



Oak Park Elementary School District 97

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TO: The Board of Education
Dr. Carol Kelley
FROM: Dr. Alicia Evans
SUBJECT: SAY Steering Committee
DATE: September 28, 2017

During today's SAY Steering Committee meeting, Research Coordinator, Laura Nussbaum-Barberena, Ph.D. (Roosevelt University, Policy Research Collaborative) presented data reflecting social emotional measures of belonging, connectedness, and adult-youth relationships for youth in the Oak Park-River Forest area.

Attached, please find a copy of the report shared.

Social and Emotional Measures

The Success of All Youth projects' first stated goal is for "all children and youth increasingly develop and demonstrate the social & emotional skills appropriate for their age group and are supported in their journey."¹ We have selected three indicators of this data to examine equity in youths' social and emotional well-being. We will highlight measures of belonging, connectedness and adult-youth relationships.

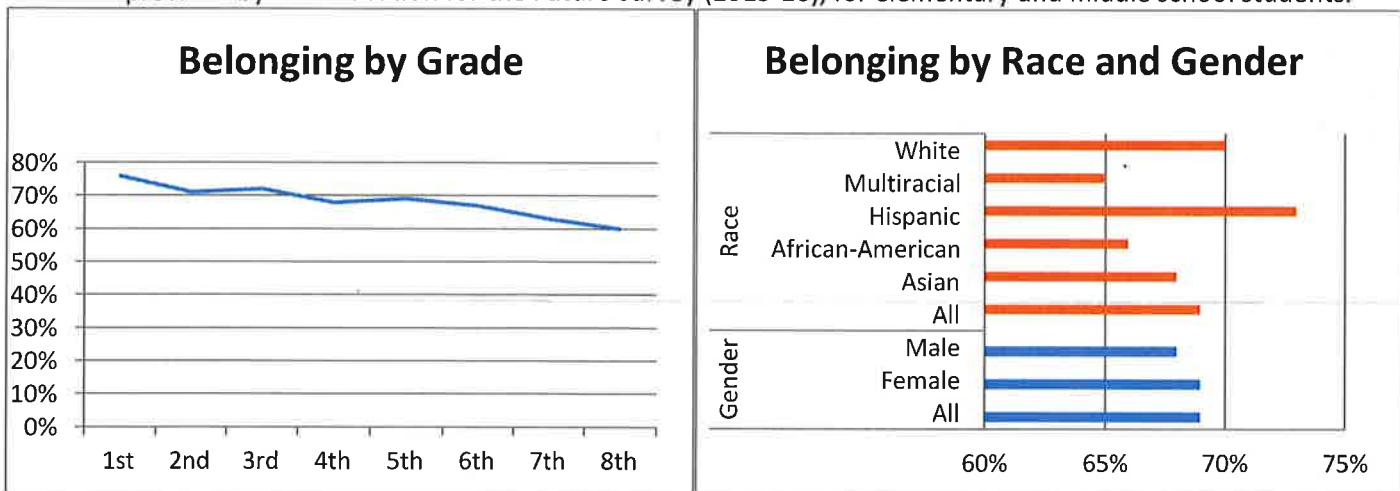
Belonging

ASQ Screening, Monitoring, and Referrals among Oak Park and River Forest Children, by Gender (2015-2016)

	Gender	
	Female	Male
Screening		
ASQ:SE-2 Screening	617	693
Monitoring		
Monitored for SE Domain Concerns	20	29
Referrals		
Referred for SE Domain Concerns	0	12

The data shows that only a small proportion of students were referred for social and emotional domain concerns, although notably, principally male students.

Data was provided by the Education for the Future survey (2015-16), for elementary and middle school students.



