

2016-17 Annual Achievement Report

EVANSTON TOWNSHIP HIGH SCHOOL

Department of Research, Evaluation & Assessment
November, 2017

Northwestern-D202-D65 Partnership

District 65, District 202 and Northwestern University have formed Northwestern Evanston Educational Research Alliance (NEERA). NEERA is funded by grants from the Spencer and Lewis-Sebring Foundations. The initial project that NEERA is working on is to identify the factors that contribute to post-secondary success and develop a model that identifies on-track indicators from middle school through high school. The development of this model will directly inform the ETHS achievement report through the creation of a multiple measure model to assess college persistence. Going forward, college persistence will be defined as enrollment in a post-secondary institution for at least five consecutive semesters.

The model developed with NU will use more nuanced data than this report to identify variables that better predict of college persistence. This will include a deeper analysis of GPA, course taking patterns, SAT scores, as well as other academic indicators. The goal of the model is to develop a series of indicators across the grade levels to help ETHS faculty and administration identify whether or not students are on track for post-secondary readiness. The initial model will focus on college persistence. Future iterations may incorporate career ready indicators as available.

Structure of Current Report

This report provides an intermediate analysis of a subset of college and career readiness indicators identified in the Illinois Every Student Succeeds Act (ESSA) State Plan¹. Indicators related to college enrollment or persistence are outside the scope of this report.

Under the IL ESSA Plan, some of the criteria that students need to meet to be considered college and career ready are:

1. GPA of 2.8 or greater; and
2. 95% attendance; and
3. One academic indicator in both English/language arts (ELA) **and** mathematics (listed below)

Academic Indicators

Academic indicators identified in the IL ESSA Plan and analyzed in this report include:

English/Language Arts (ELA) (attain one of the following):

- Taking an ELA AP course and earning an A, B, or C,
- Or ELA AP exam score of 3 or higher,
- Or Reading and Writing SAT subject score of 480 or higher,
- Or ACT English subject score of 18 or higher and ACT Reading subject score of 22 or higher

Mathematics (attain one of the following):

- Taking Algebra 2 and earning an A, B, or C,
- Or Taking a mathematics AP course and earning an A, B, or C,
- Or Mathematics AP exam score of 3 or higher,
- Or Math SAT subject score of 530 or higher,

¹ The Illinois Every Student Succeeds Act (ESSA) State Plan can be accessed here:
<https://www.isbe.net/Pages/ESSA.aspx>.

- Or ACT Math subject score of 22 or higher

Method

Cohorts

This report provides an exploratory analysis of ETHS students meeting the ISBE definition of college and career readiness. The analysis looks at two complete cohorts from the year they started grade 9. Students who transferred out of the district are not included in this report. This method allows us to keep better track of all students and their progress towards graduation and postsecondary readiness.

First Year in Grade 9	4-year Graduate Cohort	5-year Graduate Cohort	Total Number of Students
2013	2016	2017	787
2014	2017	2018	780

Only students enrolled in the main campus and the ALT School are included in the analysis. Academic and career ready indicators for students who are placed off-campus are not consistently available and, therefore, not included.

Analysis

This exploratory analysis starts with some of the college and career ready indicators identified in the IL ESSA State Plan. Data for the cohorts in this analysis are based on attainment of the identified indicators at a point in time. For several of the indicators, the IL ESSA State Plan focuses on attainment during students junior and senior year. This analysis looks at overall attainment across all years enrolled in high school. The following analysis is disaggregated by race/ethnicity and meal status. At this time the sample size for students who are English learners is too small to report. These subgroups will be reported on in future analysis.

Findings

Board Goal 1: Equitable and Excellent Education

Overview of Student Performance

This exploratory analysis focuses on four of the college ready indicators identified by ISBE (GPA, attendance, English/Language Arts, and mathematics). The charts below report the percent of students meeting or exceeding none, 1, 2, 3, or all 4 of the identified indicators. All data reported is disaggregated by race/ethnicity and income status as measured by participation in the free or reduced price lunch program.

Overall, 63% of the 2013 grade 9 cohort and 65% of the 2014 grade 9 cohort met at least three of the indicators identified in this report. Forty-four percent (44%) of the 2013 grade 9 cohort and 48% of the 2014 grade 9 cohort met all four of the indicators identified in this report.

