

Illinois Report Card SY23: Finance

Committee of the Whole

2023-2024 School Year

April 23, 2024





SY24 Committee of the Whole Meetings: Overview and Outlook

September 26, 2023

D97 Committee of the Whole Meeting

The new **Committee of the Whole** meetings are intended to provide a space for exploratory & equity-forward learning between the board and district staff



Board
questions
that seek to
understand
staff work

Alignment between
board policy and
staff practice

Board
questions to
inform
monitoring of
equity policy
and resource
allocation



SY24

Committee of the Whole Meetings

- Agendas posted according to Open Meetings Act
- **Design Thinking:**
Unpacking Key Transformation Concepts
- **School Improvement Logic Models:**
What Are Oak Park D97 Teams Learning?
- **Now/Next Systems Change:**
Progress Updates
- **State of the District:**
Data Reports & Reflection

State of the District:
*Illinois Report Card/Publicly Available
Data & Reflection*

Teacher and
Administrator
Data

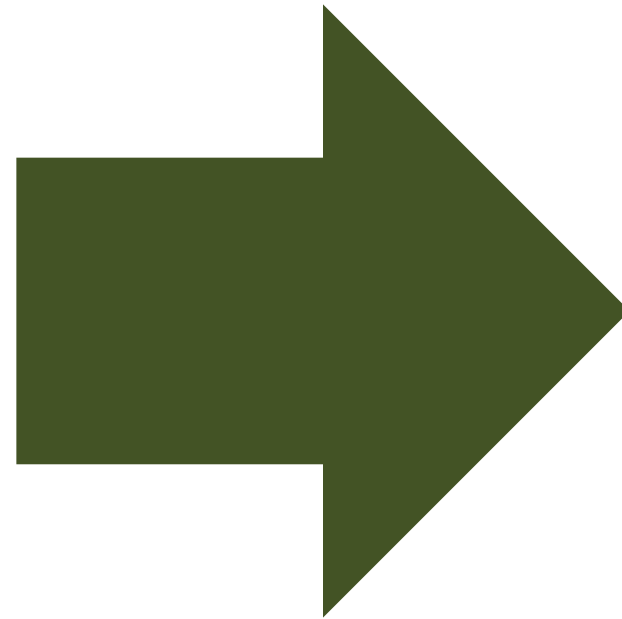
Student
Data

District
Environment
Data

SY24 State of the District: Data Reports & Reflection Series

What is?

How do we compare?



What should be?

What is demonstrably possible?



Tonight's Presenter

April 23, 2024

Anna Colaner, PhD

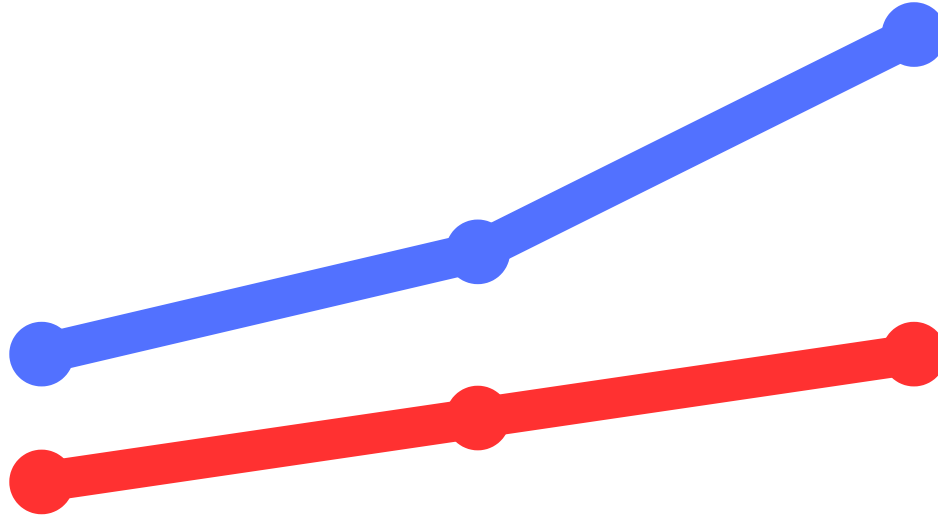
Senior Director of Data Analytics and
Research

What's the Big Idea?

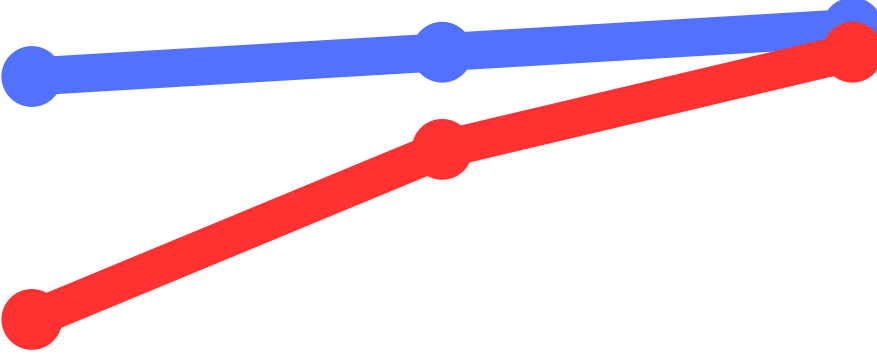
Assessing progress on Policy 7:12/Equity Policy

All 3 below scenarios could result in overall district average increases;
our equity policy requires that we disaggregate data in order to understand how we get to excellence with equity

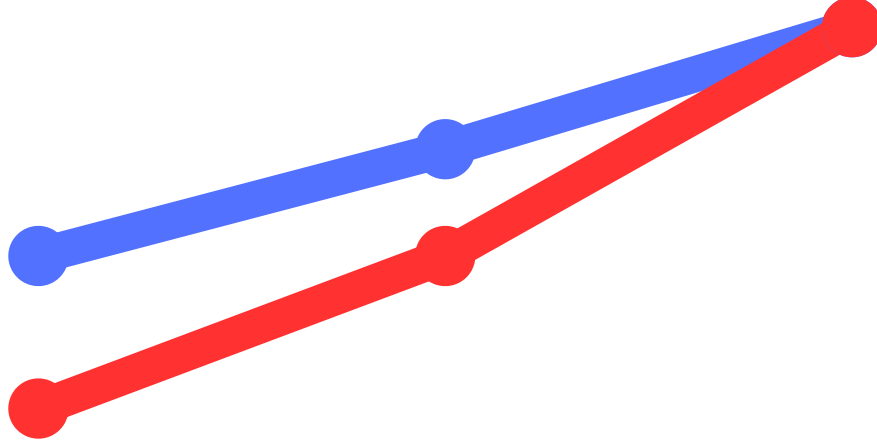
**Excellence
without Equity**



**Equity
without Excellence**



**Excellence
with Equity**



Presentation Title	Equity Policy Area	Illinois Report Card Metrics	Summary Statement
Standards-based Learning: Proficiency versus Growth (November 2023)	Equitable Access Racial Equity Analysis	IAR Proficiency Rates, Growth, and Achievement Gap	Excellence without Equity
Student Experience and Attendance (December 2023)	Equitable Access Welcoming School Environments Racial Equity Analysis	5 Essentials - Supportive Environments Attendance	[School Specific] Excellence without Equity (Attendance)
Student Discipline (January 2024 [Meeting Cancelled])	Eliminating Discipline Disproportionality Racial Equity Analysis	Discipline - Suspensions	Excellence with Equity (ISS) Excellence without Equity (OSS by Gender) Equity without Excellence (OSS by Race)
Workforce (February 2024)	Workforce Equity	Teacher, Administrator Demographics Teacher Retention	Excellence without Equity
Finance (April 2024)	Equity Leadership and Infrastructure	District, School Finances	N/A

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Standards-based Learning

How do we compare to other districts?

