

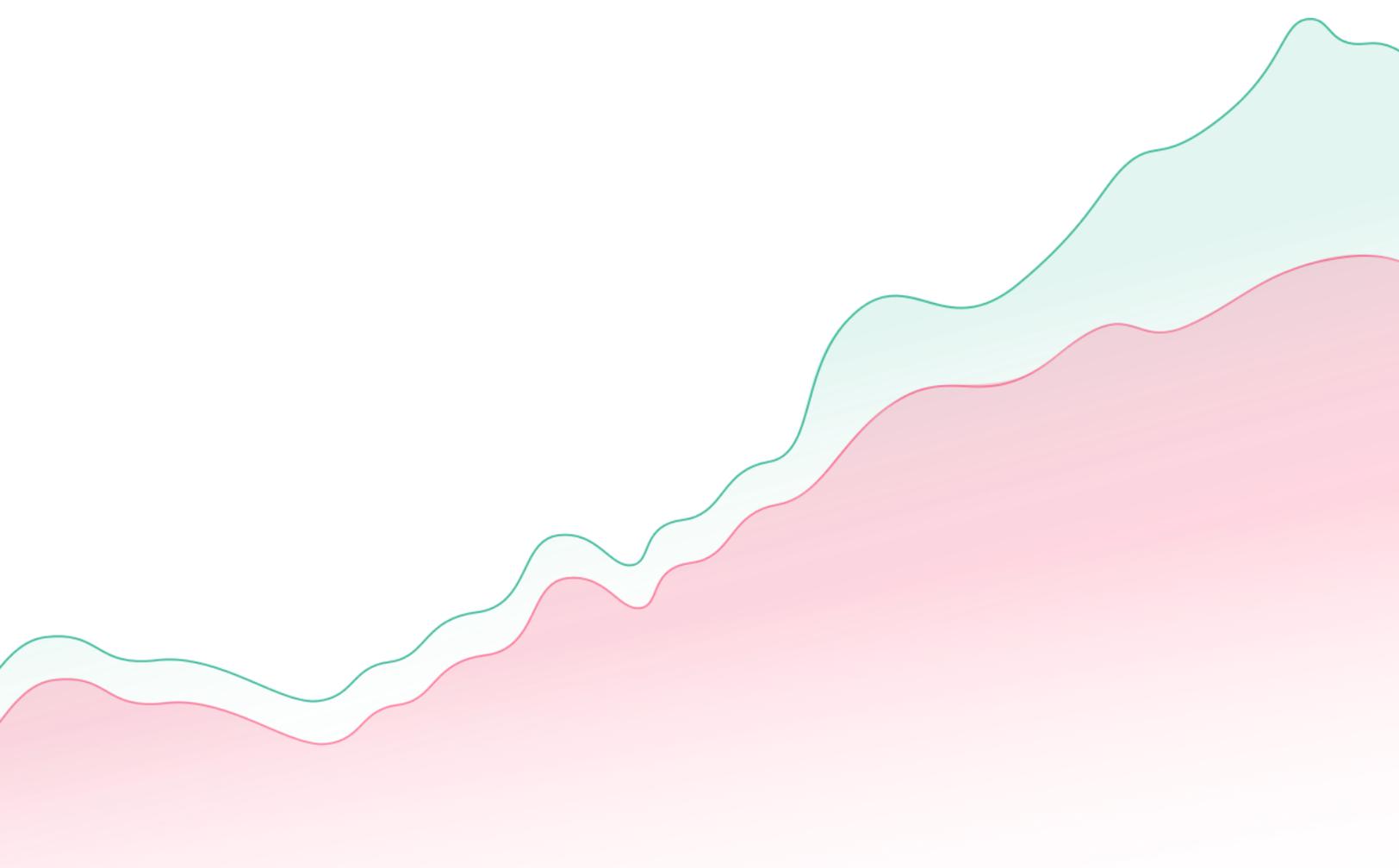
Exploring Educational Opportunity in Evanston CCSD 65, IL

A report created by the Educational Opportunity Project
at Stanford University

GENERATED ON 03/16/21

VERSION 4.0

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About the Data

The Educational Opportunity Project has derived these data and visualizations from the Stanford Education Data Archive (SEDA), which is the first national database of academic performance in the U.S.

