

School Year 2023-24 Evaluation Report

School/District Improvement

April 2025

This evaluation report provides a summary of responses collected through the School Improvement Reporting System for school year 2023-24. School Improvement Reports are completed by school and district administrators of Targeted, Comprehensive, and Intensive schools. School Improvement Reports are required in Implementation Years 1, 2, and 3 after a school receives either a Targeted, Comprehensive, or Intensive designation. School Improvement Reports are in IWAS and are used to monitor the evidence-based strategies utilized by schools, as well as learning partner services. Schools in the Report Card 2019 (RC19) and Report Card 2022 (RC22) cohorts completed a School Improvement Report for SY 2023-24.

Evidence-Based Practices

Schools in the RC19 and RC22 cohorts reported on which evidence-based practices were included in their School Improvement Plans (SIPs) for SY 2023-24. Table I provides a list of evidence-based practices and the number of schools reporting those practices during SY 2023-24.

Table I: Evidence-based Practices Included in School Improvement Plans

Evidence-Based Practice	# of schools reporting practice during 2023-24 school year
Principal Leadership Training/Coaching	336
Superintendent Training and Coaching	72
District- and School-Level Teams	313
Instructional Coaching	345
Instructional Practices	405
Instructional Planning and Preparation	369
Classroom Environment	276
Develop Professional Learning Community	223
Establish Successful Meetings (Facilitation)	173
New Teacher Coaching	232
Development of Schoolwide Systems	302
Development of Observation/Walk-Through Tools	220
Curriculum Implementation Support	330
Guidance with Vertical/Horizontal Alignment of Curriculum and Instruction	200
Program Audits	82
Family Engagement	207
Social and Emotional Learning	292
Special Education Instructional Practices and Performance	214
English/Bilingual Instructional Practices and Performance	128
Chronic Absenteeism/Truancy Assistance	198

- Instructional Practices was the item selected most frequently (405 schools).
- In addition, Instructional Planning and Preparation, Instructional Coaching, Principal Leadership Training/Coaching, Curriculum Implementation Support, District- and School-Level Teams, and Development of Schoolwide Systems were each selected by over 300 schools.

Approved Learning Partners

Approved learning partners are specific vendors that have been approved by the Illinois State Board of Education. Title I, Part A, Section 1003 School Improvement Grant funds may be used for approved learning partner services. Learning partner services must be aligned to an approved SIP. Local Education Agencies (LEAs) must contract annually with an approved learning partner on behalf of each of their schools in Intensive or Comprehensive status. Schools in Implementation Years 1 and 2 of the school improvement cycle must work with an approved learning partner to address areas identified in their respective SIPs. Use of a learning partner is optional in Year 3. LEAs also have the option to contract with an approved learning partner on behalf of their schools in Targeted status but are not required to do so.

