

A purple square with a white border, containing text.

Strategic Planning Teaching & Learning Data Presentation

February 26, 2025

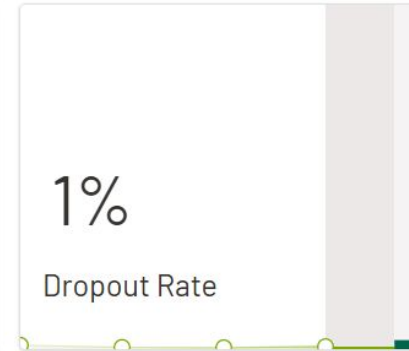
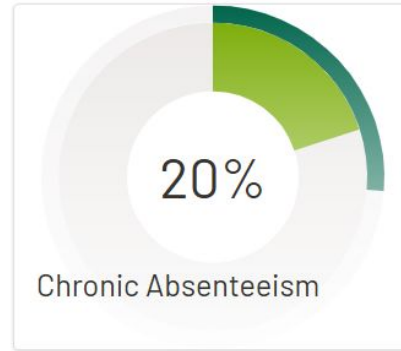
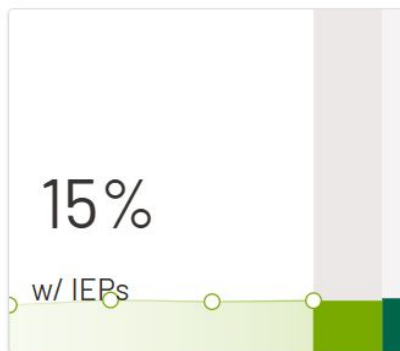
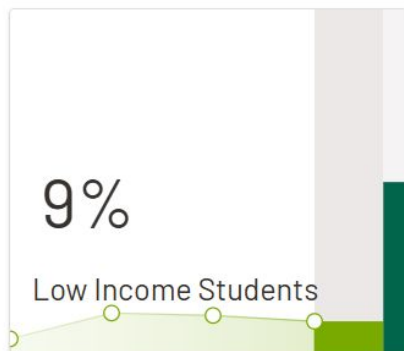
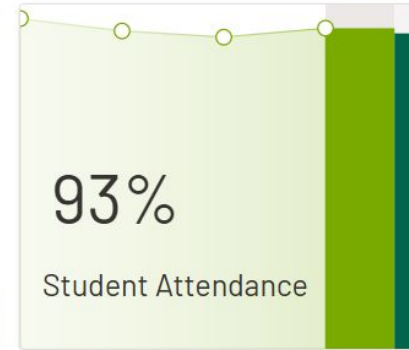
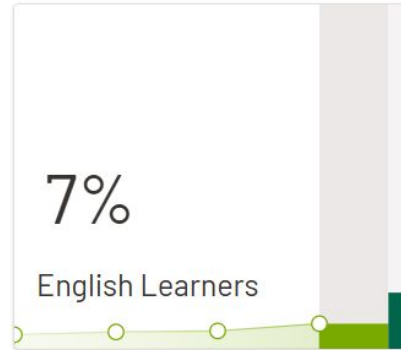
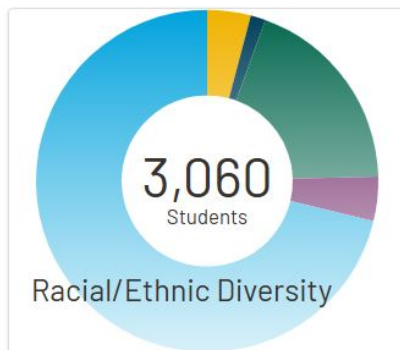
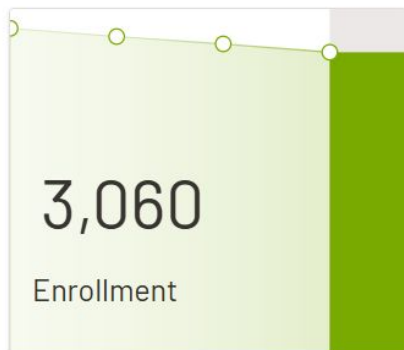


General District Data 2023-2024

**Retrieved from the Illinois School
Report Card**



District Student Demographics

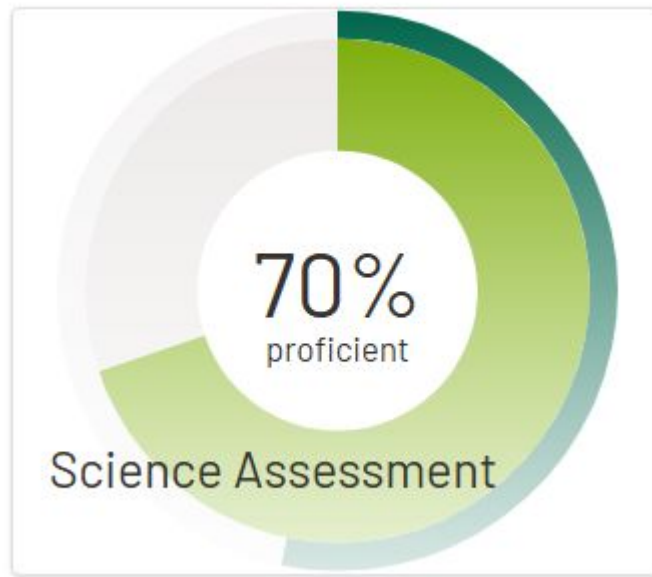
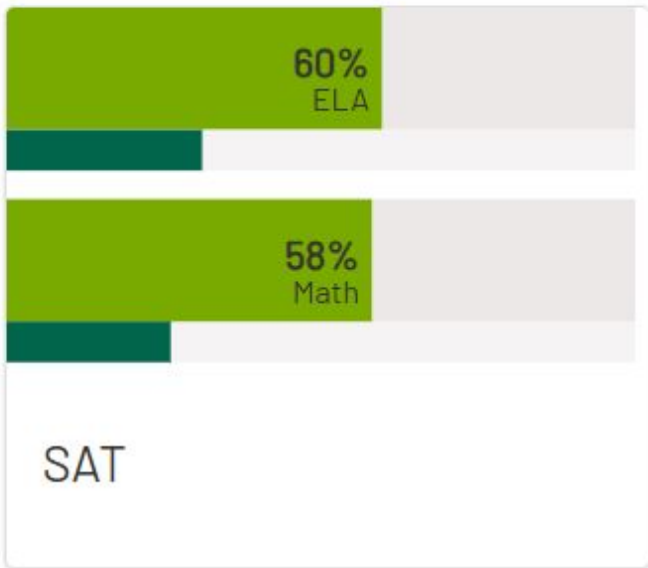




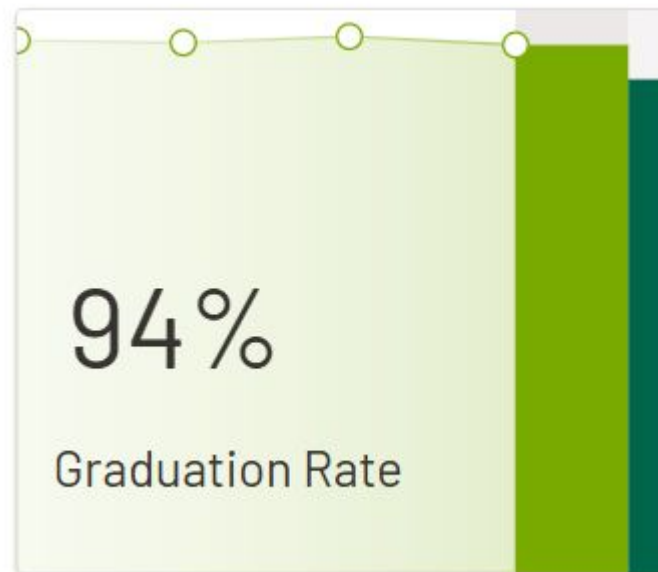
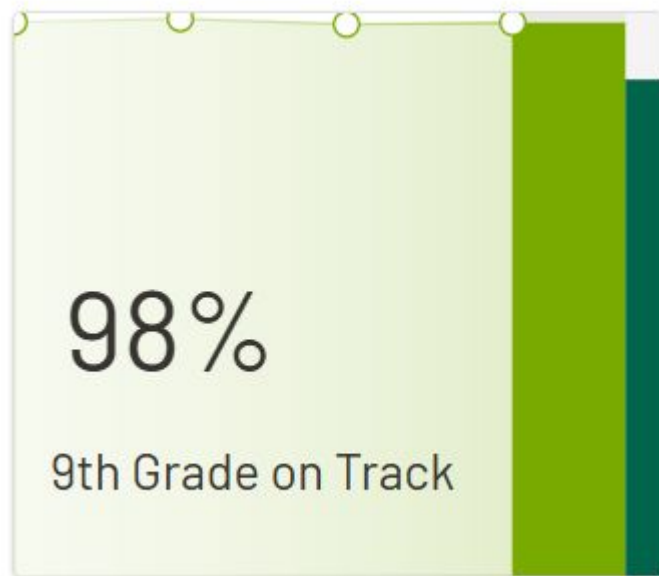
District Assessment Data

Academic Progress

■ District ■ State



District Data

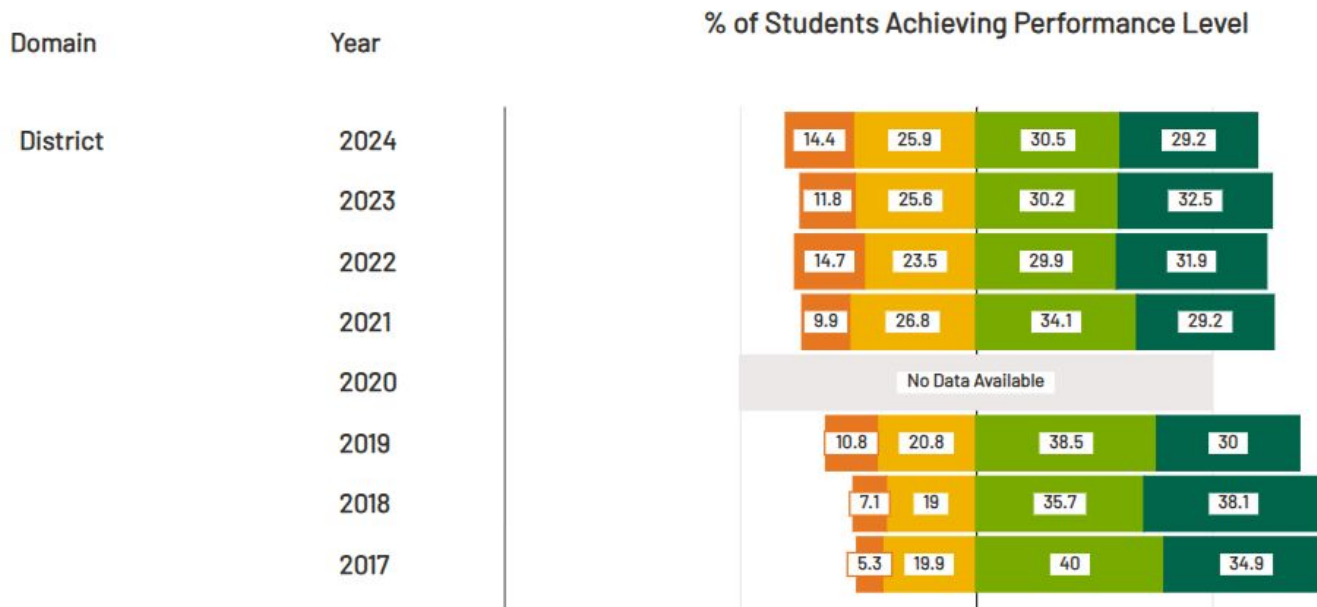


Data points spanning from freshman year until the graduation...



District Data - ELA Proficiency

Partially Meets Approaching Meets Exceeds





District Data - ELA Proficiency *Disaggregated by Race*

Partially Meets Approaching Meets Exceeds

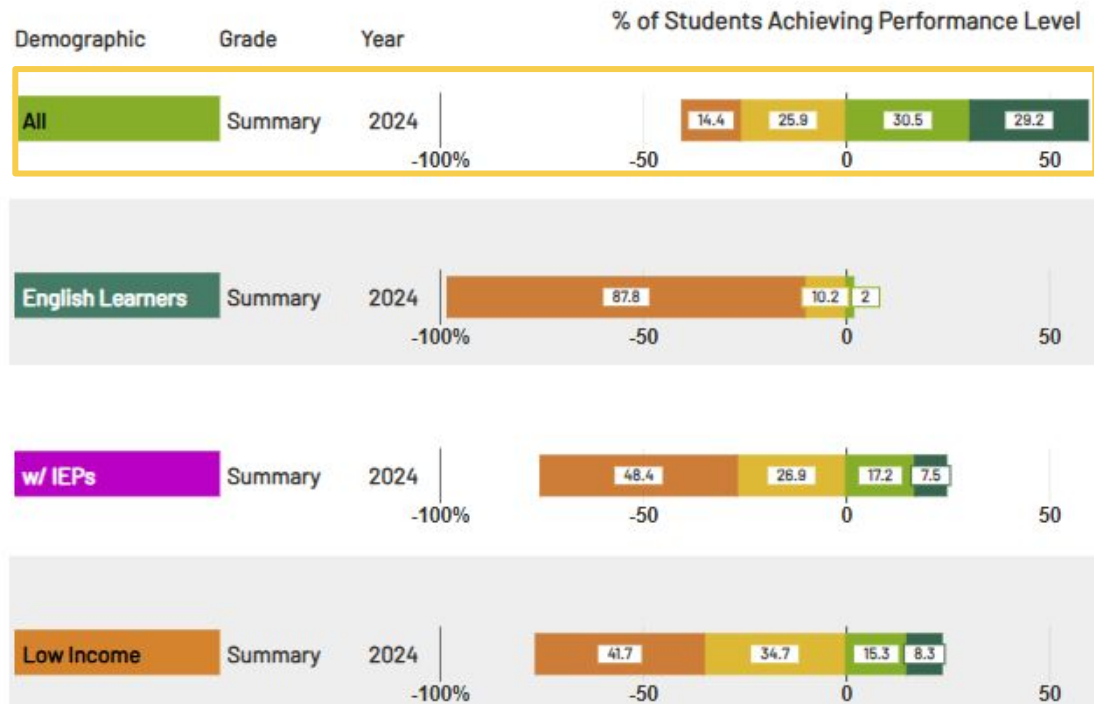




District Data - ELA Proficiency

Disaggregated by Category

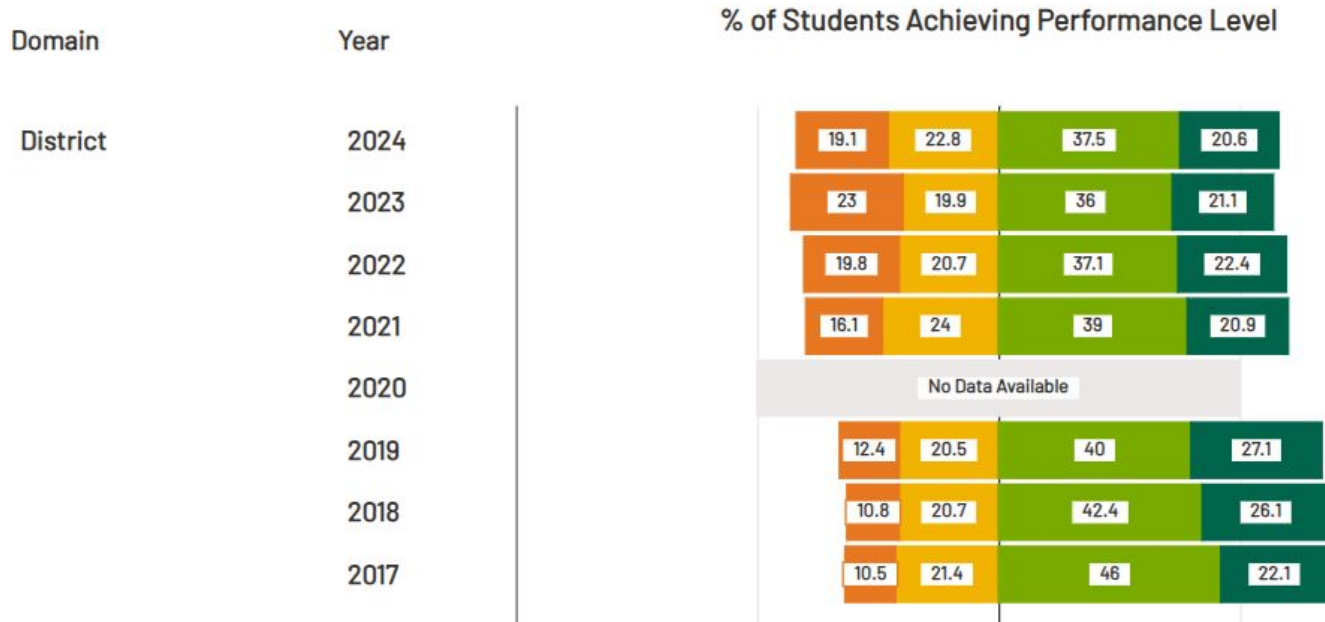
Partially Meets Approaching Meets Exceeds