Consider supports to help families understand the IAR information sent home

Consider conducting research on Black student success to inform our work to develop the right environments

Student Experience and Attendance

How do we compare to other districts?

Disaggregate 5Es data by race/ethnicity for each Supportive Environments measure~

What is acceptable level/reasons for absence?

Student Discipline

In calculating disparities, how do we account for differences in enrollment levels by demographic group?

How can we ensure decisions to use out-of-school suspensions are applied similarly across demographic groups?

What work have we done to decrease discipline issues? What does restorative practice, culturally relevant/responsive teaching look like in action? Do we know how it is affecting students?

Workforce

How do we compare to other districts?

Are recent (upward) trends in reflecting a COVID effect?

Are small n sizes skewing the visualizations?

What internal data do we have on reasons for teacher departures? What recruitment and retention strategies should we consider?

Finance

Are we comparing ourselves to the right districts?

How does our spending compare on administrators? When we look at more granular budget areas and total spending amounts?

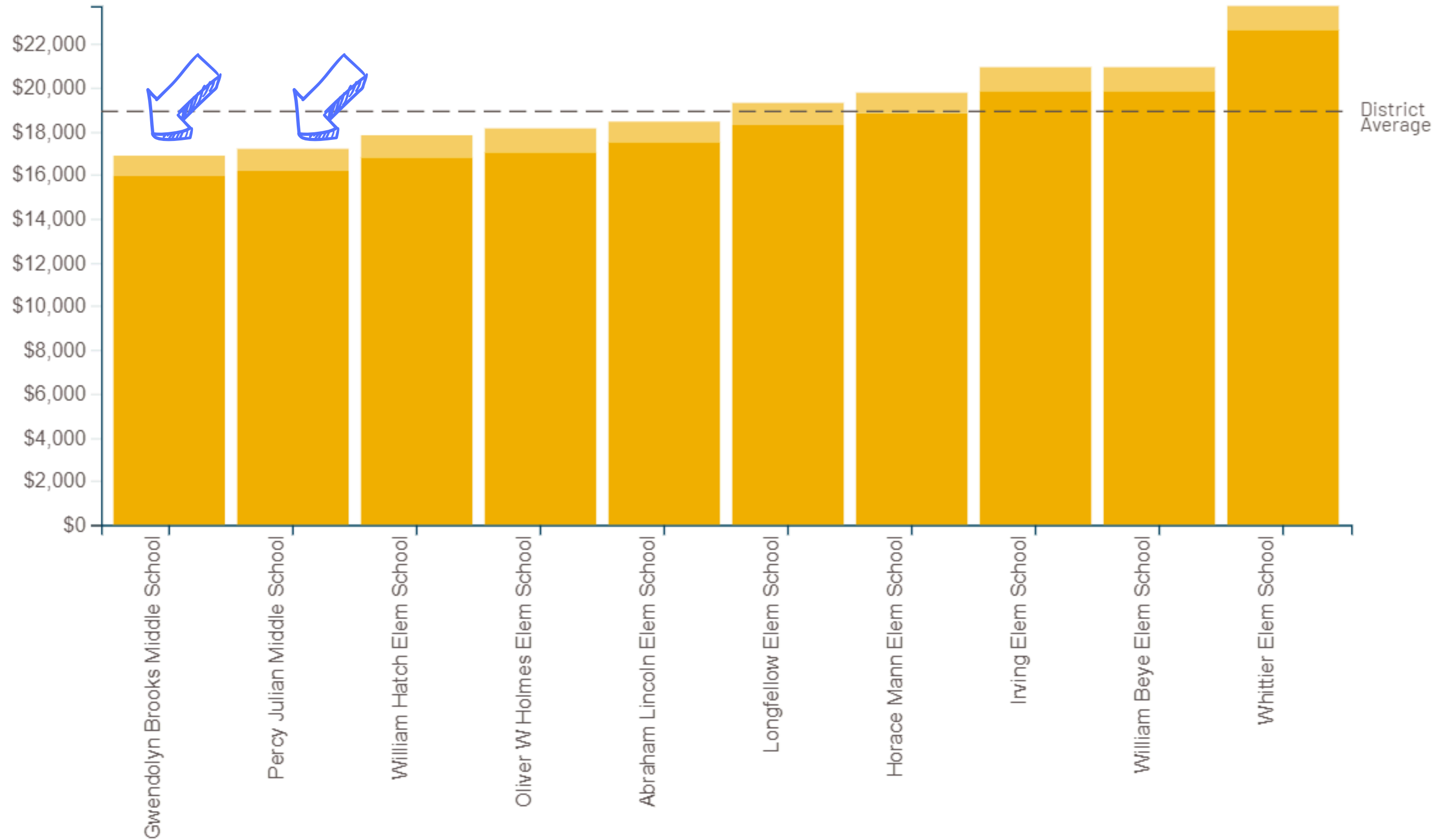
What accounts for the variation in spending at our middle schools?

Consider how to use resources to ensure sense of belonging among MS students

**What accounts for the lower
spending at our middle schools?**

SELECT: Overall Source of Funds Expenditure Type School Type

Show school names



D97 spends more per student in elementary schools than in our middle schools

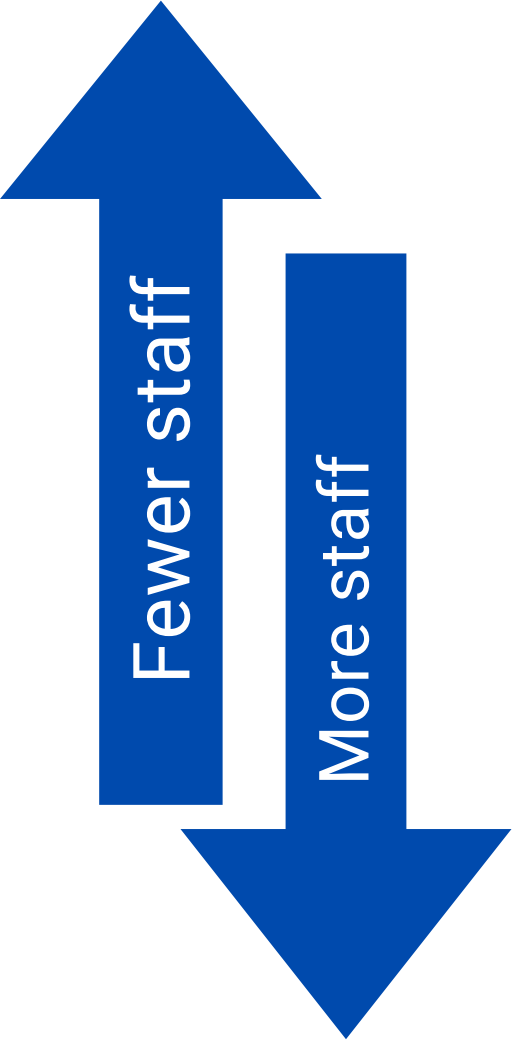
Questions Emerging from Hypotheses

Are there fewer classroom teachers per student in our middle schools?

