

# 2021-22 Year in Review

## **EVANSTON TOWNSHIP HIGH SCHOOL**

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Department of Research, Evaluation & Assessment

November 2022

# INTRODUCTION

*Year in Review* was introduced in the 2020-21 school year as the successor to the annual *Achievement Report*. The new report included data from all grade levels enrolled during the previous school year, in contrast to prior reports that focused on graduated cohort data only. This change allowed for a more holistic picture of all students and their progress throughout the year. The *Year in Review 2021-22* continues this approach with measures for all students enrolled in the 2021-22 school year, our first year back to full in-person learning after the global pandemic.

The annual *Year in Review* report has some key features:

- The report does not include data that are reported annually on the district report card, such as SAT test scores;
- Data that are reported in-depth in a separate board report are not included, such as student behavior data or AP scores;
- The report does contain new data elements, including
  - postsecondary enrollment data
  - student wellbeing survey data
  - 5Essentials student survey data, and
  - career readiness measures, such as work-based learning experiences.

Additional sources of data are embedded into this report to round out the data traditionally reported, including:

- 5Essentials student survey data from March 2022
- ETHS Wellbeing/Climate student survey data from February 2022
- National Student Clearinghouse data as of January 2022

*Year in Review* reflects not only a new approach of looking at all students enrolled during the past academic year, but also a move to incorporate more varied and nuanced measures of students' experiences at ETHS.

A final note: the colors used in the charts and graphs throughout this report reflect the colors used to identify the different wings of the ETHS main campus building. This use of color approaches data visualization through an equity lens that does not intentionally or inadvertently assign value to different groups or measurements reported in the visualizations.

# DATA REPORTING

## Organization of the Report

This report analyzes student data from the 2021-22 school year. The data reported represents the class of 2022 and earlier (seniors), class of 2023 (juniors), class of 2024 (sophomores), and class of 2025 (freshman). The report includes the following sections:

- Student Wellbeing - sense of belonging and connectedness survey data; and student involvement in extracurricular activities
- Academic Measures – GPA, cumulative weighted and unweighted; and Advanced Coursework, as measured by the percent of class of 2022 that took at least one honors, Advanced Placement (AP), or Project Lead The Way (PLTW) level course
- Attendance – average daily attendance rate by subgroup
- Post High School Planning – career pathway information sessions; work-based learning experiences; summer internships; high school graduation rates; postsecondary enrollment within first two years after high school; and six-year postsecondary graduation rates

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## Overview of Student Data

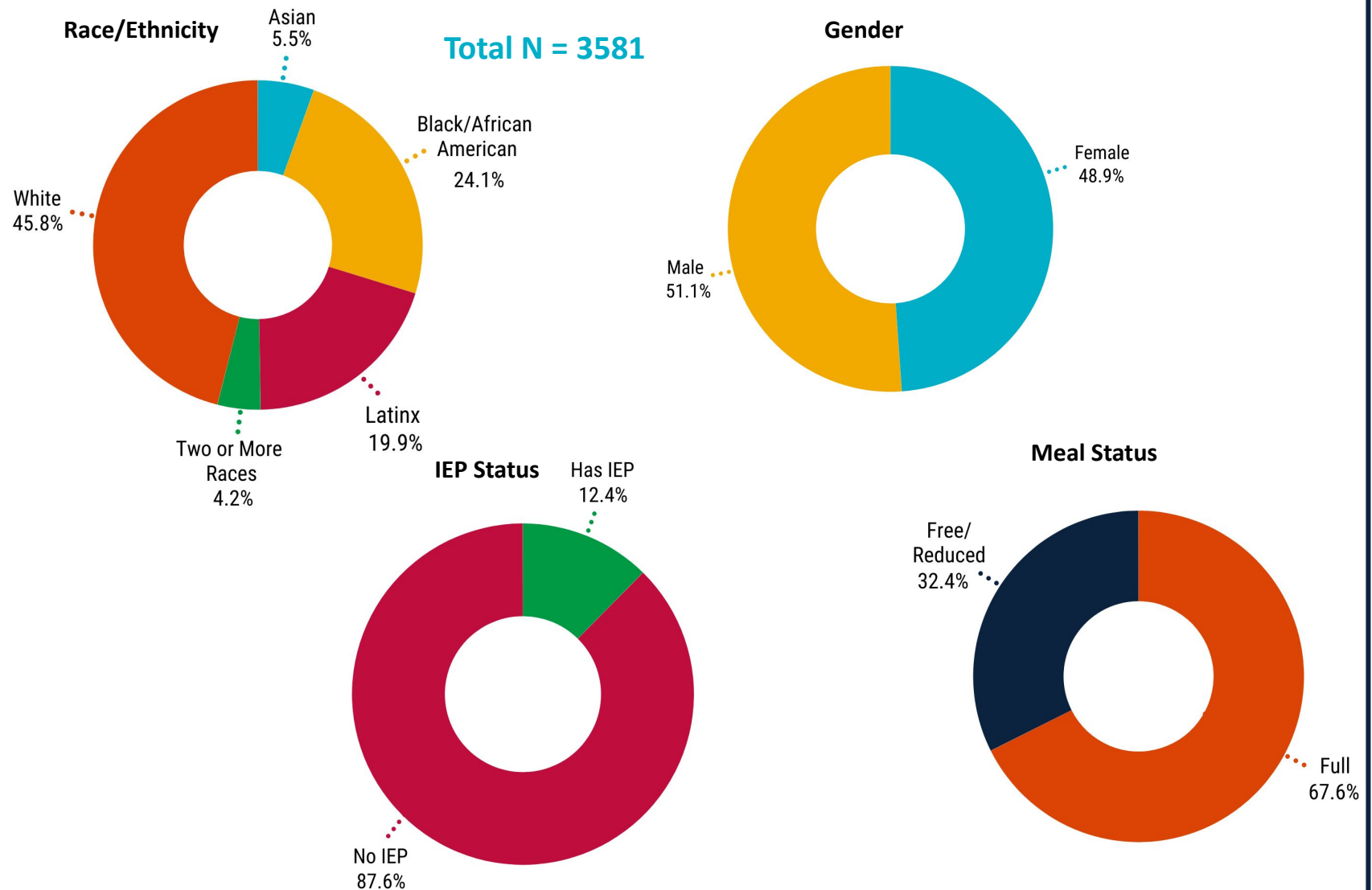
Student data is reported by graduation year (class of 2022, 2023, 2024, and 2025). Class of 2022 and earlier includes data for students who were enrolled ETHS as seniors during the 2021-2022 school year who are from earlier graduate cohorts (i.e. 2021, 2020, and 2019).

Students who transferred out of the district are not included in this report. In addition, only students enrolled in the main campus, ALT School, and ETHS Day School are included in the analysis. Academic and career ready indicators, as well as some survey data, are not available for students in off-campus placements.

Where available, this report disaggregates data by students' race, gender, meal status (as measured by participation in the free- or reduced-price lunch program) and IEP placement to address the district goal to provide an excellent education to all students given the diversity of experiences and needs within the ETHS student population. 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 or Native Hawaiian are too small (less than 20) to report on when disaggregated by race/ethnicity, and therefore not reported on in the disaggregate.

# DEMOGRAPHICS

Figure 1. SY2022 Composition of Student Body Disaggregated by Race, Gender, IEP Status, and Meal Status



# **Social Emotional Learning & Wellbeing**

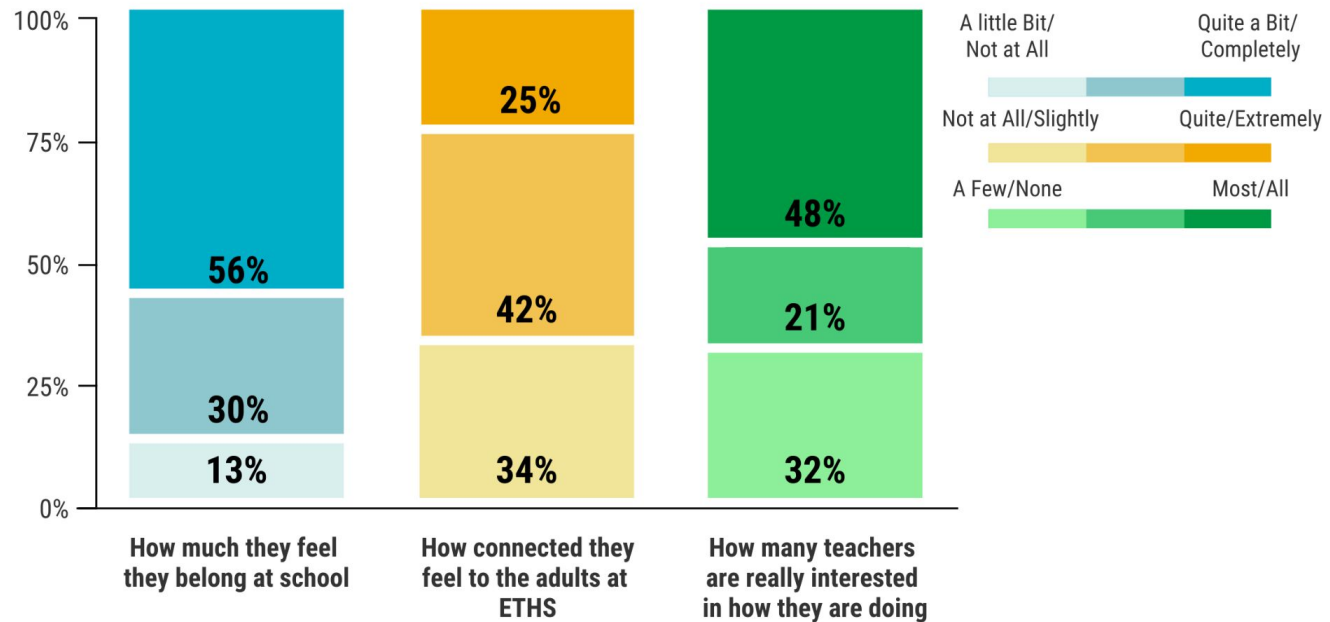
# STUDENT WELLBEING

## *Wellbeing/Climate Survey (February 2022)*

- Students were asked how much they feel like they belong at their school; how connected they feel to the adults at their school; and when their teachers ask how they are doing, how many of their teachers are really interested in their answers. The chart below shows the results for all students.
  - The Wellbeing/Climate Survey asked students to self-identify their race/ethnicity and gender identity. The sense of belonging and connectedness data are disaggregated based on how students identify themselves. The following three slides present the results disaggregated by race/ethnicity and gender identity.

