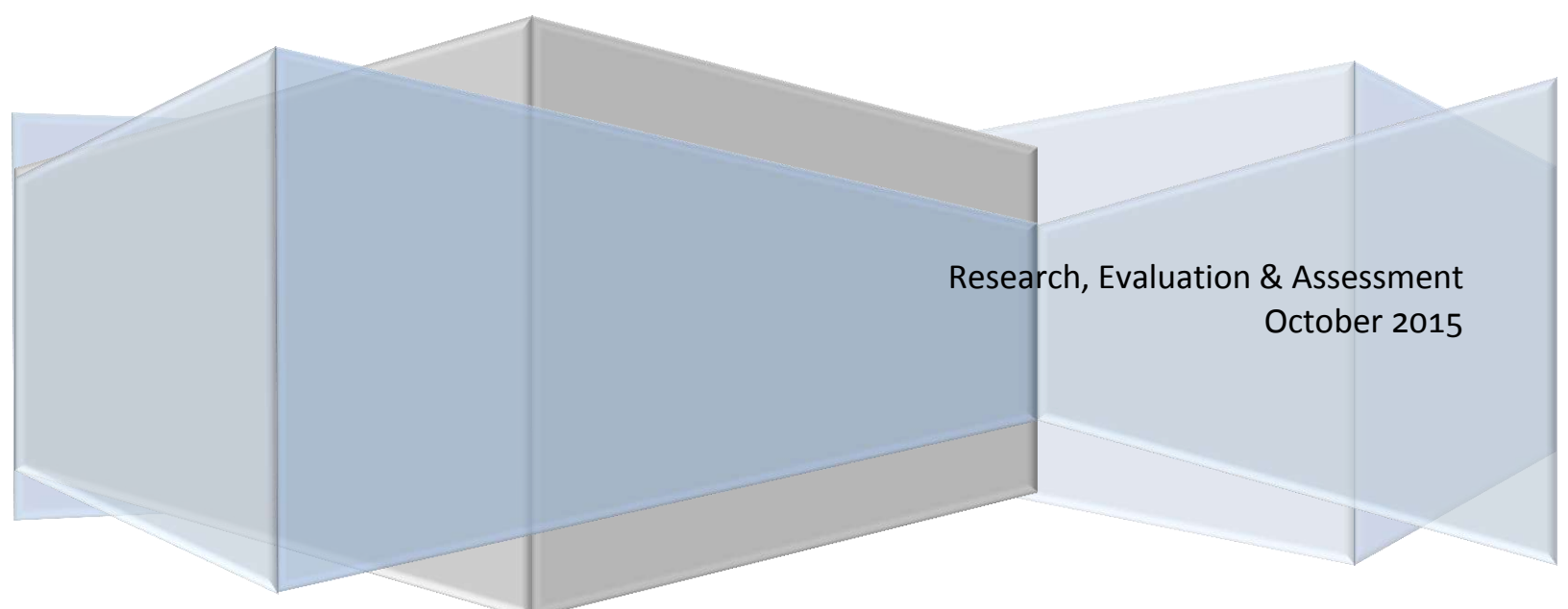


Evanston Township High School

Report on Student Achievement

2012-13 through 2014-15



Research, Evaluation & Assessment
October 2015

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EXECUTIVE SUMMARY

The following report provides analyses of assessment results and other key academic indicators. Key highlights include:

- Students whose EXPLORE scores indicate they are not on target for college and career readiness are expected to gain 4 points on the ACT, and students whose EXPLORE scores are on target are expected to gain 5 points on the ACT. In 2015, 71% of students met the expected growth on their ACT, compared to 74% in 2014 and 75% in 2013.
- In 2014-15, 85% of grade 11 or 12 students were enrolled in at least one honors or AP course in the first semester, compared to 82.4% in 2014 and 85% in 2013.
- Seventy-nine percent (78.8%) of the 2015 graduate cohort were enrolled in at least one AP course, compared to 74.0% of the 2014 graduates and 69.6% of the 2013 graduates.
 - Of the 2015 graduating seniors enrolled in at least one AP course, 74.1% earned a score of 3 or higher on at least one AP exam. This compares favorably to 66.3% of the 2014 graduates and 68.9% of the 2013 graduates.
- In 2015, 74% of graduating seniors met the ACT College Readiness Benchmark in English with a score of 18 or higher, compared to 71% in 2014 and 73% in 2013.
- In 2015, 61% of graduating seniors met the ACT College Readiness Benchmark in math with a score of 22 or higher, compared to 57% in 2014 and 59% in 2013.
- According to National Student Clearinghouse data, about 82% of 2013 graduates continued in a post-secondary institution within two semesters of graduating from ETHS.

The 2014-15 IL Report Card has not yet been released. The following data is not yet available: freshman on track indicator, four-year and five-year graduation rates. This report will be updated to reflect that data as soon as it is available.

Purpose of Report

The purpose of this report is to communicate ETHS' progress toward meeting some of its goals for the 2012-13, 2013-14 and 2014-15 school years. Only the goals that directly reflect the academic success of students are included.

DISTRICT 202 GOALS 2012-2015

Goal #1: Increase each student's academic trajectory as demonstrated through multiple measures.

