

2017 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 structure 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 historically 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 or abilities 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 and capacities of our students. Further, standardized tests remain an important gateway criteria for entry into postsecondary opportunities.
- 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, the District cannot report on the scores of demographic groups when the performance of individual students would be uniquely identifiable.

Introduction

The 2016-2017 school year marked the second 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 beings and abilities of our students. To address this, the District is currently engaged in a project with ETHS and Northwestern University to identify other predictors of college success from its available data sources. The District is also reviewing available measures of Social Emotional Learning. These activities may provide opportunities to report more completely on student success in the future.

Performance Highlights

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

- **Equity remains an urgent priority.** 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 scores of Black and Hispanic/Latinx students have trended upward the past few years. Hispanic/Latinx students and students with IEPs have seen decreases

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

in the opportunity gap (relative to White students and students without IEPs, respectively) greater than 1%.

- **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. The percent of students scoring in the first quartile has also increased.
- **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.
- **Mixed MAP outcomes.** College Readiness Benchmark attainment increased slightly in math and trended downward in reading.
- **Other MAP measures trended away from established goals.** The percent of students making expected gains decreased in both math and reading. The percent of students scoring at or below the 25th percentile increased in both subjects.
- **District 65 continues to outperform state and national averages.** PARCC performance regularly exceeds the average statewide, while MAP performance is consistently above the 50th percentile nationwide.

Implications

The data in this report formed the basis for SY2017-18 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 the [2017-18 planning calendar](#) published in August 2017, the [strategy/equity crosswalk](#) published in November 2017, and the Strategy-Equity Reflection planned for publication in January 2018. At the school-level the data were an important component of the School Work Plan (SWP) process.

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 assessment 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 2017 marked the third 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 two years of comparable historical data. Second, the PARCC assessment does not allow for measurement of student growth.

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.

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	Current Trend	Difference
Percent meeting College Readiness Benchmarks (math)	56.9%	5.0%	-0.3%	5.3%
Percent meeting College Readiness Benchmarks (reading)	61.4%	6.5%	-0.9%	7.4%
Percent making expected gains (math)	47.9%	7.0%	-0.4%	7.4%
Percent making expected gains (reading)	38.0%	7.0%	-1.9%	8.9%
Percent at or below 25th percentile (math)	14.1%	-3.5%	2.2%	-5.7%
Percent at or below 25th percentile (reading)	14.6%	-2.0%	1.5%	-3.5%

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.

State and Federal Accountability

The Illinois State Board of Education (ISBE) submitted the Every Student Succeeds Act (ESSA) State Plan for Illinois to the U.S. Department of Education (ED) on April 1, 2017. In the plan, ISBE stated that it intended to develop measurements of interim progress based on three-year baseline data and that this data was currently unavailable due to not having three years of data from which to determine a baseline for academic attainment, graduation rate, and English Learner proficiency. The ED deemed this section regarding progress measurement to be incomplete.

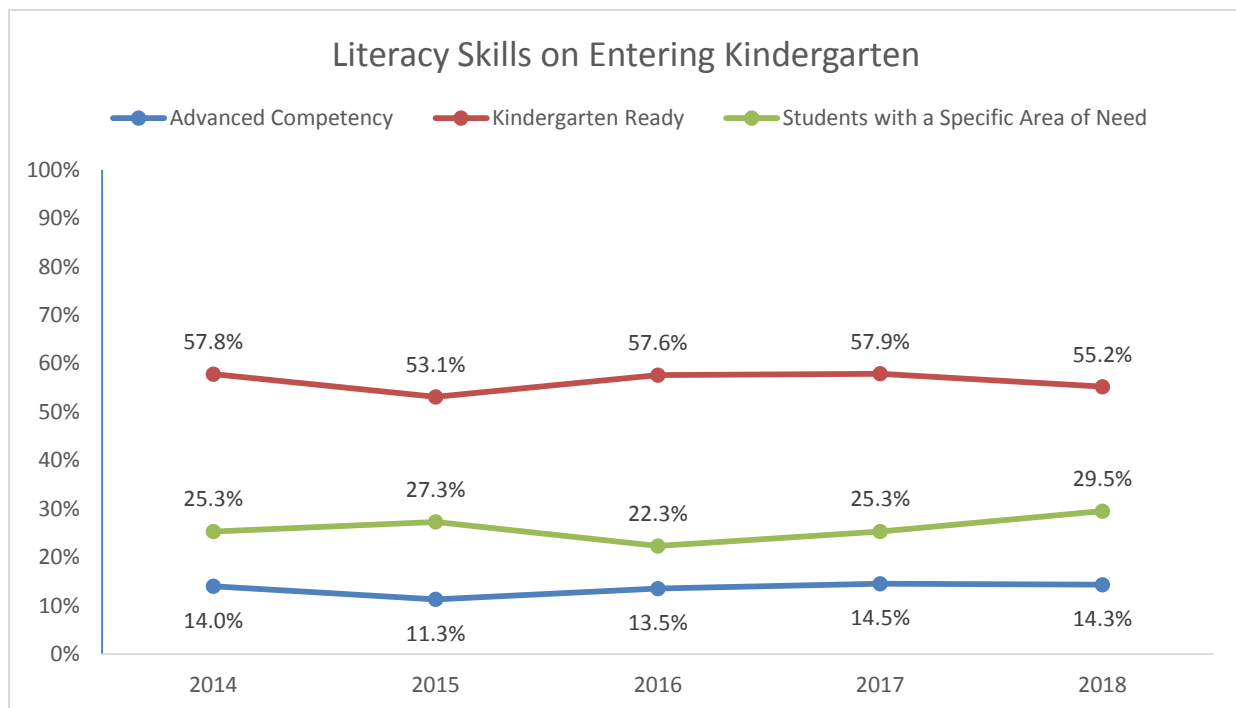
ISBE submitted a revised ESSA State Plan on May 2, 2017. Included were measurements of interim progress generated by using the 15-year time line recommended by stakeholders for academic attainment based upon 2016 PARCC data from grades 3-12; four-, five-, and six-year graduation rates; and English Learner proficiency on ACCESS. In this updated version of the plan, ISBE also indicates that the measures of interim progress will be revisited once three-year composite averages are available for the data. The ESSA State Plan was approved by ED on August 30, 2017.

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. 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 Needing Intervention are further explained in the Technical Notes section of the report.

Figure 1 illustrates kindergarten students' performance on ISEL between 2014 and 2018 (administered in Fall 2017).

Figure 1: Early literacy skills of D65 students entering Kindergarten.



While a majority of D65 students are considered Kindergarten Ready on ISEL, the percent of students meeting this benchmark has trended downward. Since 2016, the percent of students with a specific area of need, possibly requiring support in one of the five snapshot areas, has increased by more than 7%. Interestingly, the percent of students demonstrating Advanced Competency in early literacy skills has also increased slightly over that period of time.

Table 2: Kindergarten Readiness on ISEL by demographic group.

Group	2014	2015	2016	2017	2018	N 2018
Asian	64.7%	54.5%	73.5%	50.0%	48.8%	43
Black	33.2%	33.7%	39.0%	42.1%	34.0%	159
Hispanic/Latinx	43.2%	41.1%	56.5%	36.7%	39.2%	125
Multiracial	67.6%	57.4%	62.9%	59.8%	71.4%	70
Native American	-	-	-	-	-	0
Pacific Islander	-	-	-	-	-	0
White	75.1%	63.8%	65.9%	70.8%	68.1%	361
Female	59.1%	57.0%	57.3%	58.8%	55.2%	375
Male	56.5%	48.5%	57.5%	57.1%	55.5%	384
No FRL	72.8%	63.5%	66.5%	66.3%	64.8%	525
FRL	34.7%	35.9%	37.1%	35.3%	34.2%	234
No IEP	60.2%	56.4%	59.9%	60.4%	56.8%	718
IEP	32.4%	20.0%	15.0%	26.0%	29.3%	41
All Students	57.8%	53.1%	57.6%	57.9%	55.2%	762

Results on ISEL indicate that racial opportunity gaps exist starting from early childhood. The percentage of Asian students considered Kindergarten ready has decreased by nearly 25% since school year 2016. Over this time, the Black and Hispanic/Latinx student demographic groups have also seen a decrease in Kindergarten Readiness, while the White student demographic group has had an increase.

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.

Table 3 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 3: DRA Benchmarks by Demographic Group.