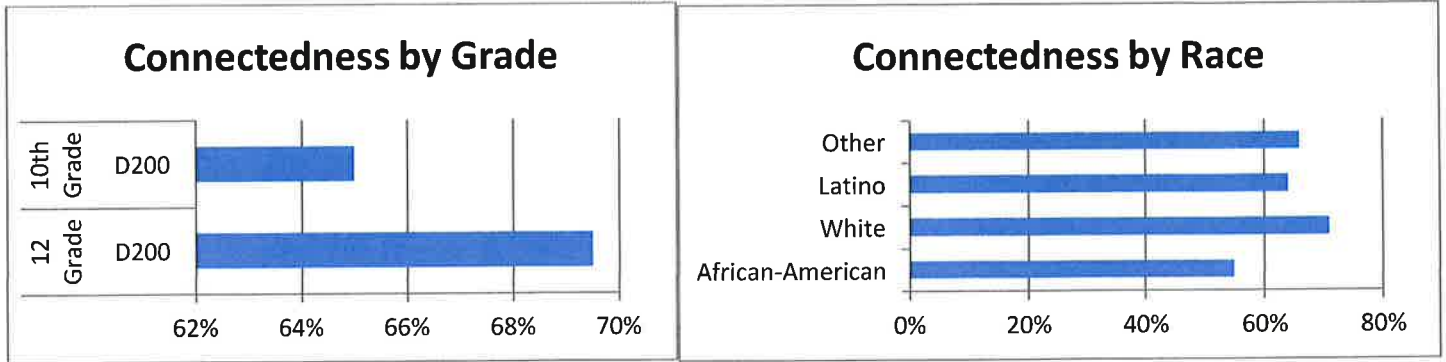
Charts reflect the strength of their agreement or disagreement with the statement "When I'm at school, I feel I belong."

The majority report a feeling of belonging at their school. Strength of feeling of belonging decreases steadily beginning in 5th grade and is slightly stronger (5%) among White students, in comparison with African-American and Multiracial students.

¹**Social and Emotional: Measure 1:** All children and youth will have access to caring adults through out-of-school-activities and improved relationships with community adults resulting in an increasingly stronger sense of **belonging**, self-efficacy, and well-being. **Measure 2:** All youth will have the opportunity to **have their voices developed** and heard resulting in an increased sense of belonging, self-efficacy, service, and leadership. **Measure 3:** All youth **will be supported** in developing the executive functioning skills required for education, life, and career.

Connectedness:

Data was taken from the 2015-16 Illinois Youth Survey, providing social and emotional data for high school students.

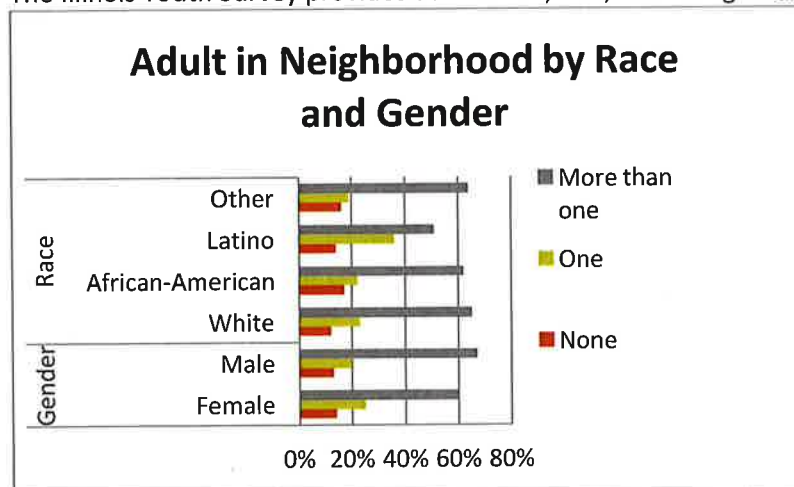


Average of the strength of their agreement or disagreement with four statements: "I feel close to people at this school"; "I am happy to be at this school"; "I feel safe in my school"; and "The teachers at this school treat students fairly."

The three most important trends reflected here are that two-thirds of students reported strong feeling of connectedness. It shows that connectedness is stronger among 12th than 10th graders, suggesting growth over time. The measure also points to a significant disparity: on average, white students hold highest feeling of connectedness (72%) with lowest feelings of connectedness, at 55%, among African American students.