Are teacher salaries lower in middle schools?

Are there fewer admin per student in our middle schools?

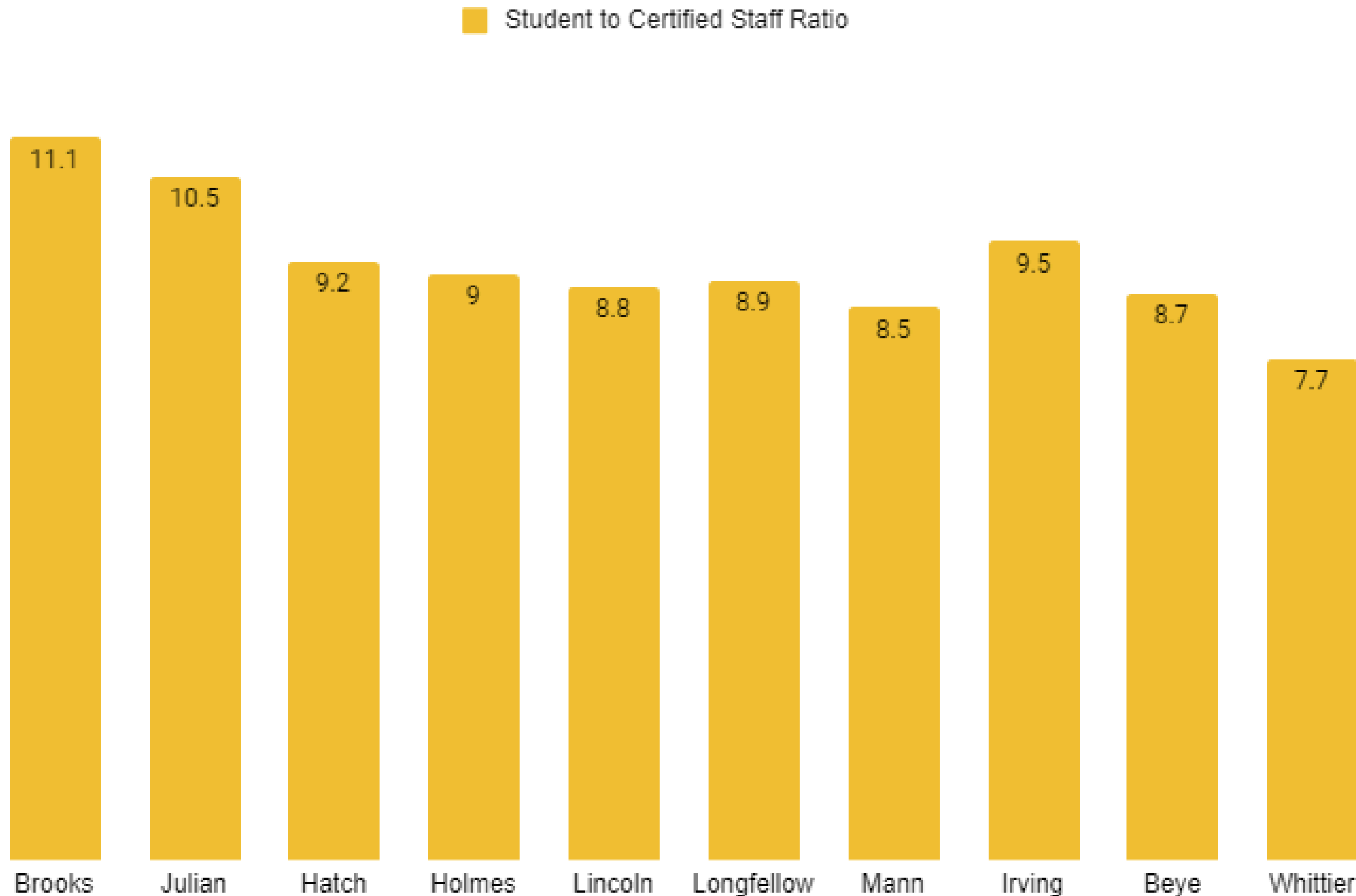
Are there fewer certified staff overall per student in our middle schools?



Fewer staff

More staff

What accounts for the lower spending at our middle schools?