- 100% of students will meet expected growth; work toward 100% of students exceeding expected growth from EXPLORE to ACT by race, income status and IEP. Measure: EPAS System (EXPLORE to ACT)
- 71% of graduating seniors will pass (score of 3 or higher) at least one AP test prior to graduation. Measure: Advanced Placement (AP) examination scores
- 84% of grade 11 and 12 students will be enrolled in honors and AP courses by race and income. Measure: Course enrollments.
- 80% of students will continue in school within two semesters of graduating high school. Measure: National Student Clearinghouse database.
- 100% of freshmen on track to graduate by race, income status and IEP. Measure: Earned course credit in core subjects.
- 100% of students will be on track for ACT College Readiness benchmarks in English and math. Measure: ACT

Goal #2: Provide individualized supports, programs, services and curricula to ensure that each student will demonstrate significant academic and social-emotional growth during their experience at ETHS.

- 100% of students will graduate. Measure: ISBE-calculated graduation rate.

Definitions

Student Groups

Student data is analyzed by race/ethnicity, income and special education status.

- Race/ethnicity groups reflect the federal reporting categories – American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Two or More Races and White. In this report, race/ethnicity groups are only included if their sample size is greater than 10.
- Income groups reflect students' free or reduced price lunch status. Students who qualify for either free or reduced price lunch are categorized as low income. All other students are categorized as non-low income.
- Special education groups reflect students' Individualized Education Program (IEP) status. Students who have an IEP are categorized as special education and those who do not are categorized as non-special education.

Groups that have a small number of students should be interpreted with caution since their results may fluctuate widely from year to year.

ACT - General

The ACT assessment is a college admissions and placement test that focuses on the skills important for students to successfully transition from high school to college. The ACT includes tests of English, math, reading and science reasoning. Scores range from 1 through 36 and are provided for each test and a composite. Most ETHS students take the ACT at least once. The scores reflected in this report reflect ETHS's 2013, 2014 and 2015 graduates who tested under standard and extended time conditions. The highest test score is used for students who took the test more than once.

ACT – College Readiness Benchmarks

A College Readiness Benchmark is the score on a subject test that indicates a 50% chance of earning at least a "B" or a 75% chance of earning at least a "C" in the corresponding credit-bearing college course. The college courses are English Composition, Algebra, Social Sciences and Biology. English and Math scores are more highly correlated with college success than reading and science scores and are strong predictors of first year GPA in college (Bettinger, Evans & Pope, 2011).

EXPLORE TO ACT - Expected Gain

The ACT Assessment System provides ETHS with information about students' academic progress from eighth grade to their best ACT score in either eleventh or twelfth grade. Students took the EXPLORE assessment in grade 8 and this score is compared to the score they earned on the ACT. The expected gain from EXPLORE to ACT depends on the student's status in grade 8. Those whose EXPLORE scores indicate they are not on target for college and career readiness are expected to gain four points while those who are on target are expected to gain five points. The EXPLORE to ACT is an analysis of the gain in Composite scores. In 2014 ACT, Inc. discontinued the EXPLORE and PLAN assessments, therefore this is the last time that this data will be reported.

Freshman On Track to Graduate

Students identified as “on track” have earned at least five full-year course credits (10 semester credits) and have earned no more than one semester “F” in a core course (English, math, science, or social science). Freshmen on track can be a predictor of high school success. Students who finish the ninth-grade year on track are almost four times as likely to graduate from high school as students who are not on track (Source: Illinios Report Card).

Graduation Rate

Four year graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the graduating class’ adjusted cohort. The adjusted cohort includes all students who enter ETHS at the beginning of grade 9 and transfer in during grades 9 through 12, adjusted for the students who transfer out of ETHS in grades 9 through 12. Five year graduation rate uses the same formula but is based on the number of students who graduate in five years. The data reported here is taken from the Illinois Report Card.

Advanced Placement Examinations

The Advanced Placement (AP) program gives ETHS students the opportunity to try college-level work while in high school. AP examinations are graded on a scale from 1 (lowest) to 5 (highest). Depending on the requirements of the post-secondary institution, students earning a 3, 4 or 5 may be awarded college credit. In August, 2015 the Illinois General Assembly passed a law requiring public institutions of higher education to provide college credit to students who received a score of 3 or higher on an AP exam.

Students Continuing In School

The National Student Clearinghouse provides college enrollment data on ETHS graduates, including the percent of students enrolled in college the fall immediately after high school, at any time during the first year after high school, and any time during the first two years after high school. The report is typically available in December. Currently the most recent report provides data on 2013 graduates who continued in a post-secondary institution within two semesters of graduating from ETHS. Data on 2014 graduates is expected in winter 2015.