The SEDA data are based on the standardized accountability tests in math and Reading Language Arts (RLA) administered by each state to all public-school students in grades 3–8 in each school year from 2008–09 through 2017–18. In these years, 3rd- through 8th-graders in U.S. public schools took roughly 350 million standardized math and RLA tests.

The Educational Opportunity Project harnesses data to help scholars, policymakers, educators, and parents learn how to improve educational opportunity for all children.



Test scores reveal three aspects of educational opportunity in America:



Average test scores

The educational opportunities available in a community, both in and out of school, are reflected in students' average test scores.

Average test scores are influenced by children's opportunities to learn at home, in neighborhoods, in childcare, preschool, and after-school programs, from peers and friends, and at school. Average test scores therefore reflect the total set of educational opportunities available in a community.



Learning rates

The contribution of schools to educational opportunity is reflected in the growth of test scores while children attend school.

Learning rates measure how much scores improve each year while students are in school. They are a better indicator of school quality than average test scores, which are influenced by a range of experiences outside of school.



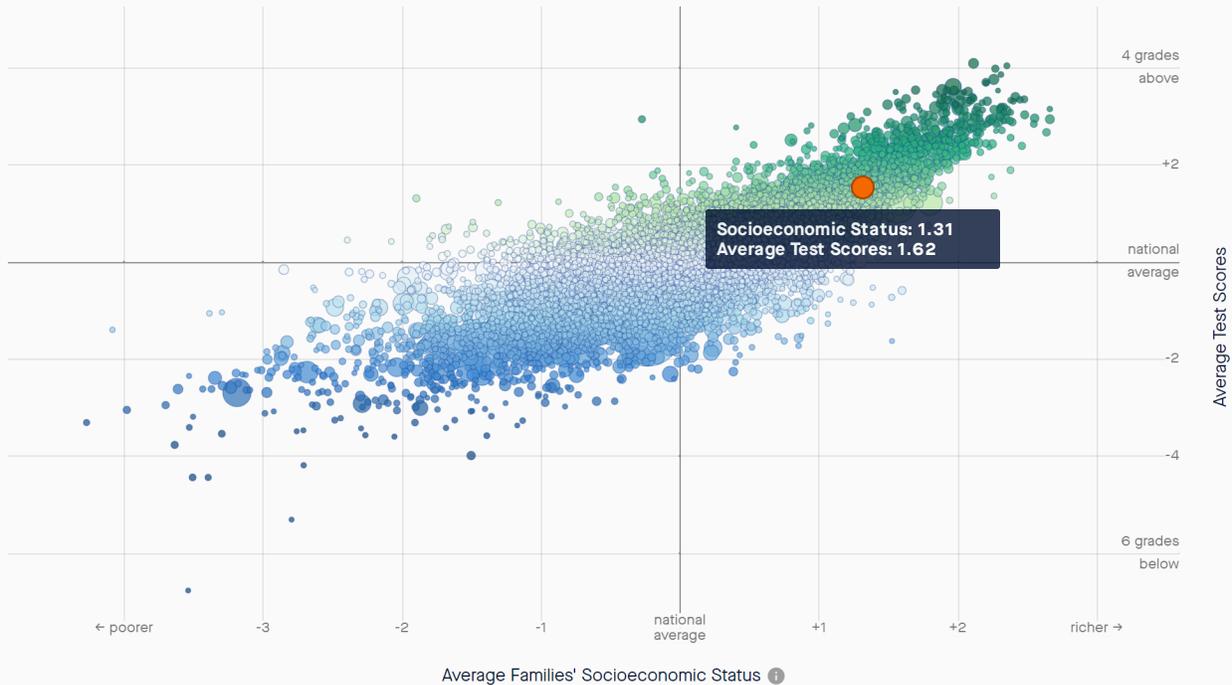
Trends in test scores

The change in a community's educational opportunities, both in and out of school, is reflected in average test score gains or losses.

Trends in test scores reflect both changes in school quality and changes in family and community features that provide opportunities for children.

Average Students' Test Scores vs. Socioeconomic Status

Circles represent school districts, sized relative to the number of students.



Average Test Scores Evanston CCSD 65, Illinois

Evanston CCSD 65, Illinois provides higher than average educational opportunities. Average test scores are 1.62 grade level(s) above the national average. Socioeconomic status is above the national average. Average scores are 0.23 grade levels higher than those of districts with similar socioeconomic status.

