



SUCCESS OF ALL YOUTH

Status of Children and Youth in Oak Park and River Forest 2015-2016 Baseline Report

October 2017



*a member of the Oak Park-River Forest
Community Foundation family*

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INTRODUCTION

The communities of Oak Park and River Forest, IL have embarked upon a mission to engage youth, families, and community partners to coordinate and align priorities, efforts, and resources to empower every youth to reach her/his full potential. The ultimate goal of this mission is to realize our vision to be communities that meet the diverse developmental needs of ALL of its children/youth.

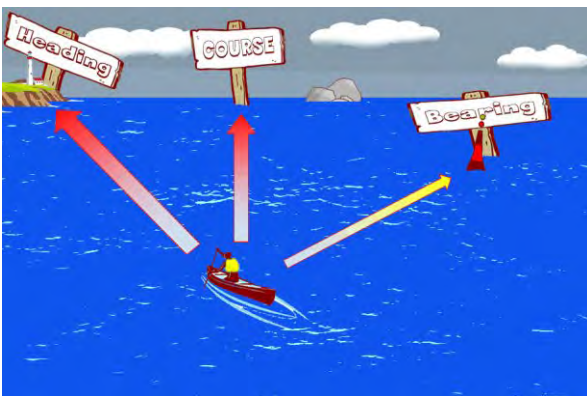
Success of All Youth – Building the Partnership

The Success of All Youth (SAY) collective impact initiative developed following a series of community cafés that outlined the community's aspirations to ensure that every young person in Oak Park and River Forest was supported through the developmental years to reach their full potential. A grant making process was developed through which several community youth initiatives were funded, such as the D90 acquisition of the social and emotional Second Step curriculum and D97 International Baccalaureate (IB) teacher training. However, it was determined that a more comprehensive approach to funding needed to be explored in the interest of greater impact.

Toward this end, the *Communityworks*¹ initiative at the Oak Park River Forest Community Foundation, which is funded through a grant from the Grand Victoria Foundation, hosted a Design Institute. The Institute gathered over 100 representatives from the community to have a conversation about the need to create a coordinated, systems-based approach surrounding the input gathered at the community cafés. The Design Institute included an introduction to StriveTogether,² a national organization that provides a guide to map the success of youth from cradle to career. Facilitators from StriveTogether and the Community Foundation outlined a plan for our community's initiative, which became the SAY collective impact initiative.

As the backbone organization, the Oak Park-River Forest Community Foundation hired dedicated SAY staff in the fall of 2014. Oak Park and River Forest is employing a cradle-to-career model in building our civic infrastructure to ensure alignment, coordination, and sustainable systems. There has already been strong momentum across Oak Park and River Forest to embrace SAY. All three public school districts, our early childhood sector, leadership from both villages, social impact agencies, faith-based organizations and the Community Foundation have begun building the SAY framework.

Community leaders from these varied sectors have collaborated to create SAY's vision and mission, and a shared agenda of focus areas. We next developed our desired outcomes and indicators pertaining to our areas of focus. Our primary focus is social & emotional outcomes, however SAY is also concerned about the health & safety and cognitive & academic development of our children/youth and the interdependence of these areas. We then determined what measures we would use to monitor progress toward those outcomes with a focus on measures that show direct impact on our children/youth.



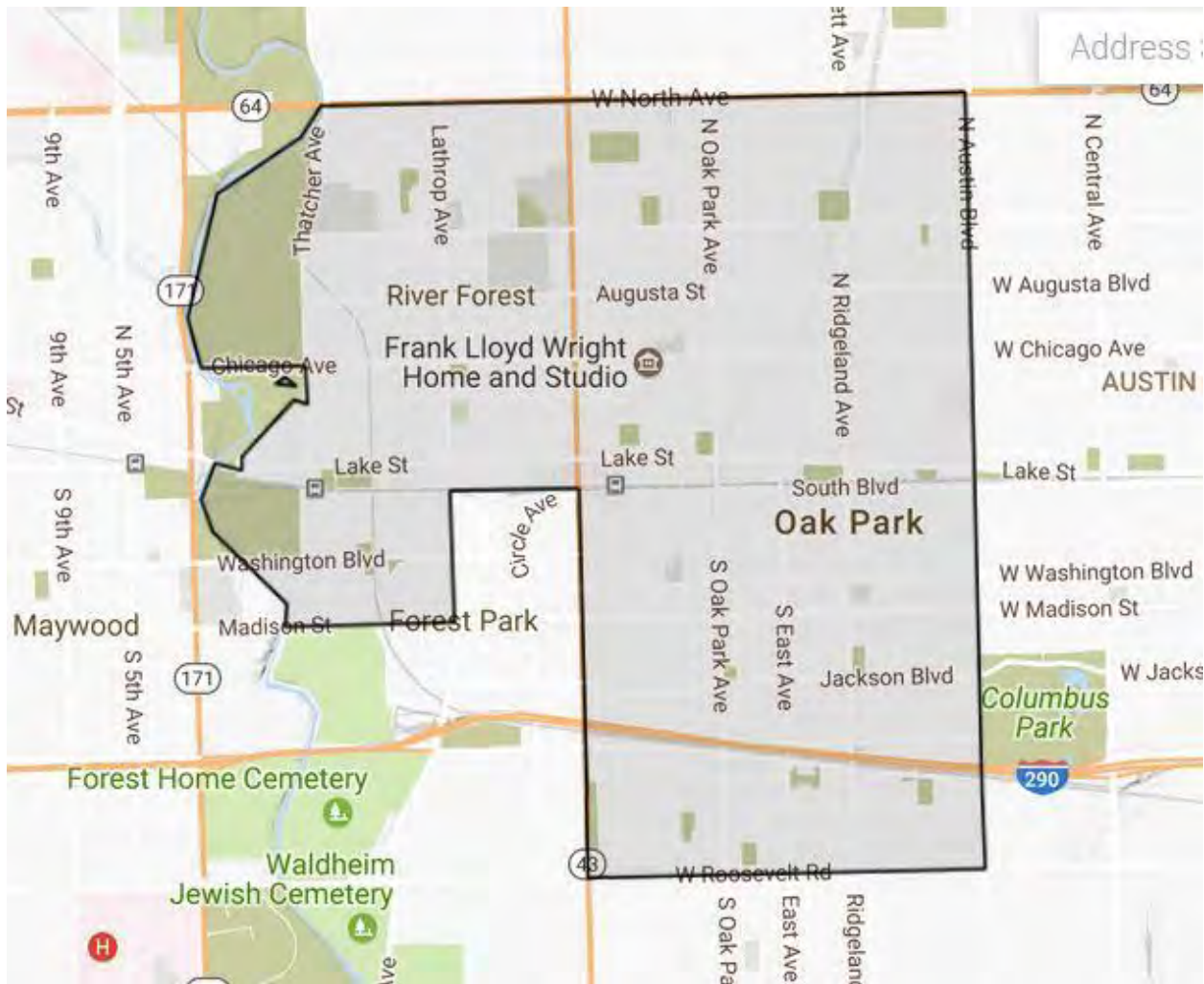
Our Oak Park and River Forest communities have had aspirations for meeting several of these goals for quite some time. We have been rowing toward the heading but have yet to close the distance and reach the shore. By creating a baseline report of key measures in these areas, SAY is able to develop a better sense of where we are relative to our goals and how to set the best course to reach those goals. With consistent monitoring of our progress, SAY will be able to discover what is impeding progress and make the course corrections necessary to meet those goals within a determined timeframe.

¹ <http://www.oprfcf.org/community-works>

² <https://www.strivetogether.org/>

SNAPSHOT OF OAK PARK AND RIVER FOREST COMMUNITIES

The Villages of Oak Park and River Forest, IL are suburbs located just west of the city of Chicago.



Source: <https://www.maptechnica.com/school-district-map/IL/Oak+Park+and+River+Forest+District+200/scsd/1729280>

Overview of Oak Park and River Forest

The Village of Oak Park shares its eastern border of Austin Boulevard with the West Side of the city of Chicago in Cook County. With a total population of 51,988 people, Oak Park is the 29th largest municipality in Illinois, and has easy access to downtown Chicago (the Chicago Loop) via public transportation including the CTA Blue and Green lines, buses, and Metra commuter rail. Pace buses serve the Village for travel within its borders and connecting to neighboring suburbs. Oak Park is known for its architecture, home to famed architect Frank Lloyd Wright, and its successful efforts begun in the 1960s to integrate rather than re-segregate the village. Established in the early 1970s, the Oak Park Regional Housing Center has worked to promote and sustain diversity within the Oak Park community. The Village has 34 park spaces including a gymnastics center, indoor ice rink, and 2 outdoor pools.