Adult-Youth Relationships

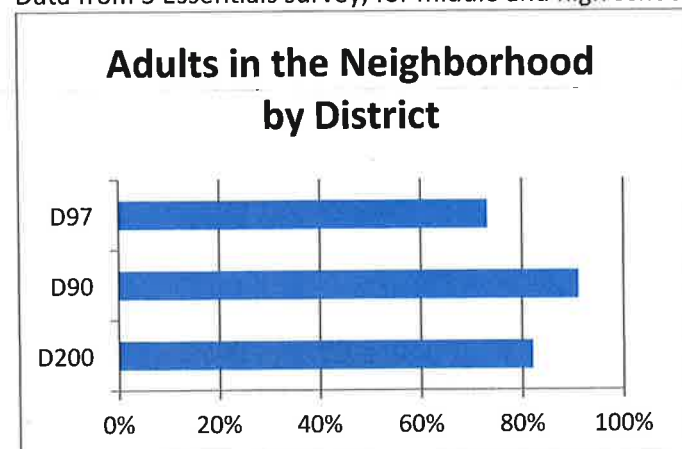
The Illinois Youth Survey provides data for 8th, 10th, and 12th grades, for presence of positive adult-youth relationships.



Response: "Is there an adult you know (other than your parent) you could talk to about important things in your life?"

Average 2/3rds report presence of one or more adults. 10% more male than female students responded affirmatively. Similar degree of racial disparity: Latino students 10% lower than other groups.

Data from 5 Essentials survey, for middle and high school.



Average strength of agreement with three statements “Adults in the neighborhood know who the local children are,” “There are adults in this neighborhood that children can look up to,” and “People in this neighborhood can be trusted.”

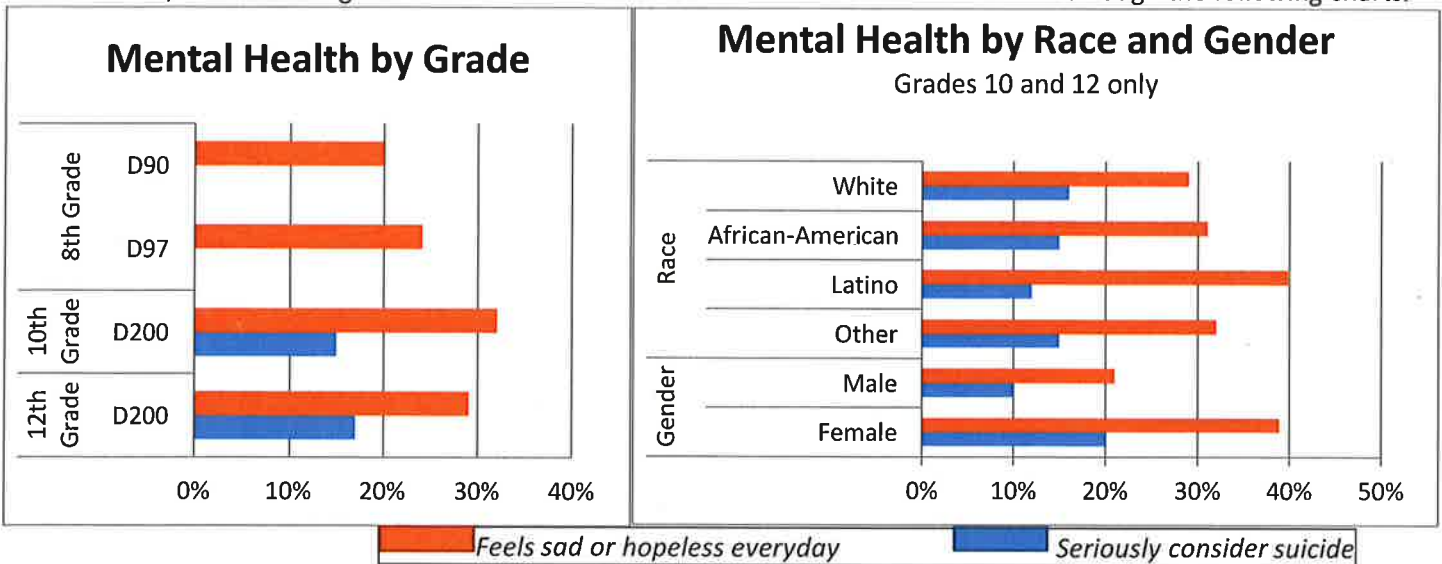
The average of 75% agreement among D97 and 200 students and 91% agreement among D90 students is indicative of positive adult-youth relationships

