

# 2020-21 Year in Review

## **EVANSTON TOWNSHIP HIGH SCHOOL**

---

Department of Research, Evaluation & Assessment  
November 2021

# INTRODUCTION

*Year in Review*, as the successor to the annual *Achievement Report*, includes data from all grade levels enrolled during the 2020-2021 school year. This approach will provide a more holistic picture of all students and their progress throughout the year, in contrast to prior reports that focused on graduated cohort data only.

In addition, as a result of the global pandemic and remote learning, several data points typically reported are not available for school years 2019-2020 and 2020-2021. Furthermore, the disruption to the educational learning environment between March 2020 and May 2021 makes it difficult to compare some data from this time to school years prior to the pandemic.

Several other changes have been made to the data presented in this annual report:

- 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 industry certifications and 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 2021
- ETHS Wellbeing/Climate student survey data from February 2021
- National Student Clearinghouse data as of January 2021

The title *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.

Finally, 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 2020-2021 school year. The data reported represents the class of 2021 and earlier (seniors), class of 2022 (juniors), class of 2023 (sophomores), and class of 2024 (freshman). The report includes the following sections:

- Academic Measures – GPA, cumulative weighted and unweighted; and Advanced Coursework, as measured by the percent of class of 2021 that took at least one honors, Advanced Placement (AP), or Project Lead The Way (PLTW) level course
- Attendance – average daily attendance rate by subgroup
- Student Wellbeing – student involvement in extracurricular activities; and sense of belonging and connectedness survey data
- College and Career Readiness – the number of industry certifications earned; work-based learning experiences; high school graduation rates
- Postsecondary Enrollment – postsecondary enrollment within first two years after high school; and six-year postsecondary graduation rates

---

## Overview of Student Data

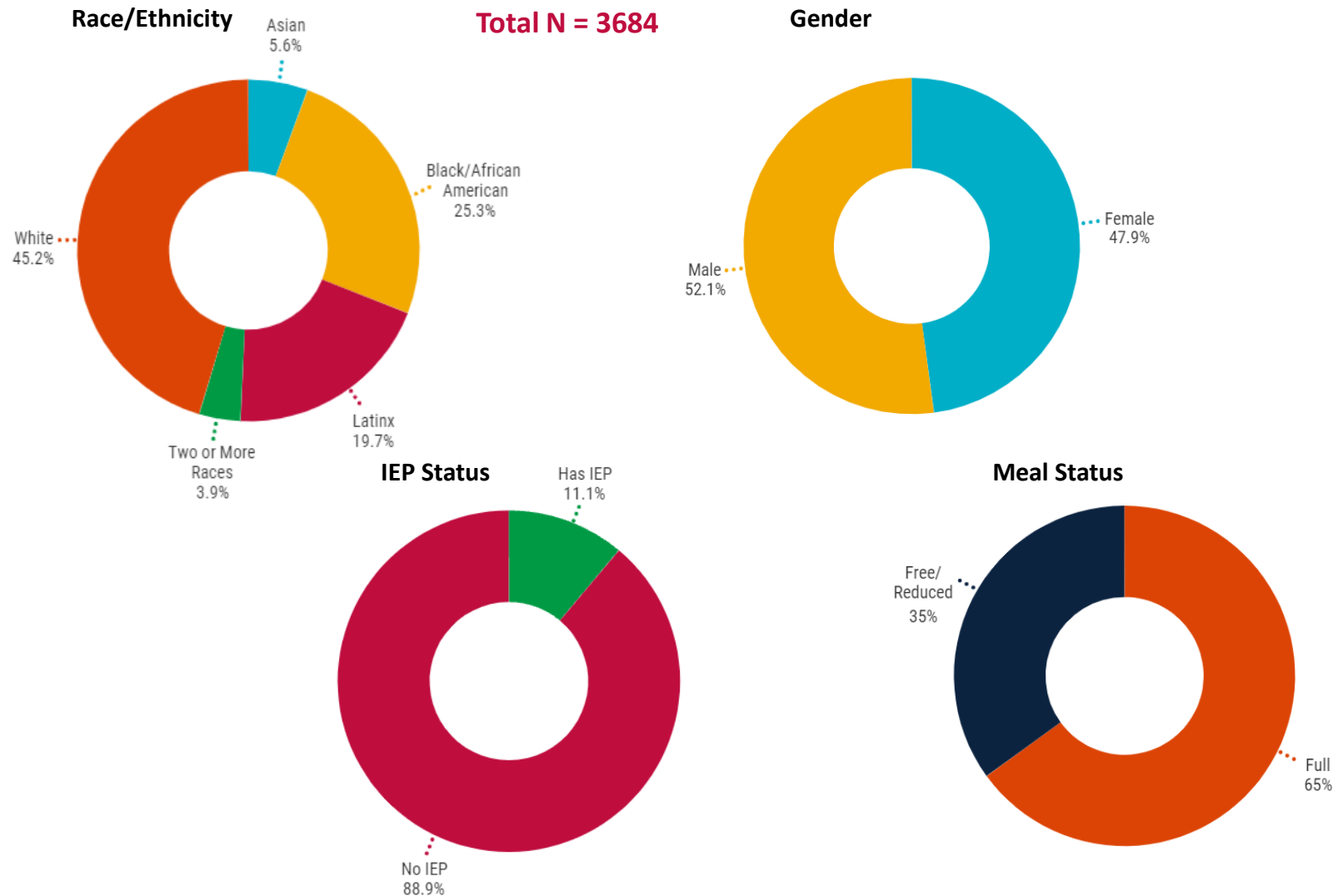
Student data is reported by graduation year (class of 2021, 2022, 2023, and 2024). Class of 2021 and earlier includes data for students who were enrolled ETHS as seniors during the 2020-2021 school year who are from earlier graduate cohorts (i.e. 2020, 2019, and 2018).

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.

# DATA REPORTING

Figure 1. SY2021 Composition of Student Body Disaggregated by Race, Gender, IEP Status, and Meal Status



# ACADEMIC MEASURES

## Chart 1. GPA: Seniors (Class of 2021 & Earlier) Cumulative Unweighted GPA

- For Seniors (Class of 2021 & Earlier), the average cumulative unweighted GPA was 3.17 on a 4.0 scale.
  - Certain groups – including Black/African American students, Latinx students, students with IEPs, and students receiving free or reduced lunch – had average cumulative unweighted GPAs below the benchmark of 2.8\*.



