Proposed Project Sequence to Performance Goal Evaluation

Prepared for Oak Park Elementary School District 97

October 2020

HANOVER RESEARCH
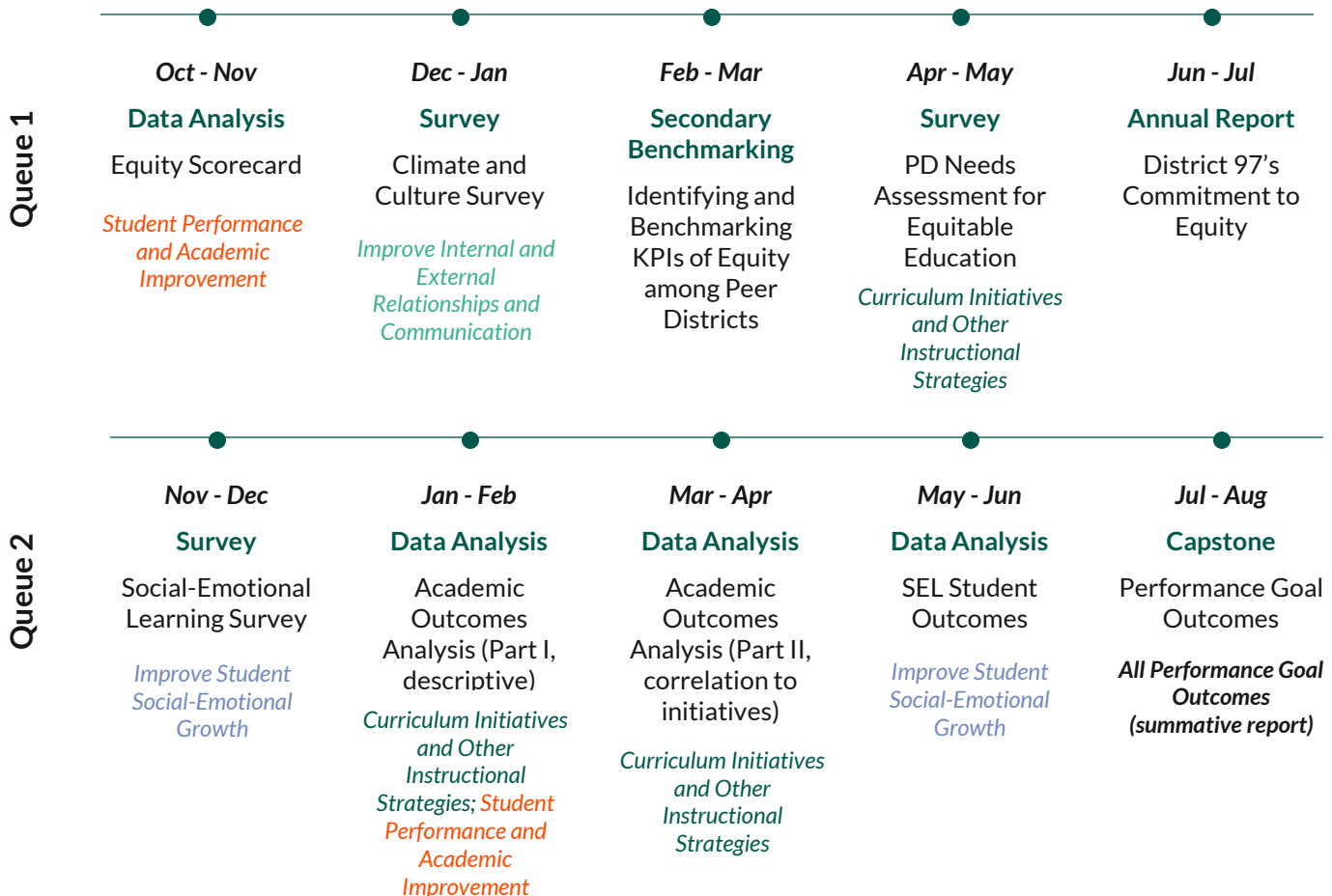
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INTRODUCTION

Oak Park Elementary School District 97 (District 97) has developed a series of four Performance Goals for the Superintendent as a component of an annual report process that aligns with the district's Equity Policy and District Vision. As such, District 97 has established the following four areas as Performance Goals that require a comprehensive evaluation to ensure measurable progress toward each key area, as noted below:

Student Performance and Academic Improvement	**Improve Student Social Emotional Growth**
Curriculum Initiatives and Other Instructional Strategies	**Improve Internal and External Relationships and Communication**

