Preparing for the Portrait of an Oak Park 8th Grade Graduate

District 97 Board of Education
March 14, 2023
This Presentation

1. Whose vision?
2. Overview of SY23-24 Phase 1
3. Be Part of the Design
Board and Superintendent Roles

Student Learning and Organizational Effectiveness

What is our Portrait of an Oak Park 8th Grade Graduate?

How will we quantitatively and qualitatively monitor and measure our success using now and next metrics?

What new mental models and action plans will we need to create in order to achieve this vision?
An Example from Another Community

THE WEST

Portait of a Graduate

CLERMONT
A Community-Driven Vision

Invite Oak Park agencies to co-design competency-based learning innovations and track measurable outcomes aligned to our Portrait of an Oak Park 8th Grade Graduate.
A Community-Driven Vision

Convene a Portrait of a Graduate community design team in SY23-24 so that we begin planning for Summer 2024 with clarity about the youth development experiences and metrics that matter to us as a community.
We need to figure out how to find a balance between An Oak Park-wide Portrait of a Graduate process while also allowing space for the unique history, culture and lived experience of each school neighborhood community.
Get the right loose and tight between district office and the lived context of schools. Support building leadership teams to develop school improvement logic models with a focus on competency-based learning strategies and generating expert learners who have voice and choice in their classrooms.

Partner for well-organized and long-term partnerships focused on multilingual early childhood education and expert learners who use out-of-school time for competency-based learning.

Next Level of Foundational Operational Systems
# Examples of Next Level of Strong Foundational Systems

## Finance
- Strategic blending and braiding of funds (IDEA grant, Title I grant, remaining ESSER funds, etc).
- Clarity regarding baseline universal investments and school-based donations aligned with equity policy.

## Technology
- Aligned data systems and integration/interoperability (automation of user provisioning in key systems).

## Human Resources
- Annual employee handbook process aligned to law, policy and procedures.
- Processes to ensure full access to apply for stipended roles, clarity on what contributions/time investment is expected and selection of candidates based on evidence of student-centered practice.

## Communications & Engagement
- Staff capacity for use of Let’s Talk two-way communication platform.
- Mapping of district committee structures and communication pathways to ensure inclusive engagement.

## Facilities
- Future sustainability policy to drive buildings and grounds decision-making.
SY23–24 Phase I: Preparing the Organization for Portrait of a Graduate
Get the right loose and tight between district office and the lived context of schools. Support building leadership teams to develop school improvement logic models with a focus on competency-based learning strategies and generating expert learners who have voice and choice in their classrooms.

Partner for well-organized and long-term partnerships focused on multilingual early childhood education and expert learners who use out-of-school time for competency-based learning.

Next Level of Foundational Operational Systems
Next Level of Instructional Systems Development

**01 Central Office & Middle Schools**
- Aligned roles focused on competency-based learning and smooth student transitions
- Investments in middle school student success

**02 Classroom Sections**
- Enrollment data projections
- Inclusive learning
- Fiscal responsibility
- Interim adjustment staffing process
Current State: Central Office Structure

Examples of opportunities for the next level of instructional systems development:

* integration of MTSS-A academic and MTSS-B mindset and structures
* introduction of career awareness
* integration of IEPs and 504 structures
* aligned supervision of 10 schools

District 97 Central Office Organizational Chart 2021-22

CABINET TEAM

- Associate Superintendent of Education
- Chief Academic and Accountability Officer
- Interim Senior Directors of Resources
- Senior Director of Technology
- Senior Director of Equity
- Senior Director of Communications

Payroll/Transportation Coordinator
Accounts Payable Specialist
Food Service Coordinator
Print Shop
Administrative Assistant
Senior Director of Operations
Building and Grounds
Custodial Supervisor
Administrative Assistant
Student Information Systems Manager
Registrar
Safety & Security Manager
Student Support Coordinator
Administrative Assistants

Senior Director of Curriculum, Instruction and Assessment
Teacher Curriculum Specialists
International Baccalaureate and Special Area Coordinator
Senior Director of Student Services
Director of Student Services
Administrative Assistant

HR Manager - TRS
HR Manager - IMRF
HR Coordinator - Substitutes, TAs and Systems
Administrative Assistants

Teacher Mentor

School Principals
- Bye
- Brooks
- Hatch
- Holmes
- Irwin
- Julian
- Lincoln
- Longfellow
- Mann
- Whitmer

Director of Organizational Learning
Director of MTSS
Administrative Assistants

Director of IT Services
Director of Data Analytics and Research
Systems Integration Manager
Technology Specialists
Administrative Assistant

PARK ELEMENTARY SCHOOL

DISTRICT 97 BOARD OF EDUCATION
Hires and supervises the Superintendents

Jung Kim (President)
Venus Furd Johnson (Vice President)
Nancy Ross Dribin
Gavin Kearney
Shyla Kimball
Cheree Moore
Holly Spurlock
Getting Ahead of the Career Learning Curve

School districts in Illinois are expected to address the requirements of HB3296 by July 1, 2025.

