Illinois Report Card SY23: Student Experience and Attendance

December 12, 2023
D97 Board of Education Meeting

Dr. Anna Colaner, Sr Director of Data Analytics and Research

Equitable Access

Racial Equity Analysis

Eliminating Discipline Disproportionality

Stakeholder & Community Engagement

Workforce Equity

Professional Development

Welcoming School Environments

Recognizing and Valuing Diversity

Equity Leadership and Infrastructure

Which D97 Equity Policy Components

align to which Illinois Report Card metrics?

District Snapshot

Academic Progress

Equity Journey Continuum

District Environment

Students

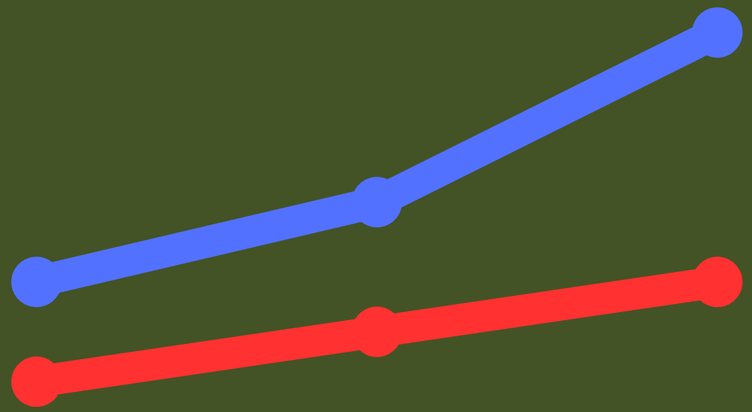
Accountability

Teachers

Administrators

Schools in District

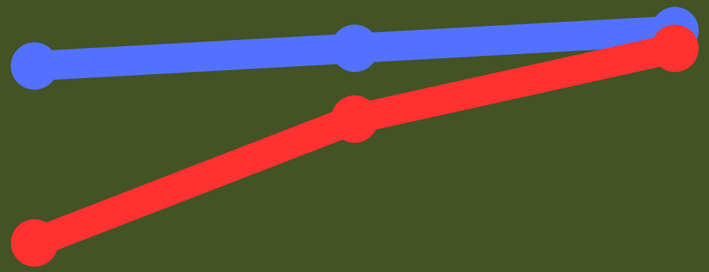
Excellence without Equity



Both groups improve

but achievement gap gets wider *because* the Blue Group improved at a faster rate

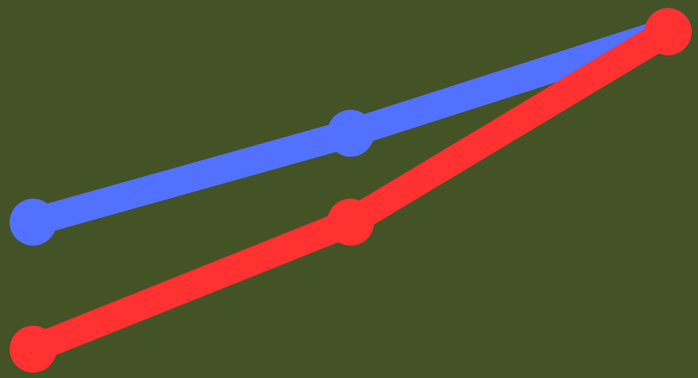
Equity without Excellence



Achievement gap narrows

because **only** the Red Group significantly improved

Excellence with Equity



Achievement gaps narrows

because both Blue and Red Groups improve

and Red Group improved at a faster group

Equitable Access

To what extent are our students across every demographic group mastering learning standards?

Answer: Most demographic groups showed improvement in ELA and Math since 2022

To what extent are our students across every demographic group -- regardless of mastery -- growing on the learning standards?

Answer: Overall and for most demographic groups, growth on ELA and Math since 2022 is not at the level expected (below 50th percentile)

Are we growing students across demographic groups at the rate needed to close the achievement gap?

Answer: *No, the achievement gap remains largely the same; some groups will need to grow at a faster rate in order to close the gap*

What We Heard

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 Experiences and Attendance

What does the Equity Policy call for in “Equitable Access” and “Welcoming School Environments”

Identify analytic questions to assess progress

Walk-Through of Illinois Report Card Data metrics connected to “Equitable Access” and “Welcoming School Environments”

Gather BOE questions for further inquiry

What does the Equity Policy language call for?