District Data - Math Proficiency

Partially Meets Approaching Meets Exceeds

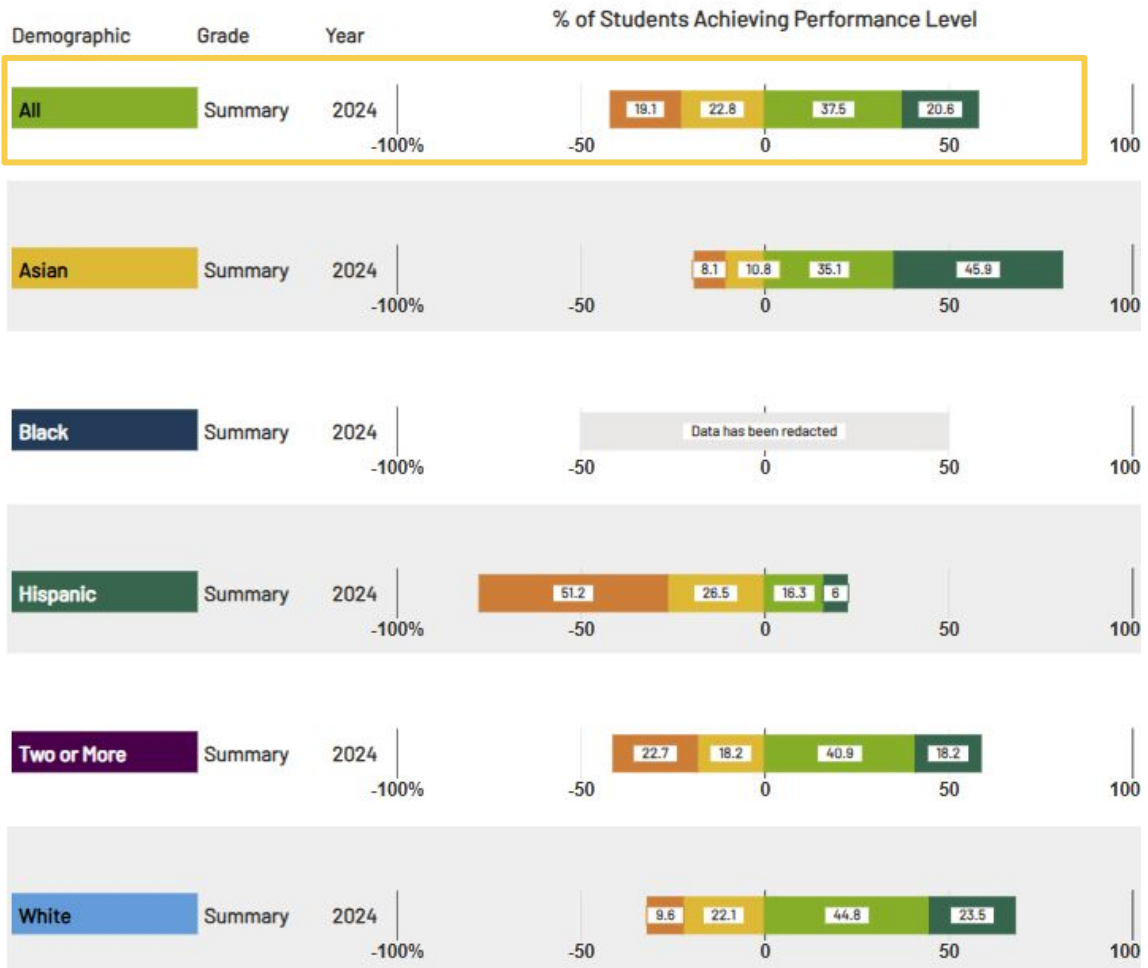




District Data - Math Proficiency

*Disaggregated
by Race*

Partially Meets Approaching Meets Exceeds

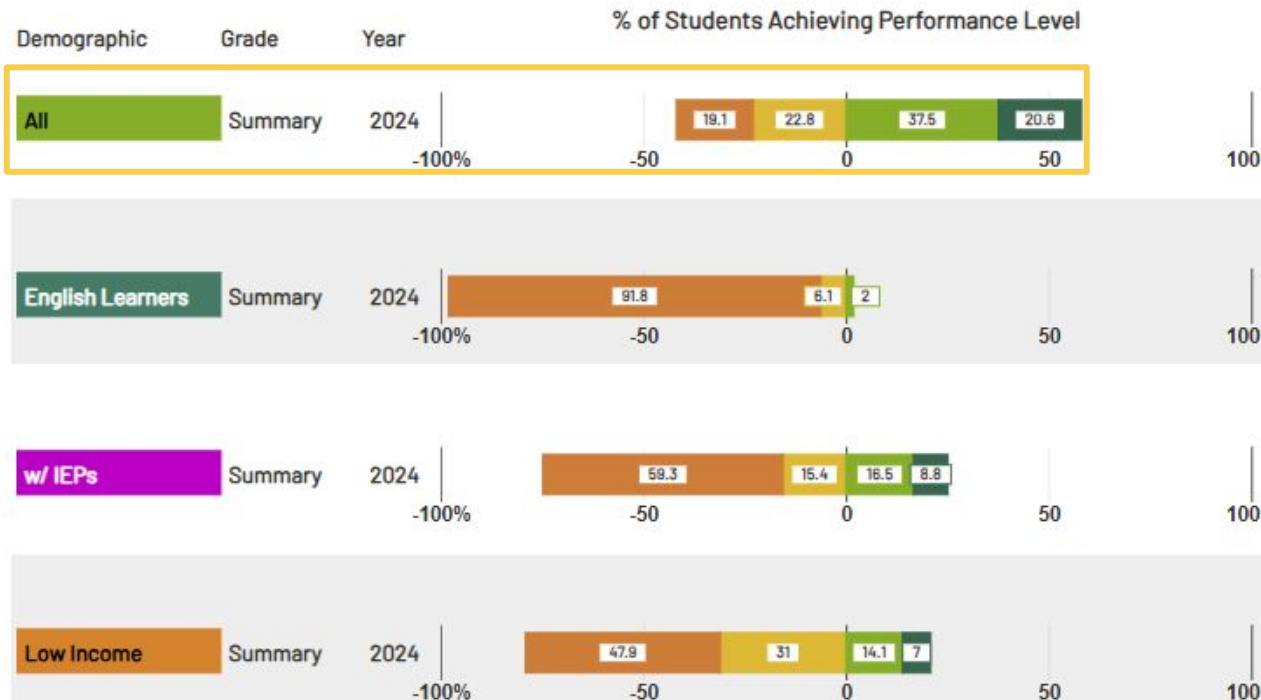




District Data - Math Proficiency

Disaggregated by Category

Partially Meets Approaching Meets Exceeds

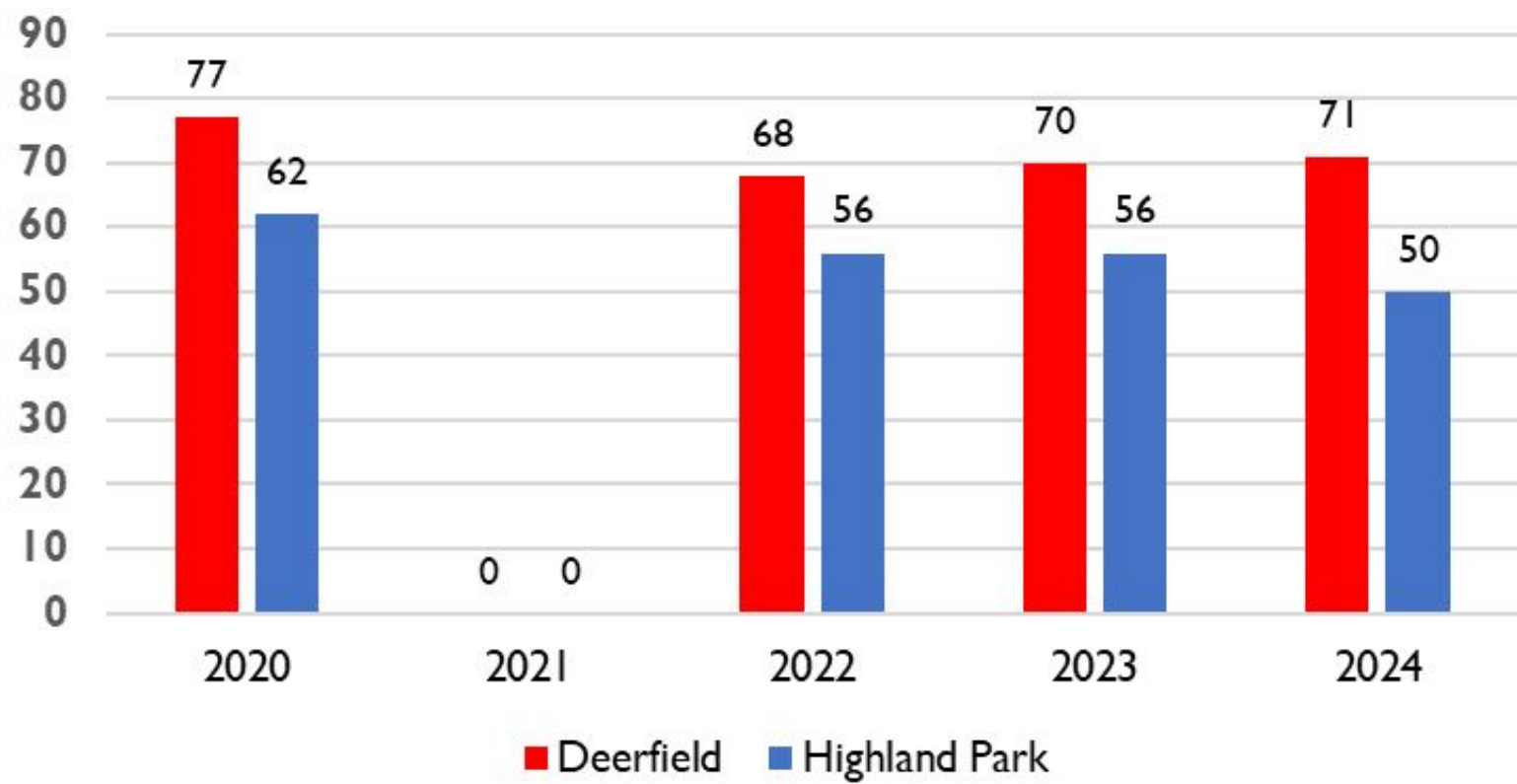




Longitudinal Proficiency Data by School 2020-2024

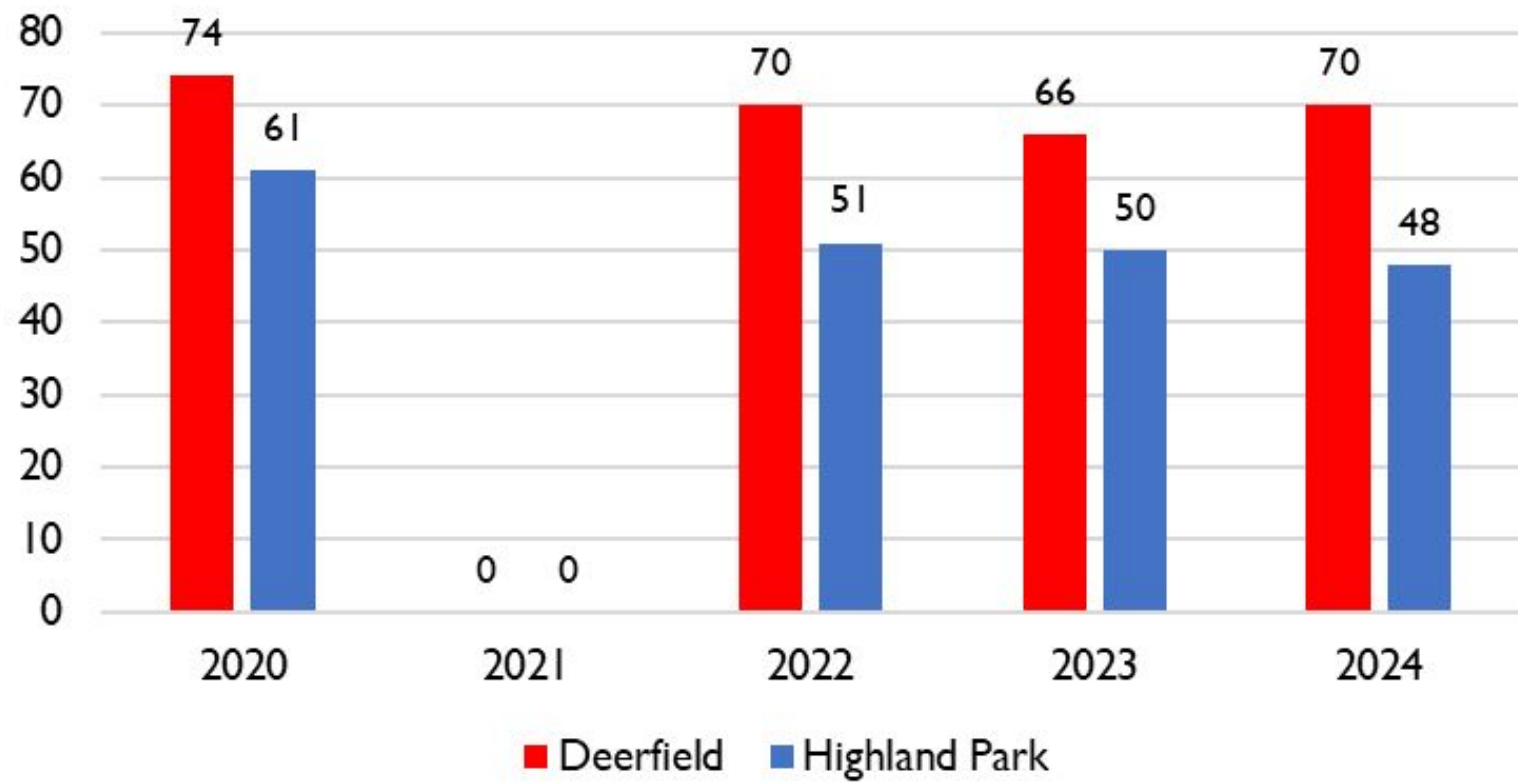
**All historical data retrieved from
Statewide Student Information System**

% ELA Proficiency - SAT Scores 2020-2024





% Math Proficiency - SAT Scores 2020-2024

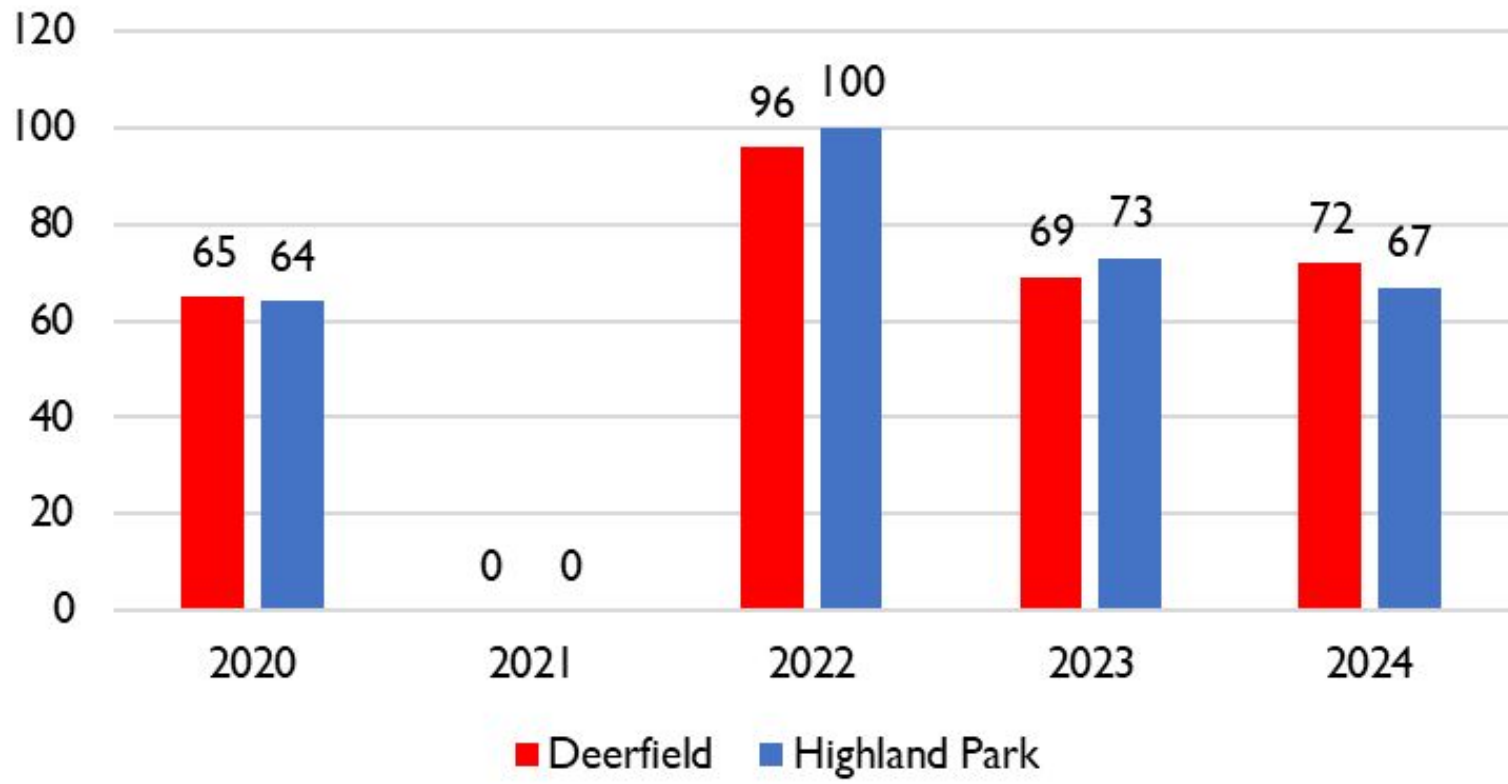




Important Note about a Change in Business Rules for ISA (Science Proficiency)

- 2020-2022: Based on completion only
- 2023-2024: Based on student proficiency levels of exam

% Science Proficiency - ISA Scores 2020-2024





Longitudinal Proficiency Outcomes by Subgroup 2020-2024

**All historical data retrieved from
Statewide Student Information System**

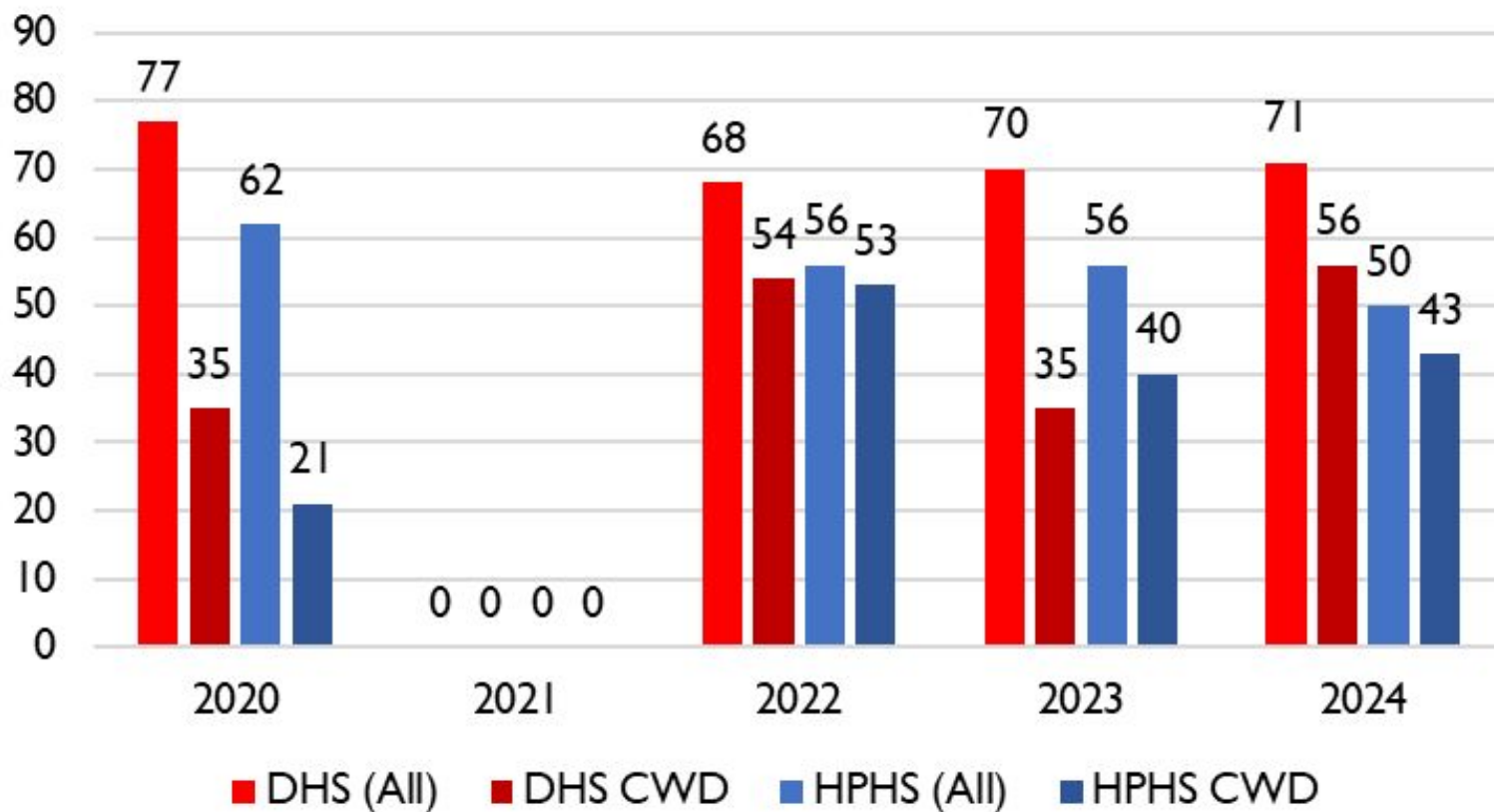


Subgroup Data by Building, 2020-2024

	2020	2021	2022	2023	2024
Deerfield	CWD White		CWD Former EL Hispanic/Latino White	Asian CWD Former EL Hispanic/Latino White	Asian CWD Former EL White
Highland Park	CWD EL Former EL Hispanic/Latino Economically Disadvantaged White		CWD EL Former EL Hispanic/Latino Economically Disadvantaged White	CWD EL Former EL Hispanic/Latino Two or more races Economically Disadvantaged White	CWD EL Former EL Hispanic/Latino Economically Disadvantaged White

