The First 60-days: Superintendent Update

Board of Education Meeting
August 2022
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Fieldwork: The first 60 days

- Meet the people who are the district; listen to their experiences, mapping patterns in assets and opportunities
- Use fresh eyes to ask good questions about how we do/do not do things and why
- Begin to gain insights into the deep culture of the district
Getting to Know Team D97

- Board of Education Members
- Parent Organization/Parent Committee Leaders
- Leaders of district partner associations (SEIU, OPESP, OPTA, OPTAA)
- Central Office Staff
- Principals and APs
- Administrative Assistant Team - central office and school-based
- Teacher Leader Teams & Individual Teachers
- CAST Team Members

Up Next:
Can’t wait to be in schools soon and meet all staff & students!
“Climate change affects us all, but it does not affect us all equally. Environmental justice is only possible if income, race, ethnicity, and place of residence does not determine the burden people face from climate change. The vulnerability assessment identifies climate hazards and vulnerable populations in the Village to identify where the greatest need for support exists.”

“The Village of Oak Park

“We strive for excellence in serving the well-being and recreation needs of our diverse community through a collaborative, innovative, and sustainable approach.”

“Choosing to be anti-racist touches everything we do. It’s also why we have an anti-racism strategic plan.”

“Oak Park Public Library

“Oak Park Township

The Community Mental Health Board shall provide leadership to develop a comprehensive array of community based services, which are cost-effective, systematically evaluated, and responsive to evolving community needs.”

“District 200

Oak Park and River Forest High School will become an ever-improving model of equity and excellence that will enable all students to achieve their full potential.”
Summer Learning

Events/Gatherings
CAST performance, summer school visit, Cintas Award Recognition of Custodian Frank DiPaolo, OP Chamber of Commerce, IGOV, Early Learning Collaborative

Informal Connections
Parents, former D97 employees, former elected officials, members of the broader Oak Park Community, D90 Superintendent Ed Condon
Ready-Set-Go: The first 60 days

- Take immediate action on priority operational and compliance issues
- Identify tasks that need to be accomplished, rank them in order of priority, and establish how and who should accomplish them
- Examine critical issues in district systems, determine how such issues are handled, places to build new processes to improve operational practice and the current capacity to carry that out
Quick Launch
SY22–23 District Work Streams
Be curious.
Co-create our District 97 culture

Be safe and healthy.
Collaborate for safe and supportive schools

Be a learning designer.
Innovate for student-owned learning
District Priority Areas

<table>
<thead>
<tr>
<th>SY2022-23 Area of Work</th>
<th>Co-create Our District 97 Culture</th>
<th>Collaborate for Safe and Supportive Schools</th>
<th>Innovate for Student-owned Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Anchor Agreements and Protocols</td>
<td>School Physical and Virtual Safety</td>
<td>Grade PreK-2 Teaching &amp; Learning</td>
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<td></td>
<td></td>
<td>COVID Mitigation</td>
<td>Grade 3-5 Teaching &amp; Learning</td>
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<td>Responsive Schools/MTSS</td>
<td>MS Teaching &amp; Learning</td>
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<tr>
<td>SY2022-23</td>
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</tr>
<tr>
<td>Grades PreK-2 Core Teaching &amp; Learning</td>
<td>Every student <strong>in love with literacy</strong> and able to <strong>read/write/speak/listen at grade level</strong> by 3rd grade.</td>
<td>Every 3rd-5th grade student with their own <strong>ELA and math standards learning map</strong> (planned backwards from 6th grade standards)</td>
<td>Every 6th-8th grade student with <strong>their own standards learning map</strong> (planned backwards from 9th grade standards)</td>
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<tr>
<td>Grades 3-5 Core Teaching &amp; Learning</td>
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<tr>
<td>MS Core Teaching &amp; Learning</td>
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</table>

*NOTE: All *italicized sections* are excerpts from [Board Policy 7:12 Ensuring Racial and Educational Equity](#)*