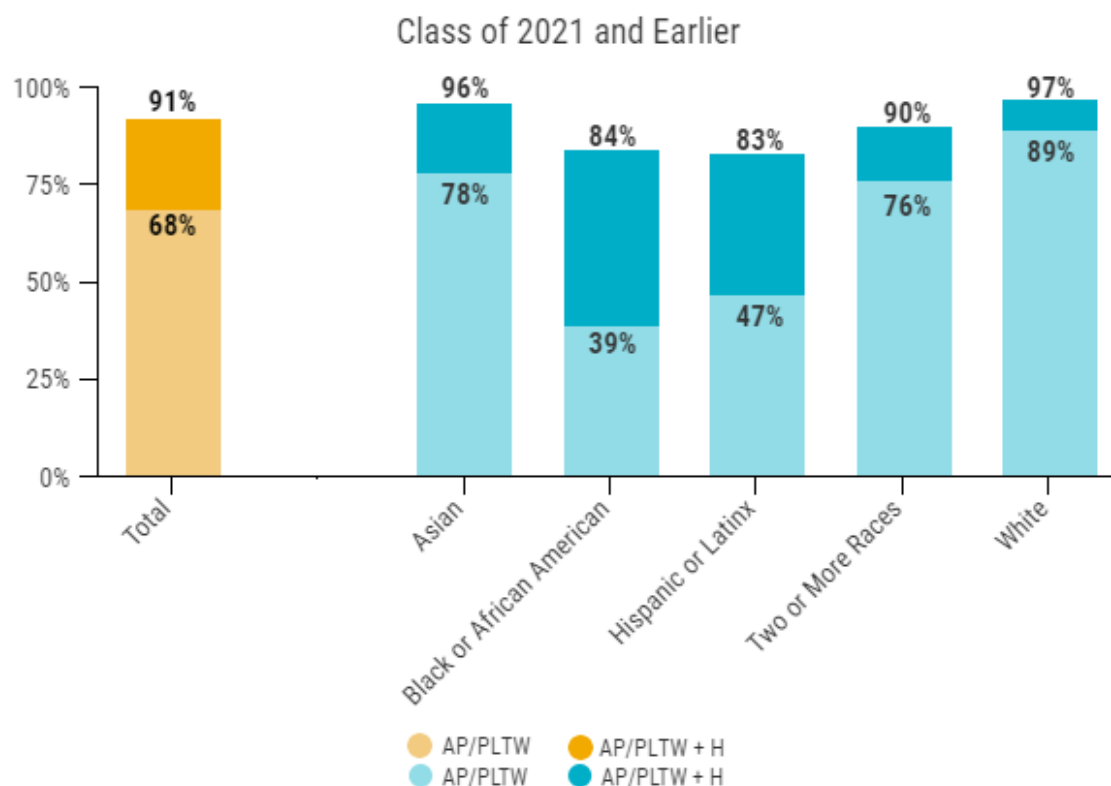
*\*One of the indicators used by the IL State Board of Education College to determine if students are College and Career Ready is a cumulative unweighted GPA of 2.8 or better.*

## ACADEMIC MEASURES

**Chart 2. Advanced Coursework: Honors, AP and PLTW Enrollment for the Class of 2021 and Earlier**

- 91% of all seniors (Class of 2021 & Earlier) took at least one honors, AP, or PLTW course while enrolled at ETHS;
  - 68% of seniors took at least one AP or PLTW course while enrolled at ETHS.

*NOTE:* The percentages along the top of each subgroup bar represent the portion of students that took at least one honors, AP or PLTW course, while the percentages within the bottom (lighter shade) portion of the bars represent the portion that took at least one AP or PLTW course only (excluding honors).