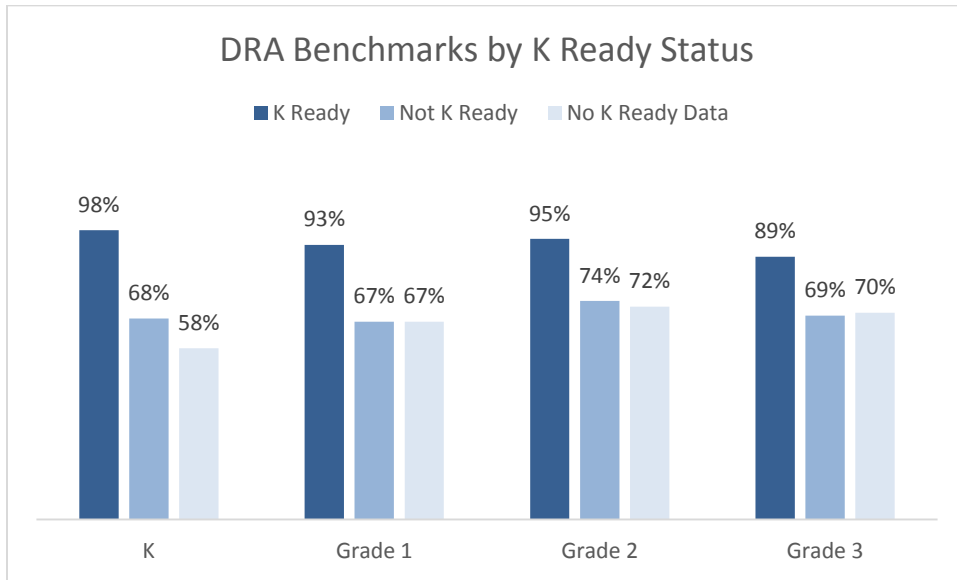
Group	2014	2015	2016	2017	N 2017
Asian	86.0%	85.4%	87.2%	90.0%	70
Black	67.0%	67.4%	68.7%	69.1%	434
Hispanic/Latinx	73.2%	64.8%	67.3%	68.9%	412
Native American	-	-	-	-	2
Other	87.3%	88.0%	88.7%	88.2%	187
White	90.8%	86.5%	90.5%	90.8%	973
Female	84.9%	81.2%	83.7%	82.5%	1521
Male	78.4%	75.9%	77.8%	78.2%	1609
No FRL	91.0%	86.7%	88.9%	89.7%	2026
FRL	65.2%	65.3%	65.5%	63.8%	1050
No IEP	86.0%	82.3%	84.7%	83.8%	2811
IEP	35.3%	39.3%	40.8%	49.4%	265
K-Ready	95.6%	90.9%	94.2%	93.9%	1430
Not K-Ready	62.4%	60.1%	66.1%	69.8%	1031
All Students	81.4%	78.3%	80.5%	80.2%	3140

More than 80% of D65 students meet DRA benchmarks. Although the majority of students in most demographic groups meet benchmarks, there is racial and socioeconomic predictability of outcomes. Black and Hispanic/Latinx students are less likely to meet benchmarks relative to other racial groups. Students eligible for free/reduced lunch are also less likely to meet benchmarks relative to their counterparts. These data reflect structural opportunity gaps in the education system. However, the percent of Black students meeting benchmarks has been increasing since 2014; the same is true for Hispanic/Latinx students since 2015.

Although less than half of students with IEPs meet DRA benchmark reading levels, the performance of this demographic group has trended upward over the past four school years, including an 8.6% increase from 2016.

Data also indicate that students who enter D65 schools Kindergarten Ready are more likely to meet DRA Benchmarks through Grade 3.

Figure 2: Percent of Students Meeting Spring 2017 DRA Benchmarks by ISEL Kindergarten Readiness.



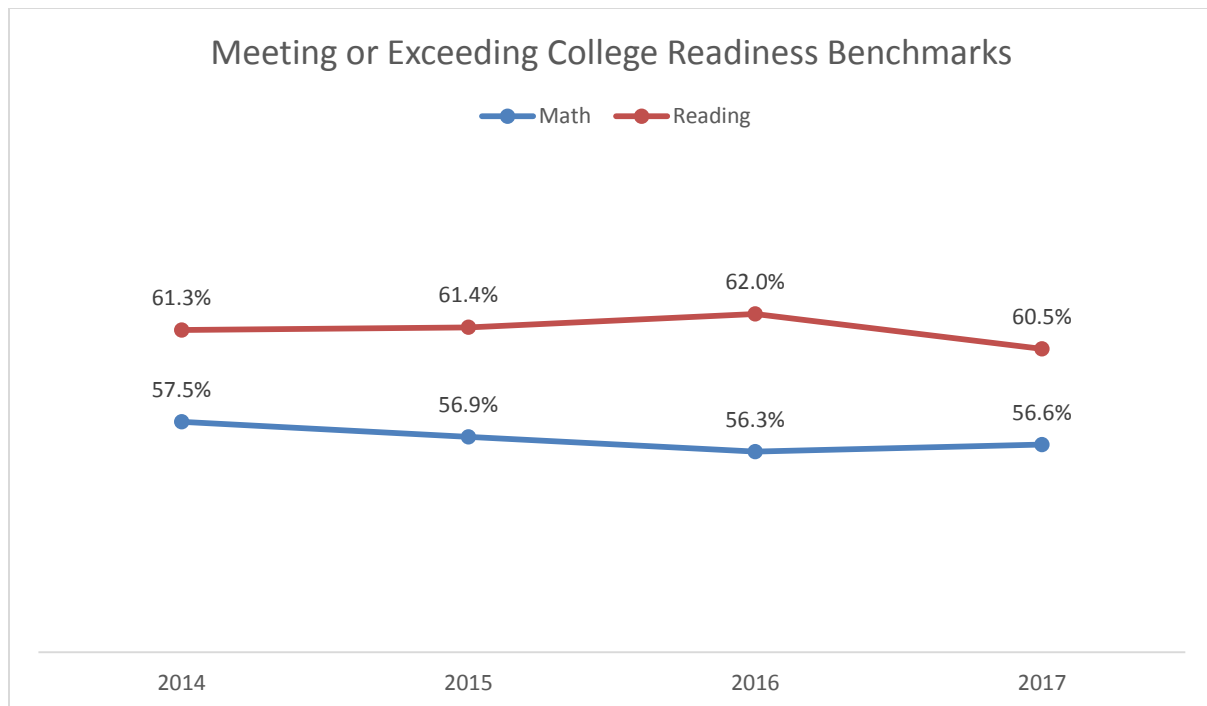
Measures of Academic Progress (MAP)

As noted in the introduction to this report, MAP serves as District 65's primary measure of student academics 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 section.

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 to 61.9% in Math and 67.9% in Reading. The District is currently 5.3 percentage points away from its target in Math and 7.4 percentage points from its target in Reading. The percentage of students meeting CRBs in Math has slightly decreased 0.3 percentage points since SY15 when the Strategic Plan was adopted. The percent of students meeting benchmarks in Reading has decreased by 0.9 percentage points since the plan was adopted.

Figure 3: Percent of Students Meeting or Exceeding CRBs in Math and Reading.



The strategic plan goals also aimed to decrease the score disparity between demographic groups. All major demographic groups have shown decreases in percentage meeting college readiness benchmarks in reading since the first year of the strategic plan. In Math, scores of Asian, Black, and Multiracial

students have decreased, while those of White and Hispanic/Latinx students are comparable to their scores at the beginning of the plan's implementation. 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. These data suggest structural barriers are present for students of color as well as low income students.

Table 4: Reading CRBs by Student Demographic Group.

Group	2014	2015	2016	2017	N 2017
Asian	72.1%	73.9%	70.9%	71.2%	205
Black	31.5%	31.4%	33.2%	30.6%	1129
Hispanic/Latinx	40.8%	38.7%	38.4%	36.2%	920
Multiracial	68.1%	70.3%	66.9%	67.2%	424
Native American	-	-	-	-	15
Pacific Islander	-	-	-	-	6
White	84.5%	84.2%	84.9%	83.7%	2218
Female	65.7%	65.5%	66.6%	64.3%	2365
Male	57.2%	57.4%	57.5%	57.1%	2552
No FRL	81.2%	81.9%	80.2%	78.5%	3181
FRL	30.2%	31.9%	30.2%	27.6%	1736
No IEP	67.5%	66.8%	68.3%	66.0%	4366
IEP	16.5%	19.3%	16.5%	17.2%	551

Table 5: Math CRBs by Student Demographic Group.

