

2018-19 Annual Achievement Report

EVANSTON TOWNSHIP HIGH SCHOOL

Department of Research, Evaluation & Assessment
November, 2019

How We Measure Achievement

Student Data and Analysis

- This analysis follows three cohorts of students – the Class of 2017, the Class of 2018 and the Class of 2019 - from the year they started Grade 9 until four years after their entry into high school.
- The report examines several measures of academic performance meeting the Illinois State Board of Education (ISBE) definition of college and career readiness for high school students.
- The report analyzes selected academic measures by students’ race and gender, meal status and IEP placement in order to address district goals to provide an excellent education to all students given the diversity of experiences and needs in the ETHS student population.
- The data in the report is more granular what is found on IL Report Card because it looks at the intersection of race and gender. This type of analysis is more contextual and relevant to ETHS.

Student Cohorts

This report looks at three cohorts of students: Class of 2017, who were in Grade 9 in the 2013-14 school year; the Class of 2018, who were in Grade 9 in the 2014-15 school year; and the Class of 2019, who were in Grade 9 in the 2015-16 school year. The analysis includes both students who graduated in the expected four years and those who did not. Students who transferred out of the district are not included in this report. In addition, only students enrolled in the main campus and the ALT School are included in the analysis. Academic and career ready indicators measured in this report for students who are placed off-campus are not available.

This report is disaggregated by students’ race and gender, meal status (as measured by participation in the free- or reduced-price lunch program) and IEP placement. Presently, the number of students who are English learners is too small to include in this analysis. However, this group may be reported on in future analyses as student demographics change. In addition, the number of students classified as Two or More Races is too small (less than 20) to report on when disaggregated by race/ethnicity and gender to report on, and therefore is not included in the report. This report only includes students with an IEP at the main campus and ALT School and does not include students in off-campus placements.

Table 1. Composition of Cohorts by Race and Gender: Classes of 2017, 2018, and 2019

Race-Gender	Class of 2017		Class of 2018		Class of 2019	
	Number of Students	% Total	Number of Students	% Total	Number of Students	% Total
Asian-Female	24	3%	21	2%	24	3%
Asian-Male	19	3%	24	3%	25	3%
Black/African American-Female	111	14%	125	15%	117	14%
Black/African American-Male	134	17%	121	14%	113	14%
Hispanic/Latina-Female	63	8%	72	9%	83	10%
Hispanic/Latino-Male	65	8%	68	8%	88	11%
White-Female	191	25%	169	20%	176	21%
White-Male	154	20%	203	24%	282	22%
All-Female	399	51%	400	48%	405	49%
All-Male	381	49%	437	52%	416	51%
TOTAL STUDENTS	780	100%	837	100%	821	100%

Table 2. Composition of Cohorts by Meal Status and IEP Placement: Classes of 2017, 2018 and 2019

Lunch and IEP Status	Class of 2017		Class of 2018		Class of 2019	
	Number of Students	% Total	Number of Students	% Total	Number of Students	% Total
Has Free/Reduced Price Lunch	337	43%	326	39%	300	37%
Has IEP	105	13%	97	12%	76	9%

Measures of Achievement and Analytic Method

This report uses measures of college and career readiness as identified in the Illinois Every Student Succeeds Act (IL ESSA) State Plan¹ endorsed by ISBE. At this time, actual measures of college enrollment or persistence are outside the scope of this report.

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

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

Indicators of academic proficiency identified in the IL ESSA Plan and analyzed in this report include:

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

- Completion of an ELA AP course with a grade of 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):

- Completion of an Algebra 2 with a grade of an A, B, or C, **or**
- Completion of a mathematics AP course with a grade of an A, B, or C, **or**
- Mathematics AP exam score of 3 or higher, **or**
- *Math SAT subject score of 530 or higher, **or**
- ACT Math subject score of 22 or higher

Most of the IL ESSA Plan indicators of student performance are measured over the course of the students' high school careers. However, indicators like attendance reflect performance only in the students' junior and senior years of high school.

*This report uses College Board SAT college readiness benchmarks instead of ISBE developed benchmarks.

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

Future Analysis with the Northwestern-D202-D65 Partnership

District 65, District 202 and Northwestern University have formed the Northwestern Evanston Educational Research Alliance (NEERA). NEERA is funded by grants from Lewis-Sebring Family Foundation and other donors. NEERA is working to identify key factors that contribute to post-secondary success and college persistence, as defined as enrollment in a post-secondary institution for at least five consecutive semesters. In turn, NEERA will use those factors to 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.

We expect that the model developed with Northwestern University will use more complex and nuanced data than seen in this report to better predict post-secondary success. This approach will include a deeper analysis of GPA, course taking patterns, and other academic indicators. The goal of the model is to develop a series of indicators across grade levels to help ETHS faculty and administration identify whether or not students are on track for post-secondary success, with the initial model focusing on college persistence. Future iterations of this report may incorporate additional indicators identified by NEERA.