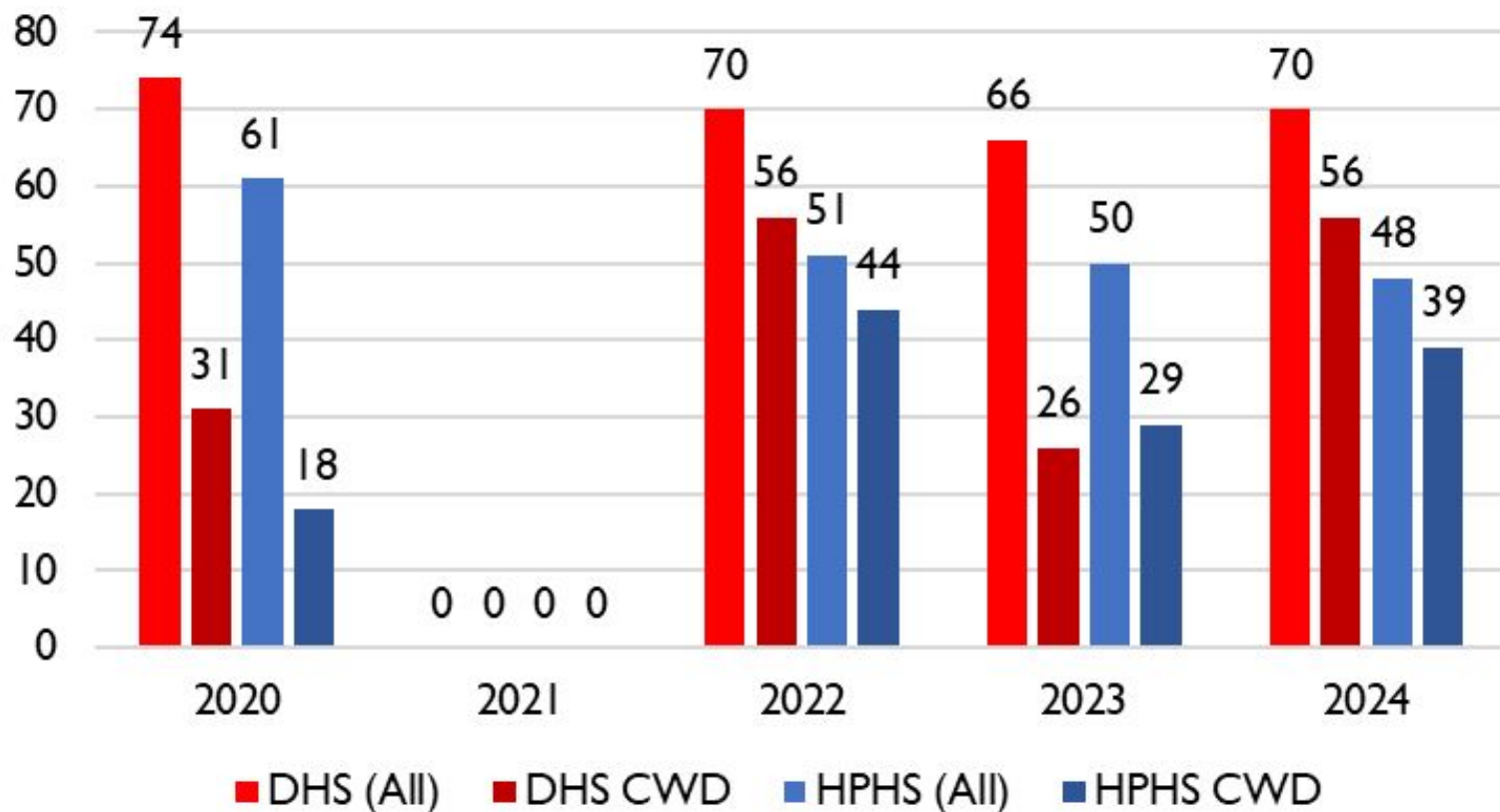


ELA % Proficiency Data - All & CWD



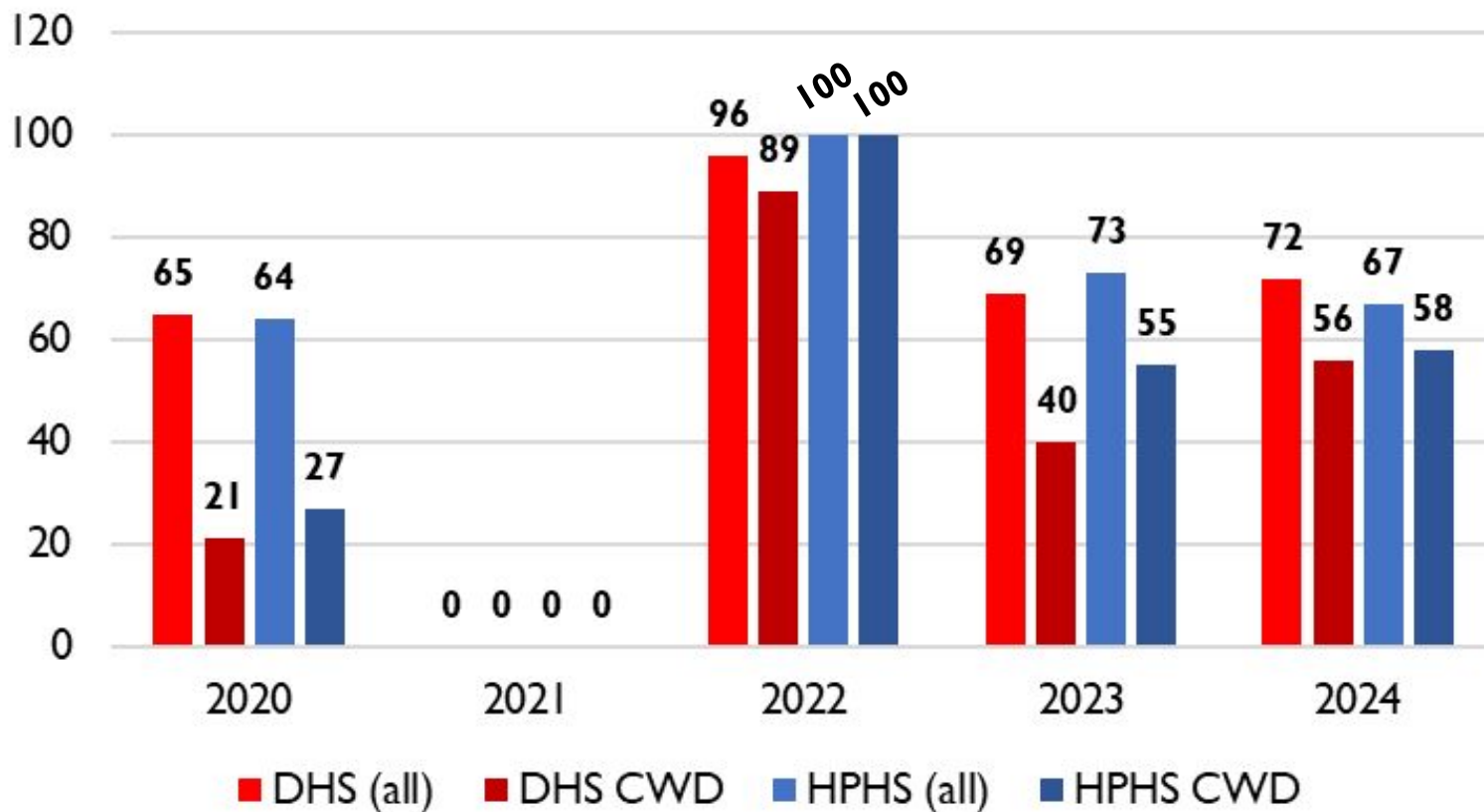


Math % Proficiency Data - All & CWD



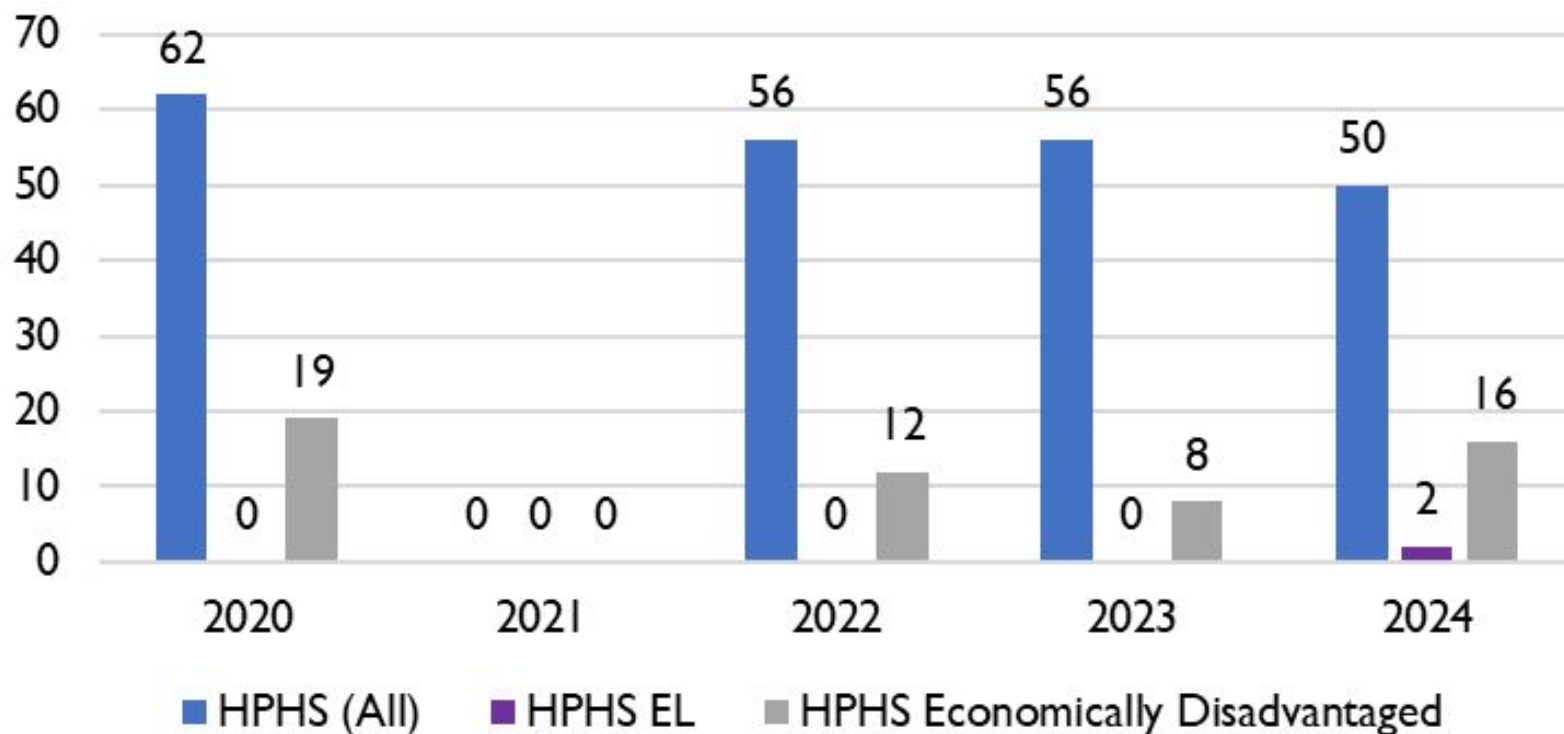


Science % Proficiency Data - All & CWD



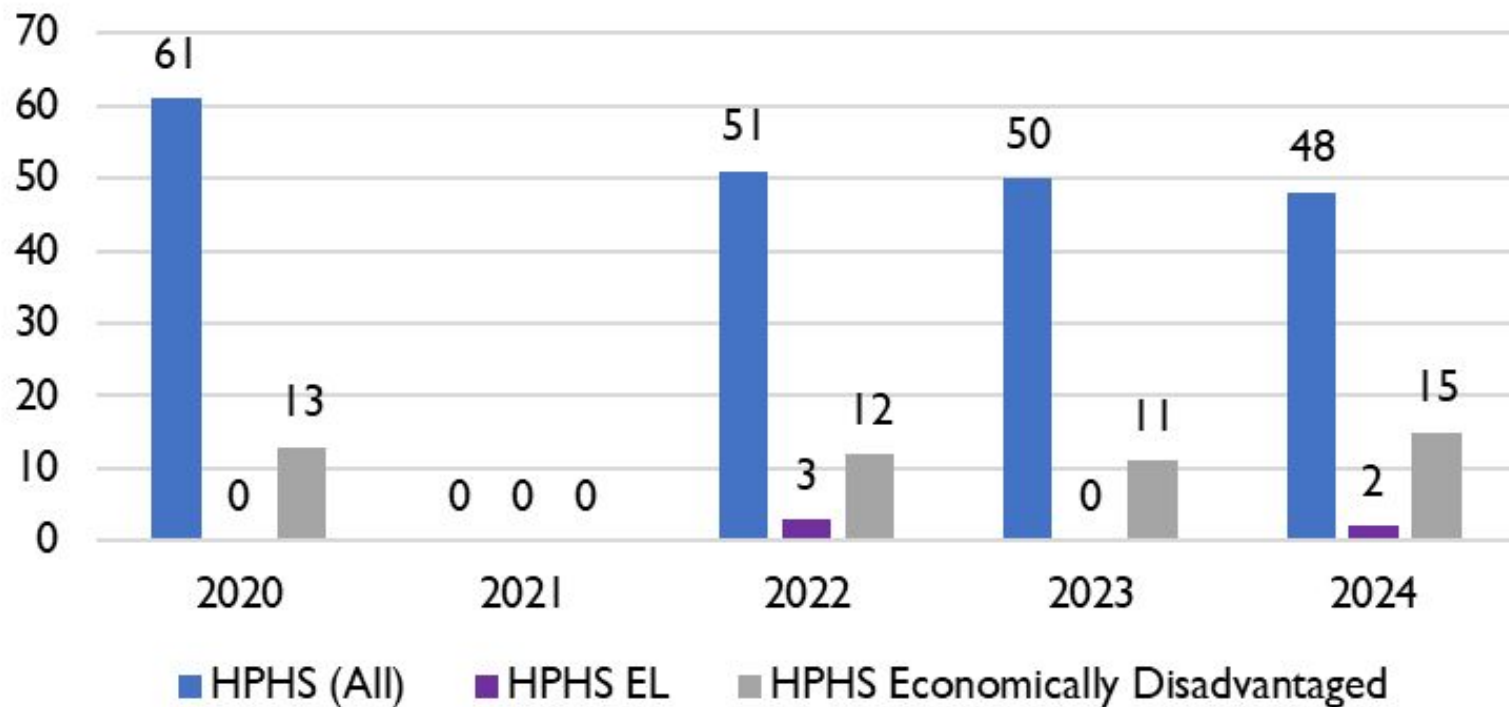


% ELA Proficiency Data - All, EL & Economically Disadvantaged



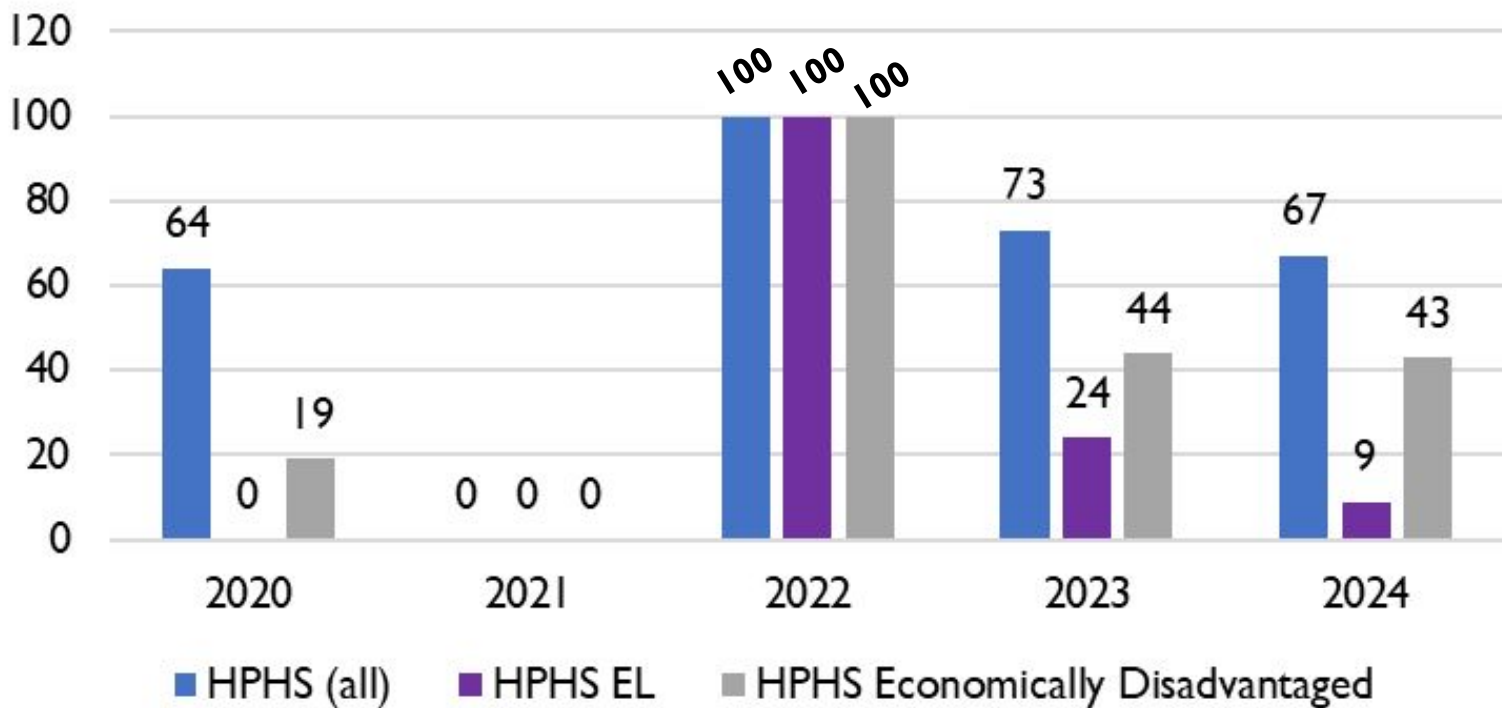


% Math Proficiency Data - All, EL & Economically Disadvantaged





% Science Proficiency Data - All, EL & Economically Disadvantaged



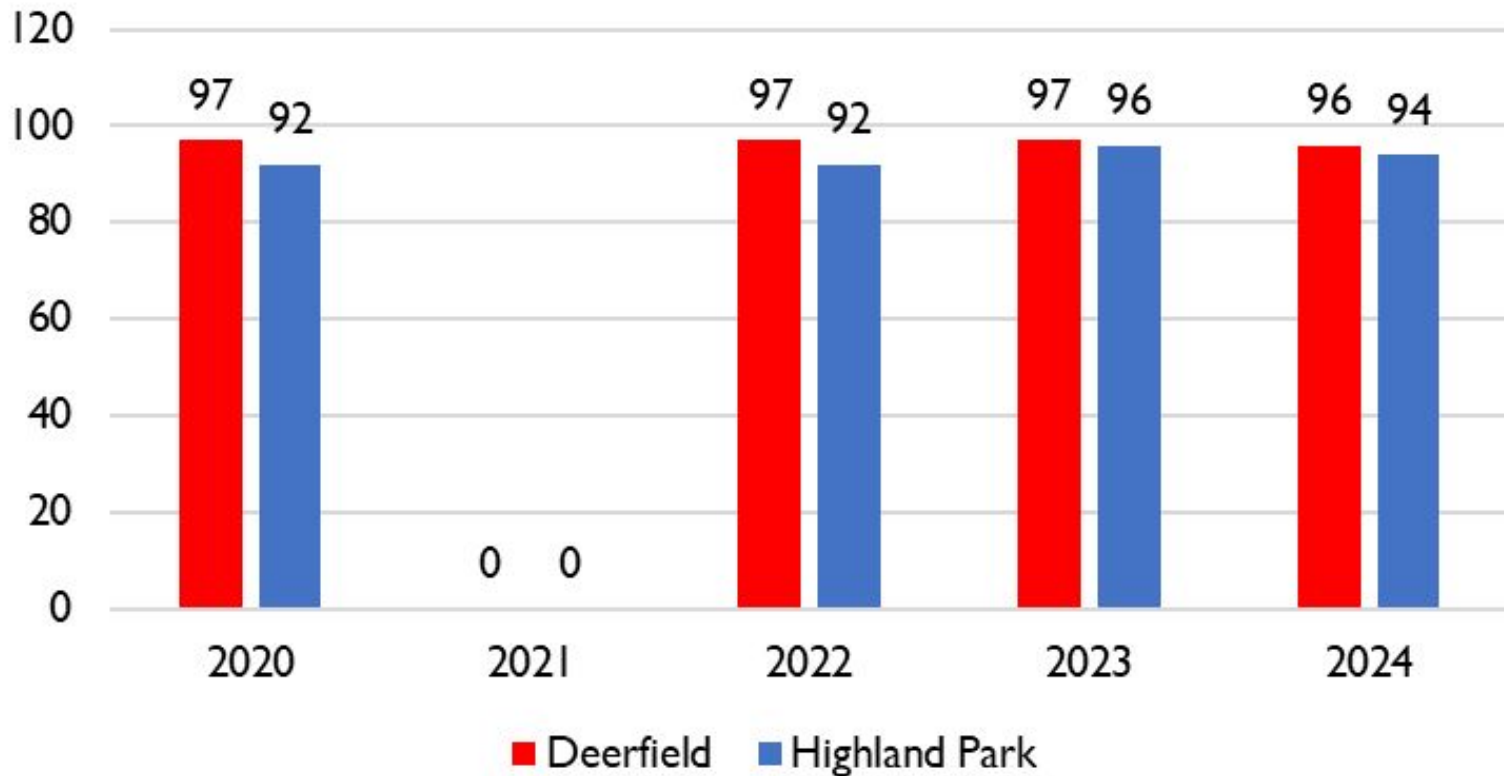


Freshmen on Track, Graduation Rate & Chronic Absenteeism 2020-2024