Table II: Number of Schools Engaging with Each Approved Learning Partner

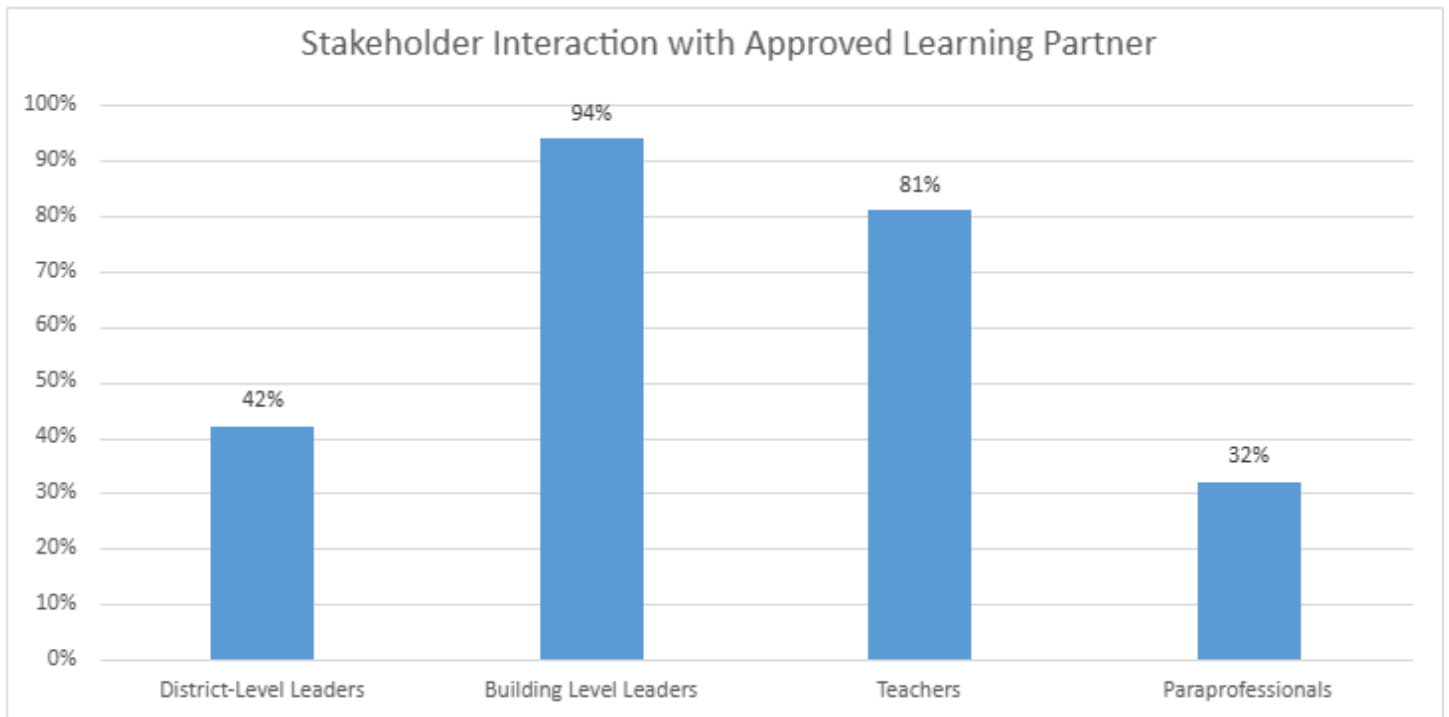
LEARNING PARTNER NAME	# of Chicago Public Schools	# of Rest of State Schools	Total # of schools engaging with learning partner during 2023-24 schools year
Advancement Via Individual Determination (AVID Center)	3	5	8
Carnegie Learning Inc.	3	4	7
Catalyst for Educational Change	4	13	17
Cognia Inc.	1	3	4
Consortium for Educational Research	1	2	3
Innovare Social Innovation Partners Inc. (DeFree Corp.)	8	0	8
ECRA Group Inc.	0	2	2
Education Direction LLC	0	5	5
Flippen Group DBA Capturing Kids Hearts	1	5	6
Fulcrum Education Solutions LLC	14	0	14
Huron Consulting Services LLC	0	0	0
Illinois Principals Association	15	11	26
Imagine Learning LLC	1	0	1
Intermediate Service Center - South Cook	0	21	21
Intermediate Service Center - North Cook	0	0	0
Intermediate Service Center - West 40	1	5	6
Keys to Literacy	1	2	3
National Opinion Research Center	0	1	1
NewRoot Learning Institute	4	0	4
Northern Illinois University Board of Trustees	0	4	4
Partnership for Resilience	2	1	3
Peoples Education Inc. (DBA Mastery Education)	0	0	0
Professional Development Plus	6	3	9
Respond-ability LLC	0	4	4
ROE 17 DeWitt, Livingston, Logan, McLean Counties	0	7	7
ROE 16 DeKalb County	0	3	3
ROE 19 DuPage County	0	0	0

