

Student Data Update

**Board of Education Meeting
February 22, 2022**

Outcomes

Provide an update on the academic and social emotional well being of students

Celebrate the overall achievement of our students while identifying areas for continued focus



Academic Achievement Update

Student achievement and growth are well above average compared to national averages;

As a district, literacy and numeracy achievement and growth are progressing toward pre-pandemic levels;

Student participation levels are comparable to pre-pandemic levels across the district; and

Achievement and growth student group differences are evident.

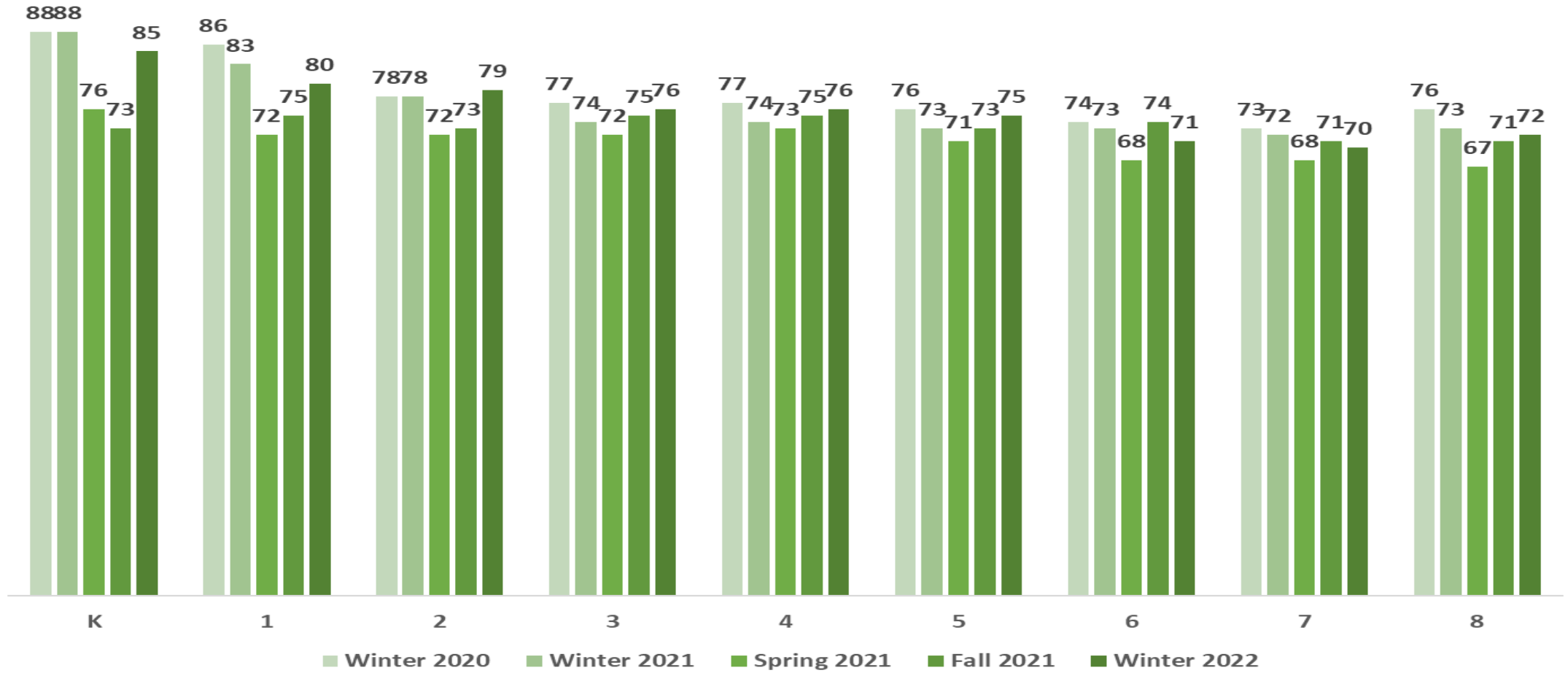
NWEA MAP Growth Assessment

Nationally normed universal ELA and mathematics assessment administered online to students in kindergarten through eighth grade three times per year in the fall, winter and spring;

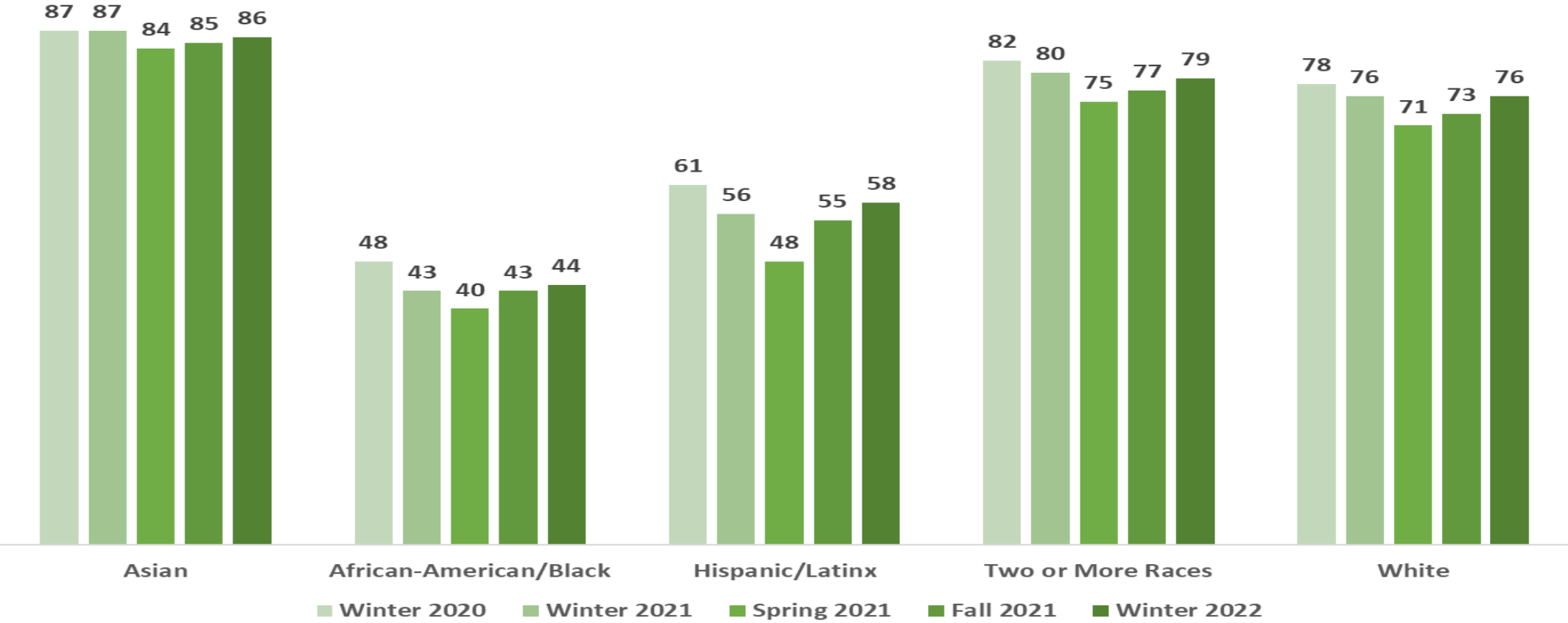
Aligned to the Illinois Learning Standards measuring achievement and growth; and

Facilitates longitudinal achievement and growth comparison to a nationally representative, demographically stratified sample of students.

