on both Black student achievement and Hispanic student achievement. These reports are available on the District 65 website and examine academic outcomes for these groups in greater detail.

Students Living in Low-Income Families

In this report, low-income is primarily defined based on a family's eligibility for a free- or reduced-price lunch. Students eligible for a free lunch live in households that earn no more than 130 percent of the federal poverty guideline for their size. Students eligible for a reduced price lunch live in households earning more than 130 percent of the federal poverty guideline, but no more than 180 percent of the federal poverty guideline. The results reported here for students living in low-income households also include results for a small number of students who live in institutions for neglected or delinquent youth.

Academic Success

Table 14 reports success in math and reading for students living in low-income families. In 2016, 24.7 percent of District 65 students living in low-income families met the college readiness benchmarks on MAP in math. In comparison, 74.2 percent of students with full price lunch status met college readiness benchmarks on the MAP math assessment. In reading, 30.3 percent of students living in low-income families met the college readiness benchmark, compared to 80.3 percent of students who pay full price for lunch.

Over the last four years, the percent of students living in low-income families who met the college readiness benchmarks on MAP decreased and the percent at or below the 25th percentile increased. Between 2013 and 2015, the percent of students living in low-income households meeting college readiness benchmarks decreased by 0.9 percentage points in math and by 4.5 percentage points in reading. This trend continued in the past year, with further decreases of 1.6 points in reading and 3.5 points in math.

District 65 seeks to reduce the percent of students scoring at or below the 25th percentile. The percent of students living in low-income households at or below the 25th percentile decreased between 2015 and 2016 in math and reading.

Table 14: Academic Success: Students Living in Low-Income Households

	2013	2014	2015	2016
Math				
Meets CCR Benchmark	29.1	27.0	28.2	24.7
At or Below the 25 th Percentile	26.2	29.4	29.0	28.7
Reading				
Meets CCR Benchmark	36.4	30.3	31.9	30.3

At or Below the 25 th Percentile	25.7	30.5	29.5	28.5
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Expected Gains

Over the last four years, the percentage of students from low-income households making expected gains has increased in reading and decreased slightly in math. Table 15 shows the percent of students living in low-income families who made expected gains on MAP. Between 2013 and 2016 the percentage of students from low-income households making expected gains decreased by 0.1 percentage points in math and increased by 3.9 percentage points in reading. Between 2015 and 2016 the percentage of students from low-income households making expected gains increased by 7.3 percentage points in math and 4.6 percentage points in reading.

Table 15: Percent who made Expected Gains on MAP: Students Living in Low Income Households

	2013	2014	2015	2016
Math	48.5	40.9	41.1	48.4
Reading	37.6	32.4	36.9	41.5

Household Income Detail

The data in Table 16 provides additional detail about the relationship of household income and academic performance. Students eligible for a free lunch meet college readiness benchmarks in math at a rate 51.0 percentage points less than students with full pay lunch status. In reading, 52.9 percent fewer students eligible for a free lunch meet college readiness benchmarks compared to their peers with full pay lunch status.

Table 16: Academic Success: Eligibility for Free or Reduced Lunch

	Free	Reduced	Full Pay
Math			
Meets CCR Benchmark	23.2	33.0	74.2
At or Below the 25 th Percentile	30.8	17.2	4.3
Reading			
Meets the CCR Benchmark	27.4	45.6	80.3
At or Below the 25 th Percentile	30.4	17.9	3.9

Race/Ethnicity

Academic Success

Tables 17a and 17b summarize the percent of students who met college readiness benchmarks on MAP in math and reading by race/ethnicity. From 2013 to 2016, all five subgroups saw decreases in the percent meeting CRB in both reading and math. Between 2015 and 2016, two of five major subgroups improved in reading and no subgroups improved in math.

Table 17a: Percent Meeting College Readiness Benchmarks in Math on MAP, by Race/Ethnicity

Math	2013	2014	2015	2016
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All Students	58.8%	57.5%	56.9%	56.1%
Asian	73.1%	71.1%	72.6%	69.9%
Black	28.0%	23.9%	24.3%	23.5%
Hispanic	38.3%	39.6%	34.1%	34.5%
Multi-racial	64.3%	62.2%	68.3%	62.2%
White	84.2%	82.0%	80.3%	79.5%

Table 17b: Percent Meeting College Readiness Benchmarks in Reading on MAP, by Race/Ethnicity

Reading	2013	2014	2015	2016
All Students	63.8%	61.4%	61.4%	62.0%
Asian	74.4%	72.1%	73.9%	70.9%
Black	37.8%	31.6%	31.4%	33.2%
Hispanic	42.1%	40.8%	38.7%	38.5%
Multi-racial	68.9%	68.1%	70.3%	67.1%
White	87.0%	84.6%	84.2%	84.9%

Bottom 25th Percentile

Tables 18a and 18b summarize the percent of students who scored at or below the 25th percentile on the MAP assessment by race/ethnicity in math and reading. In math, there is an increase in the percent at or below the 25th percentile on MAP for four of five racial/ethnic identity groups between 2013 and 2016. Between 2015 and 2016, three of five racial/ethnic identity groups showed an increase in percent in the bottom quartile: Asian, Multi-racial, and White students.