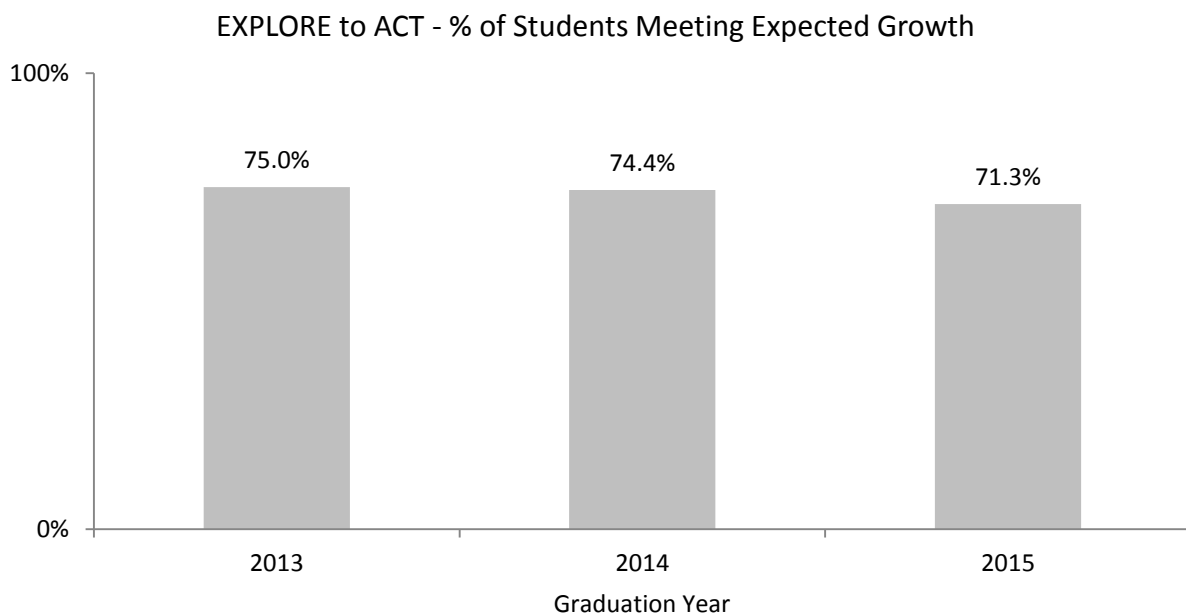
Goal 1: Increase each student's academic trajectory as demonstrated through multiple measures

100% of students will meet expected growth from EXPLORE to ACT

Summary:

Students whose EXPLORE scores indicate they are not on target for college and career readiness are expected to gain 4 points on the ACT, and students whose EXPLORE scores are on target are expected to gain 5 points on the ACT.

In 2015, 71% of students met the expected growth on their ACT, compared to 74% in 2014 and 75% in 2013.

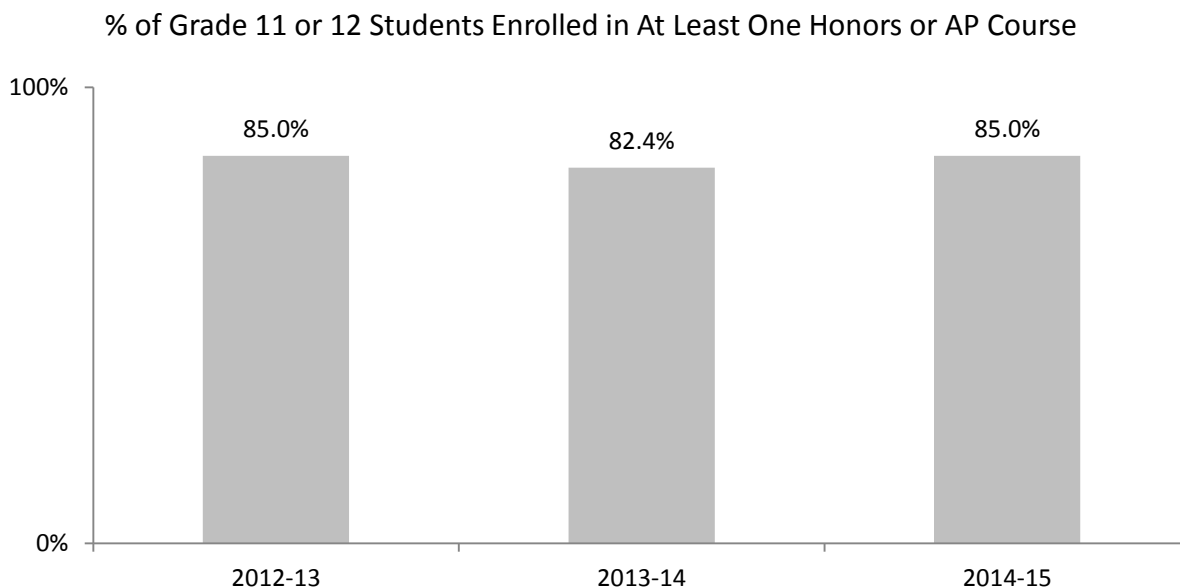


	EXPLORE to ACT - Students Meeting Expected Growth					
	2013		2014		2015	
	n	% of Group	n	% of Group	n	% of Group
All Students	439	75.0	413	74.4	423	71.3
Asian	28	93.3	15	93.8	20	83.3
Black or African American	78	50.3	66	50.0	68	49.3
Hispanic or Latino	33	44.6	44	49.4	43	43.9
Two or More Races	28	93.3	25	75.8	20	76.9
White	267	92.4	263	92.3	272	88.9
Low Income: Free Lunch	72	45.9	66	48.2	60	39.0
Low Income: Reduced-Price Lunch	26	66.7	23	54.8	19	63.3
Non-Low Income	341	87.7	324	86.2	344	84.1

84% of grade 11 and 12 students will be enrolled honors and AP courses

Summary:

In 2014-15, 85% of grade 11 or 12 students were enrolled in at least one honors or AP course in the first semester, compared to 82.4% in 2014 and 85% in 2013.