Group	2014	2015	2016	2017	N 2017
Asian	71.1%	72.6%	69.7%	68.8%	205
Black	23.9%	24.3%	23.3%	22.0%	1132
Hispanic/Latinx	39.5%	34.1%	34.8%	34.2%	769
Multiracial	62.2%	68.3%	62.2%	64.8%	418
Native American	-	-	-	-	15
Pacific Islander	-	-	-	-	6
White	82.0%	80.3%	79.4%	80.2%	2159
Female	58.3%	57.6%	56.6%	57.0%	2264
Male	56.7%	56.2%	56.0%	56.1%	2440
No FRL	77.2%	76.9%	74.1%	74.0%	3070
FRL	26.9%	28.2%	24.8%	23.8%	1634
No IEP	63.1%	62.0%	62.0%	61.7%	4170
IEP	17.1%	17.2%	14.9%	16.7%	534

Table 6 demonstrates disparities on MAP CRB attainment based on race and class. Both socioeconomic status and race impact student outcomes. Students with higher socioeconomic status are more likely to reach CRBs than their lower SES counterparts of the same race. Students of some historically marginalized groups, particularly Black students, are less likely to reach CRBs than White students regardless of income level. This suggests structural barriers exist such that race/ethnicity has an effect on student outcomes independent of income.

Table 6: MAP CRB Attainment by Race and Lunch Status.

	Math		Reading	
	Free or Reduced	Full Price	Free or Reduced	Full Price
Asian	52.4%	76.1%	53.2%	79.0%
Black	16.1%	37.7%	23.0%	50.5%
Hispanic/Latinx	24.7%	52.1%	23.4%	62.5%
Multiracial	30.9%	75.1%	36.1%	76.5%
Native American	-	-	-	-
Pacific Islander	-	-	-	-
White	49.6%	82.3%	56.4%	85.4%

At or Below the 25th Percentile

More District 65 students scored in the first quartile in 2017 relative to previous school years. This represents a 1.5 percentage point increase in Reading and a 2.2 percentage point increase in Math from 2015. This indicates that the District is 3.5 percentage points away from its goal in reading and 5.7 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 both reading and math. The scores of White students have remained relatively stable, again reflecting structural disadvantages faced by students of color in the education system.

Figure 4: Students Scoring in the First Quartile.

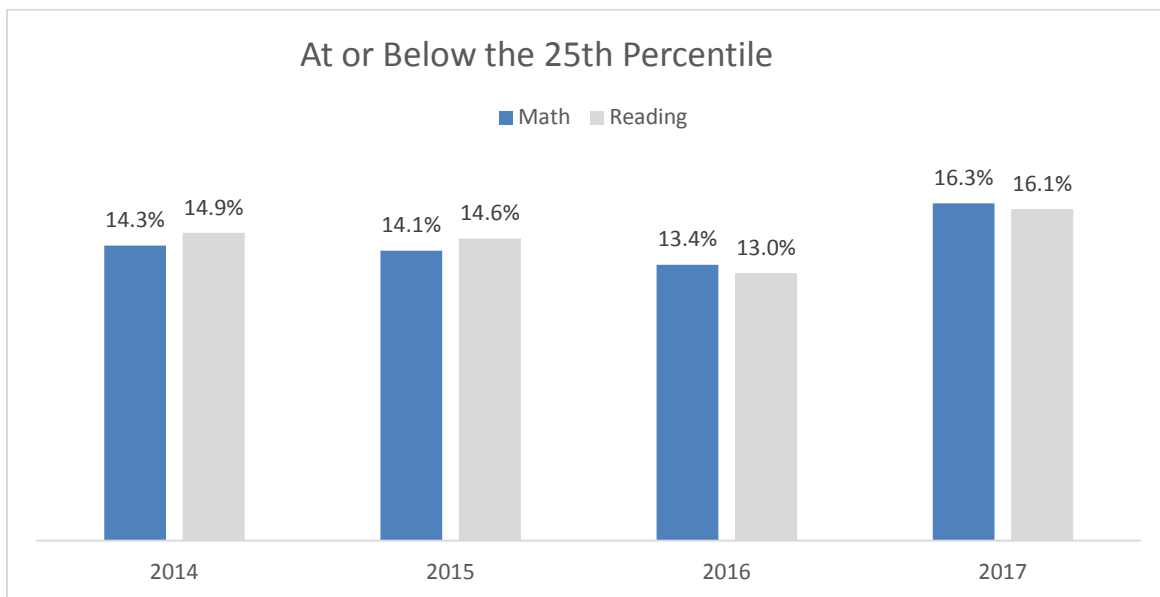


Table 7: Students Scoring in the First Quartile in Reading by Demographic Group.

Group	2014	2015	2016	2017	N 2017
Asian	10.4%	9.0%	8.3%	10.2%	205
Black	29.5%	29.7%	26.3%	33.7%	1129
Hispanic/Latinx	26.3%	25.8%	24.2%	28.6%	920
Multiracial	10.6%	10.2%	8.5%	9.4%	424
White	3.0%	3.3%	2.6%	3.5%	2218
Female	11.6%	10.5%	10.1%	12.6%	2365
Male	18.0%	18.6%	15.7%	19.3%	2552
No FRL	4.9%	4.3%	4.0%	5.8%	3181
FRL	30.6%	29.5%	28.6%	34.9%	1736
No IEP	9.0%	9.3%	7.3%	10.7%	4366
IEP	57.6%	56.4%	53.5%	58.4%	551

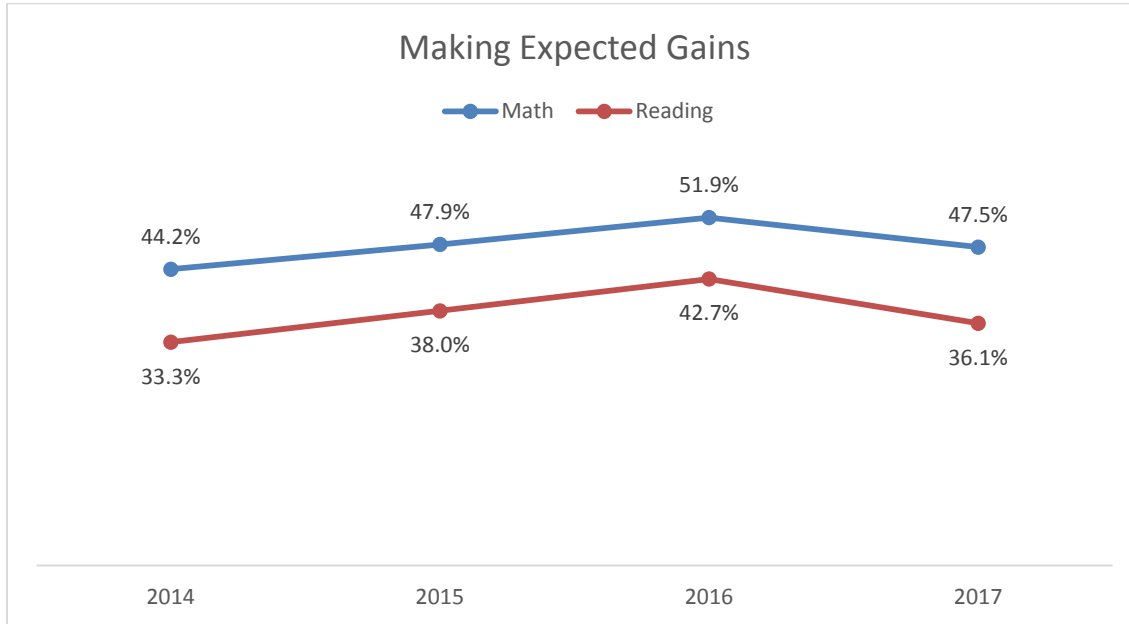
Table 8: Students Scoring in the First Quartile in Math by Demographic Group.

Group	2014	2015	2016	2017	N 2017
Asian	10.8%	7.9%	10.1%	9.8%	205
Black	31.1%	30.0%	29.8%	38.3%	1132
Hispanic/Latinx	21.9%	23.7%	20.5%	24.6%	769
Multiracial	10.7%	9.1%	9.6%	10.3%	418
White	2.5%	3.0%	3.1%	3.8%	2159
Female	13.4%	12.8%	12.1%	15.5%	2264
Male	15.1%	15.2%	14.6%	17.2%	2440
No FRL	4.6%	3.7%	4.4%	5.8%	3070
FRL	29.4%	29.0%	29.3%	36.2%	1634
No IEP	9.8%	9.6%	8.3%	11.4%	4170
IEP	46.9%	49.2%	50.2%	54.9%	534

Expected Gains

Overall, the percent of students making expected gains decreased in Math by 0.4% and in Reading by 1.9% since the first year of the strategic plan. The District will need to increase the percent of students making expected gains by 7.4% in Math and 8.9% in Reading by 2020 to meet its outcome goals.