Table 18b indicates the percent of students at or below the 25th percentile in reading by race/ethnicity. There is an increase in the percent at or below the 25th percentile on MAP for three of five racial/ethnic identity groups in reading between 2013 and 2016. All five racial/ethnic identity groups showed a decrease between 2015 and 2016.

Table 18a: Percent at or below the 25th Percentile in Math on MAP, by Race/Ethnicity

Math	2013	2014	2015	2016
All Students	13.4%	14.3%	14.1%	13.3%
Asian	8.6%	10.8%	7.9%	10.0%
Black	26.7%	31.0%	30.0%	29.6%
Hispanic	23.0%	21.9%	23.7%	19.8%
Multi-racial	9.0%	10.7%	9.1%	9.6%
White	2.4%	2.5%	3.0%	3.1%

Table 18b: Percent at or below the 25th Percentile in Reading on MAP, by Race/Ethnicity

Reading	2013	2014	2015	2016
All Students	12.9%	14.9%	14.6%	12.9%
Asian	10.8%	10.4%	9.0%	8.3%
Black	25.2%	29.4%	29.7%	26.2%
Hispanic	21.5%	26.3%	25.8%	24.0%
Multi-racial	7.8%	10.6%	10.2%	8.5%
White	2.8%	3.0%	3.3%	2.6%

Expected Gains

Tables 19a and 19b indicate the percent of students who made expected gains on MAP by race/ethnicity in math and reading. In math, results for one of five racial/ethnic identity groups showed an increase between 2013 and 2016. From 2015 and 2016, in both reading and math, only the percentage of Asian and Multi-racial students making expected gains did not increase.

RAD notes that the gap in Black and Hispanic students making expected gains compared to White students is relatively small compared to the gap in the percent of students meeting college readiness benchmarks in both reading and math.

Table 19a: Percent who Made Expected Gains in Math on MAP, by Race/Ethnicity

Math	2013	2014	2015	2016
All Students	53.7%	44.2%	47.9%	51.9%
Asian	59.6%	50.7%	47.5%	50.0%
Black	45.6%	38.2%	43.6%	49.0%
Hispanic	51.5%	47.0%	41.2%	50.6%
Multi-racial	51.9%	46.8%	51.3%	49.7%
White	59.1%	45.4%	52.3%	54.3%

Table 19b: Percent who Made Expected Gains in Reading on MAP, by Race/Ethnicity

Reading	2013	2014	2015	2016
All Students	37.9%	33.3%	38.0%	42.8%
Asian	47.6%	31.3%	39.4%	37.3%
Black	35.8%	31.5%	35.9%	42.5%
Hispanic	36.8%	33.9%	39.9%	42.2%
Multi-racial	36.4%	37.7%	40.2%	38.1%
White	39.1%	33.6%	37.8%	44.5%

Students Living in Low Income Households, by Race/Ethnicity

Independently, both household income and race/ethnicity are important factors in academic achievement that require study and action. Further, students living in low-income households who are

also students of color are among the least likely in the District to meet college readiness benchmarks. Among Black and Hispanic students, those from higher income households (i.e., those not eligible for a free or reduced price lunch) were on-track for college readiness nearly three times more frequently than their peers in lower-income households of the same racial/ethnic identity in both reading and math. Table 20 also indicates that White and Asian students from higher income households (i.e., those not eligible for a free or reduced price lunch) met college readiness benchmarks at a higher rate than their Black and Hispanic peers from higher income households. This gap appears in both math and reading.

Table 20 shows the percent of students who met college readiness benchmarks on MAP in 2016 by race/ethnicity and household income status. Students living in low-income households of all racial/ethnic identities met college readiness benchmarks at a lower rate than students of the same racial/ethnic identity who did not live in a low-income household. In interpreting Table 19, it is important to note that the number of students in some of the categories is quite small. This includes Black and Hispanic students in the full price category and Asian students in the free or reduced category.

Table 20: 2016 Percent Meeting College Readiness Benchmarks on MAP, by Race/Ethnicity and Household Income

	Math		Reading	
	Free or Reduced	Full Price	Free or Reduced	Full Price
Asian	57.8	75.2	55.7	77.2
Black	18.9	36.2	24.3	58.0
Hispanic	22.4	58.6	26.1	63.4
Multi-racial	31.4	75.2	41.0	78.1
White	47.3	81.8	60.4	86.6

Students with Disabilities

For the purposes of this report, students with disabilities are defined as those students who have an Individualized Education Plan (IEP). Table 21 indicates the percent of students with disabilities who met the College Readiness Benchmark and made expected gains in math and reading over the past four years. There has been a general decrease in percent of students with disabilities meeting the College Readiness Benchmark and making expected gains in math since 2013, but the percent making expected gains in reading has increased by over 10 percentage points.