The Village of River Forest has a population of 11,088 lies just west of Oak Park and is home to two universities, Dominican University and Concordia University Chicago. The village has easy access to downtown Chicago via the Metra commuter rail. Pace buses serve the village for travel within its borders and connecting to neighboring suburbs. A substantial portion of River Forest is designated as forest preserve and land owned by the two universities. It also has several outdoor parks and fields.

Both villages share a public high school and are feeder communities to Triton Community College.

Demographics in Oak Park and River Forest

The age breakdown of the communities of Oak Park and River Forest residents is similar. In both, the largest proportion of residents is aged 19 or younger. In Oak Park, 25.7% are aged 19 and under and the median age is 39 years old. Similarly, in River Forest, 31.2% are aged 19 or younger. River Forest appears to have a slightly older population, with a greater proportion of residents age 50 to 64, 65 to 79, and age 80 and older, and a median age of 42.4 years old.

With regard to race/ethnicity, Oak Park is racially diverse³ with a Diversity Index of 57⁴; its residential population is 63% White, 21% Black, 7% Hispanic, 5% Asian, and 4% "Other" race/ethnicities. River Forest has a Diversity Index of 38, its population is 80.9% White, 7% Asian, 5% Black, 5% Hispanic, and 2.3% "Other." River Forest has a greater number of Asian and "Other" residents than their proportion in Cook County. Oak Park and River Forest are both well-educated communities, with 67.1% of Oak Park and 72.3% of River Forest residents having a Bachelor's degree or higher. The proportion in Cook County is 35.3%.

Household Income and Expenses in Oak Park and River Forest

Regarding household income, Oak Park's median household income is \$78,895 and River Forest's is \$108,563; these are high relative to the average in Cook County of \$54,828. Despite this relatively high median household income, one-third (32.7%) of Oak Park households earn under \$50,000 per year, and 24.8% of River Forest households earn less than \$50,000.

In addition, two of the three public school districts in Oak Park and River Forest have a sizable amount of low income students⁵: 5% in D90, River Forest; 18% in D97, Oak Park; and 20% in D200, OPRFHS.

Homeownership is prevalent in River Forest, with 90% of occupied housing owner-occupied. In Oak Park, 59.7% of occupied units are owner-occupied, which is just over the proportion of homeownership in Cook County (57.6%).

Public School Districts in Oak Park and River Forest

There are three public school districts in the Oak Park and River Forest communities. These include: River Forest Elementary School District, Oak Park Elementary School District, and Oak Park River Forest High School.

³Orfield, Myron & Thomas Luce. 2012. "America's Racially Diverse Suburbs: Opportunities and Challenges." Institute on Metropolitan Opportunity, University of Minnesota Law School. www1.law.umn.edu/uploads/e0/65/.../Diverse_Suburbs_FINAL.pdf

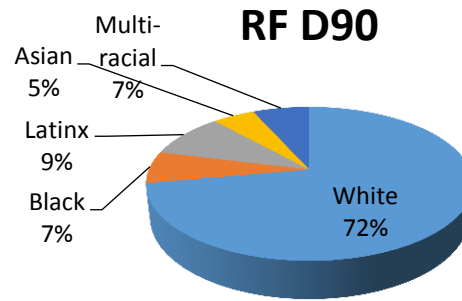
⁴The Diversity Index is a scale of 0 to 100 that represents the likelihood that two persons, chosen at random from the same area, belong to different race or ethnic groups. If an area's entire population belongs to one race AND one ethnic group, then the area has zero diversity. An area's diversity index increases to 100 when the population is evenly divided into two or more race/ethnic groups.

Based on Census 2010 counts, the Diversity Index for the United States was 60.6 and it is expected to increase to 64.8 by July 1, 2018.

⁵The federal standard of Free and Reduced Lunch (FRL) is generally used to reflect "low income". Free lunch is calculated at 130% of the federal poverty limit and reduced lunch is calculated at 185% of the federal poverty limit. The FRL status is recalculated for each school year and are dependent on the number of family members in a family. It does not distinguish between adults and children. For example, in 2015-2016 a family of four qualifies for reduced lunch with an annual income of \$44,955 and free lunch at \$31,590. This is the same for a family of two adults and two children or one adult and three children. See more at: <https://www.fns.usda.gov/school-meals/income-eligibility-guidelines>

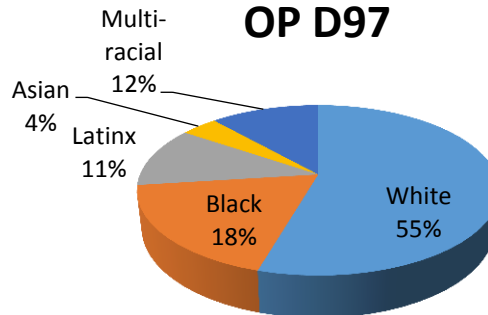
District 90 - River Forest Elementary School District

The District 90 River Forest Elementary School District (D90) consists of Lincoln Elementary, Willard Elementary (grades K-4th), and Roosevelt Middle School (serving grades 5-8th). There are 1,370 students enrolled. 5% of students qualify for FRL; 16% of students have IEP⁶s.



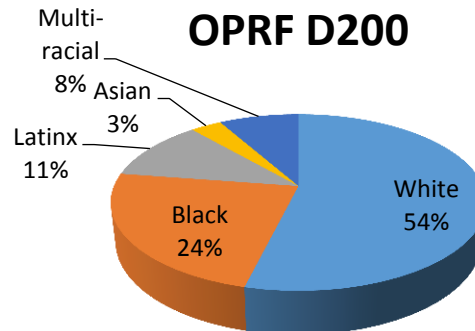
District 97 – Oak Park Elementary School District

The District 97 Oak Park Elementary School District (D97) consists of eight elementary schools (Beye, Hatch, Holmes, Irving, Lincoln, Longfellow, Mann, and Whittier) serving grades K-5, and two middle schools (Brooks and Julian) serving grades 6-8. There are 5,972 students enrolled. 18% of students qualify for FRL; 15% of students have IEPs.



District 200 – Oak Park River Forest High School

Both D90 and D97 feed into District 200, Oak Park River Forest High School (D200). There are 3,309 students enrolled. 20% of students qualify for FRL; 16% of students have IEPs.



BASELINE MEASURES

SAY currently has three outcome areas with (10) total indicators: Social & Emotional (3), Health & Safety (2), and Cognitive/Academic (5). Data and targets for the following (8) of our (10) indicators are included in the first release of our baseline document using the 2015-2016 school year. In keeping with the collective impact requirement of continuous improvement, we will continue to improve upon our data measure selections, availability and disaggregation to provide us with the evidence needed to make decisions that drive continuous progress toward better outcomes for our children/youth. Data is not included in cases where the number of children/youth reflected is a small enough pool to identify individuals. Data not currently available or disaggregated at this time, when available, will be added in subsequent updates; as will specific targets and timeframes for achieving improvement in each of the indicators.

⁶ Individual Education Plan (IEP) is a document that is developed for each public school child who needs special education.

BELONGING

Our Aspiration: Social & Emotional - All OP and RF children/youth will develop a strong sense of belonging in their respective neighborhoods, in their schools, and in the community at large.

Core Indicators: Foundational social and emotional measures in early childhood, % of children/youth that respond “agree” or “strongly agree” to grade appropriate survey questions regarding belonging and connectedness and are connected to caring adults.

Why It Matters

“A sense of belonging, research shows, is really important for children to succeed in school and in life. The whole idea that you belong here, you’re appreciated here, whether it’s by your family or in a school setting, you are expected to do well here, is crucial in order for a child to grow their skills and be motivated to achieve.”

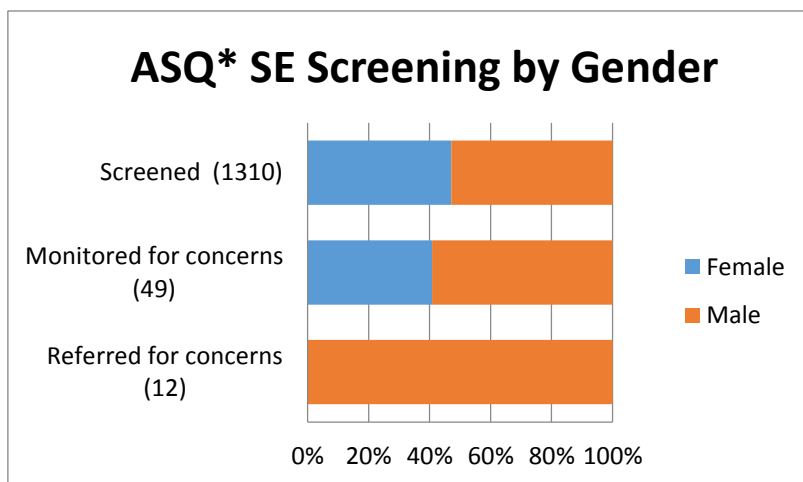
-Dr. Carol Dweck, PhD

The foundation – Early Childhood

The Challenge: Male children are disproportionately referred for social and emotional concerns. The Collaboration is working to reach more children from families of low and working income for screening.

