

2019-20 Annual Achievement Report

EVANSTON TOWNSHIP HIGH SCHOOL

Department of Research, Evaluation & Assessment
November, 2020

How We Measure Achievement

Student Data and Analysis

- This analysis follows three cohorts of students – the Class of 2018, the Class of 2019 and the Class of 2020 - 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 2018, who were in Grade 9 in the 2014-15 school year; the Class of 2019, who were in Grade 9 in the 2015-16 school year; and the Class of 2020, who were in Grade 9 in the 2016-17 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 American Indian, Native Hawaiian, or 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 or the ETHS Day School.

Table 1. Composition of Cohorts by Race and Gender: Classes of 2018, 2019, and 2020

Race-Gender	Class of 2018		Class of 2019		Class of 2020	
	Number of Students	% Total	Number of Students	% Total	Number of Students	% Total
Asian-Female	21	2%	24	3%	32	4%
Asian-Male	24	3%	25	3%	23	3%
Black/African American-Female	125	15%	117	14%	126	15%
Black/African American-Male	121	14%	113	14%	115	14%
Hispanic/Latina-Female	72	9%	83	10%	69	8%
Hispanic/Latino-Male	68	8%	88	11%	76	9%
White-Female	169	20%	176	21%	184	22%
White-Male	203	24%	282	22%	190	23%
All-Female	400	48%	405	49%	425	51%
All-Male	437	52%	416	51%	413	49%
TOTAL STUDENTS	837	100%	821	100%	838	100%

Table 2. Composition of Cohorts by Meal Status and IEP Placement: Classes of 2018, 2019 and 2020

Lunch and IEP Status	Class of 2018		Class of 2019		Class of 2020	
	Number of Students	% Total	Number of Students	% Total	Number of Students	% Total
Has Free/Reduced Price Lunch	326	39%	326	39%	299	36%
Has IEP	97	12%	97	12%	90	11%

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

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

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>.

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

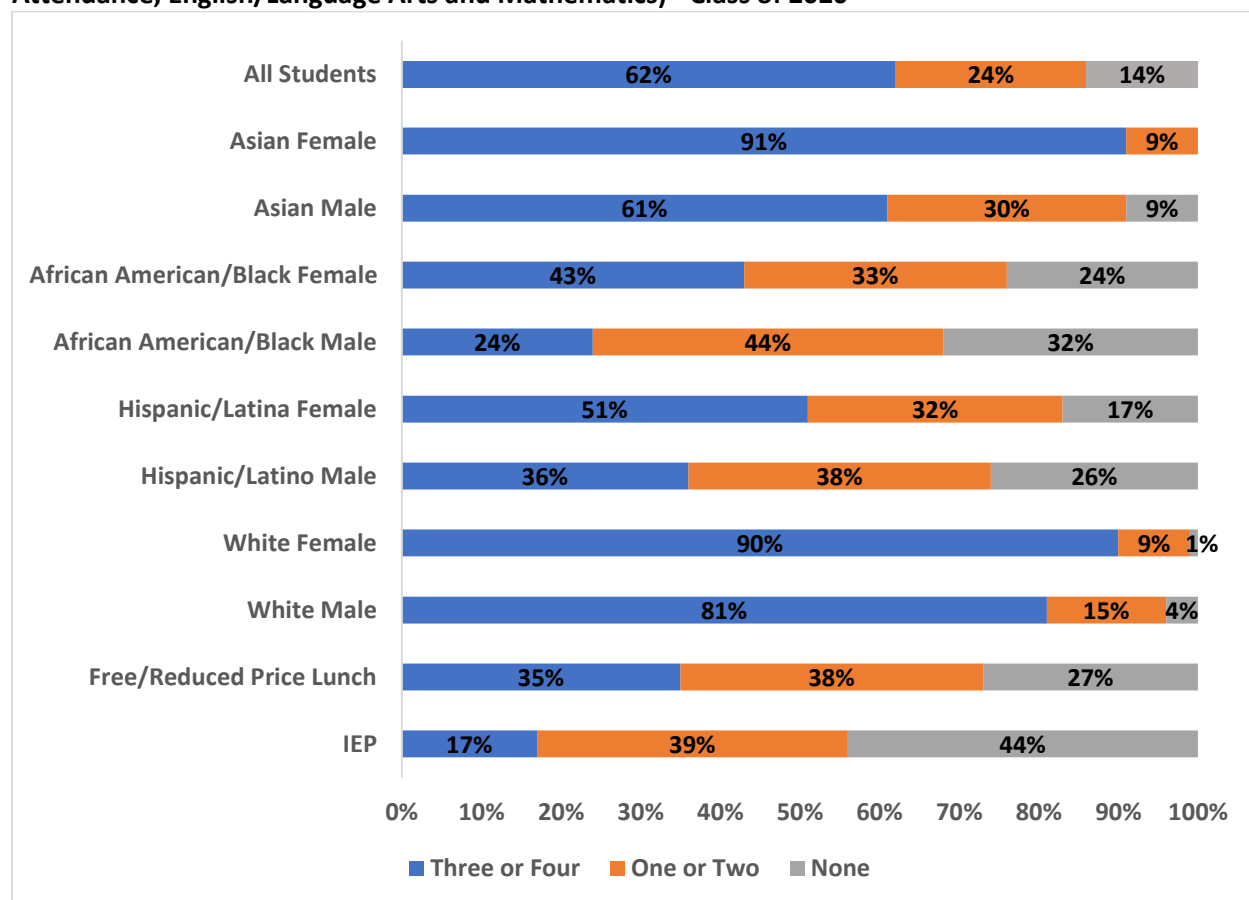
- Seventy-two percent (72%) of Class of 2020 achieved a final unweighted GPA of 2.8 or greater and maintained a mean cumulative GPA of 3.1. This is an increase over the prior two cohorts.
- The Class of 2020 had an average attendance rate of 92% across four years of high school.
 - The shift to remote learning in March 2020 resulted in fewer students meeting the 95% attendance rate benchmark, although there were only small changes in students' actual attendance rates across four years.
- Nearly two-thirds of the students in the Class of 2020 (64%) met one or more indicator of proficiency in English/Language Arts.
- Over three quarters – 78% of the Class of 2020 – met one or more indicator of proficiency in mathematics.
- Most students (85%) in the Class of 2020 had no more than four behavioral referrals throughout four years at ETHS. This is an increase over the prior three cohorts.
- Four out of five students (81%) in the Class of 2020 participated in at least one extracurricular activity in their junior or senior years of high school. This has been a steady increase over the prior three cohorts.
- Overall, the four-year graduation rate in 2020 was 93% and the five-year graduation rate in 2020 was 94%.