- **Be curious.**
- **Be safe and healthy.**
- **Be a learning designer.**
Learn by doing

- Respond to data shared during the superintendent search process
- Use of central office transformation research
- Self-study & collection of baseline data
- Launch of Summer 2022 cross-functional admin teams
- Building out a new project management approach

**Up Next:** Aligning existing stakeholder networks
Guiding Principles: The first 60 days

Affirm

…the strength of our community of public school professionals

Prioritize

…student access to in-person core instruction time with a professional educator who has designed standards-based learning and engagement experiences

Model

…a participatory, cross-functional, and solution-seeking approach internally and with agency partners

Reinforce

…a foundation of operational excellence and high-fidelity use of public resources (time, people, money and technology)
Listen to surface the dilemmas & understand the roots
Dilemma #1

There is a perception that overall quality of education in the district is relatively favorable, while simultaneously knowing that there are groups of students who continue to be underserved.
## Related Data Inquiry

<table>
<thead>
<tr>
<th>Q4</th>
<th>The overall quality of education in the District.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of Positive Responses (Excellent/Good or Strongly Agree/Agree)</td>
</tr>
<tr>
<td></td>
<td>COMPOSITE</td>
</tr>
<tr>
<td>----</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>n=1474</td>
</tr>
<tr>
<td>Q4</td>
<td>79</td>
</tr>
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</table>

**Responses: Excellent/Good/Average**

- **Q4**: The overall quality of education in the District.

**Q9 & Q10**

<table>
<thead>
<tr>
<th>Q9</th>
<th>Meeting the needs of students with disabilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q10</td>
<td>Meeting the needs of exceptionally talented students.</td>
</tr>
</tbody>
</table>

**Q11**: The district’s ability to attract and retain excellent teachers.

**Q12**: The quality of communication from the district.

### Table: Percentage of Positive Responses (Excellent/Good or Strongly Agree/Agree)

<table>
<thead>
<tr>
<th>Q13</th>
<th>The district has high standards for student performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of Positive Responses (Strongly Agree, Agree, Disagree, Strongly Disagree)</td>
</tr>
<tr>
<td></td>
<td>COMPOSITE</td>
</tr>
<tr>
<td>-----</td>
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<tr>
<td></td>
<td>n=1474</td>
</tr>
<tr>
<td>Q13</td>
<td>77</td>
</tr>
</tbody>
</table>

**Q14**: Helps students feel connected to/ belong at OP 97

**Q15**: Working successfully to close achievement/opportunity gaps

**Q16**: Provides well-rounded educational experience for all students.

**Q17**: Meeting the social emotional needs of students.

**Q18**: The district encourages and supports active parent engagement

**Q19**: Strives to build community partnerships.

**Q20**: The district’s curriculum is relevant to our community’s culture.

**Q21**: The district is fiscally responsible.

**Q22**: The district employs effective teachers.

**Q23**: Would encourage families to move to district.

**KEY**: Green Shading = POSITIVE response ratio is 4 to 1 or greater

Red Shading = There are more negative responses than positive responses

**SOURCE**: Hazard, Young, Attea Associates. “District 97 Leadership Profile Report.”

D97’s clear policy mandate

Eliminating the opportunity gap while raising achievement for all students is the top priority of the Board, the Superintendent, and all district staff. Race, disability, and other characteristics must cease to be reliable predictors of student achievement and success.

Alignment in how we answer the question: *What does equity mean to us?*

Wrestle together with these values and level-set as a community on our understanding of equity as a value.

Parent Advisory Committee, PTO Council, DIVCO, Other?