Health and Safety Measures

The Success of All Youth projects’ second stated goal is “all children and youth are increasingly healthy and safe.”² For the purpose of engaging the public, we have selected three measures of equity in the health and safety. We will highlight mental health (low mood and suicidal thoughts) and alcohol use.

Mental Health: Low Mood and Suicidal Thought

Data for the low mood measure was taken from the 2015-16 Illinois Youth Survey, providing data on low mood and suicide for 8th, 10th and 12th grade students. Low mood and Suicide will be demonstrated through the following charts.

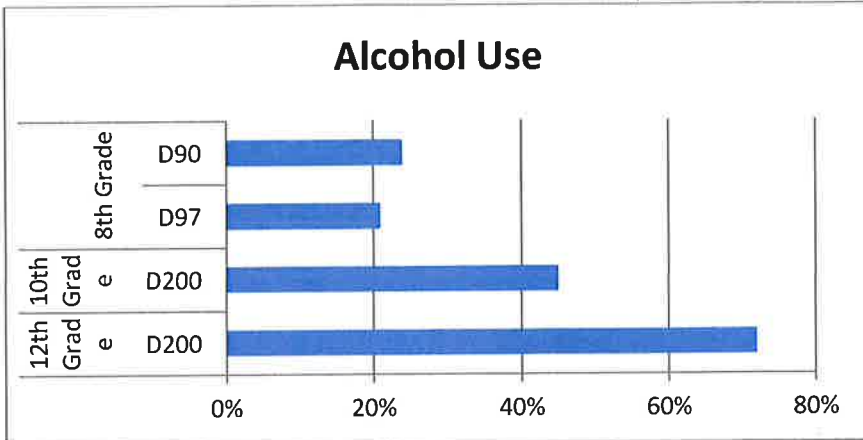


Affirmative responses to the statements “I feel sad or hopeless almost every day and “I seriously consider suicide.” The trends reflected here are rising frequency of low mood, from 20% (D90) and 24% (D94) of 8th graders (low mood only) to 32% of 10th grade students and 29% of 12th grade students reporting feeling sad or hopeless every day. Also notable is that female students’ experience of low mood and suicide consideration is twice that of male students. Finally, Latino students are at least 10% more likely than students from other racial groups to experience low mood daily. There is minimal variation along lines of race and ethnicity, with relation to considering suicide.

² **Health and Safety: Measure 1:** All children and youth will have access to quality, culturally competent, and restorative mental and behavioral health services and supports resulting in a better sense of well-being and a reduction in non-productive behaviors and punitive measures. **Measure 2:** We will increasingly see a decrease in the number, duration, and frequency of children/youth in families experiencing homelessness in Oak Park and River Forest.

Alcohol Use

Data was taken from the 2015-16 Illinois Youth Survey, covering use among 8th, 10th and 12th grade students.



Affirmative response to the "I have used alcohol in the past year."

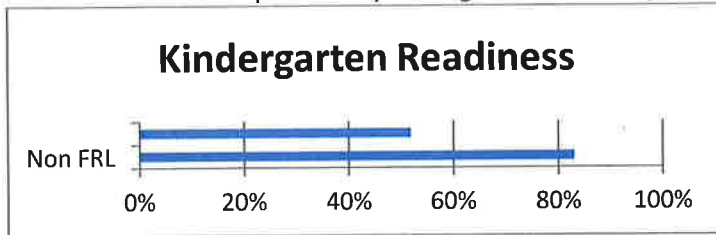
Notably, 12th grade students' reported alcohol use (72%), was substantially higher than the state average (58%). Reported alcohol use doubles at each interval: 22% report use in 8th grade, 45% in 10th grade and 72% in 12th grade.