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 2020 meeting or exceeding either none, 1 to 2, or 3 to 4 of the specified indicators, disaggregated by race, gender, meal status and IEP placement. Overall, 62% of the Class of 2020 met at least three of the college-ready indicators.

Chart 1: Percent of Cohort Meeting or Exceeding IL ESSA College Readiness Benchmarks (GPA, Attendance, English/Language Arts and Mathematics) - Class of 2020



GPA

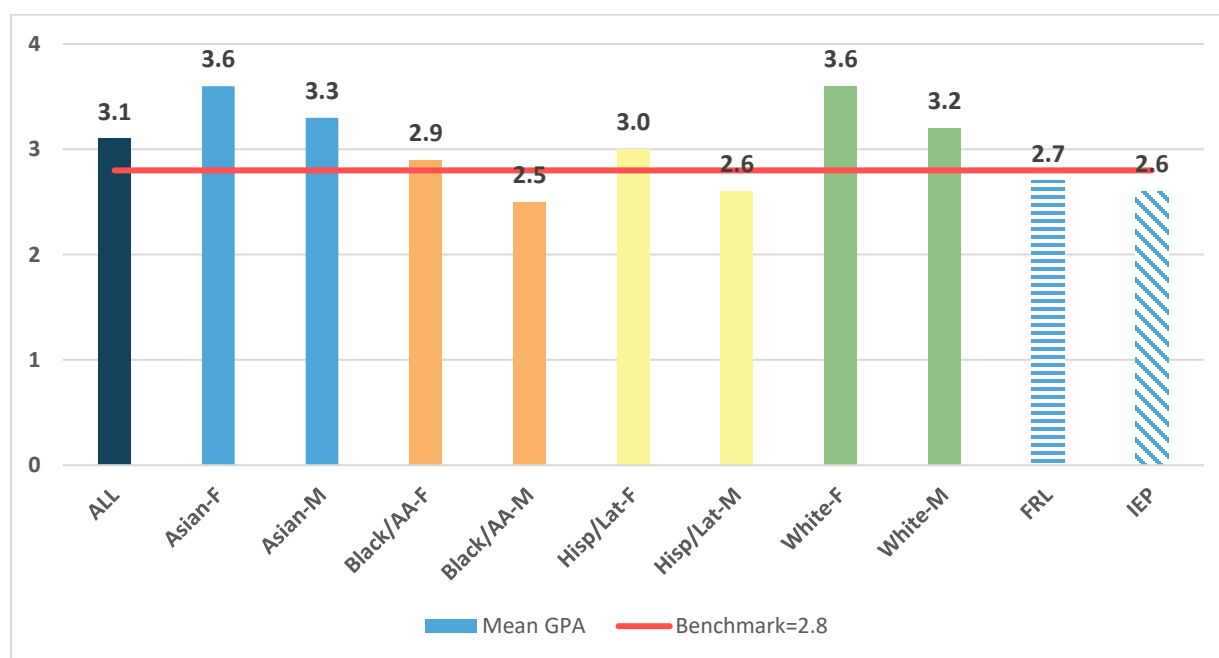
The IL ESSA Plan's GPA benchmark for college or career readiness is a cumulative GPA of 2.8 or higher at time of graduation. Table 3 reports the percent of students who attained a cumulative unweighted GPA of 2.8 or higher. Table 3 also reports the mean cumulative GPA for each subgroup.

Seventy-two percent (72%) of the students in the Class of 2020 achieved a cumulative unweighted GPA of 2.8 or higher and maintained a mean unweighted GPA of 3.1, which is slightly higher than prior cohorts.