**All historical data retrieved from
Statewide Student Information System**



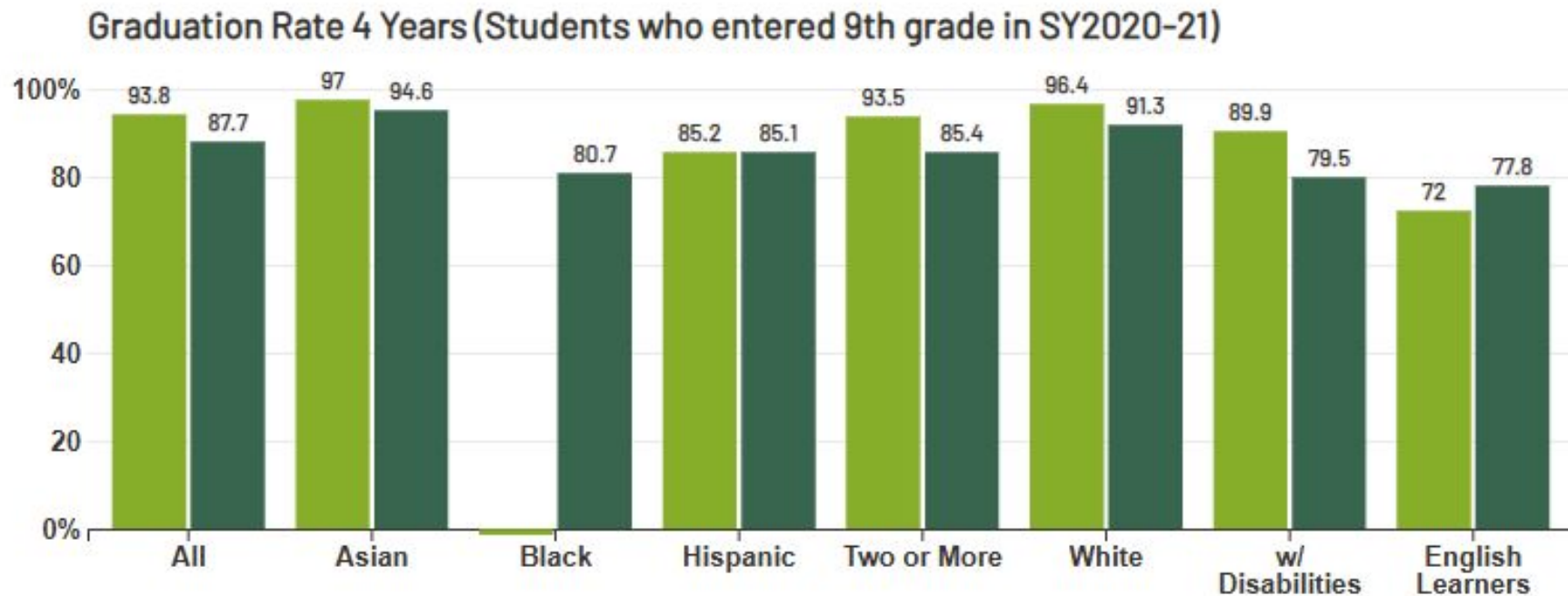
% Graduation Rate, 2020-2024





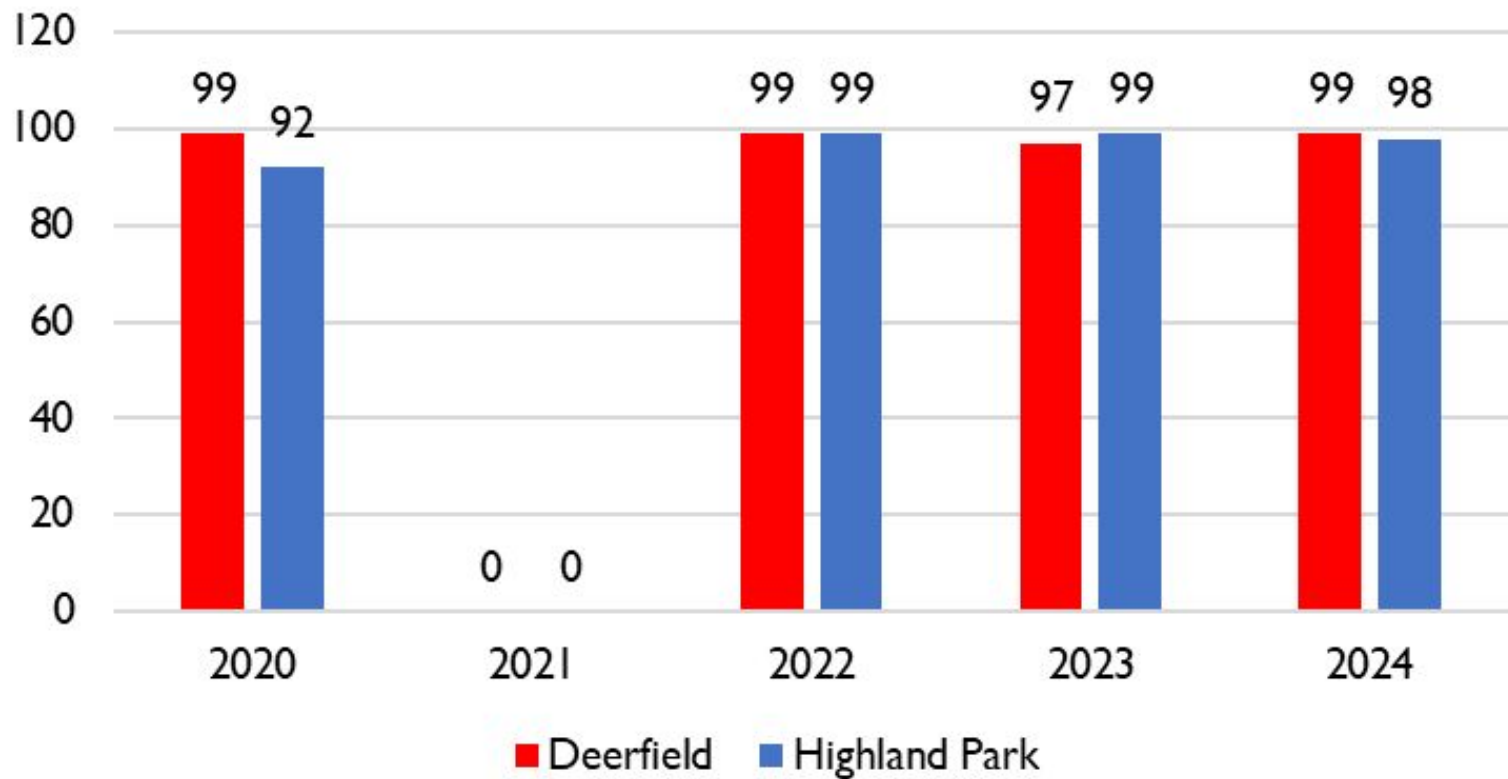
% 2024 Graduation Rate by Race and Category

■ District ■ State





% Freshmen on Track Rate, 2020-2024

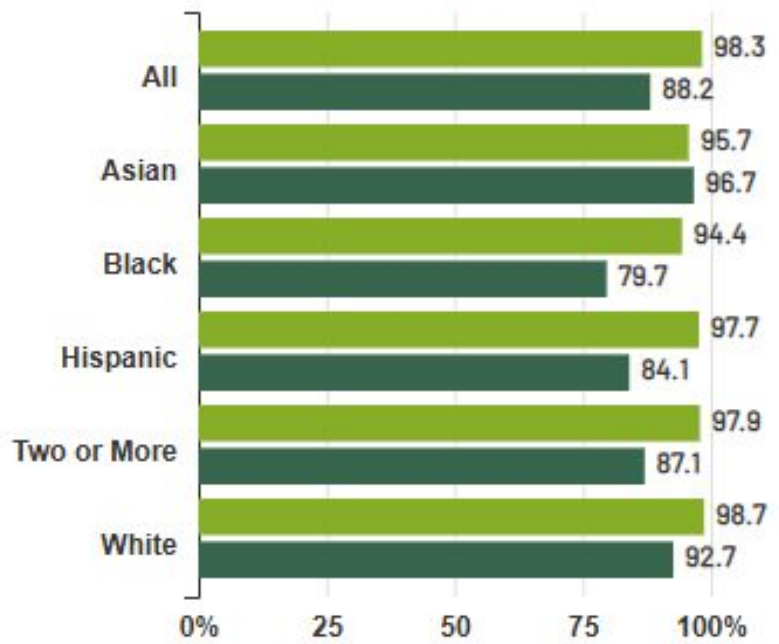




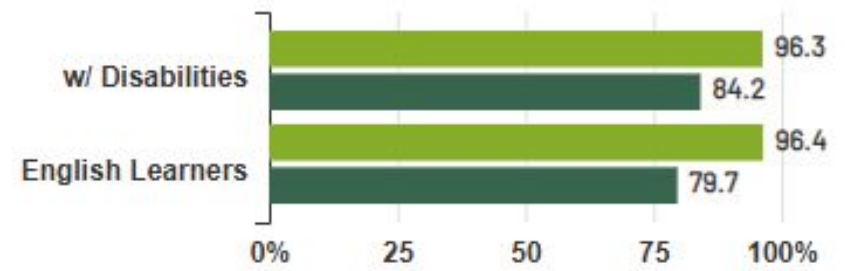
% 2024 Freshmen on Track Rate by Race and Category

District State

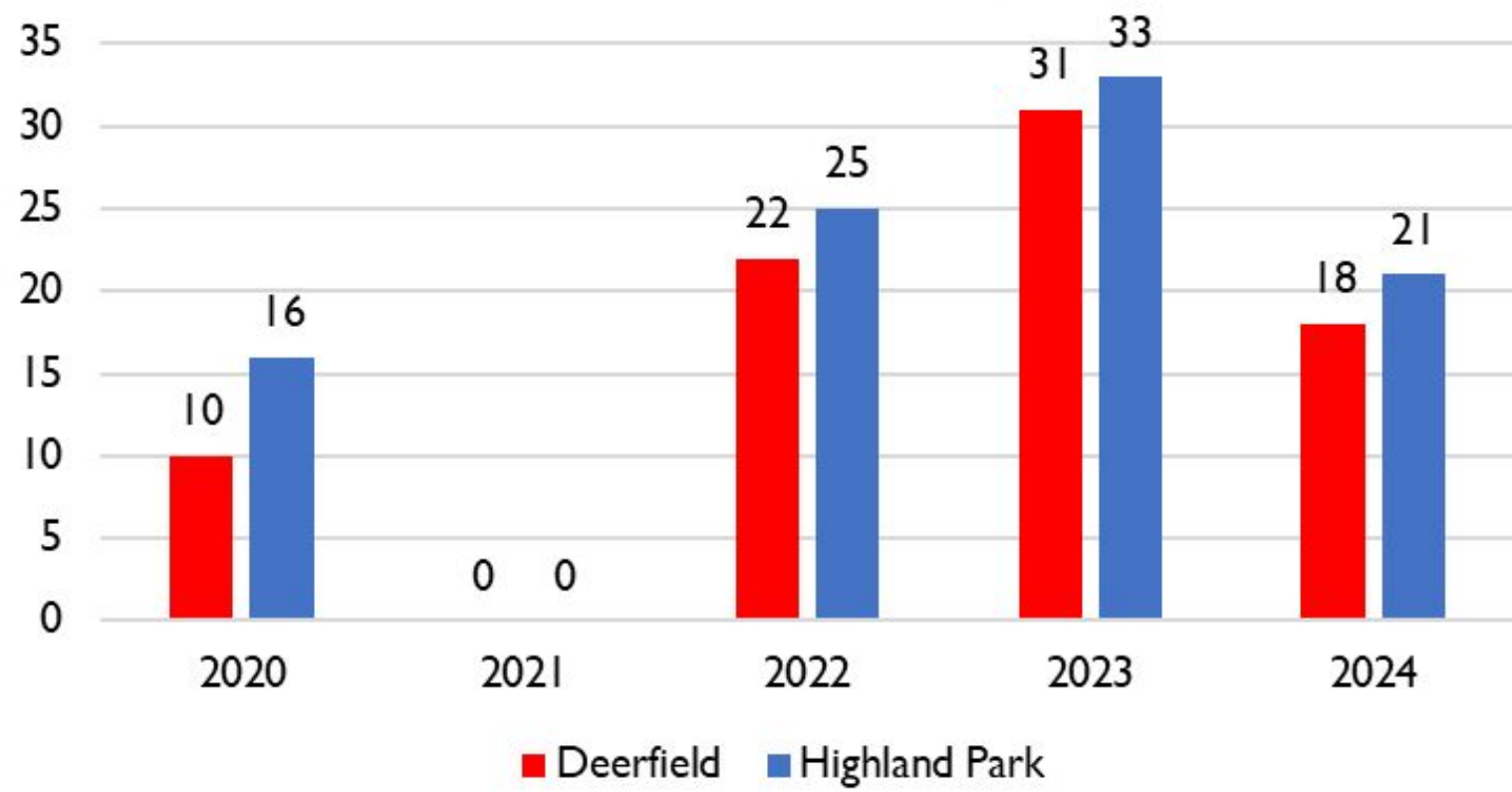
ETHNICITY/ RACE



Other



% Chronic Absenteeism Rate, 2020-2024

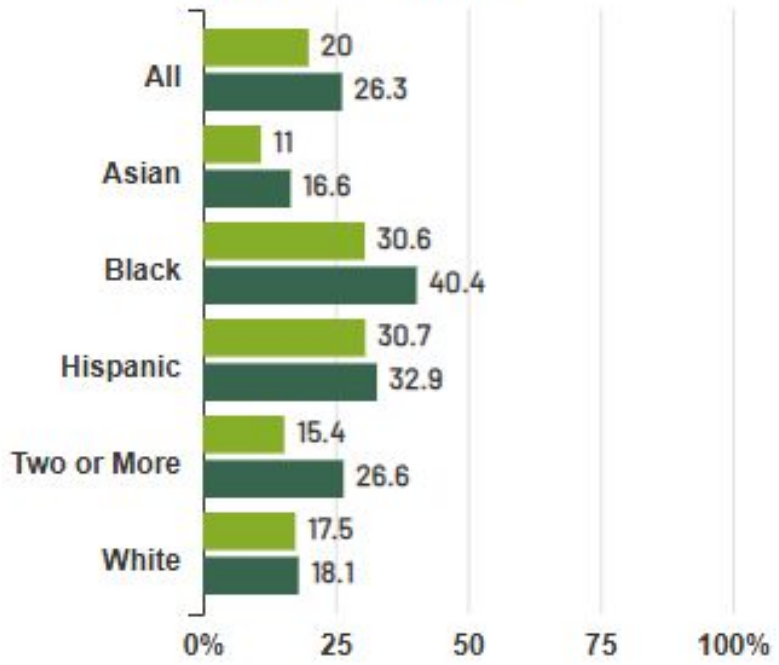




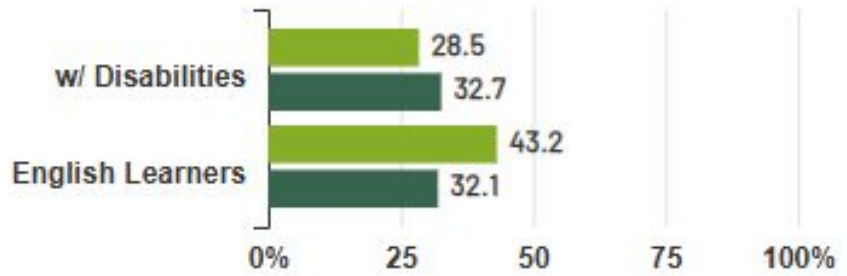
% 2024 Chronic Absenteeism by Race and Category