Academic and Cognitive Measures

The Success of All Youth projects' second stated goal is "All children/youth increasingly demonstrate cognitive/academic skills that prepare them for life and career and are supported in their journey."³ The measures we will highlight are Kindergarten Readiness, Reading and Math Proficiency (PARCC) and post-secondary plans.

Kindergarten Readiness

Data was taken with proficiency testing via the Kindergarten Readiness Test (2015-16), provided by the IGA.⁴



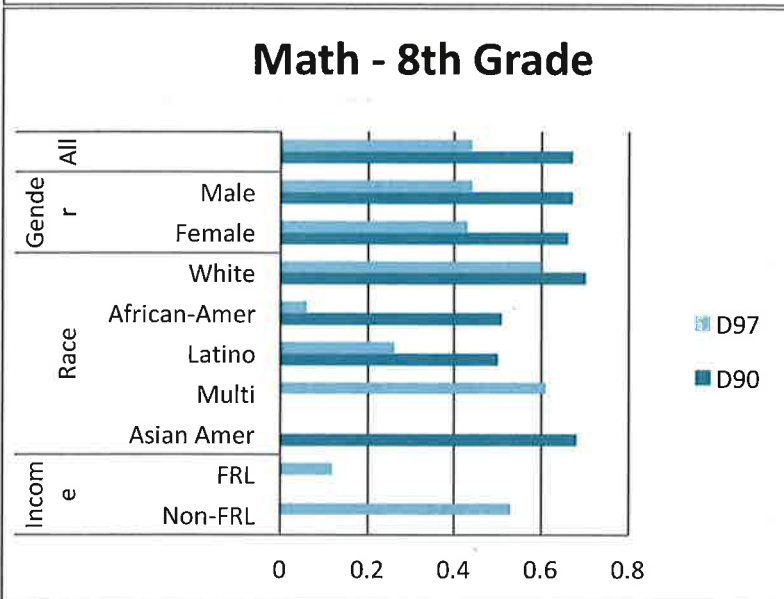
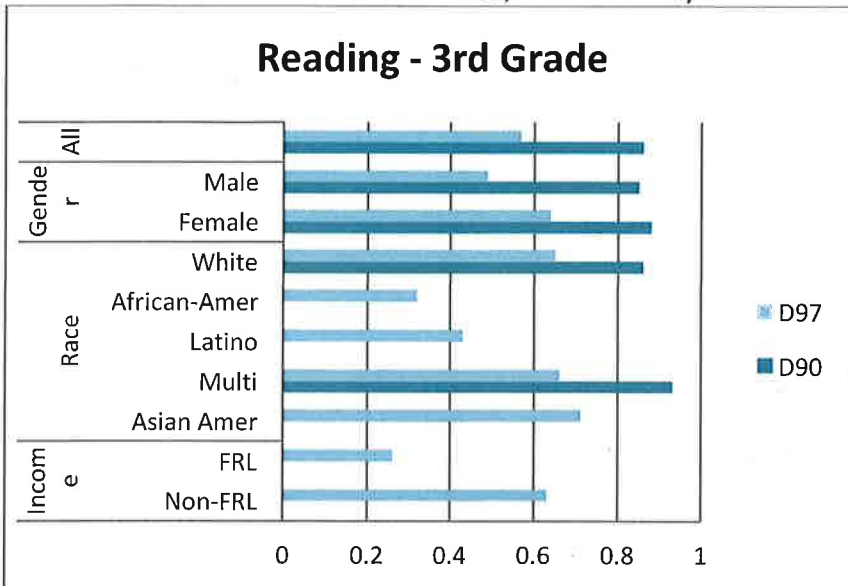
The clear trend that emerges from this data is Data from D97 points to disparities along economic lines (no racial/gender data). Using eligibility for Free/Reduced Lunch as a marker of low-income status, it is notable that only 52% of students who qualify for FRL were proficient compared to 83% in the paid lunch category.