**Chart 1. Sense of Belonging & Connectedness**

### Students report...

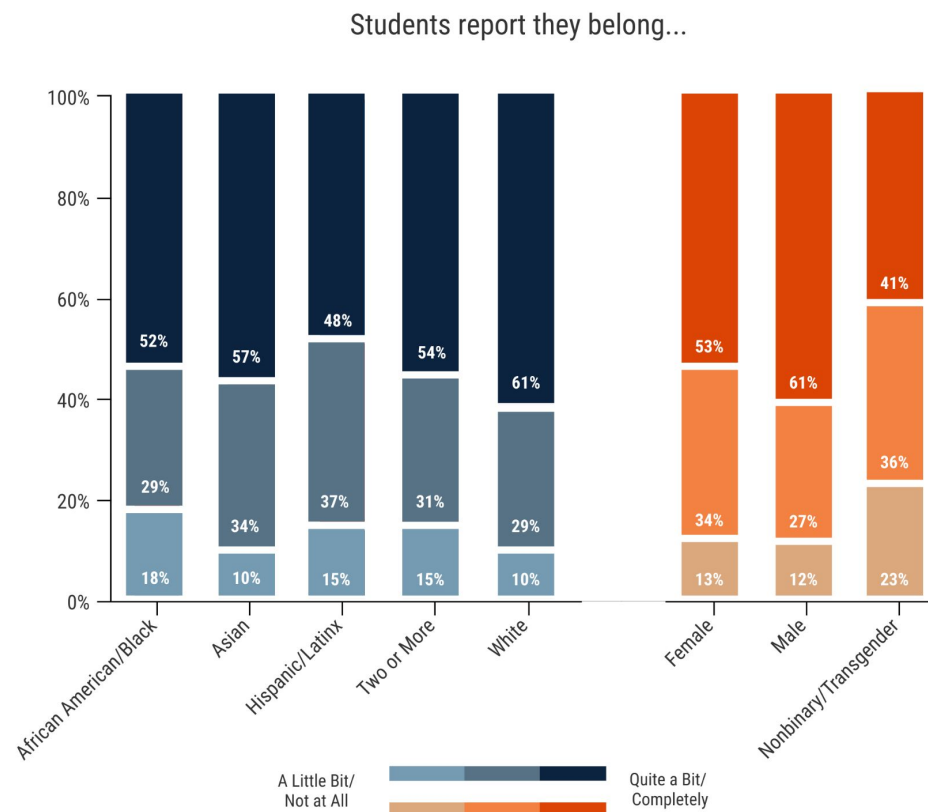


# STUDENT WELLBEING

## *Wellbeing/Climate Survey (February 2022)*

- Overall, 56% of students report that they belong quite a bit or belong completely at ETHS.
  - Students who identified as Hispanic/Latinx and students who identified as nonbinary/transgender were less likely to report they belong quite a bit or completely.

**Chart 2. Sense of Belonging & Connectedness, cont'd**

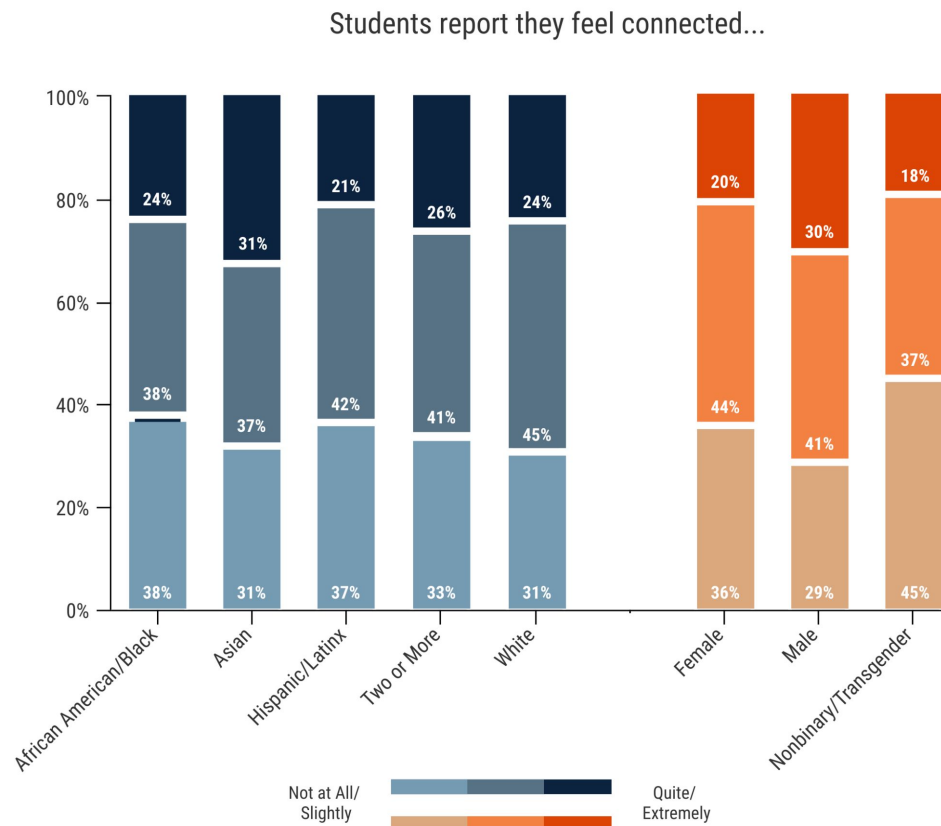


# STUDENT WELLBEING

## *Wellbeing/Climate Survey (February 2022)*

- Overall, 25% of students reported on the Wellbeing/Climate Survey they felt quite or extremely connected to adults at their school.
  - Students who identify as Asian and students who identify as male are more likely to report feeling quite or extremely connected to their school.
- Overall, 34% of students reported feeling only slightly connected or not connected at all to adults at their school.

**Chart 3. Sense of Belonging & Connectedness cont'd**

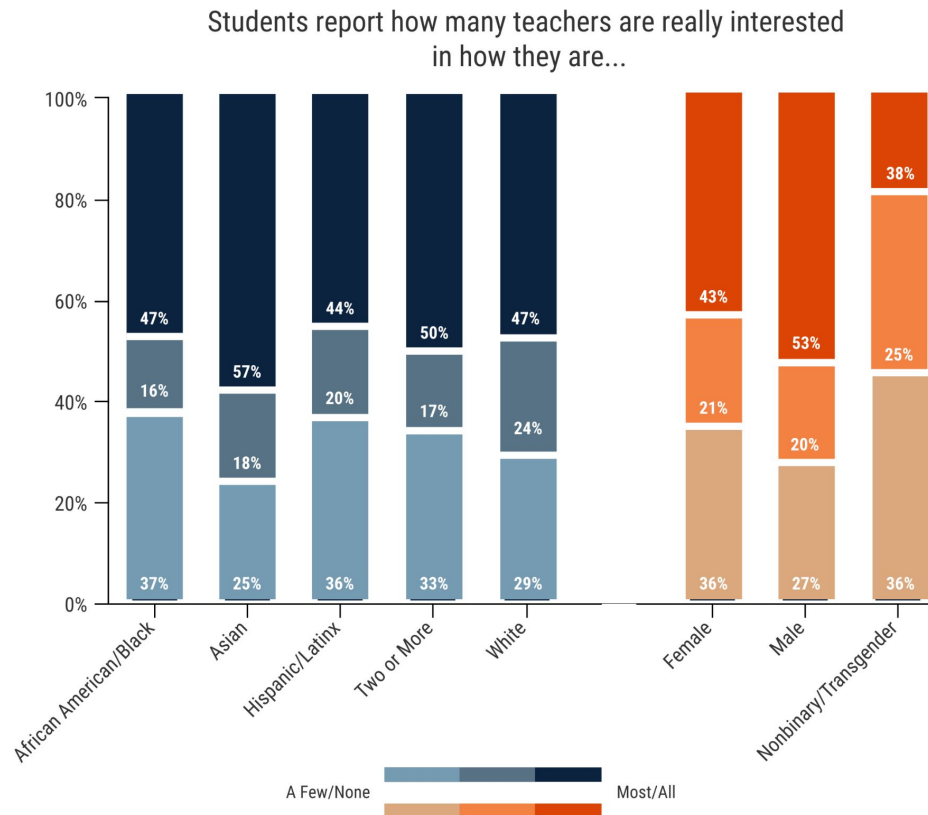


# STUDENT WELLBEING

## *Wellbeing/Climate Survey (February 2022)*

- Overall, 48% of students reported that most or all of their teachers are really interested in how they are doing.
  - Students who identify as Asian and students who identify as male were more likely to report most or all of their teachers are really interested in how they are doing.
  - Students who identify as nonbinary/transgender were less likely to report that most or all of their teachers are really interested in how they are doing.

**Chart 4. Sense of Belonging & Connectedness cont'd**



# STUDENT WELLBEING

## *5Essentials Survey (March 2022)*

The majority of students who took the 5Essentials survey reported they feel safe, comfortable and respected with their teachers at school.

Figure 2. Sense of Belonging & Connectedness cont'd

Students agree/strongly agree that teachers make them feel...