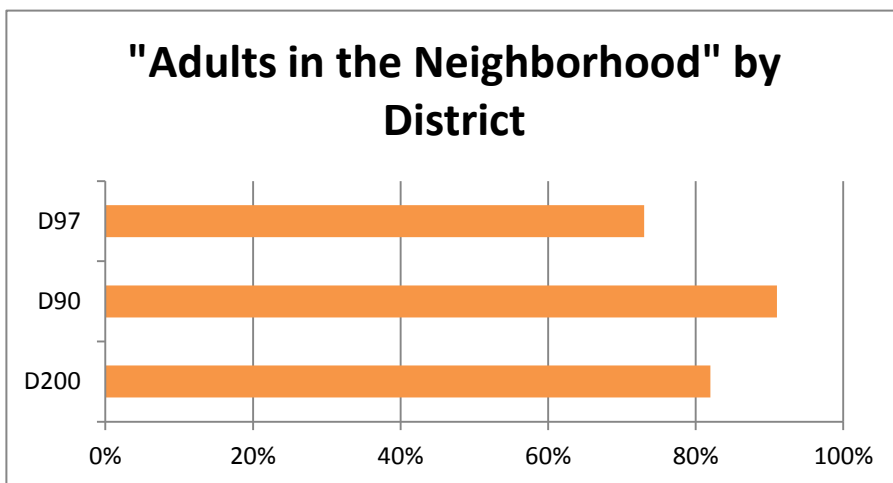
Data Source: Collaboration for Early Childhood Report to IGA, September 28, 2016

*Ages and Stages Questionnaire pinpoints developmental progress in children one month to 5.5 years



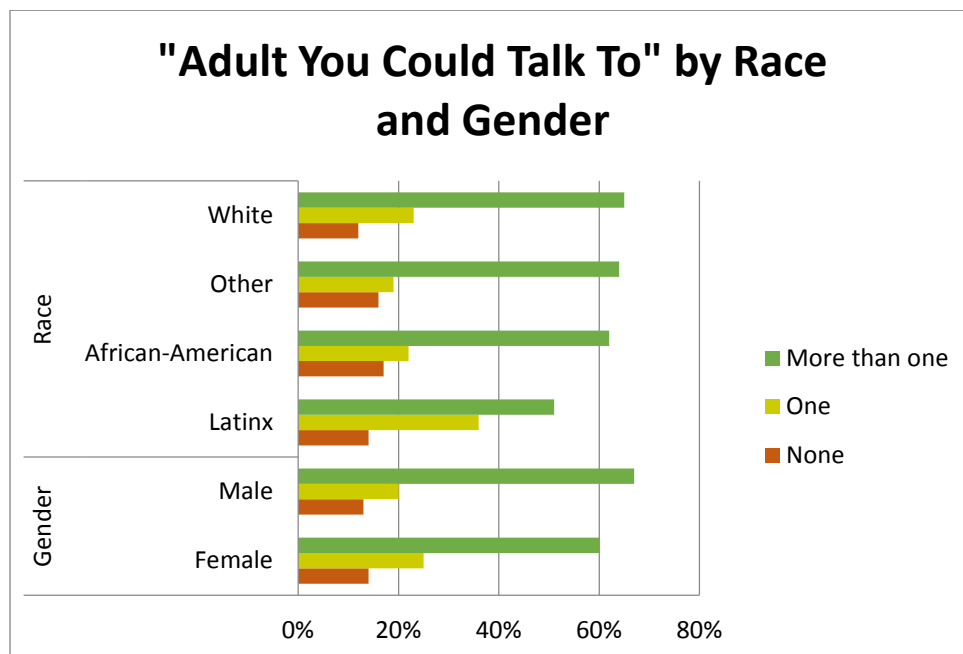
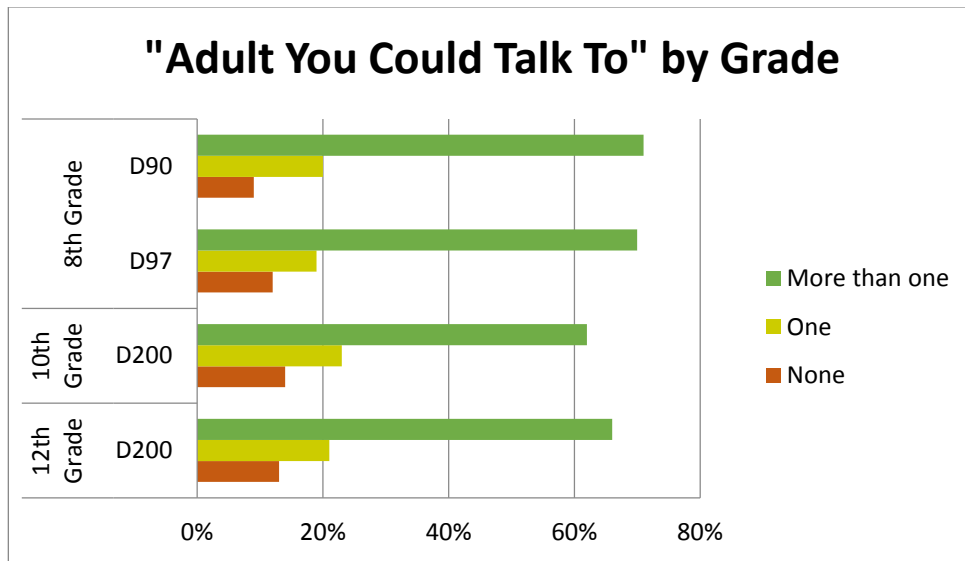
I belong in my neighborhood

The Challenge: Oak Park children express the least connection to adults in their neighborhood at 73% versus River Forest children at 91%. *Data Source: 5 Essentials*



2016 5 Essentials: Youth “agree” or “strongly agree” responses to “Adults in this neighborhood know who the local children are”, “People in this neighborhood can be trusted”, and “There are adults in this neighborhood that children can look up to”.

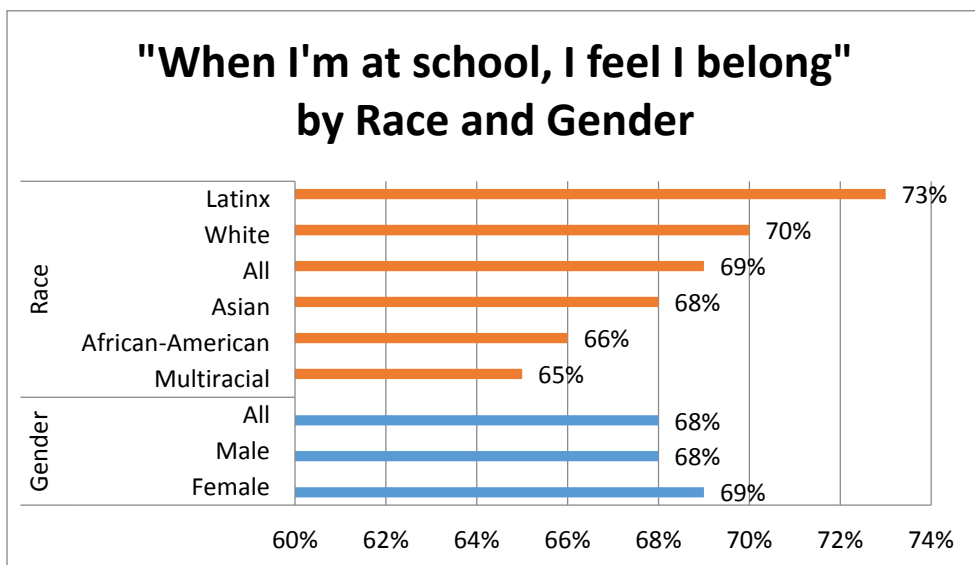
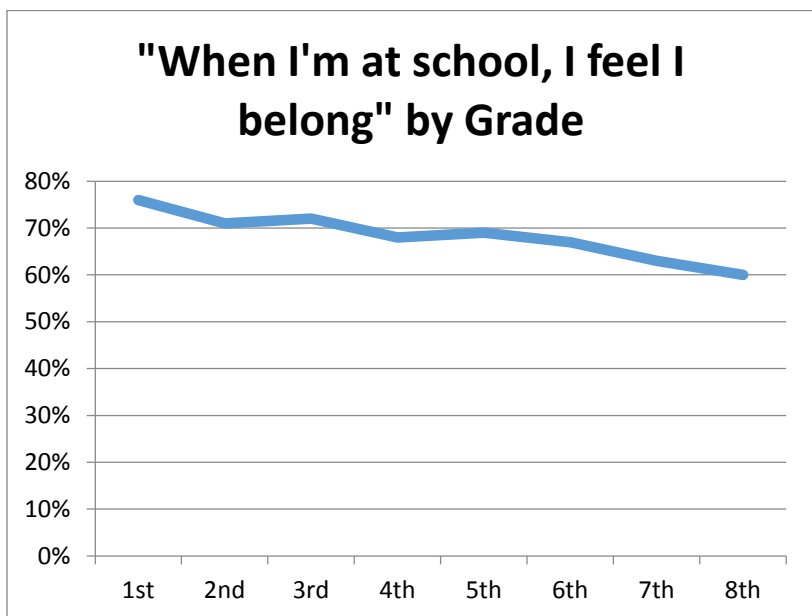
I belong in my community



2016 Illinois Youth Survey (IYS): Youth “agree” or “strongly agree” responses to “Is there an adult you know (other than your parent) that you can talk to about important things in your life?”