To support a methodologically sound approach to a comprehensive evaluation of the Performance Goals, Hanover has developed the following document to outline a mixed-methods research approach to support a thorough assessment of each. In order to address each of the Performance Goals comprehensively, Hanover recommends the following series of research projects, each of which align with at least one of the four Performance Goals. The following timeline visual outlines the alignment of the two proposed workstreams (i.e., queues) to support each Performance Goal. *Queue 1* represents the previously planned project work that Hanover is currently conducting to support District 97's Equity Focus Areas; most projects in this queue address some components of the Performance Goals by way of overlap. *Queue 2* represents the additional capacity of project work that Hanover recommends to District 97 to support a comprehensive assessment of all Performance Goals in addition to those addressed in Queue 1. The project work in both queues can be conducted simultaneously (i.e., two projects at a time).

Queue 1

Oct - Nov	*Dec - Jan*	*Feb - Mar*	*Apr - May*	*Jun - Jul*
Data Analysis	**Survey**	**Secondary Benchmarking**	**Survey**	**Annual Report**
Equity Scorecard	Climate and Culture Survey	Identifying and Benchmarking KPIs of Equity among Peer Districts	PD Needs Assessment for Equitable Education	District 97's Commitment to Equity
Student Performance and Academic Improvement	*Improve Internal and External Relationships and Communication*		*Curriculum Initiatives and Other Instructional Strategies*	

Queue 2

Nov - Dec	*Jan - Feb*	*Mar - Apr*	*May - Jun*	*Jul - Aug*
Survey	**Data Analysis**	**Data Analysis**	**Data Analysis**	**Capstone**
Social-Emotional Learning Survey	Academic Outcomes Analysis (Part I, descriptive)	Academic Outcomes Analysis (Part II, correlation to initiatives)	SEL Student Outcomes	Performance Goal Outcomes
Improve Student Social-Emotional Growth	*Curriculum Initiatives and Other Instructional Strategies; Student Performance and Academic Improvement*	*Curriculum Initiatives and Other Instructional Strategies*	*Improve Student Social-Emotional Growth*	***All Performance Goal Outcomes (summative report)***

DESCRIPTIONS OF PROPOSED PROJECTS IN QUEUE 2

Social-Emotional Learning Survey

Hanover first recommends conducting a Social-Emotional Learning (SEL) Survey to examine the perceptions of students, families, and staff regarding social-emotional competencies and development across District 97. Specifically, the survey will solicit the perceptions of students in Grades 3+ of their own social-emotional development and well-being across the core SEL competencies identified by CASEL (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making) and as identified by Hanover upon thorough investigation of the recent K-12 literature (Growth Mindset, Civic Mindset, Emotional Well-Being, and Social Support). In addition to soliciting perceptions of students, the survey will also target families and staff to identify their familiarity with the SEL competencies, SEL priority areas for District 97 to consider, instructional confidence in SEL, and overall SEL outcomes. Namely, the survey instrument will address the following areas for each target survey population.

AREA	DESCRIPTION	TARGET POPULATION
CORE SEL COMPETENCIES IDENTIFIED BY CASEL		
Self-Awareness	Measures the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.	Students
Self-Management	Measures the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations.	Students
Social Awareness	Measures the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.	Students
Relationship Skills	Measures the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.	Students
Responsible Decision-Making	Measures the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.	Students
EMOTIONAL AND RELATIONAL COMPETENCIES IDENTIFIED BY HANOVER RESEARCH		
Growth Mindset	Measures the extent to which students believe that most basic abilities can be developed through dedication and hard work.	Students
Civic Mindset	Measure the extent to which students are willing to engage in community life and believe that their action will make a difference in the community.	Students
Emotional Well-Being	Measure the extent to which students may be prone to negative emotions such as stress, anxiety, and depression.	Students
Social Support	Measure the extent to which students believe their school, family, and peers support their social emotional development.	Students
STAFF AND PARENT CONSTRUCTS: SEL FAMILIARITY, PRIORITIES, CONFIDENCE, AND OUTCOMES		
Familiarity with SEL Competencies	Measures the extent to which parents and staff are familiar with the SEL competencies outlined in this survey instrument.	Parents, Staff
SEL Priorities	Measures the extent to which parents and school staff prioritize SEL competencies.	Parents, School Staff
SEL Instructional Confidence	Measures the extent to which instructional staff are confident in their ability to incorporate instructional activities that help student develop various SEL competencies.	Instructional Staff
SEL Outcomes	Measures the extent to which parents and staff believe that schools (or the district) have positive or negatively impacted various aspects of school culture and instruction.	Parents, Staff