Per the Equity Policy, “The culture and climate will be intentionally designed and implemented to value all members of our school communities and require respectful interactions between our students and each other, as well as between and among teachers, staff members and community members before, during, and after school so that every student, family and staff member feels a sense of belonging in each classroom and building.”

Welcoming School Environments

School Improvement Plans are anchored in the understanding that student experiences within school will affect students’ **Sense of Belonging** and **Engagement**.

What Analytic Questions Will Assess Our Progress?

To what extent do D97 students across demographic groups report supportive environments at their school?

Welcoming School Environments

District/School Environment

Welcoming School Environments

Number of D97 Schools at each 5Essentials Level **2023**

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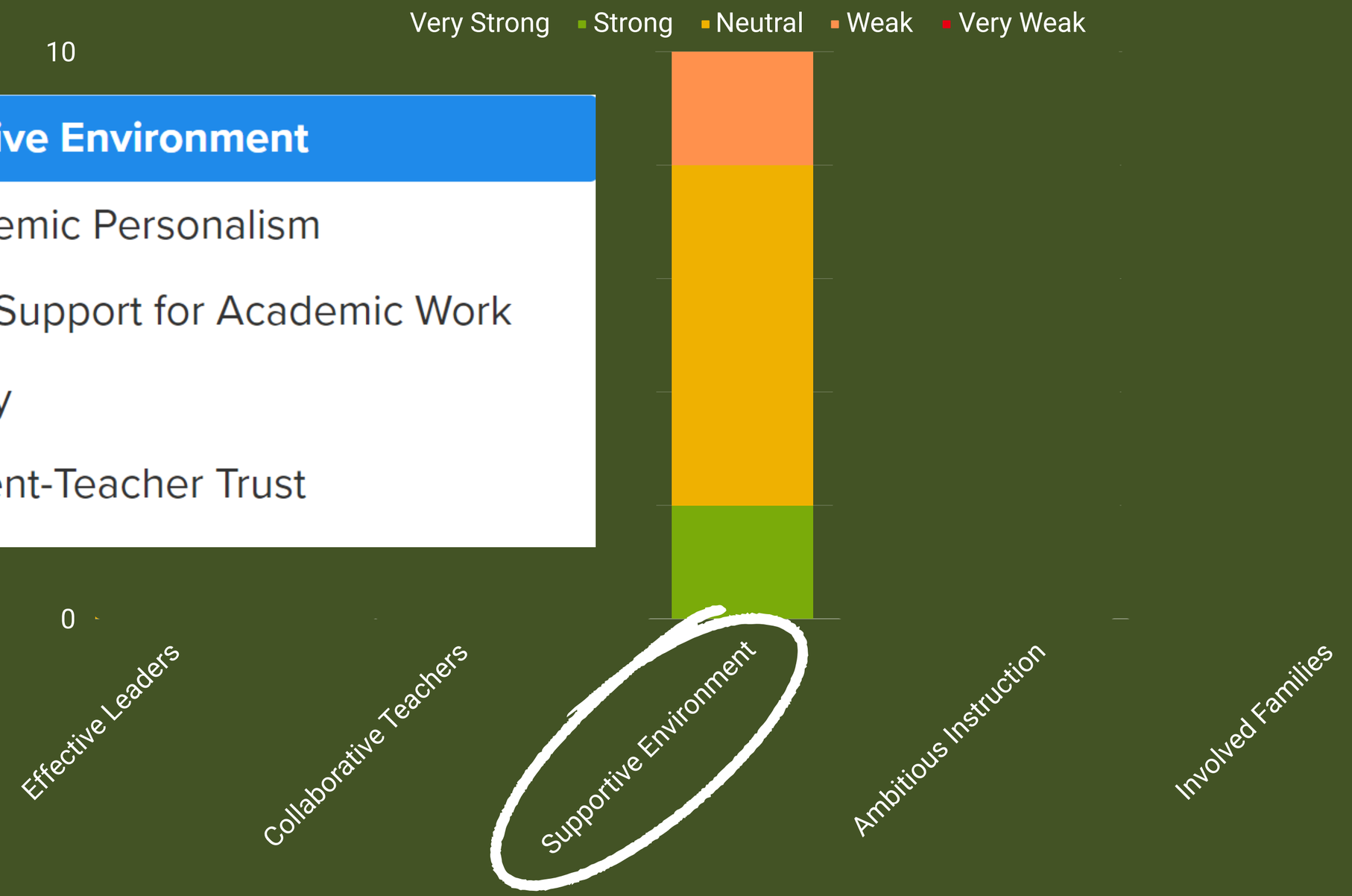
Supportive Environment