The Challenge: Among 8th, 10th, and 12th grade public school students in Oak Park and River Forest, a slightly larger percentage of male students report having more than one adult they could talk to about important things in their life. In terms of race/ethnicity, African-American and those of “other” race and ethnicities have the largest proportion of students reporting *not* having an adult they could talk to about important things in their life. In both OP and RF, it is a community norm for youth to have more than one adult they can talk to about important things in their life. *Data source: Illinois Youth Survey (IYS)*

I belong in my school (D97)*

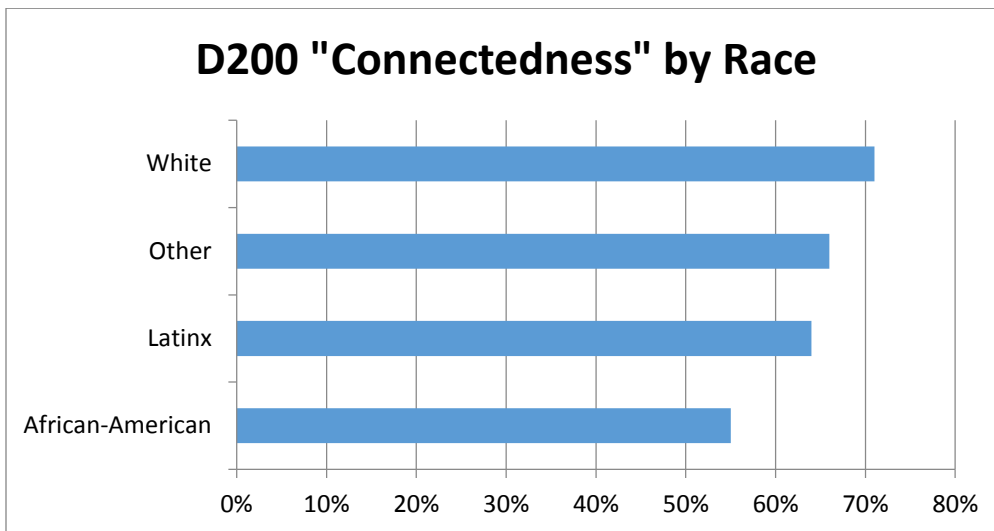
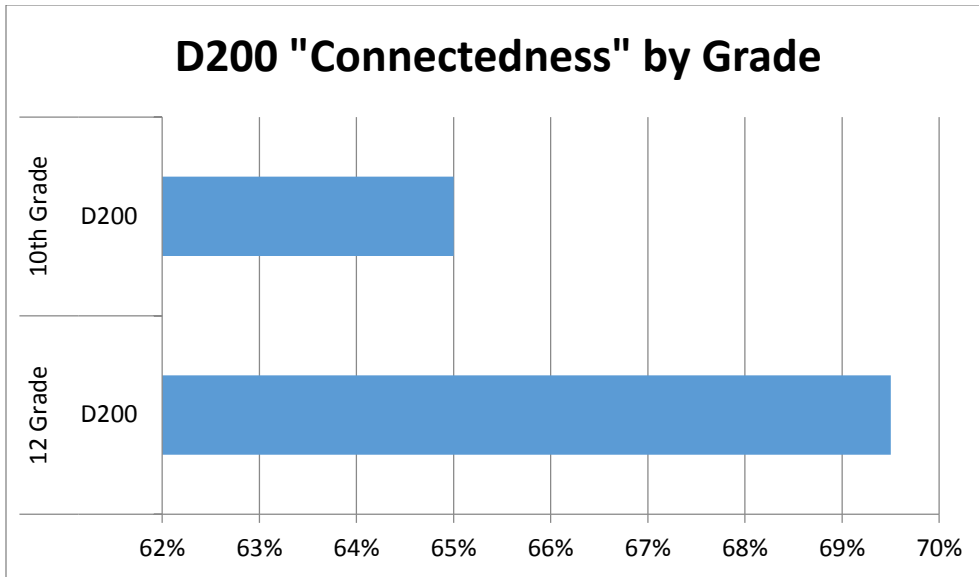


2016 Education for the Future (EFF) Survey: Student "agree" or "strongly agree" responses

The Challenge: Among Oak Park public elementary and middle schools students, feelings of belonging ("When I am at school, I belong,") consistently decrease starting in 5th grade. Among these students, those who are African-American and Multiracial have the lowest proportion of students reporting "I belong." *Data source: Education For the Future Survey (EFF)*

* D90 data is not yet disaggregated and will be added in subsequent updates.

I belong in my school (D200)



2016 Illinois Youth Survey (IYS): Frequency of youth reporting they "agree" or "strongly agree" to School Climate/School Connectedness questions

The Challenge: Although Oak Park River Forest High School 10th and 12th graders have greater feelings of connectedness than the state average, levels are still less than desired. Given our community's commitment to equity, the wide differences between students of different racial groups are less than desired. Gender data is omitted because differences were minimal. The Connectedness Average is an average of four items representing a sense of being connected: "I feel close to people at this school"; "I am happy to be at this school"; "I feel safe in my school"; and "The teachers at this school treat students fairly." *Data source: IYS*

SELF-EFFICACY

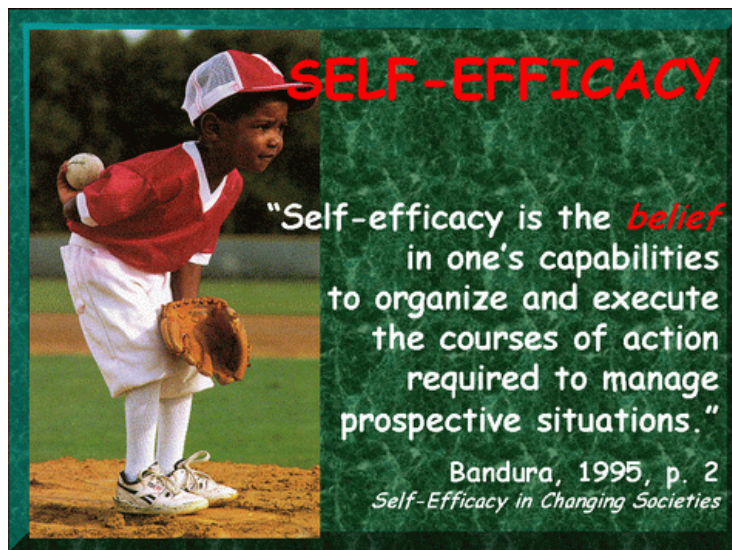
Our Aspiration: Social & Emotional - All OP and RF children/youth will have an understanding and belief in their individual and collective abilities to achieve their dreams.

Core Indicators: Although we have some potential measures for the school environment, we are still determining a more comprehensive way of assessing overall self-efficacy.

Contributing Indicators: % of children/youth involved in extra-curricular activities, % of youth involved in leadership and volunteer opportunities

Why It Matters

Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. These cognitive self-evaluations influence all manner of human experience, including the goals for which people strive, the amount of energy expended toward goal achievement, and likelihood of attaining particular levels of behavioral performance. *-American Psychological Association*



The Challenge: Increase opportunities for more children/youth to be engaged in activities that help them build a stronger sense of self-efficacy by removing the barriers to participation. Determine if there is evidence that collective effort is needed to better support development of self-efficacy skills and how success can be measured. SAY partners are exploring how we can be more intentional in creating a baseline and measuring progress in this area. This information will be added in subsequent updates.

EXECUTIVE FUNCTIONING

Our Aspiration: Social & Emotional - All OP and RF children/youth will be supported in learning executive functioning skills required for education, life, and career.

Core Indicators: Although D97 parents have expressed a need for support in this regard⁷ and there are efforts taking place at OPRFHS to address struggles with EF in the high school environment, we are still determining a more comprehensive way of assessing and addressing executive functioning.

Contributing Indicators: To be determined.