Average scores are influenced by opportunities to learn at home, in neighborhoods, in child-care, preschool, and after-school programs, from peers and friends, and in schools. Because of all these influences, average test scores are not a good way to assess how much children learn in schools. But they are a good way to assess the average set of educational opportunities available to children in a community. Where average scores are low, students have fewer opportunities to learn. Schools are better evaluated using learning rates, which measure how much student scores improve while they are in school.



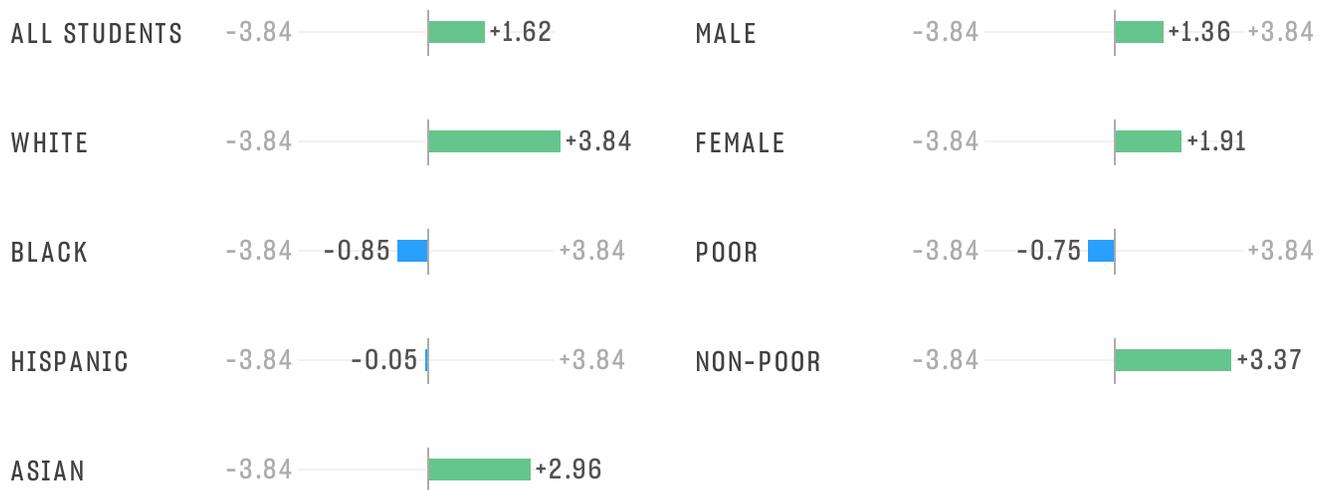


Average Test Scores

Evanston CCSD 65, Illinois

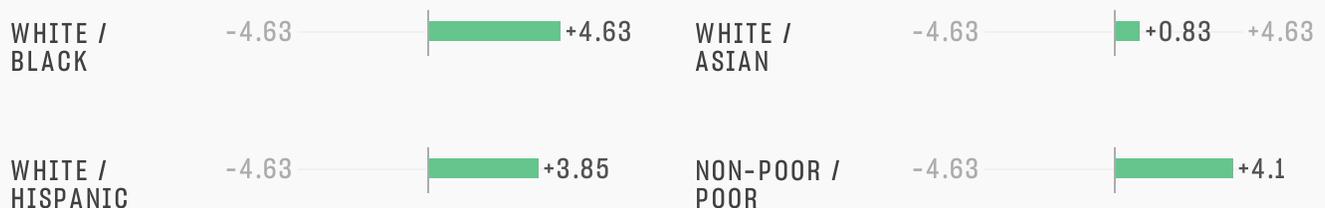
By Demographic Group

The bars in this section show Average Test Scores for various demographic groups in Evanston CCSD 65, Illinois. The middle line in each bar represents the national average for all students; bars to the left of the line show scores below the national average, and bars to the right of the line show scores above the national average.