Table 21: Percent Meeting College Readiness Benchmarks and Making Expected Gains on MAP: Students with Disabilities

	2013	2014	2015	2016
Math				
Meeting CCR Benchmark	20.5	17.0	17.2	16.7
Made Expected Gains	48.8	39.7	41.6	47.7
Reading				
Meeting CCR Benchmark	19.6	16.6	19.3	17.6
Made Expected Gains	33.8	30.1	40.0	44.7

English Learners

Table 22 indicates the percent of English learners who met college readiness benchmarks and made expected gains on MAP. Fewer English Learners met the College Readiness Benchmark compared to all students between 2013 and 2016. Between 2013 and 2016 the percent of English Learners (ELs) meeting college readiness benchmarks has decreased in both math and reading, while the percent of ELs making expected gains has increased in both math and reading in the same period. In 2016, the percent of English Learners making expected gains in reading was greater than the percent of all District 65 students.

Table 22: Percent Meeting College Readiness Benchmarks and Making Expected Gains on MAP: English Learners

	2013	2014	2015	2016
Math				
Meeting CCR Benchmark	16.0	17.1	17.9	15.8
Made Expected Gains	45.5	48.9	43.4	49.3
Reading				
Meeting CCR Benchmark	14.2	12.2	14.1	11.7
Made Expected Gains	40.0	34.8	38.1	49.0

PARCC and DLM Results

This section provides a brief overview of District 65's performance on the 2016 PARCC and DLM state assessments. On PARCC, The District outperformed state averages at every grade level in both English Language Arts (ELA) and math. RAD has concerns about the comparability of results from 2015 to 2016 based on changes in both the test and state-level outcomes. With that caveat in mind, the percentage of District 65 students meeting or exceeding standards on PARCC increased in math by four percentage points and decreased in ELA by four percentage points. On DLM, the percentage of students meeting their targets decreased by five percentage points in ELA and by 19 points in math.

The 2015-16 school year was just the second year of implementation for the PARCC exam. Following the first year of implementation, PARCC made several changes to the design of the test to streamline the testing experience for students and teachers. The test is now 90 minutes shorter with fewer units, and it is administered during one testing window instead of two. In addition, more students took the test online in 2015-16 than in the previous school year.

While these alterations make administration of the test easier for teachers and students, they also may have influenced scores and thus make a year-to-year comparison less reflective of real changes in students' performance level.

Participation Rates

In 2016, 92% of District 65 students in grades 3 through 8 participated in standardized testing in ELA, and 93% participated in standardized testing in math. The Illinois average for participation in both subject areas was 98%. For District 65, this represents one-percent increases in participation in both ELA and math, slightly below the state average increase of two percent.

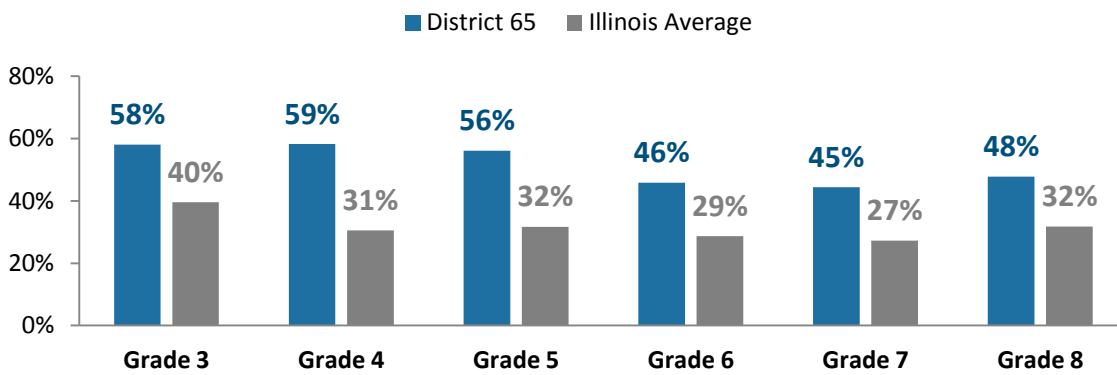
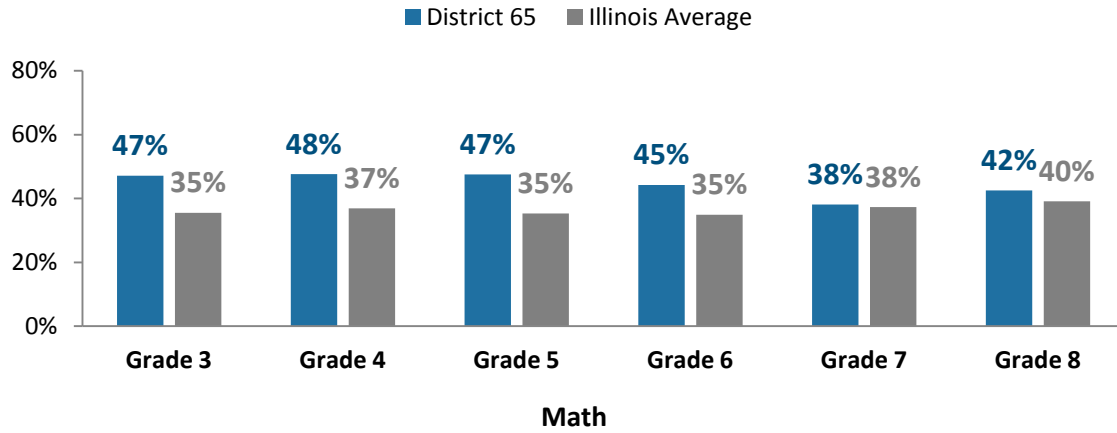
Federal and state laws require that districts participate in state testing and that districts achieve a participation rate of 95 percent or higher. Districts that do not achieve this participation rate face the possible consequence of loss of Title I funding. In 2016, as in 2015, District 65 failed to meet this requirement. Consequently, ISBE required District 65 to file evidence of its efforts to achieve the 95 percent participation rate, and, based on satisfactory completion of this request, the District faced no further consequence. ISBE offered to work with the District and provide technical support in order to help District 65 meet the required 95% participation rate in future years.