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

Students	Class of 2018		Class of 2019		Class of 2020	
	% 2.8 or Higher (n)	Mean GPA	% 2.8 or Higher (n)	Mean GPA	% 2.8 or Higher (n)	Mean GPA
ALL STUDENTS	65% (541)	3.0	65% (533)	3.0	72% (602)	3.1
Asian-Female	95% (20)	3.3	88% (21)	3.5	94% (30)	3.6
Asian-Male	75% (18)	3.2	72% (18)	3.2	78% (18)	3.3
Black/African American-Female	49% (61)	2.7	48% (56)	2.6	62% (78)	2.9
Black/African American-Male	31% (37)	2.3	27% (31)	2.3	32% (37)	2.5
Hispanic/Latina-Female	50% (36)	2.7	58% (48)	2.7	59% (41)	3.0
Hispanic/Latino-Male	46% (31)	2.7	42% (37)	2.6	51% (39)	2.6
White-Female	92% (155)	3.5	93% (164)	3.5	96% (176)	3.6
White-Male	80% (163)	3.2	83% (151)	3.3	88% (167)	3.4
Free/Reduced Price Lunch	38% (124)	2.5	38% (113)	2.5	50% (148)	2.7
Has IEP	47% (46)	2.7	30% (23)	2.4	43% (39)	2.6

Chart 2: Class of 2020 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.

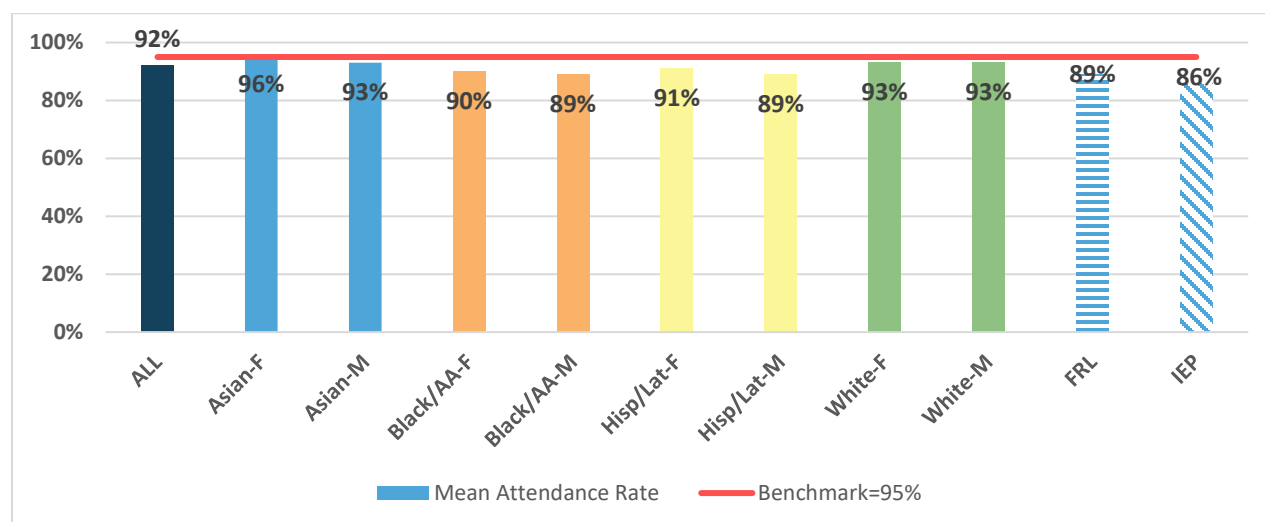
In addition to the percent meeting the 95% attendance rate benchmark, Table 4 reports the mean attendance rate for each subgroup. For example, while 37% of the Class of 2020 met the 95% attendance rate benchmark, the average attendance rate for this cohort across all four years was 92%, slightly below the benchmark.

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

Students	Class of 2018		Class of 2019		Class of 2020*	
	% Met Benchmark (n)	Mean Attend Rate	% Met Benchmark (n)	Mean Attend Rate	% Met Benchmark (n)	Mean Attend Rate
ALL STUDENTS	59% (491)	93%	49% (403)	92%	37% (310)	92%
Asian-Female	62% (13)	95%	58% (14)	93%	66% (32)	96%
Asian-Male	75% (18)	96%	72% (18)	94%	35% (23)	93%
Black/African American-Female	50% (63)	93%	35% (41)	90%	25% (126)	90%
Black/African American-Male	59% (71)	92%	43% (49)	91%	30% (115)	89%
Hispanic/Latina-Female	47% (34)	90%	39% (32)	90%	32% (69)	91%
Hispanic/Latino-Male	66% (45)	92%	43% (38)	91%	28% (76)	89%
White-Female	54% (91)	94%	51% (90)	94%	48% (184)	93%
White-Male	69% (139)	95%	64% (116)	94%	42% (190)	93%
Free/Reduced Price Lunch	51% (166)	92%	46% (96)	90%	23% (299)	89%
Has IEP	59% (57)	92%	33% (25)	87%	23% (90)	86%

The average daily attendance for ETHS students overall in 2019-20 was 92%. (Source: IL Report Card)
**The shift to remote learning in March 2020 resulted in fewer students meeting the 95% attendance rate benchmark, although there were only small changes in students' actual attendance rates across four years.*

Chart 3: Class of 2020 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:

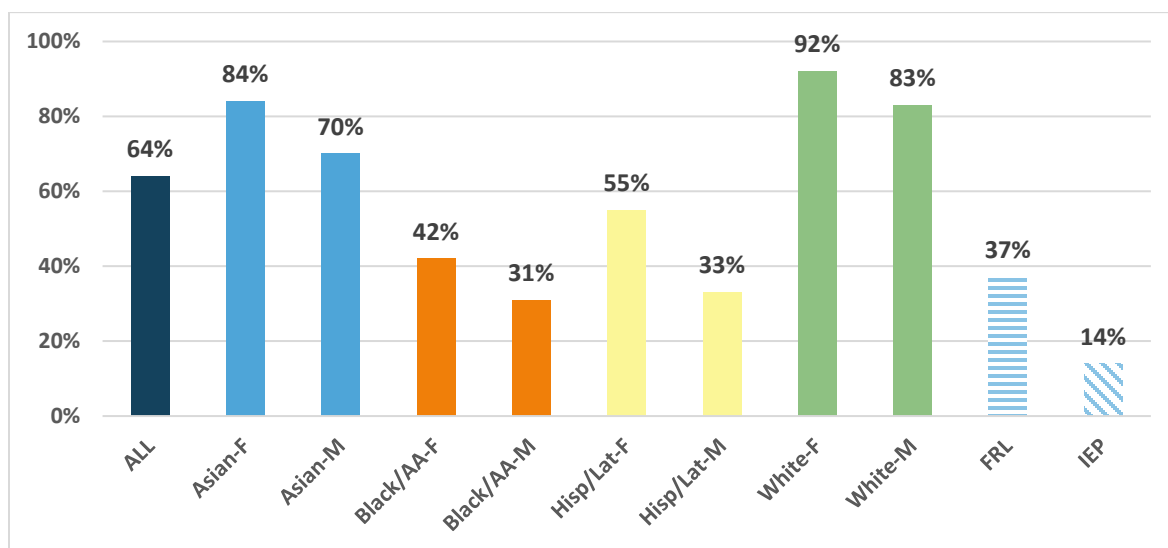
- Completion of an ELA AP course with a grade of an A, B, or C, **or**
- ELA AP exam score of 3 or higher, **or**
- SAT Reading and Writing subject score of 480 or higher

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 2018 % (n)	Class of 2019 % (n)	Class of 2020 % (n)
ALL STUDENTS	68% (571)	65% (537)	64% (536)
Asian-Female	76% (16)	75% (18)	84% (27)
Asian-Male	71% (17)	76% (19)	70% (16)
Black/African American-Female	46% (57)	41% (48)	42% (53)
Black/African American-Male	36% (43)	33% (37)	31% (36)
Hispanic/Latina-Female	50% (36)	45% (37)	55% (38)
Hispanic/Latino-Male	52% (35)	44% (39)	33% (25)
White-Female	96% (162)	91% (160)	92% (170)
White-Male	88% (178)	93% (169)	83% (157)
Free/Reduced Price Lunch	38% (124)	33% (98)	37% (110)
Has IEP	32% (31)	17% (13)	14% (13)

Chart 4: Class of 2020 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:

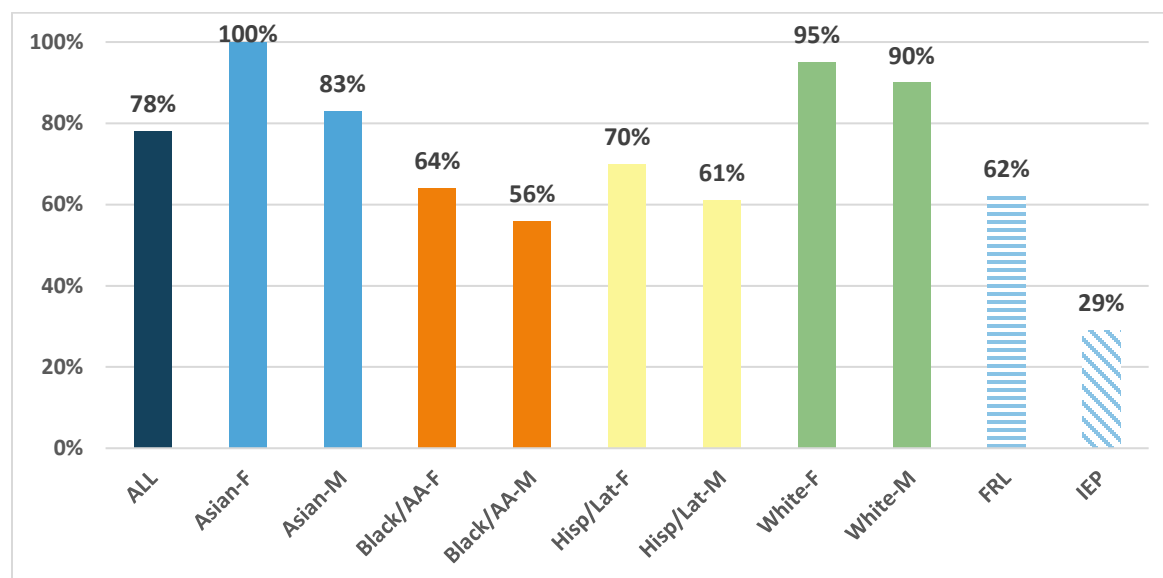
- Completion of an Algebra 2 with a grade of an A, B, or C, **or**
- Completion of a mathematics AP course with a grade of an A, B, or C, **or**
- Mathematics AP exam score of 3 or higher, **or**
- SAT Math subject score of 530 or higher

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 2020 met one or more of the mathematics benchmarks.