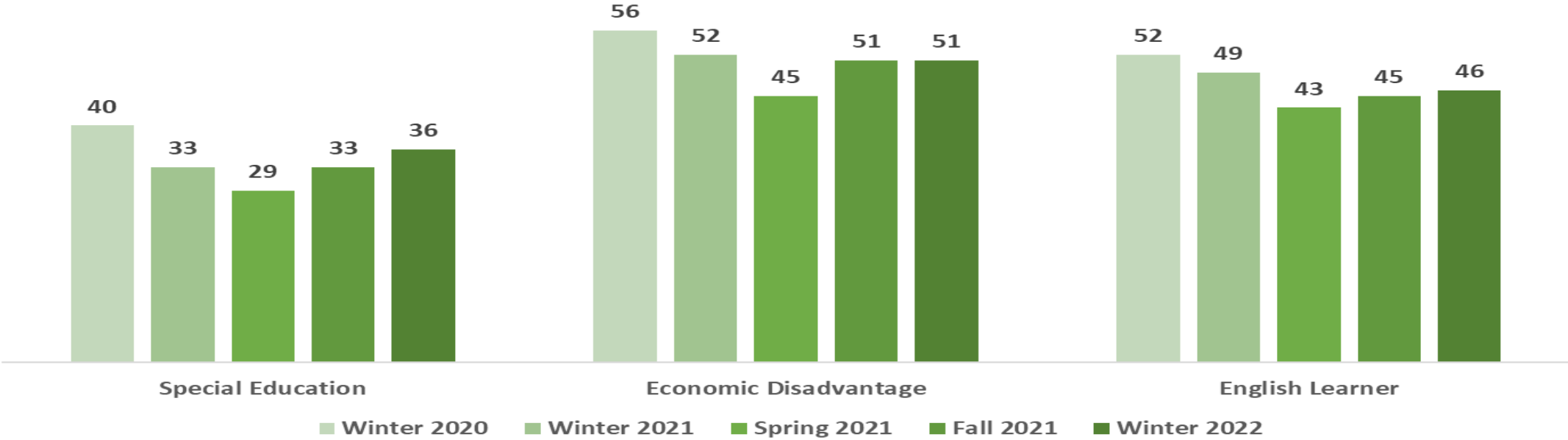
Median Reading Percentile Rank by Grade



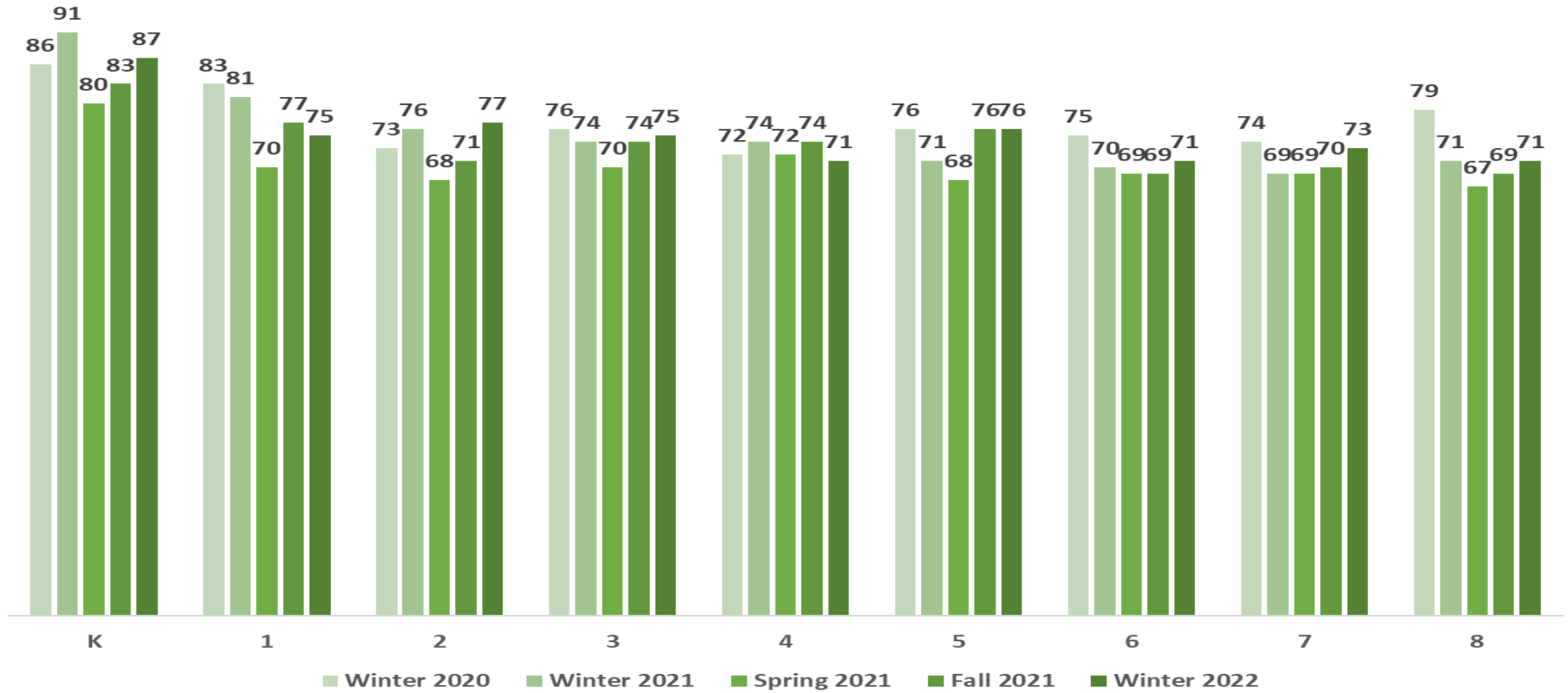
Median Reading Percentile Rank by Race-Ethnicity



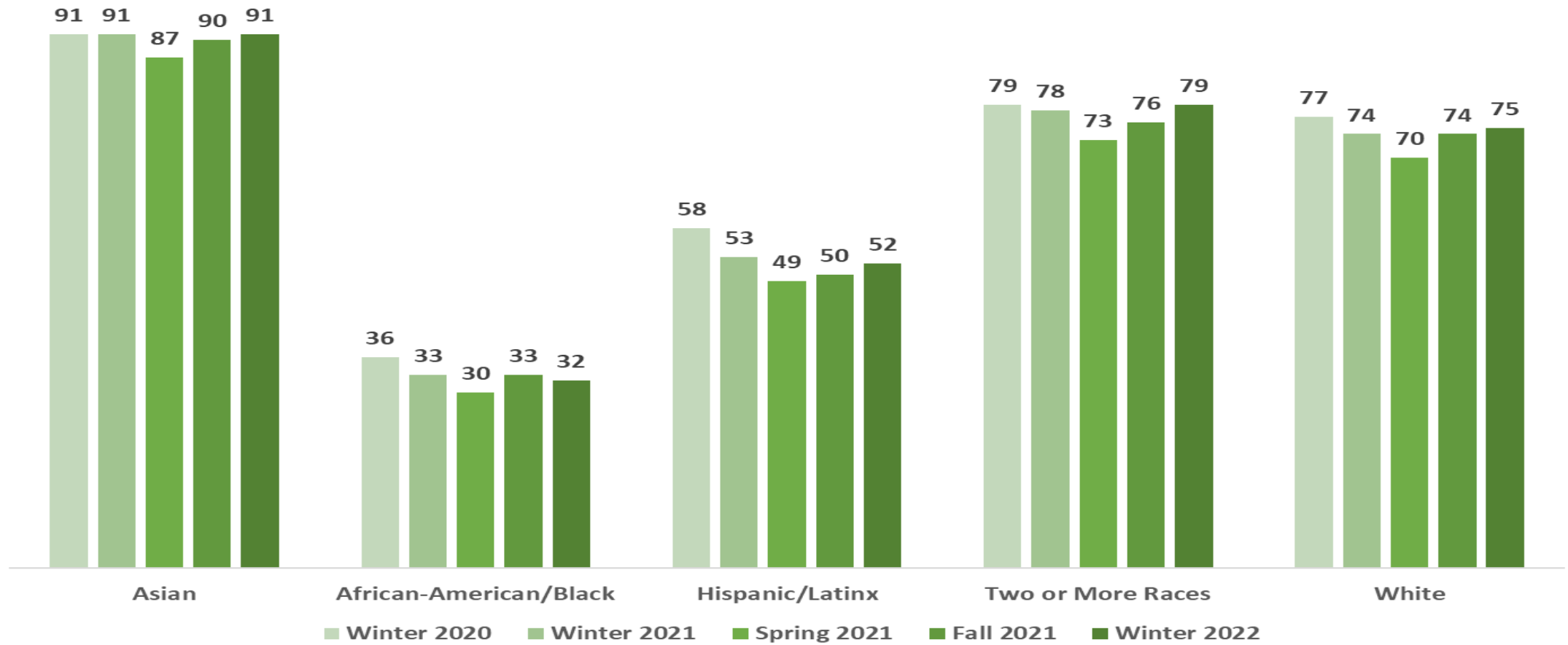
Median Reading Percentile Rank by Student Group