Why It Matters

Executive functioning is like the air traffic control of the brain. It's in charge of making sure things get done from the planning stages of the job to the final deadline. When kids have issues with executive functioning, any task that requires planning, organization, memory, time management and flexible thinking becomes a challenge. Development begins at 2 months old and over time grows in complexity. Research shows that EF skills highly contribute to academic and career performance. Increasingly, even children/youth that do not have diagnosed challenges are feeling overwhelmed in this day and age.

Air Traffic Control of the Brain



The Challenge: Explore the effects of our systems on the executive functioning of our children/youth. Determine if there is evidence that collective effort is needed to better support development of EF skills along the continuum and how success can be measured.

⁷ D97 PTO Diversity Committee Survey 2017

MENTAL & BEHAVIORAL HEALTH

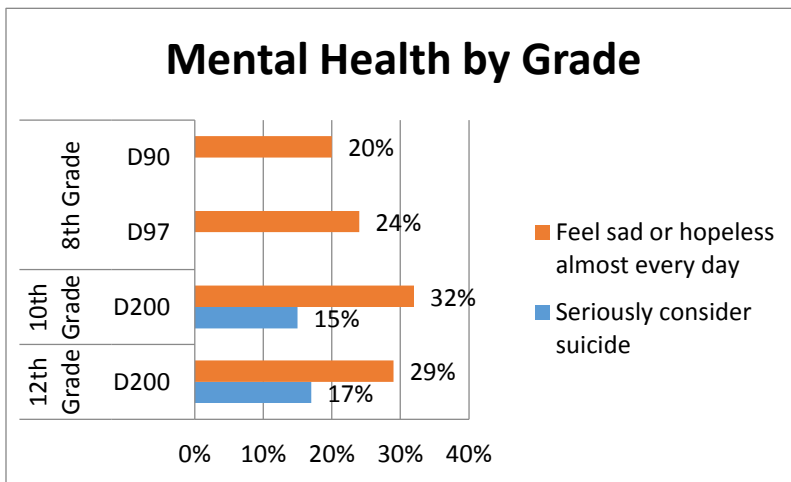
Our Aspiration: Health & Safety - All OP and RF children/youth will have access to quality, culturally competent and restorative mental and behavioral health services and support that lead to healthy mental well-being.

Core Indicators: % of adolescents that respond “agree” and “strongly agree” to questions indicative of challenges with mental health and the % of students with disciplinary challenges.

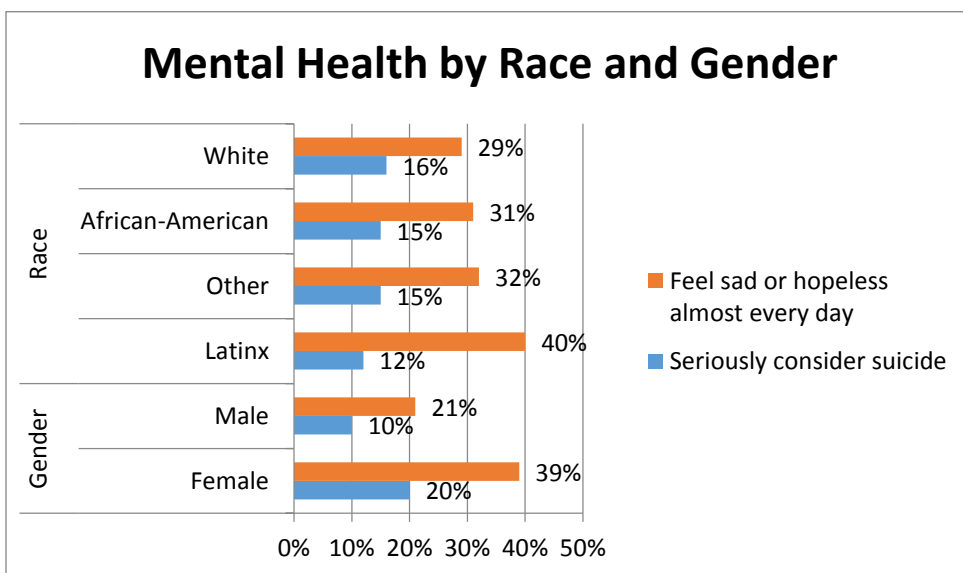
Why It Matters

Research has increasingly shown the link between mental and behavioral health and the need for adults and institutions to implement restorative systems and practices that help to reveal the root of problems and support children/youth in developing solutions to their problems over controlling behavior. An important step in this process is ensuring that there is access to culturally competent and restorative mental and behavioral health services.

Adolescent Mental Health

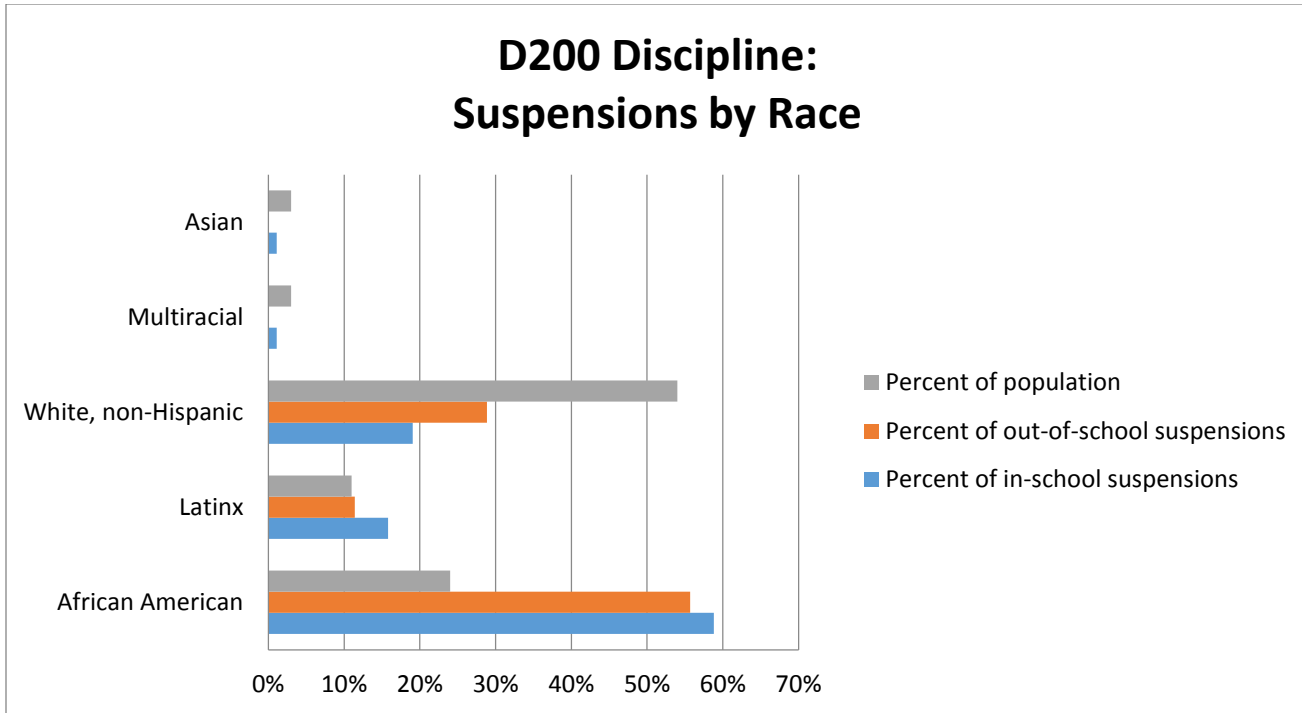


The Challenge: Overall, 10th and 12th graders are similar to state in terms of these mental health indicators. 8th grade students report lower levels of sadness/hopelessness than the state. Among 10th and 12th grade students, females' suicide consideration and low mood is twice that of males. In terms of race/ethnicity among 10th and 12th graders, Latinx students are most likely to report low mood, while the proportion of students reporting they considered suicide didn't greatly vary by race/ethnicity. *Data source: IYS*



2016 Illinois Youth Survey (IYS): Youth “agree” or “strongly agree” responses

Discipline*



The Challenge: D200 African American and Latinx students represent a disproportionate percentage of students receiving suspension disciplinary consequences as compared to their percent of population.

*D90 does not have any suspensions for the school year of 2015-2016. Data for D97 will be added in subsequent updates.