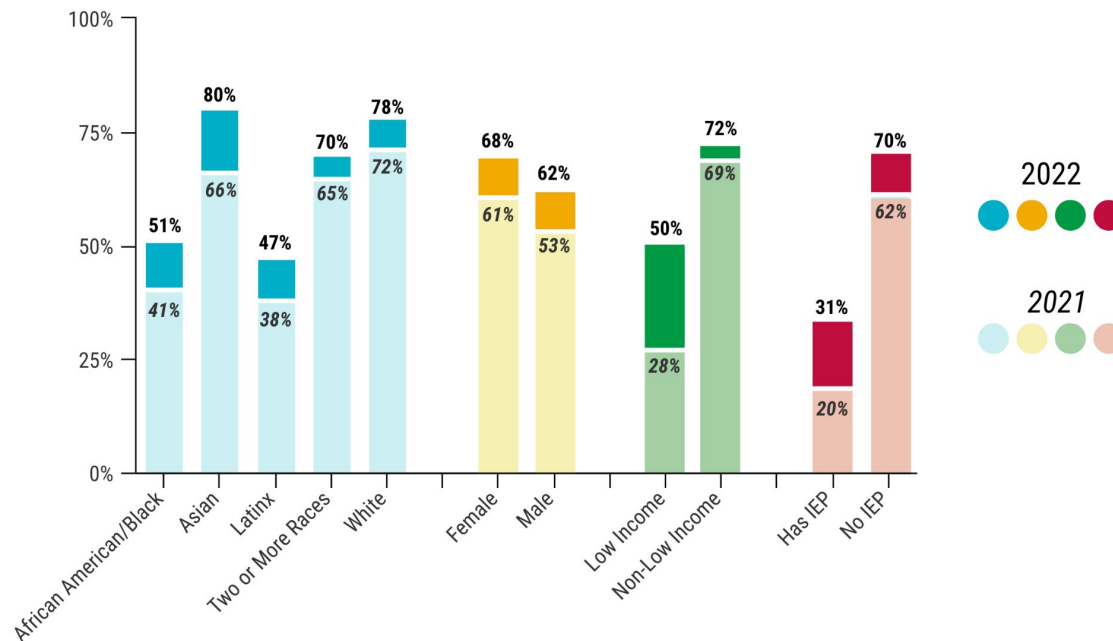
Source: 2022 5Essentials Student Survey

# STUDENT WELLBEING - SCHOOL INVOLVEMENT

One of the district goals is to have all students participate in at least one extracurricular activity, including athletics, student activities & clubs, and fine arts programs. Chart 5 shows the percent of students participating in at least one extracurricular activity in school years 2021 and 2022. There were 184 different athletic teams, clubs or fine arts programs that students have access to.

SY2022 saw an increase in extracurricular participation over SY2021, but not to the same level of participation as SY2020 before the global pandemic. Remote learning had a substantial negative impact on extracurricular participation for students with an IEP and students eligible for free or reduced price lunch, followed by African American/Black and Latinx students.

**Chart 5. Percent of Students Participating in At Least one Extracurricular Activity in SY2021 & SY2022**

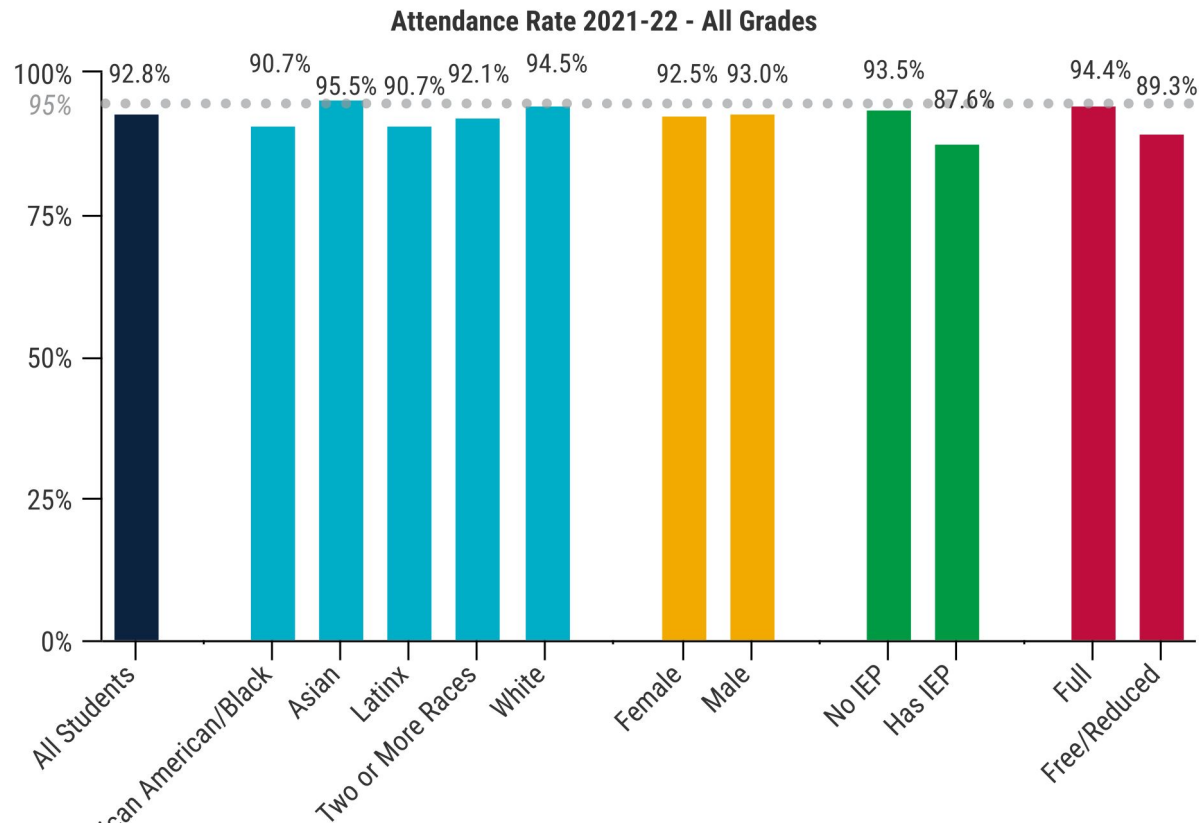


# **Academic & Attendance**

# ATTENDANCE

- In SY2021-22, the average attendance rate for all students was 92.8%; the average for the state of IL was 90.7% (IL Report Card 2021-22).
- In SY2021-22, attendance rates are lower overall and disaggregated by race, gender, IEP status, and meal status compared to SY2020-21. This change is due to the adjustment back to in-person learning after over a year of remote learning during the Covid-19 pandemic.

**Chart 6. Attendance: SY2021-22 All Grades**

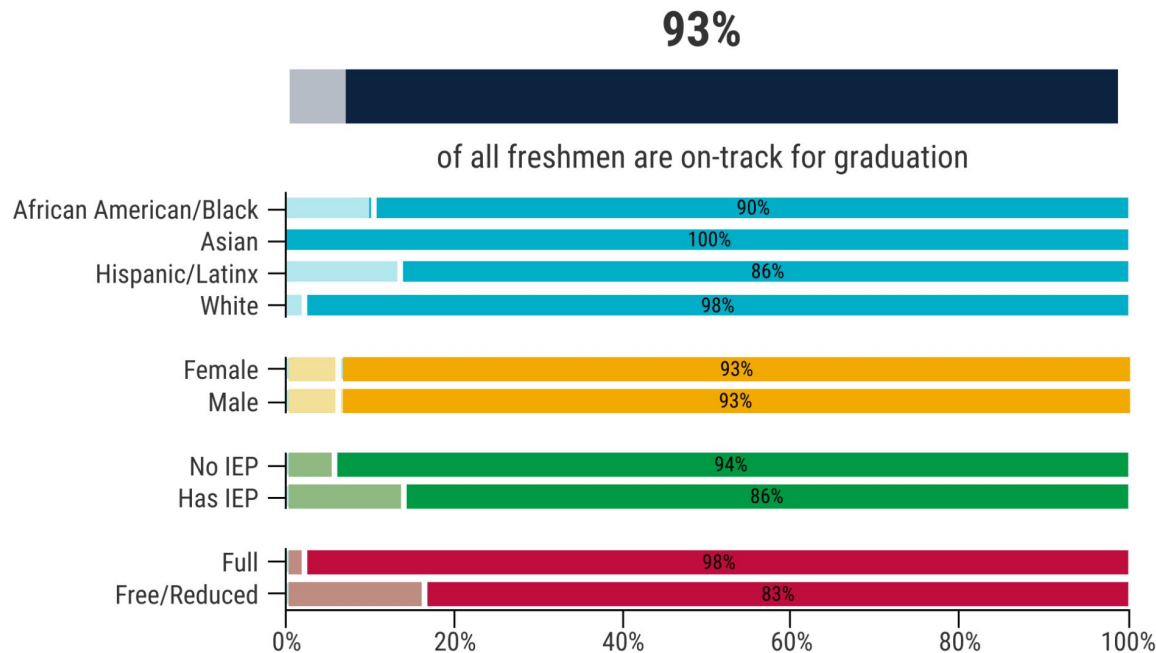


*\*The IL State Board of Education's average daily attendance rate benchmark is 95%.*

# ACADEMIC MEASURES - FRESHMAN ON-TRACK

- According to the IL Report Card, students on track have completed 10 semester credits and have earned no more than one semester “F” in a core course (English, math, science, and social science). The IL Report Card does not disaggregate Freshman On Track data.
- Overall, 93% of freshman in the Class of 2025 are on track for graduation.
  - 86% of Hispanic/Latinx students from the Class of 2025 are on track for graduation.
  - 83% of students who receive free or reduced price lunch are on track for graduation.