Organization of the Report

The results of the analysis are reported in relation to the ETHS district goals as outlined in the ETHS *District Goals 2017-2022*, approved by the Board of Education on May 23, 2016. Most of the academic measures of student performance are reported in support of District Goal 1: Equitable and Excellent Education. In addition, measures of students’ behavioral referrals and extra-curricular activities are reported in support of District Goal 2: Student Well-being.

Tables in Appendix A provide details on SAT exam results related to English/Language Arts. Tables in Appendix B provide details on SAT exam results for mathematics.

Highlights

- Close to two-thirds of all students – 75% of the Class of 2019 – met at least two of the college-ready standards analyzed in this report.
- Sixty-five percent (65%) of Class of 2019 achieved a final unweighted GPA of 2.8 or greater and maintained a mean cumulative GPA of 3.0, similar to prior cohorts.
- The Class of 2019 had an average attendance rate of 92% across four years of high school.
- Nearly two-thirds of the students in the Class of 2019 (65%) met one or more indicator of proficiency in English/Language Arts.
- Over three quarters – 78% of the Class of 2019 – met one or more indicator of proficiency in mathematics.
- Four out of five students (80%) of the Class of 2019 had no more than four behavioral referrals throughout four years at ETHS.
- Most students (80%) in the Class of 2019 participated in at least one extracurricular activity in their junior or senior years of high school.
- Overall, the four-year graduation rate in 2019 was 92.2% and the five-year graduation rate in 2019 was 93.7%.
- Measures of student performance and well-being vary across sub-groups as defined by students' race and gender, meal status and IEP placement.

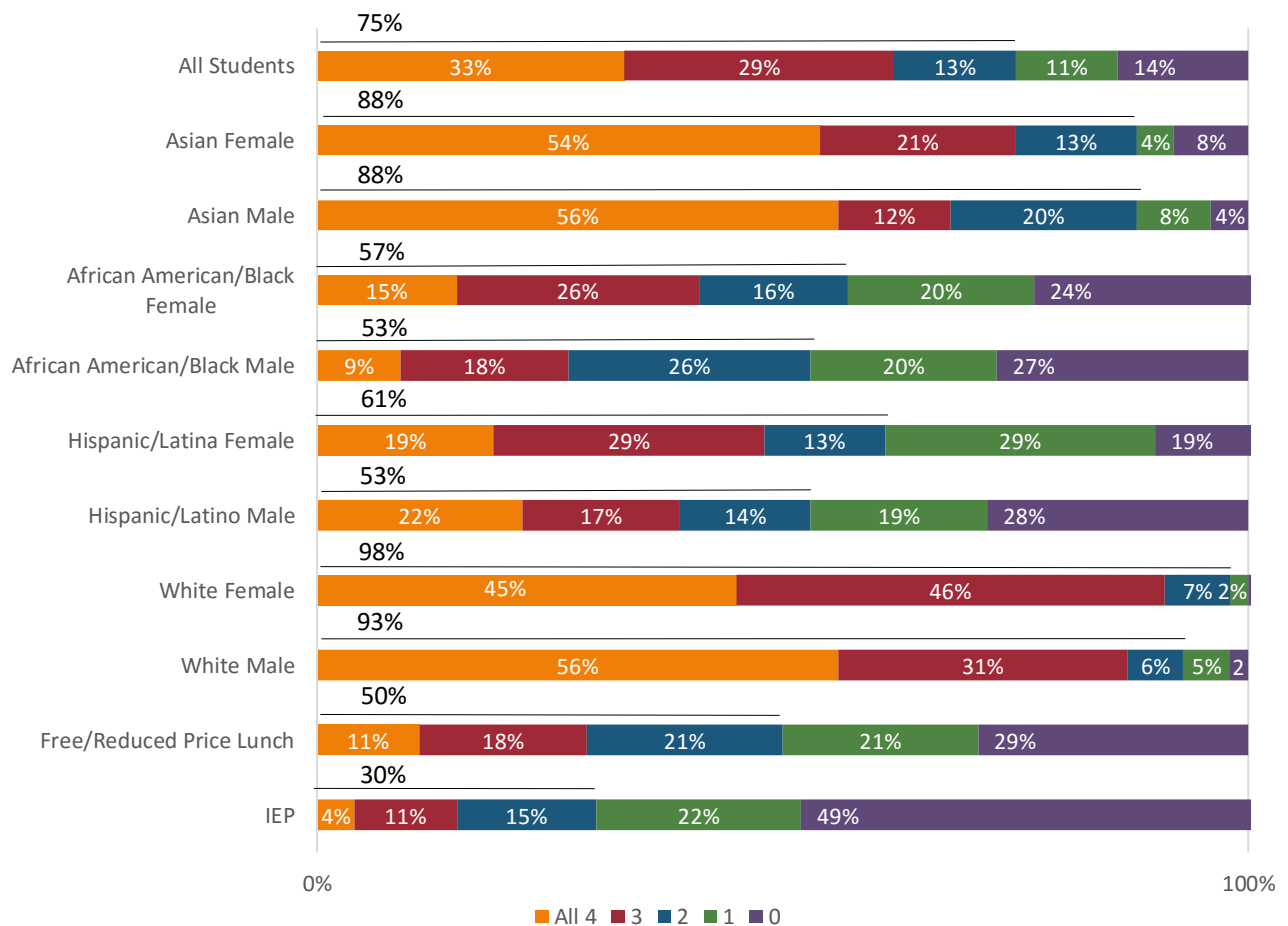
District Goal 1: Equitable and Excellent Education