YOUTH ALCOHOL USE

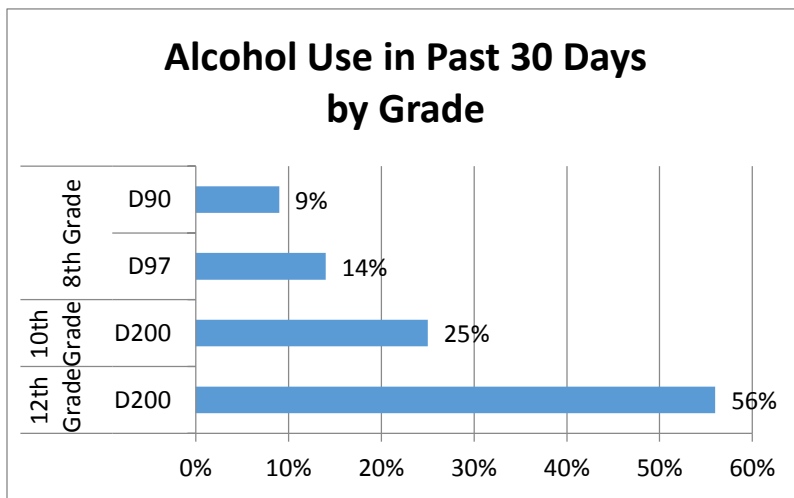
Our Aspiration: Health & Safety - All OP and RF youth will make positive choices to avoid underage alcohol consumption

Core Indicators: % of public school 8th, 10th and 12th grade students that respond affirmatively to having consumed alcohol in the past 30 days.

Why It Matters

Oak Park and River Forest high school students have consistently outpaced state levels with respect to youth alcohol and marijuana consumption. The teenage brain that has been exposed to alcohol is at risk for being permanently damaged. Other dangerous behaviors, such as driving under the influence, rape, and attempted suicide, have been known to accompany underage drinking. In contrast to adults, teens tend to abuse alcohol with other substances, usually marijuana; while excess alcohol use can cause or mask other emotional problems, such as anxiety or depression.

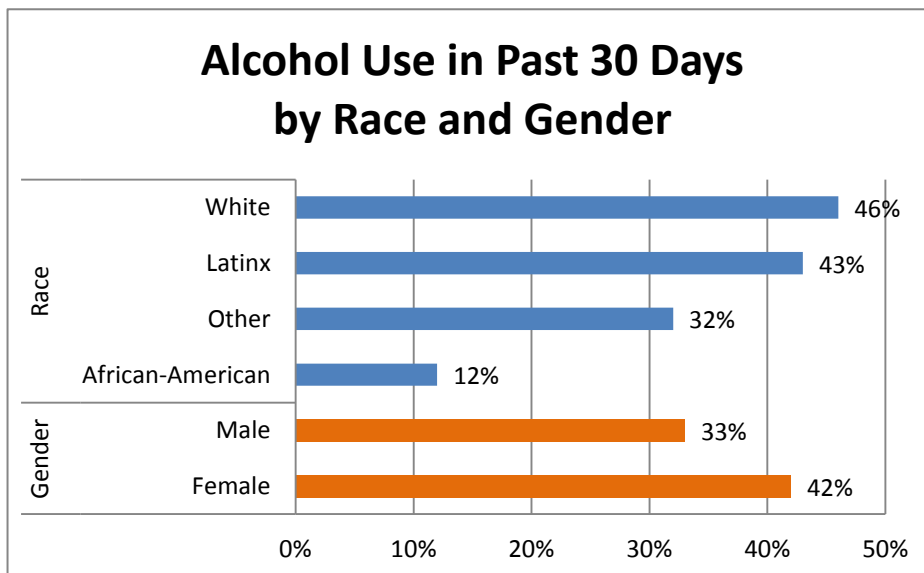
Youth Past 30 Day Alcohol Use



The Challenge: Although the proportion of students reporting drinking alcohol in the past 30 days has decreased in each grade level among students in Oak Park and River Forest, rates are still quite high and higher than the State of Illinois. Data from the last three survey years also shows considerable jumps from across grades. Data points to the following contributing factors in OP and RF:

- Provision by parents
- Access via retail outlets
- Permissive youth norms
- Permissive community norms

Data Source: IYS



2016 5 Illinois Youth Survey (IYS): Youth “agree” or “strongly agree” responses

KINDERGARTEN READINESS

Our Aspiration: Cognitive/Academic - All OP and RF children will increasingly demonstrate kindergarten readiness.

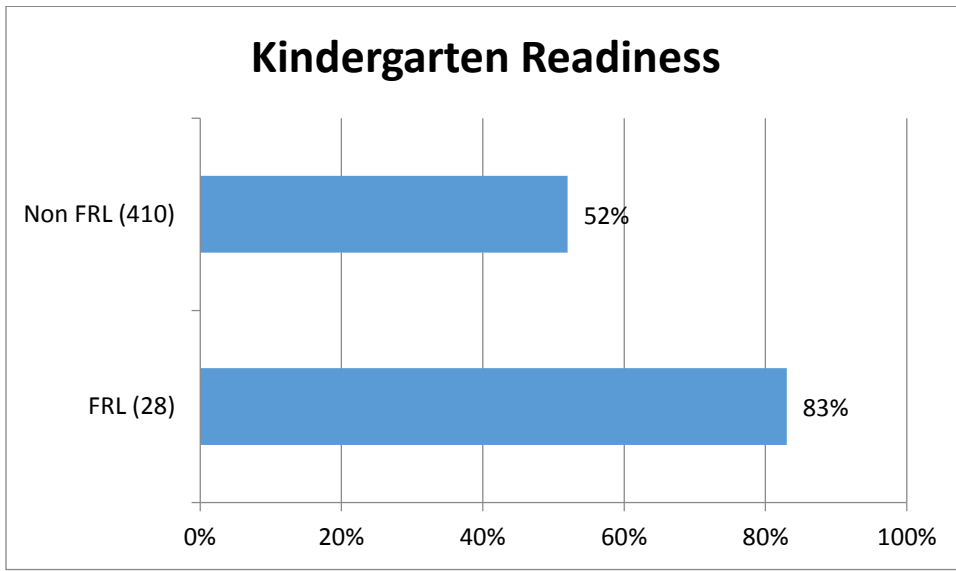
Core Indicators: % of public school children who are kindergarten ready socially and emotionally (ASQ-SE-3)* and cognitively (Kindergarten Ready Test)

Why it Matters

Kindergarten readiness is closely linked to future academic achievement and life success. Children develop fundamental skills and responses in early childhood that build strong foundations for reading, counting and social interactions. As a child's kindergarten readiness scores improve, studies show that third-grade reading and math scores rise accordingly.

-StriveTogether

KRT (D97)



Collaboration for Early Childhood Report to IGA, September 28, 2016

The Challenge: 52% of kindergarten students who qualify for Free/Reduced Lunch (FRL) and were assessed were cognitively ready for kindergarten, while 83% of Non FRL kindergarten students were ready. The number of FRL students assessed was only 6% which is 4% less than the % of FRL kindergarten students overall.

* D90 Kindergarten readiness data and social and emotional readiness data (ASQ-SE-3) will be added in subsequent updates.

3RD GRADE READING

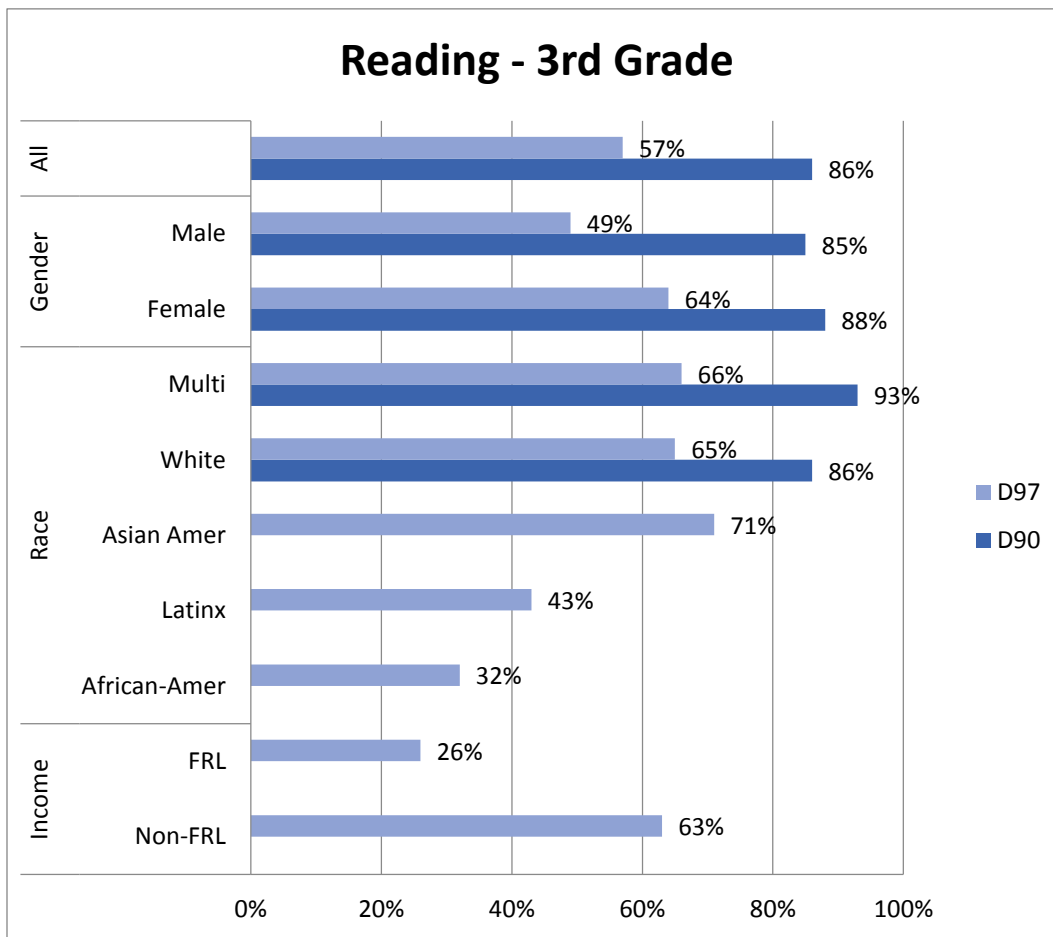
Our Aspiration: Cognitive/Academic - All OP and RF 3rd grade children will increasingly demonstrate competency in literacy skills