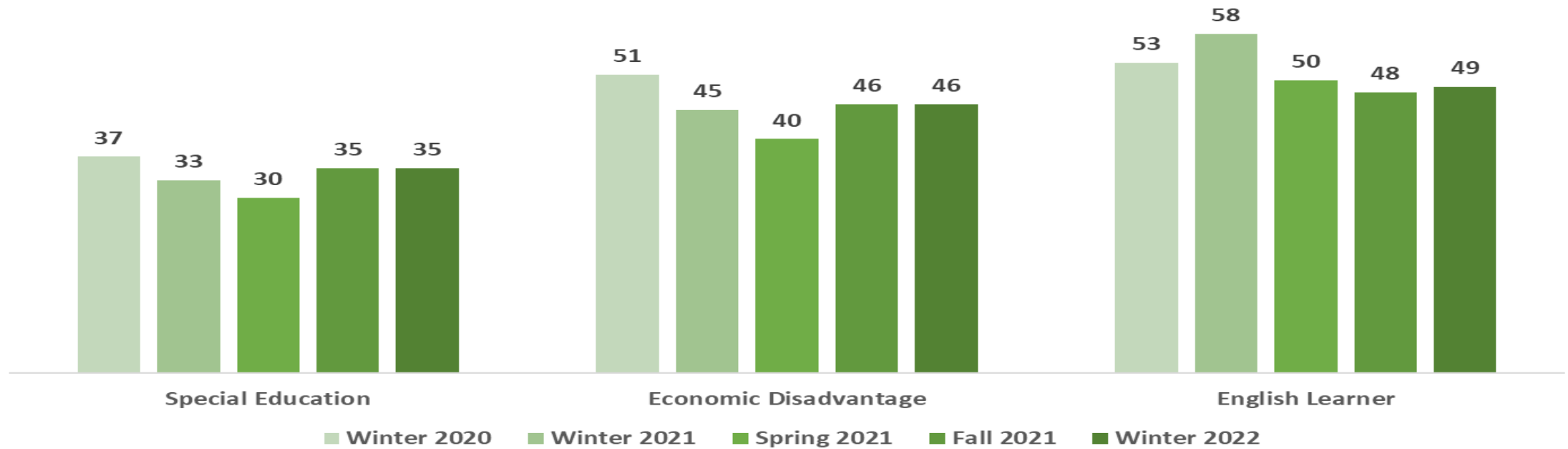
Median Math Percentile Rank by Grade



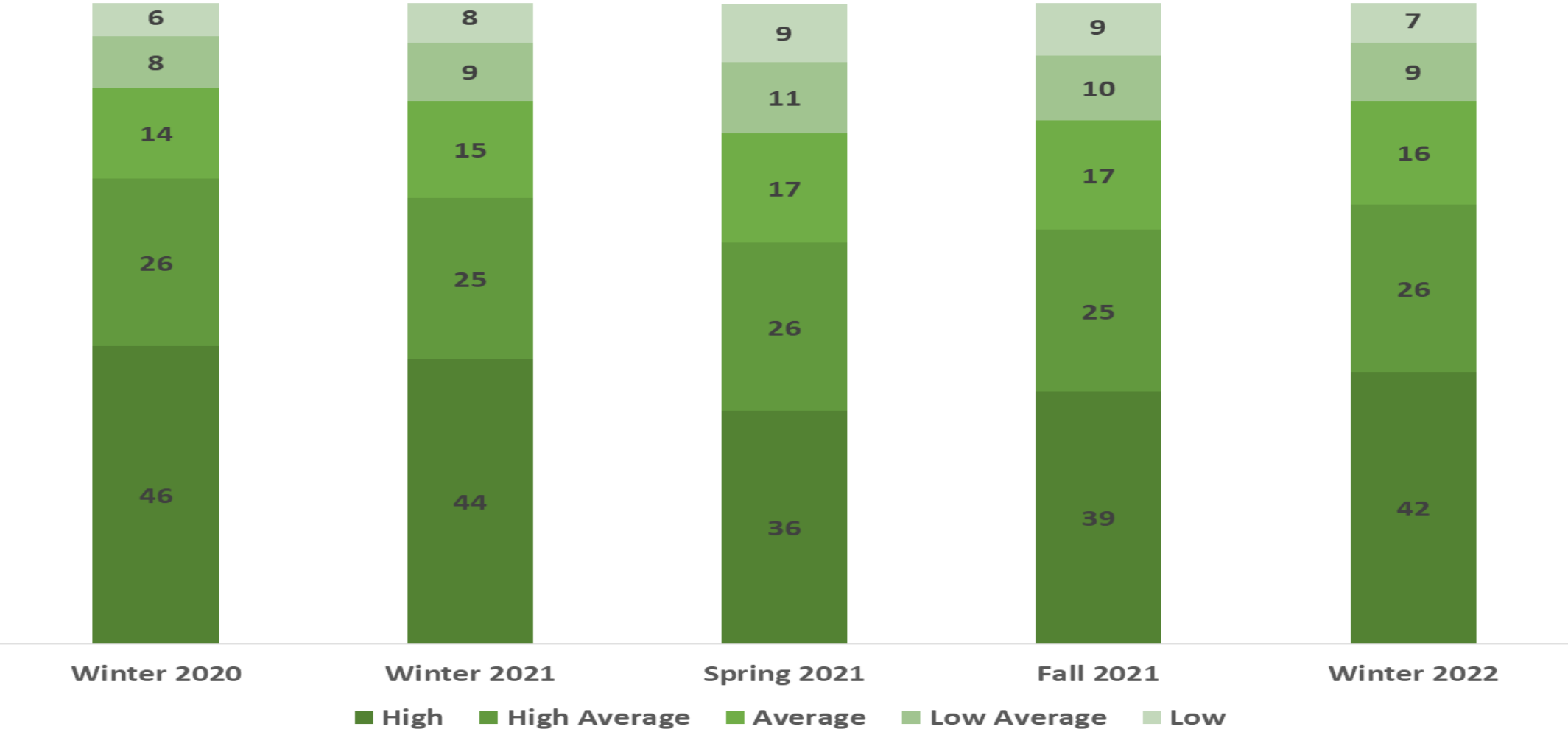
Median Mathematics Percentile Rank by Race-Ethnicity