Overview of Student Performance

This exploratory analysis focuses on four of the college-ready indicators identified by the ISBE in the IL ESSA Plan: GPA, attendance, proficiency in English/Language Arts, and proficiency in mathematics. The chart below reports the percent of students in the Class of 2019 meeting or exceeding none, 1, 2, 3, or all 4 of the specified indicators, disaggregated by race, gender, meal status and IEP placement. Overall, 75% of the Class of 2019 met at least two of the college-ready indicators.

Chart 1: Percent of Cohort Meeting or Exceeding IL ESSA College Readiness Benchmarks - Class of 2019

**% of Cohort Meeting or Exceeding College Readiness Benchmarks
(GPA, Attendance, English/Language Arts and Mathematics)**



GPA

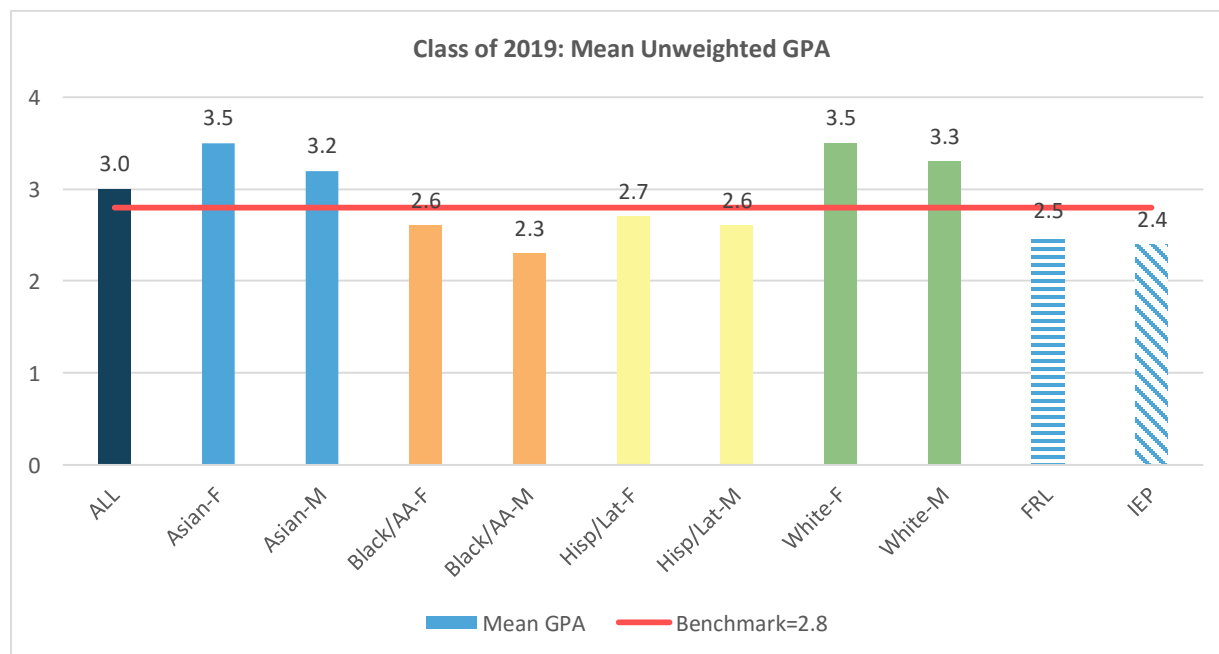
The IL ESSA Plan’s GPA benchmark for college or career readiness is a cumulative GPA of 2.8 or higher at time of graduation. Future analysis will be conducted to determine what the best GPA indicator is for ETHS students related to college enrollment and persistence. Table 3 reports the percent of students who attained a cumulative unweighted GPA of 2.8 or higher. Table 3 also reports the mean cumulative GPA for each subgroup.

Sixty-five percent (65%) of the students in the Class of 2019 achieved a cumulative unweighted GPA of 2.8 or higher and maintained a mean unweighted GPA of 3.0, which is consistent with prior cohorts.