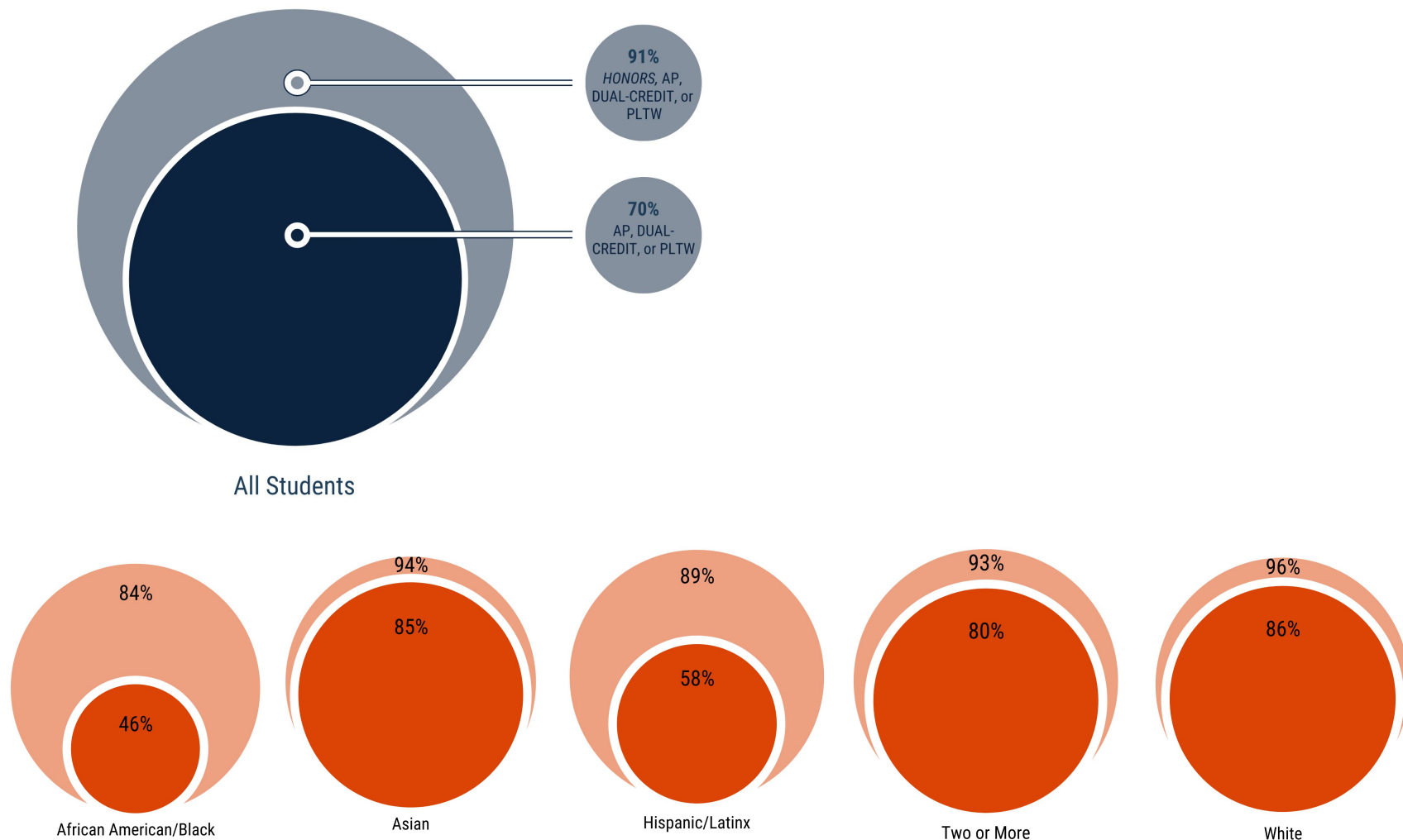
**Chart 7. Freshman On Track (Class of 2025)**



# ACADEMIC MEASURES - ADVANCED COURSEWORK

- 91% of all seniors (Class of 2022 & Earlier) took at least one honors, Dual-Credit, AP, or PLTW course while enrolled at ETHS;
  - 70% of seniors took at least one Dual-Credit, AP, or PLTW course while enrolled at ETHS.

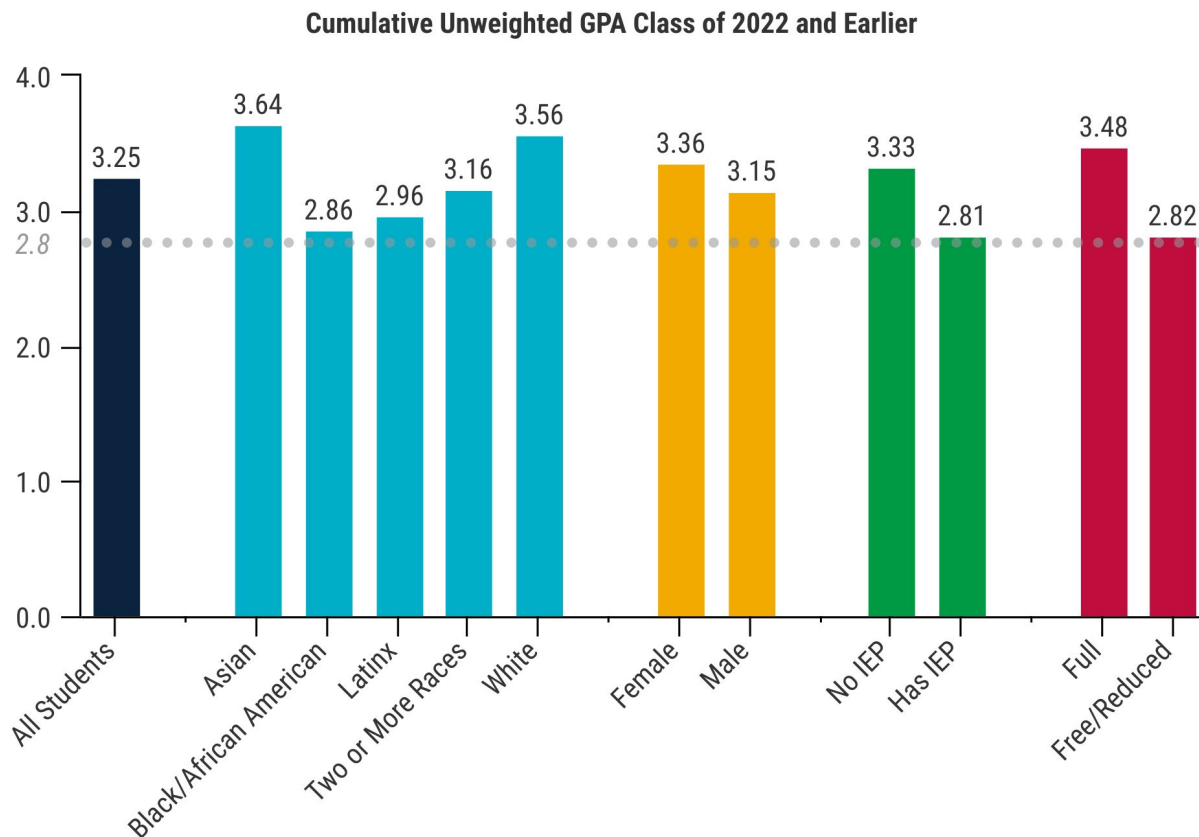
**Figure 3. Advanced Coursework: Honors, Dual-Credit, AP, and PLTW Enrollment for the Class of 2022 and Earlier**



# ACADEMIC MEASURES - GPA

- For Seniors (Class of 2022 & Earlier), the average cumulative unweighted GPA was 3.25 on a 4.0 scale.
  - All student subgroups had an average cumulative unweighted GPAs at or above the benchmark of 2.8\*.

**Chart 8. GPA: Seniors (Class of 2022 & Earlier) Cumulative Unweighted GPA**



*\*One of the indicators used by the IL State Board of Education College to determine if students are College and Career Ready is a cumulative unweighted GPA of 2.8 or better.*

# **Post High School Planning**

# COLLEGE & CAREER READINESS - CAREER PATHWAY INFORMATION SESSIONS

**760** students viewed virtual career pathway information sessions led by local employers that participate in The Mayor's Employer Advisory Council (MEAC). This is an increase in participation from 598 virtual career pathway information sessions viewed in the 2020-21 school year.

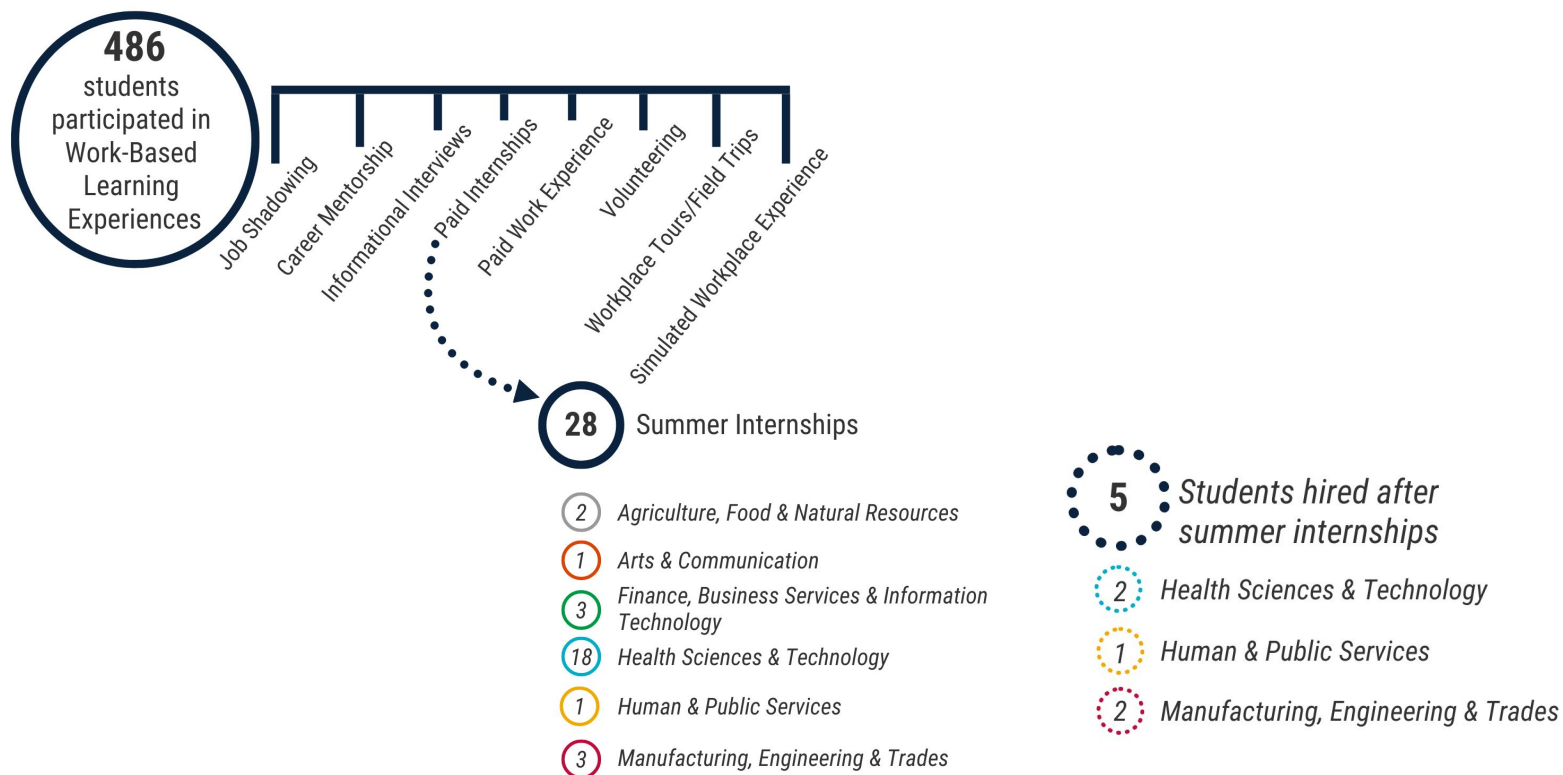
**33** local employers participated at the ETHS Career Pathways Fair in SY2021-22.