³ **Measure 1:** All children increasingly demonstrate kindergarten readiness; **Measure 2:** All 3rd grade children increasingly demonstrate competency in literacy skills; **Measure 3:** All 8th grade children increasingly demonstrate competency in math skills. **Measure 4:** All high school students increasingly demonstrate post-secondary readiness. **Measure 5:** All youth increasingly earn post-secondary credentials and are career ready.

⁴ This information is only available from D97.

Reading and Math

Data was taken from the 2016 PARCC test, for elementary and middle school students.⁵ *Data source: ISRC*



Percent of students who meet or exceed expectations for Reading (3rd grade) and Math (8th grade).

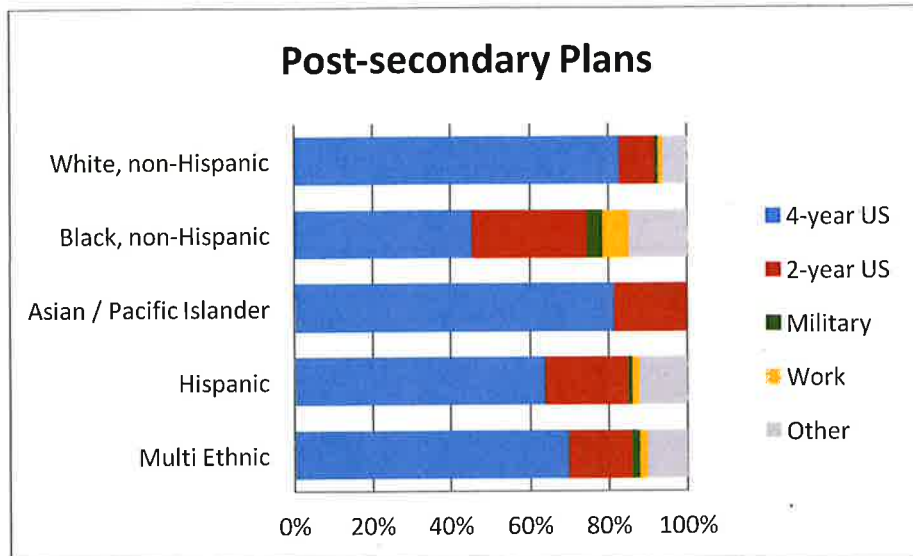
The majority of D90 and D97 students met or exceeded grade level expectations. In third grade, 86% and 57% of students met or exceeded expectations and in 8th grade, these percentages decrease to 67% and 44%, respectively. Female students scored slightly higher than male students at the 3rd grade level and slightly lower at the 8th grade level.

Racial disparities: At the 3rd grade level, disparities between African American and Latino students, in comparison with White, Multiracial and Asian-American student, ranges from 25-40%. In 8th grade, at D90, the disparity closes to 20%. At both grade levels there is a 40% disparity between students who qualify for Free/Reduced Lunch and those who do not.

⁵ Notably, a sizeable number of families from District 97 opted out of the PARCC test in 2016.

Post-secondary Plans

Oak Park River Forest High School: Class of 2016 Post-Secondary Plans



Most notable, barely a 10% difference among students planning to pursue higher education. There is a disparity along racial lines, between students planning to attend 2 and 4 year college: more than 80% of White and Asian/Pacific Islander students planned to attend a 4 year college, in comparison to 45% of Black, 62% of Hispanic, and 70% of Multi ethnic students.

Sources

- Connectedness – Illinois Youth Survey (IYS)
- Belonging – Education For the Future (EFF)
- Adult You Could Talk To – Illinois Youth Survey (IYS)
- Adults in the Neighborhood – 5 Essentials (5E)
- Mental Health – Illinois Youth Survey (IYS)
- Alcohol Use – Illinois Youth Survey (IYS)
- Kindergarten Readiness – Collaboration for Early Childhood. “Report to the IGA Governing Board, September 2016
- Reading and Math – Partnership for Assessment of Readiness for College and Careers (PARCC) scores, Illinois State Report Card
- Post-secondary Plans – Oak Park River Forest High School: Class of 2016 Post-Secondary Plans