

MEMORANDUM



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes

TO: Paul Goren, Superintendent

CC: School Board

FROM: Stacy Beardsley, Asst. Superintendent of Schools

DATE: September 25, 2017

RE: K-3 Literacy Data for OPAL

Background

On August 21, 2017, Evanston's Organization for Positive Action and Leadership (OPAL) formally requested that District 65 publish data and information on several areas of interest. One of those areas is K-3 Literacy. This memo contains a number of tables and figures that address OPAL's K-3 Literacy data request.

Summary of K-3 Literacy Trends

District 65's performance on the spring 2017 DRA assessment was on par with spring 2016 performance. Spring 2017 results were generally an improvement over the 2012-2016 five-year average baseline established as part of the K-3 Literacy Framework, with the exception of third-graders and Hispanic students. Both the spring 2017 snapshot and the cohort analyses show continuation in the trends of White students meeting the DRA benchmark at a higher rate than Black and Hispanic students, and kindergarten-ready students meeting the DRA benchmark at a higher rate than students that were not kindergarten-ready. During 2016-17, the percent of black students in kindergarten and first grade meeting DRA/EDL benchmarks increased at a greater rate than white students and all students while all three groups demonstrated improvement.

Comparing Spring 2017 Performance to a Five-Year Baseline

The following tables compare the District's performance on the most recent Developmental Reading Assessment (DRA) test in spring of 2017 to a five-year baseline average (2012 to 2016) established as part of the Curriculum and Instruction Department's K-3 Literacy Framework. Performance is measured as the percentage of a student group that met the proficiency benchmark on the DRA. In recent years, some Spanish-speaking and other Two-Way Immersion (TWI) students have also taken the Evaluación del desarrollo de la lectura (EDL), a version of the DRA that tracks Spanish language development. In this data, if a student took both the DRA and the EDL in a single test window, whichever score was higher is selected as the score for that student in that test period. As requested by OPAL, the tables break the data down by school, race, and grade. We do not provide a breakdown by all three of these variables simultaneously, as that would result in sample sizes so small that the privacy of individual students would be in question. Green-highlighted cells represent an increase of greater than one percentage point from the five-year baseline; red highlights denote decreases of greater than one percentage point from the baseline.

Percentage Meeting DRA Benchmark by Grade and Race

	Baseline (5-year average)	% Meeting Benchmark Spring 2017	N (Spring '17)
K (all)	77.1%	80.8%	804
Black	64.1%	75.9%	141
Hispanic	65.3%	57.3%	150
White	86.0%	91.7%	349
1 (all)	75.8%	78.3%	821
Black	62.7%	65.6%	163
Hispanic	61.6%	70.7%	174
White	86.0%	86.2%	363
2 (all)	83.4%	82.4%	807
Black	70.3%	71.9%	160
Hispanic	73.2%	69.0%	142
White	93.0%	92.5%	373
3 (all)	81.3%	78.6%	781
Black	66.3%	67.8%	174
Hispanic	68.1%	66.9%	151
White	92.0%	89.7%	339

Percentage Meeting DRA Benchmark by School and Grade

	Baseline (5-year average)	% Meeting Benchmark Spring 2017	N (Spring '17)
Dawes (all)	74.4%	71.5%	246
K	70.7%	67.2%	67
1	77.2%	80.4%	56
2	73.7%	80.0%	60
3	76.1%	60.3%	63
Dewey (all)	84.1%	77.5%	342
K	85.6%	87.8%	90
1	77.6%	71.3%	94
2	88.8%	78.0%	82
3	84.3%	72.4%	76
Lincoln (all)	77.4%	76.9%	321
K	79.3%	76.8%	82
1	70.2%	78.3%	69
2	83.6%	76.5%	85
3	77.1%	76.5%	85
Lincolnwood (all)	84.8%	87.6%	250
K	79.1%	88.1%	59
1	85.0%	92.9%	56