Table 3: Percent of Cohort with a Final Cumulative Unweighted GPA of 2.8 or Higher

Students	Class of 2017		Class of 2018		Class of 2019	
	% 2.8 or Higher	Mean GPA	% 2.8 or Higher	Mean GPA	% 2.8 or Higher	Mean GPA
ALL STUDENTS	63%	3.0	65%	3.0	65%	3.0
Asian-Female	88%	3.3	95%	3.3	88%	3.5
Asian-Male	90%	3.3	75%	3.3	72%	3.2
Black/African American-Female	48%	2.8	49%	2.8	48%	2.6
Black/African American-Male	31%	2.4	31%	2.4	27%	2.3
Hispanic/Latina-Female	51%	2.8	50%	2.8	58%	2.7
Hispanic/Latino-Male	29%	2.4	46%	2.4	42%	2.6
White-Female	92%	3.5	92%	3.5	93%	3.5
White-Male	78%	3.2	80%	3.2	83%	3.3
Free/Reduced Price Lunch	39%	2.5	38%	2.5	38%	2.5
Has IEP	44%	2.6	47%	2.6	30%	2.4

Chart 4: Class of 2019 Mean Final Unweighted GPA



Attendance

The IL ESSA Plan defines the benchmark for attendance as having an attendance rate of 95% in a student's junior and senior year. This analysis reports the percent of students who met the 95% attendance rate benchmark across four years of high school.

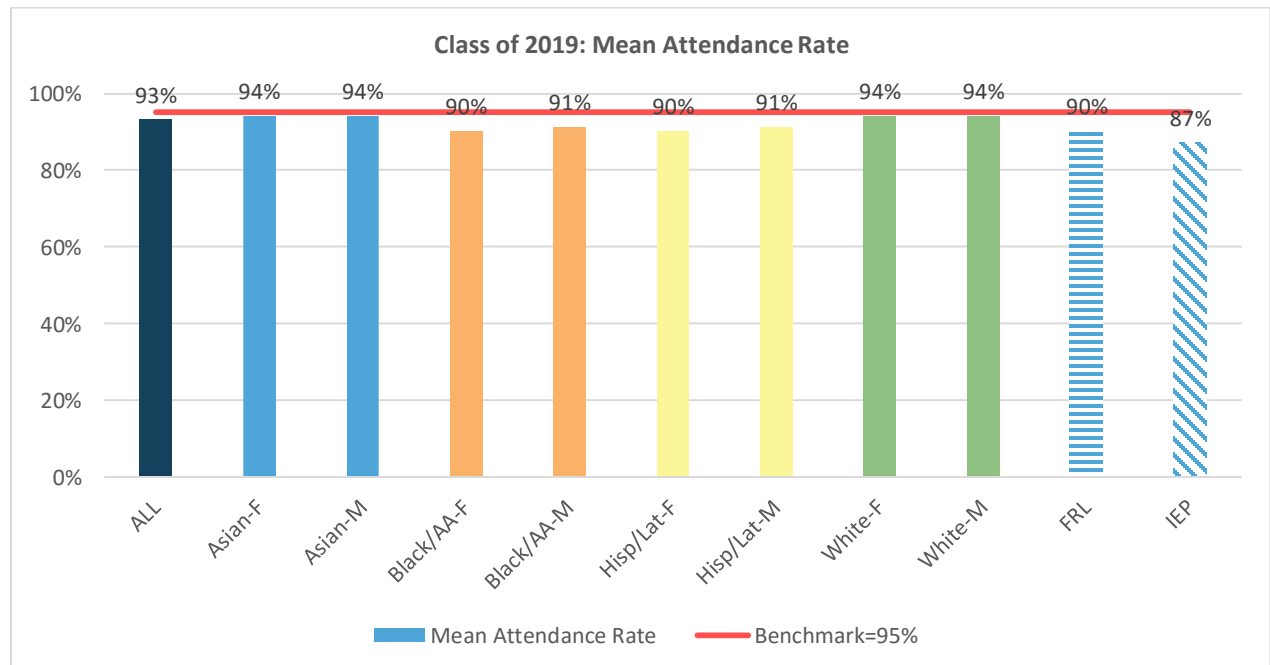
In addition to the percent meeting the 95% attendance rate benchmark, Table 4 reports the mean attendance rate for each subgroup. For example, while 49% of the Class of 2019 met the 95% attendance rate benchmark, the average attendance rate for this cohort across all four years was 92%, slightly below the benchmark.

Table 4: Attendance Based on Days Present During Four School Years

Students	Class of 2017		Class of 2018		Class of 2019	
	% Met Benchmark	Mean Attend Rate	% Met Benchmark	Mean Attend Rate	% Met Benchmark	Mean Attend Rate
ALL STUDENTS	74%	95%	59%	93%	49%	92%
Asian-Female	83%	96%	62%	95%	58%	93%
Asian-Male	100%	98%	75%	96%	72%	94%
Black/African Amer-Female	74%	95%	50%	93%	35%	90%
Black/African American-Male	64%	94%	59%	92%	43%	91%
Hispanic/Latina-Female	65%	95%	47%	90%	39%	90%
Hispanic/Latino-Male	40%	94%	66%	92%	43%	91%
White-Female	80%	96%	54%	94%	51%	94%
White-Male	84%	96%	69%	95%	64%	94%
Free/Reduced Price Lunch	64%	94%	51%	92%	46%	90%
Has IEP	56%	93%	47%	92%	33%	87%

The average daily attendance for ETHS students overall in 2018-19 was 92%. (Source: IL Report Card)

Chart 5: Class of 2019 Mean Attendance Rate



Students Who Excel in English/Language Arts

The IL ESSA Plan indicators in English/Language Arts (ELA) are measured as attainment of at least one of the following:

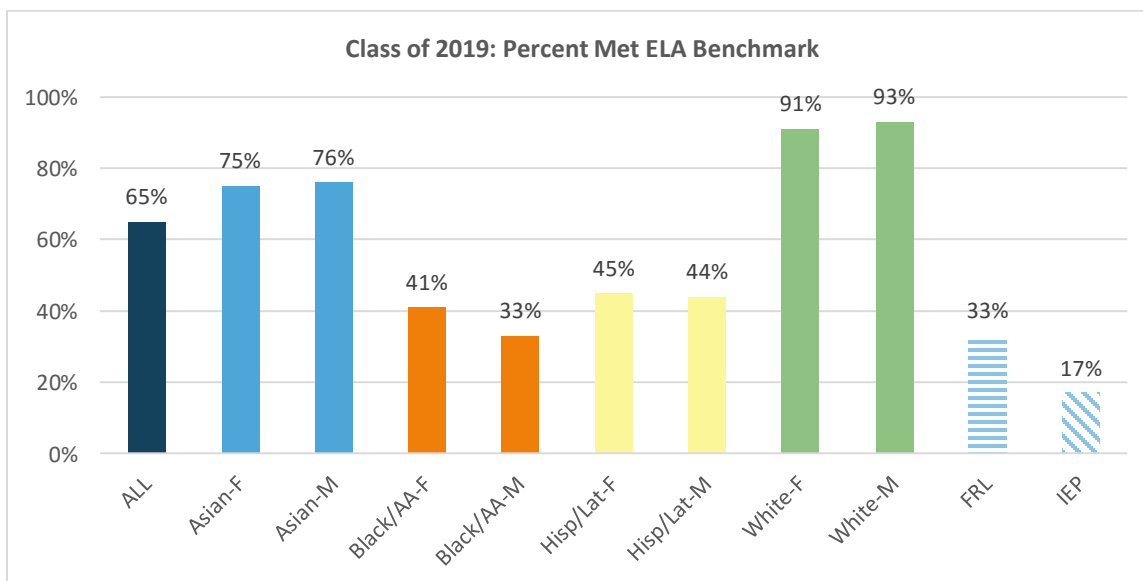
- Completion of an ELA AP course with a grade of an A, B, or C, **or**
- ELA AP exam score of 3 or higher, **or**
- SAT Reading and Writing subject score of 480 or higher (*Class of 2018 and 2019 only*), **or**
- ACT English subject score of 18 or higher and ACT Reading subject score of 22 or higher (*Class of 2017 only*)

The AP English/Language Arts courses in this analysis include AP English Language and Composition and AP English Literature and Composition. This report uses College Board SAT college readiness benchmarks instead of ISBE developed benchmarks. As reported in Table 5, approximately two-thirds of students overall met at least one of the English/Language Arts benchmarks.

Table 5: Percent of Cohort Meeting One or More of the English/Language Arts Benchmarks

Students	Class of 2017	Class of 2018	Class of 2019
ALL STUDENTS	66%	68%	65%
Asian-Female	79%	76%	75%
Asian-Male	74%	71%	76%
Black/African American-Female	51%	46%	41%
Black/African American-Male	30%	36%	33%
Hispanic/Latina-Female	51%	50%	45%
Hispanic/Latino-Male	39%	52%	44%
White-Female	93%	96%	91%
White-Male	89%	88%	93%
Free/Reduced Price Lunch	38%	38%	33%
Has IEP	27%	32%	17%

Chart 6: Class of 2019 Percent Meeting One or More of the English/Language Arts Benchmarks



Students Who Excel in Mathematics

The IL ESSA Plan indicators in mathematics are measured as attainment of at least one of the following:

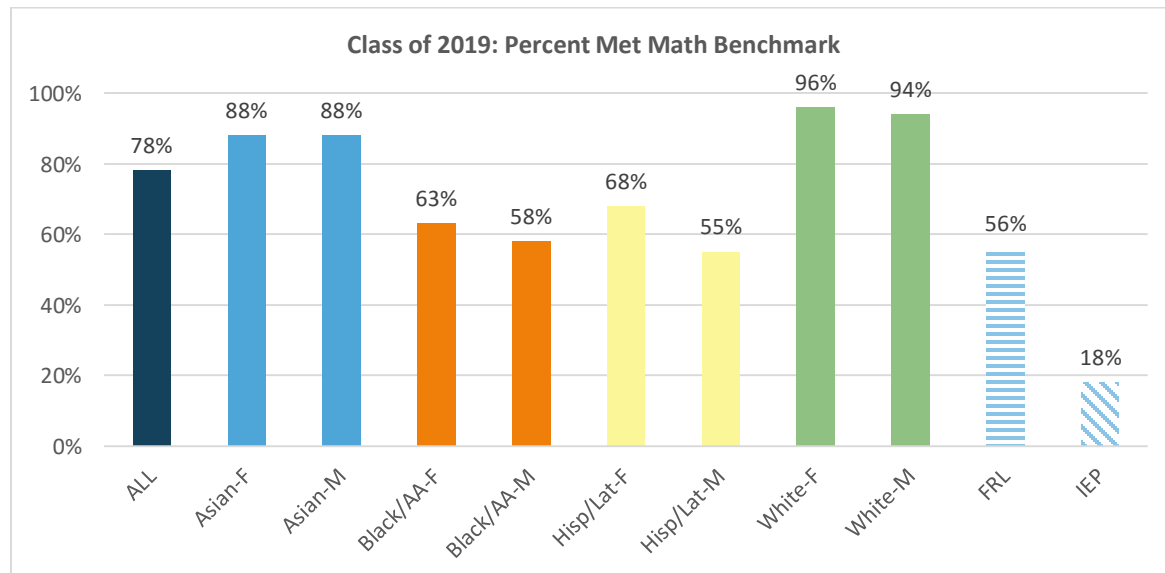
- Completion of an Algebra 2 with a grade of an A, B, or C, **or**
- Completion of a mathematics AP course with a grade of an A, B, or C, **or**
- Mathematics AP exam score of 3 or higher, **or**
- SAT Math subject score of 530 or higher (*Class of 2018 and 2019 only*), **or**
- ACT Math subject score of 22 or higher (*Class of 2017 only*)