Research Questions

This survey will address the following research questions:

- For which SEL competencies are students doing well or struggling?
- How familiar and confident are educators with core SEL competencies?
- To what extent has the school/district effectively addressed and supported SEL competencies?
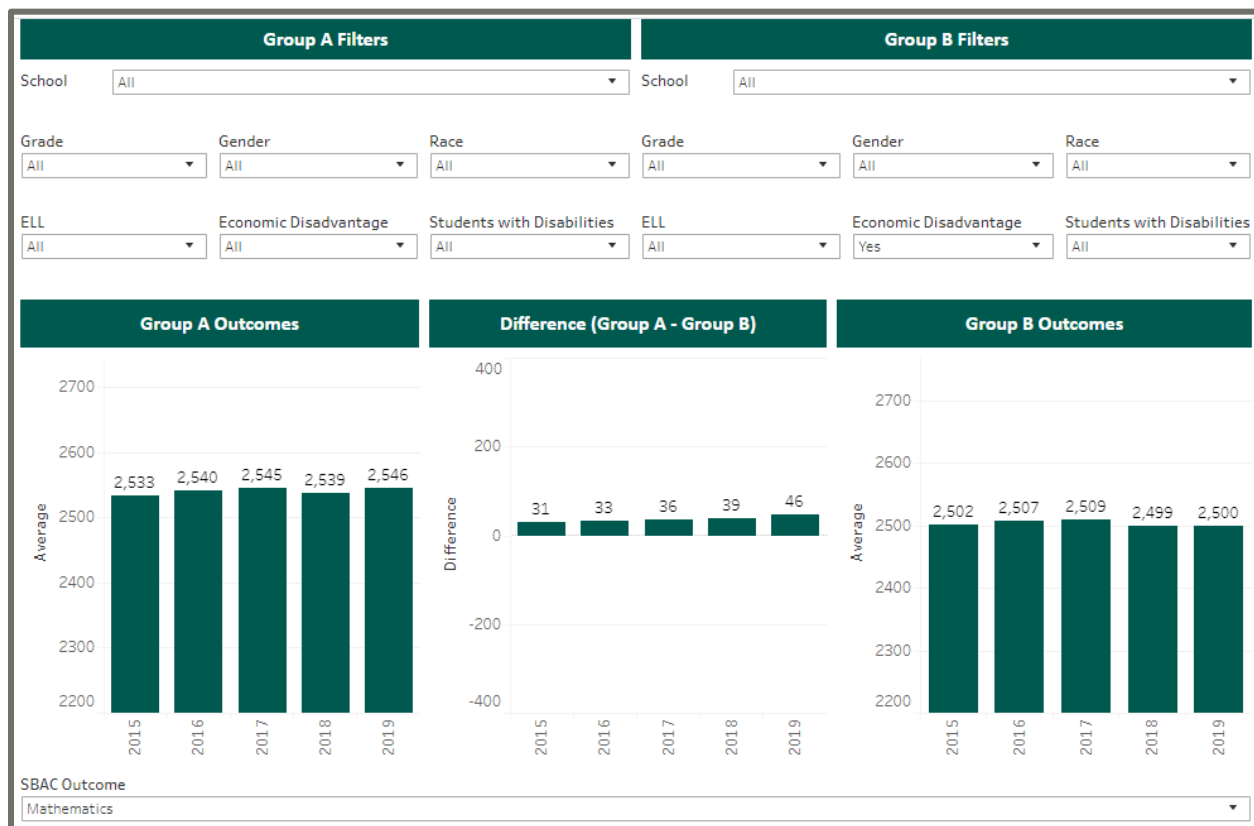
Methodological Approach

Hanover will design, administer, and analyze a survey that will be administered to staff, parents, and students in Grades 3+. The SEL survey analysis will include a data supplement and a visual presentation with the following components:

- The data supplement will include results by stakeholder group for each survey question.
- The report will include an Executive Summary that illuminates key trends organized by the constructs. Hanover will explain the research findings and emphasize meaningful and significant findings.
- The report will include mean values for each construct.
- Hanover can include one to two additional group comparisons in the data supplement, such as school-level or by-school results.