2	87.8%	93.3%	75
3	86.7%	75.0%	60
Oakton (all)	74.2%	77.8%	248
K	75.7%	81.6%	76
1	74.6%	80.6%	67
2	74.2%	78.3%	46
3	72.2%	69.5%	59
Orrington (all)	78.4%	80.3%	264
K	79.5%	88.6%	70
1	74.4%	80.0%	60
2	76.3%	73.7%	76
3	83.0%	79.3%	58
Walker (all)	81.4%	79.5%	239
K	78.3%	80.7%	57
1	73.5%	75.0%	60
2	89.3%	86.2%	58
3	86.1%	76.6%	64
Washington (all)	77.1%	79.2%	356
K	71.0%	79.3%	87
1	72.7%	68.0%	103
2	86.3%	83.1%	77
3	78.5%	88.8%	89
Willard (all)	77.1%	79.4%	345
K	70.9%	68.8%	77
1	73.0%	85.6%	97
2	83.5%	81.5%	92
3	81.5%	79.7%	79
King Arts (all)	82.2%	84.1%	239
K	81.2%	77.8%	54
1	80.8%	80.4%	56
2	81.3%	90.0%	60
3	85.5%	87.0%	69
Kingsley (all)	80.9%	87.7%	220
K	78.0%	94.2%	52
1	77.0%	86.2%	65
2	84.9%	81.7%	60
3	84.0%	90.7%	43
Rhodes (all)	81.9%	83.9%	143
K	78.1%	84.8%	33
1	78.2%	63.2%	38
2	88.8%	94.4%	36
3	82.6%	94.4%	36

Percentage Meeting DRA Benchmark by School and Race

	Baseline (5-year average)	% Meeting Benchmark Spring 2017	N (Spring '17)
Dawes (all)	74.4%	71.5%	246
Black	69.3%	63.4%	71
Hispanic	66.5%	68.1%	94
White	84.6%	87.5%	56
Dewey (all)	84.1%	77.5%	342
Black	76.2%	76.2%	42
Hispanic	65.8%	51.8%	85
White	91.6%	86.5%	163
Lincoln (all)	77.4%	76.9%	321
Black	59.9%	57.8%	45
Hispanic	65.1%	66.7%	24
White	84.9%	86.8%	174
Lincolnwood (all)	84.8%	87.6%	250
Black	69.6%	73.8%	65
Hispanic	64.8%	76.2%	21
White	94.1%	97.0%	135
Oakton (all)	74.2%	77.8%	248
Black	69.3%	84.0%	81
Hispanic	66.3%	65.2%	69
White	88.4%	84.5%	58
Orrington (all)	78.4%	80.3%	264
Black	39.9%	43.8%	32
Hispanic	67.5%	83.3%	6
White	86.6%	89.0%	163
Walker (all)	81.4%	79.5%	239
Black	74.2%	65.3%	72
Hispanic	78.9%	91.4%	35
White	88.0%	86.4%	66
Washington (all)	77.1%	79.2%	356
Black	68.3%	79.1%	43
Hispanic	65.6%	66.2%	133
White	88.5%	90.9%	143
Willard (all)	77.1%	79.4%	345
Black	55.8%	65.0%	20
Hispanic	57.4%	51.3%	78
White	87.2%	89.7%	214
King Arts (all)	82.2%	84.1%	239
Black	66.8%	73.6%	72
Hispanic	79.5%	75.8%	33

White	92.7%	91.4%	93
Kingsley (all)	80.9%	87.7%	220
Black	56.1%	63.6%	44
Hispanic	73.7%	87.5%	16
White	94.0%	96.7%	120
Rhodes (all)	81.9%	83.9%	143
Black	68.8%	76.5%	51
Hispanic	78.5%	82.6%	23
White	91.3%	92.3%	39

The analyses below examine DRA performance by 'kindergarten readiness', which is based on a student's performance on the Illinois Snapshot of Early Literacy (ISEL) in the fall of their kindergarten year. Students who score at or above the 50th percentile in at least four of the five foundational literacy skills that ISEL tests are considered kindergarten literacy ready; those that do so in three or fewer skills are not considered to be kindergarten literacy ready. We also have a category of students for whom we did not capture kindergarten fall ISEL data. As of the spring 2017 DRA/EDL exam, these 'no k-ready data' students were 40% English learners (about twice the average for all students who took the exam), 46% recipients of free or reduced lunches (compared to 33% average), and 14% immigrants (compared to a 6% average). Overall in spring 2017, 45% of test-takers were k-ready, 33% were not k-ready, and 22% had no k-ready data. Students at all grade levels who were classified as not kindergarten literacy ready demonstrated increases in the percent of students meeting the DRA benchmark.