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

Students	Class of 2018 % (n)	Class of 2019 % (n)	Class of 2020 % (n)
ALL STUDENTS	84% (703)	78% (636)	78% (653)
Asian-Female	91% (19)	88% (21)	100% (32)
Asian-Male	92% (22)	88% (22)	83% (19)
Black/African American-Female	74% (93)	63% (74)	64% (81)
Black/African American-Male	64% (77)	58% (65)	56% (64)
Hispanic/Latina-Female	79% (57)	68% (56)	70% (48)
Hispanic/Latino-Male	79% (54)	55% (48)	61% (46)
White-Female	98% (165)	96% (169)	95% (175)
White-Male	93% (188)	94% (171)	90% (171)
Free/Reduced Price Lunch	69% (226)	56% (167)	62% (185)
Has IEP	57% (55)	18% (14)	29% (26)

Chart 5: Class of 2020 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

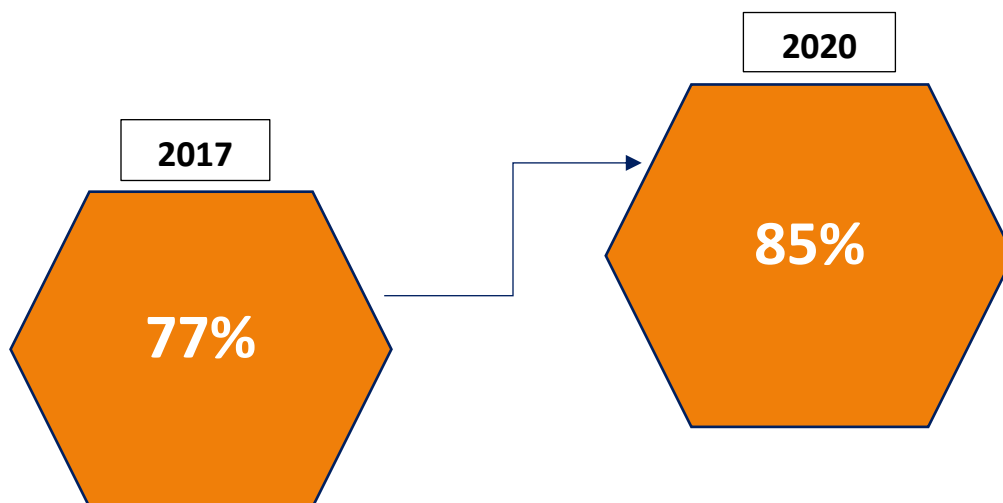
A standard set forth in the district goals specifies that 100% of students do not receive a behavioral referral. This analysis looks at the percent of students that received zero to four behavioral referrals across four years at ETHS, allowing for an average of one referral per school year. Referrals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

As shown in Table 7, 85% of the Class of 2020 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 % (n)	Class of 2018 % (n)	Class of 2019 % (n)	Class of 2020 % (n)
ALL STUDENTS	77% (604)	79% (664)	80% (655)	85% (711)
Asian-Female	92% (22)	95% (20)	96% (23)	100% (32)
Asian-Male	95% (18)	92% (22)	92% (23)	91% (21)
Black/African American-Female	66% (73)	70% (87)	72% (84)	77% (97)
Black/African American-Male	55% (74)	54% (65)	47% (53)	69% (79)
Hispanic/Latina-Female	76% (48)	81% (58)	86% (71)	88% (61)
Hispanic/Latino-Male	63% (41)	78% (53)	66% (58)	78% (59)
White-Female	96% (184)	95% (161)	98% (172)	98% (180)
White-Male	84% (129)	87% (176)	88% (160)	86% (163)
Free/Reduced Price Lunch	67% (224)	63% (206)	64% (192)	73% (217)
Has IEP	59% (62)	65% (63)	47% (36)	63% (57)

Graph 1: Percent with Zero to Four Referrals – Difference Between Class 2017 to Class of 2020