- Academic Personalism
- Peer Support for Academic Work
- Safety
- Student-Teacher Trust



Number of D97 Schools at each 5Essentials Level **2023**

Supportive Environment

- Academic Personalism
- Peer Support for Academic Work
- Safety
- Student-Teacher Trust

Academic Personalism
Teachers connect with students in the classroom and support them in achieving academic goals.

Students report that their teacher:

Expand All

Notices if I have trouble learning something.
Is willing to give extra help on schoolwork if I need it.
Helps me catch up if I am behind.
Gives me specific suggestions about how I can improve my work in this class.
Explains things in a different way if I don't understand something in class.

Number of D97 Schools at each 5Essentials Level **2023**

Supportive Environment

- Academic Personalism
- Peer Support for Academic Work
- Safety
- Student-Teacher Trust

Peer Support for Academic Work

Students demonstrate behaviors that lead to academic achievement.

Students report that their classroom peers:

Expand All

- Think doing homework is important?
- Feel it is important to pay attention in class?
- Feel it is important to attend school every day?
- Try hard to get good grades?

Number of D97 Schools at each 5Essentials Level **2023**

Supportive Environment

- Academic Personalism
- Peer Support for Academic Work
- Safety
- Student-Teacher Trust

Safety

Students feel safe both in and around the school building, and while they travel to and from home.

Students report how safe they feel:

Expand All

Outside around the school?
Traveling between home and school?
In your classes?
In the hallways of the school?
In the bathrooms of the school?

Number of D97 Schools at each 5Essentials Level **2023**

Supportive Environment

- Academic Personalism
- Peer Support for Academic Work
- Safety
- Student-Teacher Trust

Student-Teacher Trust
Students and teachers share a high level of mutual trust and respect.

Students report:

Expand All

My teachers always keep their promises.
My teachers treat me with respect.
I feel safe with my teachers at this school.
I feel comfortable with my teachers at this school.
My teachers always listen to students' ideas.

What Analytic Questions Will Assess Our Progress?

To what extent do D97 students across demographic groups report supportive environments at their school?

Welcoming School Environments

Equitable Access

What does the Equity Policy language call for?

Per the Equity Policy, “The culture and climate will be intentionally designed and implemented to value all members of our school communities and require respectful interactions between our students and each other, as well as between and among teachers, staff members and community members before, during, and after school so that every student, family and staff member feels a sense of belonging in each classroom and building.”

In our pursuit of providing “equitable access to high-quality instruction, culturally relevant curriculum, grade appropriate assignments, high expectations, facilities, and other educational resources”, we recognize that students’ experiences may be *reflected in* and *affected by* the extent to which they are attending school

Welcoming School Environments

School Improvement Plans are anchored in the understanding that student experiences within school will affect students’ **Sense of Belonging** and **Engagement**.

Additionally, the extent to which students are present at school to receive instruction and connect with others could moderate the effectiveness of our work to improve mastery on learning standards and to improve sense of belonging and engagement

Equitable Access

What Analytic Questions Will Assess Our Progress?

To what extent are D97 students across demographic groups present in school to receive high quality instruction and to connect with others?