■ District ■ State

ETHNICITY/ RACE



Other





Advanced Placement Data 2024

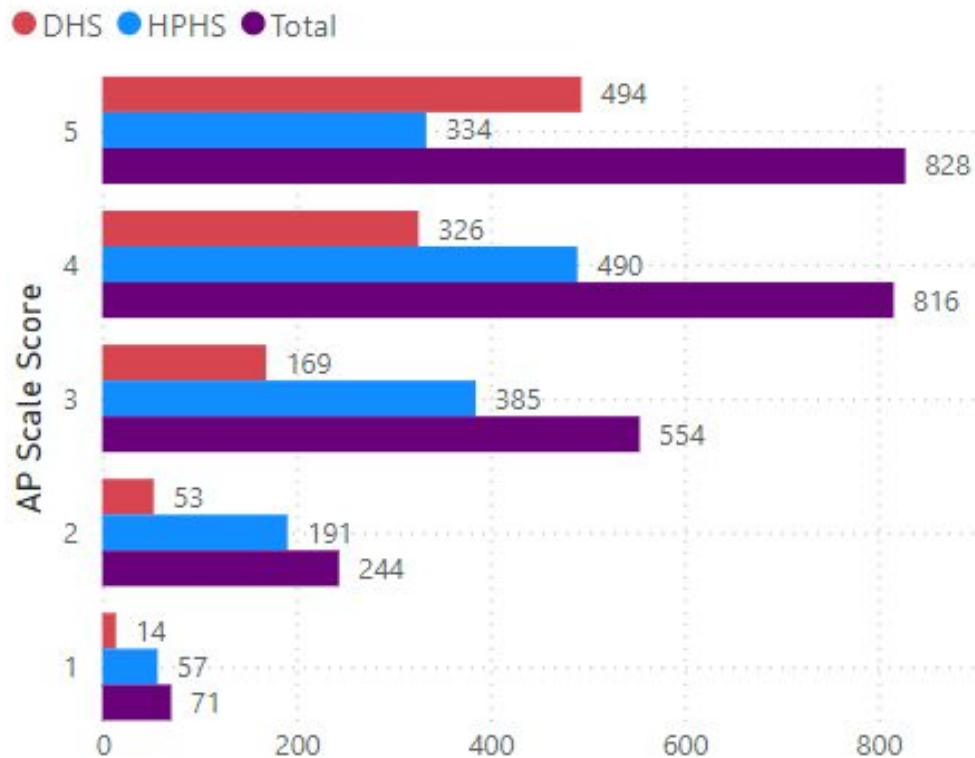


Township 113 AP Score Breakdown 2024

District-wide
Total # of Exams:

2,513*

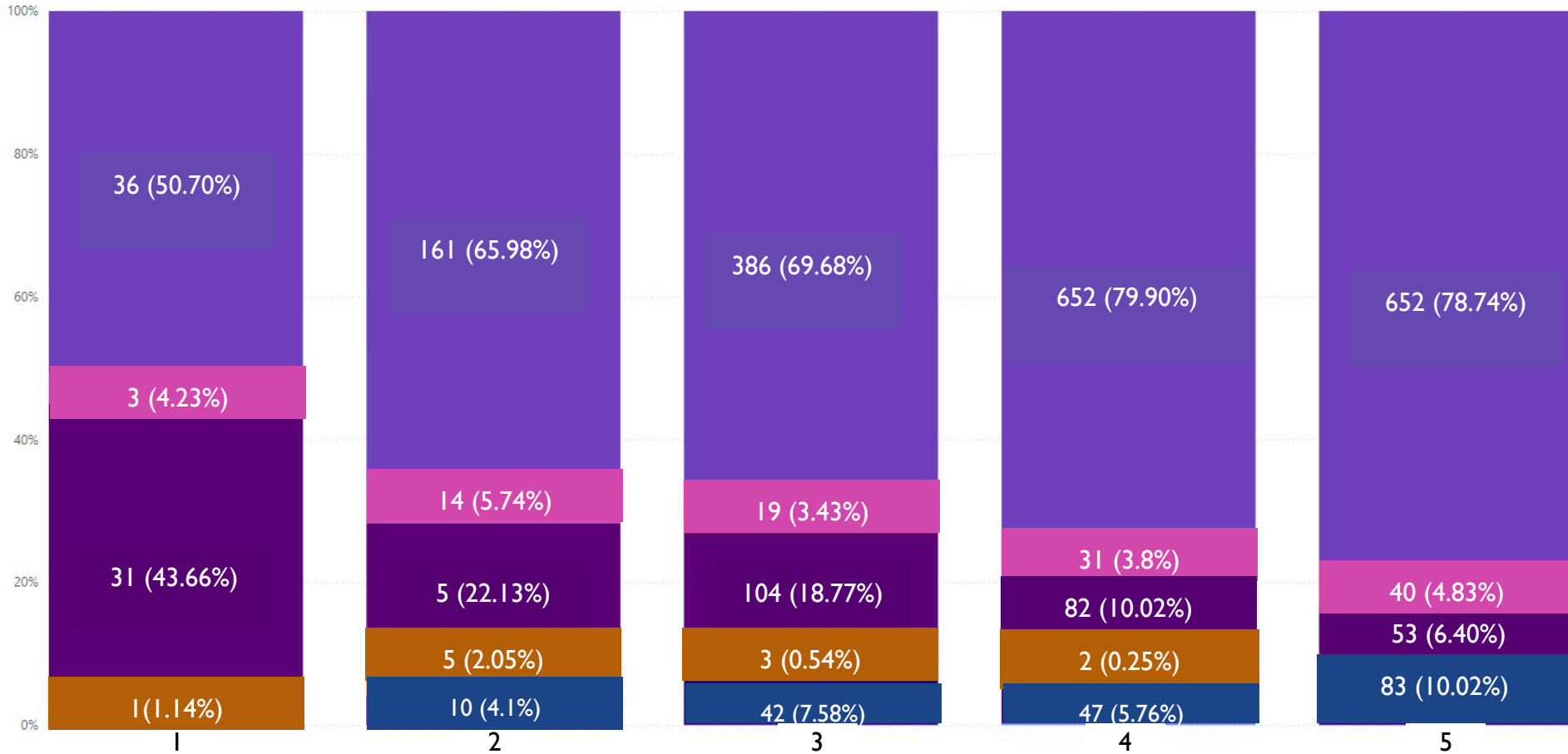
**Some students may take
more than one exam during
the school year*





AP Scores by Race

Race (Blank) Asian or Pacific Islander Black or African American Hispanic Multiracial/Ethnic White





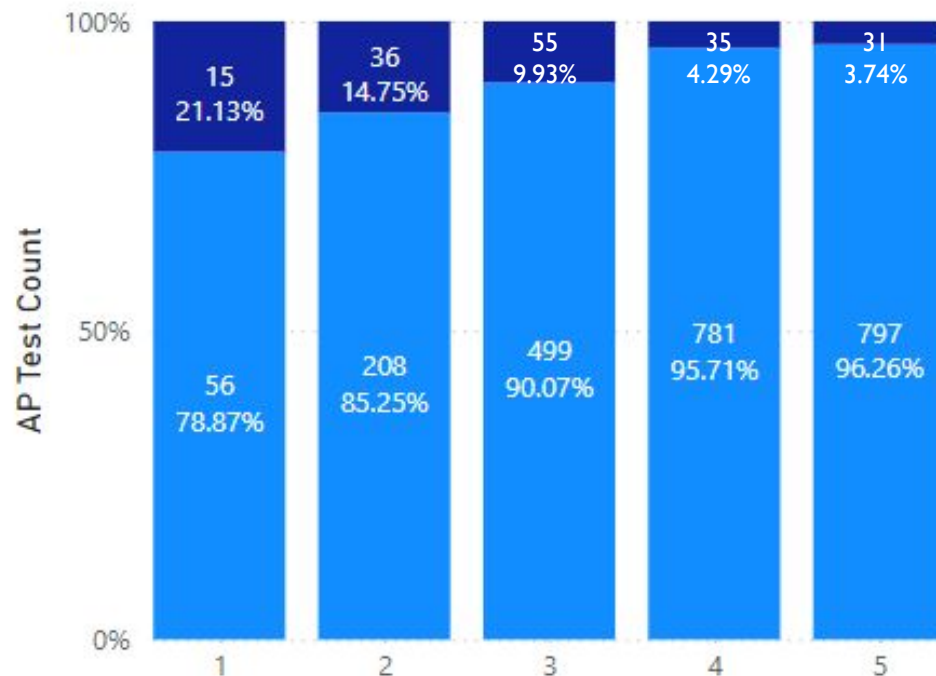
AP Scores of Economically Disadvantaged Students

District-Wide Total
Number of Students
Identified as
Economically
Disadvantaged:

346 students
(11% total
population)

Economically disadvantaged

● (Blank) ● True

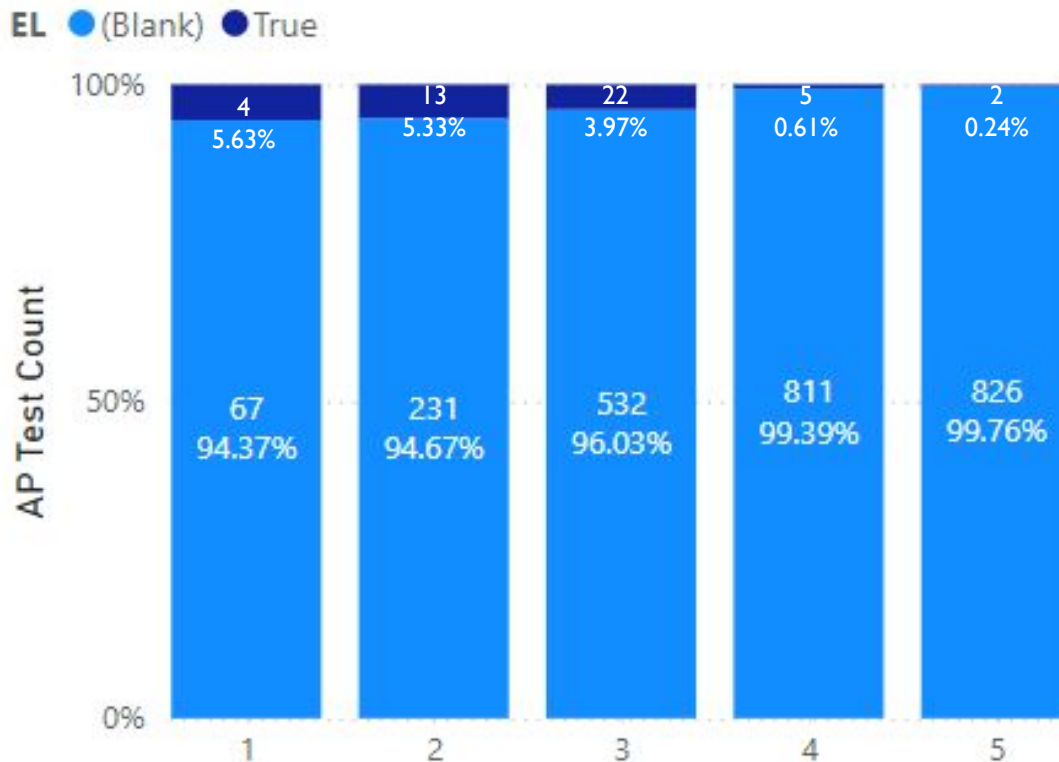




AP Scores by EL Subgroup

District-Wide Total
Number of Students
Identified as English
Learners:

157 students
(5% total
population)

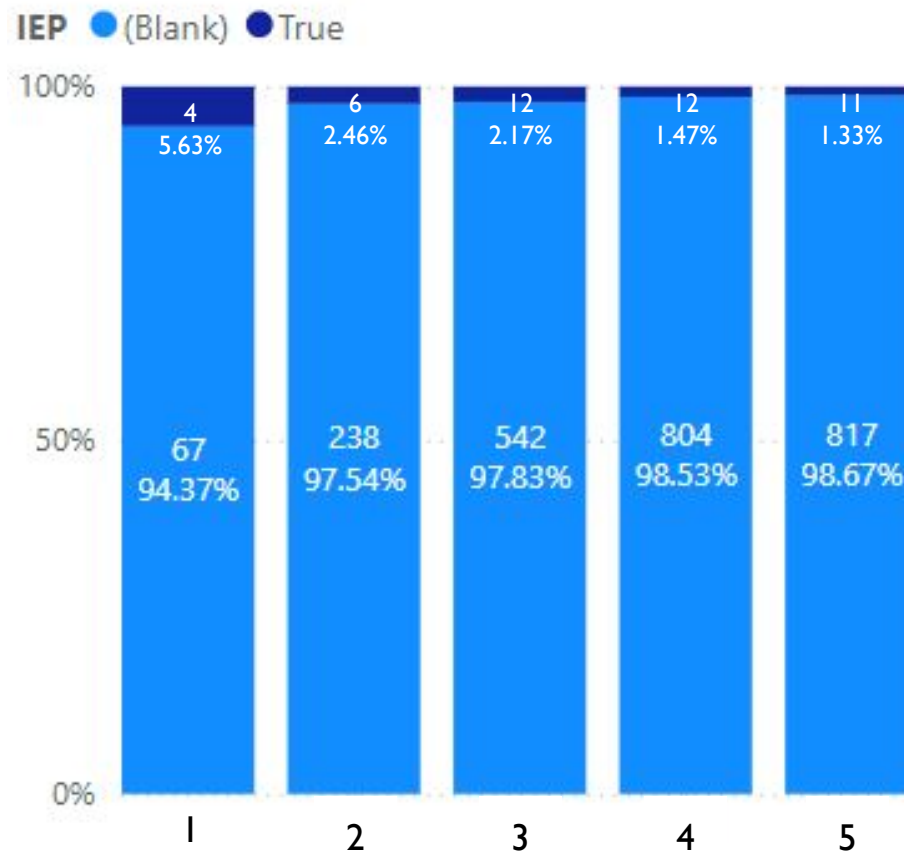




AP Scores by IEP Subgroup

District-Wide Total
Number of Students
Identified with an IEP:

472 students
(15% total
population)

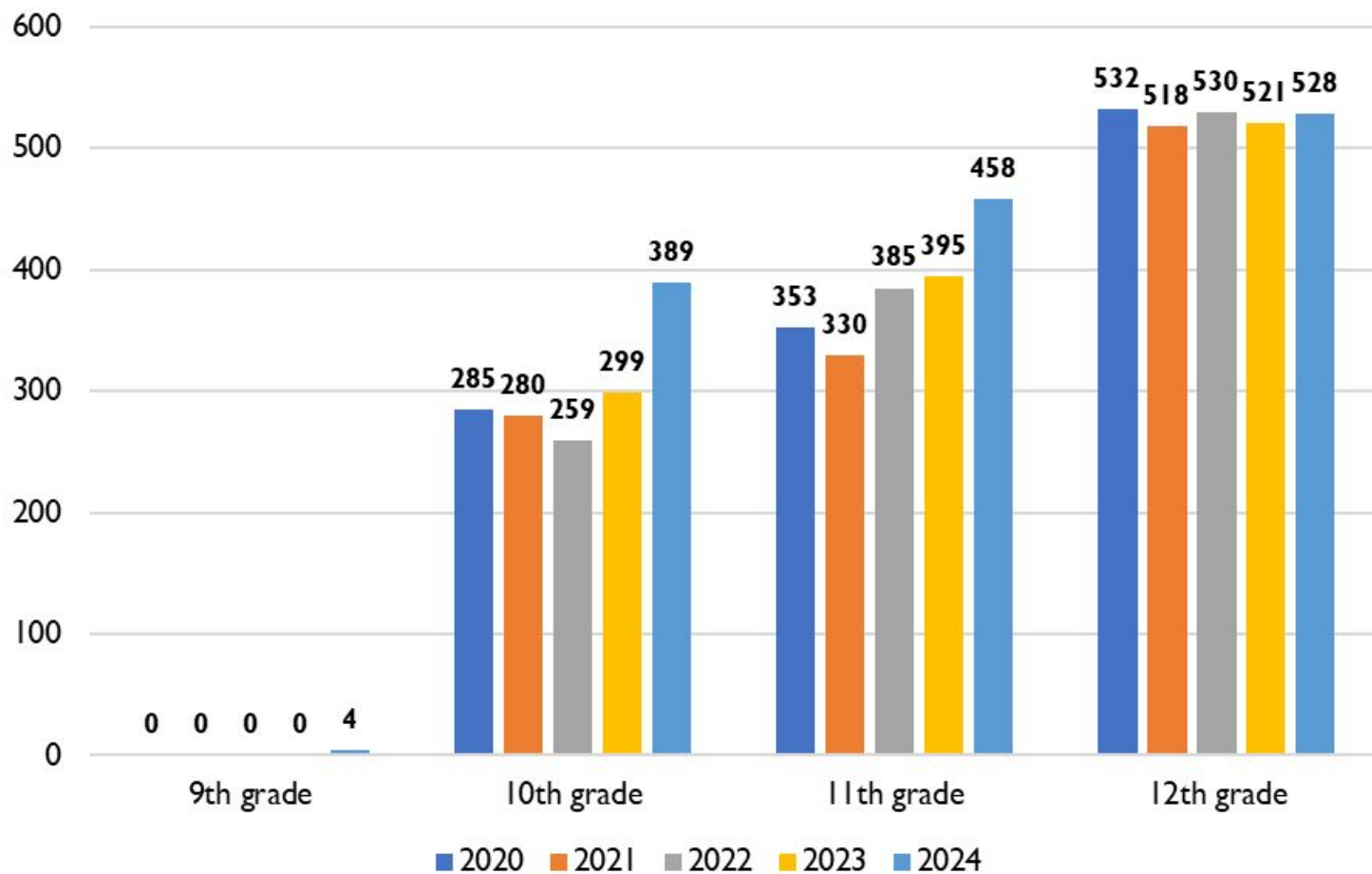




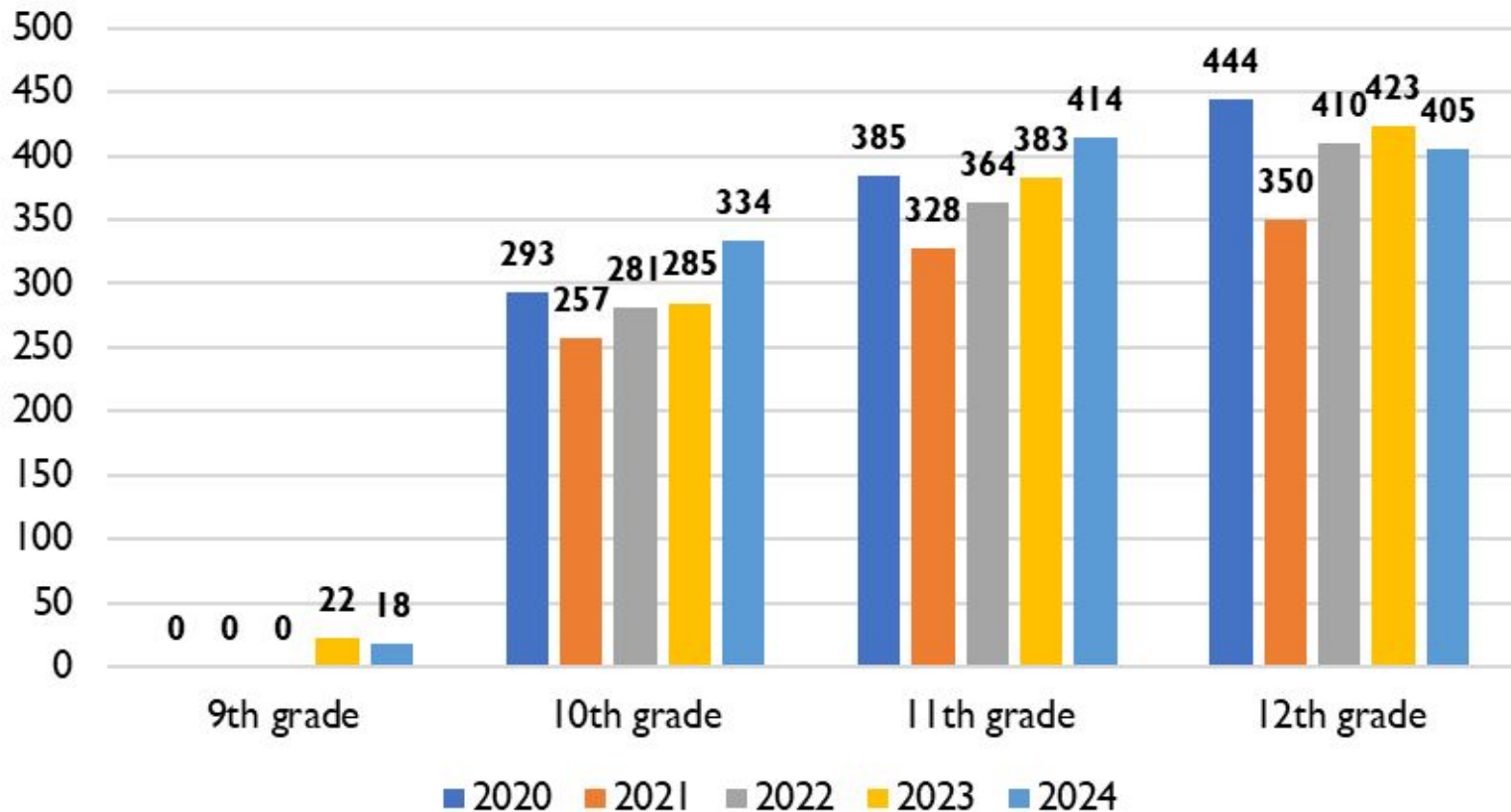
Longitudinal Advanced Placement & Dual Credit Data 2020-2024