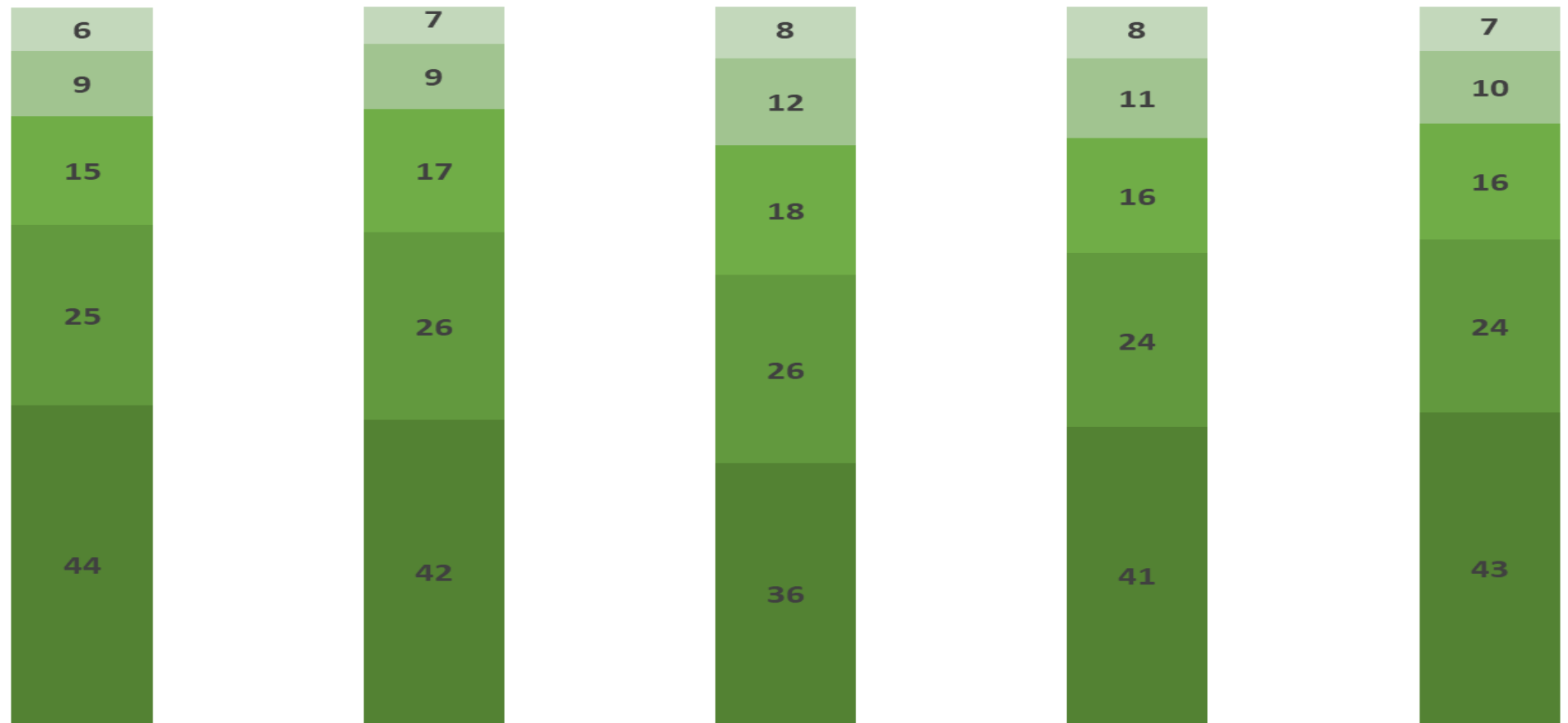
Median Mathematics Percentile Rank by Student Group



Reading Achievement by Quintile



Mathematics Achievement by Quintile



Winter 2020

Winter 2021

Spring 2021

Fall 2021

Winter 2022

■ High ■ High Average ■ Average ■ Low Average ■ Low

Academic Update Summary

District level gains in achievement and growth with identified groups of concern;

Achievement and growth results shared with schools with analysis at the grade, classroom, student group, and individual student levels;

Understanding of results in the context of daily classroom performance, formative/summative assessment results, grades, etc.; and

Expect continued recovery as we transition to spring testing.

Social Emotional Learning

**Sense of
Belonging**

**Skill
Acquisition**

Social-Emotional Skill Acquisition

Goal 1

Develop self-awareness and self-management skills to achieve school and life success.

Goal 2

Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3

Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Social-Emotional Skill Acquisition

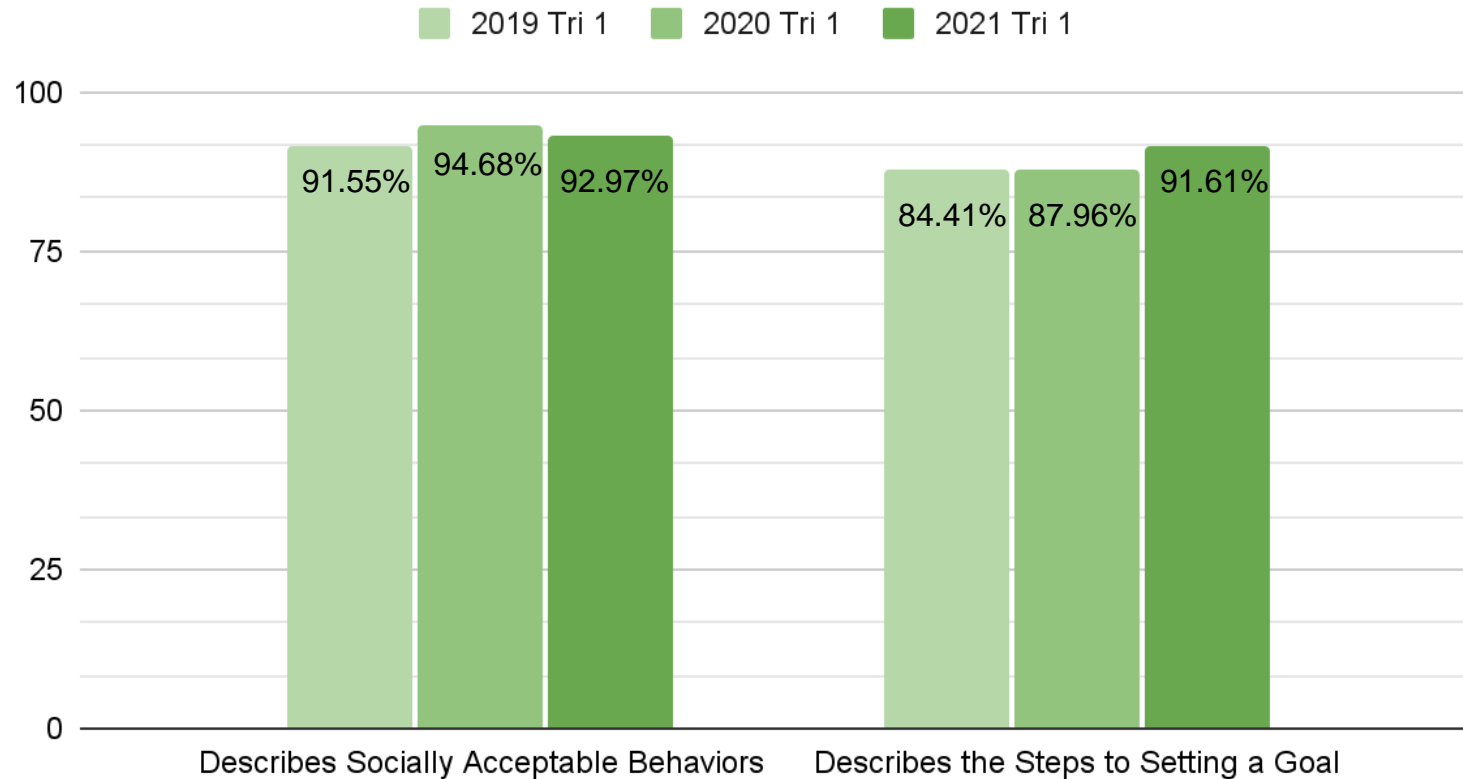
Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.					
Learning Standard	Overall Benchmark	Grade 3 Benchmark	Grade 4 Benchmark	Grade 5 Benchmark	
A: Consider ethical, safety, and societal factors in making decisions.	3A.2a. Demonstrate the ability to respect the rights of self and others.	3A.2a.3 Define individual rights. 3A.2a.3 With support, identify individual rights.	3A.2a.4 Identify individual rights. 3A.2a.4 With prompting and support, demonstrate the ability to respect the	3A.2a.5 Demonstrate the ability to respect the rights of self and others.	
	3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.	3A.2b.3 Identify how social norms impact decision making behavior.			
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	3B.2a. Identify and apply the steps of systematic decision making. 3B.2b. Generate alternative solutions and evaluate consequences for a range of academic and social situations.	3B.2a.3 With support, identify specific steps of decision making. 3B.2a.3 With support, identify specific steps of decision making. 3B.2b.3 With support, identify multiple solutions to a range of academic and social situations. 3B.2b.3 With support, identify consequences of the solutions.	B: Recognize individual and group similarities and differences. 2B.2a. Identify differences among and contributions of various social and cultural groups. 2B.2b. Demonstrate how to work effectively with those who are different from oneself.	2B.: diff 2B.: effe 2B.: sup 2B.: effe 2B.: diff	
C. Contribute to the well-being of one's school and community.	3C.2a. Identify and perform roles that contribute to the school community. 3C.2b. Identify and perform roles that contribute to one's local community.	3C.2a.3 Identify roles that contribute to the school community. 3C.2b.3 Identify roles that contribute to the local community.	C: Use communication and social skills to interact effectively with others. 2C.2a. Describe approaches for making and keeping friends. 2C.2b. Analyze ways to work effectively in groups.	2C.: mal 2C.: kee 2C.: effe	
			D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. 2D.2a. Describe causes and consequences of conflicts. 2D.2b. Apply constructive approaches in resolving conflicts.	2D.: con 2D.: con 2D.: app	
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.					
Learning Standard	Overall Benchmark	Grade 3 Benchmark	Grade 4 Benchmark	Grade 5 Benchmark	
A: Recognize the feelings and perspectives of others.		2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel. 2A.2b. Describe the expressed feelings and perspectives of others.	2A.2a.3 Identify verbal and physical cues that indicate how others may feel.	2A.2a.4 Identify situational cues that indicate how others may feel.	2A.2a.5 Identify verbal, physical, and situational cues that indicate how others may feel.
					2A.: feel
Goal 1: Develop self-awareness and self-management skills to achieve school and life success.					
Learning Standard	Overall Benchmark	Grade 3 Benchmark	Grade 4 Benchmark	Grade 5 Benchmark	
A. Identify and manage one's emotions and behavior.	1A.2a. Describe a range of emotions and the situations that cause them. 1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.	1A.2a.3 Identify a variety of emotions and the range of intensity. 1A.2b.3 Describe socially acceptable behaviors.	1A.2a.4 Describe situations that cause a variety of emotions and behaviors. 1A.2b.4 Describe ways to express emotions in a socially acceptable manner.	1A.2a.5 Describe situations that cause a variety of emotions and behaviors. 1A.2b.5 Demonstrate ways to express emotions in a socially acceptable manner.	
B. Recognize personal qualities and external supports.	1B.2a. Describe personal skills and interests that one wants to develop. 1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	1B.2a.3 Identify personal interests. 1B.2b.3 Explain how family members can support school success and responsible behavior.	1B.2a.4 Identify personal skills. 1B.2b.4 Explain how peers can support school success and responsible behavior.	1B.2a.5 Describe personal skills and interests one wants to develop. 1B.2b.5 Explain how school personnel and community members can support school success and responsible behavior.	
C. Demonstrate skills related to achieving personal and academic goals.	1C.2a. Describe the steps in setting and working toward goal achievement. 1C.2b. Monitor progress on achieving a short-term personal goal.	1C.2a.3 With prompting and support, describe the steps in setting a goal. 1C.2a.3 With prompting and support, describe the steps in working toward goal achievement. 1C.2b.3 Identify a short-term academic and a short-term classroom behavior goal for school success.	1C.2a.4 Describe the steps in setting a goal. 1C.2a.4 Describe the steps in working toward goal achievement. 1C.2b.4 With support, set a short-term personal goal. 1C.2b.4 With support, monitor progress on achieving a short-term personal goal.	1C.2a.5 Describe the steps in setting and working toward goal achievement. 1C.2b.5 Set a short-term personal goal. 1C.2b.5 Monitor and reflect on progress toward achieving a short-term personal goal.	