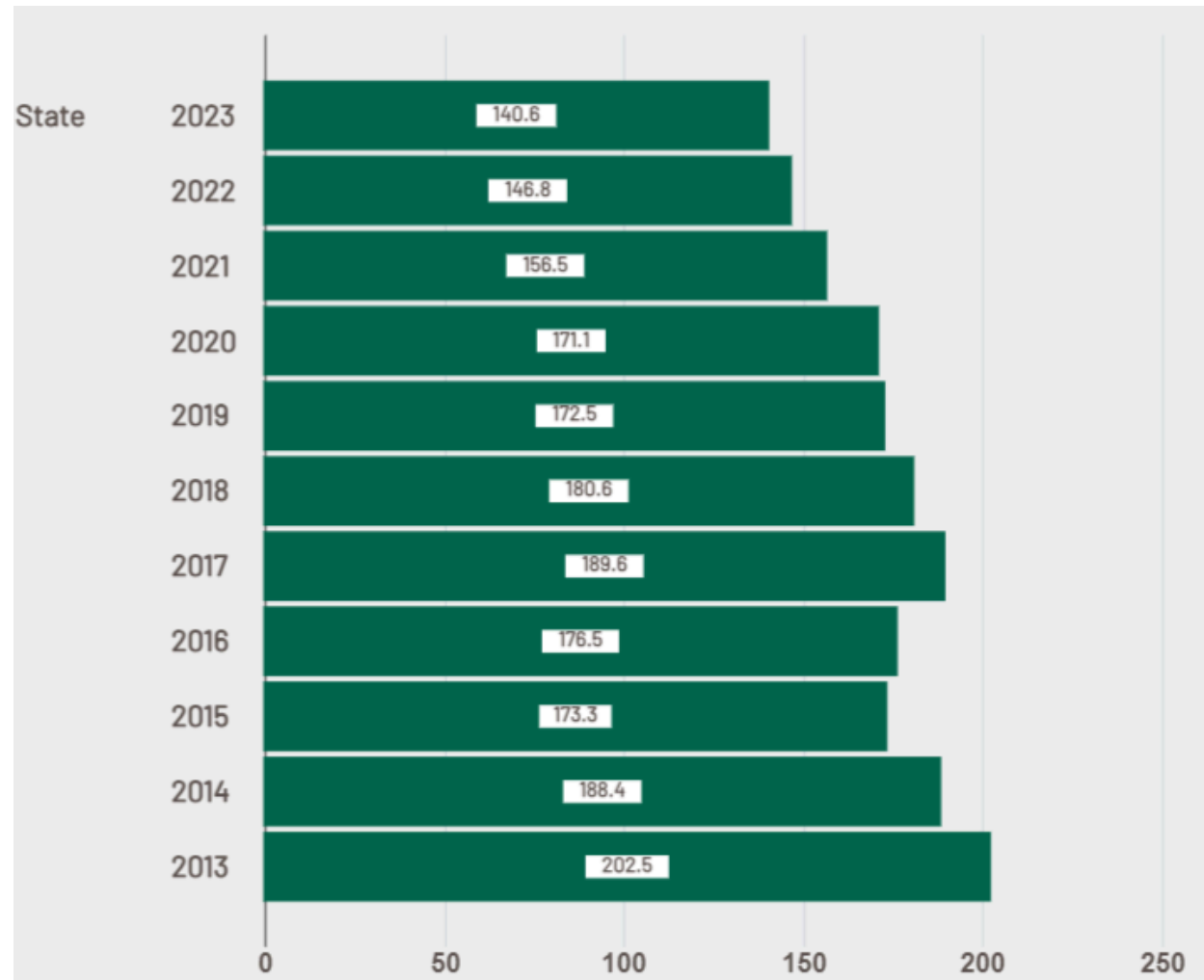
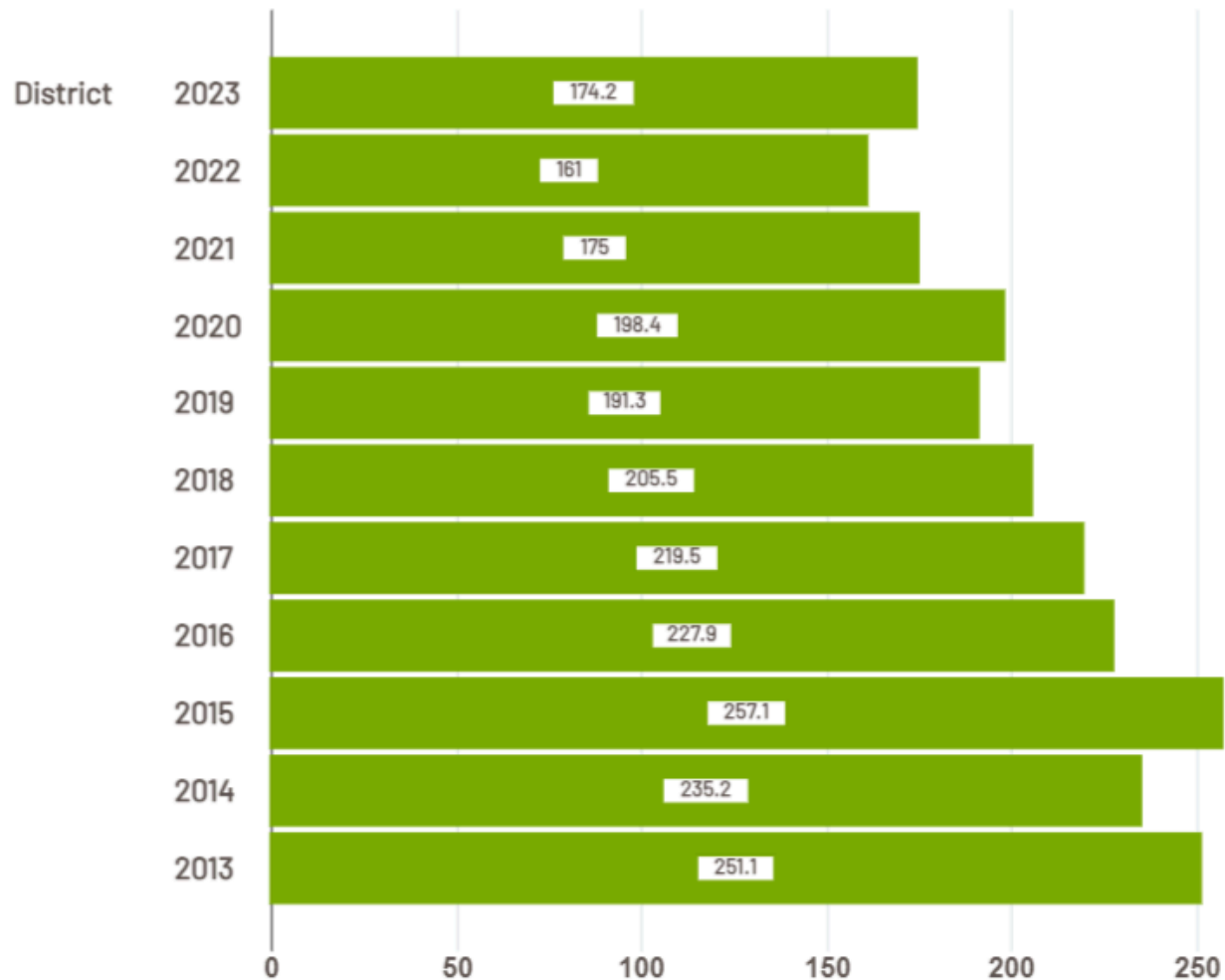
Student: certified staff ratios follow a similar pattern as school-level expenditures; the **variation in spending may be related to having fewer certified staff per student** at our middle schools compared to elementary schools

Note: *Certified staff includes all certified teachers and administrators

**How does our spending* compare
when we look at administrators?**

Student per Admin Ratio





Student per Admin Ratio



D97 has had fewer admin per student compared to the state average over the last 10 years.

**How do we compare to other
districts?**

**Are we comparing ourselves to the
right districts?**

4:34 Financial Transparency

The District shall, on no less than an annual basis, prepare and communicate a plain language overview of the District's financial position and demonstrate how school funding aligns with the District's Mission and Vision Statements. The basic elements of the overview will include, but is not necessarily limited to:

1. an executive summary, including a financial calendar;
2. a discussion on how funding and expenditures align with the District's Mission and Vision Statements;
3. a discussion regarding performance to budget, including material variances;
4. a discussion on current and anticipatory debt;
5. a discussion on fund balance projections, including the likelihood, if any, when a referendum might be required;
6. a discussion of relevant comparative measures between the District and like districts;
7. an easy to navigate area dedicated to the financial transparency documents and containing all official public financial documents; and
8. any other relevant issues to be disclosed. The communication will be made using any combination of communication means and methods to ensure high visibility to the families, residents, and stakeholders of the District.