Chart 1: Grade 9 in 2013/5-Year Graduation: 2017

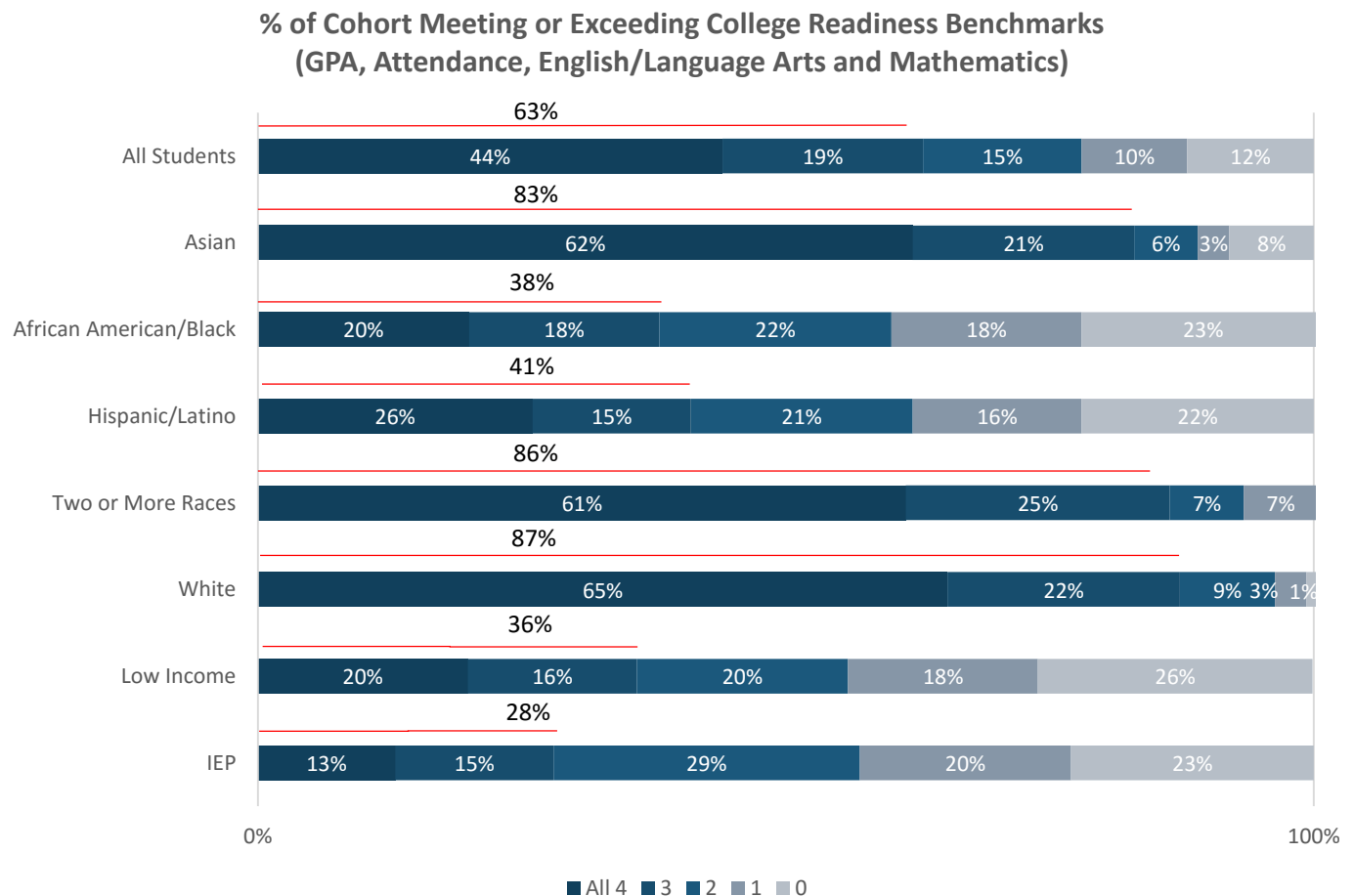
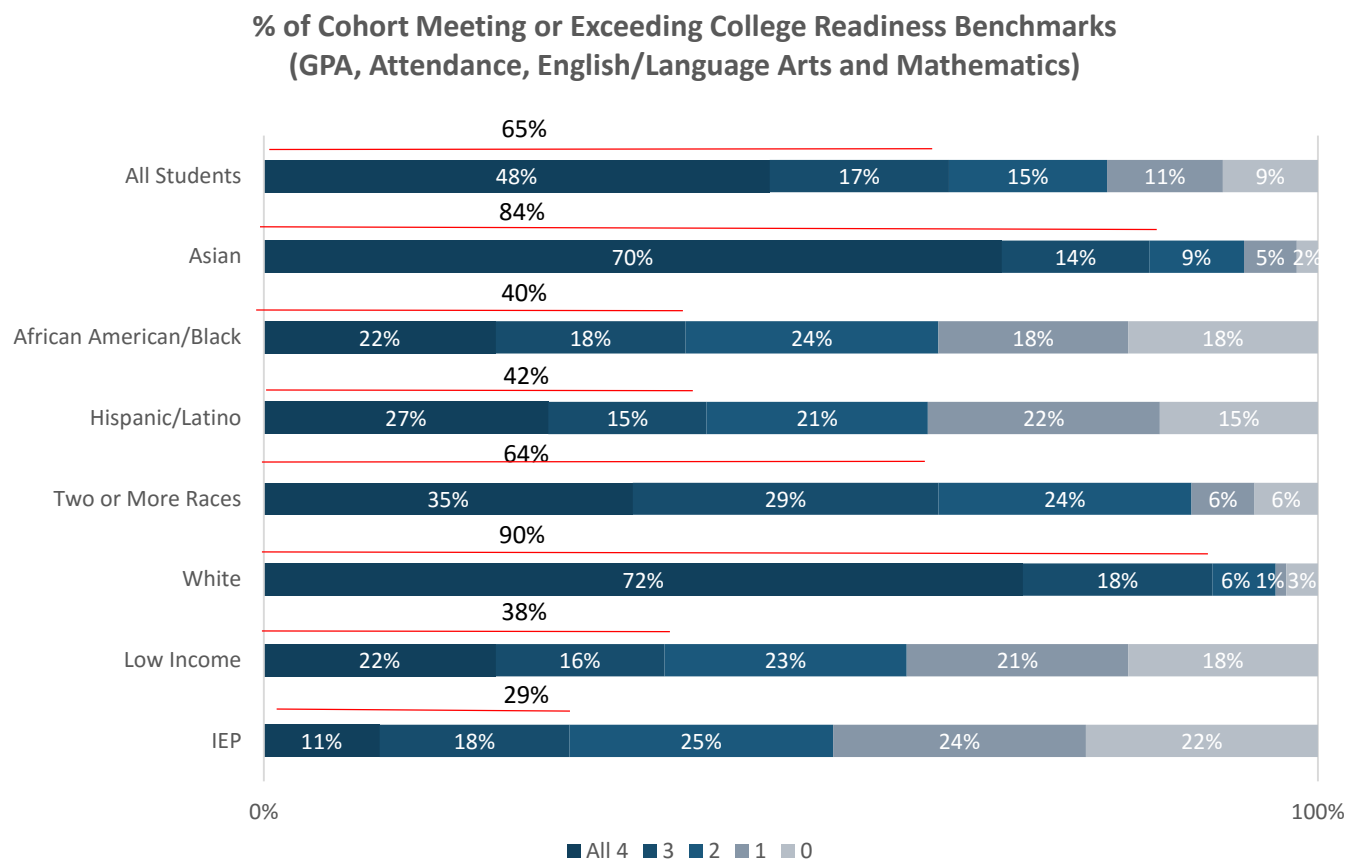