Students Enrolled in an AP Class

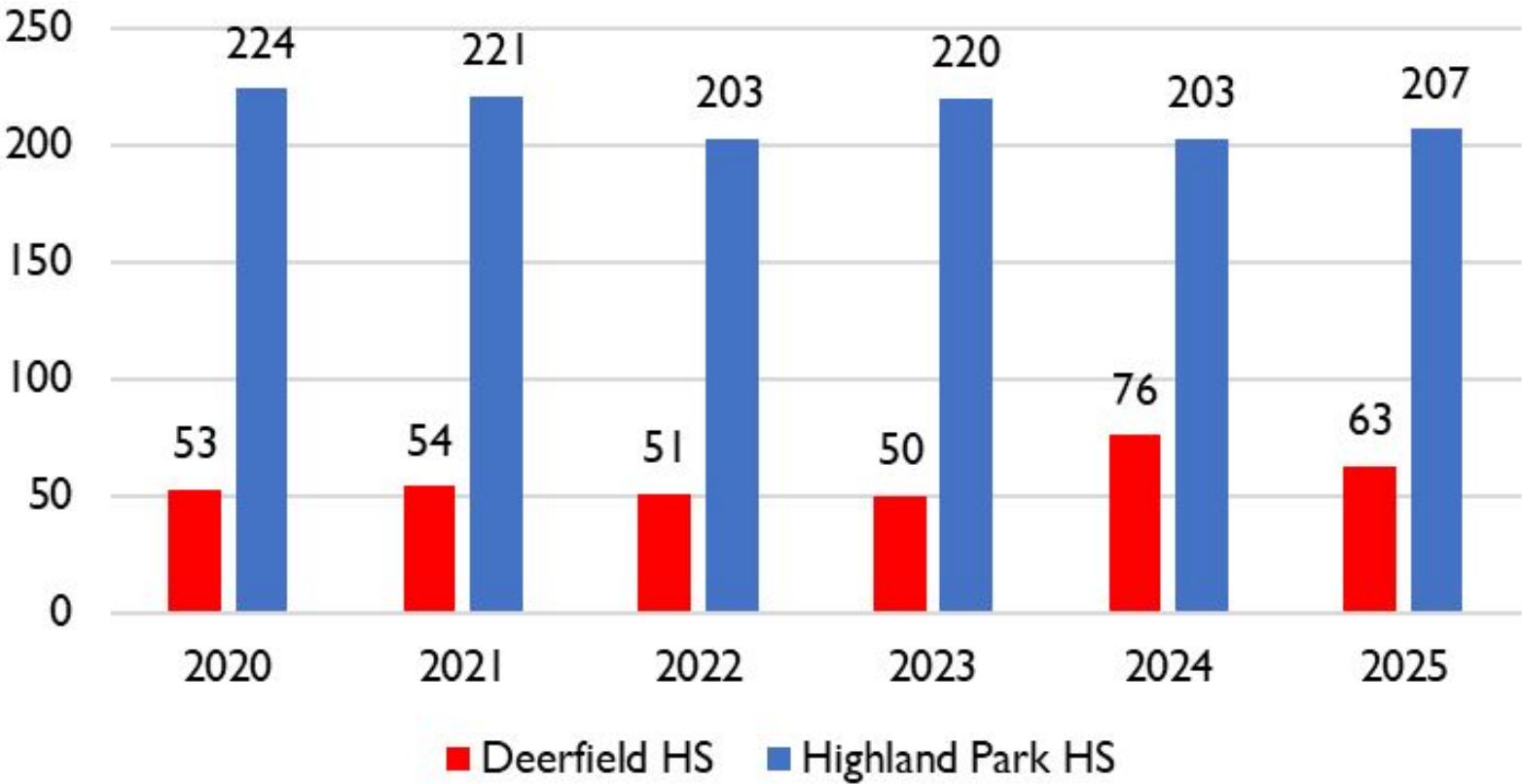


Students Eligible to Earn College Credit for One or More AP Exams





of Students Enrolled in Dual Credit





Diverse Learners Audit & Special Education Multi-Year Plan



Diverse Learners Audit Findings (2020)

Opportunities

- 1 Increase access to rigor for all students by reducing the number of lower level courses, raising expectations in all levels, and adding more higher order thinking to curriculum and instruction.
- 2 Provide high quality extra-time intervention taught by staff with content expertise for all students who need it, regardless of the student's particular "subgroup".
- 3 Create a unified, district-wide approach to supporting diverse learners and focus on implementing a few strategies very well.
- 4 Take proactive steps to address the high levels of student anxiety while maintaining high levels of student achievement.
- 5 Acknowledge the pressure that special education and social, emotional, and behavioral staff feel within the current system and provide opportunities for these staff to play to their strengths.



Currently, there is an overreliance on levels at both schools, which in part has led to lower expectations for some students and curriculum that is not high rigor in some levels.

Overview of Opportunity #1

HIGH EXPECTATIONS ACROSS
TIER 1 LEVELS 1

- **The district has many lower level courses with many students in these courses:**
 - Too many students are not receiving high rigor curriculum due to low leveled courses.
 - While having levels is appropriate, the content should be high rigor in nearly all core courses (except for extra time intervention courses).
- **Staff shared that not all teachers have high expectations for all students*:**
 - Students in historically underserved populations are often placed into lower level courses with lowered expectations, perhaps because of unconscious bias.
 - Some staff do not feel that students with IEPs or EL students can handle the rigor of their courses and therefore look to other staff to support those students (e.g. special education and ELL staff).
- **There could be greater emphasis on higher order learning, engagement, and differentiation, which could allow for more access and greater mastery of content.**
 - Some staff have a tendency to provide coursework, homework, and assessment that is more focused on rote memorization and repetition.
 - Not all staff can differentiate for the diverse learners in their classrooms, and because of the lack of differentiation within classes, some students are not experiencing as much academic success.

Note*: This opportunity regarding inequity along racial and socioeconomic lines was also captured in CASEL's Social and Emotional Learning Readiness and Engagement Analysis (2020).

District Management Group





In conjunction with ISBE, we launched a “desurveying” effort in December 2021.

Why did we do this?

1. The Diverse Learners Audit conducted by DM Group in 2020 recommended the District “increase access to rigor for all students by reducing the number of lower level courses, raising the expectations in all levels, and adding more higher order thinking to curriculum and instruction.”
2. The Social Emotional Learning Readiness and Engagement Audit completed by CASEL in 2020 stated in its findings, “The District is marked by inequity and/or achievement gaps along racial and socio-economic lines. We noted a visible segregation of courses along racial/ ethnic and socio-economic lines, as seen in a comparison of survey courses versus honors and AP courses.”
3. The District is out of compliance with 23 IAC 226.730(a). This refers to the definition of a general education classroom meaning that no more than 30% of the classroom can be comprised of students with IEPs.



As part of our “desurveying” efforts...

We spent 2022-23 **planning and preparing** for this effort.

We **studied** previous efforts at “detracking” and diagonal movement in D113 and elsewhere. (Some departments were already moving in this direction.)

We **updated our curriculum**:

- Departments created a **curriculum matrix** describing which ISBE standards were to be learned in which courses.
- Starting with grade 9, new **curriculum maps** were created for course teams, identifying the knowledge, skills, and dispositions to be learned by students in each unit of the course.

Staff received **extensive opportunities to learn** about differentiation and culturally responsive teaching.

- Special sessions were designed and implemented for co-teaching pairs.
- A summer institute focused on “Ready for Rigor”.
- Instructional coaching focused on course teams and differentiation.

We **refreshed our staffing formulae** for 2023-24 to ensure the “70/30” rule was in place and students had appropriate support.

The Special Education Department began working with Dr. Sonia Cooper in 2023 and continued in 2024 to focus our efforts to **increase rigor and implement IEPs with greater fidelity**.

By Fall 2023-24, no survey classes for 9th grade students.



Student Individualized Education Program (IEP) Data 2021-2024

504 Plans vs. IEPs

- 504 Plan: Civil rights law; prohibits discrimination against students with disabilities; provides accommodations only
- IEP: Education law; requires specially designed instruction and services to students with disabilities.
- 504: Broader definition of disability; no funding attached.
- IEP: 13 specific disability categories; funding attached.

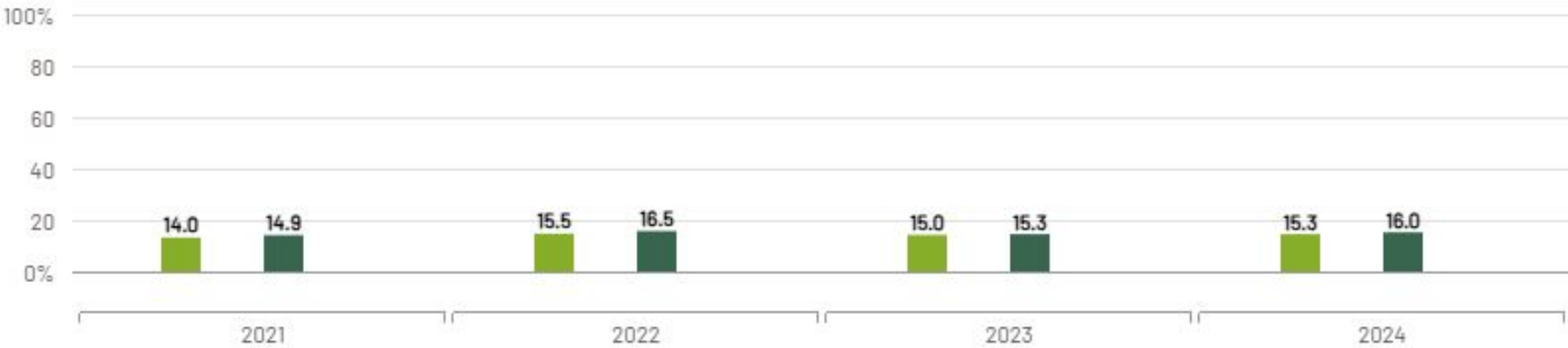




Percentage of Students with IEPs 2021-2024

District State

% Students with IEPs

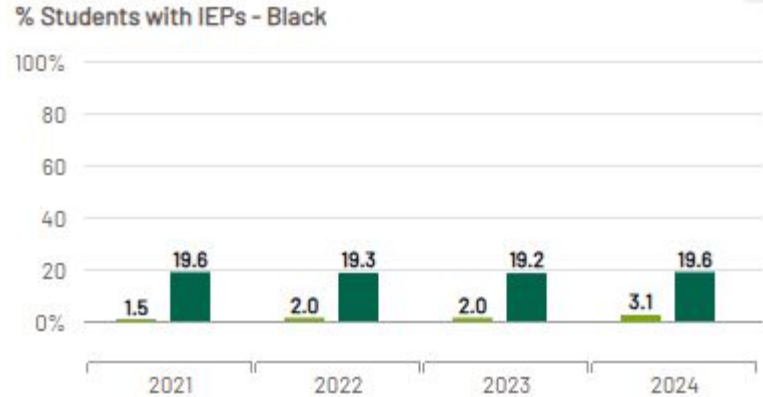
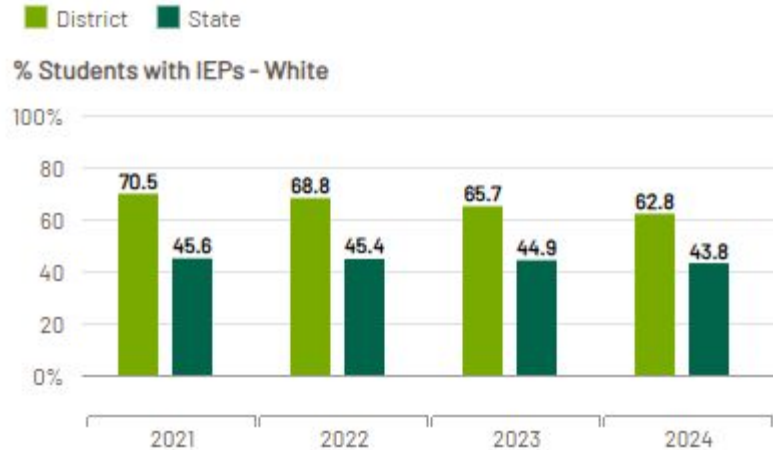




IEP Categories of Eligibility

- There are 13 categories of eligibility in which a student can qualify for an IEP.
- The following slides represent the data of each category within the District in comparison to the State from 2021-2024.

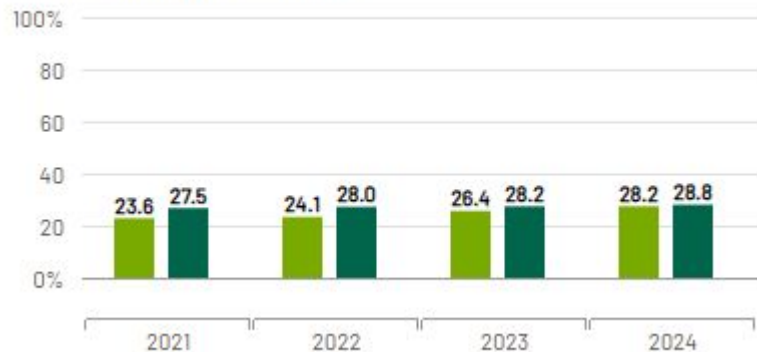
Percentage of Students with IEPs by Race



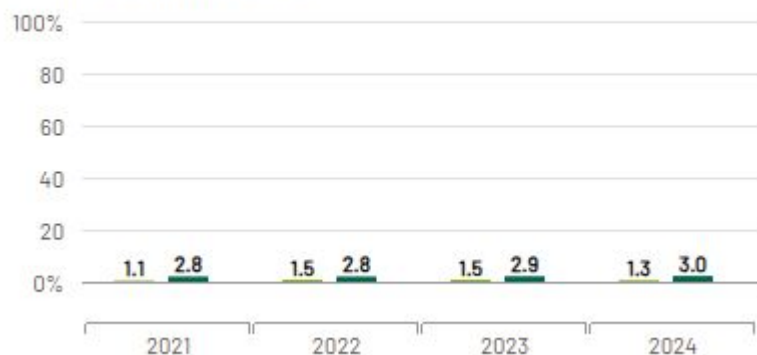
Percentage of Students with IEPs by Race

District State

% Students with IEPs - Hispanic



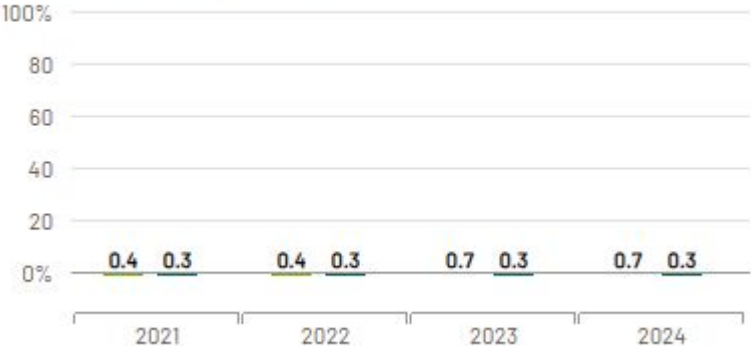
% Students with IEPs - Asian



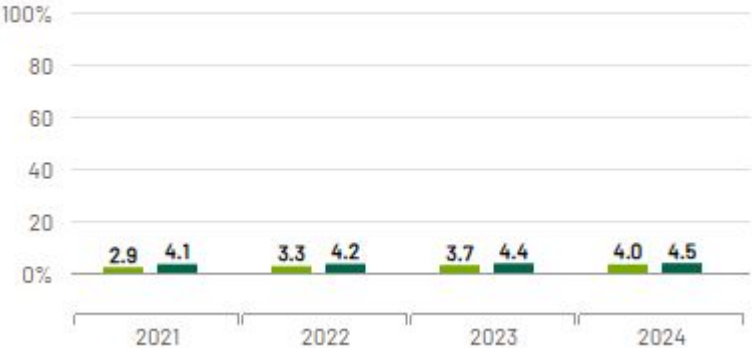
Percentage of Students with IEPs by Race

District State

% Students with IEPs - Am. Indian

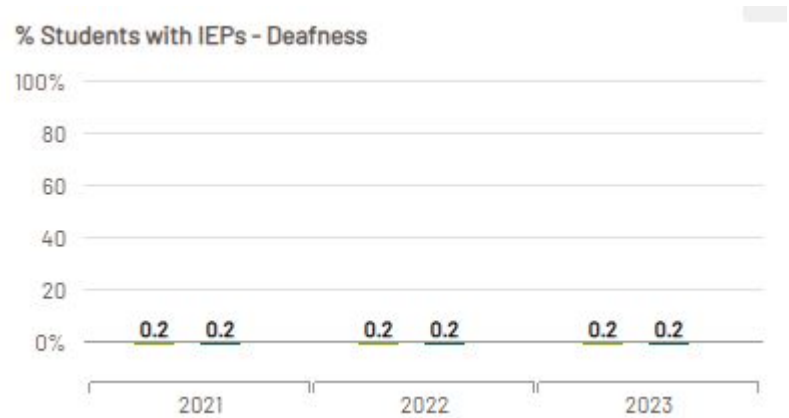
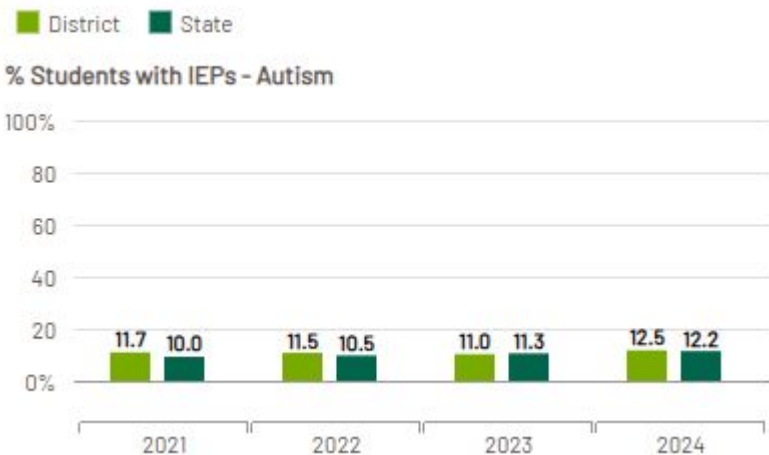


