



Every Child, Every Day, Whatever it Takes

TO: D65 Board of Education,

Superintendent Dr. Devon Horton

FROM: Dr. LaTarsha R. Green, Deputy Superintendent;
Dr. Simone Griffin, Director of Research, Accountability
and Data

DATE: February 13, 2023

RE: Equity Progress Indicator/Strategic Plan Update

Objective: Information X Discussion Follow-up Decision

Background:

This is the second installment of our inaugural Strategic plan/Equity Progress Indicator(EPI) updates for the SY23 school year. As a reminder, the strategic plan was developed as a five year plan with five goals, each having five objectives that highlight five major themes: Equity/Access, Organization Accountability, Curriculum & Instruction, Human Resources and Fiscal Management and the EPI update is in alignment with the metrics listed on ISBE's Equity Journey Continuum (EJC).

The strategic plan unifies two distinct streams of work within our district - the department work plans and the school work plans. The department work plans are guided by the MIRACLES framework, while the school work plans are guided by the Spotlight Six Systems.

Today's discussion and information will focus on highlighting ***Strategic Goal 3: Access to high-quality and culturally relevant curriculum materials that are challenging, relevant, and academically-rigorous to support student success (M/I/R/L) and System 1: Standards and Curriculum Implementation and System 3: Collaboration, Planning, & Instructional Practices for Deeper Learning.***

Goal/Guiding principles:

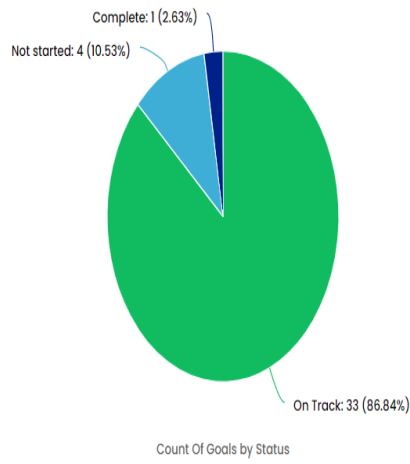
The goal of this presentation is to share:

1. the progress of various department's progress towards Strategic Goal 3's objectives related to the role curriculum resources and materials play in our journey towards a just and inclusive educational environment.
2. how school work plans are progressing in the implementation of System 1's focus on aligning teaching and learning with rigorous standards and System 3's effectiveness of instructional planning, and
3. updates on student achievement data and additional metrics examined as part of our disaggregated Equity Progress Indicators.

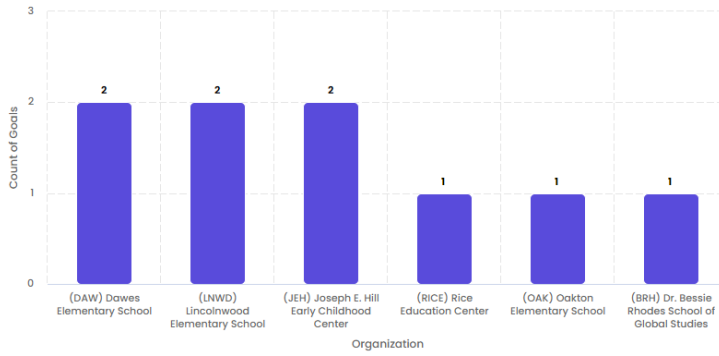
Input sought/received:

Realizing that critically examining our progress towards reducing and eventually eliminating the predictability of racial disproportionality in student outcomes is a highly regarded part of our stakeholder's interest in the district's improvement plan, we acknowledge that only a few activities presently align to the objectives in Strategic Goal 3. We anticipate this will shift as we continue to evaluate our efforts and refine our use of the Cascade strategic plan monitoring platform. Included below are visuals from the Strat Plan update presentation slides for easier viewing:

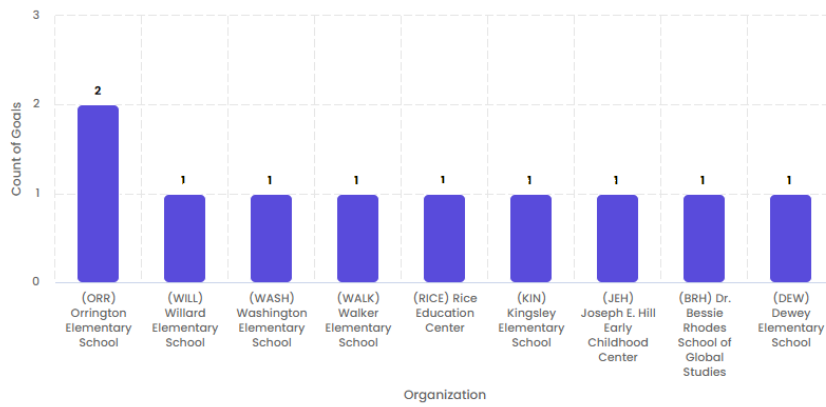
Strategic Goal 3: Count of Smartie Goals By Status



System 3: Smartie Goal Alignment



System 1: Smartie Goal Alignment



The District Scorecard

Key Performance Indicators

Strategic Goal 2: Develop Organizational and Accountability Practices by designing and implementing an equity-driven data system to evaluate the district's outcomes in each year of the Strategic Plan (M/C/E).									
Strategic Objective	Educator Influence								
	Performance Measures	Indicators	Annual Definitive Target	Minimal Target	SY23	SY24	SY25	SY26	SY27
SO 2.3: Examine various student outcomes disaggregated and analyzed to performance for all identifiable groups of learners and achievement and performance gaps.	FACE	% FACE Plan Implementation	100%	95%					
	Culturally Relevant Practices	% of Staff completing at least one Diversity, Equity, Inclusion, Belonging competency Training	100%	90%					
	Impact of Professional Learning (CRP & Pedagogy)	% of Staff completing at least one Diversity, Equity, Inclusion, Belonging competency Training	100%	90%					
		% of Timely and Specific Feedback to Teachers from coaching cycles	100%	95%					
		% of Staff Trained in Crisis Prevention Training	100%	95%					
		% of all Teacher Planning includes Specific Student Celebrations		65%					
	Learning Environment								
	Attendance	% of students in K-8 in attendance	100%	95%					
	Discipline	% of students having 1-3 discipline referrals	< 5%	10%					
		% of suspension rate districtwide	< 5%	5%					
		% Suspension rate by race, FRL & Students with disabilities	< 5%	5%					
	Student Learning								
	Early Literacy (Gr. K-2)	% on pace with early literacy skills	Baseline	Minimal Definitive Target	SY 23	SY 24	SY 25	SY 26	SY 27
			89%						
		% on pace with early literacy skills by race, FRL & Students with disabilities							

	Academic Outcomes (Gr. 3-8)	% meeting college readiness benchmarks in reading	73%	80%							
		% meeting college readiness benchmarks in math	45%	50%							
		% at or below the 25th percentile in reading	16%	6%							
		% at or below the 25th percentile in math	19%	9%							
		% of Students Meeting/Exceeding Growth Targets in Reading	57%	65%							
		% of Students Meeting/Exceeding Growth Targets in Math	66%	75%							
		% of All Students Meeting and/or Exceeding Achievement Level in Reading	73%	80%							
		% of All Students Meeting and/or Exceeding Achievement Level in Math	40%	55%							
		% of Students Meeting and/or Exceeding on IAR Reading	40%	55%							
		% of Students Meeting and/or Exceeding on IAR Math	40%	55%							
		70% of Students with a C or Better		70%							
		70% of Students with a C or Better by Race, FRL, & Students with disabilities		70%							
		Strategic Objective	Process Management								
			Change Mgmt Log	Review & revise change management processes to determine process functionality	100%	80%					
SO 2.5: Compile processes and procedures that address the district practices for continuous improvement	Possess a fully developed School Improvement Guidebook that is fully vetted by key internal stakeholders annually to determine functionality.			100%	80%						

SO 2.4: Create annual data analysis system that focuses on Strategic Goal 1 equity objectives

Race	Gender									Student Variables								
	Male (M)			Female (F)			Gender Expansive (GE)			Free and Reduced Lunch (FRL)			Students with Disabilities (IEP)			Students formerly identified as needing English Learner supports		
	SY 23	SY 24	SY 25	SY 23	SY 24	SY 25	SY 23	SY 24	SY 25	SY 23	SY 24	SY 25	SY 23	SY 24	SY 25	SY 23	SY 24	SY 25
African American/ Black	783			765			0			1113			362					
Asian	167			145			0			95			32					
Hispanic /Latino	736			711			3			895			297					
Multi-Racial	328			312			2			147			84					
Caucasian/ White	1397			1228			5			224			301					
Other	6			10			0			6			2					