# COLLEGE & CAREER READINESS - WORK-BASED LEARNING EXPERIENCES

**486** students participated in Work-Based Learning Experiences (WBLEs) in SY2021-22. WBLEs are an educational approach that use the workplace or real work to provide students with the knowledge and skills that help them connect school experiences to real-life work activities and future career opportunities. Direct employer or community involvement is an essential component of the WBLE to ensure in-depth student engagement.

**28** students participated in a 10 week paid summer internship, and **5** students were hired after their summer internship ended.

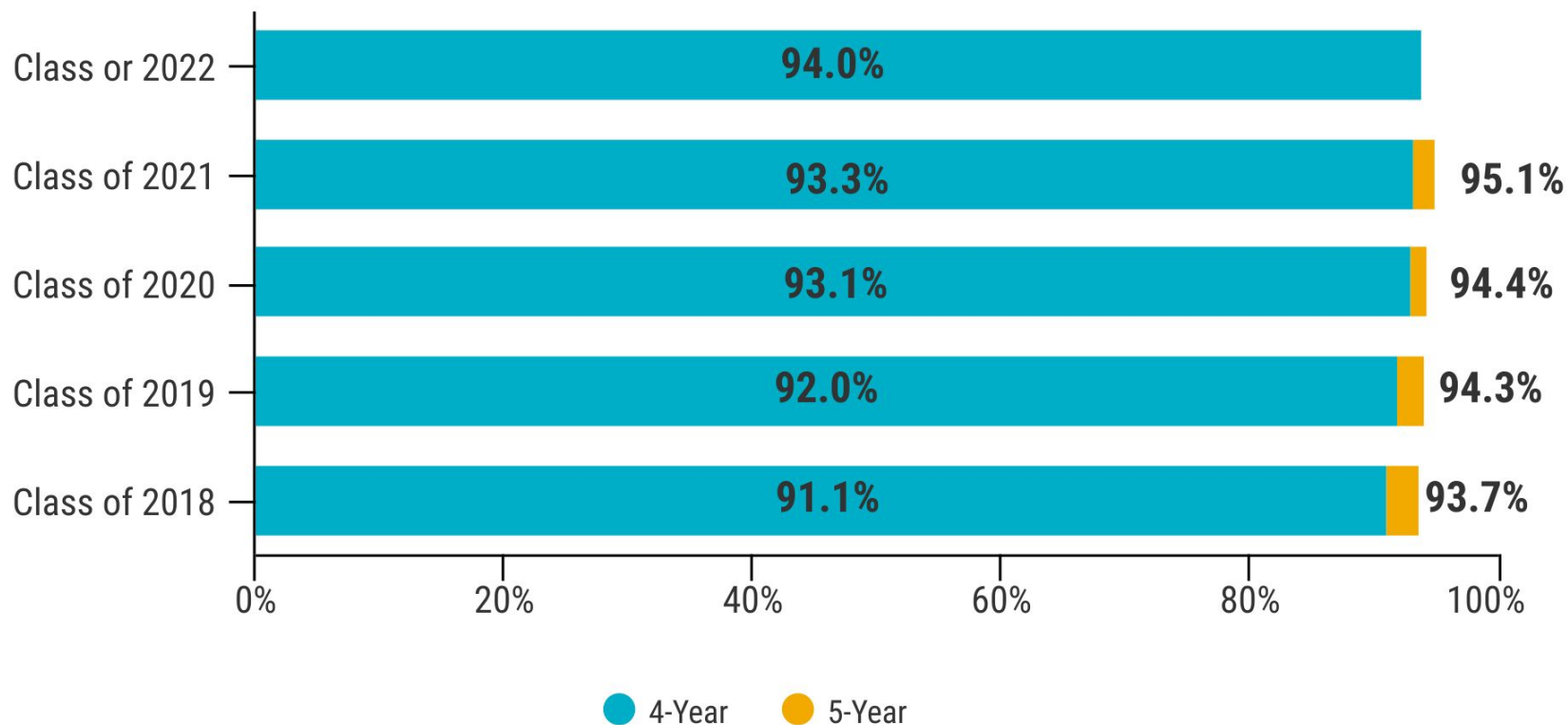


# COLLEGE & CAREER READINESS - GRADUATION RATE

## Graduation Rates by Cohort

Four-year and five-year rates by cohort, as reported on the IL Report Card, are presented in the charts below. Six-year graduation rates are provided for students with an IEP and English Learner students only. For all other subgroups the six-year graduation represent an incremental increase over five-year graduation rates, and can be found on the IL Report Card.

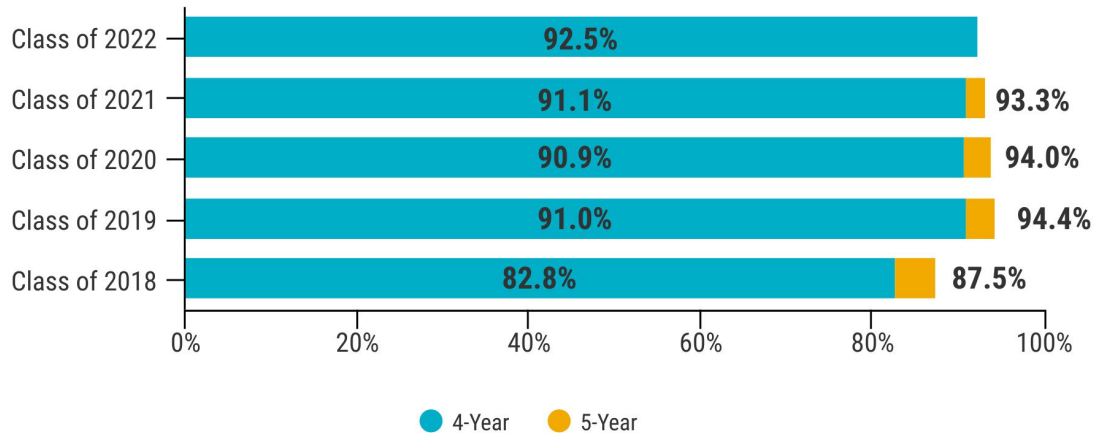
**Chart 9: Four-Year and Five-Year Graduation Rates by Cohort – All Students**



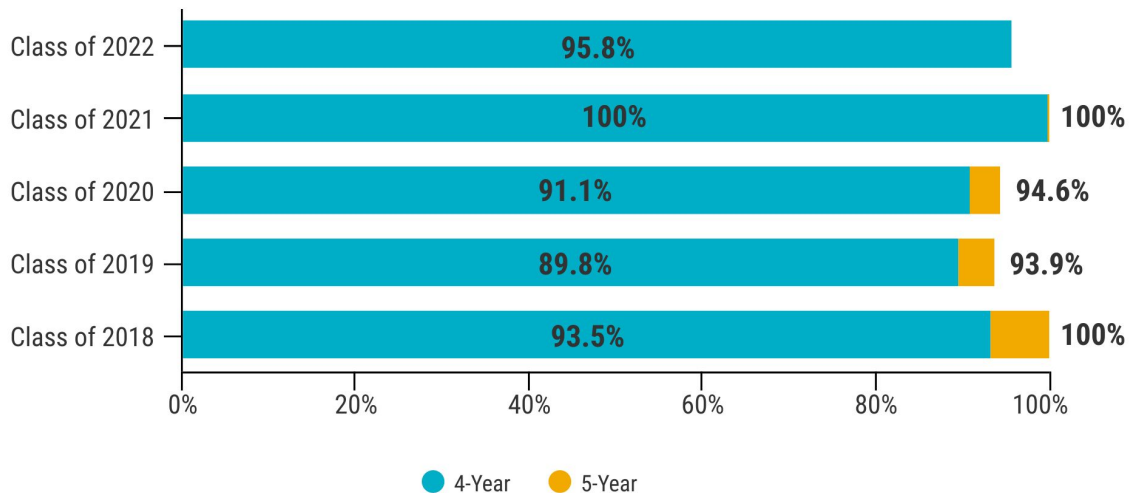
# COLLEGE & CAREER READINESS - GRADUATION RATE

Charts 10-11: Four-Year and Five-Year Graduation Rates by Cohort – Race/Ethnicity