Academic Outcomes Analysis (Part I)

Hanover then recommends conducting a quantitative analysis to assess the academic outcomes of all students throughout the district. This analysis, presented in an interactive dashboard with an accompanying Executive Summary, will allow for the comparison of outcomes across various student groups (e.g., English learners, students receiving special education support, students of various races/ethnicities). Hanover recommends reviewing historical academic outcome data at the student level across all school sites going back five academic years to present trend data. This analysis will review academic outcome data at the student level, which may consist of state standardized assessment data, benchmark assessment data, end-of-term course grades, course enrollment, and specific student group data (e.g., ACCESS). This analysis, presented as an interactive Tableau dashboard, will segment results by student demographics (e.g., race/ethnicity, disability status, gifted/talented status, economically disadvantaged status, English learner status, etc.) and will demonstrate descriptive trends. Similarly, this dashboard will allow the end user to compare the difference in outcomes between student groups through a comparative display as demonstrated in the sample below.

Dashboard

Group A Filters			Group B Filters		
School	All ▼		**School**	All ▼	
Grade	**Gender**	**Race**	**Grade**	**Gender**	**Race**
All ▼	All ▼	All ▼	All ▼	All ▼	All ▼
ELL	**Economic Disadvantage**	**Students with Disabilities**	**ELL**	**Economic Disadvantage**	**Students with Disabilities**
All ▼	All ▼	All ▼	All ▼	Yes ▼	All ▼

Group A Outcomes — Average: 2015: 2,533; 2016: 2,540; 2017: 2,545; 2018: 2,539; 2019: 2,546

Difference (Group A - Group B) — 2015: 31; 2016: 33; 2017: 36; 2018: 39; 2019: 46

Group B Outcomes — Average: 2015: 2,502; 2016: 2,507; 2017: 2,509; 2018: 2,499; 2019: 2,500

SBAC Outcome: Mathematics ▼

In addition to this data dashboard, Hanover will also conduct a comparative analysis of academic outcomes of students in District 97 in relation to students at peer districts. This comparative portion of the analysis will specifically examine standardized test scores (e.g., ISAT and MAP) at District 97 and at least five other peer districts in Illinois.

To proceed with this analysis, Hanover will provide District 97 with a detailed data request of the required files, variables, and years. Hanover will also request a list of approximately five peer districts against which to compare outcomes. Alternatively, Hanover can develop a set of five Illinois peer districts using the Peer Generator and by accounting for similarity in enrollment size, percentage of minority students, percentage of English Learners, percentage of students in special education, percentage of children in poverty, and median household income.

Research Questions

Hanover will use the following research questions to guide this study:

- What are trends in student academic outcomes across the district?
- Across which assessments, outcomes, or content areas do students demonstrate strength over time? Areas for further growth?
- How do student outcomes on standardized tests compare to District 97's statewide peer districts?

Academic Outcomes Analysis (Part II)

While the Academic Outcomes Analysis (Part I) will provide a descriptive overview of historical academic trends across District 97, Part II of the analysis will provide a correlational analysis of academic outcomes to initiatives that the district has implemented. Specifically, this quantitative data analysis will account for the various curricula, programs, and initiatives that District 97 has implemented over the last five years and determine the correlation of these initiatives to outcomes, based on implementation year.

Hanover recommends highlighting initiatives, programs, and/or curricula that have been implemented in the 2017-18 school year and prior to support a correlational analysis as outcomes typically require at least three years of consistent implementation to yield a measurable outcome or effect represented in student data. As such, Hanover will request a timeline-style list of initiatives, programs, and/or curricula that District 97 would like to measure or include in this analysis.

This analysis will present the correlation of program/curricula/initiative implementation and respective outcome. However, a correlation does not necessary imply causation. As such, Hanover recommends that District 97 also considers assessing the effectiveness of these various components through other research methodologies (e.g., survey, qualitative) to contextualize quantitative results.

Hanover will present the final analysis in a descriptive narrative report that discusses the correlation of program/curricula/initiatives of focus with student outcomes. Parts I and II of the Academic Outcomes Analysis will include a series of recommendations for District 97 to consider moving forward in continuing to support academic achievement across the district.

Research Questions

Hanover will use the following research questions to guide this study:
- To what extent do various programs/curricula/initiatives correlate with positive student outcomes across District 97?
- Which programs/curricula/initiatives require further investigation to examine effectiveness? (i.e., which indicate little or no correlation?)

SEL Student Outcomes Analysis

Hanover recommends concluding the research projects with an SEL Student Outcomes Analysis to assess overall outcomes of students across District 97 schools and to examine the effectiveness of SEL programming across school sites. This quantitative analysis will specifically assess academic outcomes, behavioral outcomes, and construct scores from the SEL Survey that can be associated with SEL programming and will identify impact that SEL programming may have on these outcomes over time.