The AP mathematics courses in this analysis include AP Calculus AB, AP Calculus BC, and AP statistics. This report uses College Board SAT college readiness benchmarks instead of ISBE developed benchmarks. As reported in Table 6, 78% of the Class of 2019 met one or more of the mathematics benchmarks.

Table 6: Percent of Cohort Meeting One or More of the Mathematics Benchmarks

Students	Class of 2017	Class of 2018	Class of 2019
ALL STUDENTS	80%	84%	78%
Asian-Female	88%	91%	88%
Asian-Male	90%	92%	88%
Black/African American-Female	74%	74%	63%
Black/African American-Male	53%	64%	58%
Hispanic/Latina-Female	78%	79%	68%
Hispanic/Latino-Male	66%	79%	55%
White-Female	97%	98%	96%
White-Male	91%	93%	94%
Free/Reduced Price Lunch	65%	69%	56%
Has IEP	47%	57%	18%

Chart 7: Class of 2019 Percent Meeting One or More of the Math Benchmarks



District Goal 2: Student Well-being

District Goal 2 focuses on student well-being, including attendance, behavioral referrals, and extra-curricular activities. The following analysis focuses on measures of student behavior in school and extra-curricular engagement.

Student Behavior

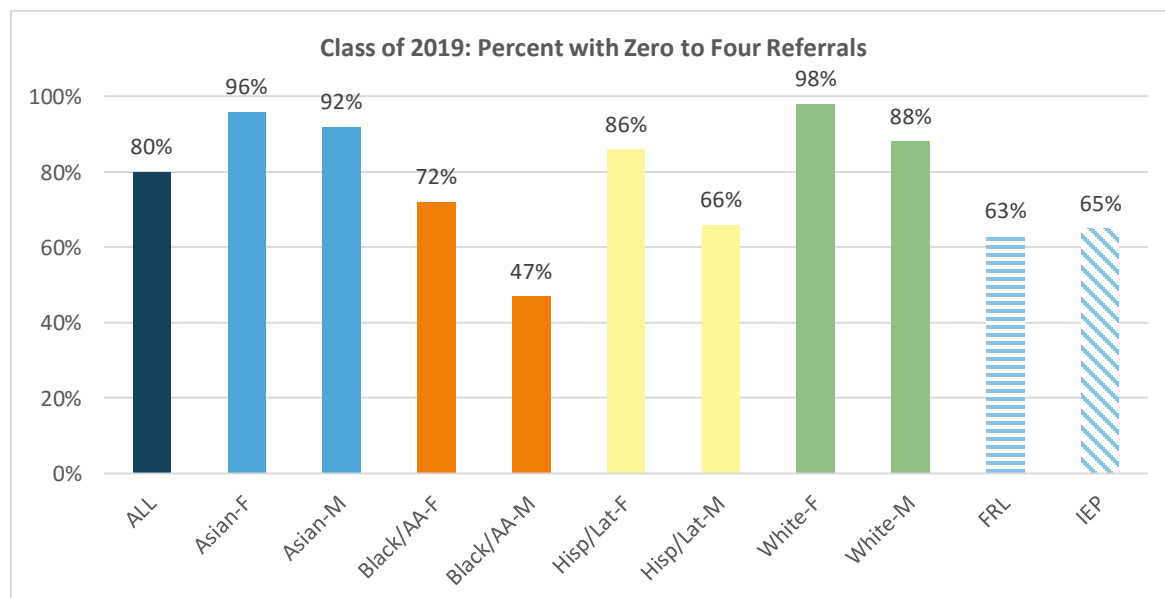
A standard set forth in the district goals specifies that 100% of students do not receive a behavioral referral. This analysis looks at the percent of students that received zero to four behavioral referrals across four years at ETHS, allowing for an average of one referral per school year. Referrals reported in this analysis subsequently turned into a behavior incident.