## African American/Black Students



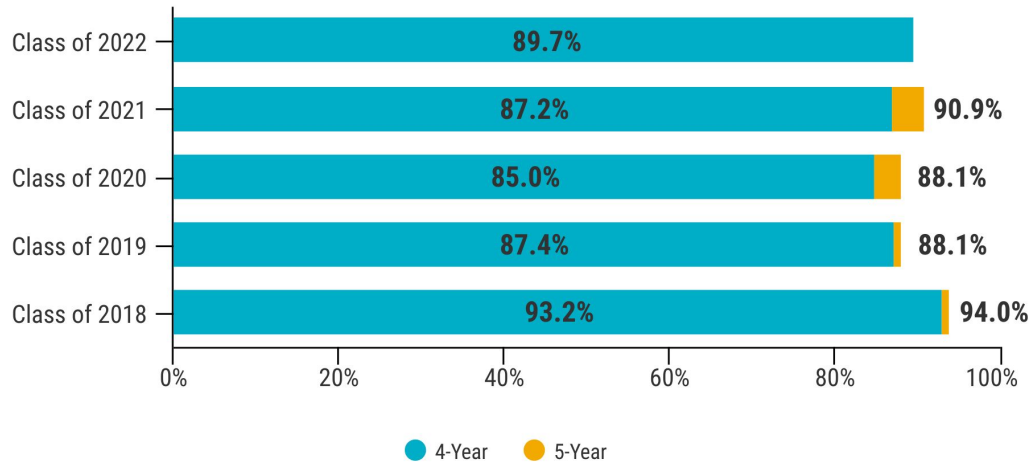
## Asian Students



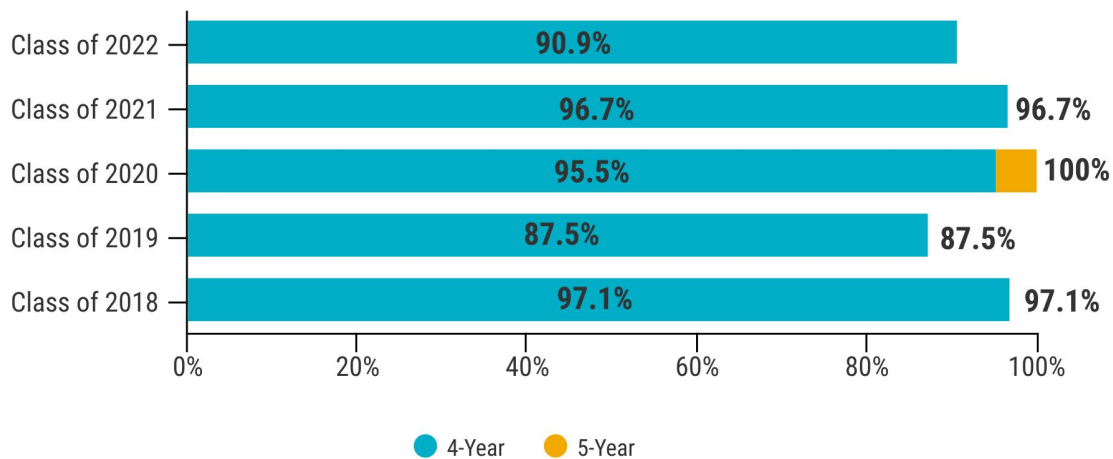
# COLLEGE & CAREER READINESS - GRADUATION RATE

Charts 12-13: Four-Year and Five-Year Graduation Rates by Cohort cont'd – Race/Ethnicity

## Latinx Students



## Two or More Races Students



# COLLEGE & CAREER READINESS - GRADUATION RATE

Chart 14: Four-Year and Five-Year Graduation Rates by Cohort cont'd – Race/Ethnicity

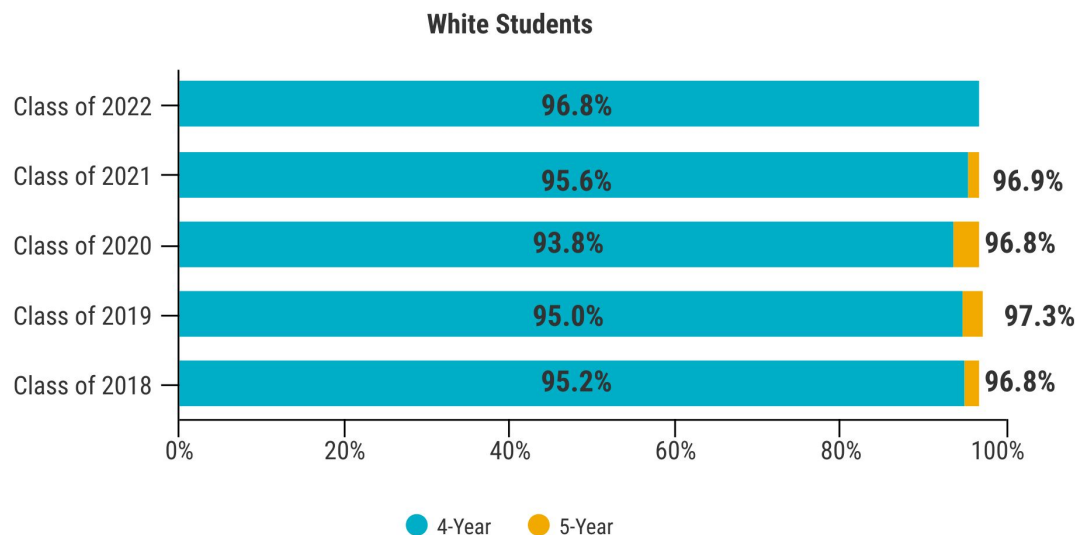
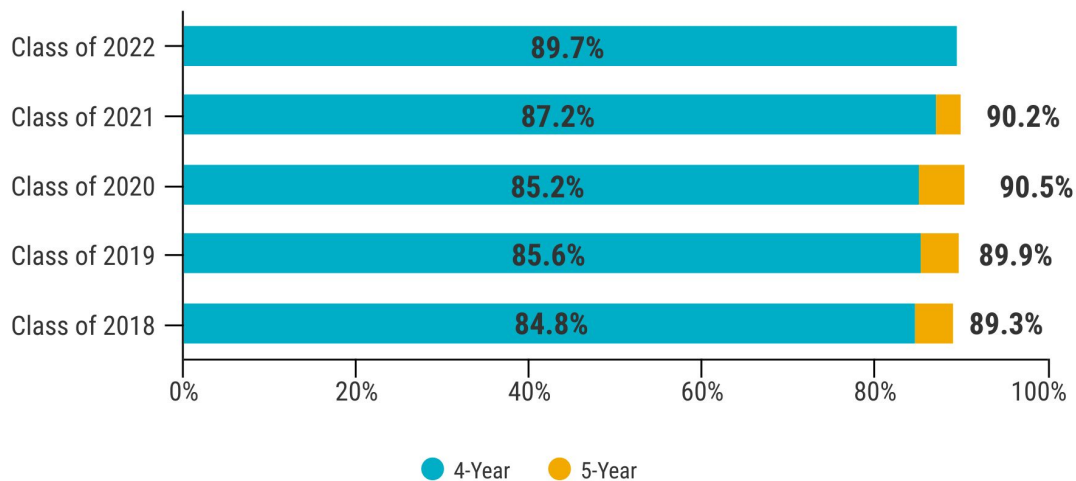
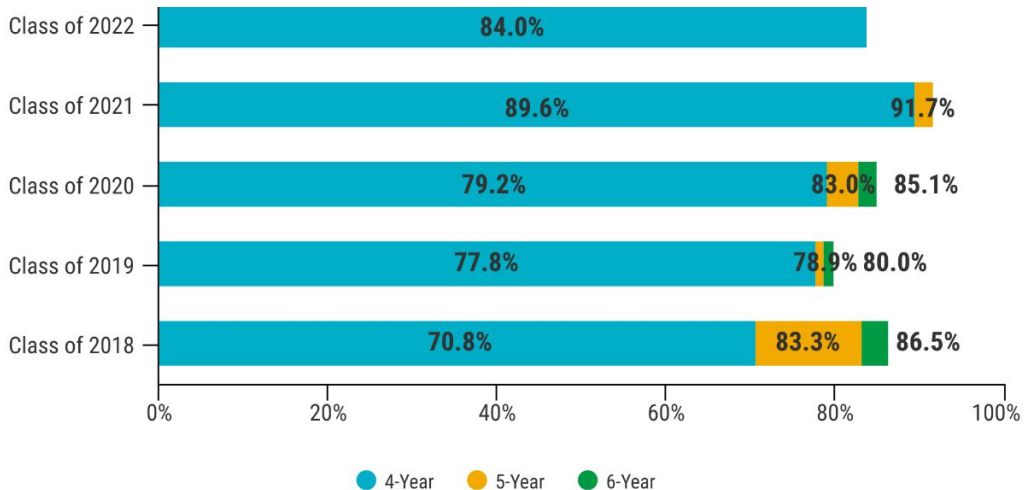
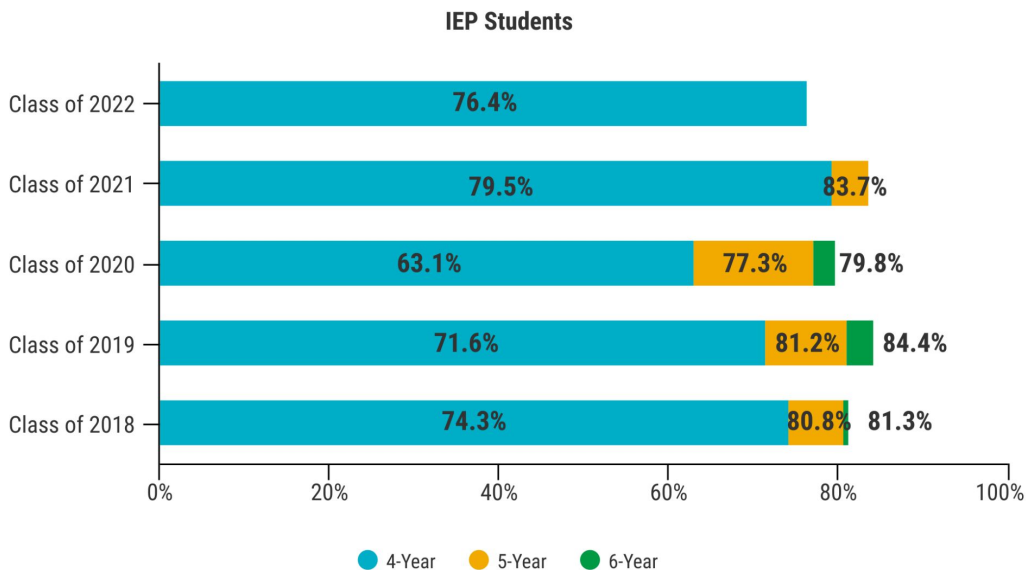


Chart 15: Four-Year and Five-Year Graduation Rates by Cohort – Free/Reduced Price Lunch