% Students with IEPs - Two or More





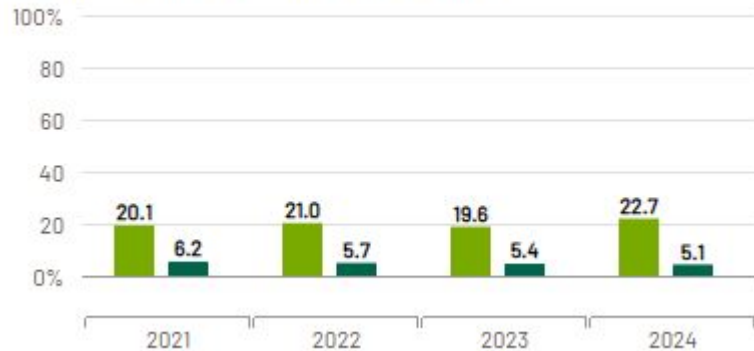
Percentage of Students by Disability



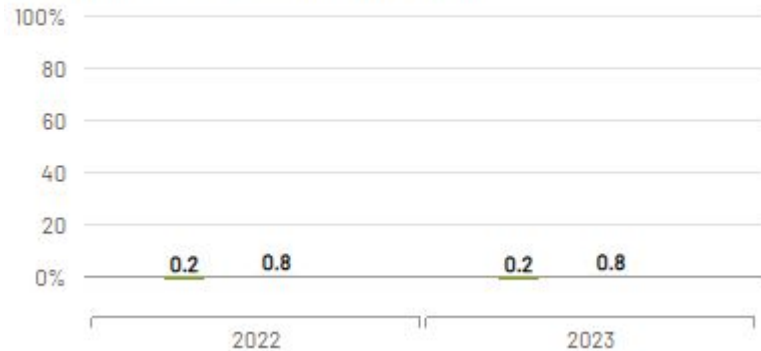
Percentage of Students by Disability

■ District ■ State

% Students with IEPs - Emotional Disability



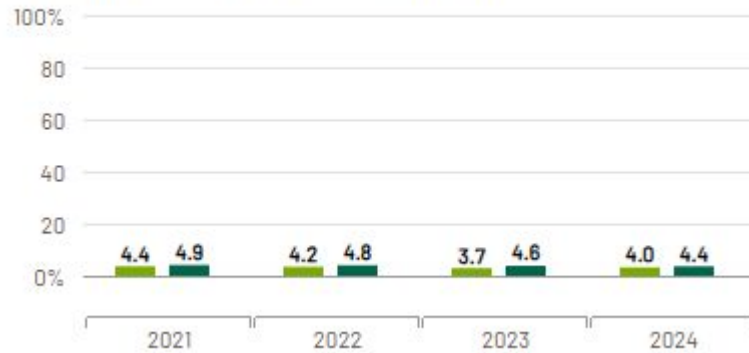
% Students with IEPs - Hearing Impairment



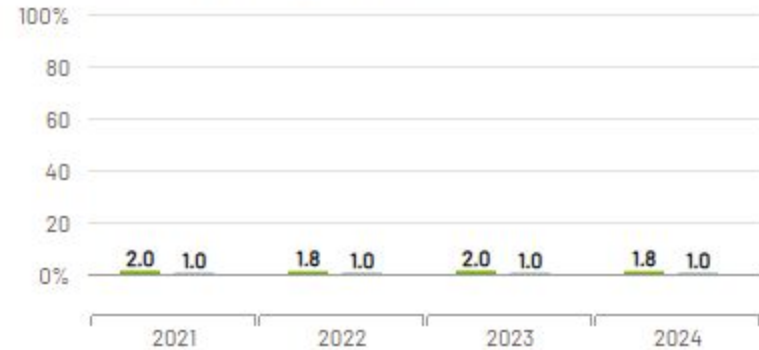
Percentage of Students by Disability

■ District ■ State

% Students with IEPs - Intellectual Disability



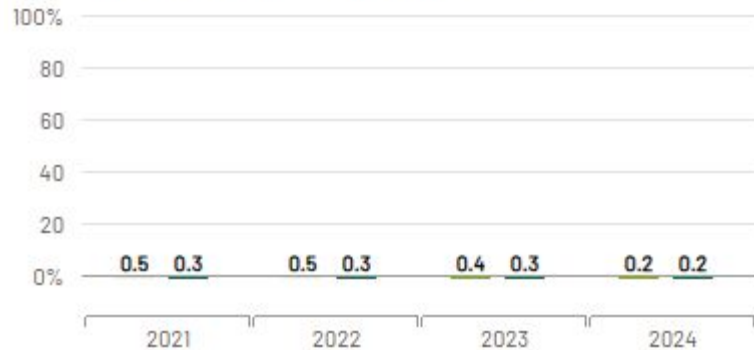
% Students with IEPs - Multiple Disabilities



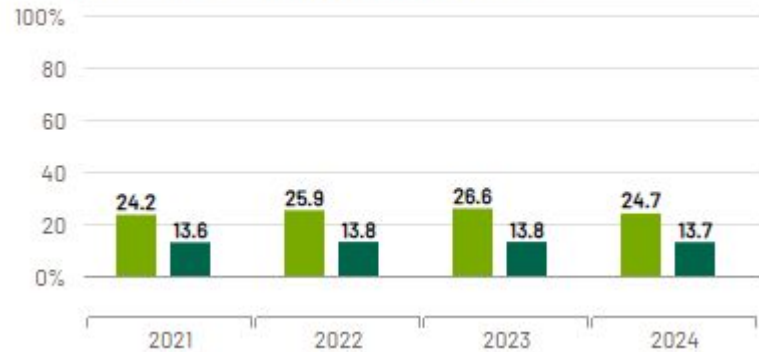
Percentage of Students by Disability

■ District ■ State

% Students with IEPs - Orthopedic Impairment



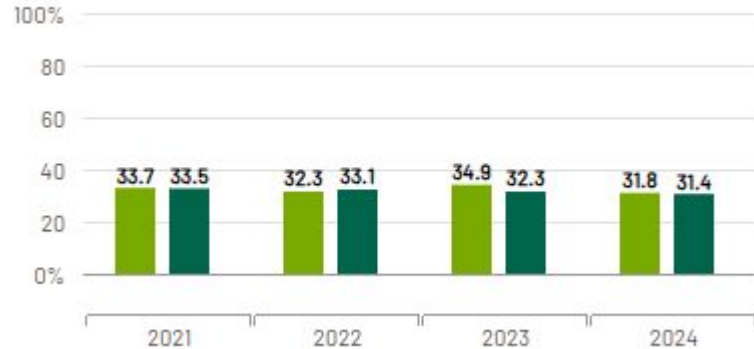
% Students with IEPs - Other Health Impairment



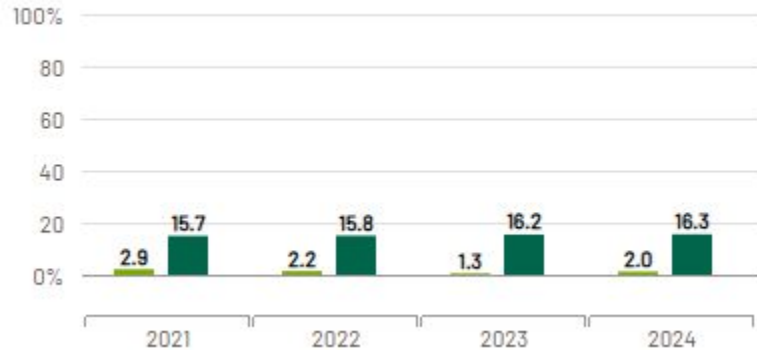
Percentage of Students by Disability

■ District ■ State

% Students with IEPs - Specific Learning Disability



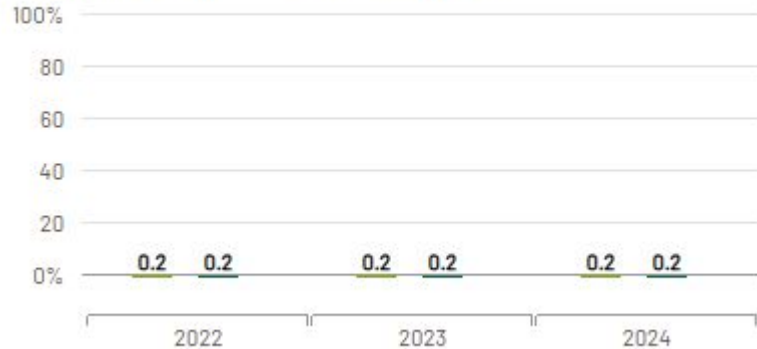
% Students with IEPs - Speech or Language Impairment



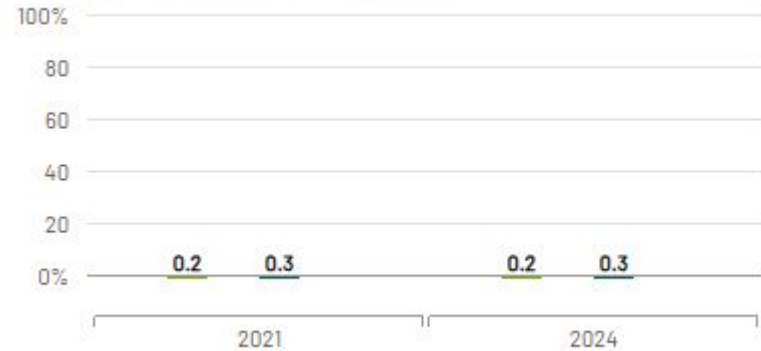
Percentage of Students by Disability

■ District ■ State

% Students with IEPs - Traumatic Brain Injury



% Students with IEPs - Visual Impairment





Students with IEPs

Beginning of Year	2022-2023		2023-2024		2024-2025	
	DHS	HPHS	DHS	HPHS	DHS	HPHS
Total #	278	273	274	281	244	271
9th graders	74	52	54	63	47	56
10th graders	57	66	78	53	51	70
11th graders	72	70	57	63	78	54
12th graders	61	46	69	76	48	59
12 + (building and Transition)	14	39	16	27	20	32
Outplaced total	22	38	28	47	24	27
9th graders	2	1	3	8	4	3
10th graders	5	5	3	3	5	10
11th graders	3	6	4	7	9	4
12th graders	3	1	3	7	4	6
12 + (Transition)	9	25	14	22	2	4



Additional Special Education Data

End of Year	2022-2023		2023-2024	
	DHS	HPHS	DHS	HPHS
Total #	271	265	245	277
Incoming Freshmen (9th)	54	68	47	54
Initials	19	26	6	8
Dismissals	9	15	24	12
Transferred in	5	3	1	2
Graduated Early	1	3	5	1
Transferred out	3	5	2	6
Revoked Consent			3	1
Dropped out	0	3	0	2



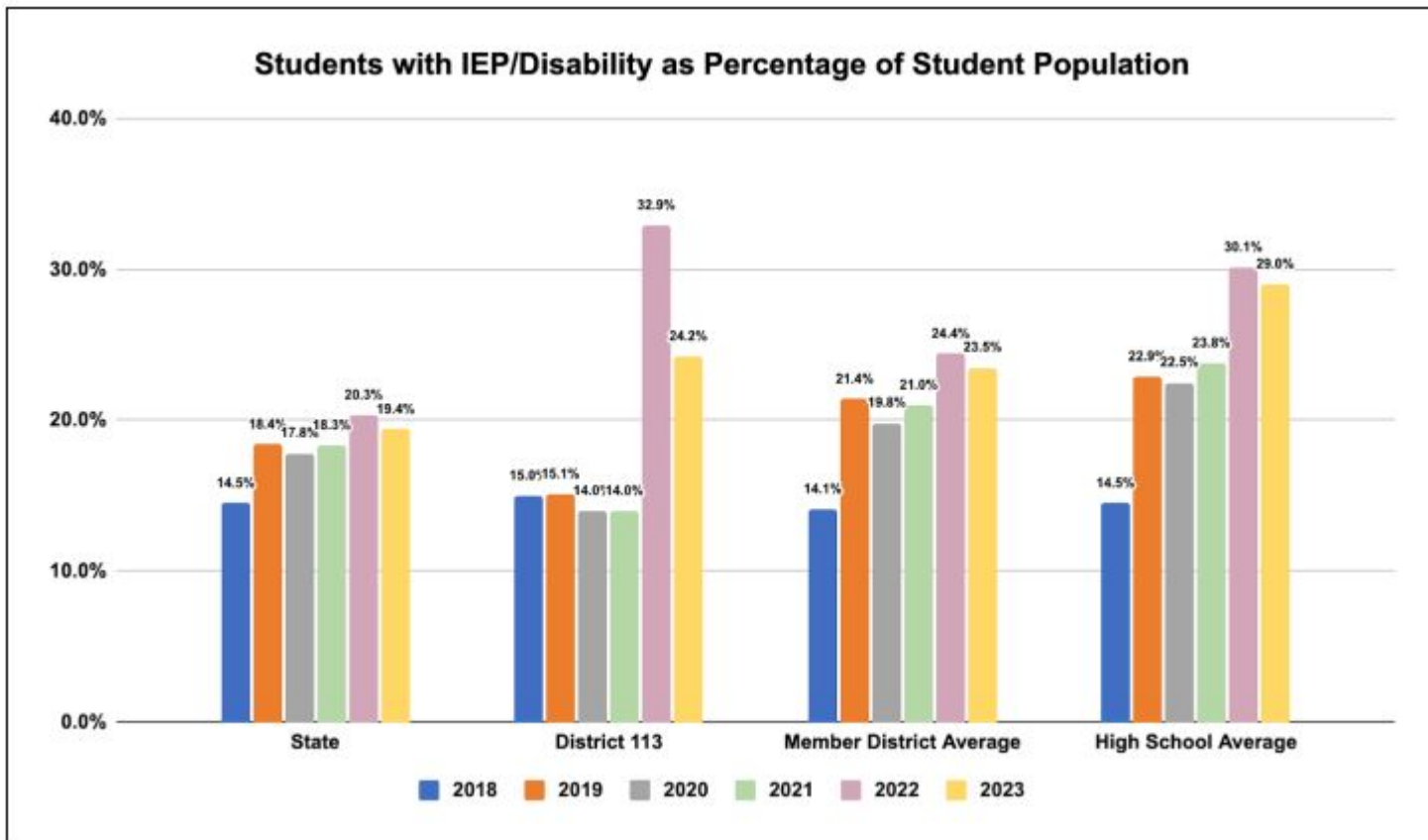
504 Data

Beginning of Year	2022-2023		2023-2024		2024-2025	
	DHS	HPHS	DHS	HPHS	DHS	HPHS
Total #504s	251	264	265	244	303	229
9th graders	51	37	62	51	63	51
10th graders	62	64	67	39	72	55
11th graders	59	62	71	79	82	44
12th graders	79	101	65	75	86	79



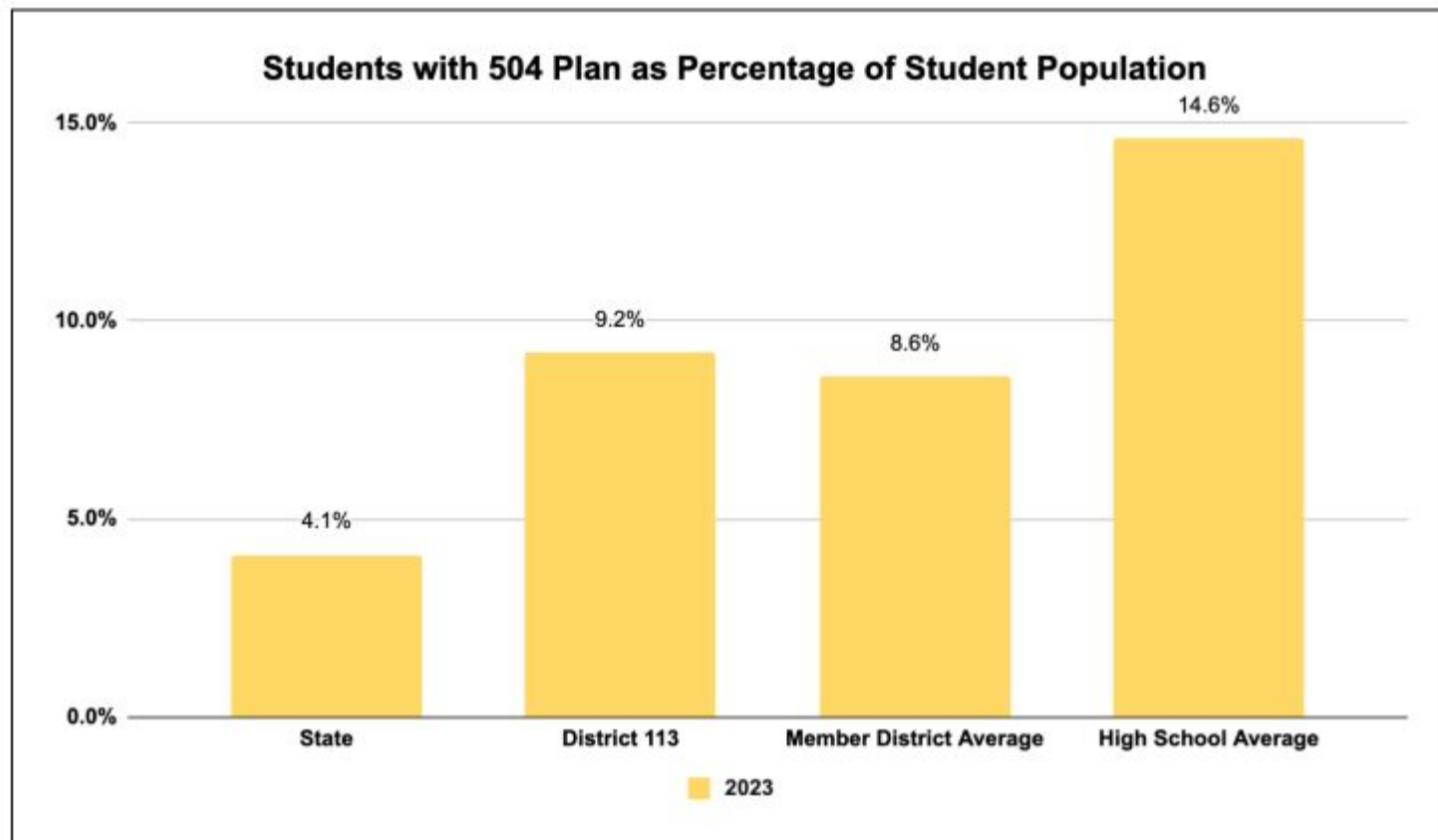
District 113 Data in Comparison to TrueNorth Member Districts