*The teacher wants us to become better thinkers, not just memorize things*

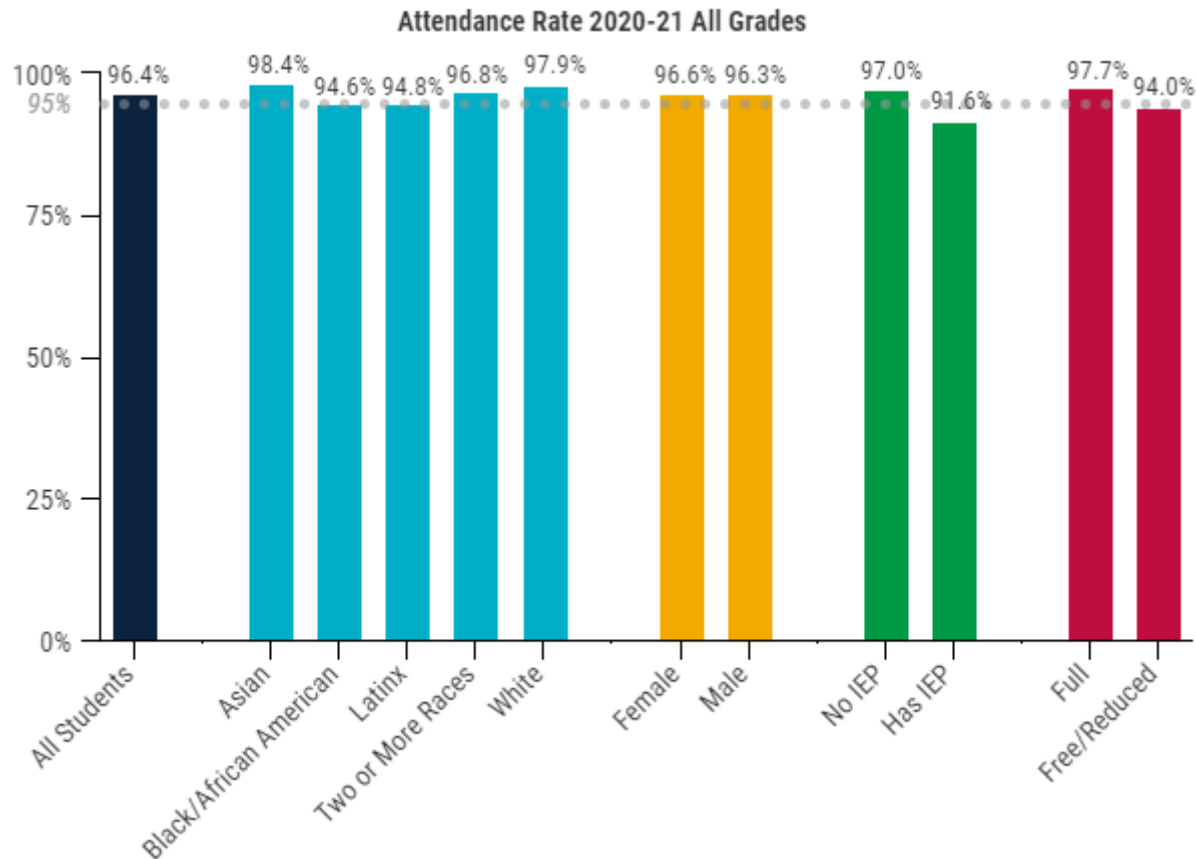
**93% Yes**

Source: 2021 5Essentials Student Survey

# ATTENDANCE

**Chart 3. Attendance: SY2020-21 All Grades**

- In SY2020-21, the average attendance rate for all students was 96.4%;
- When disaggregated by race, gender, IEP status, and meal status, most groups of students came very close to or exceeded the state benchmark attendance rate of 95%



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

# STUDENT WELLBEING

**Figure 2. Sense of Belonging & Connectedness**

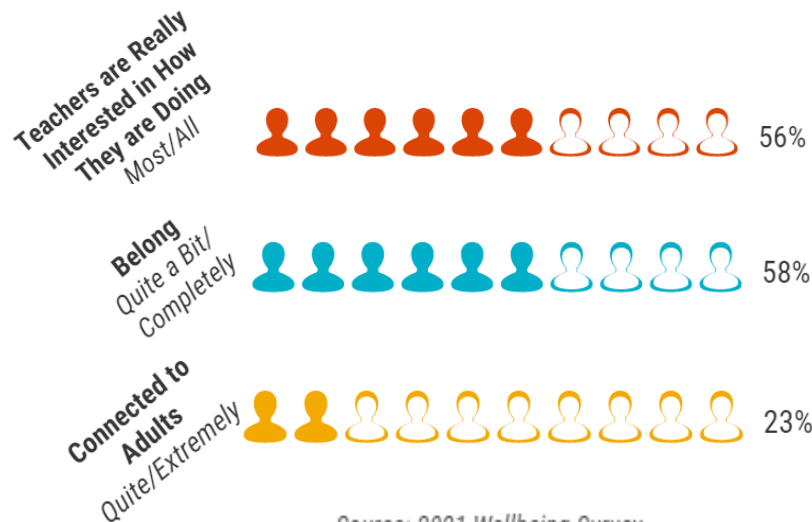
## **Wellbeing/Climate Survey (February 2021)**

- 58% of students reported on the Wellbeing/Climate Survey they belong quite a bit or completely at ETHS
- 23% of students reported on the Wellbeing/Climate Survey they felt quite or extremely connected to adults at school
  - 35% of students reported feeling only slightly connected or not connected at all

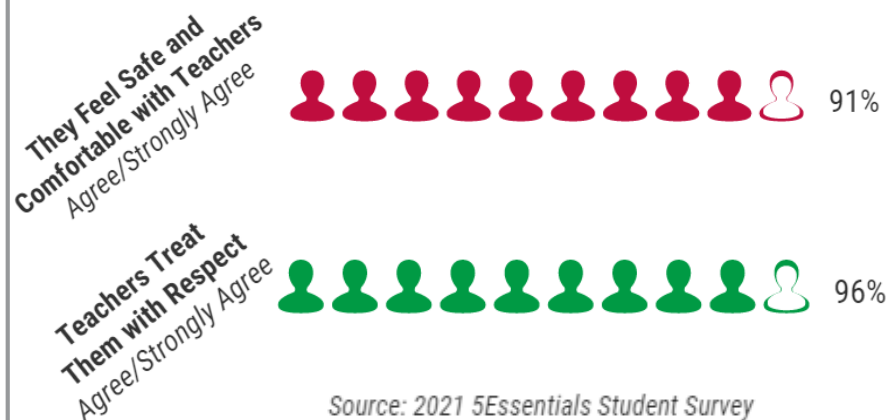
## **5Essentials Survey (March 2021)**

- The majority of students who took the 5Essentials survey reported they feel safe and comfortable with their teachers at school
- Most reported that their teachers treat them with respect

*Note: The Wellbeing/Climate and the 5Essentials surveys were administered during remote learning.*