Figure 5: Students Making Expected Gains on MAP.



Over this same time period, the percent of White students making expected gains in reading remained stable, while the percent of students of color decreased. White and Asian students demonstrated an increase in percent making expected gains in math; however, Black, Hispanic/Latinx, and Multiracial students saw a decrease.

Table 9: Students Making Expected Gains in Reading by Demographic Group.

Group	2014	2015	2016	2017	N 2017
Asian	31.3%	39.4%	37.3%	38.1%	155
Black	31.4%	35.9%	42.5%	33.6%	856
Hispanic/Latinx	33.8%	39.9%	42.1%	34.3%	708
Multiracial	37.7%	40.2%	38.0%	35.2%	332
Native American	-	-	-	-	15
Pacific Islander	-	-	-	-	6
White	33.6%	37.8%	44.5%	37.9%	1782
Female	32.8%	39.3%	43.0%	34.8%	1879
Male	33.8%	36.7%	42.5%	37.4%	1973
No FRL	33.9%	38.7%	43.5%	36.4%	2536
FRL	32.3%	36.9%	41.4%	35.5%	1316
No IEP	33.8%	37.7%	42.5%	36.3%	3411
IEP	29.8%	40.0%	44.6%	34.7%	441

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

Group	2014	2015	2016	2017	N 2017
Asian	50.7%	47.5%	50.0%	56.7%	157
Black	38.1%	43.6%	49.0%	32.4%	856
Hispanic/Latinx	46.9%	41.2%	50.6%	37.8%	627
Multiracial	46.8%	51.3%	49.5%	49.8%	331
Native American	-	-	-	-	15
Pacific Islander	-	-	-	-	6
White	45.5%	52.3%	54.3%	57.2%	1747
Female	46.9%	48.3%	51.4%	49.5%	1821
Male	41.6%	47.5%	52.4%	45.5%	1916
No FRL	46.3%	52.5%	53.8%	53.5%	2474
FRL	40.9%	41.1%	48.4%	35.7%	1263
No IEP	44.8%	48.7%	52.5%	49.6%	3311
IEP	39.5%	41.6%	46.8%	31.2%	426

Growth Norms

The District monitors both the average percentile score of its students and the average growth percentile, which compares the growth in MAP scores to similar schools nationwide. While the percentile scores of District 65 trended downward, the District remains above the national average in both math and reading. All grade levels demonstrated scores in the upper quartile of either reading or

math, and a majority scored in the upper quartile of both. 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 11: Percentile Ranking of MAP Scores by Grade and Subject.

Grade	Reading		Math	
	2016	2017	2016	2017
3	-	-	84	71
4	89	84	90	84
5	90	84	89	87
6	88	80	83	72
7	91	88	93	88
8	91	91	93	93

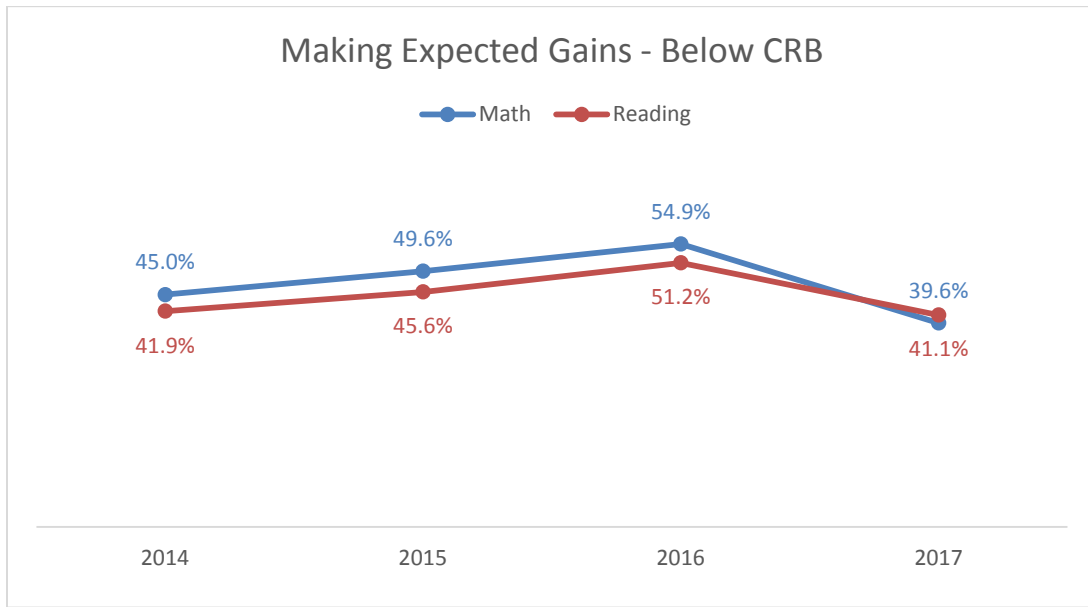
Table 12: Percentile Ranking of MAP Growth.

Grade	Reading		Math	
	2016	2017	2016	2017
3	-	-	91	55
4	78	31	89	64
5	85	33	63	50
6	79	22	19	2
7	82	42	97	69
8	87	56	97	67

Growth and CRB Attainment

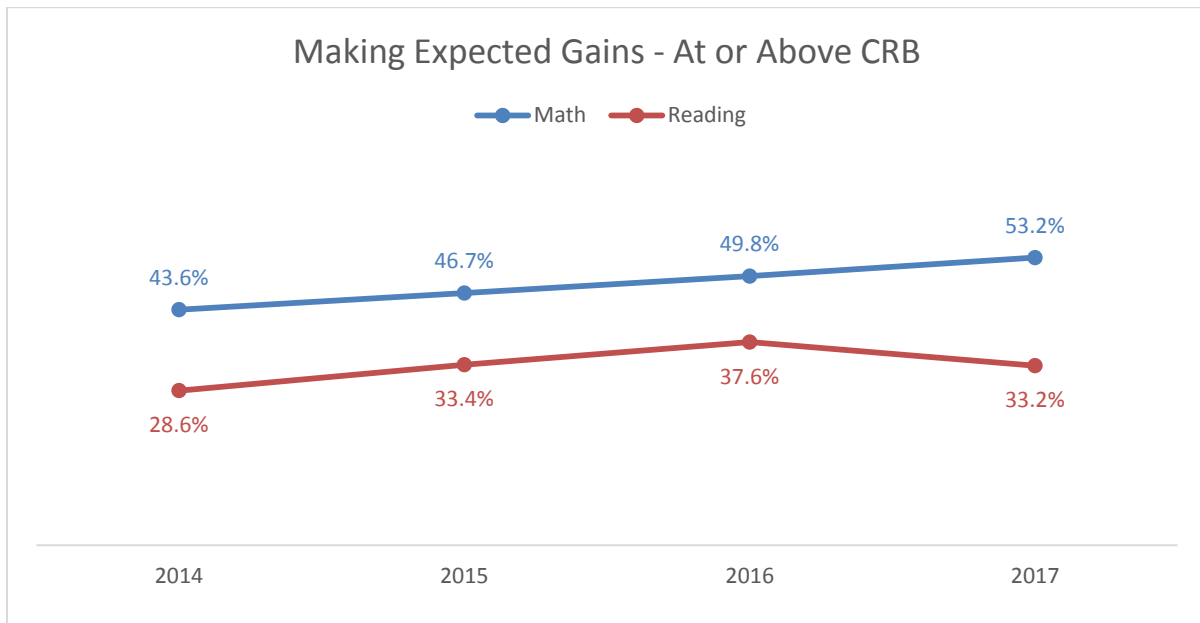
Growth on MAP also varies by CRB attainment. Since 2015, the percent of students making expected gains after scoring below CRBs has decreased by 10% in math and 4.5% in reading.

Figure 6: 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 seen a steady upward trend over the past four school years. Reading saw an upward trend over the first three years, but decreased by 4.4% during SY 17.

Figure 7: Gains of Students Scoring at or Above CRBs.



Partnership for Assessment of Readiness for College Careers (PARCC)

The 2016-2017 school year was the third year of implementation for the PARCC exam. Between school years 2015 and 2016, PARCC made several changes to the design of the test. These changes may have influenced scores, and, as a result, a comparison of the 2014-2015 school year to school years 2016 and 2017 may be less reflective of real changes in student performance. This memo will focus on comparisons between school years 2016 and 2017, during which the PARCC format remained constant.

From 2016 to 2017, the performance level of District 65 students in ELA remained relatively constant. The math content area saw more students in performance levels 1-3, indicating fewer students meeting or exceeding PARCC standards. The District continues to outperform state averages.