Student Attendance Data by Demographics (by percentage %)

		African American/ Black			Asian			Hispanic/ Latino			Multi-Racial			Caucasian/ White			Other		
Indicator	Measurement	M	F	GE	M	F	GE	M	F	GE	M	F	GE	M	F	GE	M	F	GE
Attendance	% Chronically absent																		
Discipline	% Receiving referrals	42.7	12.7	0	2.7	.08	0	8.7	2.7	0	7.2	3.1	0	16.0	3.7	0	0	.08	0
	% In-school suspension	50	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Out of school suspension	0	0	0	0	0	0	0	0	0	100 (1 OSS)		0	0	0	0	0	0	0

Student Outcome Data by Demographics																			
		African American/ Black			Asian			Hispanic/ Latino			Multi-Racial			Caucasian/ White			Other		
Indicator	Measurement	M	F	GE	M	F	GE	M	F	GE	M	F	GE	M	F	GE	M	F	GE
Early Literacy (K-2)	% meeting/ exceeding Listening Comp.	38.7	61.3	0	57.9	42.1	0	42.9	56..7	.4	46.7	53.3	0	52.7	47.3	0	100	0	0
	% meeting/ exceeding Picture Vocabulary	37.7	62.3	0	54.3	45.7	0	49.7	49.7	.6	51.8	48.2	0	52.7	47.3	0	100	0	0
	% meeting/ex ceeding in Phonologic al Awareness	46.0	54.0	0	60.0	40.0	0	48.3	51.3	.4	53.9	46.1	0	49.	50.4	0	N/A	N/A	N/A
	% meeting/ex ceeding in Phonics Word/Reco gnition	43.8	56.2	0	56.7	43.3	0	43.2	56.3	.5	57.4	42.6	0	49.5	50.5	0	N/A	N/A	N/A
	% meeting/ex ceeding in Sentence Reading Fluency	41.9	58.1	0	67.8	32.2	0	54.0	46.0	N/A	48.3	51.7	N/A	53.9	46.1	N/A	50.0	50.0	N/A
	% meeting/ex ceeding in Oral Reading Rate	39.2	60.8	N/A	72.0	28.0	N/A	48.0	52.0	N/A	48.6	51.4	N/A	51.2	48.8	N/A	33.3	66.7	N/A
	% meeting/ex ceeding in Oral Reading Accuracy	38.2	61.8	N/A	64.	35.3	N/A	44.7	55.3	N/A	47.6	52.4	N/A	53.2	46.8	N/A	50.0	50.0	N/A
	% meeting/ex ceeding in Literal Comprehen sion	38.8	61.2	N/A	66.7	33.3	N/A	48.9	51.1	N/A	42.9	57.1	N/A	50.9	49.1	N/A	33.3	66.7	N/A

Student Outcome Data by Demographics																			
		African American/ Black			Asian			Hispanic/ Latino			Multi-Racial			Caucasian/ White			Other		
Academic Outcomes (Gr. 3-8)	% meeting college readiness benchmarks in reading	36.4	51		83.7	76.9		37.0	47.5		76.3	75.7		82.9	87.8	75			
	% meeting college readiness benchmarks in math	5.4	8.0		51.3	35.8		20.7	19.2		39.7	32.3		53.8	48.3	50			
	% at or below the 25th percentile in reading	37.7	30.0		12.5	6.4		30.8	23.0	0	9.0	9.1		6.2	3.0	0	0	28.5	
	% at or below the 25th percentile in math	43.0	37.5		3.3	6.4		30.9	34.6	0	8.5	11.2		4.6	4.8	0	0	42.8	
	% of Students Meeting/ Exceeding Growth Targets in Reading	43.6	56.4	0	49.4	50.6	0	45.4	54.2	.4	50.0	50.0	0	49.7	50.	.3	33.3	66.7	0
	% of Students Meeting/ Exceeding Growth Targets in Math	53.2	46.8	0	61.2	38.8	0	54.6	45.4	0	59.1	40.9	0	57.1	42.5	.4	100	0	0