High Schools= Lake Forest, New Trier, Glenbrook North, Glenbrook South, and District 113



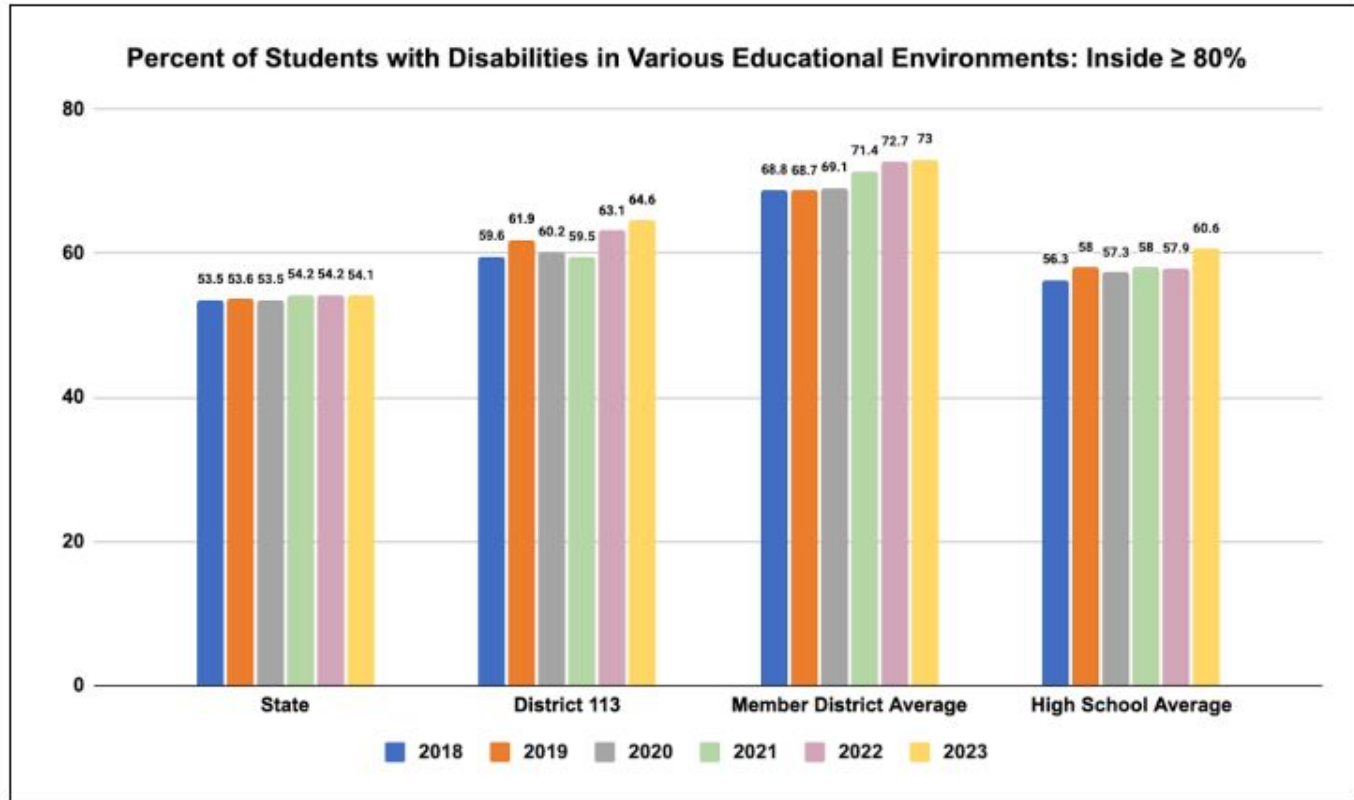
Beginning in 2019, data includes both students with IEPs and 504 plans

High Schools= Lake Forest, New Trier, Glenbrook North, Glenbrook South, and District 113



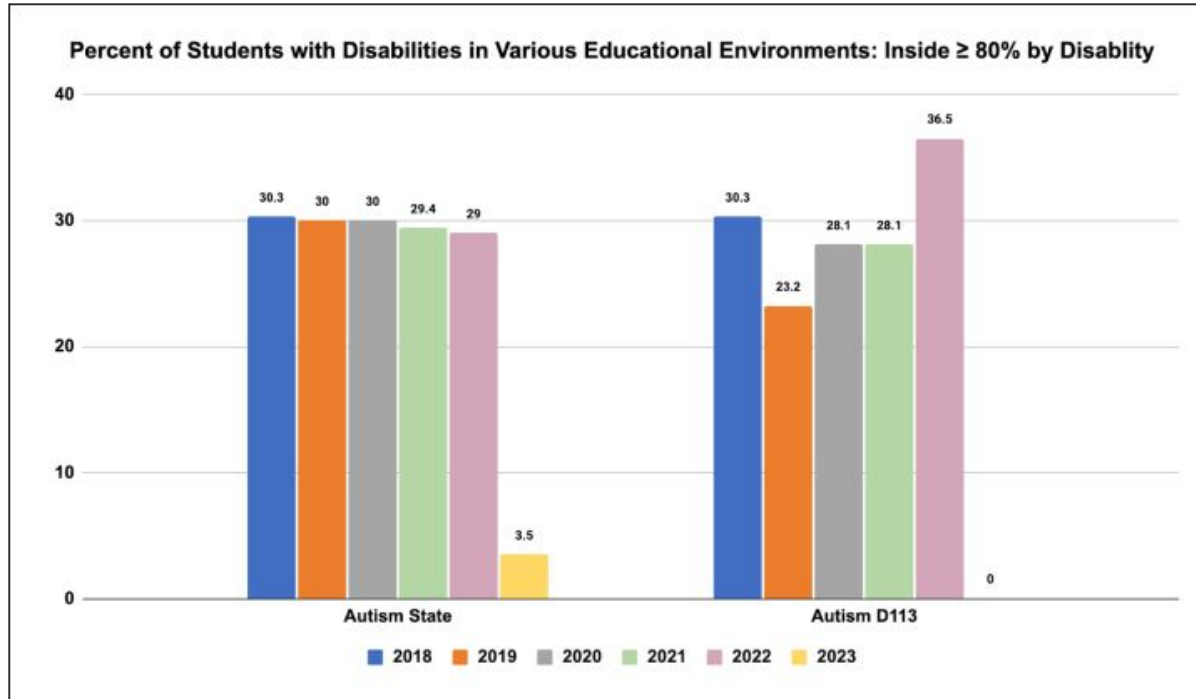


Educational Environments of Students with IEPs



Students who spend 80% or more of their day in a general education classroom.

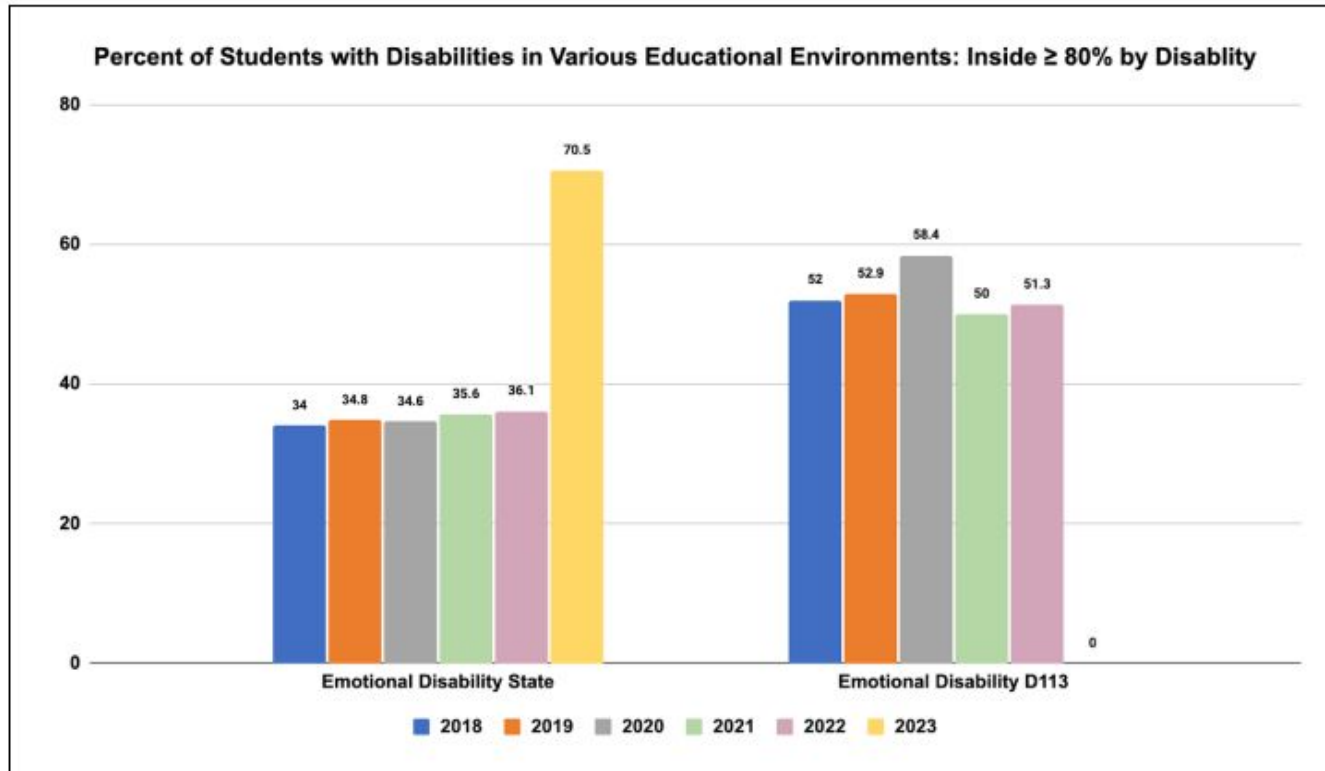
By Eligibility Category: Autism



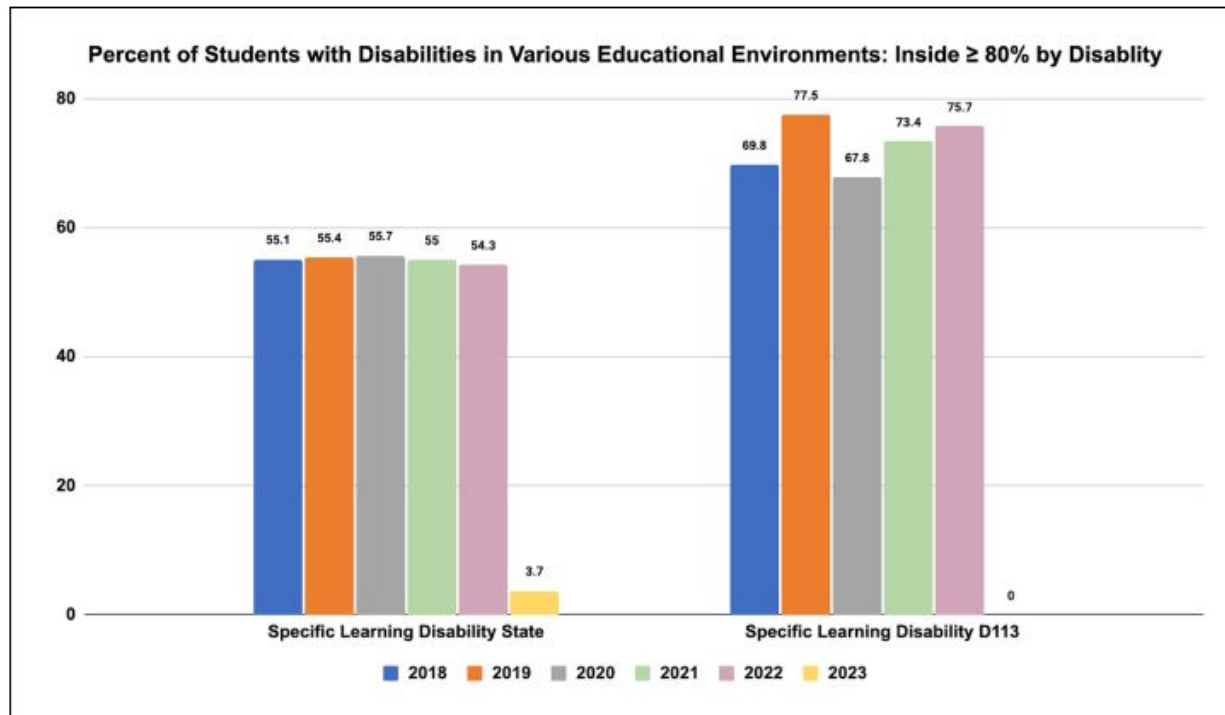
Students with autism who spend 80% or more of their day in a general education classroom.

Note: If empty on graphic it indicates non-reported data

Emotional Disability



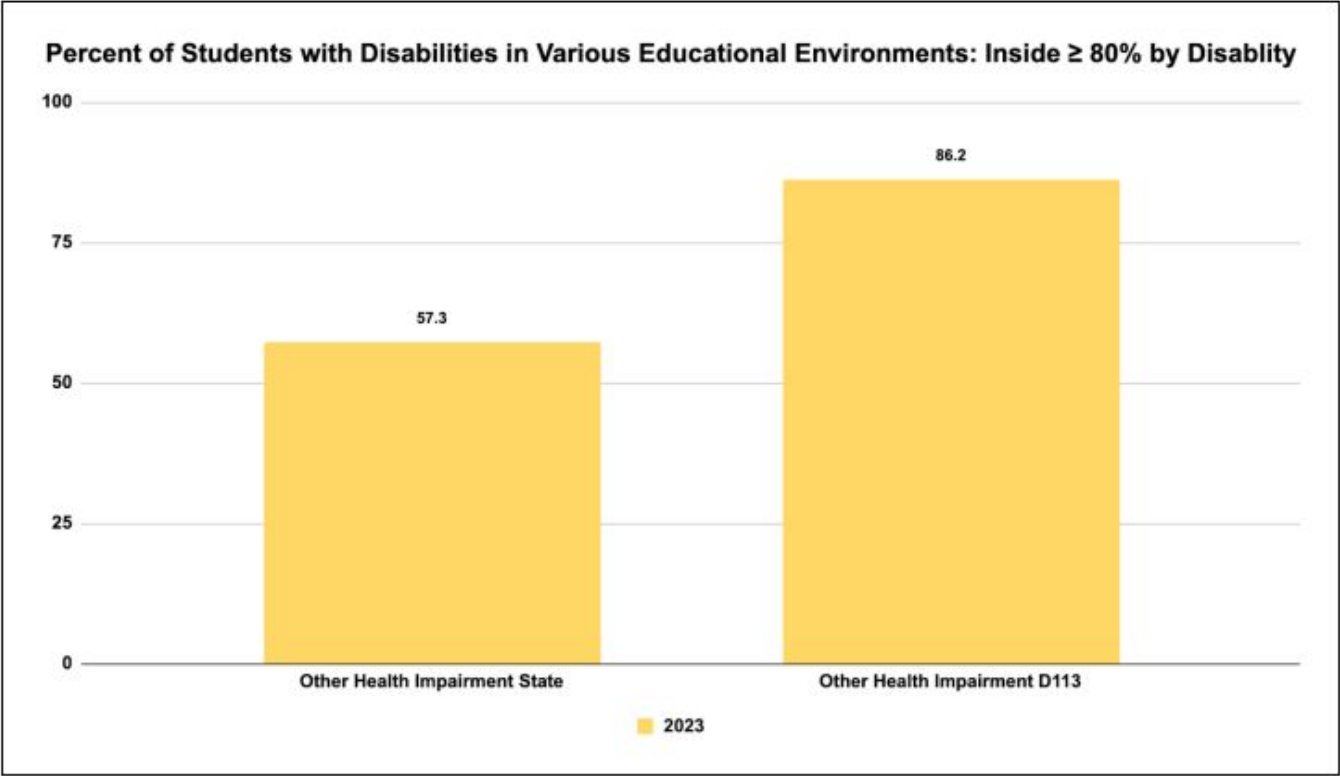
Specific Learning Disability



Note: If empty on graphic it indicates non-reported data

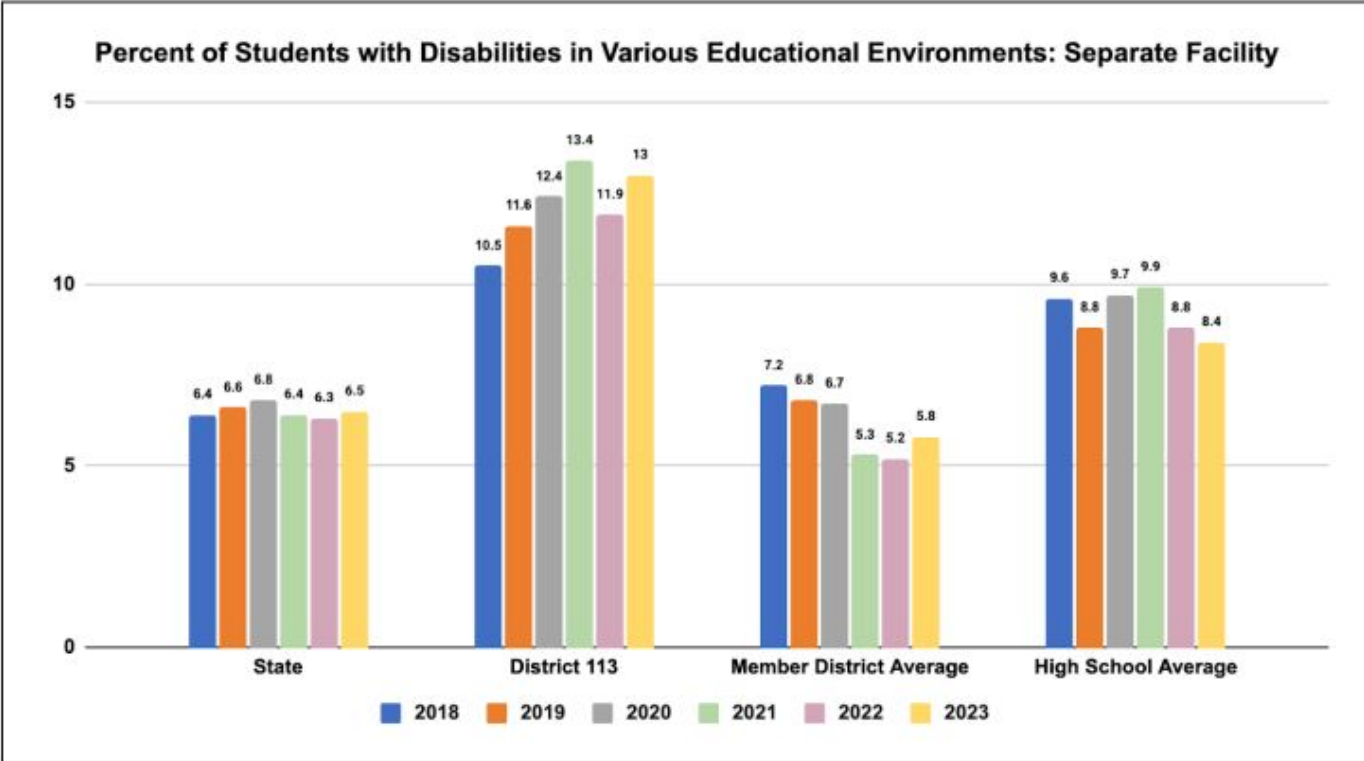


Other Health Impairment





Student in Separate Facilities (Outplacements/ Therapeutic Day Schools)





Questions?
Thank you!