Core Indicators: % of public school 3rd grade students whose literacy skills are at or above grade level as defined by the Partnership for Assessment of Readiness for College and Career (PARCC) assessment.

Why It Matters

Literacy is critical to a child’s academic success, and early grade reading is particularly crucial. Children in the early grades begin to transition from learning to read to reading to learn. Reading at grade level is one of the strongest predictors of later success in school, with data showing that disparities in literacy during the early grades are linked to persistent achievement gaps. *-StriveTogether*

3rd Grade PARCC Data



Illinois Report Card 2015 -2016

The Challenge: D97 females far exceed male 3rd graders; while Asian American and Multiracial students have the highest reading PARCC scores in 2016. Only 26% of students qualifying for FRL test at the 3rd grade level. D90 only shows a 3% difference between males and females.

8TH GRADE MATH

Our Aspiration: Cognitive/Academic - All OP and RF 8th grade children will increasingly demonstrate competency in math skills.

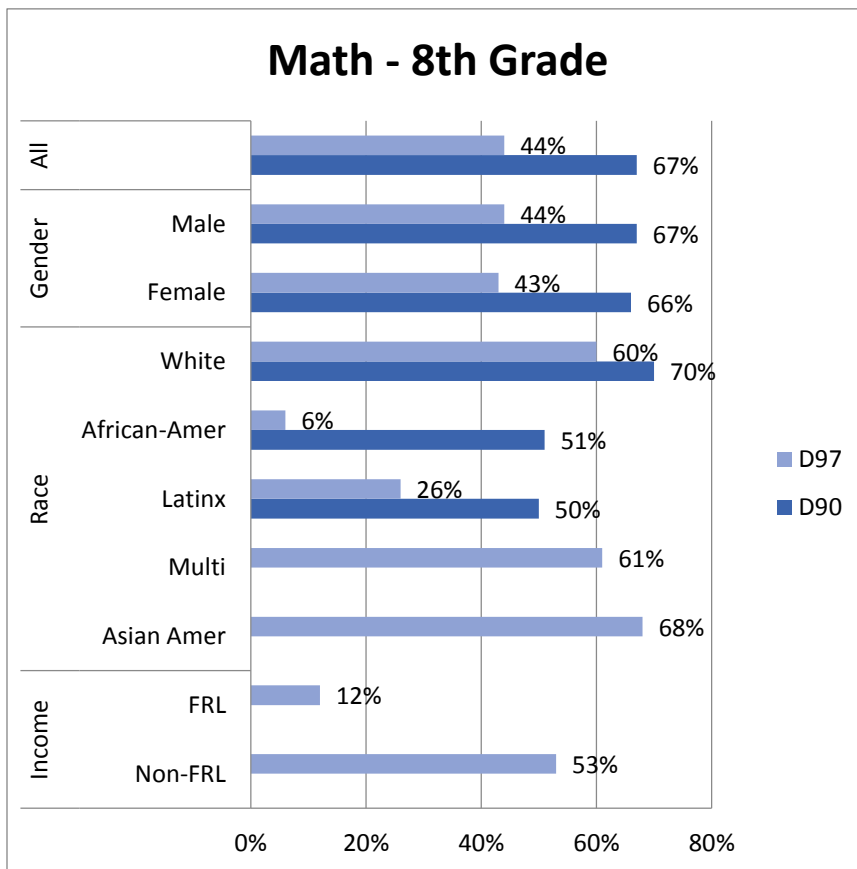
Core Indicators: % of public school 8th grade students whose math skills are at or above grade level as defined by the Partnership for Assessment of Readiness for College and Career (PARCC) assessment.

Why It Matters

Middle grade math has become an important milestone for high school persistence, academic achievement, college attainment and general preparedness for the workforce. Research indicates that students successfully completing middle grade math perform better in geometry, more advanced algebra, trigonometry and calculus. A child's math curriculum also has a strong link to college enrollment.

-StriveTogether

8th Grade PARCC Data



Illinois Report Card 2015 -2016

The Challenge: Female and male 8th graders score closely in math; while D97 Asian American and Multiracial students have the highest math PARCC scores in 2016. In D97, only 6% of African American and 12% of students qualifying for FRL test at the 8th grade level.

POST-SECONDARY READINESS

Our Aspiration: Cognitive/Academic - All OP and RF high school graduates will increasingly demonstrate post-secondary readiness

Core Indicators: % of OPRFHS seniors that have the (3) key measures of post-secondary academic readiness

- an unweighted GPA of 2.7 or higher
- an Academic Program Index⁸ greater than 1.0
- an ACT composite score of 21 or higher or SAT (new) composite score of 1060 or higher

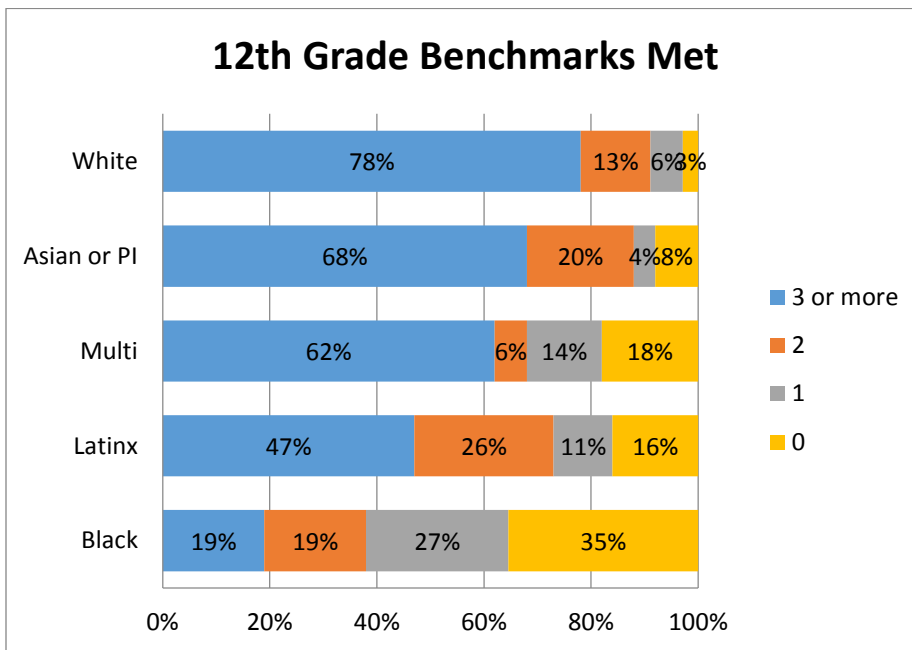
and the % of OPRFHS seniors with concrete post-secondary plans.

Why it Matters

Postsecondary enrollment marks a critical transition in the cradle-to-career pipeline. Students, particularly those of color and in low-income households, are less likely to pursue education beyond high school. As more careers require technical knowledge, it's critical to ensure access to options and financial aid information for four-year universities, two-year programs and technical certifications.