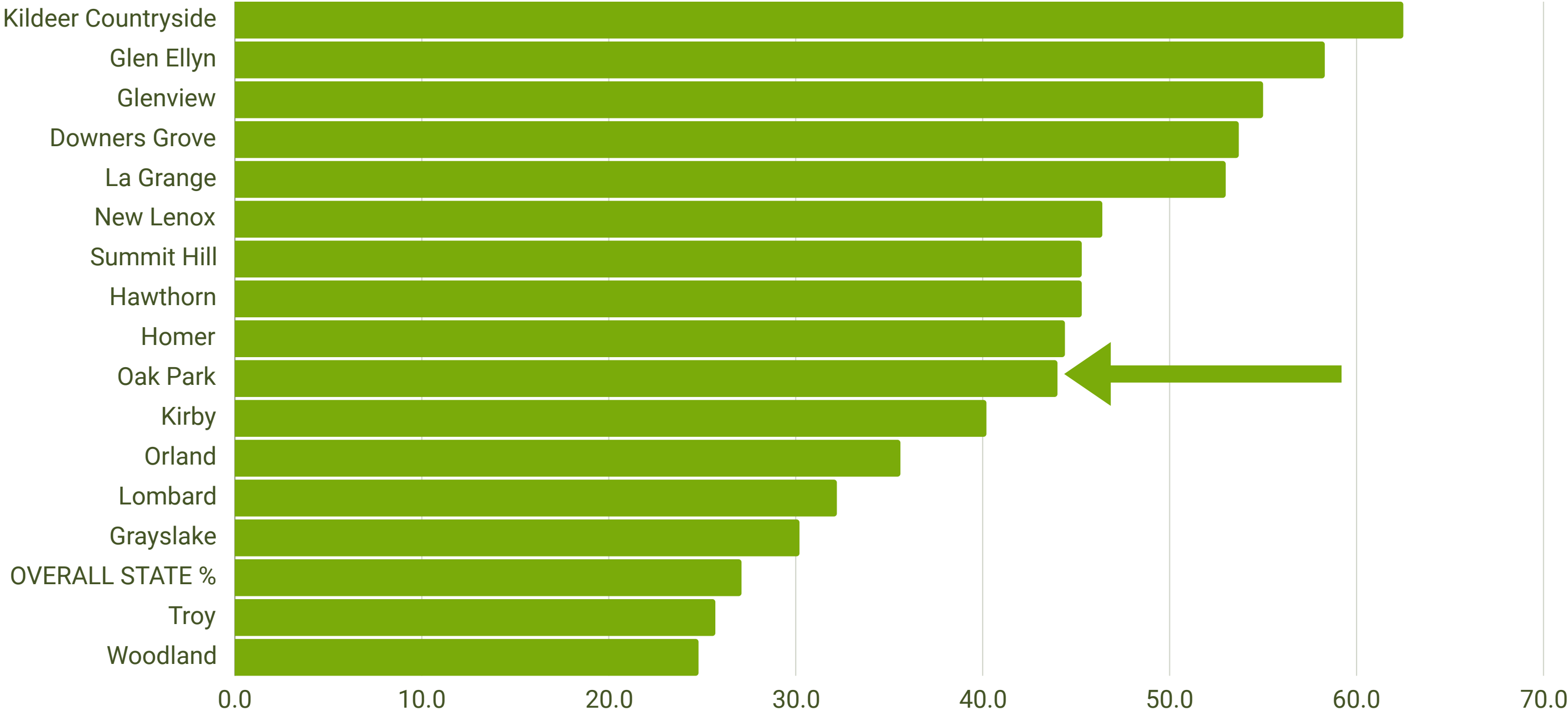
Setting Targets

Peer Districts

*How do we compare to other
districts “like” us?*

How Does D97 Compare to Other Districts on SY23 IAR Math Scores?