Based on these various student-level data points and survey results by school site, Hanover will evaluate SEL program effectiveness. In order to determine program impact, Hanover will request a list of SEL-focused programs/curricula/initiatives that have been implemented across the district's sites over the past five-to-seven years to conduct a similar correlative analysis to the Academic Outcomes Analysis (Part II). Namely, Hanover will assess the extent of changes in SEL-related outcomes and perceptions across different student populations, cohorts, and clusters by program participation and school site.

Research Questions

Hanover will use the following research questions to guide this study, although the research questions and scope of this project will be adjusted based on data availability and District 97's needs:
- What are the current trends in students' academic outcomes, behavioral outcomes, and SEL-related perceptions across constructs?
- What, if any, impact is current SEL programming having on these outcomes and perceptions?
  - To what extent are changes occurring across different student populations?
  - To what extent are changes occurring across different clusters or cohorts?
- What are the differences in students' outcomes and perceptions in SEL and non-SEL schools? Alternatively, what are differences in students' outcomes and perceptions in schools before and after SEL program implementation?

Capstone: Performance Goal Outcomes

Upon completion of all research projects, Hanover will synthesize the results of each study in a comprehensive capstone-style report. Hanover will design the report to summarize the results of the research studies organized by Performance Goal. Under each section, Hanover will highlight the key findings of the relative Performance Goal, discuss areas of strength, areas for improvement, and will provide recommendations for next steps on a plan forward. To effectively summarize all Performance Goals in a capstone report, Hanover may request additional information or data from District 97 to ensure all areas are thoroughly addressed.

Research Questions

Hanover will use the following research questions to support the development of this capstone:

- Based on the findings of the research projects, what are outcomes across each of the Performance Goals historically and for this current school year?

- In which areas does the district excel? In which areas are there areas for growth?

- What recommendations should the Superintendent and District 97 consider for further growth?

DESCRIPTIONS OF RELEVANT QUEUE 1 PROJECTS THAT ADDRESS PERFORMANCE GOALS

Equity Scorecard

There are two main types of disparities that districts commonly ask Hanover to explore: (i) gaps in student outcomes, which reflect the existing differences in performance across subgroups, and (ii) inequities in access to programs, which reflect differences in the opportunity and use of resources that aim to reduce gaps in student outcomes or to enrich students' learning experience. To provide a complete data-driven equity analysis, Hanover recommends a broad analysis of student outcomes. However, we can modify the scope of work to a subset of these analyses to fit the districts' needs.

Research Questions

Hanover's data analyses will address the following research questions:

- Where do disparities in student academic and behavioral outcomes exist in the district?
- Where do disparities in student participation in state assessments and enrollment in programs exist in the district?
- Have these disparities diminished over time? At which schools, in which grades, and among which student subgroups is there less disparity in recent years? Where is there more disparity?

Student Outcomes and Segmentations

When looking at the data on student outcomes, we need metrics and raw data that are complete and accurate from the district to disaggregate effectively and determine existing inequities. Potential quantitative data metrics that could be included in an equity analysis are:

- Academic achievement (e.g., state standardized and/or benchmark test scores in language arts and math);
- Enrollment in the Gifted/Talented program;
- Attendance rates and chronic absenteeism; and
- Suspension and expulsion rates.

The segmentations of interest describe English Learner (EL) status, free/reduced-price lunch (FRL) eligibility, minority status, and disability status. Hanover will provide visualizations that supports analysis by these student characteristics. If the district provides Hanover with additional data on student demographics and classification, then we can include them upon request.

Hanover's equity audit focuses on binary outcomes that describe whether or not a student achieved the outcome, which allows the comparison of a standardized outcome (i.e., representation index – to be discussed below) across student subgroups.

Representation Index

Throughout the analyses, Hanover will provide comparisons of student outcomes across subgroups but also the representation index[i] for the outcome in each subgroup. The representation index for the outcome of interest of a target subgroup is the ratio of [the proportion of students in the target subgroup that has the outcome] to [the proportion of students in the target subgroup out of all students].

Representation Index=Proportion of students in subgroup that has the outcome/Proportion of students in subgroup out of all students:

$$\text{Representation Index} = \frac{\text{Proportion of students in subgroup that has the outcome}}{\text{Proportion of students in subgroup out of all students}}$$

When the index has a value of 1, we say that the target subgroup is proportionately represented among students who have the outcome. When the index has a value greater than 1, the subgroup is more represented. When the index has a value less than 1, the subgroup is less represented.