Social-Emotional Skill Acquisition

- Social-emotional skill acquisition is reported to families on a strengths and standards based scale in grades K-5
- In Kindergarten through 2nd, SEL skills are included in the report cards on trimester 2 and trimester 3 only
- In 3rd-5th grade, SEL skills are included in the report cards for all three trimesters
- SEL report card data is one measurement tool that assists in analyzing how students are acquiring SEL skills

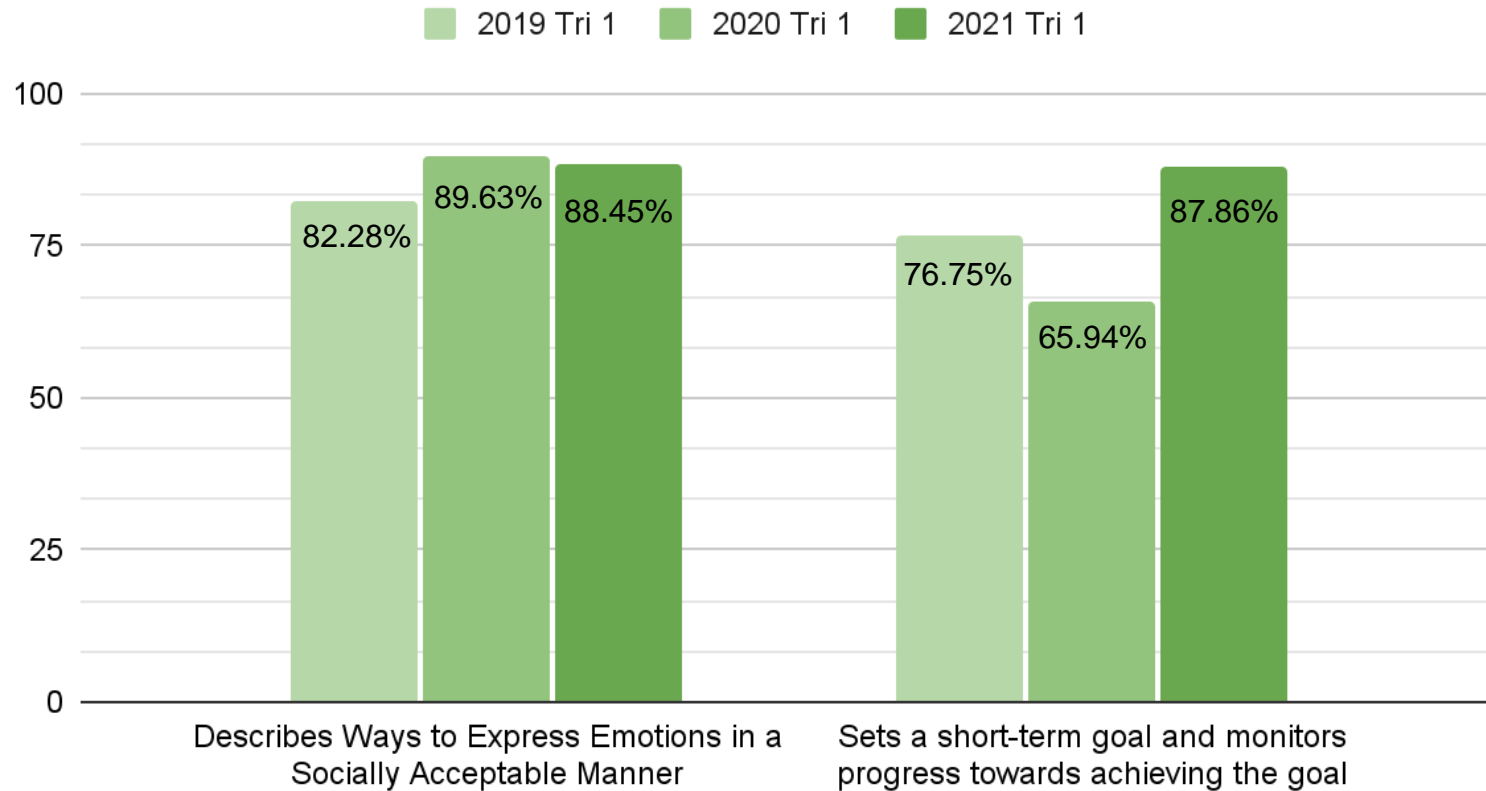
Social-Emotional Skill Acquisition

3rd Grade Students "Secure" in SEL skills



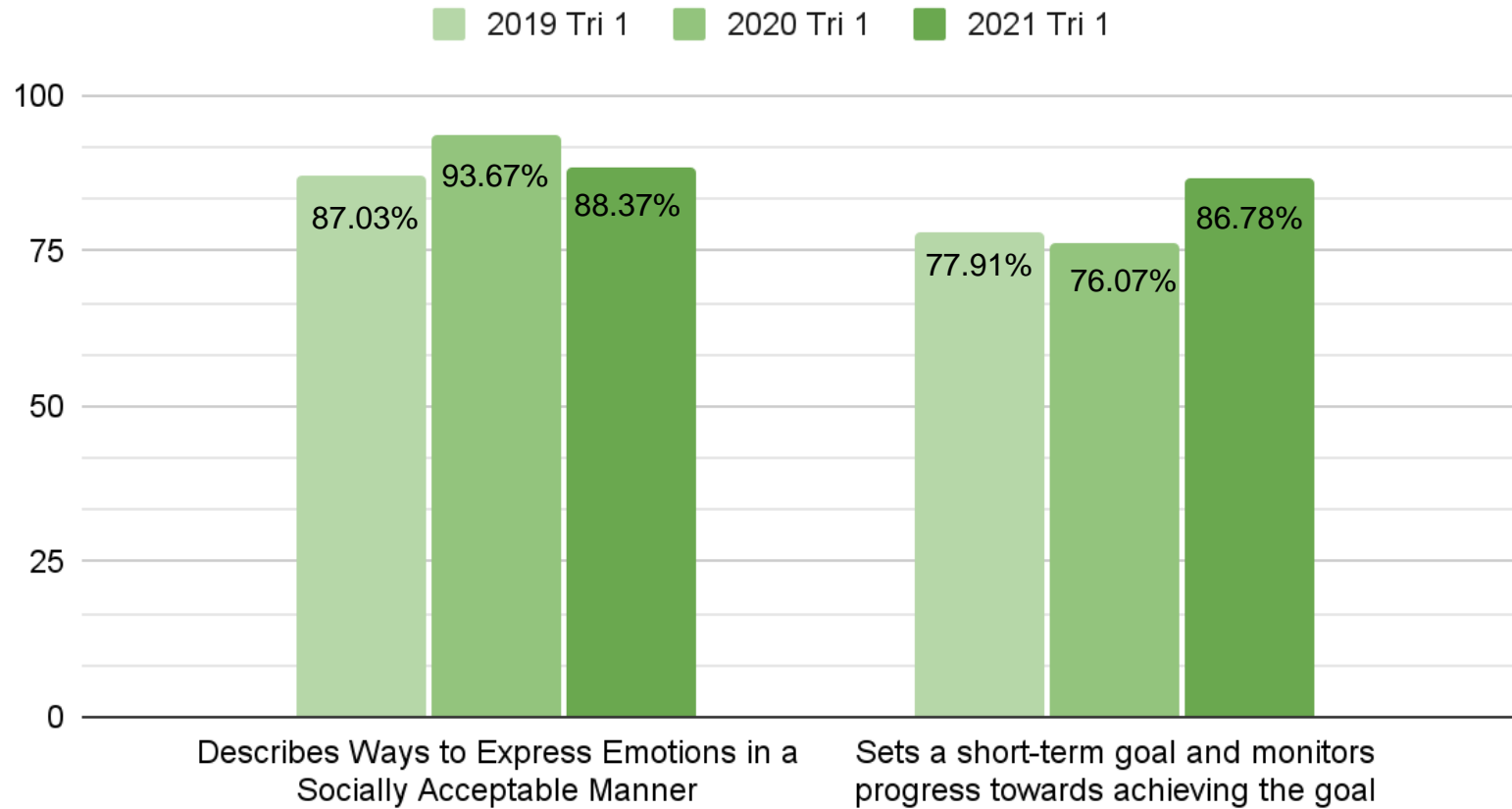
Social-Emotional Skill Acquisition

4th Grade Students "Secure" in SEL Skills



Social-Emotional Skill Acquisition

5th Grade Students "Secure" in SEL Skills



Social Emotional Skill Acquisition Summary

While this is a small subset of our overall student population, initial data indicates a high percentage students are demonstrating they are secure in their SEL skills.

Additional SEL data will be collected and reviewed in the months and years ahead.

Panorama Student Perception SEL Survey Update

Our Time Today



1