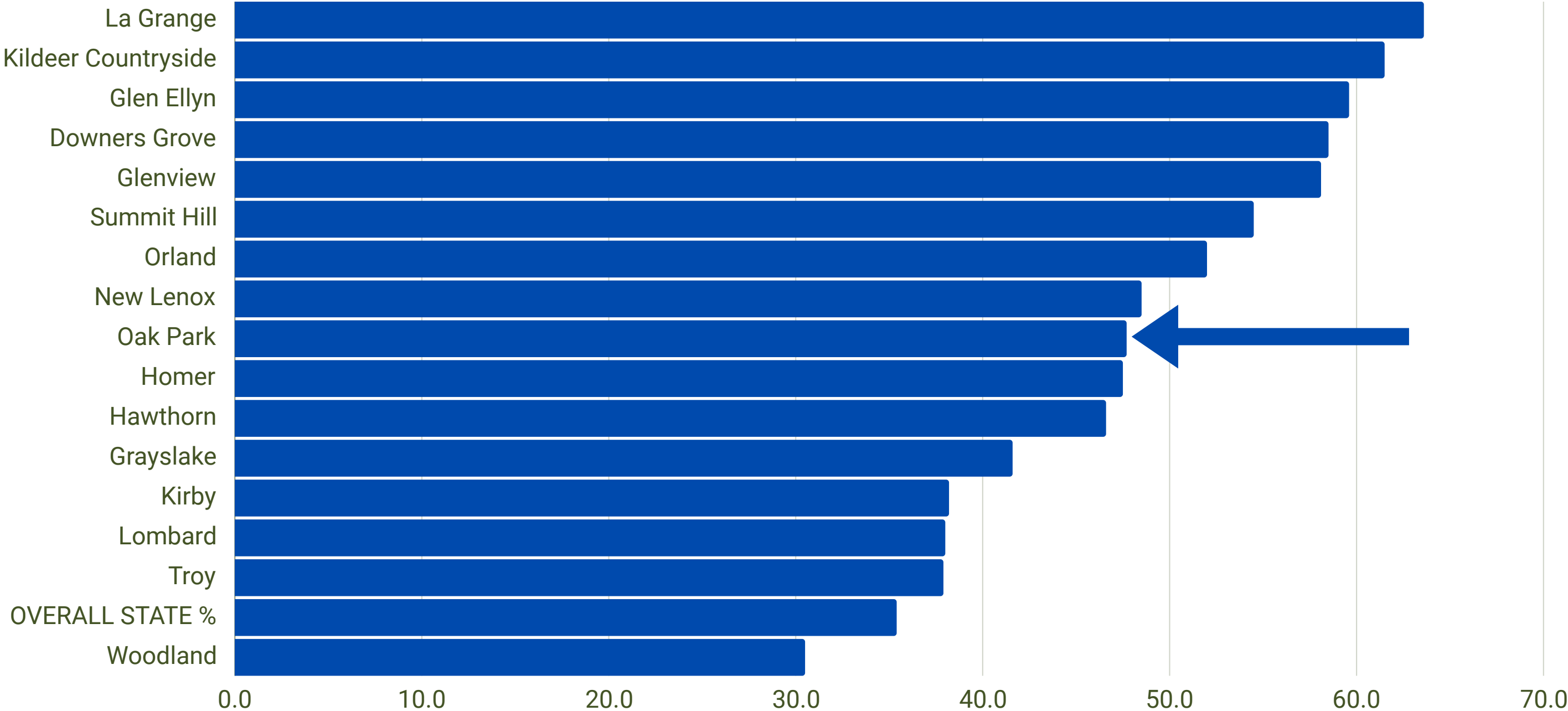
% Students Proficient



Comparison against FORC Peer Districts as of SY23

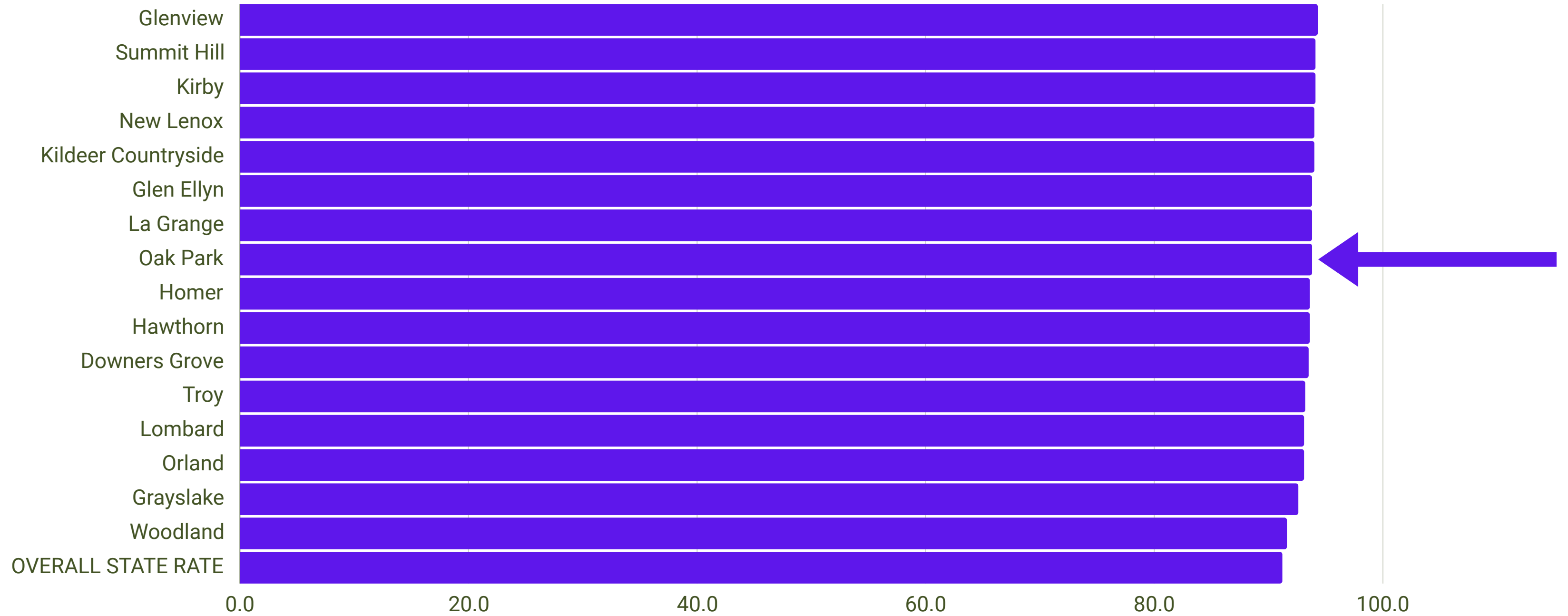
How Does D97 Compare to Other Districts on SY23 IAR Reading Scores?

% Students Proficient



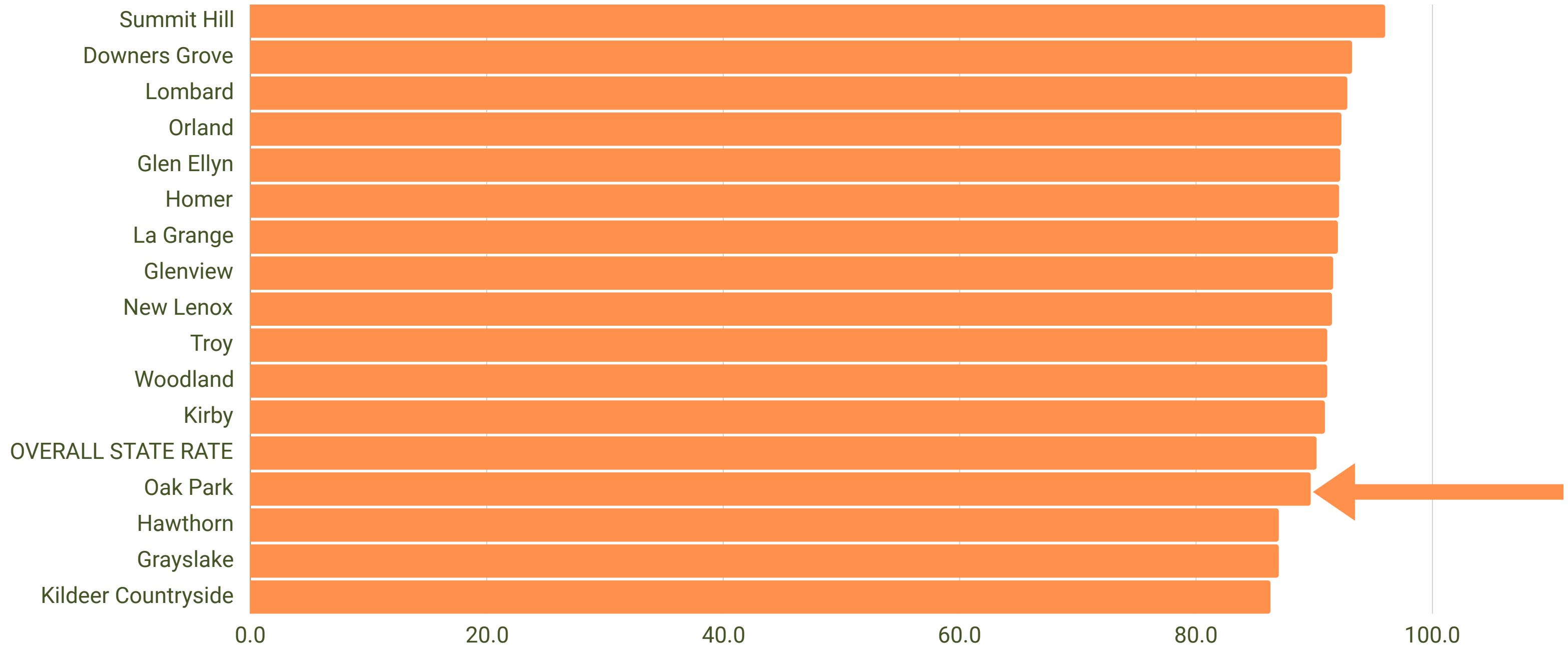
Comparison against FORC Peer Districts as of SY23

How Does D97 Compare to Other Districts on Student Attendance Rates?