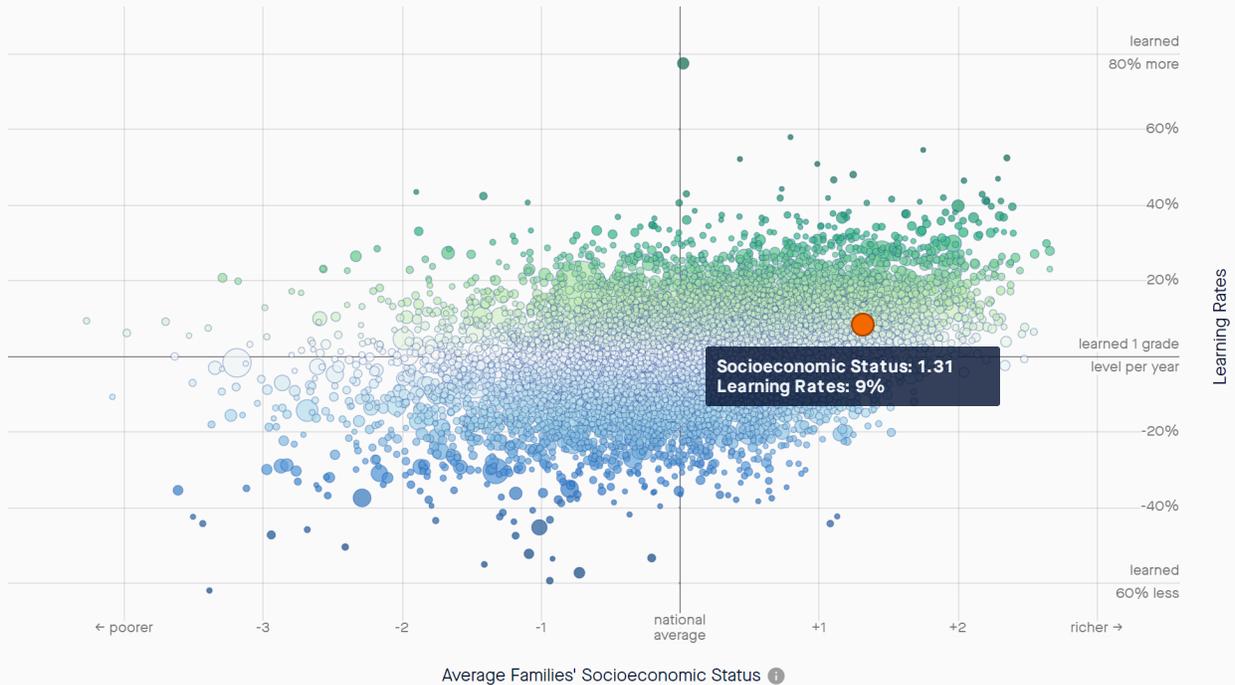
Gaps

The bars in this section show differences in Average Test Scores between demographic groups in Evanston CCSD 65, Illinois. The middle line in each bar indicates no gap. Bars to the right of the line indicate that the scores of the first group listed are higher than those of the second group; bars to the left indicate the opposite.



Average Students' Learning Rates vs. Socioeconomic Status

Circles represent school districts, sized relative to the number of students.



Learning Rates Evanston CCSD 65, Illinois

Evanston CCSD 65, Illinois provides roughly average educational opportunities while children are in school. Students learn 9% more each grade than the U.S. average. Socioeconomic status is above the national average. Learning rates are 0.01% lower than those of districts with similar socioeconomic status.

Learning rates measure how much students' scores improve each year while they are in school. This is a better way to assess what children learn in schools than average test scores, which are heavily influenced by factors outside of school. To understand the distinction, think of a hospital: We wouldn't assess a hospital based on the health of its patients; rather, we'd judge it on how much the health of patients improves as a result of their time in the hospital. Similarly, we shouldn't evaluate a school based on the average scores of its students, but rather by how much their test scores improve while in school.