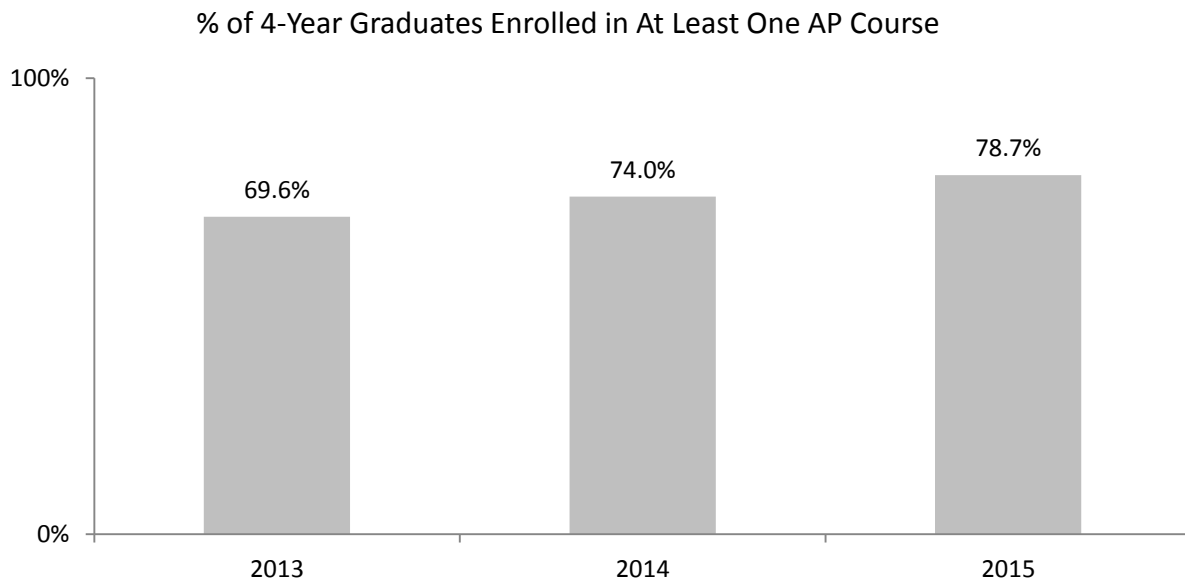
	Grade 11 or 12 Students Enrolled in At Least One Honors or AP Course					
	2012-13		2013-14		2014-15	
	n	% of Group	n	% of Group	n	% of Group
All Students	1190	85.0	1184	82.4	1232	85.0
Asian	50	94.3	49	96.1	61	93.8
Black or African American	305	72.1	263	63.4	273	68.6
Hispanic or Latino	150	75.4	182	77.1	185	79.1
Asian	50	94.3	49	96.1	61	93.8
Two or More Races	65	90.3	62	92.5	72	91.5
White	613	95.0	627	94.3	635	95.2
Low Income: Free Lunch	315	69.1	267	61.6	311	65.6
Low Income: Reduced Price Lunch	73	78.5	76	75.2	58	82.9
Non-Low Income	802	94.2	841	93.1	863	95.4

Note: Semester 1

Percent of graduating seniors enrolled in at least one AP course

Summary:

Seventy-nine percent (78.8%) of the 2015 graduate cohort were enrolled in at least one AP course, compared to 74.0% of the 2014 graduates and 69.6% of the 2013 graduates.



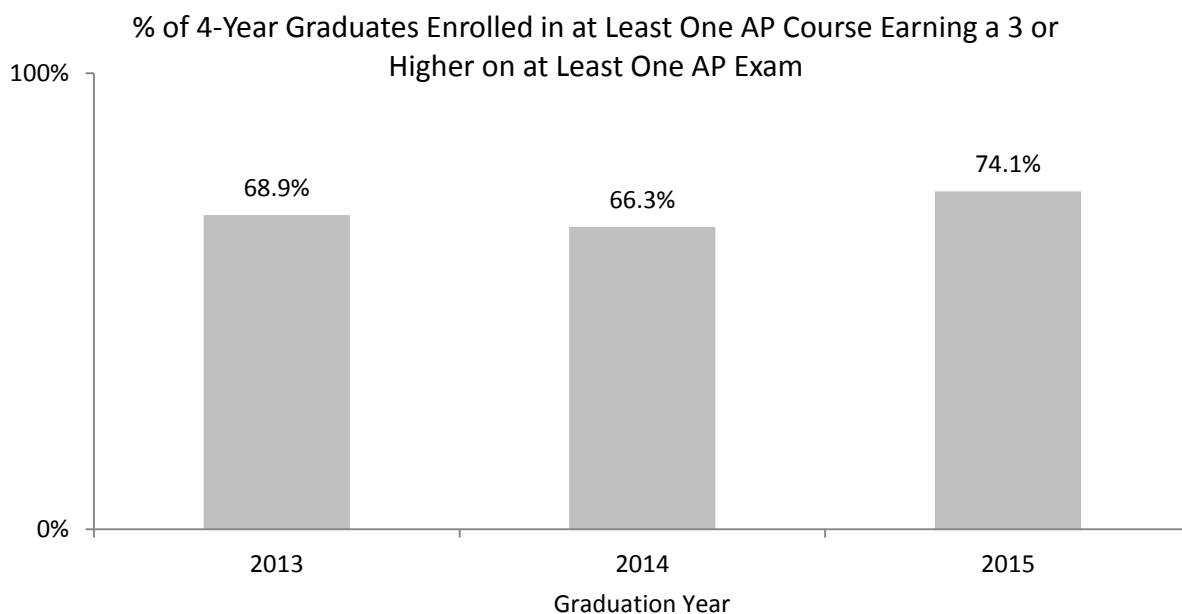
	Graduates Enrolled in At Least One AP Course					
	2013		2014		2015	
	n	% of Group	n	% of Group	n	% of Group
All Students	495	69.6	504	74.0	548	78.7
Asian	31	94.0	19	86.4	25	83.3
Black or African American	94	42.9	100	50.5	107	56.3
Hispanic or Latino	51	54.2	73	67.6	76	70.4
Two or More Races	24	72.7	32	82.1	24	82.8
White	291	89.5	280	89.5	315	93.2
Low Income: Free Lunch	86	42.4	108	50.9	108	54.4
Low Income: Reduced Price Lunch	25	53.2	36	64.3	31	81.6
Non-Low Income	384	83.3	360	87.2	409	91.2