Source: 2021 Wellbeing Survey



Source: 2021 5Essentials Student Survey

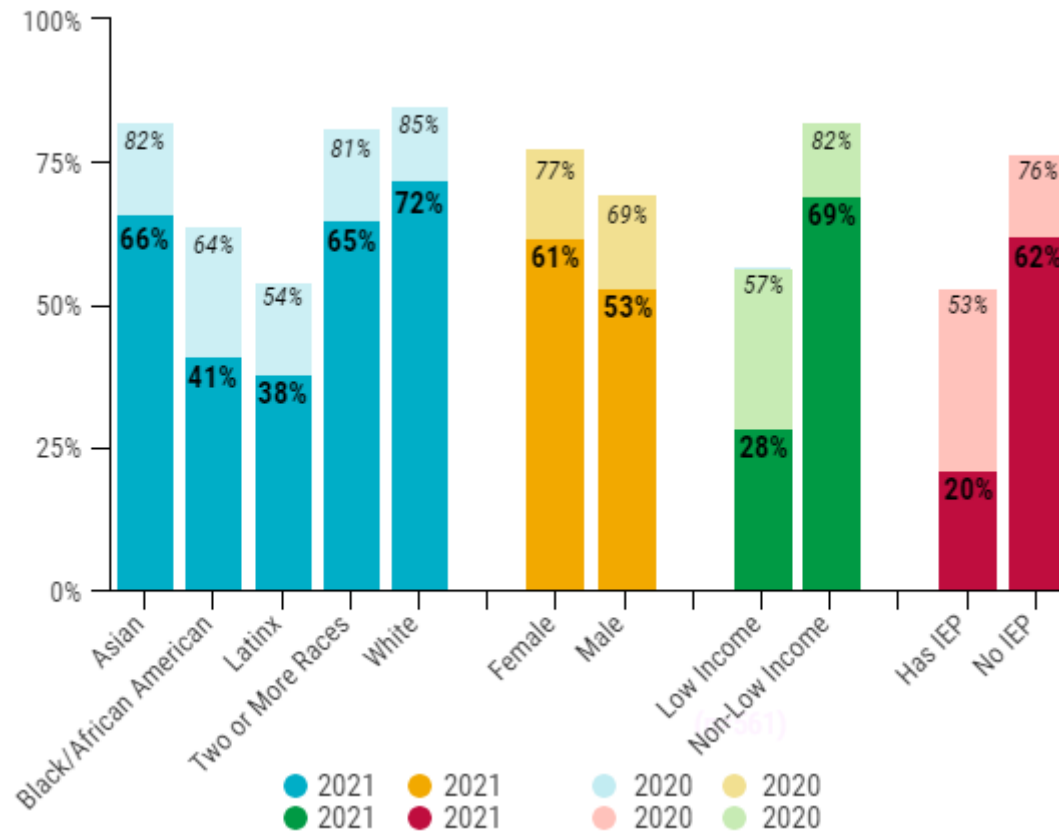


# STUDENT WELLBEING

## 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 4 shows the percent of students participating in at least one extracurricular activity in school years 2020 and 2021.

**Chart 4. Percent of Students Participating in At Least one Extracurricular Activity in SY2020 & SY2021**

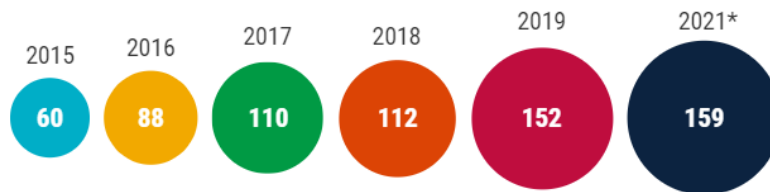


# COLLEGE & CAREER READINESS

## Industry-Recognized Credentials & Work-Based Learning Experiences

- ETHS students have opportunities to earn industry-recognized certifications in areas such as pharmacy tech, early childcare, OSHA Safety, food services, and various IT certifications.
  - The number of students earning industry-recognized certifications annually more than doubled between 2015 and 2021.
- ETHS students also participate in work-based internships or summer internships available to students through the iKIT and Evanston WE programs.
  - Students participate in internships in the fields of agriculture, natural resources & food, manufacturing, trades, auto mechanics, culinary arts, business, marketing, hospitality, health care, policing & firefighting, information technology, and the arts.

**Figure 3. Number of Industry-Recognized Certifications**



*\*There were no industry-recognized certifications in SY2020.*

## Work-Based Learning Experiences

### Class of 2020 20 Students

- Agriculture, Food & Natural Resources
- Manufacturing
  - Trades
  - Business
- Culinary Arts
- Healthcare
- Auto Mechanics
- Writing/Art

### Class of 2021 30 Students

- Agriculture
- Manufacturing
  - Trades
  - Business
- Culinary Arts
- Healthcare
- Auto Mechanics
- Information Technology
  - Hospitality

63% of students report discussing connections between a reading and real life people or situations one or twice a week or almost daily



Source: 2021 5Essentials Student Survey

70% of students report their classes give useful preparation for what students plan to do in life



Source: 2021 5Essentials Student Survey

## COLLEGE & CAREER READINESS

**598** students attended information sessions led by local employers that participate in The Mayor's Employer Advisory Council (MEAC). This represents a significant increase in participation in career exploration from 2019, which involved 90 students attending career exploration field trips related to careers in manufacturing and the culinary arts.