# COLLEGE & CAREER READINESS - GRADUATION RATE

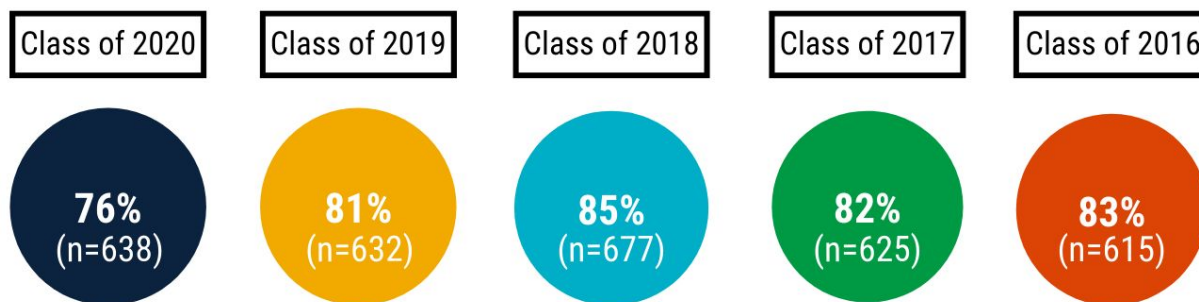
**Chart 16-17: Four-Year and Five-Year Graduation Rates by Cohort – IEP and EL**



# POSTSECONDARY ENROLLMENT

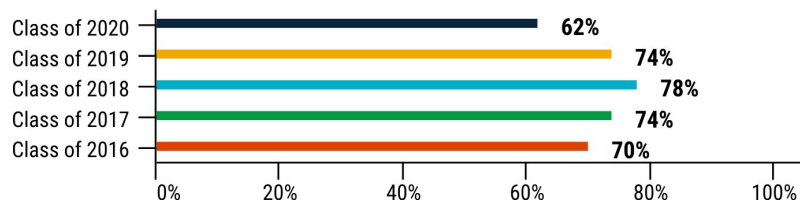
National Student Clearinghouse provides postsecondary enrollment data for colleges and universities nationwide, including 2-year and 4-year schools, public and private, in-state and out-of-state schools. The data reported below reflects postsecondary enrollments anytime during the first two years after high school.

## Postsecondary Enrollment Rate During First Two Years After High School - Overall

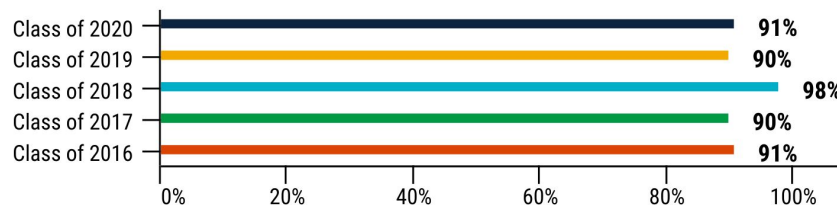


## Charts 18-21: Postsecondary Enrollment Rate During First Two Years After High School - By Race/Ethnicity

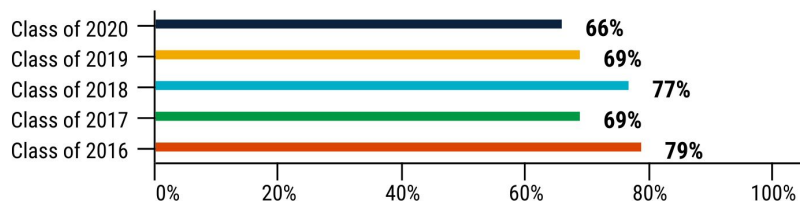
### Black or African American



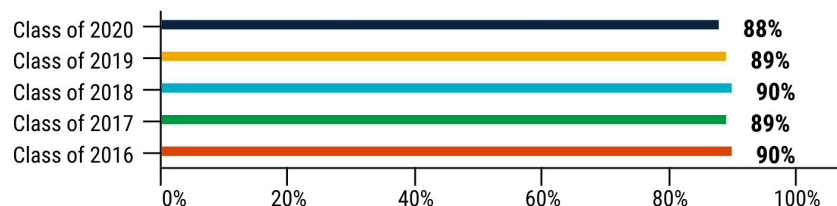
### Asian



### Latinx

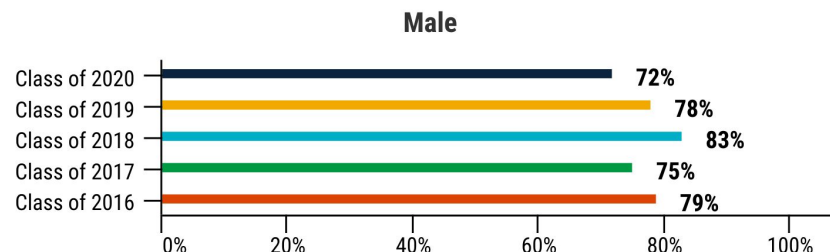
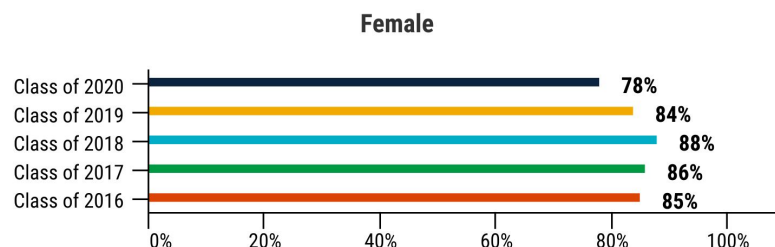


### White

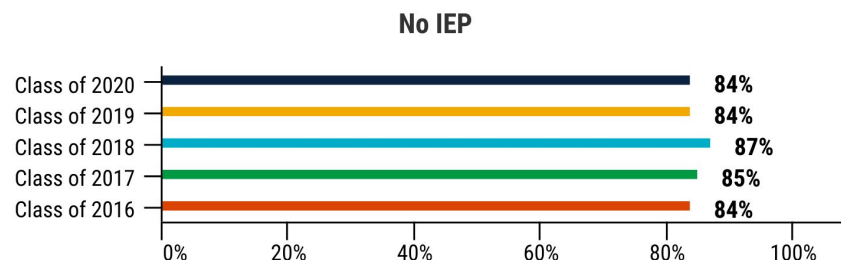
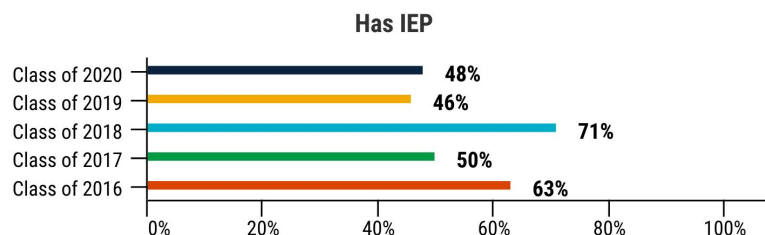


# POSTSECONDARY ENROLLMENT

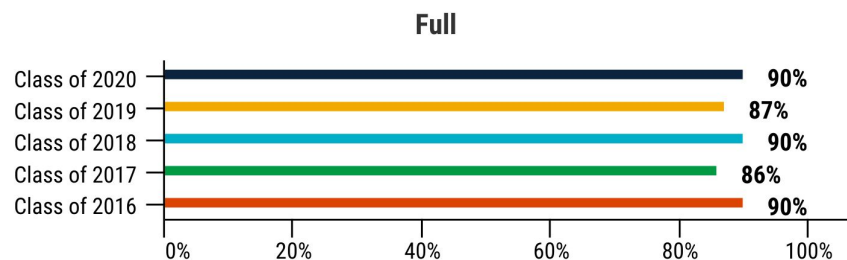
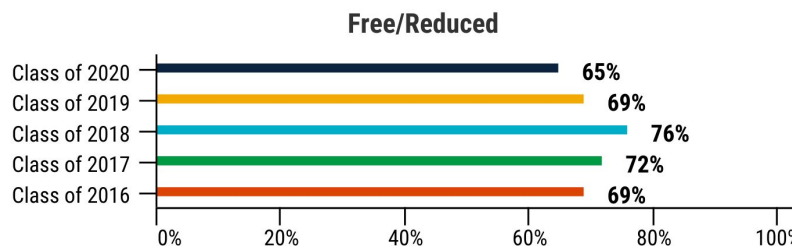
**Charts 22-23: Postsecondary Enrollment Rate During First Two Years After High School - Gender**



**Charts 24-25: Postsecondary Enrollment Rate During First Two Years After High School - IEP Status**



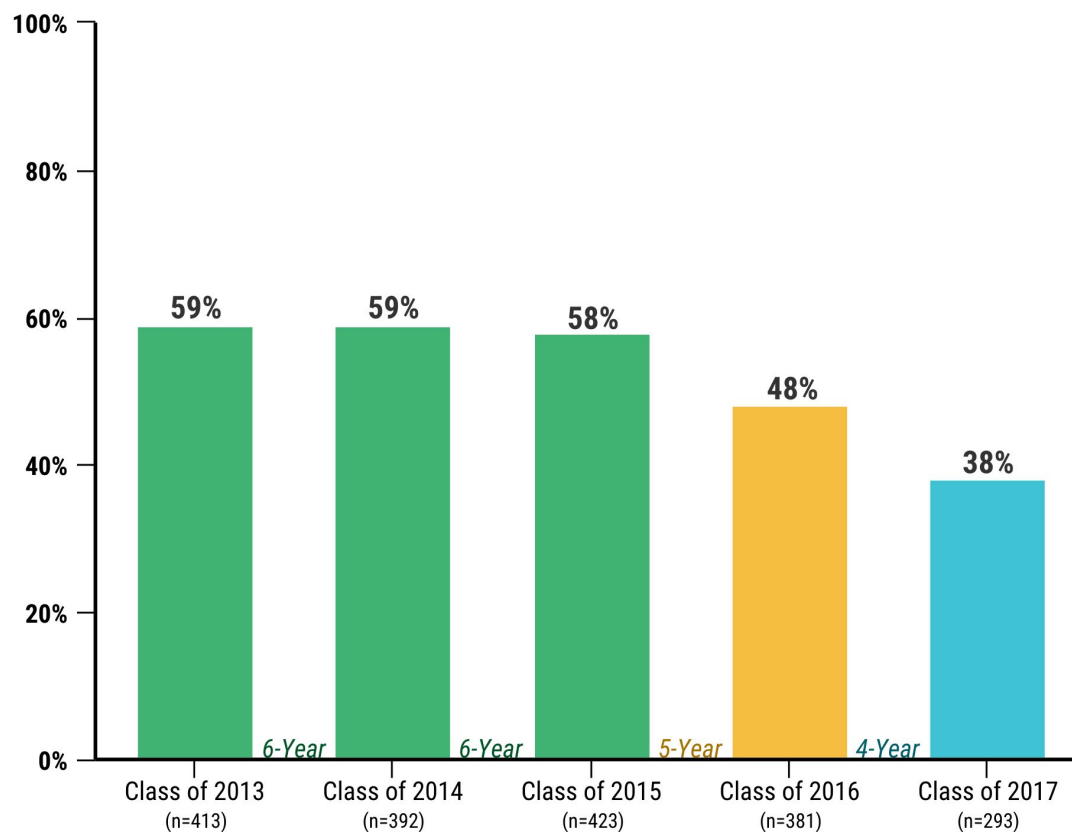
**Charts 26-27: Postsecondary Enrollment Rate During First Two Years After High School - Meal Status**