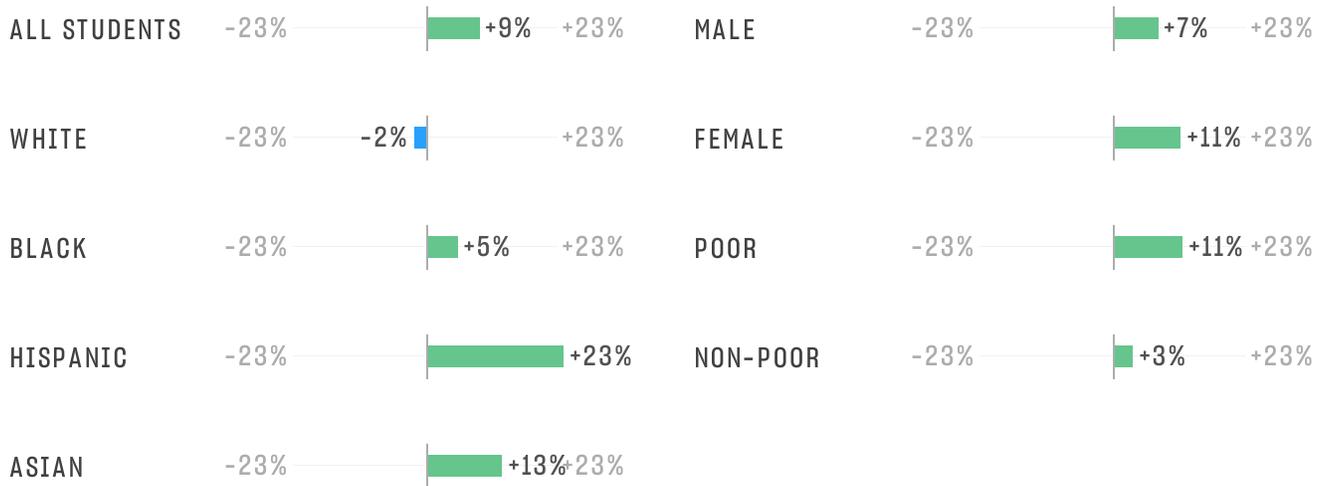


Learning Rates Bar Charts

Evanston CCSD 65, Illinois

By Demographic Group

The bars in this section show Learning Rates for various demographic groups. The middle line in each bar represents the national average for all students; bars to the left of the line show scores below the national average, and bars to the right of the line show scores above the national average.