Figure 8: PARCC Performance Level Distribution in English Language Arts. Levels 4 and 5 indicate meeting and exceeding PARCC standards, respectively.

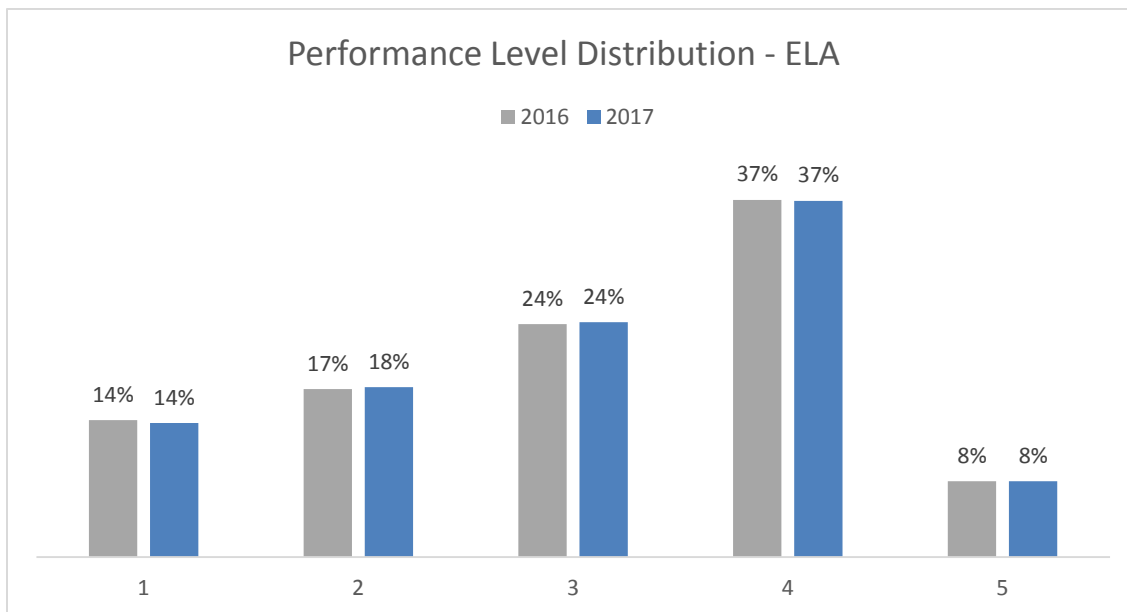


Figure 9: D65 and Illinois Statewide ELA Performance.

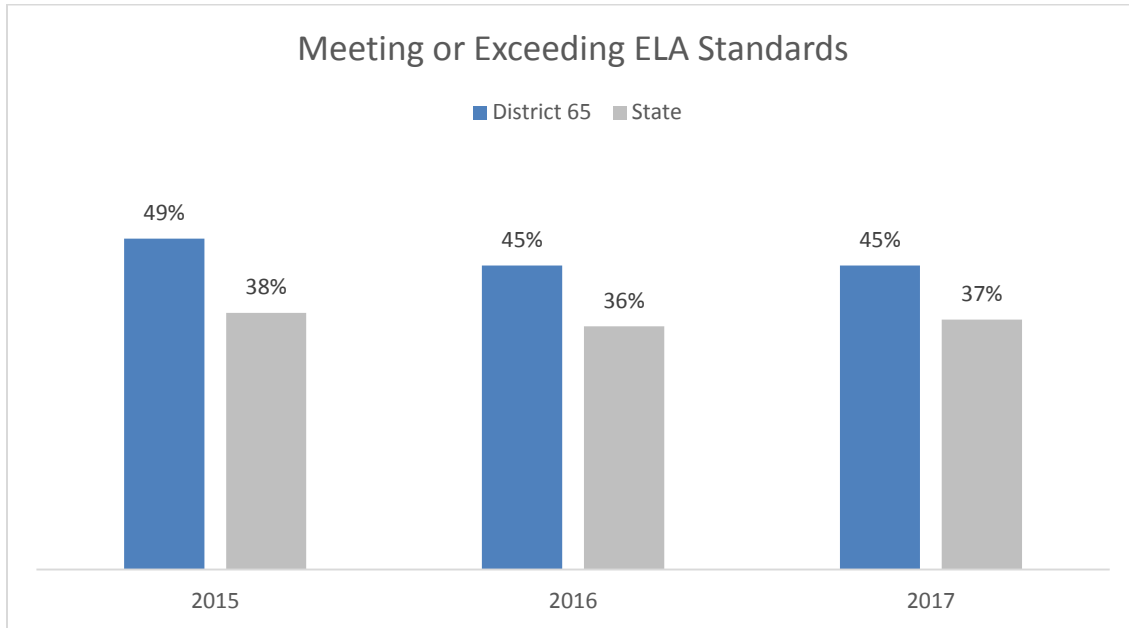


Figure 10: PARCC Performance Level Distribution in Math.

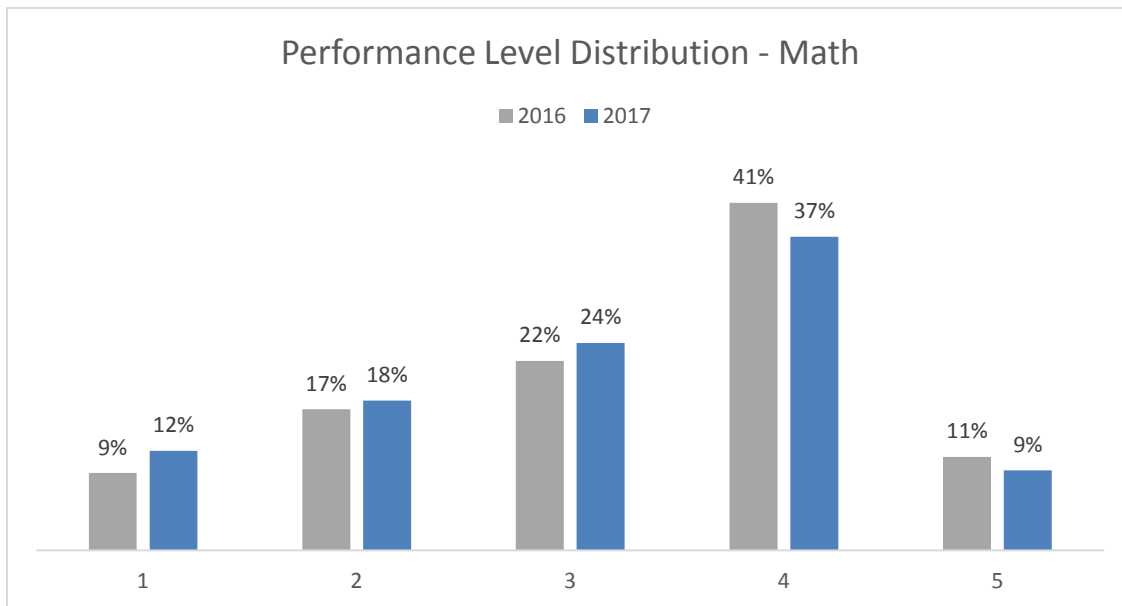
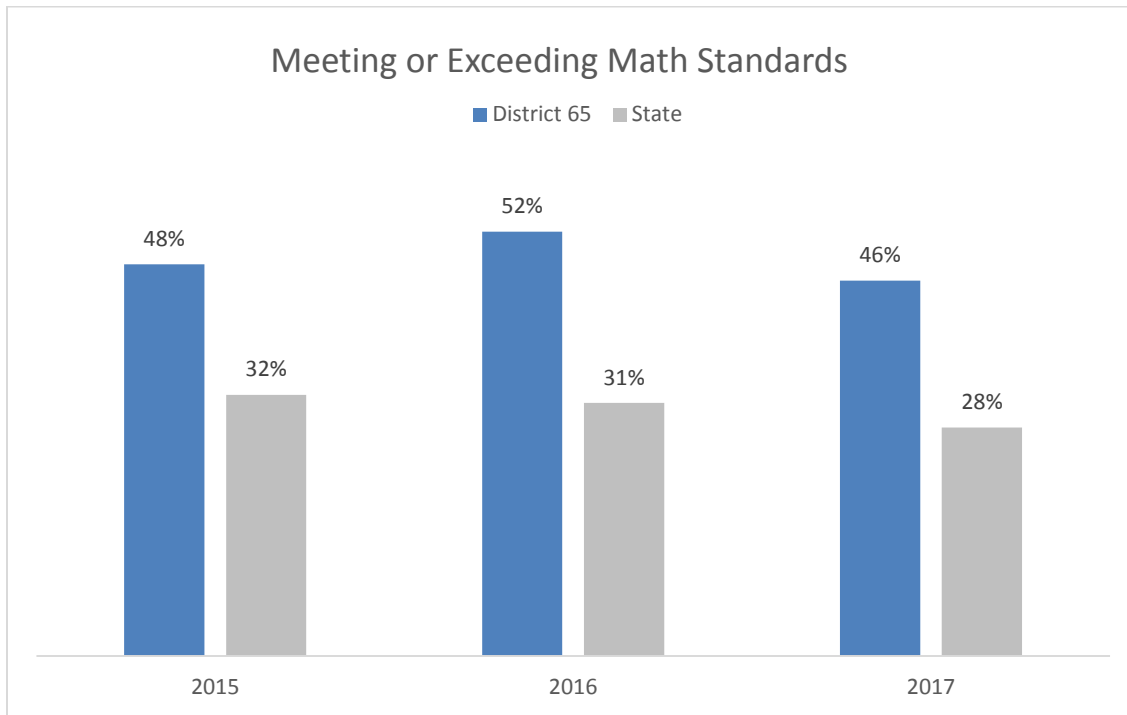


Figure 11: D65 and Illinois Statewide Math Performance.