To calculate the representation index of a continuous student outcome, Hanover will need to convert it to a binary outcome. For example, a continuous state assessment scale score could be converted to a binary outcome of whether the student's scale score reached the "Proficient" level or higher on the assessment.

The advantage of the representation index is that it standardizes the measurement of student achievement relative to subgroup population. The drawback is that it is sensitive to small differences when subgroup size is small. Thus, Hanover recommends interpretation of the representation index with caution for small subgroups of students.

Equity Scorecard and Data Dashboard

Hanover's analysis will be delivered as a Tableau dashboard, which provides a set of interactive visualizations for the district to compare student performance and access outcomes across subgroups. An example using hypothetical data illustrates the potential look of this product.

The "Equity Scorecard" will summarize the representation index for each of the student performance and access metrics and segmented by student subgroups. The user will be able to view all indices for each student subgroup at a selected school and grade or in the district overall. The scorecard dashboard will allow the district to quickly assess where it is doing well in supporting equitable outcomes across subgroups and where areas of improvement remain.

The "Equity Data Dashboard" will allow the district to dive deeper into the data by breaking down comparisons across subgroups for each year of available data. Should the data allow, the more detailed visuals here will include average student outcomes (e.g., proportion of students that received a suspension) that correspond to each representation index.

Climate and Culture Survey

In Fall 2020, Hanover recommends proceeding with a districtwide survey to solicit the perceptions of District 97 students (Grades 4 and older), staff, families, and community members on overall culture and climate of the district and of their respective school sites, if applicable. Specifically, this survey will aim to understand how these four stakeholder groups perceive the school/building environment, the academic environment, the social environment, and overall stakeholder inclusiveness. This survey can also be translated into other languages to support District 97 in soliciting perceptions across non-native English speakers.[1] Hanover can present the results of this survey in a dashboard with an accompanying data supplement to view and filter

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[1] Hanover's current climate survey is available in English, Spanish, Vietnamese, and Russian. For any additional language translations, Hanover may hire a professional translation company at cost to District 97. Alternatively, the district may use its own internal translation services for additional languages or additional custom survey questions.

results by group, school, and demographic characteristic to identify overall perceptions and differences in perceptions based on respondent segment, as demonstrated through the sample below.

Hanover will use the following research questions to guide this study:
- What are stakeholders' perceptions of the current school climate in the district?
- How do stakeholders' perceptions of the school climate differ across stakeholder groups? Across various demographic groups?
- Among the four key constructs, for which constructs is District 97 performing well? Conversely, what are areas for improvement?

Note

Hanover recommends that District 97 administers this survey year-over-year to monitor changes or progress in results annually. Hanover can update the results in the dashboard each year to allow for longitudinal comparison.

PD Needs Assessment for Equitable Education

Following the quantitative and survey analyses of equity-related strengths and development areas across District 97, Hanover will conduct a Professional Development (PD) Needs Assessment survey of staff throughout the district to gather their perceptions of the district's current professional development practices and identify additional needs and resources to support their equity-focused practices. Hanover will use both strengths and development areas identified by the previous quantitative and survey studies to inform the core constructs of this PD Needs Assessment. This survey will identify their overall perceptions of equity throughout the district, to what extent they feel equipped to progress toward District 97's Commitment to Equity, and the areas in which they feel they have enough the resources and training to support students' needs and to promote equitable practices.

Hanover will use the following research questions to guide this study:

- What are staff's perceptions of District 97's current professional development related to equity?
- What types of professional development do staff need to support students' needs and promote equity?
- What are the additional resources desired by staff to better equip them in their work around equity?
- What are staff's preferences for professional development delivery?

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness

OUR SOLUTIONS

ACADEMIC SOLUTIONS

- **College & Career Readiness:**
  Support on-time student graduation and prepare all students for post-secondary education and careers.

- **Program Evaluation:**
  Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.

- **Safe & Supportive Environments:**
  Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
  Expand and strengthen family and community relationships and identify community partnerships that support student success.

- **Talent Recruitment, Retention & Development:**
  Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.

- **Operations Improvement:**
  Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION
Build a high-performing administration that is the first choice for students, parents, and staff.

OUR BENEFITS

EXPERT
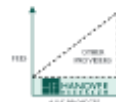200+ analysts with multiple methodology research expertise

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