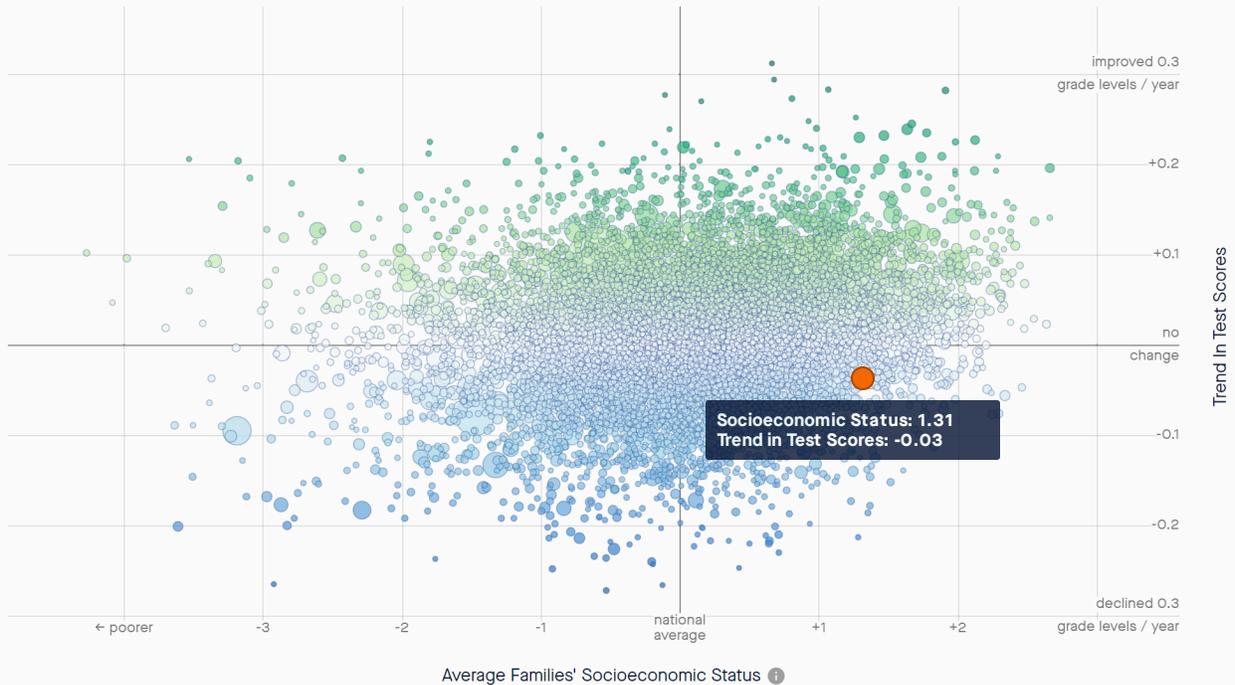
Gaps

The bars in the **Gaps** section show differences in Learning Rates between demographic groups. The middle line in each bar indicates no gap. Bars to the right of the line indicate that the scores of the first group listed are higher than those of the second group; bars to the left indicate the opposite.



Average Students' Trend In Test Scores vs. Socioeconomic Status

Circles represent school districts, sized relative to the number of students.



Trend in Test Scores Evanston CCSD 65, Illinois

Evanston CCSD 65, Illinois shows declining educational opportunity. Test scores decreased an average of 0.03 grade levels each year from 2009-2018. Socioeconomic status is above the national average. Average scores have decreased by 0.07 grade levels less than those of districts with similar socioeconomic status.

Average student test scores are influenced by home environments, early childhood experiences, community resources, and schools. The trend (or change) in average student test scores from one year to the next indicates whether educational opportunities are improving or declining in a community. Where the trend is positive, students' opportunities to learn are improving. Opportunities may improve over time because of changes in school quality or because of changes in family resources, home environments, early childhood experiences, and/or community resources.



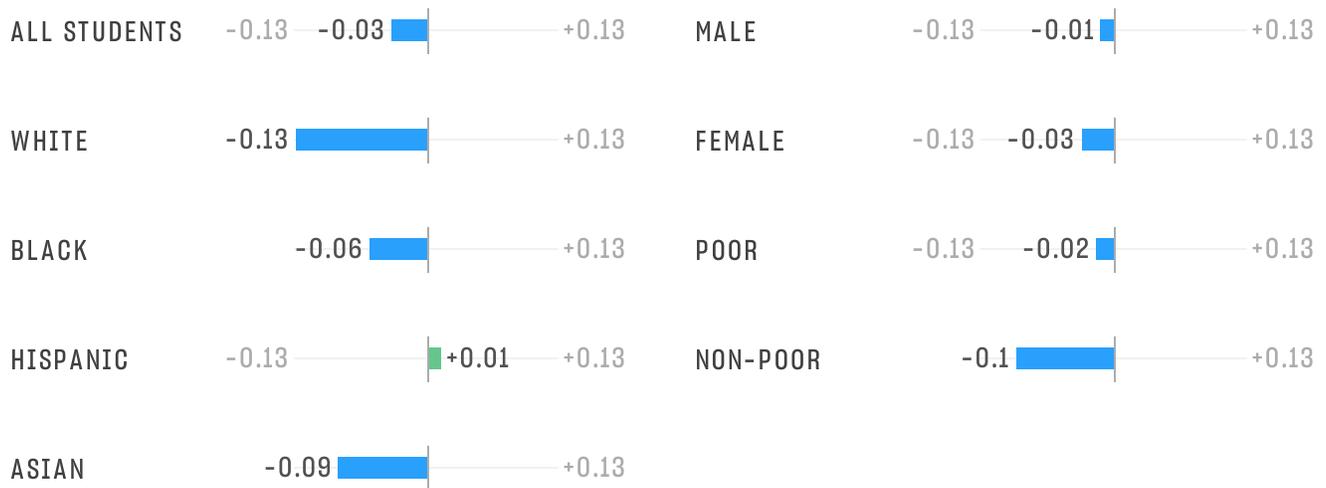


Trend in Test Scores Bar Charts

Evanston CCSD 65, Illinois

By Demographic Group

The bars in this section show Trends in Test Scores for various demographic groups. The middle line in each bar represents the national average for all students; bars to the left of the line show scores below the national average, and bars to the right of the line show scores above the national average.



Gaps

The bars in this section show differences in Test Score Trends between demographic groups. The middle line in each bar indicates no gap. Bars to the right of the line indicate that the scores of the first group listed are higher than those of the second group; bars to the left indicate the opposite.





Learn more

View more information about Evanston CCSD 65 and see how it compares to the rest of the country.

[GO TO THE SITE](#)