-StriveTogether

Senior Benchmark

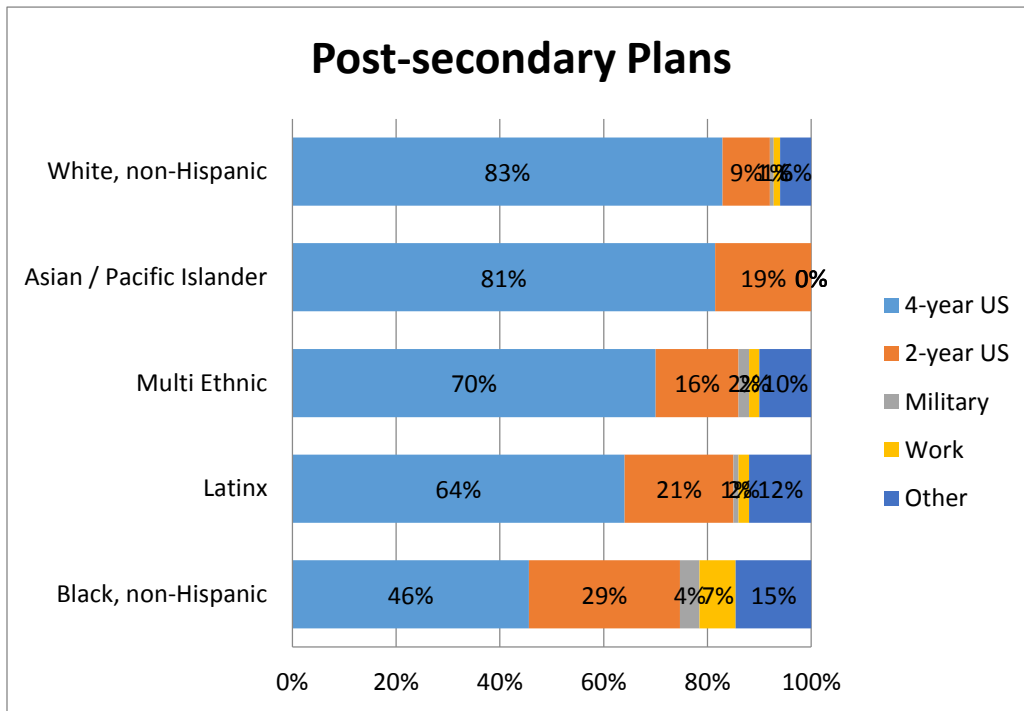


2016 GPA and ACT Report: Key Indicators of Student Achievement – Amy Hill, D200 Director of Assessment and Research

⁸ API is a multiplier that is used to weight the GPA of a student who takes one or more honors/AP course(s) and earns an A or B.

The Challenge: African American/Black 2016 seniors had the smallest % of students reflecting the benchmark for post-secondary readiness and more than a third that had none of the key indicators.

Post-Secondary Plans



OPRFHS Class of 2016 Post-secondary Plans report

The Challenge: Black, non-Hispanic 2016 seniors had the smallest % of students with 4-year college plans and the most in the other (4) categories.

CAREER READINESS

Our Aspiration: Cognitive/Academic - All OP and RF youth increasingly earn post-secondary credentials and are career ready

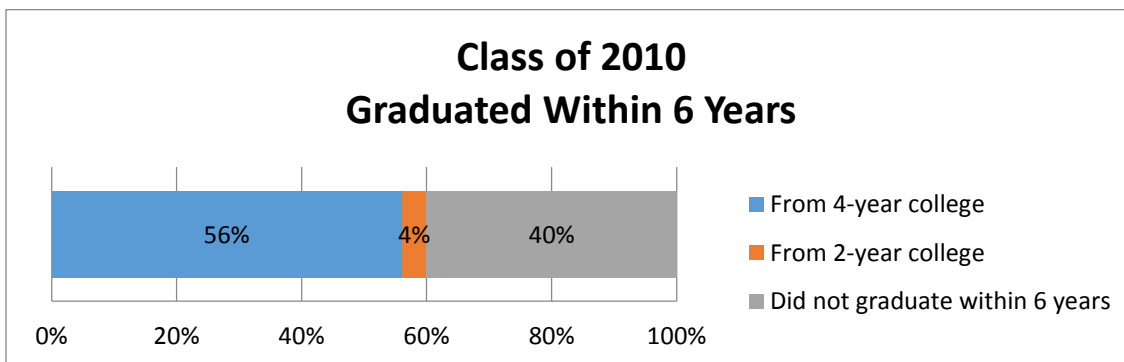
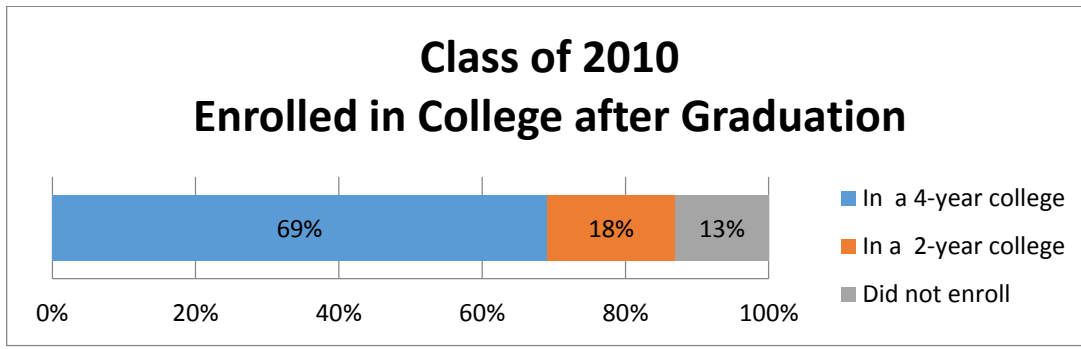
Core Indicators: % of OPRFHS graduates that earn a post-secondary degree

Why it Matters

Postsecondary degrees are more valuable than ever. Workers with at least a bachelor’s degree can earn more than do individuals with only a high school diploma. College attainment also is linked to improved health and social outcomes. Society benefits from a more educated population, including lower rates of criminal behavior and more community involvement. Connecting post-secondary graduates to good jobs is the ultimate goal of the cradle-to-career pipeline. Being employed within a year of graduation is crucial for achieving self-sufficiency.

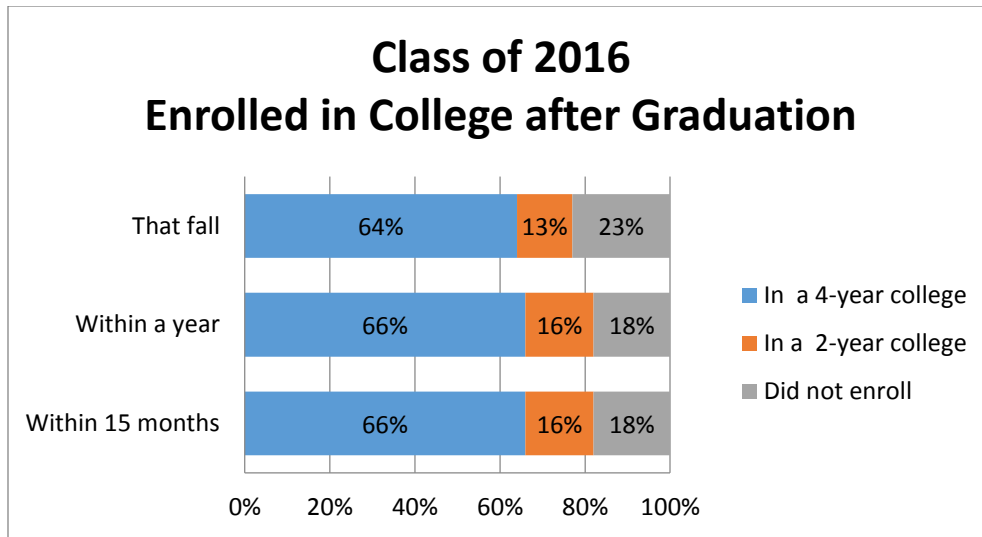
-StriveTogether

Post-Secondary Enrollment & Completion



National Student Clearinghouse Student Tracker for High Schools Aggregate Report

The Challenge: The most recent data available for college competition through the National Clearing House is for the class of 2010. 13% of OPRFHS graduates did not enroll in a 2 or 4-year institution, while 40% enrolled in a 2 or 4-year institution did not graduate within 6 years.



National Student Clearinghouse Student Tracker for High Schools Aggregate Report

The Challenge: Although 71% and 15.7% respectively of the class of 2016 had plans at graduation to attend a 4 or 2-year institution, 66% and 16%, respectively, attended within 15 months of graduation. Actual graduation data will not be available until 2023. Interim community college remediation data is available after 3 years. For example, 16.6% of the class of 2014 attended Illinois Community Colleges; and of that number 48% were enrolled in remedial courses. This is slightly below the state level of 49% and down 10% from the previous class, but still of concern.

Summary

The Partners that make up Success of All Youth (SAY) will use this baseline data to set targets for improvement and gauge efforts to improve outcomes in the (10) indicators. Progress will be shown on a dashboard to be located on the SAY website, as will related information in the form of news and stories. The communities of Oak Park and River Forest are committed to realizing our vision to meet the diverse developmental needs of all children/youth. We invite you to be part of this journey and part of the work to get us there.



SAY FUNDERS

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