

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

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

Equity without Excellence

Both groups improve

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

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."

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?



School Environment

Climate Survey

Illinois Youth Survey

School Finances

District Finances

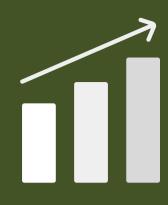
Average Class Size

Total School Days

Health and Wellness

For a more detailed look at this school's 5Essentials report, please visit www.5-essentials.org.

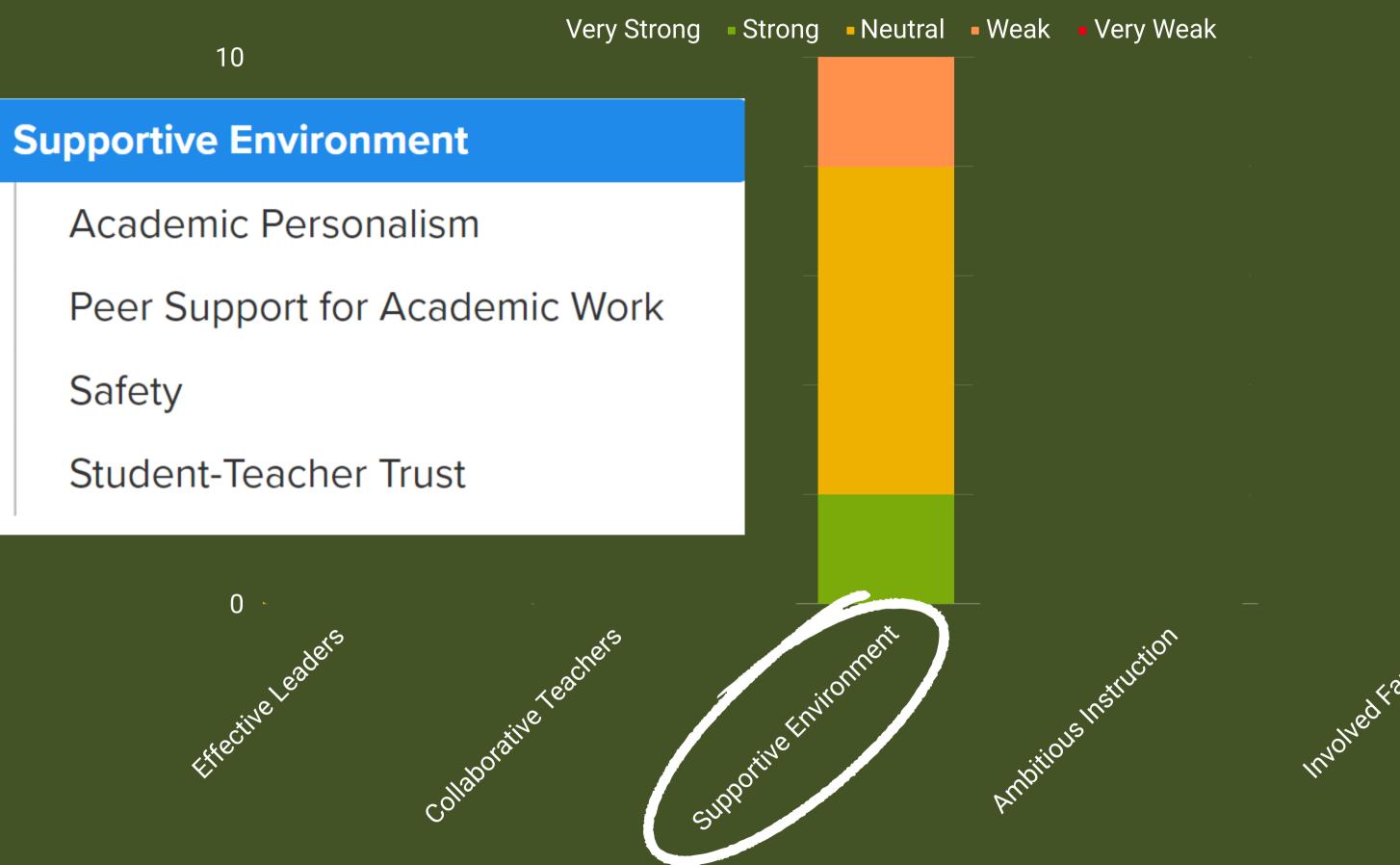
Welcoming School Environments



District/School Environment



Very Weak



Involved Families

Academic Personalism

Supportive Environment

Academic Personalism

Peer Support for Academic Work

Safety

Student-Teacher Trust

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.