ROE 21 Franklin, Johnson, Massac, Williamson Counties	0	4	4
ROE 24 Grundy, Kendall Counties	0	2	2
ROE 30 Alexander, Jackson, Perry, Pulaski, Union Counties	0	0	0
ROE 31 Kane County	0	2	2
ROE 33 Henderson, Mercer, Knox, Warren Counties	0	0	0
ROE 34 Lake County	0	3	3
ROE 45 Monroe, Randolph Counties	0	4	4
ROE 47 Lee, Ogle, Whiteside Counties	0	3	3
ROE 51 Menard, Sangamon Counties	0	1	1
ROE 54 Vermilion County	0	2	2
ROE 09 Champaign, Ford Counties	0	2	2
Savvas Learning Company LLC	6	7	13
Silver Strong & Associates LLC	0	3	3
Solid Ground Behavioral Services Inc.	0	0	0
Taju Educational Solutions	0	0	0
Teach Plus Inc.	2	0	2
The Center: Resources for Teaching and Learning (Illinois Resource Center)	0	7	7
TNTP Inc. (The New Teacher Project)	10	14	24
UChicago Impact	4	2	6
Urban Leadership and Learning Consortium Inc. (ULLC Inc.)	0	11	11
WestEd	1	0	1
Totals	88	179	258

- Forty of the 48 available learning partners engaged with at least one school.