Welcoming School Environments

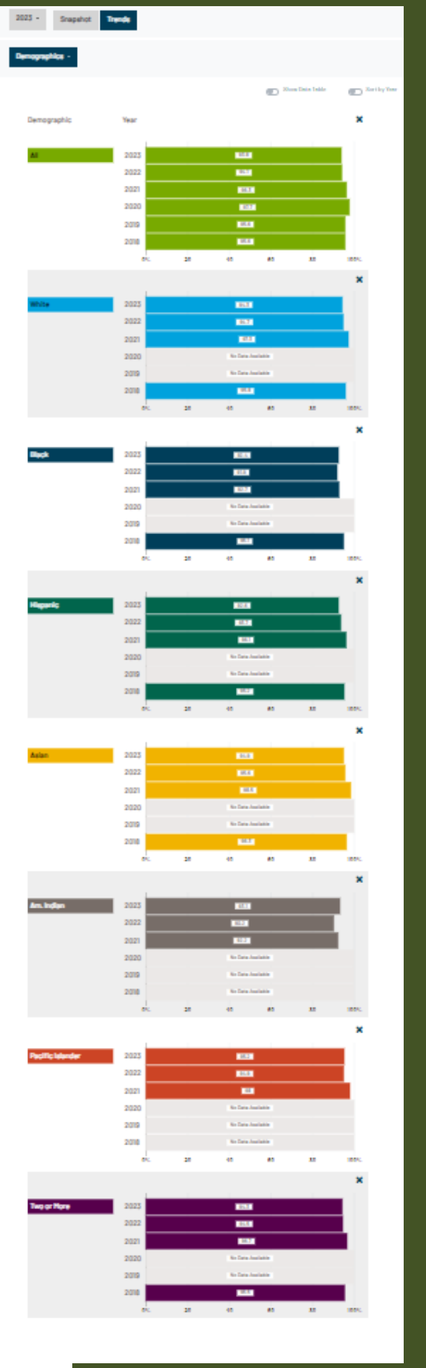
Equitable Access

Welcoming School Environments

Students

- Enrollment
- Racial/Ethnic Diversity
- Advanced Academic Programs
- Low Income Students
- Students with IEPs
- Homeless
- English Learners
- Student Attendance
- Student Mobility
- Chronic Absenteeism
- Chronic Truancy Rate
- Truancy Rate
- Student Discipline