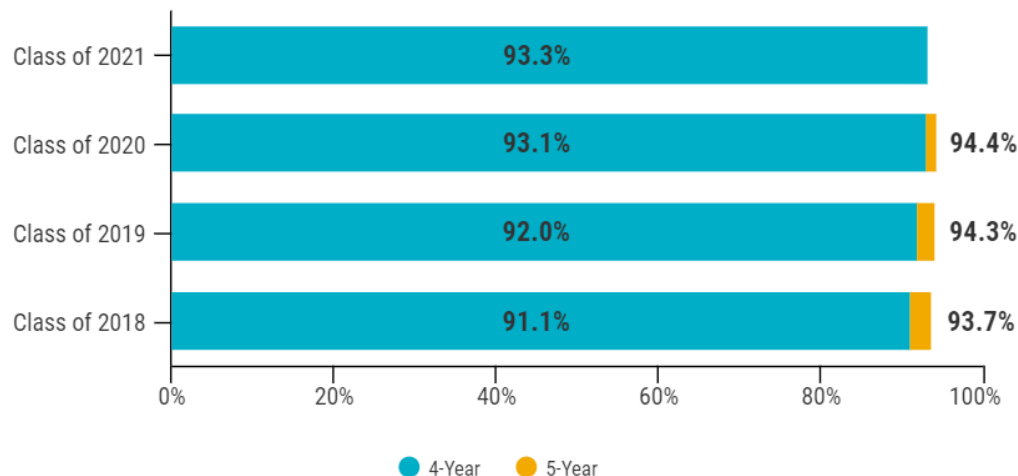


# COLLEGE & CAREER READINESS

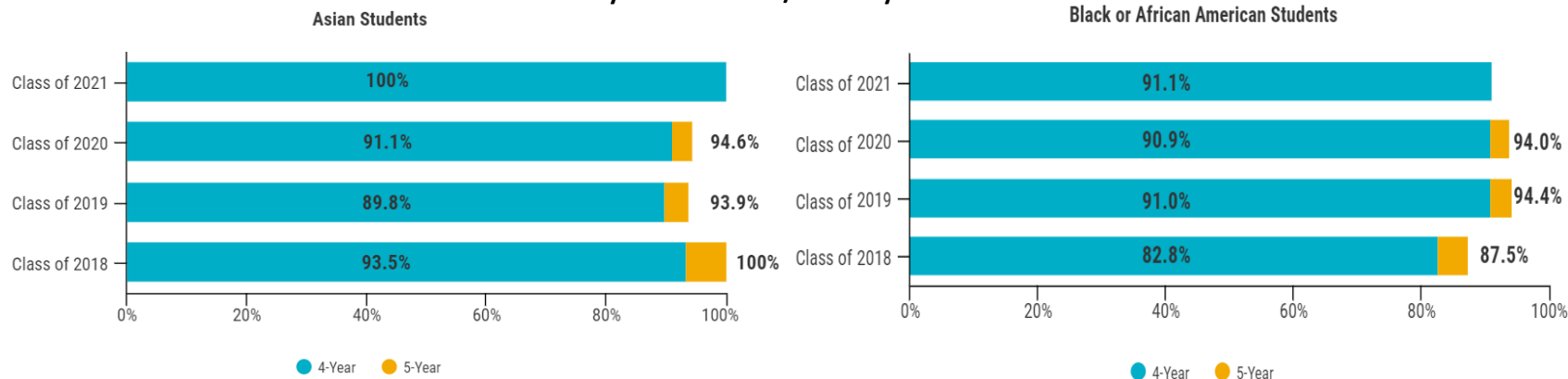
## Graduation Rates by Cohort

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



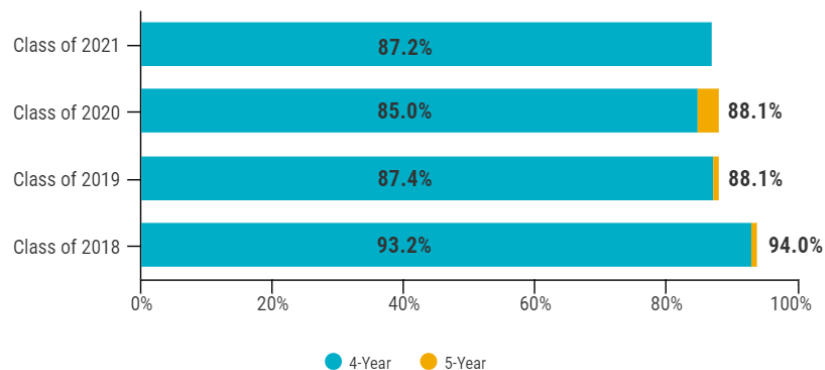
**Charts 6-7: Four-Year and Five-Year Graduation Rates by Cohort – Race/Ethnicity**



# COLLEGE & CAREER READINESS

Charts 8-10: Four-Year and Five-Year Graduation Rates by Cohort cont'd – Race/Ethnicity

Latinx Students

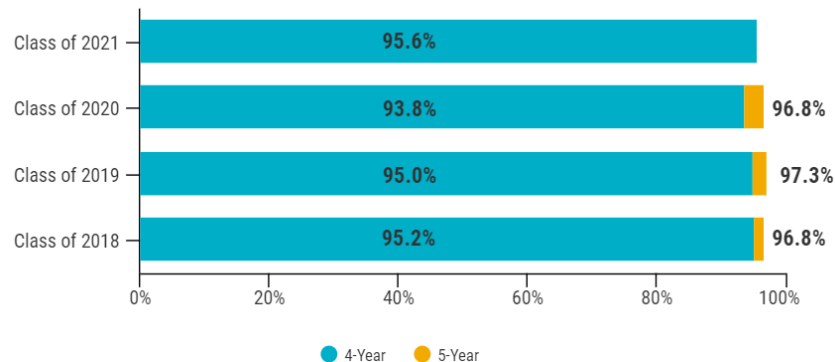


89% of students report that high school is seen as preparation for the future.