What did we measure and why?

What did we ask stakeholders?

Why is this work important to our community?

2

What did we learn?

Which topics will help us focus on better understanding and improving this year?

How does this data tie into our Comprehensive Equity Plan?

3

Where do we go next?

What actions might we take to reflect our priorities?

1

**What did
we
measure
and why?**

*What did we ask
stakeholders?*

*Why is this work important to
our community?*

Naperville's Spring & Fall 2021 Student Survey Content

7 School Climate Topics

Teacher Student Relationships

School Climate

Sense of Belonging

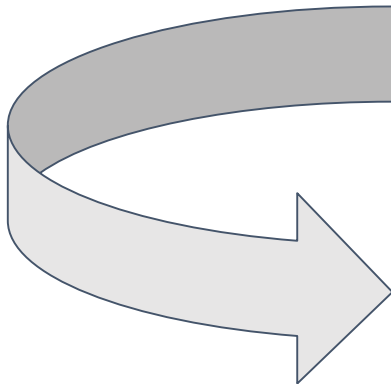
School Safety

Diversity & Inclusion

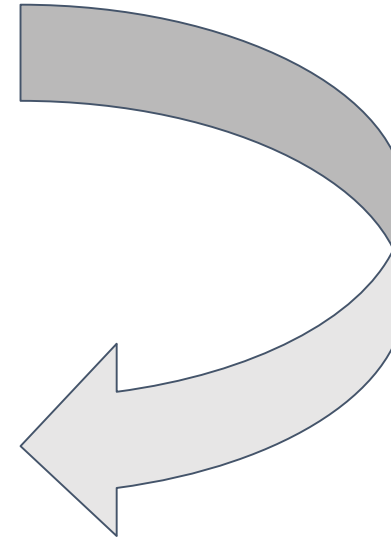
Cultural Awareness & Action

Rigorous Expectations

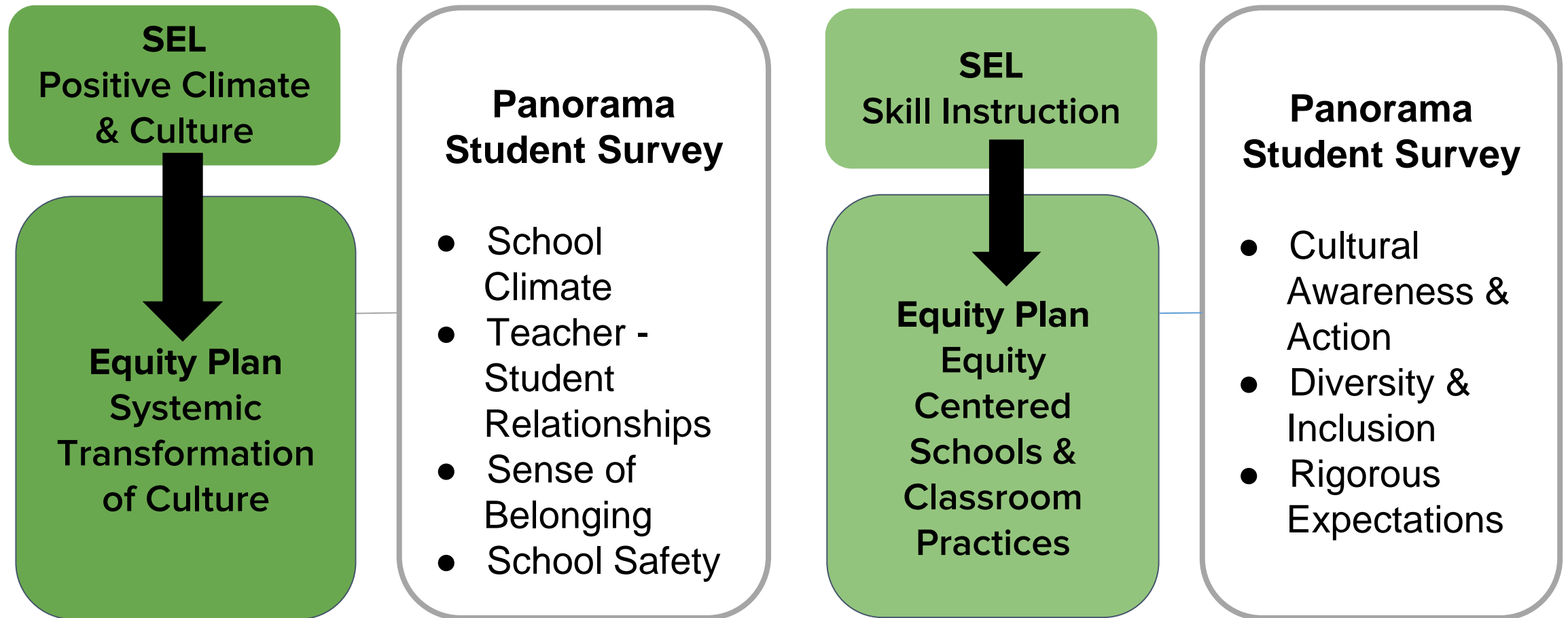
Grades 6-12



Grades 3-12



SEL, Equity & Panorama



Survey Respondents

Spring 2021

- Respondents represented **79% of total student population in grades 3-12**
- Respondents were proportionate to district student demographics by grade level, race/ethnicity, gender, EL status, special education, and economic status (FRL)