Students



Show Data Table

Sort b

Students with IEPs

Homeless

English Learners

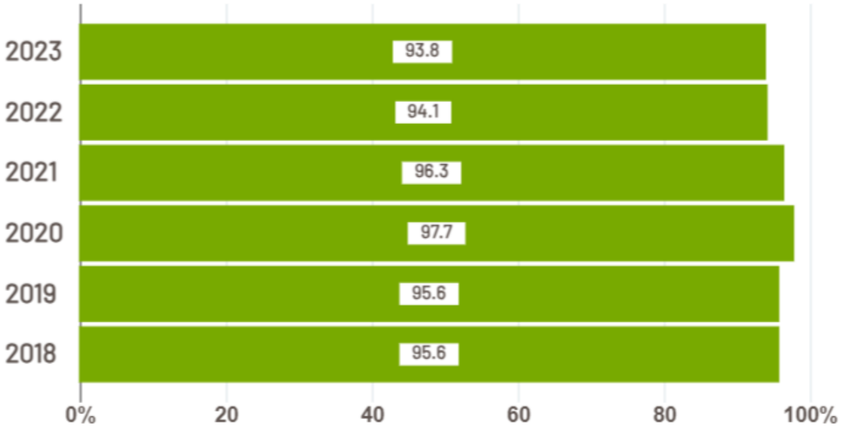
Student Attendance

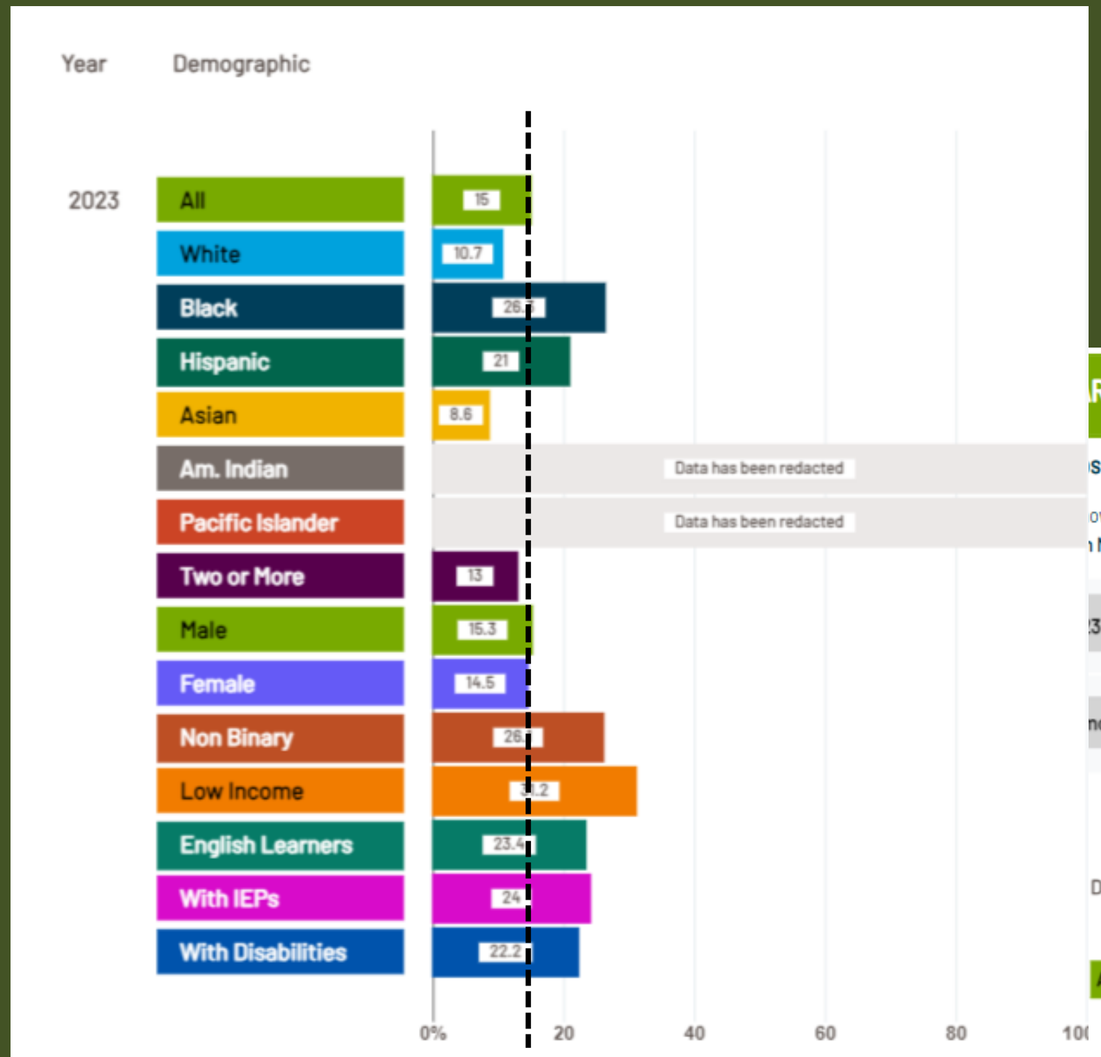
Student Mobility

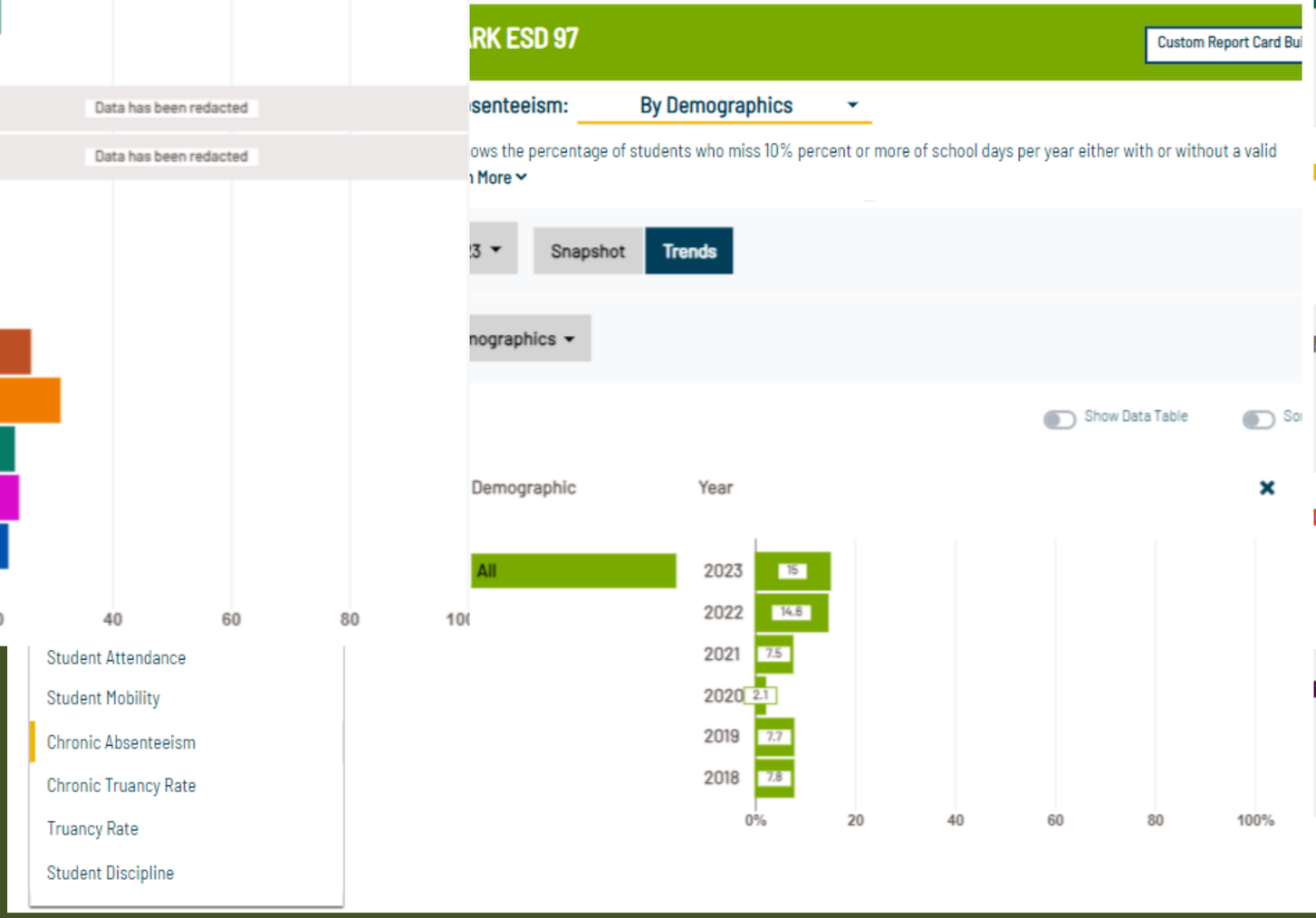
Chronic Absenteeism

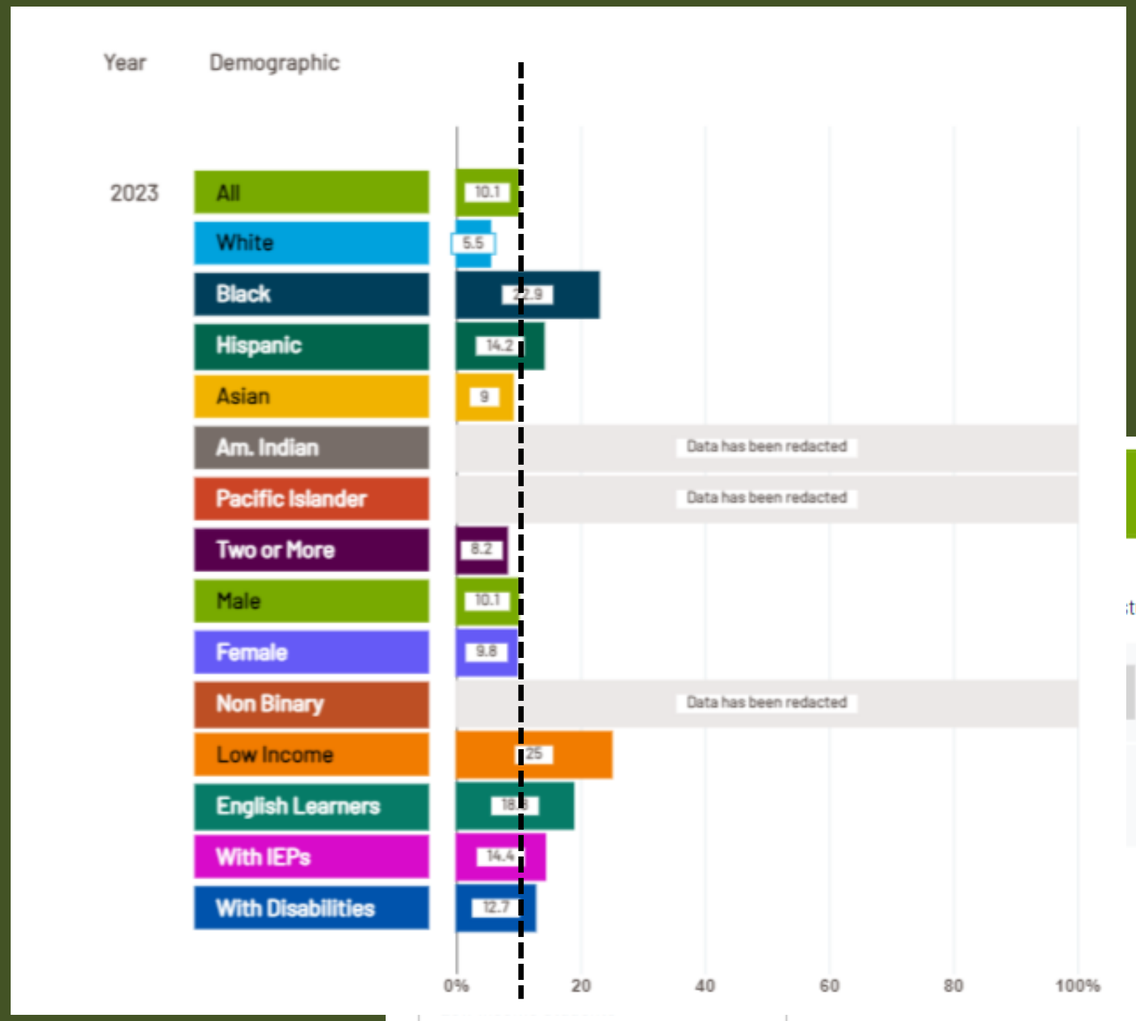
Chronic Truancy Rate

All

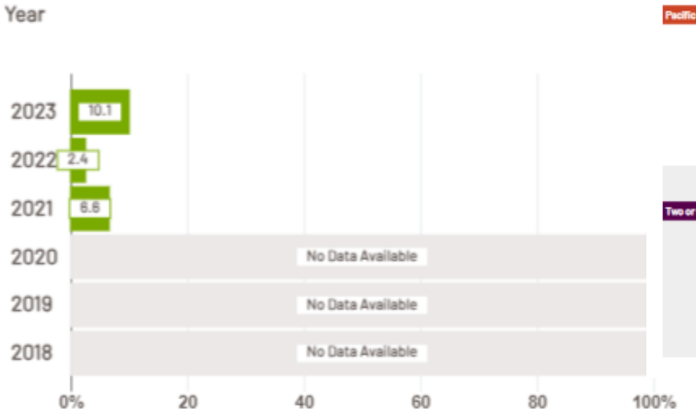


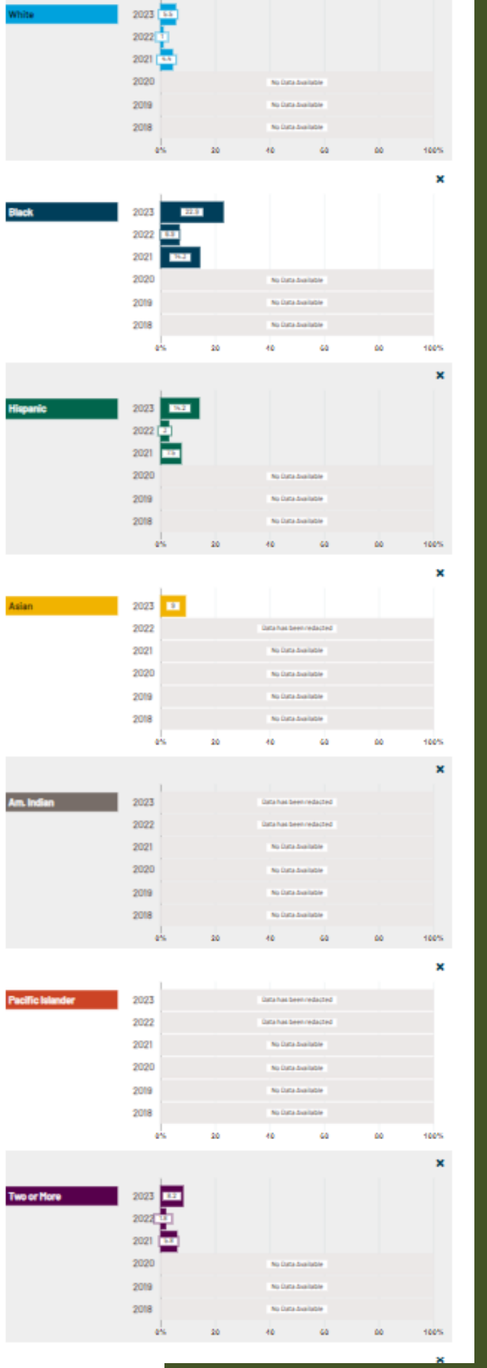