Multiracial, Native American, and White students were more likely to meet ELA benchmarks in 2017 compared to the previous year. The structural racism of the education system can be seen in the increasing gaps in percent of White students meeting benchmarks relative to Asian, Black, and Hispanic/Latinx students.

Table 13: PARCC ELA by Demographic Group.

Group	2015	2016	2017	N 2017
Asian	62.9%	59.7%	55.0%	200
Black	19.9%	18.1%	17.0%	1071
Hispanic/Latinx	28.4%	24.8%	23.6%	883
Multiracial	56.2%	48.2%	53.2%	393
Native American	55.6%	33.3%	46.7%	15
Pacific Islander	-	-	-	6
White	69.5%	64.9%	65.1%	2068
Female	56.7%	53.8%	52.0%	2216
Male	40.9%	35.7%	37.6%	2420
No FRL	67.4%	61.1%	61.1%	2977
FRL	21.2%	16.2%	14.8%	1659
No IEP	53.4%	49.8%	49.4%	4105
IEP	11.2%	6.6%	6.6%	531

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.

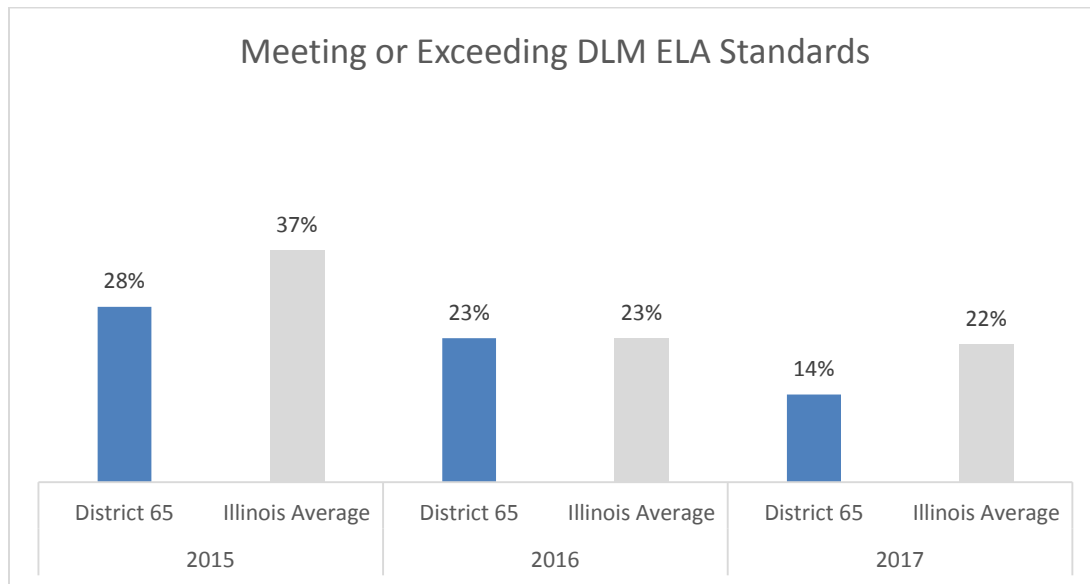
Table 14: PARCC Math by Demographic Group.

Group	2015	2016	2017	N 2017
Asian	65.1%	70.0%	65.4%	205
Black	16.1%	20.9%	15.4%	1074
Hispanic/Latinx	26.5%	29.5%	23.5%	885
Multiracial	57.9%	57.9%	50.8%	394
Native American	40.0%	41.7%	13.3%	15
Pacific Islander	-	-	-	6
White	70.7%	75.1%	69.6%	2072
Female	49.2%	55.1%	48.0%	2217
Male	47.0%	48.9%	44.7%	2434
No FRL	67.8%	70.2%	63.5%	2975
FRL	19.4%	20.9%	15.8%	1676
No IEP	52.8%	57.6%	50.9%	4117
IEP	10.4%	10.8%	10.7%	534

Dynamic Learning Maps Assessment (DLM)

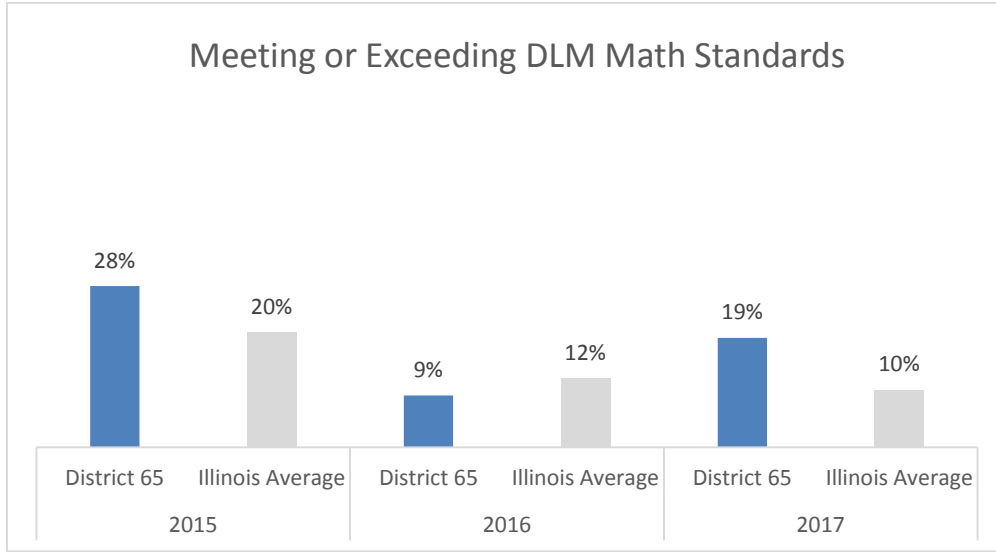
The DLM assesses the academic progress of students with cognitive disabilities. ELA scores have trended downward over the past three school years. In 2017, 14% of District 65 students taking the DLM met their achievement targets in ELA—a 9 point decrease from 2016. More students scored in the bottom two performance levels and fewer in the top two performance levels in this subject. This places the District below the state average in ELA, with 18% of D65 students meeting or exceeding benchmarks relative to 22% statewide.

Figure 12: D65 and Illinois Statewide DLM ELA Performance.



Nineteen percent of District 65 students scored at or above target in math, a 10 percentage point increase from 2016. More students reached targets for Math relative to 2016, but no students scored at an Advanced performance level. District 65 outpaces state averages in math, with 22% meeting expectations relative to 10% statewide. This contrasts with last year's performance, as students scored better relative to students statewide on ELA, not math.

Figure 13: 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. District 65 has data from one year of ISA Testing (SY 16).

Table 15: ISA Proficiency by Demographic Group.

Group	2016	N 2016
Asian	77%	70
Black	35%	363
Hispanic/Latinx	47%	278
Multiracial	64%	114
White	83%	645
No FRL	80%	909
FRL	35%	567
No IEP	68%	1303
IEP	23%	173
All Students	63%	1476

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 2 or fewer errors on the Alphabet snapshot, or 1 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 uses old norms; in future reports, all historic data will be re-normed.

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). The growth measures from SY 16 and later have been reported using these norms; the norms have also been retroactively applied to previous school years to allow for better historic 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 percent of students who grow at or above average relative to the norm sample beginning at the same achievement level. It also accounts for the standard error of each assessment score. For students to make expected gains, they must increase as many scale score points as the average student in addition to having growth that is greater than the sum of the standard errors on the pre- and post-assessments.