PARCC State Average Comparison

On the 2016 PARCC exam, District 65 students consistently outperformed state averages in both English language arts and math—especially in elementary grades. Figure 1 shows the percent of District 65 and Illinois students meeting or exceeding standards in ELA and math, respectively.²

**Figure 1. Percent of Students Meeting or Exceeding PARCC Expectations by Grade 2016
ELA**

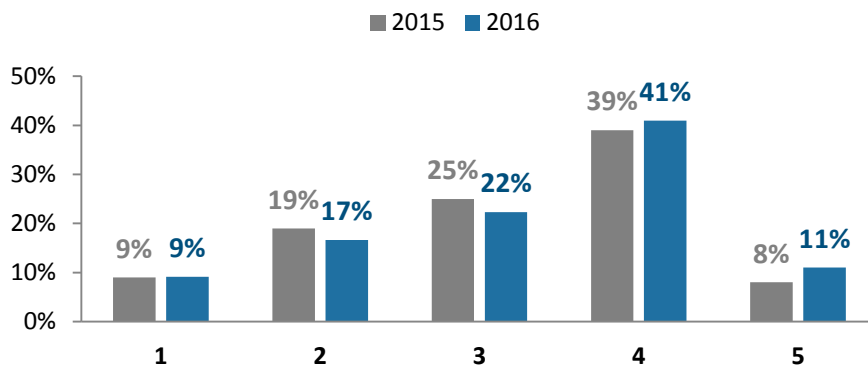
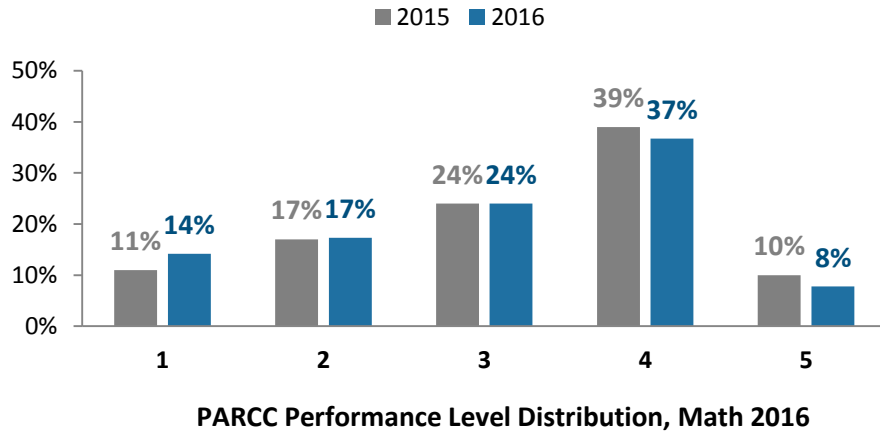
² Meeting standards is defined as scoring in performance level 4 or 5 (a score of 750 or higher).