Percentage Meeting DRA Benchmark by Grade and Kindergarten Readiness

	Baseline (5-year average)	% Meeting Benchmark Spring 2017	N (Spring '17)
K (all)	77.1%	80.8%	804
K-Ready	93.8%	98.5%	393
Not K-Ready	57.5%	68.6%	261
No K-Ready Data	66.8%	56.0%	150
1 (all)	75.8%	78.3%	821
K-Ready	90.3%	93.2%	355
Not K-Ready	60.1%	67.3%	266
No K-Ready Data	69.8%	66.5%	200
2 (all)	83.4%	82.4%	807
K-Ready	95.0%	94.7%	341
Not K-Ready	70.1%	73.9%	299
No K-Ready Data	80.1%	72.5%	167
3 (all)	81.3%	78.6%	781
K-Ready	92.6%	89.2%	362
Not K-Ready	66.6%	69.8%	235
No K-Ready Data	80.2%	69.0%	184

Percentage Meeting DRA Benchmark by School and Kindergarten Readiness

	Baseline (5-year average)	% Meeting Benchmark Spring 2017	N (Spring '17)
Dawes (all)	74.4%	71.5%	246
K-Ready	92.4%	89.7%	78
Not K-Ready	60.9%	67.3%	110
No K-Ready Data	64.5%	55.2%	58
Dewey (all)	84.1%	77.5%	342
K-Ready	91.3%	85.7%	161
Not K-Ready	73.8%	68.9%	90
No K-Ready Data	78.5%	71.4%	91
Lincoln (all)	77.4%	76.9%	321
K-Ready	94.7%	97.1%	138
Not K-Ready	59.6%	65.0%	100
No K-Ready Data	71.1%	57.8%	83
Lincolnwood (all)	84.8%	87.6%	250
K-Ready	96.1%	99.2%	120
Not K-Ready	68.0%	79.4%	97
No K-Ready Data	85.5%	69.7%	33
Oakton (all)	74.2%	77.8%	248
K-Ready	92.1%	95.5%	110
Not K-Ready	56.1%	56.7%	67
No K-Ready Data	77.1%	70.4%	71
Orrington (all)	78.4%	80.3%	264
K-Ready	94.2%	92.5%	147
Not K-Ready	49.8%	62.5%	56
No K-Ready Data	73.2%	67.2%	61
Walker (all)	81.4%	79.5%	239
K-Ready	97.1%	95.8%	72
Not K-Ready	72.0%	77.8%	99
No K-Ready Data	76.8%	64.7%	68
Washington (all)	77.1%	79.2%	356
K-Ready	88.3%	93.1%	144
Not K-Ready	60.5%	69.5%	105
No K-Ready Data	75.5%	70.1%	107
Willard (all)	77.1%	79.4%	345
K-Ready	87.8%	91.9%	186
Not K-Ready	54.3%	72.9%	85
No K-Ready Data	77.9%	55.4%	74
King Arts (all)	82.2%	84.1%	239
K-Ready	96.5%	98.1%	108
Not K-Ready	65.1%	69.8%	116

No K-Ready Data	78.4%	93.3%	15
Kingsley (all)	80.9%	87.7%	220
K-Ready	97.3%	98.2%	114
Not K-Ready	66.8%	73.4%	79
No K-Ready Data	74.0%	85.2%	27
Rhodes (all)	81.9%	83.9%	143
K-Ready	92.6%	95.9%	73
Not K-Ready	59.9%	71.9%	57
No K-Ready Data	88.8%	69.2%	13

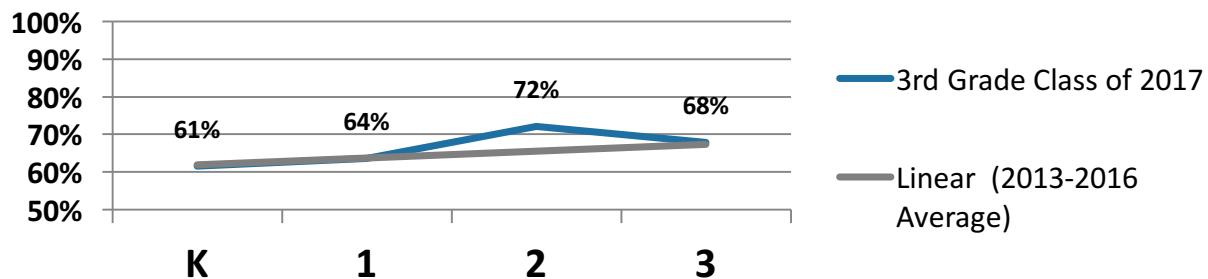
Percentage Meeting DRA Benchmark by Race and Kindergarten Readiness

	Baseline (5-year average)	% Meeting Benchmark Spring 2017	N (Spring '17)
Black	65.8%	70.1%	638
K-Ready	90.0%	90.4%	197
Not K-Ready	52.2%	61.1%	324
No K-Ready Data	63.0%	60.7%	117
Hispanic	67.0%	66.1%	617
K-Ready	81.9%	84.4%	173
Not K-Ready	55.2%	59.8%	209
No K-Ready Data	66.5%	58.3%	235
White	89.2%	90.0%	1424
K-Ready	95.5%	95.7%	851
Not K-Ready	74.7%	82.2%	382
No K-Ready Data	88.1%	80.6%	191