PARCC

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. While these alterations make administration of the test easier for teachers and students, they are also variables that may have

influenced scores and thus make a comparison of the 2014-2015 school year to school years 2016 and 2017 less reflective of real changes in students' performance level.

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	2013-14	2014-15	2015-16	2016-17	Change from 2013-14	Change from 2015-16
Academic Outcomes						
% meeting college readiness benchmarks in reading	61.3%	61.4%	62.0%	60.5%	-0.8%	-1.4%
% meeting college readiness benchmarks in math	57.5%	56.9%	56.3%	56.6%	-0.9%	0.3%
% at or below the 25th percentile in reading	14.9%	14.6%	13.0%	16.1%	1.2%	3.1%
% at or below the 25th percentile in math	14.3%	14.1%	13.4%	16.3%	2.0%	3.0%
% making expected gains in reading						
All students	33.3%	38.0%	42.7%	36.1%	2.8%	-6.6%
Students meeting college readiness benchmarks in reading	28.6%	33.4%	37.6%	33.2%	4.6%	-4.4%
Students <u>not</u> meeting college readiness benchmarks in reading	41.9%	45.6%	51.2%	41.1%	-0.8%	-10.1%
% making expected gains in math						
All students	44.2%	47.9%	51.9%	47.5%	3.3%	-4.4%
Students meeting college readiness benchmarks in math	43.6%	46.7%	49.8%	53.2%	9.6%	3.4%
Students <u>not</u> meeting college readiness benchmarks in math	45.0%	49.6%	54.9%	39.6%	-5.5%	-15.3%
% meeting college readiness benchmarks in reading:						
Students who qualify for free/reduced lunch	30.2%	31.9%	30.2%	27.6%	-2.6%	-2.6%
Students who <u>do not</u> qualify for free/reduced lunch	81.2%	81.9%	80.2%	78.5%	-2.7%	-1.7%
African American/Black	31.5%	31.4%	33.2%	30.6%	-0.9%	-2.5%
Asian	72.1%	73.9%	70.9%	71.2%	-0.9%	0.3%
Hispanic/Latino	40.8%	38.7%	38.4%	36.2%	-4.6%	-2.2%
Multi-Racial	68.1%	70.3%	66.9%	67.2%	-0.9%	0.3%
White	84.5%	84.2%	84.9%	83.7%	-0.9%	-1.2%
Students with disabilities (IEP)	16.5%	19.3%	16.5%	17.2%	0.8%	0.7%
% meeting college readiness benchmarks in math:						
Students who qualify for free/reduced lunch	26.9%	28.2%	24.8%	23.8%	-3.1%	-1.0%
Students who <u>do not</u> qualify for free/reduced lunch	77.2%	76.9%	74.1%	74.0%	-3.2%	-0.1%
African American/Black	23.9%	24.3%	23.3%	22.0%	-1.9%	-1.3%
Asian	71.1%	72.6%	69.7%	68.8%	-2.3%	-0.9%
Hispanic/Latino	39.5%	34.1%	34.8%	34.2%	-5.3%	-0.6%
Multi-Racial	62.2%	68.3%	62.2%	64.8%	2.6%	2.7%
White	82.0%	80.3%	79.4%	80.2%	-1.8%	0.8%
Students with disabilities (IEP)	17.1%	17.2%	14.9%	16.7%	-0.4%	1.7%
Achievement Gaps						

Appendix B: Assessments by School

Table B-1: ISEL Kindergarten Readiness by School.

School	2014	2015	2016	2017	2018	N 2018
Dawes	44.3%	44.4%	37.7%	33.3%	47.8%	67
Dewey	79.8%	56.4%	55.7%	56.6%	66.2%	65
Lincoln	55.6%	56.8%	57.1%	57.6%	55.3%	85
Lincolnwood	53.1%	56.7%	49.1%	56.9%	55.1%	69
Oakton	54.7%	58.1%	60.7%	72.6%	62.3%	69
Orrington	73.1%	63.8%	82.1%	67.6%	50.7%	68
Walker	37.3%	34.0%	51.1%	50.0%	45.6%	57
Washington	56.7%	47.0%	55.1%	54.9%	47.8%	69
Willard	63.7%	62.1%	73.2%	63.6%	62.3%	61
Kingsley	60.3%	42.6%	57.8%	68.6%	61.8%	55
King Arts	42.4%	48.1%	41.8%	55.6%	51.7%	58
Rhodes	65.8%	47.5%	64.1%	57.6%	58.8%	34

Table B-2: DRA Benchmarks by School.

School	2014	2015	2016	2017	N 2017
Dawes	75.5%	76.9%	76.1%	71.3%	244
Dewey	89.6%	83.7%	81.1%	77.5%	342
Lincoln	76.0%	77.4%	82.0%	77.3%	299
Lincolnwood	87.0%	87.3%	88.9%	89.0%	246
Oakton	77.3%	72.2%	75.3%	78.1%	247
Orrington	77.1%	70.2%	81.2%	80.1%	261
Walker	83.2%	85.7%	82.0%	79.5%	239
Washington	82.6%	76.2%	72.4%	79.2%	356
Willard	82.6%	73.8%	81.4%	80.9%	329
King Arts	81.6%	78.7%	81.1%	82.4%	216
Kingsley	82.5%	82.7%	84.4%	88.1%	218
Rhodes	80.1%	76.1%	83.5%	83.9%	143

Table B-3: MAP Reading CRBs by School.

School	2014	2015	2016	2017	N 2017
Chute	49.8%	47.5%	48.7%	48.8%	582
Haven	69.0%	66.6%	66.7%	63.4%	801
Nichols	62.7%	65.7%	65.5%	65.6%	701
Dawes	56.1%	55.1%	48.9%	43.0%	186
Dewey	77.0%	68.9%	69.2%	70.3%	249
Lincoln	66.4%	67.2%	71.0%	67.7%	266
Lincolnwood	66.5%	70.1%	70.9%	70.8%	209
Oakton	40.8%	44.0%	46.6%	40.6%	197
Orrington	68.5%	74.1%	73.7%	75.6%	176
Walker	48.9%	49.7%	52.1%	52.7%	186
Washington	57.1%	60.9%	62.8%	62.9%	264
Willard	63.6%	68.8%	70.8%	69.1%	262
King Arts	60.5%	57.4%	56.5%	55.2%	373
Kingsley	68.5%	65.2%	71.4%	67.2%	195
Rhodes	64.6%	65.6%	61.3%	59.2%	245

Table B-4: MAP Math CRBs by School.

School	2014	2015	2016	2017	N 2017
Chute	39.6%	37.0%	38.5%	38.2%	589
Haven	64.7%	61.7%	64.4%	62.6%	796
Nichols	57.3%	57.8%	56.8%	57.8%	701
Dawes	55.9%	55.6%	49.1%	41.1%	158
Dewey	72.8%	68.4%	62.3%	70.9%	206
Lincoln	57.4%	61.8%	58.0%	61.9%	268
Lincolnwood	65.6%	71.0%	62.8%	67.0%	209
Oakton	35.4%	36.5%	41.2%	40.9%	159
Orrington	74.2%	69.3%	74.7%	69.1%	178
Walker	51.7%	55.8%	45.6%	58.3%	192
Washington	56.5%	57.9%	63.4%	59.3%	182
Willard	66.0%	65.8%	70.0%	70.7%	225
King Arts	55.7%	55.1%	49.7%	52.1%	376
Kingsley	62.2%	60.2%	59.4%	59.8%	194
Rhodes	61.2%	61.2%	59.9%	55.1%	245

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

School	2014	2015	2016	2017	N 2017
Chute	16.0%	18.3%	16.5%	19.9%	582
Haven	11.0%	9.5%	8.1%	11.2%	801
Nichols	13.5%	11.2%	9.7%	12.0%	701
Dawes	21.7%	21.3%	23.4%	32.3%	186
Dewey	7.9%	12.9%	10.8%	12.4%	249
Lincoln	11.4%	11.5%	8.7%	14.3%	266
Lincolnwood	13.7%	12.8%	11.2%	12.9%	209
Oakton	27.0%	25.1%	25.0%	32.0%	197
Orrington	12.2%	13.8%	12.1%	7.4%	176
Walker	22.5%	23.9%	23.0%	18.8%	186
Washington	18.7%	18.8%	16.1%	18.2%	264
Willard	12.0%	16.0%	8.8%	10.7%	262
King Arts	14.8%	14.5%	11.3%	18.2%	373
Kingsley	13.2%	13.8%	11.5%	16.9%	195
Rhodes	10.5%	6.8%	9.7%	13.9%	245