Comparison against FORC Peer Districts as of SY23

How Does D97 Teacher Retention Rates Compare to Other Districts?



Comparison against FORC Peer Districts as of SY23



Setting Targets

Peer Districts

How do we compare to other districts "like" us?

Benchmark Districts

What is demonstrably possible?

Results Comparison - District

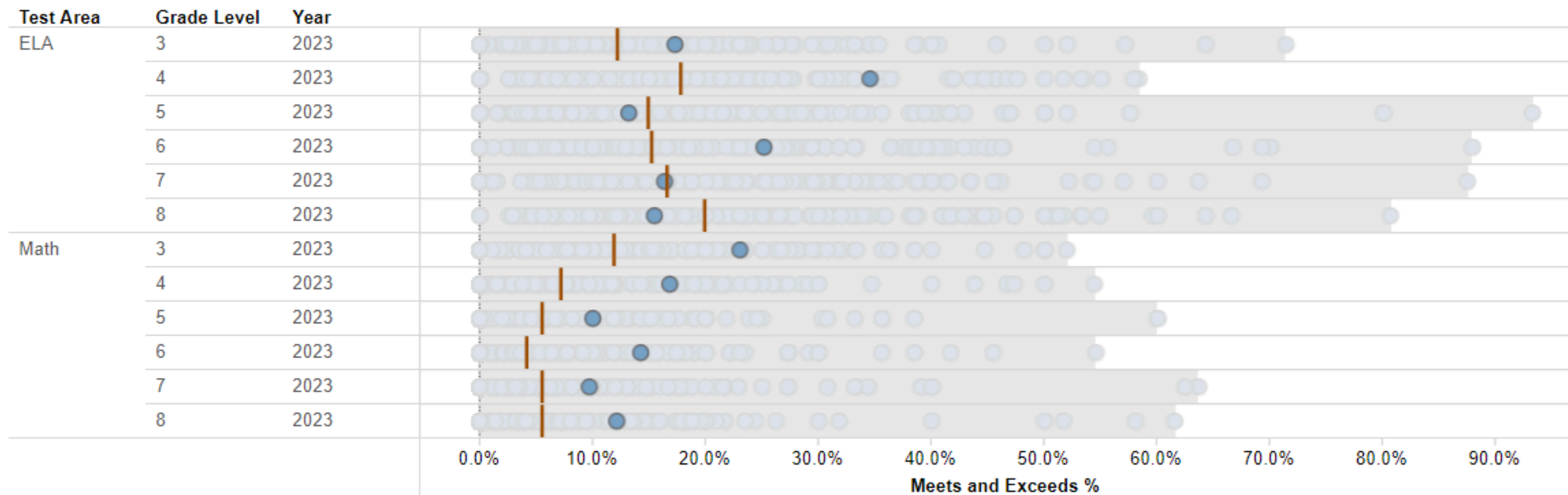
Test Name: IAR

Test Area(s): All

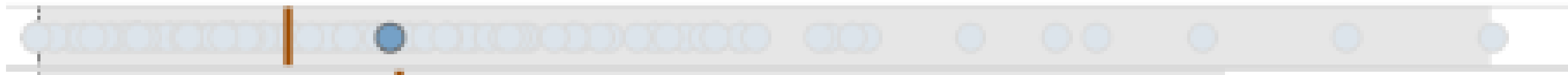
Breakdown Category and Type: Race/Ethnicity, BLACK

Note: In 2019 IAR replaced PARCC.

Source: ISBE - Illinois State Report Card



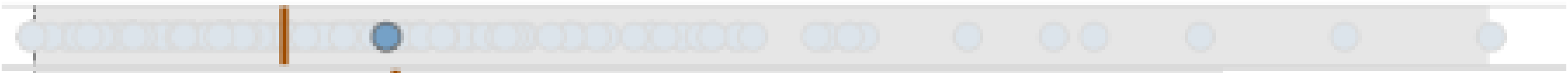
% Black Students Proficient on IAR,
Statewide



D97 levels

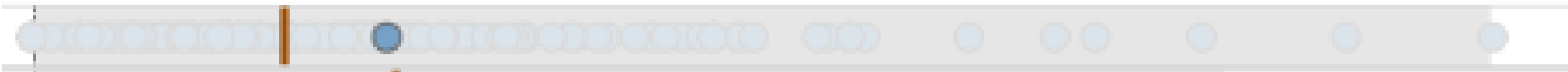


D97 levels



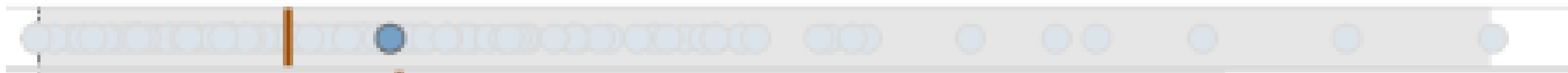
D97 levels

Other Districts' Levels



D97 levels

Other Districts' Levels



Median



Range

Results Comparison - District

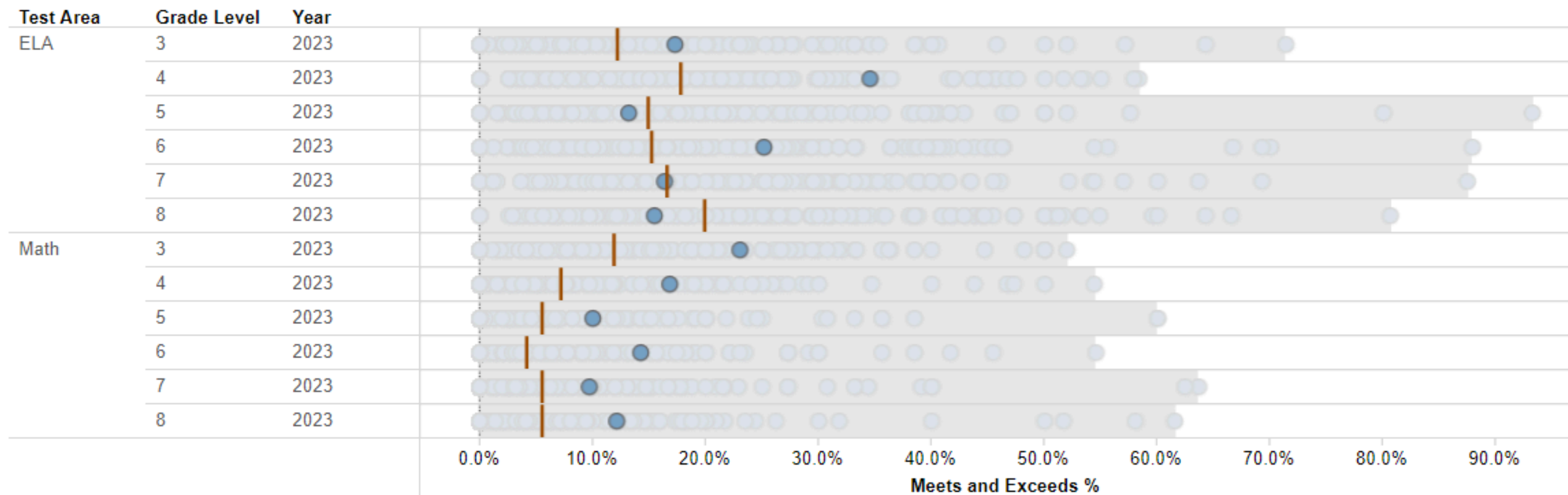
Test Name: IAR

Test Area(s): All

Breakdown Category and Type: Race/Ethnicity, BLACK

Note: In 2019 IAR replaced PARCC.