Student Participation in Extra-Curricular/Co-Curricular Activities

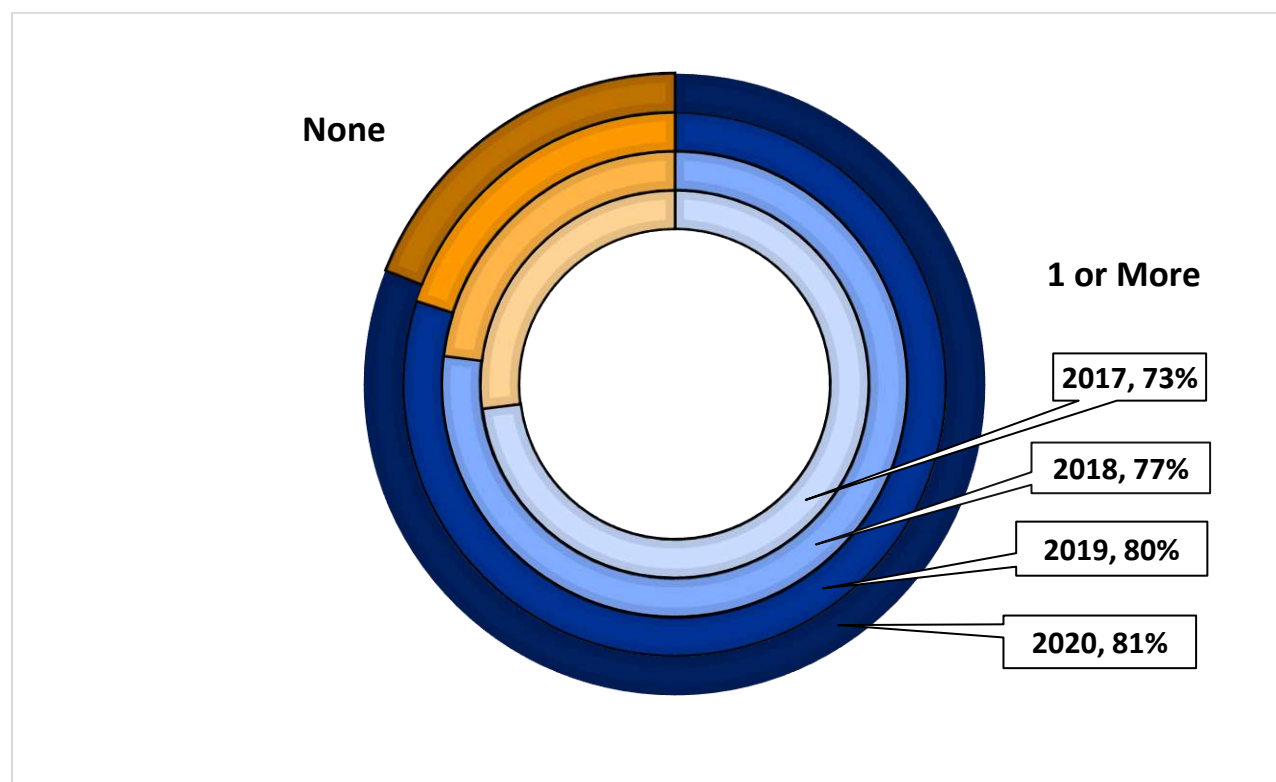
A second standard set forth in the district goals specifies that 100% of students participate in at least one extra-curricular activity. This report looks at whether students participated in any extra-curricular or co-curricular activity in their junior or senior years of high school.

As shown in Table 8, 81% of students in the Class of 2020 participated in at least one activity in their junior or senior year. This has been a steady increase over the prior three cohorts.

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

Students	Class of 2017 % (n)	Class of 2018 % (n)	Class of 2019 % (n)	Class of 2020 % (n)
ALL STUDENTS	73% (571)	77% (646)	80% (660)	81% (677)
Asian-Female	83% (20)	95% (20)	92% (22)	97% (31)
Asian-Male	68% (13)	79% (19)	84% (21)	83% (19)
Black/African American-Female	63% (70)	68% (85)	68% (80)	79% (99)
Black/African American-Male	60% (81)	60% (72)	66% (75)	63% (72)
Hispanic/Latina-Female	75% (47)	69% (50)	77% (64)	72% (50)
Hispanic/Latino-Male	52% (34)	68% (46)	64% (56)	53% (40)
White-Female	86% (164)	94% (159)	94% (165)	95% (174)
White-Male	83% (128)	88% (178)	93% (169)	91% (173)
Free/Reduced Price Lunch	59% (198)	64% (207)	65% (194)	68% (203)
Has IEP	61% (64)	66% (64)	41% (31)	50% (45)

Graph 2: Comparison of Percent of Participation in at Least One Extracurricular/Co-Curricular Activity



Graduation Rates by Cohort

Four-year and five-year graduation rates by cohort, as reported on the IL Report Card, are presented in Charts 6 through 8 below:

Chart 6: Four-Year and Five-Year Graduation Rates by Cohort – All Students

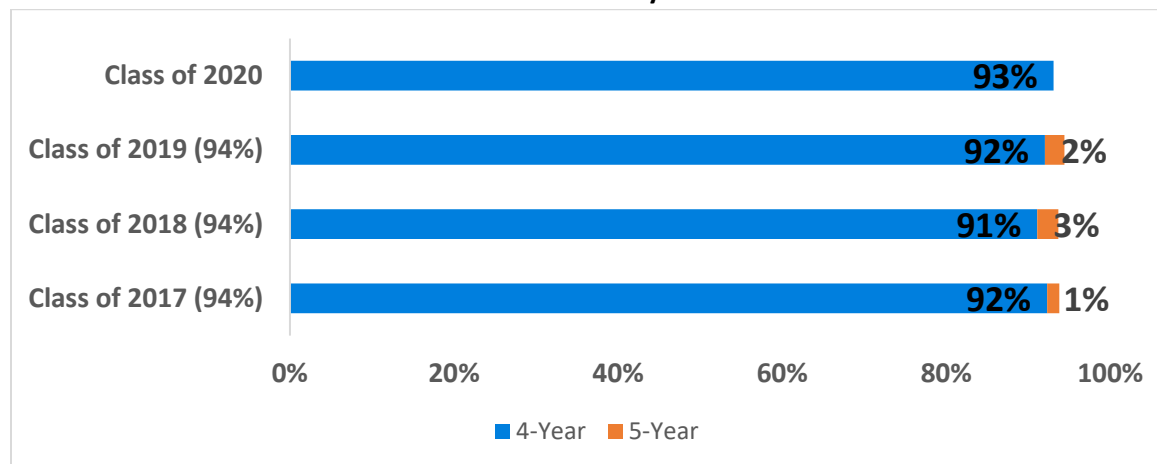


Chart 7: Four-Year and Five-Year Graduation Rates by Cohort – Race/Ethnicity

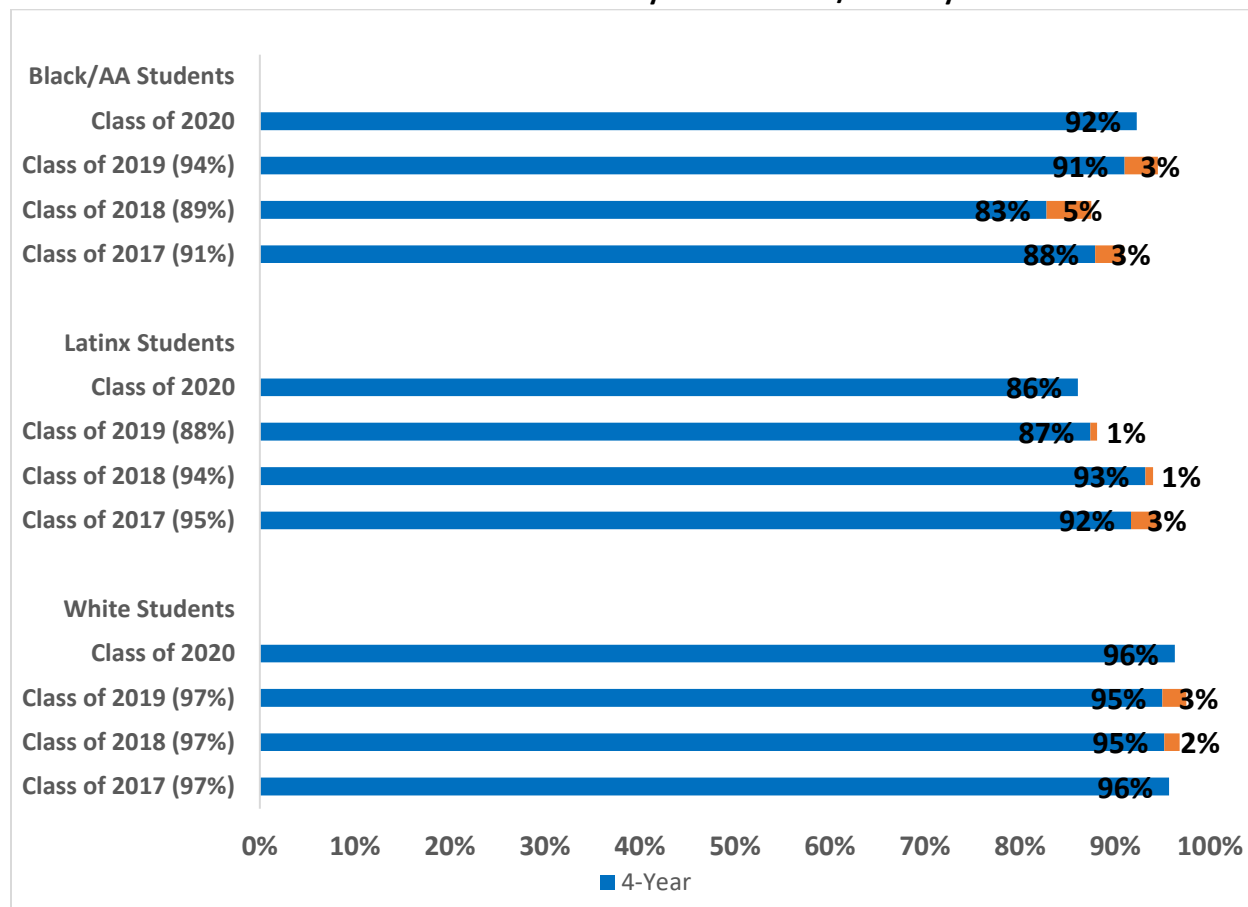
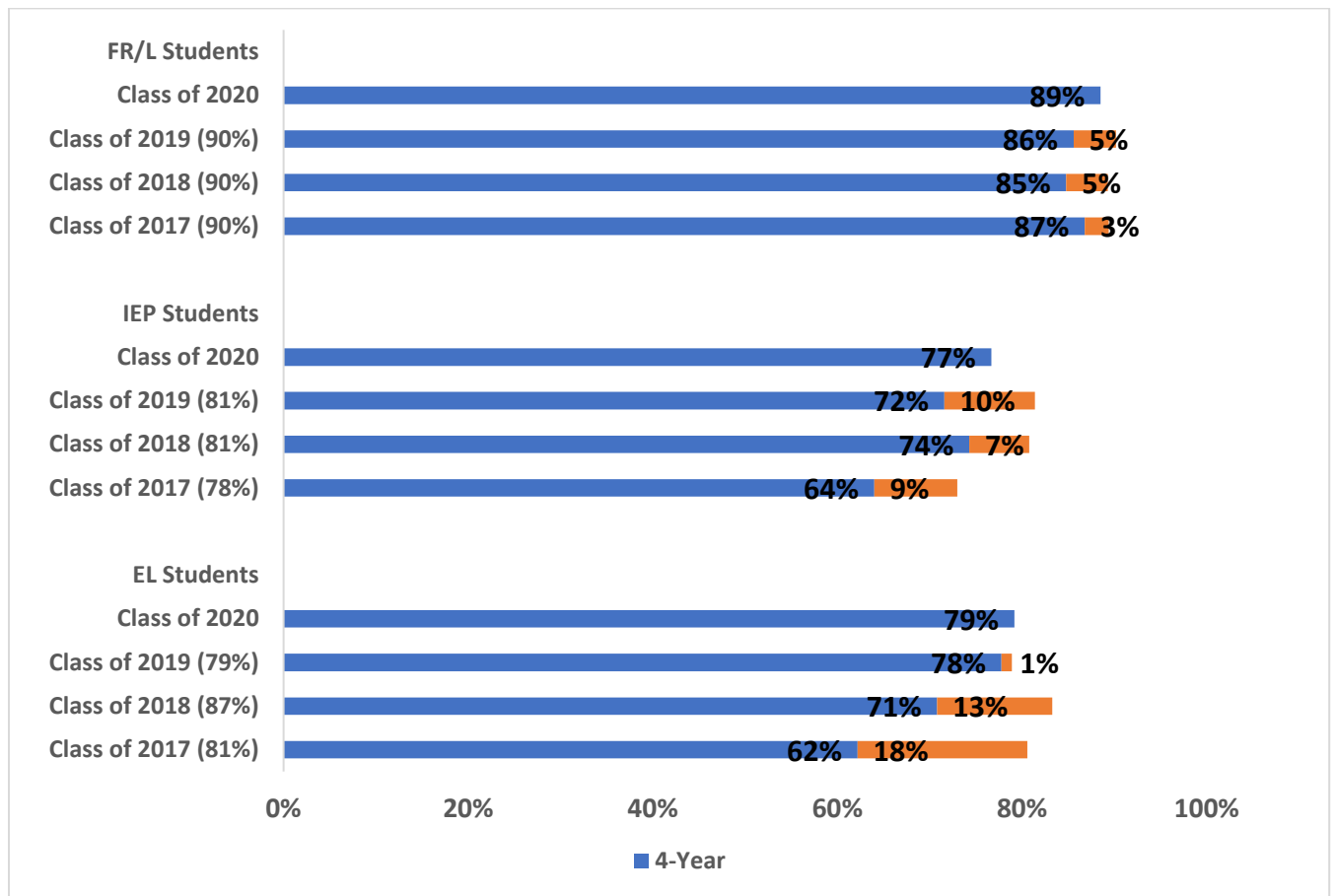