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

School	2014	2015	2016	2017	N 2017
Chute	19.7%	18.8%	17.9%	23.6%	589
Haven	9.0%	9.2%	8.2%	12.3%	796
Nichols	13.1%	12.7%	11.4%	12.0%	701
Dawes	13.8%	15.2%	19.4%	29.1%	158
Dewey	9.2%	9.3%	10.9%	11.7%	206
Lincoln	14.3%	11.4%	11.3%	14.9%	268
Lincolnwood	14.2%	9.5%	10.1%	12.0%	209
Oakton	30.3%	30.7%	26.4%	30.2%	159
Orrington	10.6%	11.4%	10.0%	9.6%	178
Walker	16.9%	19.9%	25.4%	20.8%	192
Washington	14.9%	16.1%	8.9%	17.6%	182
Willard	10.0%	10.5%	7.4%	8.4%	225
King Arts	13.6%	14.4%	12.8%	18.4%	376
Kingsley	14.8%	16.0%	17.2%	17.0%	194
Rhodes	11.0%	7.2%	11.7%	13.5%	245

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

School	2014	2015	2016	2017	N 2017
Chute	29.6%	25.3%	39.6%	32.1%	539
Haven	28.3%	32.5%	36.5%	26.1%	756
Nichols	26.6%	34.1%	41.0%	35.1%	664
Dawes	42.6%	56.6%	42.1%	40.2%	117
Dewey	46.4%	47.3%	45.1%	50.0%	158
Lincoln	39.8%	47.0%	54.4%	42.0%	174
Lincolnwood	39.0%	46.1%	44.6%	43.8%	137
Oakton	44.0%	41.0%	59.3%	38.0%	129
Orrington	44.5%	47.0%	49.5%	60.4%	111
Walker	36.0%	43.7%	57.8%	52.5%	101
Washington	38.8%	37.3%	50.6%	41.6%	166
Willard	39.5%	51.0%	57.7%	48.2%	168
King Arts	34.1%	36.0%	39.5%	30.7%	293
Kingsley	38.5%	45.7%	43.8%	37.9%	124
Rhodes	25.8%	47.5%	36.3%	34.5%	197

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

School	2014	2015	2016	2017	N 2017
Chute	41.1%	40.5%	48.7%	37.8%	542
Haven	31.4%	37.2%	47.1%	44.0%	750
Nichols	36.1%	43.0%	50.1%	46.2%	662
Dawes	64.8%	55.8%	54.9%	42.6%	94
Dewey	55.6%	64.4%	43.0%	57.2%	138
Lincoln	56.8%	54.4%	58.3%	54.1%	172
Lincolnwood	52.1%	64.6%	56.6%	64.7%	139
Oakton	45.7%	50.4%	61.3%	32.1%	109
Orrington	69.7%	63.2%	70.6%	66.1%	112
Walker	56.3%	47.6%	35.6%	61.3%	106
Washington	55.3%	50.6%	61.3%	38.2%	131
Willard	58.6%	67.3%	71.4%	69.8%	149
King Arts	42.4%	45.4%	46.2%	53.2%	295
Kingsley	57.9%	62.1%	65.5%	51.2%	123
Rhodes	36.8%	56.0%	52.2%	39.8%	196

Table B-9: PARCC ELA by School.

School	2015	2016	2017	N 2017
Chute	39%	33%	37%	517
Haven	54%	48%	46%	781
Nichols	48%	41%	45%	640
Dawes	43%	36%	26%	174
Dewey	58%	55%	56%	243
Lincoln	46%	51%	46%	249
Lincolnwood	62%	53%	54%	202
Oakton	21%	28%	29%	177
Orrington	63%	64%	55%	177
Walker	38%	37%	44%	184
Washington	45%	47%	48%	248
Willard	55%	55%	56%	259
King Arts	41%	39%	37%	332
Kingsley	56%	55%	55%	194
Rhodes	49%	44%	45%	234

Table B-10: PARCC Math by School.

School	2015	2016	2017	N 2017
Chute	33%	28%	28%	518
Haven	56%	56%	48%	782
Nichols	51%	50%	44%	637
Dawes	33%	42%	30%	174
Dewey	59%	64%	60%	245
Lincoln	45%	61%	50%	255
Lincolnwood	59%	68%	60%	201
Oakton	18%	29%	27%	178
Orrington	59%	73%	70%	177
Walker	42%	48%	53%	191
Washington	43%	57%	51%	247
Willard	60%	70%	60%	259
King Arts	51%	46%	40%	333
Kingsley	50%	59%	53%	194
Rhodes	49%	54%	46%	234

Table B-11: ISA Proficiency by School.

School	2016	N 2016
Chute	54%	171
Haven	68%	227
Nichols	67%	199
Dawes	70%	57
Dewey	75%	81
Lincoln	69%	91
Lincolnwood	60%	50
Oakton	39%	70
Orrington	69%	61
Walker	40%	53
Washington	57%	79
Willard	69%	78
King Arts	61%	122
Kingsley	61%	59
Rhodes	63%	78

Appendix C: Assessments by Grade

Table C-1: DRA Benchmarks by Grade.

Grade	2014	2015	2016	2017	N 2017
K	76.9%	70.1%	79.5%	81.4%	786
1	81.5%	74.3%	78.1%	78.4%	821
2	84.9%	83.6%	84.0%	82.4%	801
3	82.4%	85.7%	80.3%	78.6%	732

Table C-2: MAP Reading CRBs by Grade

Grade	2014	2015	2016	2017	N 2017
3	63.1%	63.2%	63.7%	59.3%	815
4	60.3%	63.9%	64.2%	63.0%	887
5	61.7%	59.8%	63.2%	61.8%	812
6	58.8%	61.3%	62.3%	58.9%	784
7	58.8%	58.1%	57.7%	58.4%	796
8	64.9%	62.0%	60.7%	61.4%	823

Table C-3: MAP Math CRBs by Grade

Grade	2014	2015	2016	2017	N 2017
3	54.4%	55.8%	54.6%	53.2%	690
4	60.1%	64.2%	60.5%	60.7%	794
5	65.5%	60.9%	60.7%	63.8%	813
6	55.7%	54.6%	52.4%	49.9%	801
7	53.0%	52.0%	54.3%	54.7%	797
8	55.1%	52.6%	55.0%	56.5%	809

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

Grade	2014	2015	2016	2017	N 2017
3	16.1%	15.0%	13.9%	17.2%	815
4	16.8%	16.4%	14.9%	17.9%	887
5	14.8%	18.0%	14.7%	18.5%	812
6	18.2%	14.7%	15.4%	17.2%	784
7	14.3%	12.5%	10.8%	14.4%	796
8	8.6%	10.5%	7.6%	11.1%	823

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

Grade	2014	2015	2016	2017	N 2017
3	15.2%	13.7%	15.3%	18.1%	690
4	15.0%	15.8%	12.9%	16.0%	794
5	13.5%	14.9%	14.3%	17.1%	813
6	17.7%	15.6%	16.7%	21.2%	801
7	14.1%	14.8%	11.9%	14.7%	797
8	10.1%	8.9%	8.9%	11.2%	809

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

Grade	2014	2015	2016	2017	N 2017
4	43.1%	50.0%	50.7%	47.7%	835
5	36.7%	43.5%	48.7%	38.6%	749
6	21.9%	28.8%	41.1%	30.0%	739
7	29.3%	34.4%	35.6%	30.8%	750
8	34.1%	31.7%	37.6%	32.2%	779

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

Grade	2014	2015	2016	2017	N 2017
4	58.3%	67.2%	65.4%	57.1%	727
5	55.9%	51.6%	50.5%	52.5%	746
6	22.6%	22.5%	24.1%	22.2%	749
7	44.4%	45.3%	59.7%	53.4%	747
8	37.4%	53.2%	60.1%	52.3%	768

Table C-8: PARCC ELA by Grade.

Grade	2015	2016	2017	N 2017
3	45.8%	47.0%	42.7%	805
4	51.0%	47.7%	47.5%	865
5	47.8%	47.5%	46.9%	778
6	46.0%	44.3%	43.6%	761
7	47.6%	38.1%	43.5%	745
8	48.8%	42.1%	40.3%	739

Table C-9: PARCC Math by Grade.

Grade	2015	2016	2017	N 2017
3	49.0%	58.0%	49.1%	814
4	48.8%	58.3%	51.8%	868
5	43.5%	56.1%	51.5%	785
6	45.8%	45.9%	39.2%	757
7	45.5%	44.4%	37.7%	751
8	50.2%	47.8%	44.6%	740

Table C-10: ISA Proficiency by Grade.

Grade	2016	N 2016
5	62%	780
8	64%	696