*Districts enrolling students in any of grades 6–12 must adopt and commence implementation of career exploration and career development activities for each of grades 6-12 in accordance with a framework that substantially aligns to the Illinois PaCE Framework.*
Illinois PaCE Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.

<table>
<thead>
<tr>
<th>By the end of 8th grade</th>
<th>By the end of 9th grade</th>
<th>By the end of 10th grade</th>
<th>By the end of 11th grade</th>
<th>By the end of 12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
<td>A student should be supported to:</td>
<td>By 12/31 of 12th grade a student should have:</td>
</tr>
<tr>
<td>complete a career cluster survey</td>
<td>revisit career cluster interest survey and take a career interest survey</td>
<td>visit at least one workplace aligned with career interests</td>
<td>revisit the career survey</td>
<td>completed 3 or more admissions applications to PS institutions</td>
</tr>
<tr>
<td>attend a career exploration day</td>
<td>complete an orientation to career clusters</td>
<td>complete an orientation course to a particular career cluster or cluster grouping</td>
<td>participate in a mock job interview</td>
<td>met with a school counselor to ensure all steps in the PS admissions process are completed on time</td>
</tr>
<tr>
<td>complete a unit on education planning</td>
<td>be exposed to a financial literacy unit in a course or workshop</td>
<td>select a career pathway (CP) within a career cluster of interest</td>
<td>create a resume and personal statement</td>
<td>attended a FAFSA completion workshop</td>
</tr>
<tr>
<td>A student should know:</td>
<td>A student should know:</td>
<td>begin determining eligibility for AP courses</td>
<td>identify an internship opportunity related to the CP</td>
<td>completed the FAFSA</td>
</tr>
<tr>
<td>the concept of career clusters of interest</td>
<td>relationship between community service/extracurricular activities and postsecondary (PS)/career goals</td>
<td>identify 2-3 adults to support the student through the PS and career selection process</td>
<td>determine readiness for college-level coursework in math/ELA and enrollment in either “catch up” or “speed up” course</td>
<td>By the end of 12th grade a student should be supported to:</td>
</tr>
<tr>
<td>A student should know:</td>
<td>A student should know:</td>
<td>review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)</td>
<td>complete or enroll in at least one early college credit opportunity</td>
<td>address any remedial needs in math/ELA</td>
</tr>
<tr>
<td>one or two career clusters for further exploration and development</td>
<td>educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP</td>
<td>attend a PS affordability workshop with a family member</td>
<td>attend a college fair</td>
<td>obtain an internship opportunity related to the CP</td>
</tr>
<tr>
<td>the relationship between HS coursework, attendance, and grades to PS plans</td>
<td>different types of PS credentials and institutions</td>
<td></td>
<td>visit at least 3 PS institutions</td>
<td>if applicable, receive industry-based certification(s) related to the CP</td>
</tr>
<tr>
<td>importance of community service and extracurricular activities to PS and career plans</td>
<td>general timing of PS entrance exams and applications</td>
<td></td>
<td>take at least one college entrance exam</td>
<td>complete one or more team-based challenges or projects related to the CP</td>
</tr>
<tr>
<td>general cost ranges of various PS options</td>
<td>benefit of early college credit as an opportunity to PS access and</td>
<td>A student should know:</td>
<td>A student should know:</td>
<td>attend a financial aid award letter workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>educational requirements, test timing, cost, and preparation for industry-based certification for CP</td>
<td>how CP courses and experiences articulate to degree programs at PS options</td>
<td>A student should know:</td>
</tr>
</tbody>
</table>
Industrial design across ES and MS Instruction

Increased experts based in schools

Nested teacher leadership positions, focused targeted support and improved learning conditions

Future State: SY23-24 Central Office Leadership Alignment

As we work to create seamless student transitions in Phase I, we will thoughtfully integrate core instruction, MTSS and special education services. This cannot be done by a few positions & must be achieved through team structures, collaborative cultures and smart use of stipended teacher roles.
Current State: SY22-23 Middle School Structure

