SCOPE OF WORK: ACADEMIC OUTCOMES ANALYSIS

Background

Oak Park Elementary School District 97 (District 97) has prioritized its commitment to Equity, which the district formally implemented at the onset of the 2019-20 school year. Through this Commitment to Equity, District 97 has specifically detailed a set of priority areas to guide its progress, consisting of: Equitable Access; Eliminating Discipline Disproportionality; Workforce Equity; Welcome School Environments; Racial Equity; Stakeholder and Community Engagement; Professional Development; and Recognizing and Valuing Diversity. To support this effort, District 97 has partnered with Hanover Research (Hanover) to conduct a mixed-methods research approach toward identifying areas of strength and areas of focus regarding equity as it relates to a variety of district practices and priorities. Additionally, District 97 has emphasized its commitment to a structured and methodologically sound approach to program evaluation throughout the district.

As such, Hanover first recommends conducting a quantitative analysis to assess the academic outcomes of all students throughout the district. This Academic Outcomes Analysis aims to first identify the historical trends in student academic outcomes over the past five years and through the academic year with the most recently available data in an interactive dashboard that allows District 97 to view outcomes comparatively by school site, grade or grade band, demographic characteristic, and to the extent of available data, participation in programs of the greatest interest for District 97 to review. The results of this analysis will support District 97 in identifying disproportionalities in academic outcomes that have demonstrated persisting trends. Similarly, this analysis also aims to support the district in determining any impacts that specific program participation has had on various student groups by a review of their academic outcomes.

Research Questions

- What are trends in student academic outcomes across the district?

- What differences, if any, exist among student academic outcomes across various student groups?

Methodology

Hanover will conduct a descriptive, comparative analysis of academic outcomes across various student groups over the last five years. Hanover will present the results of this analysis in an interactive dashboard with an accompanying narrative analysis that presents key findings of the quantitative analysis as well as a set of recommended next steps for District 97 to consider. Specifically, Hanover will review historical academic outcome data at the student level, consisting of state standardized assessment data, benchmark assessment data, end-of-term grades, course enrollment, and specific student group data (e.g., ACCESS). This analysis, presented in 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 with a focus on differences in outcomes among groups.

Note: To support District 97 in conducting effective program evaluations districtwide, this dashboard can also capture a program-specific component of academic outcome measurement by incorporating specific program participation as an additional filter. This dashboard can support District 97 in measuring the impact of specific programs on various student groups and among program participants versus non-participants. Hanover can include this either immediately into the dashboard or Hanover can update the dashboard at a

later date to incorporate this programmatic element following any necessary internal determinations District 97 may need to consider in prioritizing programs of focus.

The following sample demonstrates the deliverable style that District 97 can anticipate receiving in a dashboard format:
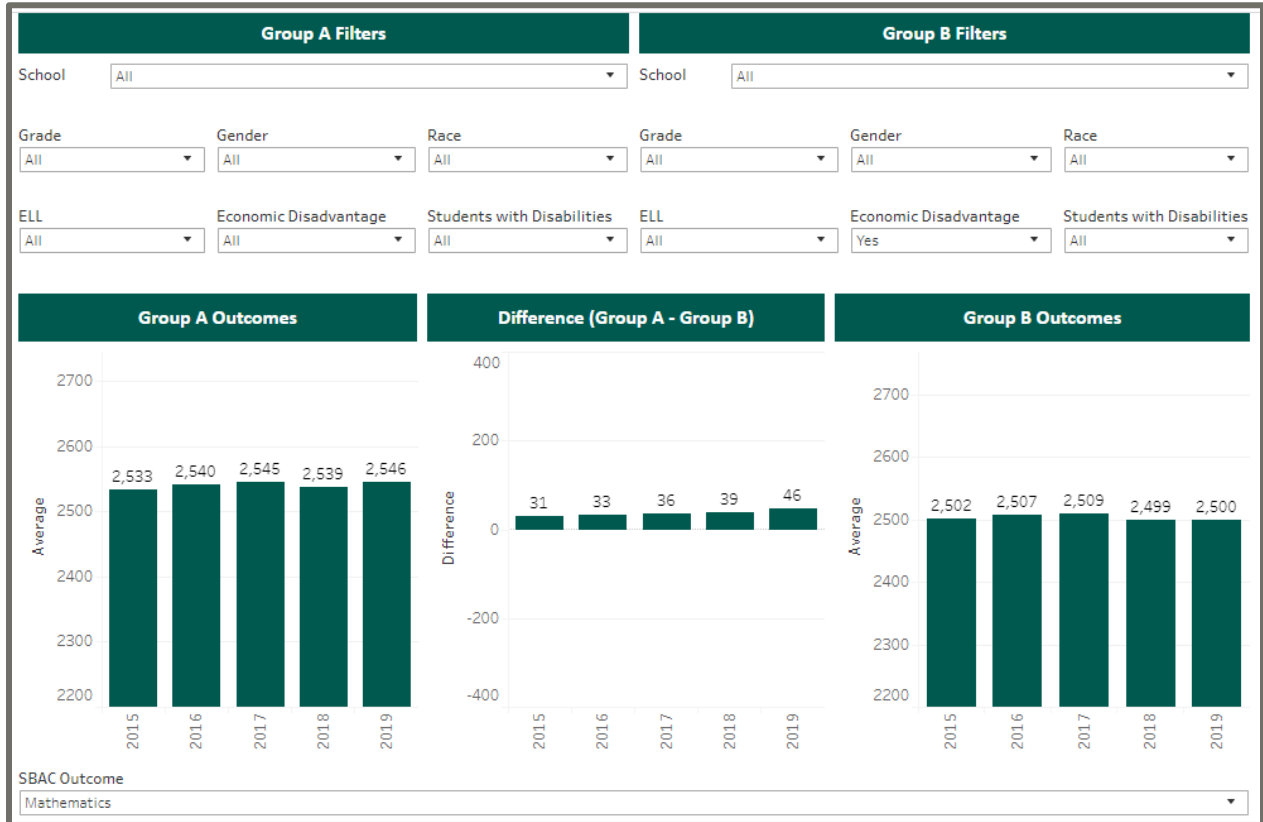
Timeline and Deliverable