71% of graduating seniors will earn a score of 3 or higher on at least one AP exam

Summary:

Of the 2015 graduating seniors enrolled in at least one AP course, 74.1% earned a score of 3 or higher on at least one AP exam. This compares favorably to 66.3% of the 2014 graduates and 68.9% of the 2013 graduates.

By comparison, in 2013 21.5% of Illinois graduates and 20.1% nationwide who took at least one AP exam earned a score of 3 or higher (Source: 10th Annual AP Report to the Nation).



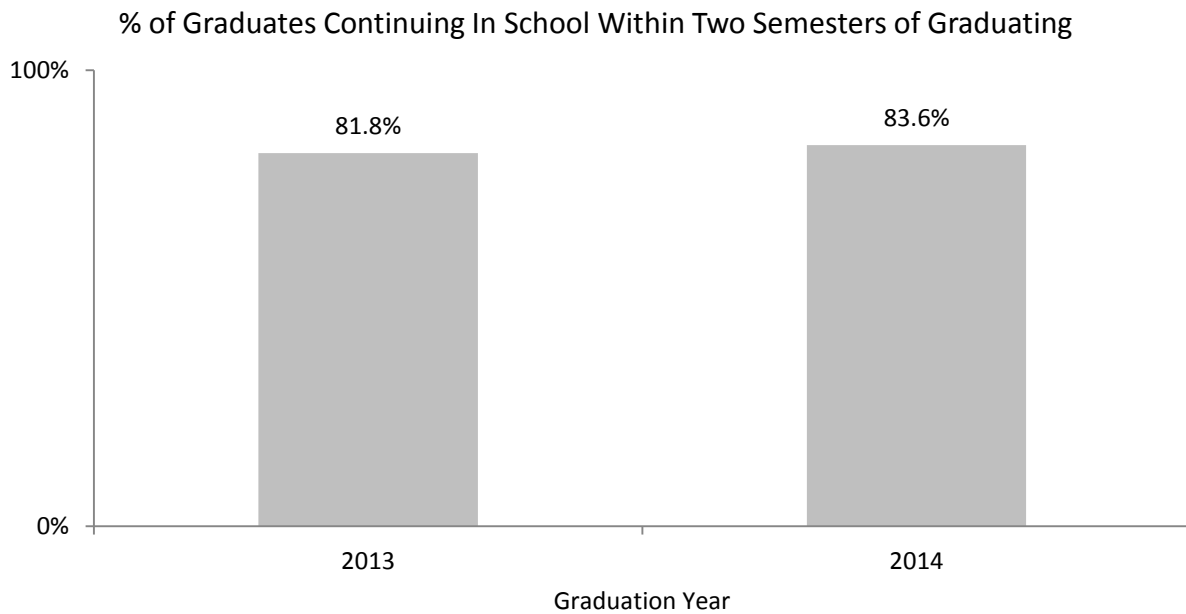
	Graduates Earning a 3 or Higher on at Least One AP Exam					
	2013		2014		2015	
	n	% of Group	n	% of Group	n	% of Group
All Students	341	68.9	334	66.3	406	74.1
Asian	26	83.9	14	73.7	20	80.0
Black or African American	30	31.9	30	30.0	39	36.4
Hispanic or Latino	33	64.7	34	46.6	54	71.1
Two or More Races	17	70.8	20	62.5	21	87.5
White	235	80.8	236	84.3	272	86.3
Low Income: Free Lunch	36	41.9	41	38.0	49	45.4
Low Income: Reduced Price Lunch	12	48.0	15	41.7	15	48.4
Non-Low Income	293	68.9	278	77.2	342	83.6

80% of students will continue in school within two semesters of graduating high school

Summary:

According to National Student Clearinghouse data, about 82% of 2013 graduates continued in a post-secondary institution within two semesters of graduating from ETHS.

Data on 2014 graduates will be available in winter 2015.