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?

Supportive Environment

Academic Personalism

Peer Support for Academic Work

Safety

Student-Teacher Trust

Safety

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?

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

Supportive Environment

Academic Personalism

Peer Support for Academic Work

Safety

Student-Teacher Trust

Student-Teacher Trust Students and teachers st

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.

Students and teachers share a high level of mutual trust and respect.

What Analytic Questions Will Assess Our Progress?

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



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."

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

Welcoming School Environments



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

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

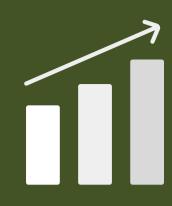
Students

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

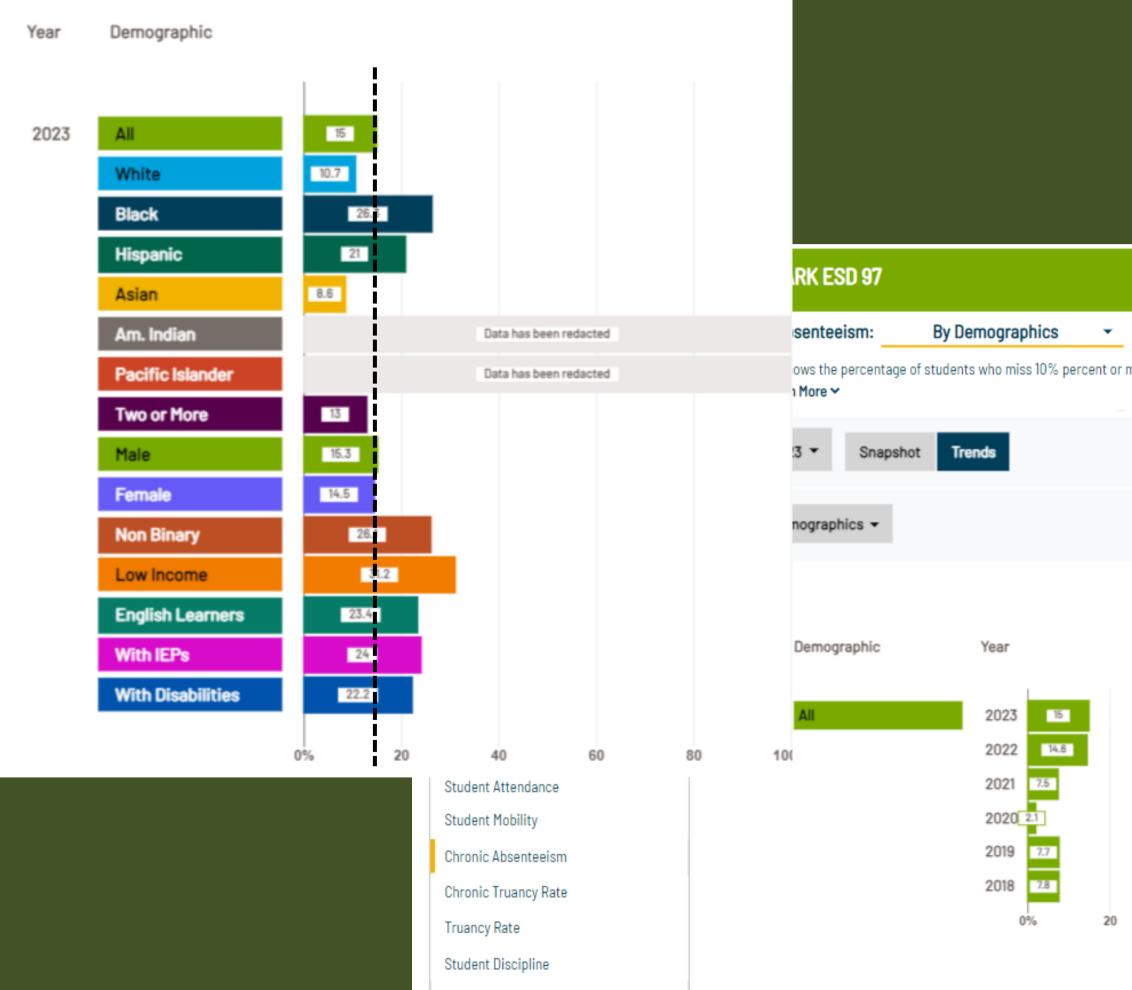
Student Discipline



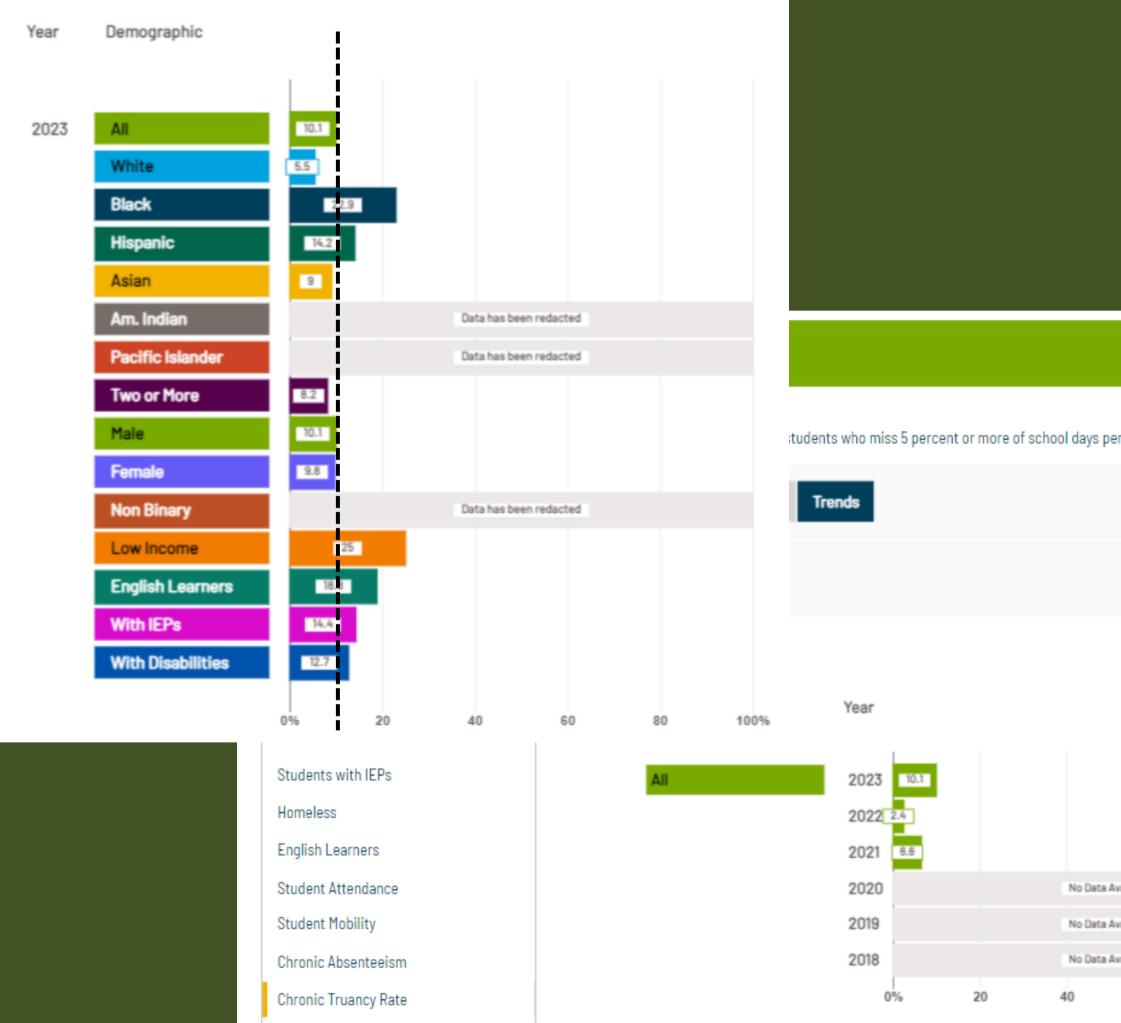
Students



					that Trende		
				Demographice -		Distant lain lain	ile 🕐 Zeriky Teer
				Demographic	Year	0	×
				**	2023 2022 2020 2020 2019 2018 ev: 28		
				Nhite	2023 2022 2027 2020 2020 2019 2019 2018 2018 2018 2018 2018	Fill Fill Collector Collector Collector Fill Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector Collector C	
				Bjick	2023 2022 2029 2019 2019 2019 2019 2019 2019	Kalan Kalan Kalan kukan Kalan kukan Kalan	