PARCC 2015 to 2016 Comparison

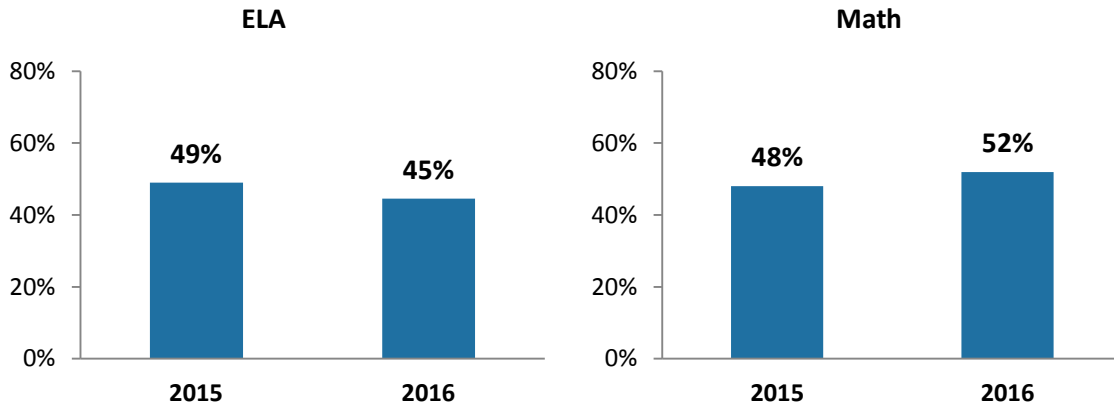
As explained in the Background section, RAD questions the comparability of PARCC data between 2015 and 2016 based on changes to the test. With that caveat in mind, from 2015 to 2016, fewer District 65 students met or exceeded standards (i.e., scored in performance levels 4 and 5) in ELA, and more students scored in ELA performance level 1. The opposite was true on the math exam, where more students scored in performance levels 4 and 5 and fewer in the lower performance levels. Figure 2 shows the 2015 and 2016 distributions of District 65 students across the 5 performance levels in ELA and math.

Figure 2. PARCC Performance Level Distribution, ELA/Literacy 2016



As a result of these trends in performance level, more District 65 students achieved proficiency in math than in 2015, and fewer students achieved proficiency in ELA. Figure 3 shows the percent of District 65 students achieving proficiency in ELA and math, in 2015 and 2016.

Figure 3. Percent Meeting or Exceeding Proficiency Benchmark

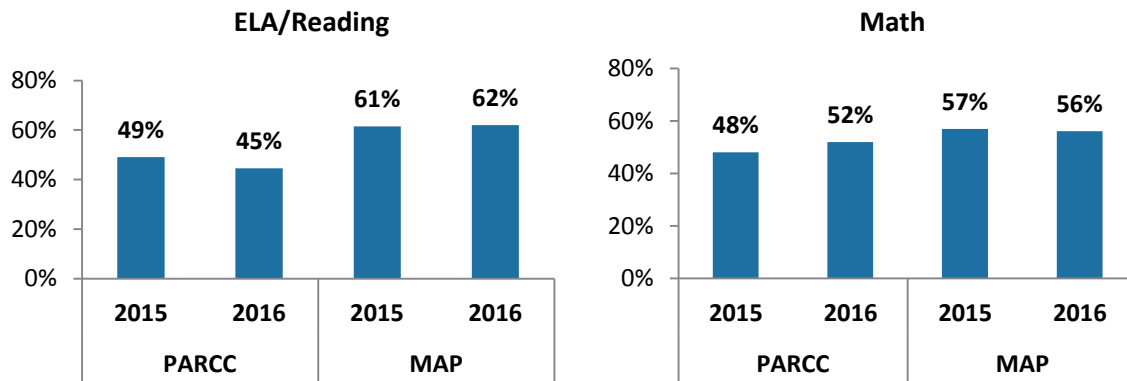


MAP/PARCC Comparison

Figure 4 shows 2015 and 2016 District-wide performance on both the MAP and PARCC exams. The difference in proficiency for 2016 as measured by MAP College Readiness Benchmarks³ and meeting standards on PARCC is fairly small in math (4 percentage points). This difference is larger in ELA (17 percentage points), which might be explained by a variety of factors including differences in content, item types, scoring methodologies, and benchmarks.

In both MAP and ELA/reading, the one-year change in MAP was both smaller and in the opposite direction as the one-year change in PARCC. Again, the large difference in PARCC performance may be due at least in part to changes to the PARCC exam in the second year of implementation.

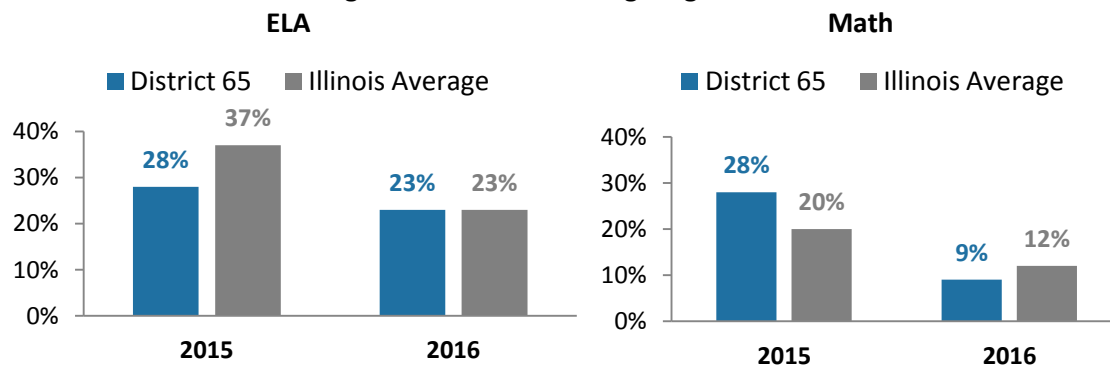
Figure 4. Percent Meeting Standards on PARCC and MAP, 2015 and 2016



DLM Results

Figure 5 summarizes District 65’s performance on the Dynamic Learning Maps (DLM) assessment. The DLM assesses the academic progress of students with the most severe cognitive disabilities. In 2016, 23% of District 65 students taking the DLM met their achievement targets in ELA—a decrease from 2015 but on par with the Illinois average.⁴ Only nine percent of District 65 students scored at or above target in math, a 19 percentage point decrease from 2015 and four percentage points below the 2016 state average.