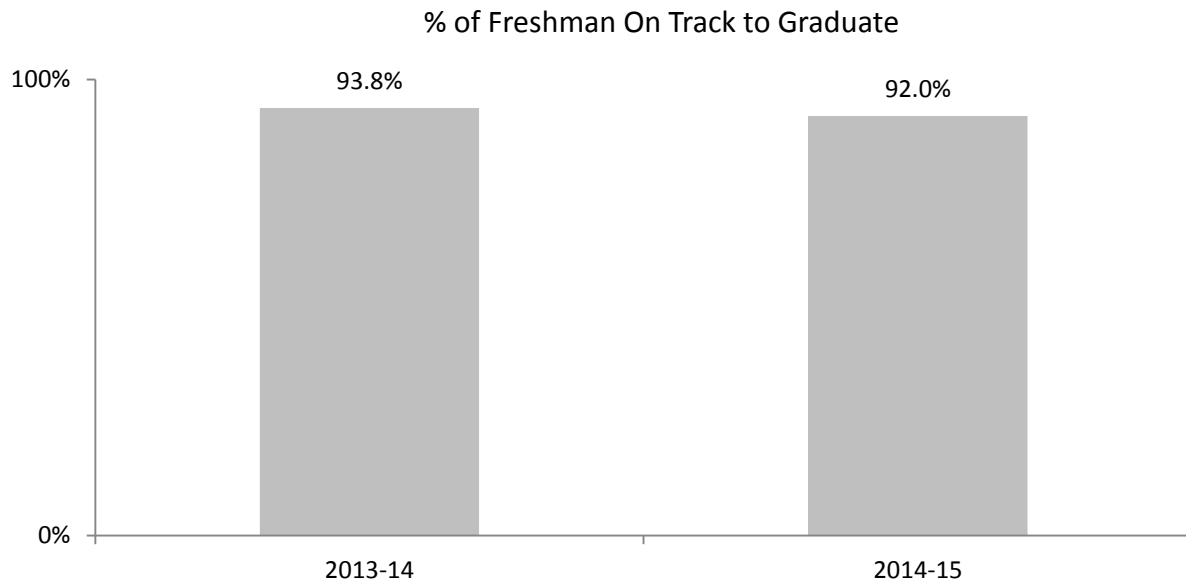
	Graduates Continuing in School Within Two Semesters of Graduating			
	2013		2014	
	n	% of Group	n	% of Group
All Students	569	81.8	559	83.6
Asian	31	91.2	19	90.5
Black or African American	162	76.1	155	78.3
Hispanic or Latino	64	71.9	83	79.8
Two or More Races	27	84.4	32	88.9
White	285	87.2	268	87.6
Female	304	86.1	273	83.7
Male	265	77.3	286	83.4

Source: National Student Clearinghouse-StudentTracker Demographics Report

100% of freshmen on track to graduate

Summary:

In 2014-15 the percent of first time grade 9 students identified as on track to graduate was 92%, compared to 94% in 2013-14. ISBE first reported the percent of freshman on track metric in the 2013-14 IL Report Card.



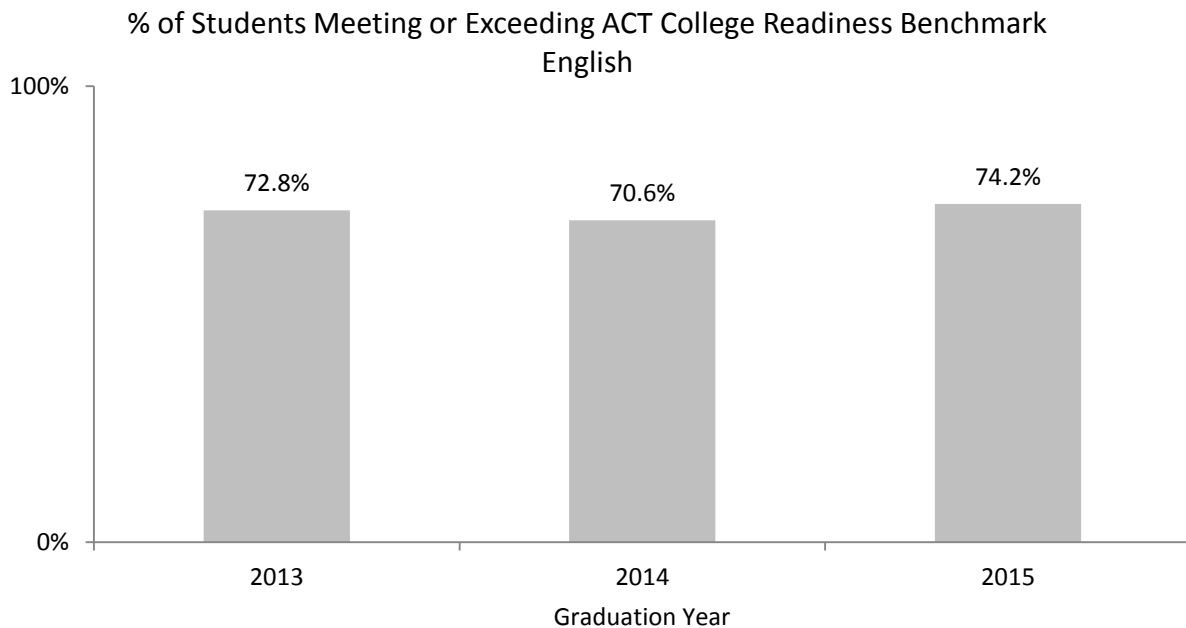
	First Time Grade 9 Students On Track To Graduation	
	2013-14	2014-15
	% of Group	% of Group
All Students	93.8	92.0

Source: ISBE Report Card

100% of students will meet or exceed ACT College Readiness Benchmarks in English

Summary:

In 2015, 74% of graduating seniors met the ACT College Readiness Benchmark in English with a score of 18 or higher, compared to 71% in 2014 and 73% in 2013. By comparison, only 64% of graduating seniors nationwide in 2015 met the ACT College Readiness Benchmark.