				Maganiç	2023 2022 2020 2020 2020 2020 2020 2020	ESS ESS ESS ESS ESS ESS ESS ESS ESS ESS	
		Show Data Table	Sort b	Aalan	2023 2022 2020 2020 2020 2029 2029 2029	E23 E23 E25 E25 E25 E25 E25 E25 E25 E25 E25 E25	uss.
93.8			×	Am, Indian	2023 2022 2021 2020 2039 2039 2039 2039 2039 2039	EGB EGB EGB Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Extension Exte	
				Pedific Islander	2023	839	×
94.1					2022 2021 2020	E228 E28 E28	
96.3					2019 2018 8% 28	No fare Australia No fare Australia 40 #0 #0 #0	185%
97.7				Two or More	2023		×
95.6					2021 2020 2019	EX.E Ro Sana Analastia Ro Sana Analastia	
95.6					2010 RC 28	100 AD 20	1874
	60	80	100%				



		White	2023 553 2022 555 2021 53 2020 55 2020 55 2019 53 2019 53 2018 53 2018 53	20	10 60	50	100%
		Black	2023 2022 2022 2021 2020 21 2020 21 2019 53 2018 53 55		18 63	80	100%
Custom Report C		Hispanic	2023 2022 2021 2020 2019 2019 2019 2019 2019	20	48 63	60	X 100%
more of school days per year either with or without a va		Asian	2023 2022 2022 2022 2020 201 2020 201 201 20				×
		Am. Indian	2023 2022 2021 2020		40 60 ata has been reducted ata has been reducted No Data Analistic	60	x
Show Data Table	D Sol		2019 2018 ess		No Data Analiador No Data Analiador No Data Analiador 40 60	60	100%
		Pacific Islander	2023 2022 2021 2020 2019 2018		ata has been redacted ata has been redacted No Data Analistie No Data Analistie No Data Analistie No Data Analistie		
		Two or More	2023 203 2022 113 2020 2.1 2020 2.1 2010 1.5 2010 1.5 2010 1.5 2010 1.5 2010 1.5		10 60	60	100%
40 60 80 100	0%						



	White	2023 55 2022 1 2021 55					