Figure 5. Percent Meeting Targets on DLM

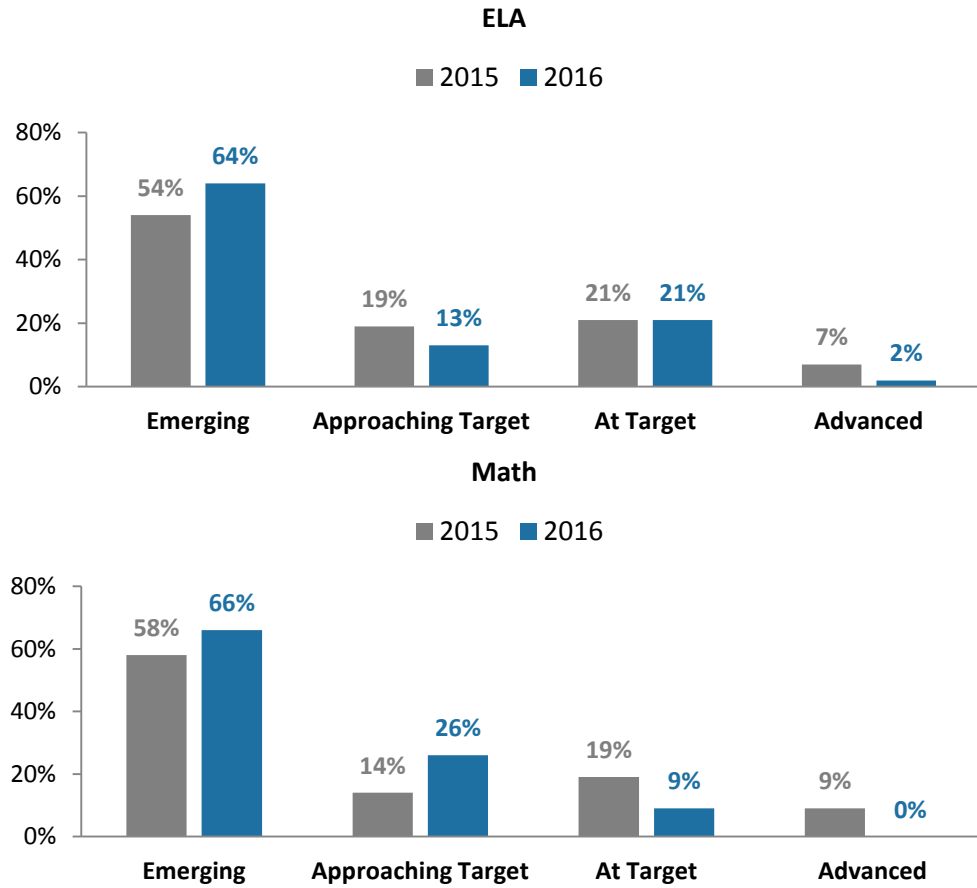


³ Using 2015 Norms from: Thum Y. & Hauser, C. (2015, August). NWEA MAP norms for student and school achievement status and growth. Portland, OR: Northwest Evaluation Association.

⁴ Meeting target is defined as scoring in the ‘At Target’ or ‘Advanced’ ranges on the DLM.

Figure 6 shows the distribution of DLM scores across the four performance levels (from lowest to highest: Emerging, Approaching Target, At Target, and Advanced). From 2015 to 2016, District 65 saw more students score in the bottom two performance levels and fewer scoring in the top two performance levels, particularly in math.

Figure 6. DLM Performance Level Distribution



Technical Notes

Technical Notes on MAP

In comparing MAP results over time, it is helpful to be aware of a change to this assessment that was implemented in the 2013-14 school year. During this year, District 65 implemented an updated version of MAP that is aligned with the Common Core State Standards, rather than the old Illinois Learning Standards. Although new items were introduced, the new items were assigned appropriate item difficulties so that RIT scores can be compared over time. NWEA technical support has confirmed the comparability of our data.

Technical Notes on Growth

In 2015, NWEA released a study that updated the growth norms on which our measured of making expected gains are based (Thum & Hauser 2015). The growth measures in this year's report, unlike last year's report, are based on expected gains calculations rooted in these new 2015 norms. More information on the new norms can be found in RAD's August 2016 memo for the Board, "Recommended Revision to Strategic Plan Outcome Metric Definitions and Targets (Godard & Goren 2016)."