Fall 2021

- Respondents represented **86.4% of total student population in grades 3-12**
- Respondents were proportionate to district student demographics by grade level, race/ethnicity, gender, EL status, special education, and economic status (FRL)

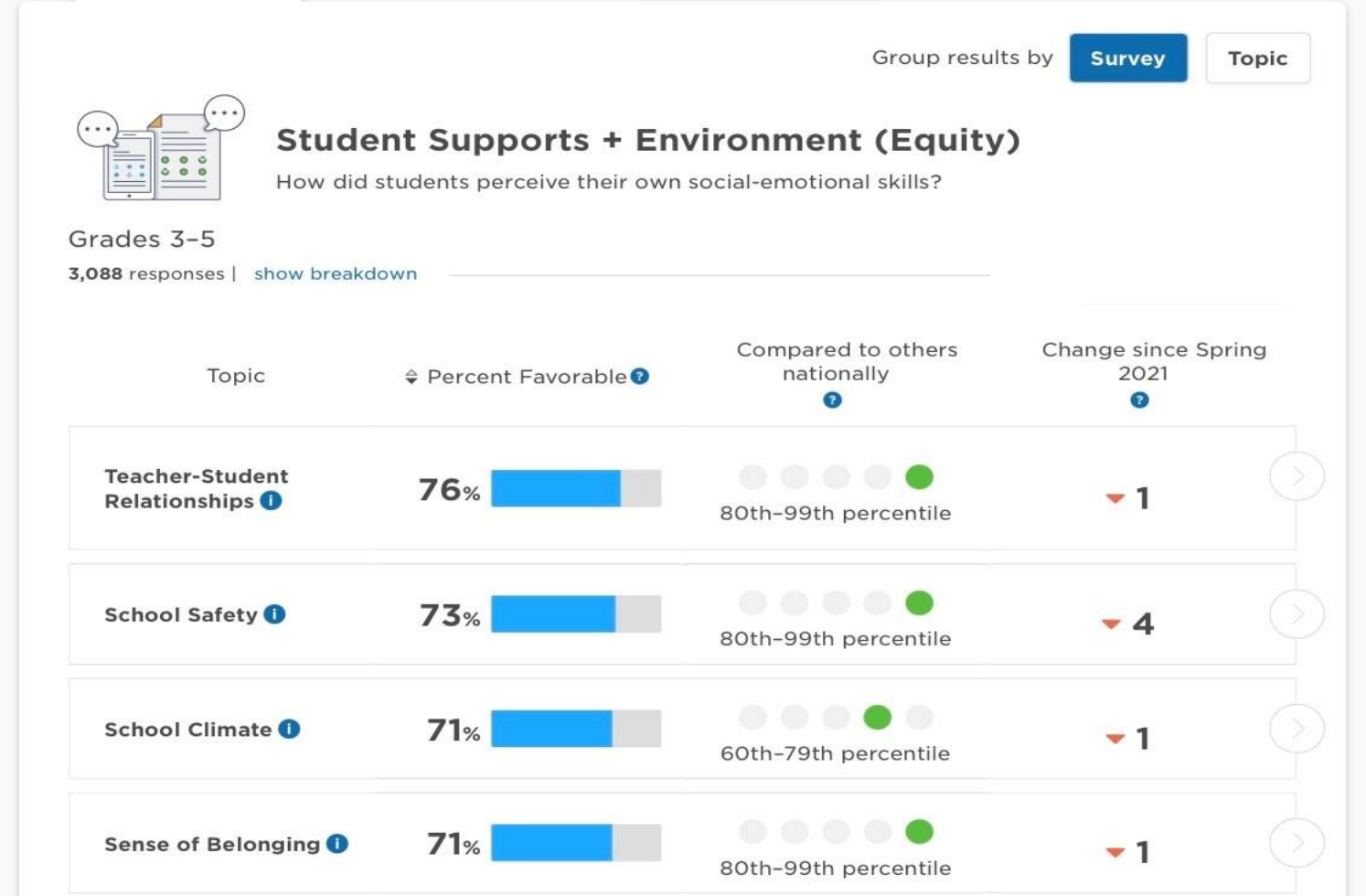
2

What did we learn?

Which topics will you focus on better understanding and improving this year?

How does this data tie into our Comprehensive Equity Plan?

Topic Summaries - Elementary Grades 3-5



How did survey responses differ across groups of 3rd-5th grade students



Fall 2021 Surveys Student Supports + Environment (Equity) Grades 3-5

		Group Size	School Climate	School Safety	Sense of Belonging	Teacher-Student Relationships
All respondents		3,088	71%	73%	71%	76%
Student ELL Status						
LEP	333	-1	-10	-1	-3	
Not LEP	2,755	-1	+1	0	0	
Student FRPL Status						
N	2,606	-1	+1	+1	0	
Y	482	-2	-8	-3	-1	
Student Gifted Status						
N	2,988	-1	-1	0	0	
Y	100	+5	+12	-4	+5	
Student Special Education Status						
N	2,788	0	0	0	0	
Y	300	-3	-6	-2	-2	
Student Gender						
Female	1,549	+1	0	+1	+2	
Male	1,539	-2	-1	0	-2	



Fall 2021 Surveys Student Supports + Environment (Equity) Grades 3-5

		Group Size	School Climate	School Safety	Sense of Belonging	Teacher-Student Relationships
All respondents		3,088	71%	73%	71%	76%
Student Grade Level						
3	984	+1	-3	+3	-3	
4	1,077	0	-1	0	+2	
5	1,027	-3	+2	-2	+1	
Student Race						
African American	143	-3	-8	-6	+4	
American Indian/Alaska Nati...	4	Group size is too small to report out.				
Asian or Pacific Islander	606	-1	+2	-2	-1	
Caucasian	1,802	0	+1	+1	+1	
Hispanic/Latino	339	-2	-5	0	-2	
Native Hawaiian	7	Group size is too small to report out.				
Two or More Races	187	-3	-3	-3	-1	

Group size is too small to report out.

Group size is too small to report out.

Topic Summaries - Secondary Grades 6-12

Grades 6-12

7,311 responses | [show breakdown](#)

Topic	Percent Favorable	Compared to others nationally	Change since Spring 2021
Diversity and Inclusion	82%	80th-99th percentile	+3 Greatest increase
Rigorous Expectations	72%	40th-59th percentile	0
School Safety	72%	80th-99th percentile	-6
Teacher-Student Relationships	67%	40th-59th percentile	0
School Climate	62%	20th-39th percentile	-1
Cultural Awareness and Action	57%	40th-59th percentile	0
Sense of Belonging	48%	20th-39th percentile	+2

How did survey responses differ across groups of 6th-12th grade students?

Fall 2021 Surveys Student Supports + Environment (Equity) Grades 6-12

	Group Size	Cultural Awareness and Action	Diversity and Inclusion	Rigorous Expectations	School Climate	School Safety	Sense of Belonging	Teacher-Student Relationships
All respondents	7,311	57%	82%	72%	62%	72%	48%	67%
Student ELL Status								
LEP	190	+8	-8	-5	-1	-5	+5	-1
Not LEP	7,121	0	0	0	0	0	0	0
Student FRPL Status								
N	6,162	0	0	+1	+1	0	+1	+1
Y	1,149	+1	-3	-4	-4	-2	-3	-4
Student Gifted Status								
N	7,060	-1	-1	0	-1	-1	0	-1
Y	251	+12	+10	+16	+15	+11	+10	+20
Student Special Education Status								
N	6,728	0	0	+1	0	0	0	0
Y	583	-1	-6	-5	-4	-4	0	-2
Student Gender								
Female	3,585	0	-2	+1	-2	-3	-2	-2
Male	3,709	0	+1	0	+2	+3	+3	+1
Other	2	Group size is too small to report out.						