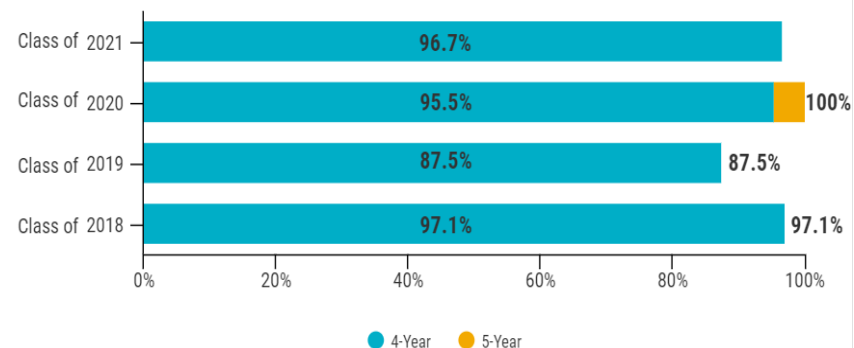


Source: 2021 5Essentials Student Survey

White Students



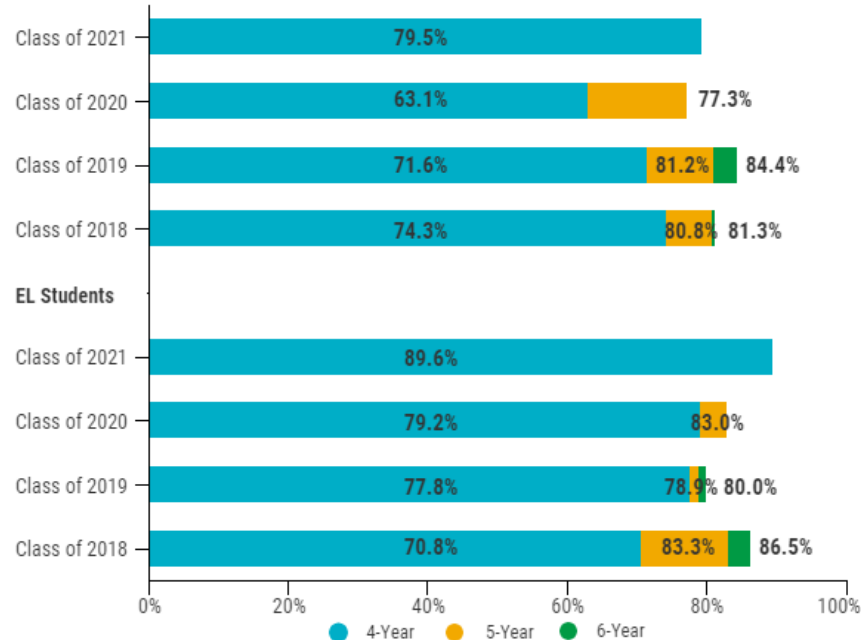
Two or More Races Students



# COLLEGE & CAREER READINESS

**Chart 11-12: Four-Year and Five-Year Graduation Rates by Cohort – Free/Reduced Price Lunch, IEP, and EL**

## IEP Students



## EL Students



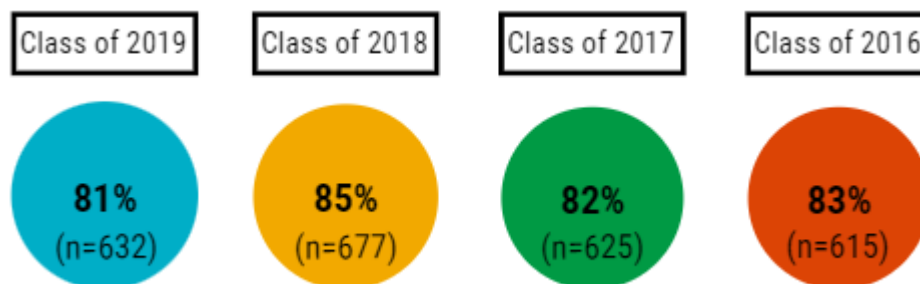
## Free/Reduced Lunch



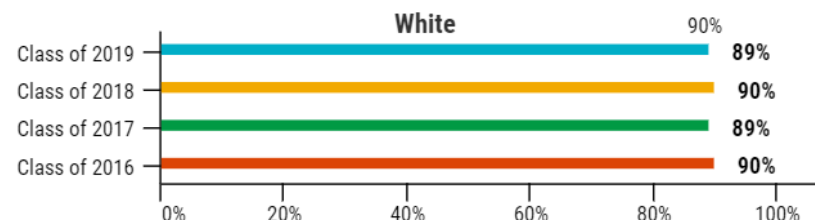
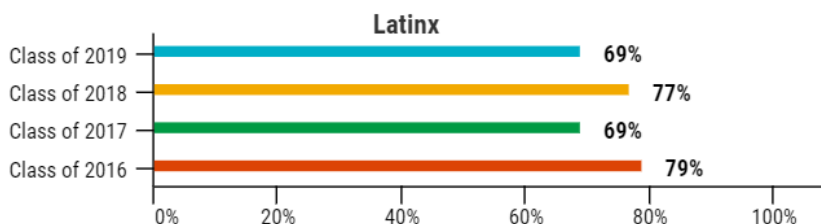
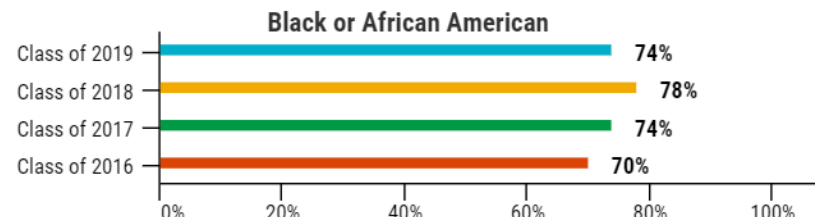
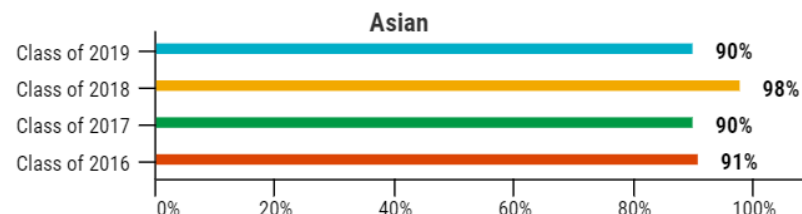
# POSTSECONDARY ENROLLMENT

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

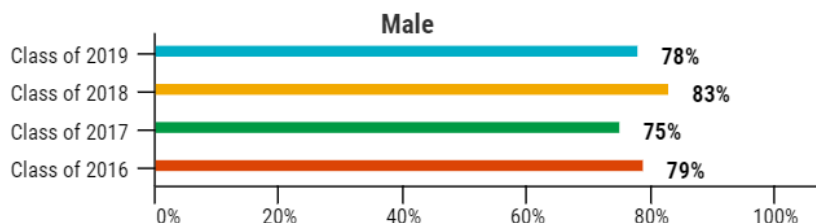
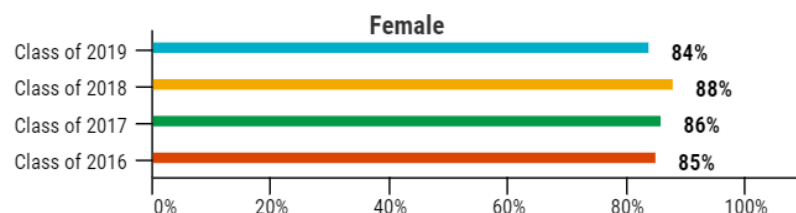


## Charts 13-16: Postsecondary Enrollment Rate During First Two Years After High School - By Race/Ethnicity

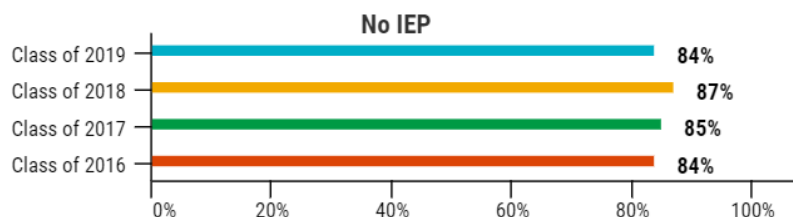
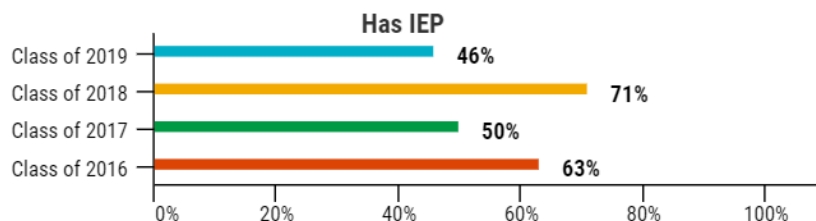