- A total of 258 of the 285 RC19 and RC22 schools in Targeted or Comprehensive status engaged with an approved learning partner during SY 2023-24. This includes all Comprehensive schools (required to work with an approved learning partner) and some Targeted schools (optional). All Intensive schools were in their planning year in SY 2023-24 and therefore did not work with approved learning partners.
- Twenty-seven schools in Targeted status reported they relied solely on independent efforts during SY 2023-24.

A variety of stakeholders may engage with approved learning partners. Those stakeholders include district-level leaders, building-level leaders, teachers, and paraprofessionals. Image I shows the percentage of respondents who reported interaction with approved learning partners by stakeholder type.

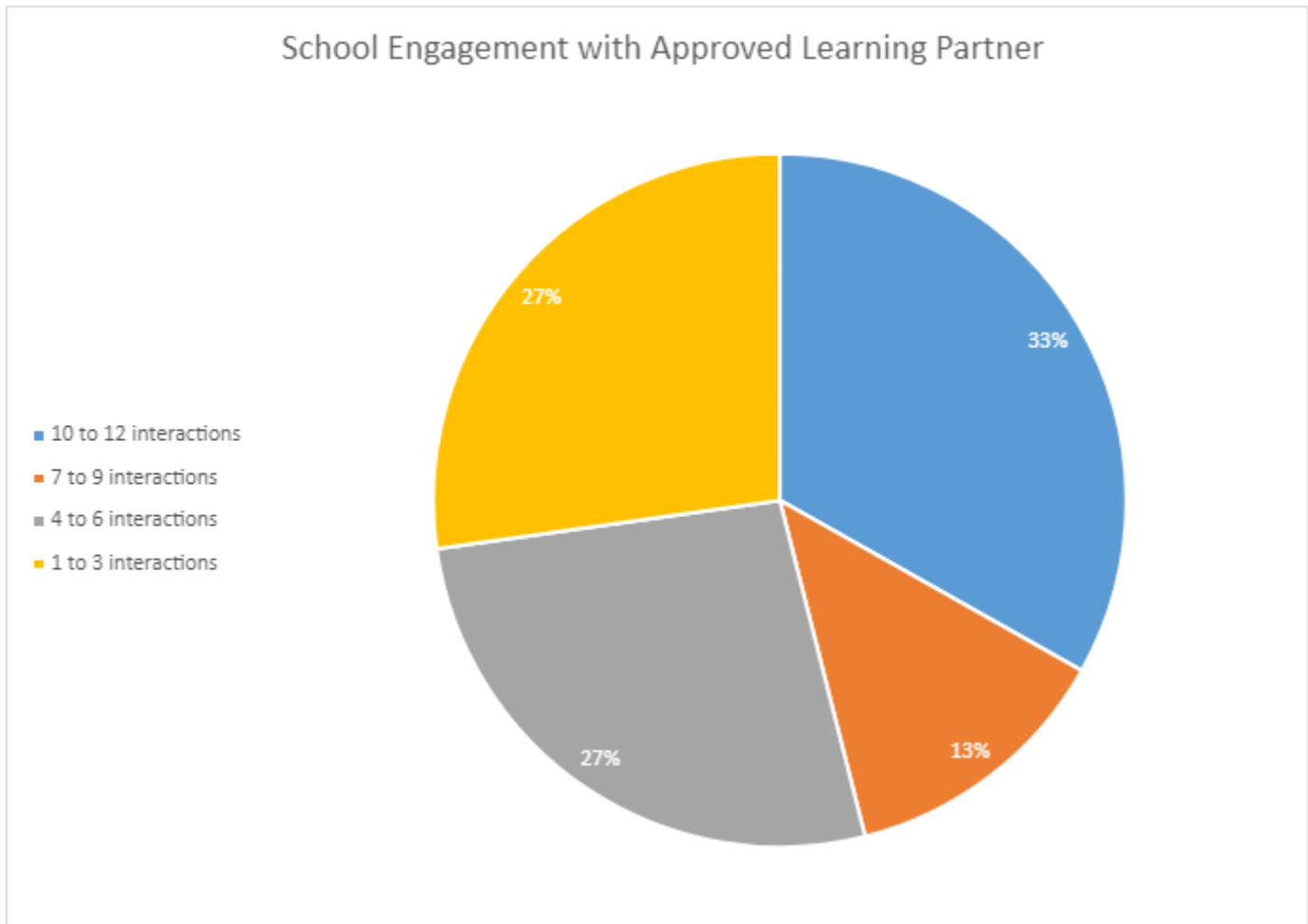
Image I: Stakeholder Interaction with Approved Learning Partner