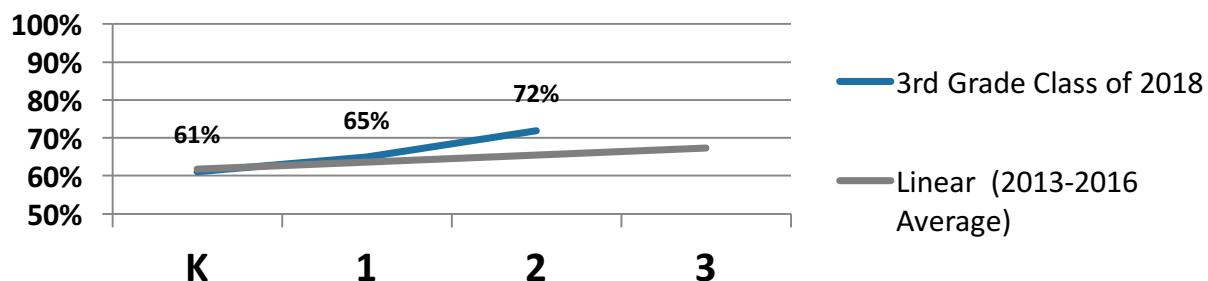
Comparing Cohort DRA Data

While the snapshot of District DRA performance above provides much information on comparative student literacy, some find it more helpful and informative to view performance data by student cohort, rather than by year. The following charts show cohort performance on the spring DRA for all students, black students, and non-kindergarten-ready students. Data is provided for the each cohort of students who were in kindergarten(class of 2020), first grade(class of 2019), second grade(class of 2018), and third grade (class of 2017) in the spring of 2017 cohort and a trendline illustrates the average growth from K to 3 of the 3rd grade classes of 2013 through 2016. In general, cohorts see a small drop in performance from kindergarten to first grade, followed by a significant improvement from first to second grade, and finally another slight dip from second to third grade. Across the board, White students were more likely to meet the DRA benchmark than Black and Hispanic students, and students identified as kindergarten-ready were more likely to do so than students identified as not kindergarten-ready.

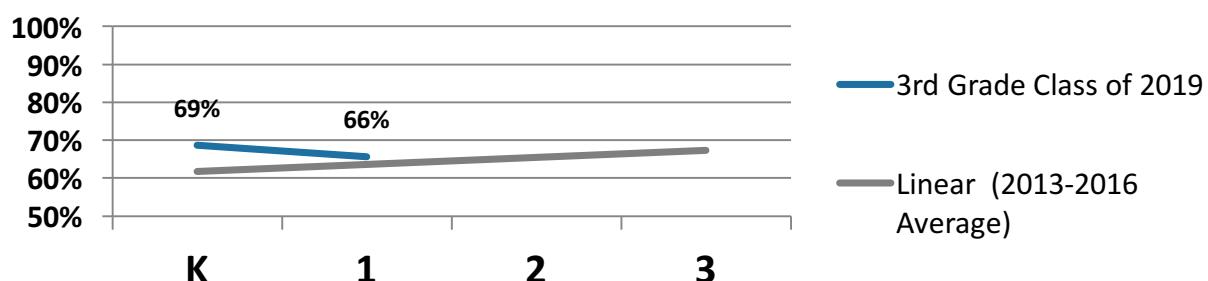
District 65 Percentage Meeting DRA Benchmark by Cohort - Black Students



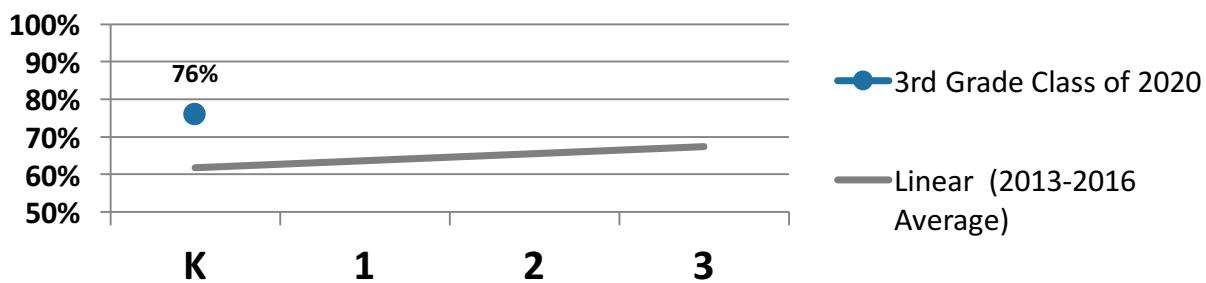
District 65 Percentage Meeting DRA Benchmark by Cohort - Black Students