# POSTSECONDARY ENROLLMENT

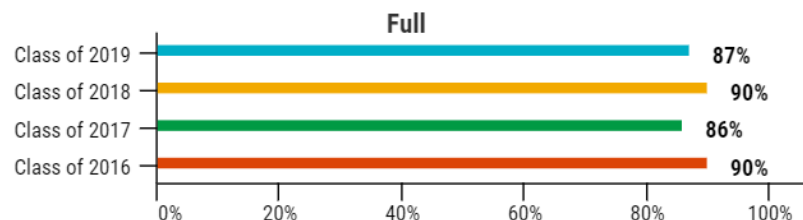
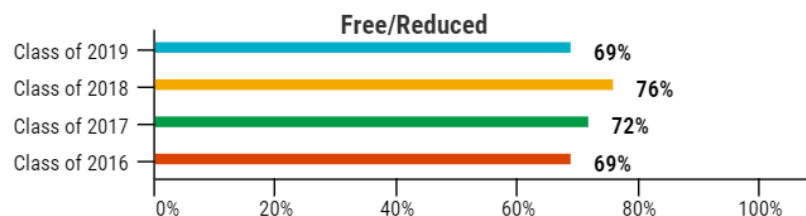
**Charts 18-19: Postsecondary Enrollment Rate During First Two Years After High School - Gender**



**Charts 19-20: Postsecondary Enrollment Rate During First Two Years After High School - IEP Status**



**Charts 21-22: Postsecondary Enrollment Rate During First Two Years After High School - Meal Status**

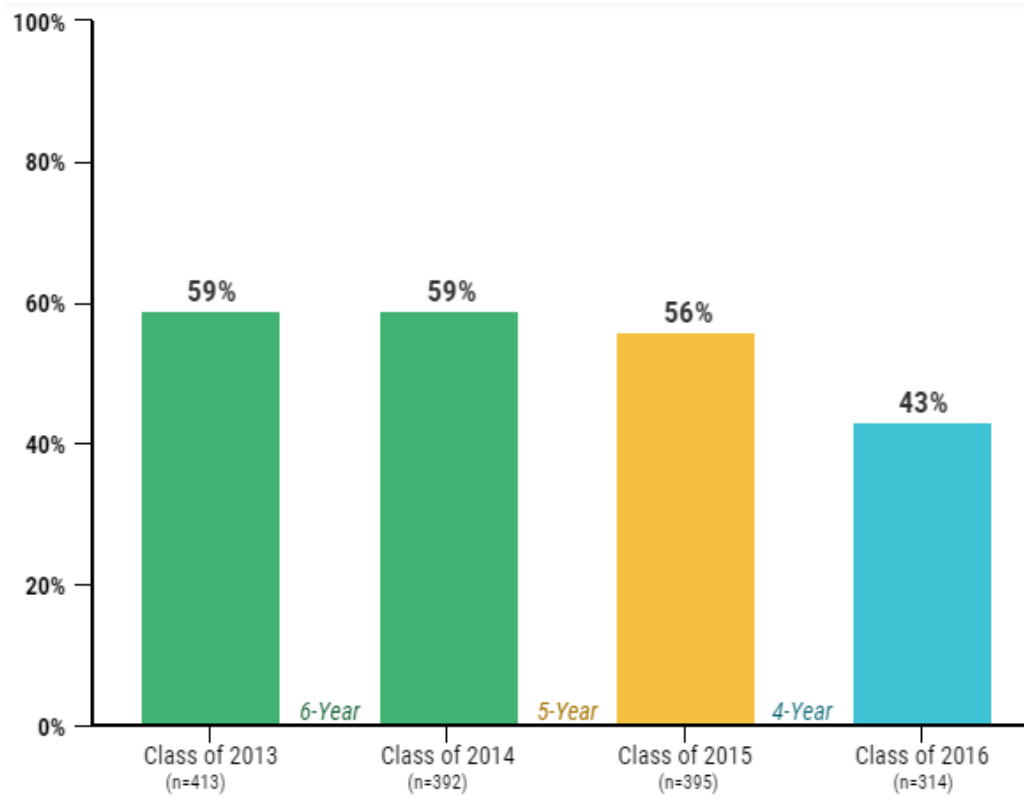




# POSTSECONDARY GRADUATION RATE

**Chart 23. Postsecondary 6-Year Graduation Rate – Entire Cohort**

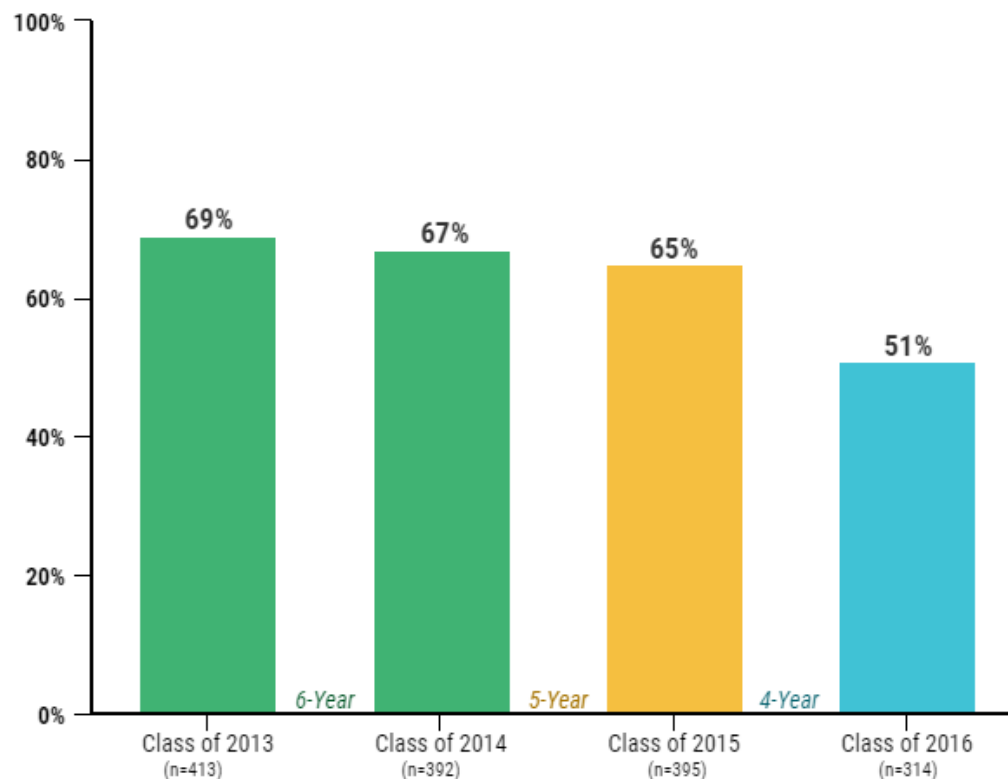
- The 6-year postsecondary graduation rate for ETHS graduates is just under 60%, which is comparable to the national 6-year completion rate of 60.1% based on the fall 2014 cohort of beginning college students, but less than the 6-year postsecondary graduation rate in Illinois of 63% [*Completing College 2020*, National Student Clearinghouse].
- 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 and Class of 2014 (after 6 years), Class of 2015 (after 5 years), and Class of 2016 (after 4 years)