Fall 2021 Surveys Student Supports + Environment (Equity) Grades 6-12

	Group Size	Cultural Awareness and Action	Diversity and Inclusion	Rigorous Expectations	School Climate	School Safety	Sense of Belonging	Teacher-Student Relationships
All respondents	7,311	57%	82%	72%	62%	72%	48%	67%
Student Grade Level								
6	1,087	-3	+2	+6	+3	0	+8	+10
7	1,089	+4	+3	+5	+1	+2	+3	+6
8	1,088	-2	+1	+3	-3	+2	+1	+1
9	1,012	+6	+3	0	+2	0	0	0
10	1,021	-2	-1	-4	-3	-1	-4	-7
11	1,022	-1	-3	-5	-1	-1	-6	-8
12	992	-1	-8	-4	0	-1	-3	-5
Student Race								
African American	302	-5	-14	-4	-9	-7	-5	-4
American Indian/Alaska Nati...	11	+10	+8	+12	+11	+7	+23	+4
Asian or Pacific Islander	1,386	+2	0	+2	+5	+4	+2	+3
Caucasian	4,476	0	+1	+1	-1	-1	+1	0
Hispanic/Latino	771	+1	-3	-2	-4	-2	-3	-4
Native Hawaiian	6	Group size is too small to report out.						
Two or More Races	359	-2	-2	+1	-3	-1	-4	+1

Group size is too small to report out.

Group size is too small to report out.

Area of Strength: **Secondary Diversity & Inclusion**

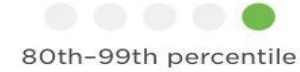
Topic

Percent Favorable ?

Compared to others nationally ?

Change since Spring 2021 ?

Diversity and Inclusion



Total of 7,311 responses

How did students respond to each question?

Sorted by Survey order First to last

QUESTION	80% responded favorably	7 from Spring 2021
How often do you spend time at school with students from different races, ethnicities, or cultures?	80% responded favorably	7 from Spring 2021
How often do you have classes with students from different racial, ethnic, or cultural backgrounds?	85% responded favorably	5 from Spring 2021
At your school, how often do students from different races, ethnicities, or cultures hang out with each other?	80% responded favorably	3 from Spring 2021
At your school, how common is it for students to have close friends from different racial, ethnic, or cultural backgrounds?	77% responded favorably	3 from Spring 2021
How fairly do students at your school treat people from different races, ethnicities, or cultures?	81% responded favorably	0 from Spring 2021
How fairly do adults at your school treat people from different races, ethnicities, or cultures?	86% responded favorably	1 from Spring 2021

Area of Strength: **Secondary Diversity & Inclusion**

Topic

⇄ Percent Favorable [?]

Compared to others nationally [?]

Change since Spring 2021 [?]

Diversity and Inclusion ⁱ

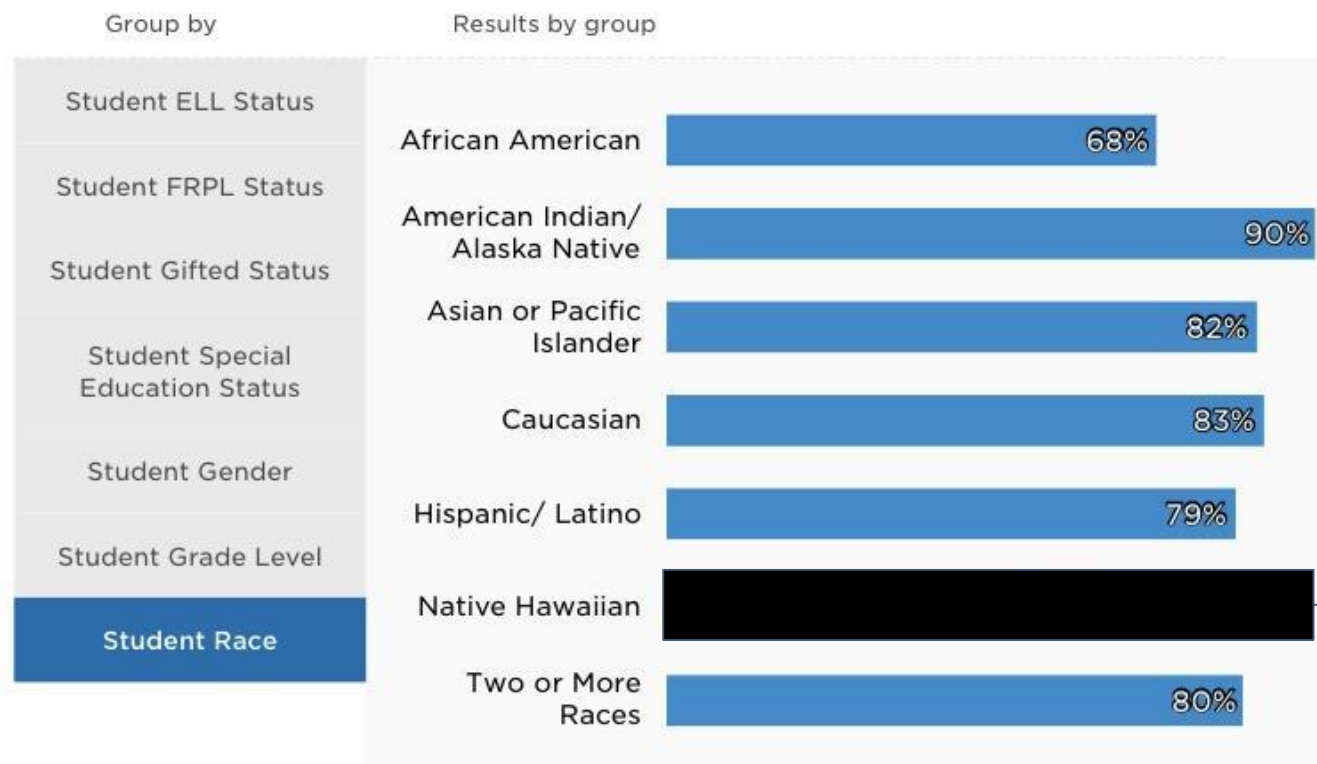
82% 

 80th-99th percentile

 **3**
Greatest increase

% Favorable by: Student Race/Ethnicity

How did different groups respond?



Group size is too small to report out.

Total of **7,311** responses

Priority Topic: Secondary Sense of Belonging

Sense of Belonging ⓘ

48%



20th-39th percentile

▲ 2

Total of 7,311 responses

How did students respond to each question?

Sorted by Survey order ▾ First to last ▾

QUESTION ▶ How well do people at your school understand you as a person?	46% responded favorably	▲ 5 from Spring 2021	🔖
QUESTION ▶ How connected do you feel to the adults at your school?	32% responded favorably	▲ 1 from Spring 2021	🔖
QUESTION ▶ How much respect do students in your school show you?	56% responded favorably	▼ 2 from Spring 2021	🔖
QUESTION ▶ How much do you matter to others at this school?	45% responded favorably	▲ 3 from Spring 2021	🔖
QUESTION ▶ Overall, how much do you feel like you belong at your school?	61% responded favorably	▲ 2 from Spring 2021	🔖

Hearing from our students...

What do you wish your teachers knew about your experiences of race, ethnicity or culture at school?

Racism

**Cultural
Differences**

**Personal
Backgrounds**

Friend Groups

**Good and Bad
Experiences**



3

Where do we go next?

*What actions might you
take to reflect your
priorities?*

Guiding Questions

Which data or themes connect most to the current or planned support of schools next year?

What additional information are we eager to explore further?

Prioritization Pathways

There are different pathways to impact change. So, we must consider which levers may be most effective within our community.

- Prioritize topics and plan supports at the district level
- Support schools to set goals & priorities at the school level
- Invest in codifying what works well at a set of schools across all schools

Other Considerations

Past successes • Lessons learned • Existing school goals
• Connections to observation and anecdotal information

y=
actionability

<i>Low Impact Highly Actionable</i>	High Impact Highly Actionable
<i>Low Impact Not Actionable</i>	<i>High Impact Not Actionable</i>

x= impact

Next steps

- Spring 2022 Panorama Survey
- Continue to provide high quality, rigorous academic and social-emotional instruction to all students
- Continue to focus on whole child development
- Amplify student voices
- Improve students' sense of belonging through the implementation of homeroom and other initiatives
- Gather additional SEL and mental health data

Naperville 203

Community Unit School District



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