Chart 8: Four-Year and Five-Year Graduation Rates by Cohort – Free/Reduced Price Lunch, IEP, and EL



APPENDIX

Appendix A

Table A1 reports the percent of students who either had a Reading and Writing SAT subject score of 480 or. SAT 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 SAT Benchmarks in English/Language Arts

Students	Class of 2018 (SAT CRB)	Class of 2019 (SAT CRB)	Class of 2020 (SAT CRB)
ALL STUDENTS	66%	69%	62%
Asian-Female	76%	82%	81%
Asian-Male	71%	83%	70%
Black/African American-Female	42%	45%	40%
Black/African American-Male	35%	35%	30%
Hispanic/Latina-Female	46%	49%	52%
Hispanic/Latino-Male	35%	49%	32%
White-Female	94%	94%	91%
White-Male	85%	95%	82%
Free/Reduced Price Lunch	46%	35%	35%
Has IEP	41%	21%	14%

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

	% 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 2019. 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. SAT 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 SAT Benchmarks in Mathematics

Students	Class of 2018 (SAT CRB)	Class of 2019 (SAT CRB)	Class of 2020 (SAT CRB)
ALL STUDENTS	52%	55%	51%
Asian-Female	62%	73%	81%
Asian-Male	63%	65%	65%
Black/African American-Female	18%	23%	25%
Black/African American-Male	20%	23%	19%
Hispanic/Latina-Female	33%	39%	30%
Hispanic/Latino-Male	41%	36%	24%
White-Female	80%	76%	77%
White-Male	76%	86%	73%
Free/Reduced Price Lunch	27%	21%	23%
Has IEP	20%	8%	10%

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

	% 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)	50%	54%	49%	540	531
African American/Black (n=224)	21%	24%	23%	454	463
Hispanic/Latino (n=134)	26%	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 2019. National test takers represent statewide SAT assessment in CO, CT, DC, DE, IL, ME, MI, NH, and college bound seniors nationwide.