Reporting structure: over past 2 years, there have been from 3-5 different central office principal supervisors across the 10 schools

Principal, Brooks MS
- MS Assistant Principal
- MS Assistant Principal
- MS Assistant Principal
- Culture & Climate Coach
- Instructional Coach

Principal, Julian MS
- MS Assistant Principal
- MS Assistant Principal
- MS Assistant Principal
- Culture & Climate Coach
- Instructional Coach

Current reporting structure:
No systematic administrator support for arts/athletic/clubs/innovation investments. Limits expansion and access planning per D97 equity policy.
Future State: SY23-24 Middle School Structure

- **Assistant Superintendent of Middle Schools**
  - Principal, Brooks MS
  - Principal, Julian MS
  - MS Associate Principal of Teaching, Learning & Arts (12-month)
  - MS Associate Principal of Teaching, Learning & Arts (12-month)
  - MS Assistant Principal of Culture, Climate & Athletics/Clubs (10-month)
  - MS Assistant Principal of Culture, Climate & Athletics/Clubs (10-month)
  - Student Success Coach (6th grade/loops)
  - Student Success Coach (6th grade/loops)
  - Student Success Coach (7th grade/loops)
  - Student Success Coach (7th grade/loops)
  - Student Success Coach (8th grade/loops)
  - Student Success Coach (8th grade/loops)
  - Director of Universal Design (MS-based)
  - Coordinator of Universal Design (MS-based)
  - MS Manager of Communications (MS-based)
  - Manager of Safety & Restorative Response (MS-based)

**Aligned instructional administrator and teacher leader roles**

**Systematic support for arts/athletics/clubs/innovation, expansion and access**

**Student-facing focus on career, counseling & competency**

**Consistent supervision, coaching and support across both middle schools**

**Relationships with students and families over time**

**Operational expertise embedded in schools**
## New Middle School Positions - Internal D97 Applicants Only

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Role</th>
<th>Posting</th>
<th>Position highlights</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Student Success Coaches</td>
<td>Teacher</td>
<td>Week of March 13</td>
<td>Internal opportunity for educators with a guidance counselor credential (preferred) or a social worker with a demonstrated portfolio aligned to counselor standards.</td>
</tr>
<tr>
<td>2</td>
<td>Assistant Principal of Culture, Climate &amp; Athletics/Clubs</td>
<td>Admin</td>
<td>Week of March 13</td>
<td>Internal opportunity for an employee with an administrator credential / 10-month position</td>
</tr>
<tr>
<td>2</td>
<td>Associate Principal of Teaching, Learning &amp; the Arts</td>
<td>Admin</td>
<td>Week of March 13</td>
<td>Internal opportunity for an employee with an administrator credential / 12-month position</td>
</tr>
</tbody>
</table>

Job descriptions for the new roles will provide a starting point and will evolve as we integrate and align systems.
### New Universal Design Positions - Internal D97 Applicants Only

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Role</th>
<th>Posting</th>
<th>Position highlights</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Coordinator of Universal Design</td>
<td>Teacher</td>
<td>Week of March 13</td>
<td>Internal opportunity for educators to support families and students with IEPs and 504 plans through key grade-level transitions as well as improved core instruction design that develops expert learners.</td>
</tr>
<tr>
<td>1</td>
<td>Director of Universal Design</td>
<td>Admin</td>
<td>Week of March 13</td>
<td>Internal opportunity for an employee with an administrator credential to lead systems change through support of teacher leader practice focused on families and students with IEPs and 504 plans through key grade level transitions as well as improved core instruction design that develops expert learners.</td>
</tr>
</tbody>
</table>

Job descriptions for the new roles will provide a starting point and will evolve as we integrate and align systems.
Next Level of Instructional Systems Development: An Example from the Past

**SY12-13**
Data and Instructional Technology Coaches were hired for 1:1 technology rollout and instructional technology.

**SY16-17**
Data and Instructional Technology coach role was redefined. This reflected an assessment that key needs had been met and that new areas of focus were required in the future.

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Knowledge increases in the system; more teachers and staff able to support device use at the school site.