Chart 2: Grade 9 in 2014/4-Year Graduation: 2017



GPA

ISBE's GPA benchmark for college or career readiness is attaining a GPA of 2.8 or greater at time of graduation. At least 60% of all students across the two cohorts analyzed graduated with a GPA of 2.8 or greater. Future analysis will be conducted to determine what the best GPA indicator is for ETHS students related to college enrollment and persistence.

Table 1: Percent of Students with a Final Cumulative GPA of 2.8 or Higher

	% of Cohort	
	2013-2017	2014-2017
All Students	60%	63%
Asian	81%	88%
Black or African American	36%	39%
Hispanic or Latino	42%	40%
Two or More Races	75%	59%
White	81%	86%
Low Income	34%	39%
IEP	42%	44%

Attendance

ISBE set the benchmark attendance at 95% in a student's junior and senior year. This analysis looks at overall attendance for all years enrolled at ETHS. Sixty-nine percent (69%) of the 2013 cohort and 74% of the 2014 cohort had 95% or greater attendance throughout the time they were enrolled at ETHS (Table 2).

Table 2: Percent of Students with 95% or Greater Attendance Rate Throughout High School

	% of Cohort	
	2013-2017	2014-2017
All Students	69%	74%
Asian	76%	91%
Black or African American	61%	69%
Hispanic or Latino	56%	62%
Two or More Races	82%	59%
White	77%	82%
Low Income	56%	64%
IEP	60%	56%

The average daily attendance for ETHS students is 95%. (Source: IL Report Card)

English/Language Arts

Across both cohorts analyzed, 66% of students met one or more of these benchmarks (Table 3). Tables 4-6 report the percent of students meeting each of the English/Language Arts benchmarks separately.

Table 3: Percent of Students Meeting One or More of the English/Language Arts Benchmarks

	% of Cohort	
	2013-2017	2014-2017
All Students	66%	66%
Asian	78%	77%
Black or African American	39%	40%
Hispanic or Latino	44%	45%
Two or More Races	86%	76%
White	93%	91%
Low Income	39%	38%
IEP	26%	27%

Table 4 reports the percent of students that took an AP English/Language Arts course and earned a course grade of A, B, or C. The AP English/Language Arts courses in this analysis include AP English Language and Composition and AP English Literature and Composition. Overall, 35% of the 2013 cohort and 42% of the 2014 cohort took an AP English/Language Arts course and earned a course grade of C or higher. These percentages reflect all students in the cohorts, not just students who earned AP course credit.

Table 4: Percent of Students Who Took an AP English/Language Arts Course and Earned an A, B or C

	% of Cohort	
	2013-2017	2014-2017
All Students	35%	42%
Asian	38%	49%
Black or African American	10%	19%
Hispanic or Latino	21%	21%
Two or More Races	48%	47%
White	58%	64%
Low Income	11%	17%
IEP	3%	5%

Of the students enrolled in an AP English/Language Arts course, the percent who earned an A, B, or C:

2013-2017	2014-2017
94%	96%

Table 5 reports the percent of students that earned a score of 3 or higher on an AP English/Language Arts exam. Overall, 26% of the 2013 cohort and 31% of the 2014 cohort earned a score of 3 or higher on at least one of the two AP English/Language Arts exams. These percentages reflect all students in the cohorts, not just students who took an AP exam.

Table 5: Percent of Students with an AP English/Language Arts Exam Score of 3 or Higher

	% of Cohort	
	2013-2017	2014-2017
All Students	26%	31%
Asian	30%	37%
Black or African American	5%	8%
Hispanic or Latino	14%	13%
Two or More Races	39%	35%
White	45%	54%
Low Income	6%	9%
IEP	3%	3%

Percent of students enrolled in an AP English/Language Arts course who scored 3 or higher on an AP exam:

2013-2017	2014-2017
69%	73%

Table 6 reports the percent of students who either had a Reading AND Writing SAT subject score of 480 or higher, or an ACT English subject score of 18 or higher AND an ACT Reading subject score of 22 or higher. Overall, 65% of the 2013 cohort and 64% of the 2014 cohort met these benchmarks on either the SAT or the ACT.

Table 6: Percent of Students Meeting Either ACT or SAT College Readiness Benchmarks in English/Language Arts

	% of Cohort	
	2013-2017	2014-2017
All Students	65%	64%
Asian	76%	74%
Black or African American	39%	36%
Hispanic or Latino	43%	43%
Two or More Races	86%	76%
White	91%	90%
Low Income	39%	35%
IEP	26%	26%

Mathematics

Across both cohorts analyzed, at least 78% of all students met one or more of these benchmarks (Table 7). Tables 8-11 report the percent of students meeting each of the mathematics benchmarks separately.