Source: ISBE - Illinois State Report Card



% Black Students Proficient on IAR,
Statewide

Results Comparison - District

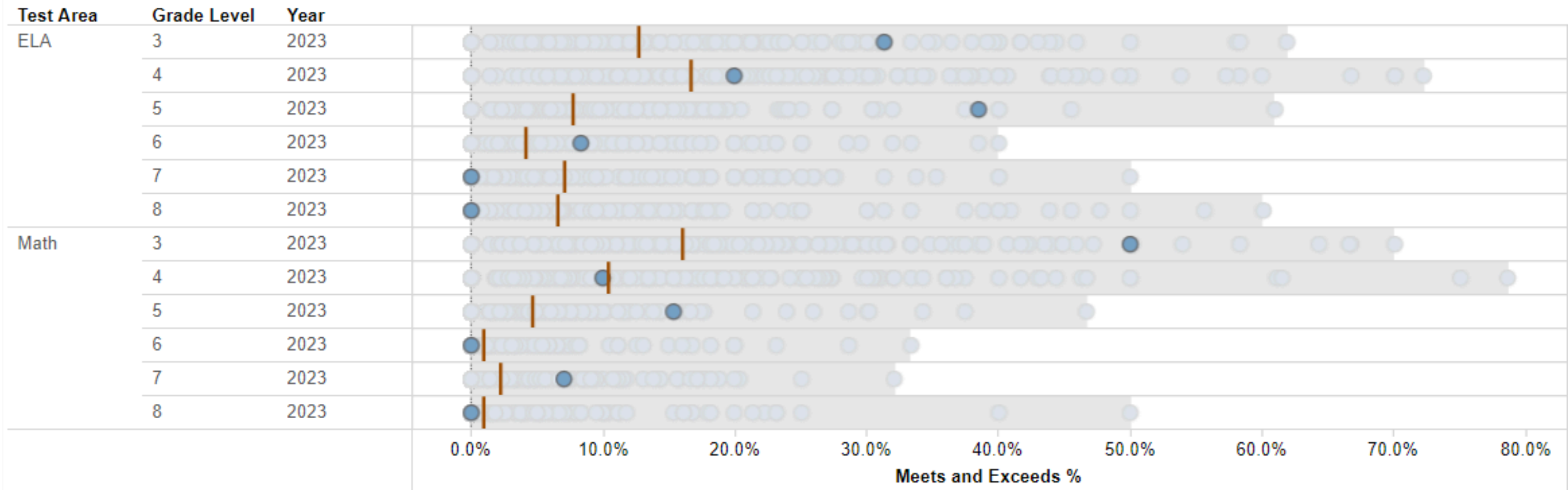
Test Name: IAR

Test Area(s): All

Breakdown Category and Type: LEP Status, LEP

Note: In 2019 IAR replaced PARCC.

Source: ISBE - Illinois State Report Card



% Multilingual Students Proficient on IAR,
Statewide

Results Comparison - District

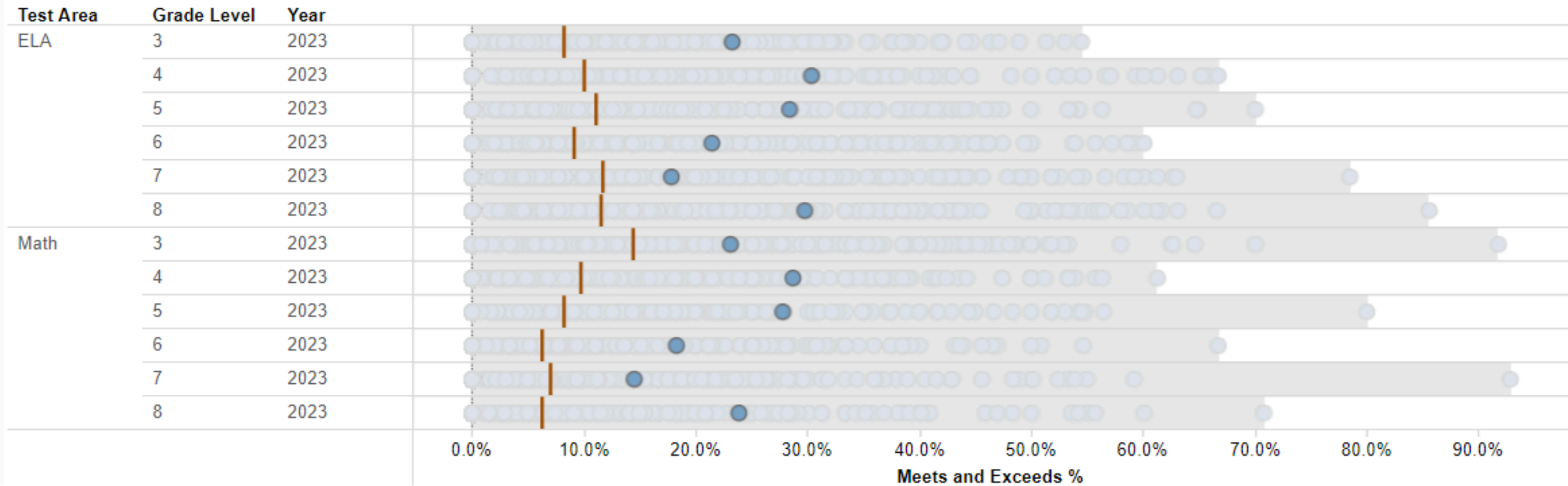
Test Name: IAR

Test Area(s): All

Breakdown Category and Type: Disability Status, Children with Disabilities

Note: In 2019 IAR replaced PARCC.

Source: ISBE - Illinois State Report Card



% Students with Disabilities Proficient on IAR,
Statewide

And there could be another many data slides after this one...

Board
questions
that seek to
understand
staff work

Alignment between
board policy and
staff practice

Board
questions to
inform
monitoring of
equity policy
and resource
allocation

As you consider the data shared during this series and the Board's charge to set the vision, mission and success metrics, what do we need to keep in mind as we plan forward, especially as it relates to what we want to know about how we are transforming the district for equity?

Your paragraph text