Also found that operational aspects were eclipsing the instructional tech capacity-building.
Next Level of Instructional Systems Development

A partial list of examples includes:
- Coordination of PBIS teams representing a cross-section of school staff with designated roles, responsibilities, agendas, and procedures
- PBIS Tier 1 school-wide expectations that are directly taught to students
- School-wide reinforcement systems tied to Tier 1 expectations
- Tiered Fidelity Inventory (TFI) use to guide goals and planning for PBIS teams
- Designated time in the master schedule of each building dedicated to morning meeting daily and direct SEL instruction 1x a week
- Implementation of an evidence-based SEL curriculum, scope and sequence, and resources
- School improvement goals dedicated to Culture and Climate outcomes
- Training on restorative practices through Crisis Prevention training (CPI) and the Restorative Practices cohort
- Implementation of restorative circle processes in classrooms
- Implementation of LGBTQ+ pride clubs in the majority of elementary schools to promote belonging

Positive behavior systems and capacity have been built by the work of the district climate and culture team.

**Our students’ feedback reinforces that relationship-building and community-building should be the responsibility of every employee who faces students. We know that this complex process happens through engaging instructional design and effective teaching practice.**
Next Level of Instructional Systems Development

Due to this good work, we now have internal capacity at school sites and are ready to begin to integrate MTSS-A academic and MTSS-B behavior in our mindsets and in our leadership structures.

Systems and capacity have been built by the work of the district climate and culture team.

We are preparing for a holistic approach to student transitions both up and down the MTSS tiers as well as across key grade-level transitions from PreK-K, 5th-6th and 8th-9th.

This will not happen immediately. We will need to build bridges between current work and future work. We may miss things and need to regroup as part of the change process.
Central Office & Middle Schools
- Aligned roles for smooth student transitions
- Investments in middle school student success

Classroom Sections
- Enrollment data projections
- Inclusive learning
- Fiscal responsibility
- Interim adjustment staffing process
Review of 5-Year Enrollment Data Trends
Per the IL Report Card, between SY18 and SY22, D97 enrollment declined by 633 students (10%).

Note: These data are publicly reported from the ISBE via the Illinois Report Card, which draws from individual school district platforms and applies business rules prior to calculation. As such, some inconsistencies may result. However, these data are accurate as far as we are aware at this time.

Source: Illinois Report Card
Decreasing Population Overall due to Declining Birth Rates, Out Migration

Population change in the Chicago area

New census data show the population of Cook County has shrunk again; factors include a falling birthrate and more people migrating out of the county than moving in. In the five collar counties, total population fell for the first time in recent history.

COMPONENTS OF POPULATION CHANGE  From 1990 to 2018

**KEY:**
- **Net natural increase** Number of births minus number of deaths
- **Net migration** Number of people moving to the area minus number of people moving away
- **Total change in population** Net natural increase combined with net migration

**Cook County**

2017-18 population change: -24,009

**Collar counties** (DuPage, Kane, Lake, McHenry and Will)

2017-18 population change: -1,337

Source: U.S. Census Bureau, Population Division

Source:

Source:
https://datacatalog.cookcountyil.gov/
Possible Factors for Decline in Enrollment

Private and Homeschooling Decisions Related to COVID-19 Pandemic

COVID exodus: Where did 1 million public school students go? New data sheds some light.

By Patrick Rittle | Apr 8, 2023, 4:25pm CST

The share of families choosing to homeschool their children doubled in 2020, according to a Census survey. By that fall, about 11% of households with school-age children were homeschooling, up from 5.4% that spring and about 3% in prior years. The shift was especially dramatic among Black families, whose share of homeschooling families grew fivefold in 2020...

Private schools saw a smaller bump. Their enrollment climbed just over 4% during that period, according to the analysis, which included data from 33 states and D.C. (Non-public school data can be spotty even in states that track it. For example, Colorado, which is included in the analysis, does not require private schools to provide student counts, and nearly 30% of the 700 private schools in a state directory didn’t report any enrollment data.)