The norms allow comparison of each student's growth from one spring to the next to 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 percent of students who grow at least as much as the average student in the norm sample with the same starting achievement level. This indicator also accounts for the standard error of each assessment score. For students to make expected gains, they must not only increase as many scale score points as the average student in the norm sample, but also have growth that is greater than the sum of the standard errors on the pre- and post-assessments.

Technical Notes on Mobility

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

In District 65, 93 percent of students that are 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 percent mathematical turnover in students (de la Torre & Gwynne, 2015). Although 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 subgroup. The same CCSR report indicates that differences in mobility rates among subgroups 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, particular caution should be used in interpreting subgroup data trends.

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Appendix

Table A-1: Percent Meeting College Readiness Benchmarks on MAP, by Student Subgroup

Math	2013	2014	2015	2016
All Students	58.8%	57.5%	56.9%	56.1%
Asian	73.1%	71.1%	72.6%	69.9%
Black	28.0%	23.9%	24.3%	23.5%
Hispanic	38.3%	39.6%	34.1%	34.5%
Multi-racial	64.3%	62.2%	68.3%	62.2%
White	84.2%	82.0%	80.3%	79.5%
FRL	29.1%	27.0%	28.2%	24.7%
Full Pay	78.8%	77.2%	76.9%	74.2%
IEP	20.5%	17.0%	17.2%	16.7%
EL	16.0%	17.1%	17.9%	15.8%

Reading	2013	2014	2015	2016
All Students	63.8%	61.4%	61.4%	62.0%
Asian	74.4%	72.1%	73.9%	70.9%
Black	37.8%	31.6%	31.4%	33.2%
Hispanic	42.1%	40.8%	38.7%	38.5%
Multi-racial	68.9%	68.1%	70.3%	67.1%
White	87.0%	84.6%	84.2%	84.9%
FRL	36.4%	30.3%	31.9%	30.3%
Full Pay	82.2%	81.2%	81.9%	80.3%
IEP	19.6%	16.6%	19.3%	17.6%
EL	14.3%	12.2%	14.1%	11.7%

Table A-2: Percent At or Below the 25th Percentile on MAP, by Student Subgroup

Math	2013	2014	2015	2016
All Students	13.4%	14.3%	14.1%	13.3%
Asian	8.6%	10.8%	7.9%	10.0%
Black	26.7%	31.0%	30.0%	29.6%
Hispanic	23.0%	21.9%	23.7%	19.8%
Multi-racial	9.0%	10.7%	9.1%	9.6%
White	2.4%	2.5%	3.0%	3.1%
FRL	26.2%	29.4%	29.0%	28.7%
Full Pay	4.7%	4.6%	3.7%	4.3%
IEP	43.8%	46.9%	49.2%	49.3%
EL	45.8%	44.1%	46.1%	43.4%

Reading	2013	2014	2015	2016
All Students	12.9%	14.9%	14.6%	12.9%
Asian	10.8%	10.4%	9.0%	8.3%
Black	25.2%	29.4%	29.7%	26.2%
Hispanic	21.5%	26.3%	25.8%	24.0%
Multi-racial	7.8%	10.6%	10.2%	8.5%
White	2.8%	3.0%	3.3%	2.6%
FRL	25.7%	30.5%	29.5%	28.5%
Full Pay	4.3%	4.9%	4.3%	3.9%
IEP	49.7%	57.5%	56.4%	52.1%
EL	51.6%	57.2%	53.9%	56.7%

Table A-3: Percent Making Expected Gains on MAP, by Student Subgroup

Math	2013	2014	2015	2016
All Students	53.7%	44.2%	47.9%	51.9%
Asian	59.6%	50.7%	47.5%	50.0%
Black	45.6%	38.2%	43.6%	49.0%
Hispanic	51.5%	47.0%	41.2%	50.6%
Multi-racial	51.9%	46.8%	51.3%	49.7%
White	59.1%	45.4%	52.3%	54.3%
FRL	48.5%	40.9%	41.1%	48.4%
Full Pay	57.1%	46.2%	52.5%	53.8%
IEP	48.8%	39.7%	41.6%	47.7%
EL	45.5%	48.9%	43.4%	49.3%

Reading	2013	2014	2015	2016
All Students	37.9%	33.3%	38.0%	42.8%
Asian	47.6%	31.3%	39.4%	37.3%
Black	35.8%	31.5%	35.9%	42.5%
Hispanic	36.8%	33.9%	39.9%	42.2%
Multi-racial	36.4%	37.7%	40.2%	38.1%
White	39.1%	33.6%	37.8%	44.5%
FRL	37.6%	32.4%	36.9%	41.5%
Full Pay	38.1%	33.9%	38.7%	43.5%
IEP	33.8%	30.1%	40.0%	44.7%
EL	40.0%	34.8%	38.1%	49.0%

Table A-4: Percent Starting At or Below the 25th Percentile who Made Expected Gains on MAP, by Student Subgroup

