



To: Dr. Charles Johns
From: Ryan Bretag, Rosanne Williamson
Re: Dashboard Report with Illinois School Report Card 2021-2022 Data
Date: November 14, 2022

Purpose

The main purpose of the Dashboard Report is to provide a comprehensive snapshot of the District 225 learning environment based upon an analysis of the Interactive Illinois School Report Card as well as other data sources. The analysis of these data identifies area of importance and trends that can influence future decision-making.

Executive Summary

Action Taken from Last Year's Areas of Focus

1. Understanding Needs Based on Evolving Demographics
 - Launched the student success platform for early warning and monitoring of students across various demographics
 - Completed program evaluation of practices for students who are identified as English Learner (EL) or dually identified as EL and Special Education
 - Conducted professional development for school psychologists and other evaluators on clinical best practices in the evaluation/reevaluation of multilingual students
 - Continued collaboration with TrueNorth and the township districts to target behavior support for students with significant disabilities so they do not require more restrictive placements
 - Developed EL endorsement cohort to expand our instructional supports
 - Established Township collaboration to understand needs and long-range work with students identified as EL
 - Focused on instructional equity and access work to ensure high academic achievement for all students given changing demographics
 - Formulated District and school initiatives for students classified as EL
 - Initiated professional development from the Center for Applied Linguistics on strategies for language acquisition and content learning needs of EL

2. Social-Emotional, Mental, and Physical Health Work (Well-being)
 - Established a district-wide committee to audit our needs and begin reviewing strategies for aspects of well-being and social-emotional skills that identified the following areas:
 - i. Provide training on trauma-responsive programming

- ii. Expand classroom tools for social-emotional and well-being skills
- Implemented Social-Emotional and Well-being data collection into a new early warning system that promotes greater collaboration across support areas and increases the capacity to proactively monitor students' well-being
- Launched a Social-Emotional Screener to collect student well-being data

Data of Note and Intended Areas of Focus

1. Academic Progress Data

The District's Post-Secondary enrollment trend is consistent with pre-Covid rates and higher than 2016 data. As well, our college Freshman to Sophomore year persistence rate is consistent with seven year trends (95%). Advanced Placement (AP) course enrollment and test scores qualifying for college credit exceeded pre-pandemic levels, which outperformed national and state expectations. Illinois Science Assessment (ISA) student performance far exceeded 2021 performance levels.

At the same time, SAT data from 2021 and 2022 are slightly lower than pre-Covid percentages of students meeting or exceeding benchmarks. This is consistent with national and state trends. As noted in last year's report, our 2022 data shows a continued need for a targeted focus on our low-income and English Learners (EL) populations.

Intended Areas of Focus

Based on this data, the following are areas of focus:

1. Understand our current multi-tiered system of support (MTSS) model to determine academic intervention needs.
2. Provide staff professional development in instructional supports for all students (Tier 1) and those identified for targeted interventions (Tier 2).
3. Complete the Illinois State Board of Education English Learners Audit and review recommendations for future actions.

2. Absenteeism Data

The District's chronic absenteeism rate for 2021-2022 was 23%, a 10% increase over pre-covid numbers. This increase is consistent throughout Illinois which saw a 12% increase from pre-covid numbers. As well, comparable area school districts noted similar increases. Chronic absenteeism equates to the percentage of students who miss 10% or more school days per year with or without a valid excuse. It is important to note that our chronic truancy rate is 3%, which is lower than in previous years. Illinois law defines "chronic truant" as a student who misses 5% of school days within an academic year without a valid excuse.

Intended Areas of Focus

Based on this data, the following areas of focus. We began work in the late winter/early spring after noticing an increase in absenteeism. We will continue to

review and enhance structures to positively impact attendance such as adjustments to our student resource time implemented at the start of the 2022-2023 academic year.