Table 7: Percent of Students Meeting One or More of the Mathematics Benchmarks

	% of Cohort	
	2013-2017	2014-2017
All Students	78%	80%
Asian	92%	88%
Black or African American	57%	62%
Hispanic or Latino	66%	72%
Two or More Races	98%	88%
White	96%	94%
Low Income	57%	65%
IEP	45%	47%

Table 8 reports the percent of students that took Algebra 2 and earned an A, B, or C. Overall, 78% of the 2013 cohort and 79% of the 2014 cohort took Algebra 2 and earned a course grade of C or better.

Table 8: Mathematics – 2 Algebra Course, Earned an A, B or C

2 Algebra Course A, B or C	% of Cohort	
	2013-2017	2014-2017
All Students	78%	79%
Asian	92%	88%
Black or African American	57%	61%
Hispanic or Latino	66%	71%
Two or More Races	95%	88%
White	95%	94%
Low Income	57%	63%
IEP	46%	47%

Table 9 reports the percent of students that took an AP mathematics course and earned a course grade of A, B, or C. The AP mathematics courses in this analysis include AP Calculus AB, AP Calculus BC, and AP Statistics. Overall, 42% of the 2013 cohort and 44% of the 2014 cohort took an AP mathematics course and earned a course grade of C or higher. These percentages reflect all students in the cohorts, not just students who earned AP course credit.

Table 9: Percent of Students Who Took an AP Mathematics Course and Earned an A, B or C

	% of Cohort	
	2013-2017	2014-2017
All Students	42%	44%
Asian	49%	60%
Black or African American	20%	18%
Hispanic or Latino	24%	18%
Two or More Races	64%	47%
White	62%	70%
Low Income	18%	17%
IEP	10%	8%

Of the students enrolled in an AP mathematics course, the percent who earned an A, B, or C:

	2013-2017	2014-2017
	91%	92%

Table 10 reports the percent of students that earned a score of 3 or higher on an AP mathematics exam. Overall, 25% of the 2013 cohort and 26% of the 2014 cohort earned a score of 3 or higher on at least one of the three AP mathematics exams. These percentages reflect all students in the cohorts, not just students who took an AP exam.

Table 10: Percent of Students with an AP Mathematics Exam Score of 3 or Higher

	% of Cohort	
	2013-2017	2014-2017
All Students	25%	26%
Asian	41%	26%
Black or African American	4%	6%
Hispanic or Latino	11%	9%
Two or More Races	50%	24%
White	43%	47%
Low Income	5%	7%
IEP	7%	5%

Percent of students enrolled in an AP mathematics course who scored 3 or higher on an AP mathematics exam:

2013-2017	2014-2017
57%	55%

Table 11 reports the percent of students who either had a Math SAT subject score of 530 or higher, or an ACT Math subject score of 22 or higher. Overall, 54% of the 2013 cohort and 53% of the 2014 cohort met these benchmarks on either the SAT or the ACT.

Table 11: Percent of Students Meeting Either ACT or SAT College Readiness Benchmarks in Mathematics

	% of Cohort	
	2013-2017	2014-2017
All Students	54%	53%
Asian	62%	67%
Black or African American	21%	24%
Hispanic or Latino	37%	26%
Two or More Races	70%	59%
White	83%	81%
Low Income	24%	23%
IEP	19%	13%

Findings

Board Goal 2: Student Well-Being

District Goal 2 focuses on student well-being, including attendance, behavioral referrals, and extra-curricular activities. Table 2 reports attendance. One measure for this goal is that 100% of students do not receive a behavioral referral. Overall, 43% of the 2013 cohort and 55% of the 2014 cohort did not receive a behavioral referral (Table 12).

Table 12: Percent of Students with Zero Referrals Throughout High School

	% of Cohort	
	2013-2017	2014-2017
All Students	43%	55%
Asian	49%	70%
Black or African American	27%	40%
Hispanic or Latino	40%	44%
Two or More Races	55%	41%
White	55%	69%
Low Income	31%	45%
IEP	28%	40%

A second measure for this goal is that 100% of students will participate in at least one extra-curricular activity. Overall, 82% of the 2013 cohort and 83% of the 2014 cohort participated in at least one activity (Table 13).

Table 13: Percent of Students Who Participated in at Least One Extra-Curricular Activity

	% of Cohort	
	2013-2017	2014-2017
All Students	82%	83%
Asian	84%	84%
Black or African American	73%	73%
Hispanic or Latino	69%	77%
Two or More Races	93%	88%
White	94%	92%
Low Income	69%	71%
IEP	72%	73%