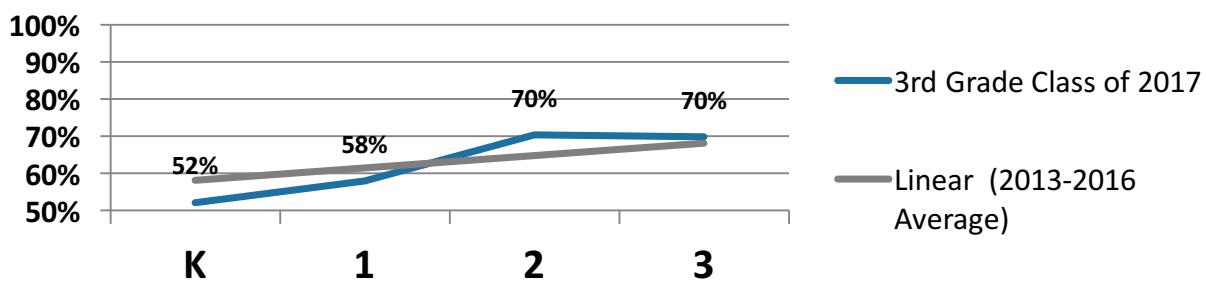
District 65 Percentage Meeting DRA Benchmark by Cohort - Black Students



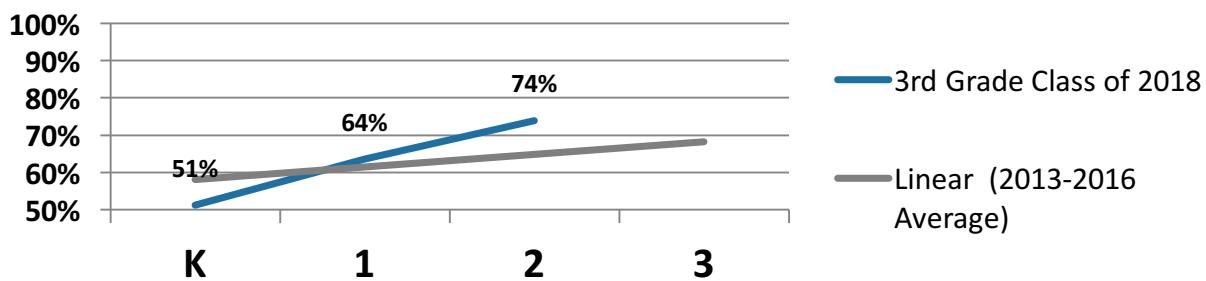
District 65 Percentage Meeting DRA Benchmark by Cohort - Black Students



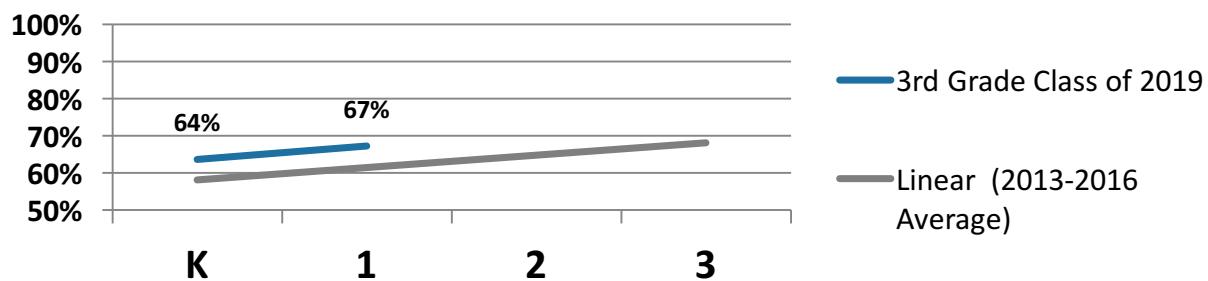
District 65 Percentage Meeting DRA Benchmark by Cohort - Not-K-Ready Students



District 65 Percentage Meeting DRA Benchmark by Cohort - Not-K-Ready Students



District 65 Percentage Meeting DRA Benchmark by Cohort - Not-K-Ready Students



District 65 Percentage Meeting DRA Benchmark by Cohort - Not-K-Ready Students