Math	2013	2014	2015	2016
All Students	56.1%	48.9%	48.9%	54.7%
Asian	N/A	N/A	N/A	N/A
Black	51.0%	46.9%	49.4%	56.3%
Hispanic	61.1%	50.7%	47.3%	53.3%
Multi-racial	60.0%	43.5%	50.0%	46.2%
White	68.2%	61.1%	47.5%	57.8%
FRL	56.8%	49.2%	47.5%	52.6%
Full Pay	52.9%	47.9%	56.4%	63.0%
IEP	55.5%	46.9%	49.7%	53.3%
EL	31.2%	29.3%	29.5%	27.9%

Reading	2013	2014	2015	2016
All Students	49.5%	44.9%	48.1%	59.2%
Asian	N/A	N/A	N/A	N/A
Black	47.9%	43.0%	45.5%	58.3%
Hispanic	47.3%	46.5%	48.4%	55.3%
Multi-racial	N/A	N/A	50.0%	58.6%
White	54.5%	51.3%	56.0%	74.5%
FRL	49.5%	45.8%	46.8%	56.1%
Full Pay	49.2%	41.0%	55.4%	69.0%
IEP	39.2%	34.4%	45.0%	51.7%
EL	17.0%	25.0%	30.3%	34.4%

Table A-5: Percent Above the 75th Percentile who Made Expected Gains on MAP, by Student Subgroup

Math	2013	2014	2015	2016
All Students	53.6%	42.7%	46.8%	49.3%
Asian	61.1%	50.5%	40.2%	52.3%
Black	36.7%	35.6%	36.2%	32.6%
Hispanic	43.6%	41.2%	38.0%	43.9%
Multi-racial	52.6%	44.9%	47.1%	51.3%
White	56.9%	43.0%	49.8%	51.4%
FRL	42.2%	34.0%	37.5%	38.8%
Full Pay	55.6%	44.1%	48.6%	50.8%
IEP	35.3%	34.0%	42.9%	50.0%
EL	N/A	N/A	N/A	N/A

Reading	2013	2014	2015	2016
All Students	31.5%	26.5%	30.8%	33.3%
Asian	36.8%	25.0%	35.6%	27.6%
Black	24.1%	18.0%	12.3%	22.6%
Hispanic	23.8%	23.8%	29.3%	32.7%
Multi-racial	31.7%	34.1%	35.5%	33.1%
White	33.5%	27.5%	31.9%	35.1%
FRL	26.5%	19.3%	22.5%	20.7%
Full Pay	32.5%	27.7%	32.0%	35.0%
IEP	30.4%	21.4%	34.3%	30.6%
EL	N/A	N/A	N/A	N/A

Table A-6: Percent Meeting College Readiness Benchmarks, by School

Math:

Type	School Name	2013	2014	2015	2016
Middle Schools	Chute	41.1%	39.6%	37.0%	38.6%
	Haven	67.6%	64.9%	61.7%	64.7%
	Nichols	55.2%	57.4%	57.8%	56.8%
Elementary Schools	Dawes	46.3%	55.9%	55.6%	49.7%
	Dewey	75.4%	72.8%	68.4%	61.3%
	Kingsley	64.3%	62.2%	60.2%	59.4%
	Lincoln	56.7%	57.4%	61.8%	58.0%
	Lincolnwood	69.7%	65.6%	71.0%	62.8%
	Oakton	42.0%	35.4%	36.5%	39.7%
	Orrington	72.6%	74.2%	69.3%	74.7%
	Walker	54.8%	51.7%	55.8%	45.6%
	Washington	53.8%	56.5%	57.9%	61.1%
Willard	70.5%	66.0%	65.8%	69.0%	
Magnet Schools	King Arts	59.4%	55.6%	55.1%	49.7%
	Bessie Rhodes	68.3%	61.2%	61.2%	59.9%

Reading:

Type	School Name	2013	2014	2015	2016
Middle Schools	Chute	50.5%	49.8%	47.5%	48.8%
	Haven	73.0%	69.2%	66.6%	66.9%
	Nichols	60.5%	62.8%	65.7%	65.5%
Elementary Schools	Dawes	55.0%	56.1%	55.1%	48.9%
	Dewey	77.2%	77.0%	68.9%	69.2%
	Kingsley	69.2%	68.5%	65.2%	71.4%
	Lincoln	62.7%	66.4%	67.2%	71.0%
	Lincolnwood	74.3%	66.5%	70.1%	70.6%
	Oakton	47.8%	40.8%	44.0%	46.6%
	Orrington	74.2%	68.5%	74.1%	73.7%
	Walker	58.9%	48.9%	49.7%	52.1%
	Washington	60.5%	57.1%	60.9%	62.6%
Willard	69.0%	63.6%	68.8%	70.8%	
Magnet Schools	King Arts	63.3%	60.6%	57.4%	56.5%
	Bessie Rhodes	69.8%	64.6%	65.6%	61.3%