As shown in Table 7, 80% of the Class of 2019 received no more than four behavioral referrals across four years of high school.

Table 7: Percent of Cohort with Zero to Four Referrals Throughout High School

Students	Class of 2017	Class of 2018	Class of 2019
ALL STUDENTS	77%	79%	80%
Asian-Female	92%	95%	96%
Asian-Male	95%	92%	92%
Black/African American-Female	66%	70%	72%
Black/African American-Male	55%	54%	47%
Hispanic/Latina-Female	76%	81%	86%
Hispanic/Latino-Male	63%	78%	66%
White-Female	96%	95%	98%
White-Male	84%	87%	88%
Free/Reduced Price Lunch	67%	63%	63%
Has IEP	59%	65%	65%

Chart 8: Class of 2019 Percent with Zero to Four Referrals



Student Participation in Extra-Curricular/Co-Curricular Activities

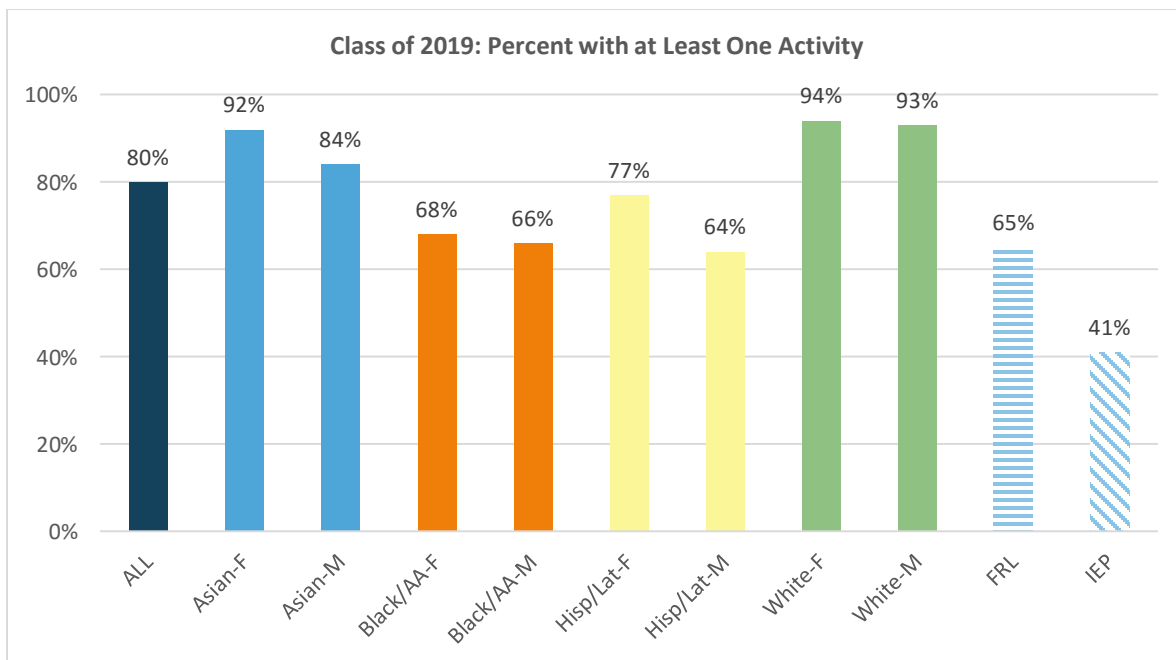
A second standard set forth in the district goals specifies that 100% of students participate in at least one extra-curricular activity. This report looks at whether students participated in any extra-curricular or co-curricular activity in their junior or senior years of high school.

As shown in Table 8, 80% of students in the Class of 2019 participated in at least one activity in their junior or senior year.

Table 8: Percent of Cohort Who Participated in at Least One Extra-Curricular/Co-Curricular Activity

Students	Class of 2017	Class of 2018	Class of 2019
ALL STUDENTS	73%	77%	80%
Asian-Female	83%	95%	92%
Asian-Male	68%	79%	84%
Black/African American-Female	63%	68%	68%
Black/African American-Male	60%	60%	66%
Hispanic/Latina-Female	75%	69%	77%
Hispanic/Latino-Male	52%	68%	64%
White-Female	86%	94%	94%
White-Male	83%	88%	93%
Free/Reduced Price Lunch	59%	64%	65%
Has IEP	61%	66%	41%

Chart 9: Class of 2019 Percent with at Least One Extracurricular/Co-Curricular Activity



Four-Year & Five-Year Graduation Rates

Four-year and five-year graduation rates, as reported on the IL Report Card, are presented in Tables 9 and 10 below:

Table 9: Four Year Graduation Rates

Students	2017	2018	2019
ALL STUDENTS	92.3%	91.1%	92.2%
Female	95.5%	93.4%	93.7%
Male	88.8%	89.0%	90.8%
Asian	93.0%	93.5%	91.8%
Black/African American	87.9%	82.8%	91.0%
Hispanic/Latinx	91.7%	93.2%	87.4%
Two or More Races	88.9%	97.1%	87.5%
White	95.7%	95.2%	95.3%
Free/Reduced Price Lunch	86.8%	84.8%	85.9%
Has IEP	64.0%	74.3%	69.9%
English Learner	62.2%	70.8%	82.0%

