



Board Meeting Recap

For Evanston Twp. High School District 202

ETHS Board of Education

Pat Savage-Williams, President

Monique Parsons, Vice President

Members: Jude Laude, Gretchen

Livingston, Pat Maunsell, Liz

Rolewicz, Stephanie Teterycz

Student Member: Carmiya Bady

Regular School Board Meeting

November 9, 2020

Update on E-Learning

ETHS closed to in-person learning on March 17 due to the COVID-19 pandemic and switched to remote (e-) learning from home for the spring 2020 semester. Since then, the ETHS administration, school board, staff, parents, and others have actively discussed what a fall opening should look like. With COVID surging in Illinois, many school districts across the country—including ETHS—decided not to open in-person this fall and to continue with e-learning at least through first semester, and possibly beyond.

Dr. Peter Bavis, Asst. Supt./Curriculum & Instruction, and Dr. Carrie Levy, Director, Research, Evaluation & Assessment, reported on a recently administered a survey to determine how students and families, teachers, and staff are coping with e-learning this fall. Based on last spring's experience, many lessons were learned to improve e-learning this school year.

This fall, remote learning has been strengthened academically, expectations for attendance and participation have tightened, and social-emotional connections between teachers and students have been a particular focus.

Dr. Levy summarized the survey results (1,583 students and 1,236 parents/guardians responded). Questions for students and families included, among others:

- Satisfaction with remote learning this fall (60% of students and 71% of parents were satisfied),
- Amount of live instruction per class period (over 60% for half or all of the time),
- Amount of time spent on homework or other projects each week outside of class (up to five or more hours per week),
- How time on individual/small group asynchronous learning is spent on Mondays (completing homework, extracurricular activity participation, connecting with family/friends),
- Importance of feedback to students from teachers (60% feel it's very important),
- Where students/parents need the most help (motivation: students over 58%, parents: over 50%)
- Whether students have accessed self care/well-being resources (up to 70+% of the students said no).

Major topics for staff (300 respondents) included:

- Satisfaction with remote learning (77% overall were satisfied),
- Amount of live instruction (over 64% for more than half of each period),
- Amount of social-emotional learning (SEL) competencies (e.g., decision-making skills) are built into classroom instruction (between 36% and 49%),
- Amount of individual feedback given to students (up to 65% weekly),
- How teachers use asynchronous time (predominantly grading, meeting with teachers, lesson planning),
- How staff has accessed self care/well-being resources (over 50% had not).

These responses for both student/parents and staff were data-driven. Dr. Levy is summarizing written responses.

Board members asked questions about how the survey results will be used, are teachers getting extra support from department chairs or asking for help, and will SEL be more embedded into the curriculum. Board members said they want to hear more about the survey results in the future.

Additional information, including videos and minutes of board meetings, is available on the ETHS website (www.eths.k12.il.us) under Board of Education.

Report on Student Achievement

At the November 9 school board meeting, Dr. Peter Bavis, Asst. Supt./ Curriculum & Instruction, and Dr. Carrie Levy, Director, Research, Evaluation & Assessment, reported on the School Report Card that looks at ETHS student achievement for the Classes of 2018, 2019, and 2020.

The report used four college-ready indicators identified by the State Board of Education: GPA, attendance, proficiency in English/Language Arts (E/LA), and proficiency in math.

In particular, the Class of 2020 increased its average GPA (at 3.1) over the two previous classes; met proficiency indicators in E/LA (64%) and math (78%); 81% of the class participated in at least one

extracurricular activity, a steady increase over the other two classes; had a four-year graduation rate of 93% and five-year graduation rate of 94%; and most students (85%) had no behavior referrals or fewer than four over four years at ETHS, an improvement over prior classes. The Class of 2020 attendance rate was 92% across four years, although switching to remote learning last spring caused fewer students to meet the 95% attendance-rate benchmark which was a result of the pandemic.

Since all of the data was broken out demographically, the Board was able to target where help was needed. Noting that while much has improved overall, members were concerned that Black/African American

and Latinx males continue to struggle academically, which also correlates with low attendance and low participation in extracurriculars.

Several Board members felt a community approach, especially with School District 65 and families, is needed to help these students succeed. The district has been redeploying staff to work as case managers to support targeted students and continuing home visits to work with families, strategies which are both currently being used during e-learning. One Board member stressed the need for reporting comparable data from previous years to help members focus on where we are and how to improve.