# POSTSECONDARY GRADUATION RATE

- National Student Clearinghouse provides postsecondary graduation rate data for colleges and universities nationwide. The data include students who graduated with associate degrees under 4 years, as well as those who obtained bachelor's and master's degrees within 6 years.
- Postsecondary graduation data are currently available for the ETHS Class of 2013, Class of 2014, and Class of 2015 (after 6 years), Class of 2016 (after 5 years), and Class of 2017 (after 4 years)

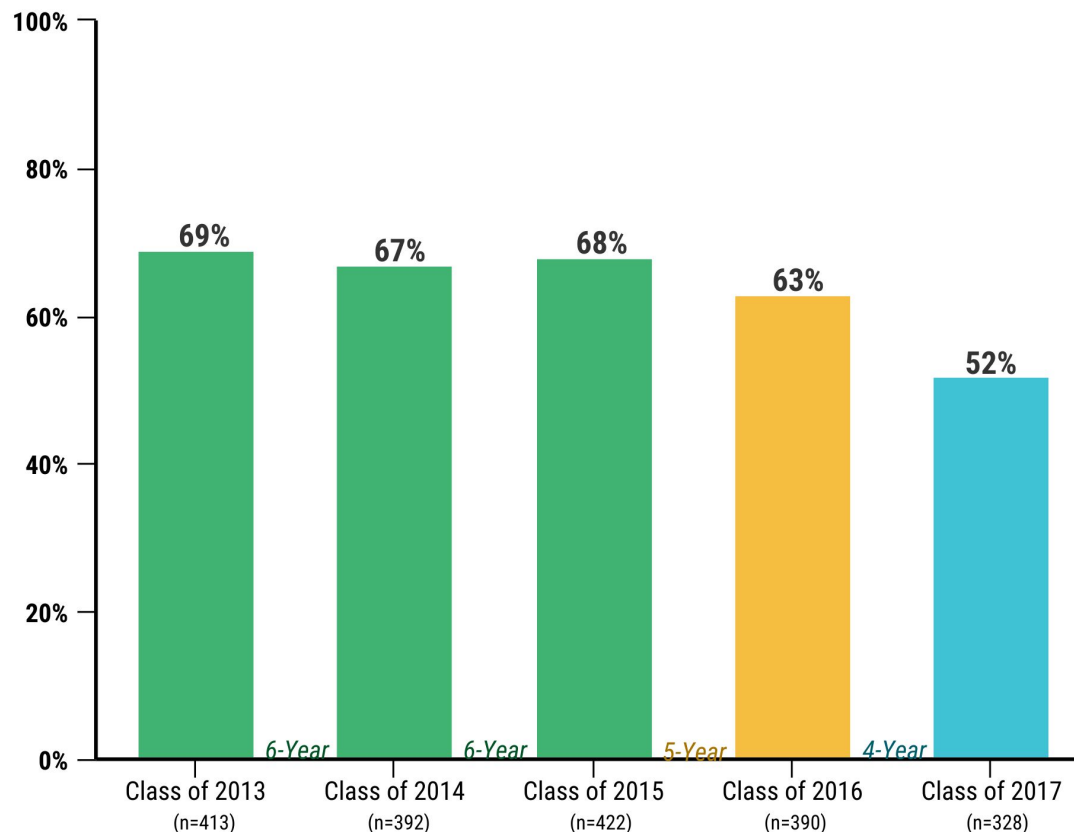
**Chart 28. Postsecondary 6-Year Graduation Rate – Entire Cohort**



# POSTSECONDARY GRADUATION RATE

- Postsecondary graduation rate only for students who enrolled anytime during the first two years after high school are presented below.
- The 6-year postsecondary graduation rate for ETHS graduates is just under 60%, which is slightly less than the national 6-year completion rate of 62.2% based on the fall 2015 cohort of beginning college students, and less than the 6-year postsecondary graduation rate in Illinois of 64.6% [*Completing College 2022*, National Student Clearinghouse].

**Chart 29. Postsecondary 6-Year Graduation Rate – Students Enrolled During First Two Years After High School**



## APPENDIX

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**Table 1. Composition of Student Body in the 2021-2022 School Year**

	All Grades		Class of 2022 (Seniors)		Class of 2023 (Juniors)		Class of 2024 (Sophomores)		Class of 2025 (Freshman)	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
<b>All Students</b>	3581		883		892		859		947	
<b>Race/Ethnicity</b>										
African American/Black	862	24.1%	224	25.4%	197	22.1%	219	25.4%	222	23.4%
Asian	197	5.5%	47	5.3%	62	7.0%	40	4.6%	48	5.1%
Hispanic/Latinx	711	19.9%	170	19.3%	187	21.0%	176	20.6%	178	18.8%
Two or More Races	152	4.2%	30	3.4%	44	4.9%	36	4.2%	42	4.4%
White	1640	45.8%	406	46.0%	402	45.1%	384	44.7%	448	47.4%
<b>Gender</b>										
Female	1748	48.9%	434	49.2%	440	49.3%	399	46.6%	475	50.2%
Male	1833	51.1%	449	50.8%	452	50.7%	460	53.4%	472	49.8%
<b>IEP Status</b>										
No IEP	3139	87.6%	755	85.5%	788	88.3%	767	89.1%	829	87.6%
Has IEP	442	12.4%	128	14.5%	104	11.7%	92	10.9%	118	12.4%
<b>Meal Status</b>										
Full Pay Lunch	2420	67.6%	582	65.9%	609	68.3%	577	67.2%	652	68.9%
Free/Reduced Lunch	1161	32.4%	301	34.1%	283	31.7%	282	32.8%	295	31.1%

**Table 2: Percent of Cohort with a Final Cumulative Weighted & Unweighted GPA**

	Class of 2022 (Seniors)			Class of 2023 (Juniors)			Class of 2024 (Sophomores)			Class of 2025 (Freshman)		
	N	GPA Unweighted	GPA Weighted	N	GPA Unweighted	GPA Weighted	N	GPA Unweighted	GPA Weighted	N	GPA Unweighted	GPA Weighted
<b>All Students</b>	883	3.25	3.58	892	3.26	4.71	859	3.25	3.51	947	3.28	3.53
<b>Race/Ethnicity</b>												
Black/African American	224	2.86	3.05	197	2.78	2.94	219	2.82	2.98	222	2.89	3.05
Asian	47	3.64	4.04	62	3.61	3.97	40	3.63	3.96	48	3.71	4.06
Hispanic/Latinx	170	2.96	3.20	187	2.99	3.22	176	2.87	3.05	178	2.89	3.08
Two or More	30	3.16	3.50	44	3.21	3.48	36	3.54	3.86	42	3.16	3.41
White	406	3.56	3.97	402	3.57	3.95	384	3.62	3.95	448	3.59	3.92
<b>Gender</b>												
Female	434	3.36	3.72	440	3.39	3.71	399	3.36	3.63	475	3.37	3.64
Male	449	3.15	3.44	452	3.14	3.40	460	3.16	3.41	472	3.19	3.42
<b>IEP Status</b>												
No IEP	755	3.33	3.69	788	3.34	3.66	767	3.32	3.60	829	3.33	3.61
Has IEP	128	2.81	2.89	104	2.65	2.73	92	2.72	2.79	118	2.91	2.98
<b>Meal Status</b>												
Full Pay Lunch	582	3.48	3.86	609	3.49	3.83	577	3.51	3.82	652	3.51	3.81
Free/Reduced Lunch	301	2.82	3.02	283	2.78	2.95	282	2.72	2.87	295	2.77	2.91

**Table 3: School Year 2021-22: Average Daily Attendance Rates Disaggregated by Grade, Race, Gender, IEP Status and Meal Status**

	All Grades		Class of 2022 (Seniors)		Class of 2023 (Juniors)		Class of 2024 (Sophomores)		Class of 2025 (Freshman)	
	N	Attendance Rate	N	Attendance Rate	N	Attendance Rate	N	Attendance Rate	N	Attendance Rate
<b>All Students</b>	3581	92.8%	883	91.7%	892	92.5%	859	93.1%	947	93.7%
<b>Race/Ethnicity</b>										
Asian	197	95.5%	47	94.3%	62	94.8%	40	95.8%	48	97.2%
Black/African American	862	90.7%	224	89.7%	197	90.0%	219	90.9%	222	92.2%
Hispanic/Latinx	711	90.7%	170	89.4%	187	91.6%	176	90.8%	178	91.7%
Two or More Races	152	92.1%	30	90.0%	44	91.3%	36	95.8%	42	91.4%
White	1640	94.5%	406	93.6%	402	94.3%	384	94.9%	448	95.2%
<b>Gender</b>										
Female	1748	92.5%	434	91.5%	440	92.2%	399	92.9%	475	93.5%
Male	1833	93.0%	449	91.9%	452	92.9%	460	93.2%	472	93.8%
<b>IEP Status</b>										
No IEP	3139	93.5%	755	92.7%	788	93.4%	767	93.6%	829	94.3%
Has IEP	442	87.6%	128	85.9%	104	86.0%	92	88.7%	118	89.7%
<b>Meal Status</b>										
Full Pay Lunch	2420	94.4%	582	93.6%	609	94.1%	577	94.7%	652	95.2%
Free/Reduced Lunch	1161	89.3%	301	88.1%	283	89.1%	282	89.9%	295	90.4%