- Building-level leaders were reported most frequently as interacting with approved learning partners.
- Eighty-one percent of respondents also reported teachers interacted with approved learning partners.

Approved learning partners engaged with stakeholders via virtual and in-person services. There is flexibility in partnering with approved learning partners that allows for short-term partnerships, long-term partnerships, multiple partnerships, and/or concurrent partnerships. The number of interactions between stakeholders and approved learning partners varied because of this flexibility. Image II illustrates the percentage of respondents who reported that their school had one to three interactions, four to six interactions, seven to nine interactions, and 10 to 12 interactions with an approved learning partner.

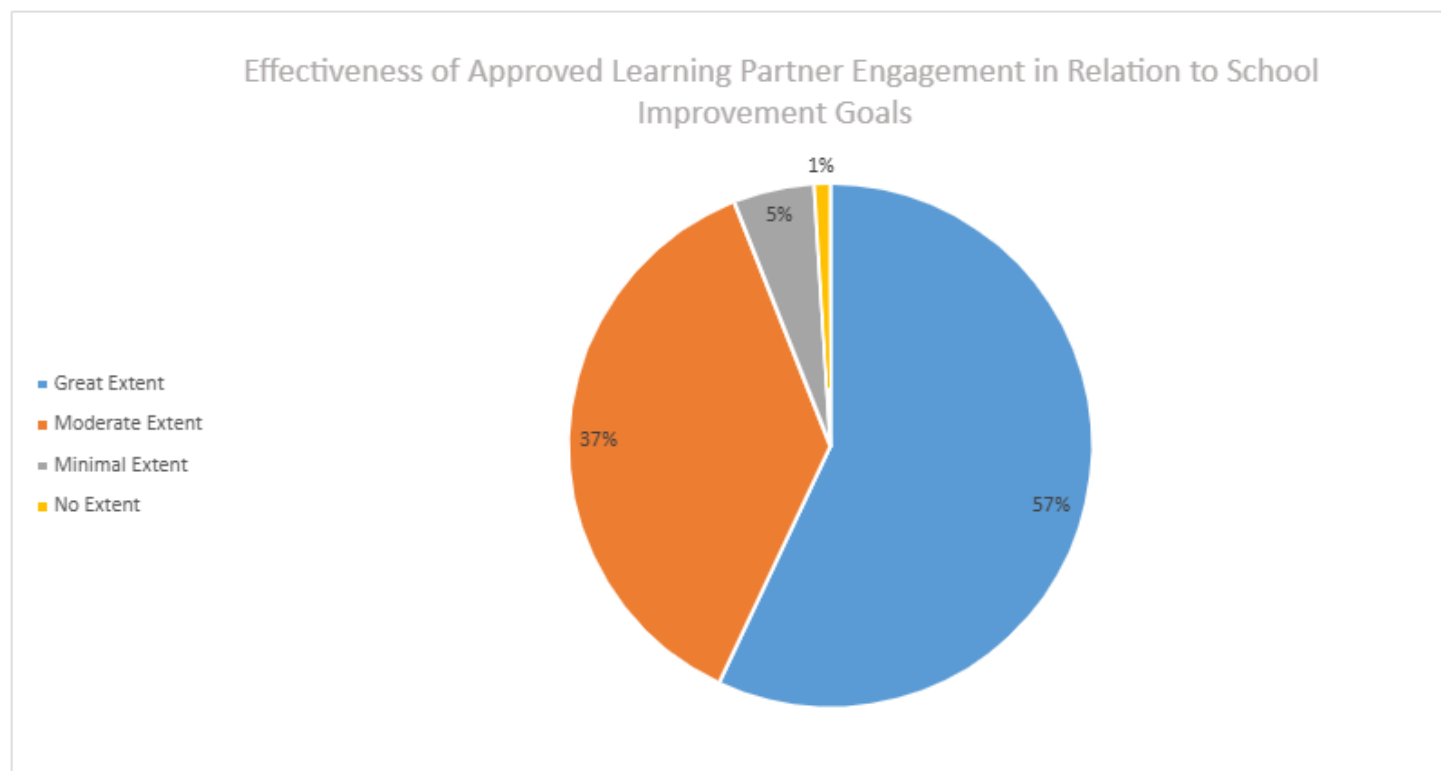
Image II: School Engagement with Approved Learning Partner



- Thirty-three percent of respondents reported having 10-12 interactions with their approved learning partner over the course of SY 2023-24.
- Thirteen percent of respondents reported having seven to nine interactions with their approved learning partner over the course of SY 2023-24.

School Improvement Plan goals were used as a gauge to measure the effectiveness of services provided by approved learning partners. Image III provides the percentage of respondents that reported the effectiveness of approved learning partner engagement in relation to school improvement goals as great extent, moderate extent, minimal extent, or no extent.

Image III: Effectiveness of Approved Learning Partner Engagement in Relation to School Improvement Goals



- Ninety-four percent of respondents rated the effectiveness of their engagement with an approved learning partner in relation to their SIP goals as great or moderate extent.
- Five percent rated the effectiveness of their engagement in relation to their SIP goals as minimal extent, and 1 percent reported no extent.

Summary

The Department of School/District Improvement collects self-reported information from district and school administrators via the School Improvement Report. This report focuses on the evidence-based improvement practices chosen and the engagement with learning partners. During SY 2023-24, several evidence-based practices were implemented, including coaching, professional development, data analysis, system needs assessments, and school improvement planning. There were 48 approved learning partners, and 40 of these partners engaged with at least one school. A total of 258 of the 285 RC19 and RC22 schools in Comprehensive or Targeted status chose to collaborate with an approved learning partner. Only 27 schools in Targeted status reported relying solely on independent efforts throughout the year despite engagement with a learning partner being optional. Ninety-four percent of respondents rated the effectiveness of their engagement with an approved learning partner in relation to their SIP goals as great or moderate extent.