# POSTSECONDARY GRADUATION RATE

**Chart 24. Postsecondary 6-Year Graduation Rate – Students Enrolled During First Two Years After High School**

- Postsecondary graduation rate for students who enrolled anytime during the first two years after high school are presented below.



# APPENDIX

---

**Table 1. Composition of Student Body in the 2020-2021 School Year**

	All Grades		Class of 2021* (Seniors)		Class of 2022 (Juniors)		Class of 2023 (Sophomores)		Class of 2024 (Freshman)	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
<b>All Students</b>	3684		970		897		921		896	
<b>Race/Ethnicity</b>										
Asian	207	5.6%	56	5.8%	43	4.8%	61	6.6%	47	5.2%
Black/African American	931	25.3%	251	25.9%	231	25.8%	221	24.0%	228	25.4%
Hispanic/Latinx	724	19.7%	177	18.2%	176	19.6%	185	20.1%	186	20.8%
Two or More Races	143	3.9%	30	3.1%	34	3.8%	44	4.8%	35	3.9%
White	1665	45.2%	451	46.5%	407	45.4%	410	44.5%	397	44.3%
<b>Gender</b>										
Female	1764	47.9%	439	45.3%	452	50.4%	451	49.0%	422	47.1%
Male	1920	52.1%	531	54.7%	445	49.6%	470	51.0%	474	52.9%
<b>IEP Status</b>										
No IEP	3276	88.9%	894	92.2%	772	86.1%	812	88.2%	798	89.1%
Has IEP	408	11.1%	76	7.8%	125	13.9%	109	11.8%	98	10.9%
<b>Meal Status</b>										
Full Pay Lunch	2396	65.0%	610	62.9%	589	65.7%	611	66.3%	586	65.4%
Free/Reduced Lunch	1288	35.0%	360	37.1%	308	34.3%	310	33.7%	310	34.6%

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

	Class of 2021* (Seniors)			Class of 2022 (Juniors)			Class of 2023 (Sophomores)			Class of 2024 (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>	970	3.17	3.48	895	3.24	3.54	920	3.32	3.59	894	3.29	3.54
<b>Race/Ethnicity</b>												
Asian	56	3.44	3.77	43	3.66	4.03	61	3.65	3.97	47	3.55	3.85
Black/African American	251	2.73	2.90	230	2.81	3.00	220	2.88	3.04	228	2.85	3.00
Hispanic/Latinx	177	2.71	2.91	175	2.92	3.14	185	3.07	3.28	186	2.94	3.12
Two or More	30	3.31	3.69	34	3.13	3.44	44	3.33	3.59	35	3.62	3.93
White	451	3.56	3.99	407	3.58	3.97	410	3.63	3.96	395	3.64	3.97
<b>Gender</b>												
Female	439	3.34	3.70	452	3.34	3.67	450	3.48	3.76	421	3.37	3.64
Male	531	3.03	3.31	443	3.13	3.40	470	3.18	3.42	473	3.21	3.45
<b>IEP Status</b>												
No IEP	894	3.22	3.55	771	3.32	3.65	811	3.39	3.67	796	3.35	3.62
Has IEP	76	2.64	2.68	124	2.72	2.81	109	2.85	2.93	98	2.79	2.86
<b>Meal Status</b>												
Full Pay Lunch	610	3.46	3.86	589	3.49	3.85	611	3.54	3.85	584	3.56	3.86
Free/Reduced Lunch	360	2.67	2.85	306	2.76	2.94	309	2.89	3.05	310	2.79	2.94

**Table 3: School Year 2020-21: Average Daily Attendance Rates Disaggregated by Grade, Race, Gender, IEP Status and Meal Status**

	All Grades		Class of 2021* (Seniors)		Class of 2022 (Juniors)		Class of 2023 (Sophomores)		Class of 2024 (Freshman)	
	N	Attendance Rate	N	Attendance Rate	N	Attendance Rate	N	Attendance Rate	N	Attendance Rate
<b>All Students</b>	3684	96.4%	970	95.3%	897	96.7%	921	96.6%	896	97.0%
<b>Race/Ethnicity</b>										
Asian	207	98.4%	56	97.8%	43	98.9%	61	98.6%	47	98.6%
Black/African American	931	94.6%	251	93.7%	231	95.0%	221	94.2%	228	95.4%
Hispanic/Latinx	724	94.8%	177	91.7%	176	95.2%	185	96.5%	186	95.7%
Two or More Races	143	96.8%	30	94.3%	34	96.3%	44	97.0%	35	99.1%
White	1665	97.9%	451	97.5%	407	98.1%	410	98.0%	397	98.1%
<b>Gender</b>										
Female	1764	96.6%	439	95.9%	452	96.6%	451	97.0%	422	96.7%
Male	1920	96.3%	531	94.8%	445	96.7%	470	96.5%	474	97.2%
<b>IEP Status</b>										
No IEP	3276	97.0%	894	96.1%	772	97.3%	812	97.3%	798	97.4%
Has IEP	408	91.6%	76	86.3%	125	92.9%	109	92.5%	98	93.1%
<b>Meal Status</b>										
Full Pay Lunch	2396	97.7%	610	97.1%	589	97.8%	611	97.9%	586	97.9%
Free/Reduced Lunch	1268	94.0%	360	92.3%	308	94.6%	310	94.4%	310	95.1%