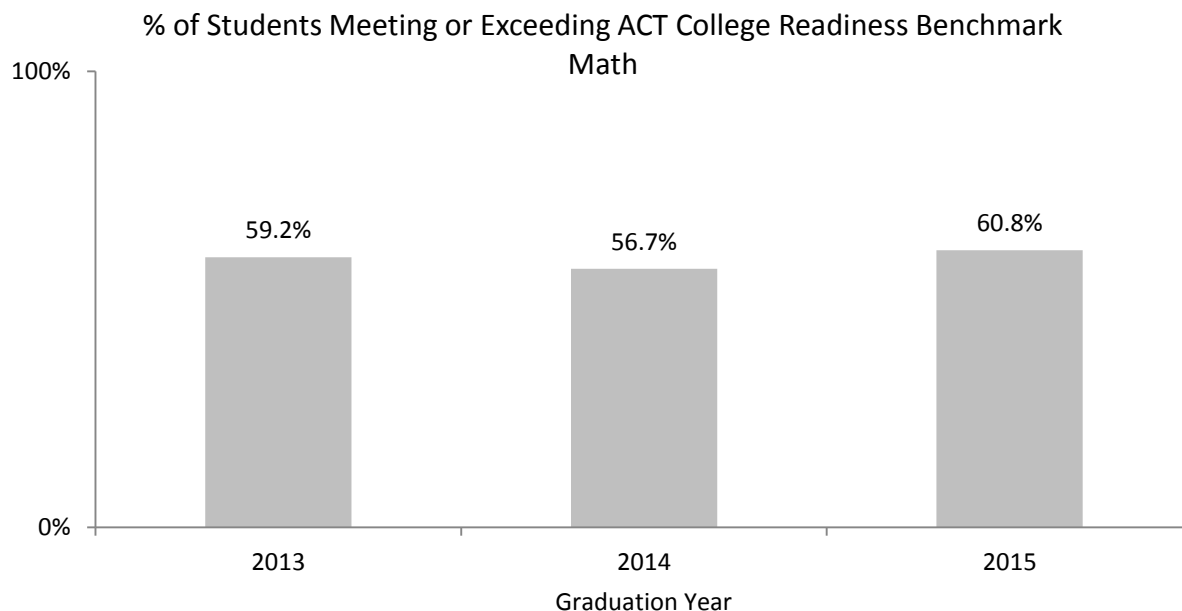


	Students Meeting or Exceeding ACT College Readiness Benchmark English (18)					
	2013		2014		2015	
	n	% of Group	n	% of Group	n	% of Group
All Students	530	72.8	509	70.6	541	74.2
Asian	31	88.6	19	100.0	28	90.3
Black or African American	99	42.9	93	41.9	93	44.5
Hispanic or Latino	51	54.8	55	48.7	58	51.3
Two or More Races	28	84.8	33	84.6	29	93.5
White	314	96.0	306	95.0	332	96.5
Low Income: Free Lunch	93	38.8	90	40.4	95	41.9
Low Income: Reduced Price Lunch	30	63.8	35	61.4	25	67.6
Non-Low Income	407	92.3	384	87.5	421	90.5

100% of students will meet or exceed ACT College Readiness Benchmarks in math

Summary:

In 2015, 61% of graduating seniors met the ACT College Readiness Benchmark in math with a score of 22 or higher, compared to 57% in 2014 and 59% in 2013. By comparison, only 42% of graduating seniors nationwide in 2015 met the ACT College Readiness Benchmark in math.



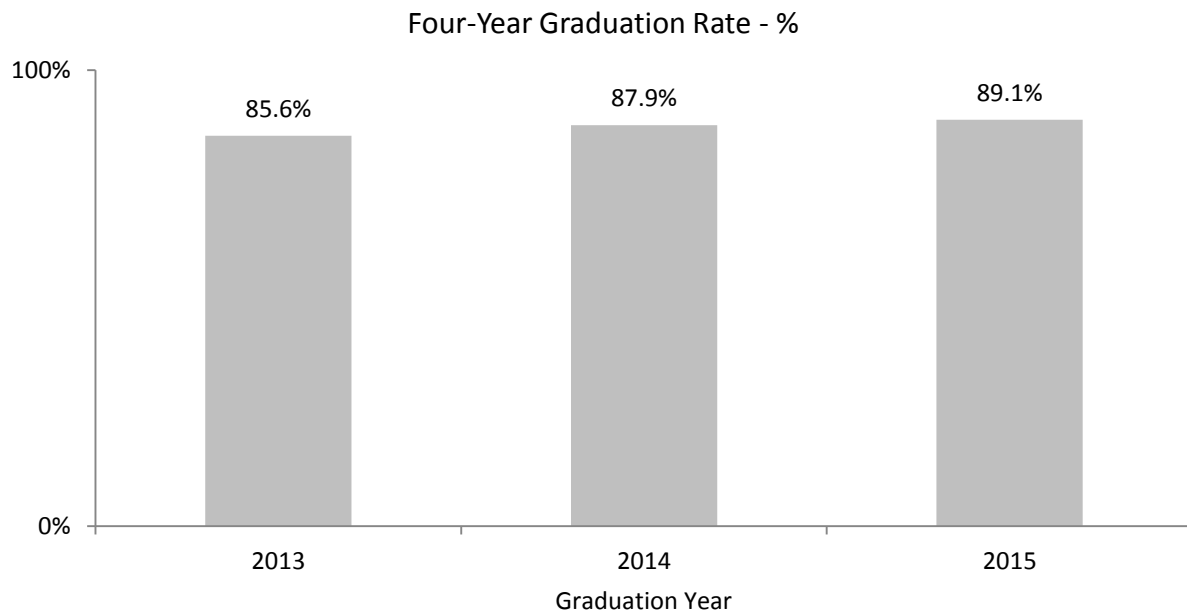
	Students Meeting or Exceeding ACT College Readiness Benchmark Math					
	2013		2014		2015	
	n	% of Group	n	% of Group	n	% of Group
All Students	431	59.2	409	56.7	443	60.8
Asian	30	85.7	16	84.2	25	80.6
Black or African American	53	22.9	52	23.4	51	24.4
Hispanic or Latino	33	35.5	43	38.1	44	38.9
Two or More Races	25	75.8	26	66.7	22	71.0
White	286	87.5	269	83.5	301	87.5
Low Income: Free Lunch	60	25.0	61	27.2	56	24.7
Low Income: Reduced Price Lunch	16	34.0	22	38.6	12	32.4
Non-Low Income	355	80.5	326	74.3	375	80.6