		2020		No Data dualo			
		2018		No Data dealla			
		0%	20	40	60	80	100%
	Black	2023 22.3 2022 33 2021 35-3					×
		2020		No Data dvaila	0.e		
		2019		No Data Availa			
		2018	20	10	60	60	100%
	Hispanic	2023 2022 2 2021 2	-			-	×
		2020		No Data dvaila			
		2019		No Data dualo			
Custom Report		2018	20	40	60	60	100%
			-			_	×
							î
	Asian	2023					
er year without a valid excuse. Lear	ar	2022		Data has been rec			
		2020		No Data deale			
		2019		No Data deale			
		2018		No Data Availa			
		en.	20	40	60	00	100%
							×
	Am. Indian	2023		Cata has been re-	acted.		
	Peris Hiddan	2022		Data has been re-			
		2021		No Data diversi	ole:		
		2020		No Data divaila	0 ie		
		2019		No Data dvaria	ow:		
Show Data Table		2018		No Data dvaria			
		ens.	20	40	60	60	100%
							×
	Pacific Islander	2023		Data has been re-	lacted		
		2022		Data has been re-	lacted		
		2021		No Data Availa	0.e		
		2020		No Data diversit			
		2019		No Data Availa			
		2018		No Data diverto			40.00
		6%	20	40	60	80	100%
	Two or More	2023					×
Available		2021					
Augusta bia		2020		No Data desila			
Available		2019		No Data Availa			
Available		2016	20	40	60	60	100%
							×
60 80 10	0%						

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?



Excellence without Equity

Equity without Excellence

Both groups improve

but gap gets wider because the Blue Group improved at a faster rate Gap narrows

because **only** the Red Group significantly improved

Excellence with Equity

Gaps narrows

because both Blue and Red Groups improve

and Red Group improved at a faster group