Year
Demographic
2023
All
White
Black
Hispanic
Asian
Am. Indian
Pacific Islander
Two or More
Male
Female
Non Binary
Low Income
English Learners
With IEPs
With Disabilities
15
10.7
26.7
21
8.6
Data has been redacted
Data has been redacted
13
15.3
14.5
26.7
23.4
24
22.2
0%
20
40
60
80


RK ESD 97
Custom Report Card Bui
senteeism:
By Demographics
ows the percentage of students who miss 10% percent or more of school days per year either with or without a valid
More
Snapshot
Trends
nographics
Show Data Table
Demographic
Year
All
2023
2022
2021
2020
2019
2018
15
14.8
7.5
2.1
7.7
7.8
0%
20
40
60
80
100%
Student Attendance
Student Mobility
Chronic Absenteeism
Chronic Truancy Rate
Truancy Rate
Student Discipline



:tudents who miss 5 percent or more of school days per year without a valid excuse. Lear





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Welcoming School Environments

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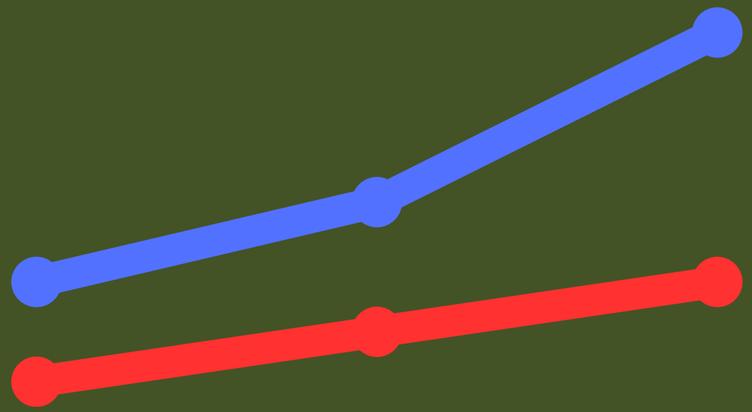

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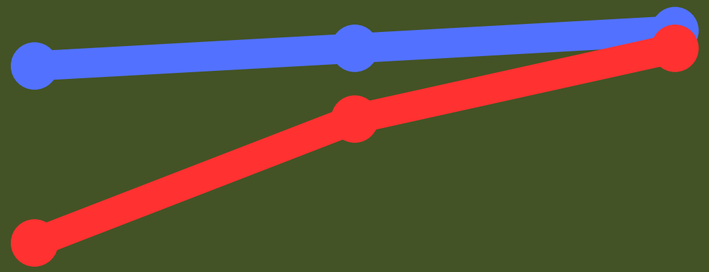

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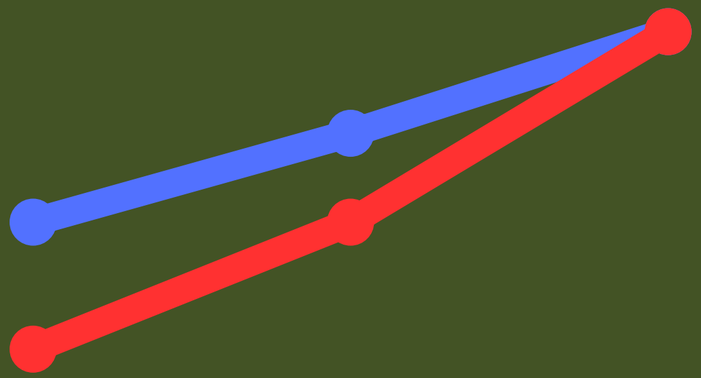

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January 30, 2024
(COW)