Goal 2: Provide individualized supports, programs, services and curricula to ensure that each student will demonstrate significant academic and socio-emotional growth during their experience at ETHS

100% of students will graduate

Summary:

In 2015, 89.1 % of the 2015 cohort graduated within four years, which is an increase over 2014 (87.9%) and 2013 (85.6%) graduate cohorts. In 2015, the four year graduation rate in Illinois was 86%. In 2013, 81% of students nationally graduated in four years.



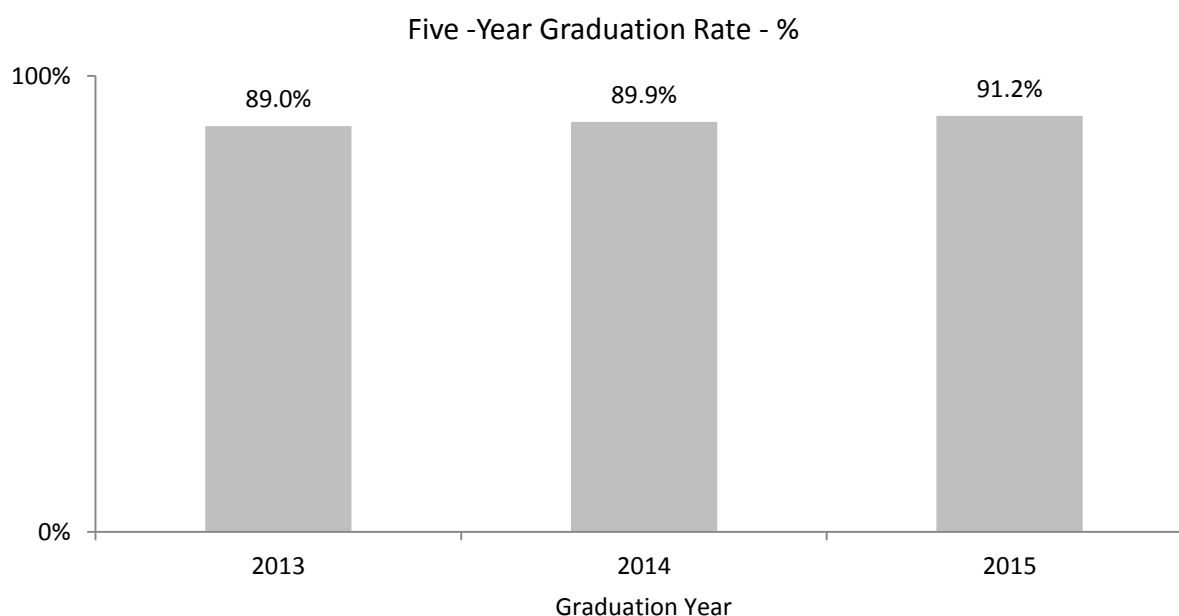
	Four-Year Graduation Rate		
	2013	2014	2015
	% of Group	% of Group	% of Group
All Students	85.6	87.9	89.0
Asian	91.7	95.7	93.8
Black or African American	77.8	83.2	80.2
Hispanic or Latino	79.3	80.3	86.4
Two or More Races	86.8	92.7	87.9
White	93.1	93.1	95.5
Low Income	80.8	81.8	80.7
Special Education	63.3	31.6	66.3

Source: ISBE Report Card

100% of students will graduate

Summary:

In 2015, 91.2 % of the 2014 cohort graduated within five years, which is an increase over 2014 (89.9%) and 2013 (89.0%) five year graduate cohorts. In 2015, the five year graduation rate in Illinois was 88%.



	Five-Year Graduation Rate		
	2013	2014	2015
	% of Group	% of Group	% of Group
All Students	89.0	89.9	91.2
Asian	100.0	94.3	100.0
Black or African American	85.5	86.4	86.9
Hispanic or Latino	82.7	81.9	86.6
Two or More Races	87.5	91.7	97.6
White	93.5	94.5	94.6
Low Income	88.5	89.7	87.1
Special Education	76.9	70.8	51.9

Source: ISBE Report Card