Hanover will deliver the finalized dashboard through the Hanover Digital Portal within eight weeks of full receipt of all requested data. Hanover will communicate a concrete delivery date of the final analysis once the fully requested data set has been received.

Data Request

The following request outlines the required data that Hanover will require District 97 to transfer to support this analysis. All data should be at the student level and anonymized to protect students' identities. District 97 can transfer data files securely through a SharePoint folder, to which Hanover will provide access to those tasked with the data collection.

File	Description	Variables	Years
Student Enrollment and Demographics	One row per student per year describing student characteristics and school of enrollment Click here to read more on an example of this type of file	• Student ID • School year • School (code and name) • Grade • Gender • Race/ethnicity • Economically disadvantaged (i.e., free or reduced-price meal) status • English learner (EL) status • Special education (SPED) or disability status • Section 504 status • Gifted/talented (GT) status • Enrollment Start Date • Enrollment End Date • Days Enrolled • Exit reason (e.g., continuing, graduated, transferred, dropped) • GPA in school year (if applicable) • Number of failed courses • If this is not possible to receive at a student-level, we can also receive a file with all courses and calculate this ourselves.	2014-15 to 2018-19 (and 2019-20 if available)
State Standardized Assessment	One row per student per year Click here to read more on an example of this type of file	• Student ID • School year • Test subject • Test date • Scale score • Performance level	2014-15 to 2018-19
Benchmark Assessment(s)	One row per student, year, and administration window Click here to read more on an example of this type of file	• Student ID • School year • Test name • Test subject • Administration window (fall, winter, spring) • Test date • Scale score • Percentile (if available) • Subcomponent scores	2014-15 to 2018-19 (and 2019-20 if available)

Scope of Work: Academic Outcomes Analysis

File	Description	Variables	Years
Course Enrollment	One row per student, year, and term describing course enrollment and assigned teacher Click here to read more on an example of this type of file	• Student ID • School year • Term • Course (code and name) • Term score or grade • Final course score or grade • Honors status • AP/IB status • Dual enrollment status • CTE status (including indication of capstone course) • Teacher or employee ID (for assigned teacher)	2014-15 to 2018-19 (and 2019-20 if available)
Student Absenteeism	One row per student per year with absence data	• Student ID • School year • Days absent, excused • Days absent, unexcused • Whether chronically absent (if available)	2014-15 to 2018-19 (and 2019-20 if available)
Student Discipline	One row per student, year, and incident describing disciplinary referrals and consequences Click here to read more information about this type of file	• Student ID • School year • Incident ID • Incident date • Incident code • Outcome/consequence code • Days suspended	2014-15 to 2018-19 (and 2019-20 if available)
Program Enrollment[1]	One row per student per year	• Student ID • School year • School (code and name) • Pre-K or early childhood education • Bilingual/biliteracy education • Academic and/or behavior support services (start and end dates) • Accelerated course/program (e.g., math acceleration)	2014-15 to 2018-19 (and 2019-20 if available)

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[1] Prior to collecting program participation data, Hanover recommends that District 97 first identifies which programs are of the greatest priority. Hanover typically recommends collecting program enrollment data outlined in the bulleted list, however additional programs may be of greater priority. For program enrollment data collection and analysis to be meaningful, District 97 may also consider a Program Inventory project to conduct a districtwide Pareto analysis of perceived importance for evaluating the outcomes of specific programs throughout the district.