- District-led, community-based strategy for reading and discussion of Board Policy 7:12
- School-based future sessions: What is our community’s vision for EVERY child?
- District-led, community-based book reads and dialogue sessions
- Plan for pop-up accessible listening and learning circles in response to incidents
- Other?
Dilemma #2

There is a valuing of inclusive family and community engagement in the district, while we know that the current routes to being heard may allow a few voices to unfairly influence district actions.
### Percentage of Positive Responses (Excellent/Good or Strongly Agree/Agree)

<table>
<thead>
<tr>
<th>Response</th>
<th>COMPOSITE</th>
<th>PARENTS</th>
<th>TEACHERS</th>
<th>SUPPORT</th>
<th>ADMIN</th>
<th>TAXPAYERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4. The overall quality of education in the District.</td>
<td>79</td>
<td>78</td>
<td>85</td>
<td>86</td>
<td>95</td>
<td>64</td>
</tr>
<tr>
<td>Q5. The high school readiness of OP 97 graduates.</td>
<td>70</td>
<td>70</td>
<td>75</td>
<td>72</td>
<td>94</td>
<td>51</td>
</tr>
<tr>
<td>Q6. Meeting the needs of my child (or me)</td>
<td>68</td>
<td>67</td>
<td>74</td>
<td>63</td>
<td>100</td>
<td>38</td>
</tr>
<tr>
<td>Q7. Meeting the needs of students with disabilities.</td>
<td>59</td>
<td>56</td>
<td>66</td>
<td>64</td>
<td>93</td>
<td>26</td>
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<tr>
<td>Q8. Meeting the needs of English Language Learners.</td>
<td>58</td>
<td>64</td>
<td>47</td>
<td>44</td>
<td>76</td>
<td>46</td>
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<tr>
<td>Q9. Meeting the needs of exceptionally talented students.</td>
<td>45</td>
<td>40</td>
<td>57</td>
<td>56</td>
<td>89</td>
<td>36</td>
</tr>
<tr>
<td>Q10. Meeting the needs of historically underrepresented students</td>
<td>43</td>
<td>46</td>
<td>36</td>
<td>28</td>
<td>32</td>
<td>31</td>
</tr>
<tr>
<td>Q11. The district’s ability to attract and retain excellent teachers.</td>
<td>56</td>
<td>61</td>
<td>46</td>
<td>35</td>
<td>65</td>
<td>48</td>
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<tr>
<td>Q12. The quality of communication from the district.</td>
<td>50</td>
<td>59</td>
<td>49</td>
<td>56</td>
<td>75</td>
<td>16</td>
</tr>
</tbody>
</table>

**SOURCE:** Hazard, Young, Attea Associates. “District 97 Leadership Profile Report.”
District 97 cannot achieve equity without effective, robust stakeholder engagement. **Student and family voice, along with teachers, staff, and other community stakeholders**, shall play a prominent role in implementing this policy.

District 97 shall welcome and empower families, including underrepresented families of color, those whose first language may not be English, and parents and guardians of students with disabilities and different learning needs as essential partners in students' education, school planning, and District decision-making.

## Leaning into the Dilemma

### What we can do
- Actively check for inclusion as part of decision-making processes

### Where we can start
- Create slow-down protocols that support listening and learning

### Potential Community Partners
- Parent Advisory Committee, PTO Council, DIVCO, Other?

### Possible actions to consider
- Establish new advisories focused on voices we need to hear
- Draft and get community feedback on solution-seeking meeting agreements
- Draft and get community feedback on structured escalation protocols
- Invest in capacity-building for two-way comms tools with data capability (for ex, Let’s Talk)
- Review existing REIA tools and adopt formally for district use (see BOE Policy 7:12)
- Use communication data analytics tools to create new inclusive outreach metrics.
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>September 27</td>
<td>90-day</td>
</tr>
<tr>
<td>October 25</td>
<td>120-day</td>
</tr>
<tr>
<td>November 15</td>
<td>150-day</td>
</tr>
<tr>
<td>December 13</td>
<td>6 month</td>
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</tbody>
</table>
Great public schools are the engines of a vibrant participatory democracy.

That starts with professionals who are motivators, believers, innovators & educators!

Renita Banks, Teacher, Beye Elementary School
Thank you for the opportunity to serve in District 97

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