1. Utilize early warning data to monitor attendance and behavior trends for support interventions.
 2. Reform our attendance policy and procedures to better align with practices that could decrease student absenteeism.
3. Supportive Environment Data
- Well-being is influenced by a supportive environment, which is why this data is relevant given our strategic focus. An identified strength in this area from the 5Essentials is “strong” to “very strong” performance data trend in the following categories:
- Student-Teacher Trust,
 - Student Peer Relationships,
 - School-Wide Future Orientation (i.e. the school engages all students in planning for life after graduation).

These are foundational for well-being and help create the groundwork for a sense of belonging. This fall, we administered our social-emotional screener which will expand our understanding of these topics. We are reviewing this data and will provide an update in December.

Intended Areas of Focus

Based on this data, the following are areas of focus:

1. Administer the SEL and Well-being screener three times a year to understand trends, compare with the 5Essentials data, and create an actionable data set.
2. Administer the Comprehensive School Climate Inventory to gather further insights from staff and students on a supportive environment to compare with 5Essentials findings.
3. Continue student success platform implementation for early warning monitors and individual and group intervention creation.

Background

The “Data of Note” and “Intended Areas of Focus” emerge from a variety of data sources reviewed as part of our dashboard. The following background provides a brief overview and links to each data source. Our primary data instrument is the Illinois Interactive School Report Card. Because it is interactive and a repository of most of our data dashboards, it is better viewed online rather than in print. Therefore, a link to the full dataset and direct links to data of importance are provided.

School Report Card Data

Interactive Report: [Glenbrook HSD 225 Report Card](#)

Overview: The School Report Card is an annual report released by the Illinois State Board of Education that shows how the state, and each school and district, are progressing on a wide range of educational goals. The Report Card offers a picture of student and school performance and provides student and staff demographics.

5Essentials Data

Interactive Report: [Glenbrook North](#) and [Glenbrook South](#)

Overview: The 5Essentials is an annual survey done in Illinois focused on five essential indicators of school success. It provides us with many insights and trends, especially students’ perceptions regarding our schools as “Supportive Environments”: student-teacher trust, school-wide future orientation, and safety.

National Student Clearing House Data

Static Report: [Persistence Data](#)

Overview: National Student Clearinghouse Student Tracker is an annual report that gathers and tracks our students’ college attendance nationwide (approximately 95% of U.S. colleges participate in Clearinghouse data collection), aiming to help school districts more accurately gauge the college success of their graduates.

Physical Education Fitness Test Data

Static Report: [PE Fitness Data](#)

Overview: The Physical Education Fitness Test is an annual report based upon Illinois required fitness testing in four key areas: aerobic capacity, flexibility, muscular strength, and muscular endurance. This fitness data provides a snapshot of students' fitness levels and is part of additional data we track to help students develop the core competencies of physical and mental health. It is essential to our overall goal as a district, given that research links physical activity with improved academic performance and holistic well-being.

Key Interactive Data Elements

Academic Progress

- 9th Grade on Track
- Postsecondary Enrollment Trend
- SAT Grade & Demographics - ELA
- SAT Grade & Demographics - Mathematics
- SAT - IEP ELA Performance Scatterplots
- SAT - IEP Math Performance Scatterplots
- SAT - Low Income ELA Performance Scatterplots
- SAT - Low Income Math Performance Scatterplots

District Environment

- Average Class Size
- Student-Teacher Trust - GBN
- Student-Teacher Trust - GBS

Students

- Enrollment by Demographics by Ethnicity
- English Learners
- EL ACCESS Overall
- Early College Coursework-Advanced Placement
- Early College Coursework-Enrollment
- Low-Income Students
- Racial - Ethnic Diversity - By Ethnicity
- Student Attendance
- Student Chronic Absenteeism
- Students Enrolled in AP Coursework - Honors Coursework
- Students Enrolled in AP Coursework - Dual Credit
- Students Enrolled in AP Coursework - AP
- Students with IEPs Overall
- Students with IEPs Overall by Demographics

Teachers

- Attendance
- Demographics
- Retention
- Teacher Education