Table 10: Five Year Graduation Rates

Students	2017	2018	2019
ALL STUDENTS	93.3%	93.8%	93.7%
Female	93.5%	96.6%	95.9%
Male	93.2%	90.8%	91.7%
Asian	91.9%	93.0%	100.0%
Black/African American	89.1%	90.9%	87.5%
Hispanic/Latinx	94.2%	94.7%	94.0%
Two or More Races	100.0%	89.5%	97.1%
White	95.7%	95.8%	96.8%
Free/Reduced Price Lunch	89.1%	89.4%	89.1%
Has IEP	79.1%	73.0%	80.8%
English Learner	78.9%	80.6%	83.3%

APPENDIX

Appendix A

Table A1 reports the percent of students who either had a Reading and Writing SAT subject score of 480 or higher (Class of 2018 and Class of 2019 only), or an ACT English subject score of 18 or higher and an ACT Reading subject score of 22 or higher (Class of 2017 only). SAT and ACT scores reported below reflect scores taken in grade 11. Meeting SAT college and career readiness benchmarks is an indicator of 75% likelihood of achieving at least a C in first-semester, credit-bearing college English/Language Arts or related course (history, literature, social science, or writing).

Table A1: Percent of Cohort Meeting College Readiness ACT/SAT Benchmarks in English/Language Arts

Students	Class of 2017 (ACT CRB)	Class of 2018 (SAT CRB)	Class of 2019 (SAT CRB)
ALL STUDENTS	64%	66%	69%
Asian-Female	75%	76%	82%
Asian-Male	74%	71%	83%
Black/African American-Female	47%	42%	45%
Black/African American-Male	27%	35%	35%
Hispanic/Latina-Female	51%	46%	49%
Hispanic/Latino-Male	35%	35%	49%
White-Female	91%	94%	94%
White-Male	89%	85%	95%
Free/Reduced Price Lunch	35%	46%	35%
Has IEP	26%	41%	21%

Table A2. SAT English/Language Arts Comparison: College Board Readiness Benchmark and IL ESSA Benchmark: Class of 2019 State-Administered SAT taken in Grade 11, April 2018

	% Met ISBE Benchmark (540+)	% Met CB Benchmark (480+)	% Met CB Benchmark Nationwide (2018)	Mean SAT ELA Score - ETHS	Mean SAT ELA Score - Nationwide (2018)
All (N=797)	52%	68%	70%	539	536
African American/Black (n=224)	23%	39%	50%	458	483
Hispanic/Latino (n=134)	30%	47%	58%	486	501
White (n=364)	76%	91%	82%	603	566

Note: Scores reported reflect the grade 11 state-administered SAT administration in April 2018. National test takers represent statewide SAT assessment in CO, CT, DC, DE, IL, ME, MI, NH, and college bound seniors nationwide.

Appendix B

Table B1 reports the percent of students who either had a SAT Math subject score of 530 or higher (Class of 2018 and Class of 2019 only), or an ACT Math subject score of 22 or higher (Class of 2017 only). SAT and ACT scores reported below reflect scores taken in grade 11. Meeting SAT college and career readiness benchmarks is an indicator of 75% likelihood of achieving at least a C in first-semester, credit-bearing college math course (algebra, statistics, pre-calculus, or calculus).

Table B1: Percent of Cohort Meeting College Readiness ACT/SAT Benchmarks in Mathematics

Students	Class of 2017 (ACT CRB)	Class of 2018 (SAT CRB)	Class of 2019 (SAT CRB)
ALL STUDENTS	53%	52%	55%
Asian-Female	67%	62%	73%
Asian-Male	68%	63%	65%
Black/African American-Female	28%	18%	23%
Black/African American-Male	20%	20%	23%
Hispanic/Latina-Female	27%	33%	39%
Hispanic/Latino-Male	25%	41%	36%
White-Female	81%	80%	76%
White-Male	81%	76%	86%
Free/Reduced Price Lunch	23%	27%	21%
Has IEP	13%	20%	8%

Table B2. SAT Mathematics Comparison: College Board Readiness Benchmark and IL ESSA Benchmark: Class of 2019 SAT State-Administered taken in Grade 11, April 2018

	% Met ISBE Benchmark (540+)	% Met CB Benchmark (530+)	% Met CB Benchmark Nationwide (2018)	Mean SAT Math Score - ETHS	Mean SAT Math Score - Nationwide (2018)
All (N=797)	49%	54%	49%	540	531
African American/Black (n=224)	21%	24%	23%	454	463
Hispanic/Latino (n=134)	25%	30%	33%	478	489
White (n=364)	73%	79%	61%	606	557

Note: Scores reported reflect the grade 11 state-administered SAT administration in April 2018. National test takers represent statewide SAT assessment in CO, CT, DC, DE, IL, ME, MI, NH, and college bound seniors nationwide.