Table 2.
Homeschooling Rates of Households by Metropolitan Statistical Area

<table>
<thead>
<tr>
<th>MSA</th>
<th>Percent</th>
<th>Standard error</th>
<th>Percent</th>
<th>Standard error</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlanta-Sandy Springs-Alpharetta, GA</td>
<td>6.2</td>
<td>1.38</td>
<td>9.3</td>
<td>2.74</td>
<td>3.1</td>
</tr>
<tr>
<td>Boston-Cambridge-Newton, MA-NH</td>
<td>0.9</td>
<td>0.39</td>
<td>8.9</td>
<td>2.40</td>
<td>8.0</td>
</tr>
<tr>
<td>Chicago-Naperville-Ellen, IL-IN-W</td>
<td>3.3</td>
<td>1.16</td>
<td>6.4</td>
<td>1.70</td>
<td>3.1</td>
</tr>
<tr>
<td>Dallas-Fort Worth-Arlington, TX</td>
<td>5.8</td>
<td>2.03</td>
<td>8.2</td>
<td>1.62</td>
<td>2.4</td>
</tr>
<tr>
<td>Detroit-Warren-Dearborn, MI</td>
<td>3.2</td>
<td>1.86</td>
<td>15.2</td>
<td>3.58</td>
<td><em>12.0</em></td>
</tr>
<tr>
<td>Houston-The Woodlands-Sugar Land, TX</td>
<td>4.0</td>
<td>1.35</td>
<td>10.8</td>
<td>2.69</td>
<td><em>6.8</em></td>
</tr>
<tr>
<td>Los Angeles-Long Beach-Anaheim, CA</td>
<td>3.7</td>
<td>1.27</td>
<td>8.3</td>
<td>2.35</td>
<td><em>4.6</em></td>
</tr>
<tr>
<td>Miami-Fort Lauderdale-Pompano Beach, FL</td>
<td>6.7</td>
<td>3.11</td>
<td>9.2</td>
<td>2.41</td>
<td>2.5</td>
</tr>
<tr>
<td>New York-Newark-Jersey City, NY-NJ-PA</td>
<td>3.1</td>
<td>1.17</td>
<td>11.3</td>
<td>2.08</td>
<td><em>8.2</em></td>
</tr>
<tr>
<td>Philadelphia-Camden-Wilmington, PA-NJ-DE-MD</td>
<td>3.5</td>
<td>1.40</td>
<td>8.0</td>
<td>2.24</td>
<td><em>4.5</em></td>
</tr>
<tr>
<td>Phoenix-Mesa-Chandler, AZ</td>
<td>4.8</td>
<td>2.36</td>
<td>15.4</td>
<td>3.53</td>
<td><em>10.6</em></td>
</tr>
<tr>
<td>Riverside-San Bernardino-Ontario, CA</td>
<td>11.9</td>
<td>3.91</td>
<td>19.2</td>
<td>5.40</td>
<td>7.3</td>
</tr>
<tr>
<td>San Francisco-Oakland-Berkeley, CA</td>
<td>4.8</td>
<td>2.05</td>
<td>10.0</td>
<td>3.51</td>
<td>5.2</td>
</tr>
<tr>
<td>Seattle-Tacoma-Bellevue, WA</td>
<td>4.2</td>
<td>1.27</td>
<td>5.2</td>
<td>1.35</td>
<td>1.0</td>
</tr>
<tr>
<td>Washington-Arlington-Alexandria, DC-WV</td>
<td>3.1</td>
<td>0.63</td>
<td>5.6</td>
<td>1.05</td>
<td><em>2.7</em></td>
</tr>
</tbody>
</table>

* Significant difference between weeks 1 and 16.
Note: There was a clarification added to the school enrollment item between weeks 1 and 16 of the Household Pulse Survey to highlight the distinction between homeschooling and virtual schooling.
Source: U.S. Census Bureau, Household Pulse Survey weeks 1 and 16 public use microdata.

Source:

Source:
Where Did District 97 Students Go?
Count of Mid-Year Student Withdrawal by Exit Codes since SY19

Source: D97 District Data Dashboard (via D97’s Student Information System)

Note: These counts do not include withdrawals done after the end of the SY. As such, this is an undercount of the number of students who do not re-enroll between SYs. Exercise caution before drawing any conclusions.

Historical withdrawal codes captured in our D97 Student Information System suggest that students who leave D97 in the middle of a SY typically leave to attend other public schools in IL (orange) or leave out of state (yellow).

However, during SY21, we see that the majority of students who left in the middle of the school year went to a local private school, and a sizable portion decided to homeschool.
SY18 through SY22 numbers reported here reflect district wide totals as reported on the IL Report Card. SY23 Fall Enrollment in IWAS and SY24 projections and beyond are aggregated from the school-level Scenario B estimates from the 2022 Kasarda report.

Note: Projections shown here come from an April 2022 report, commissioned by D97 and compiled by John D. Kasarda, Ph.D., Consulting Demographer. The Kasarda report offers 3 scenarios. We include projections aggregated from school-level Scenarios B here, which reflects the “most likely number of students to be expected”.

Districtwide, Kasarda’s SY23 projections was only 13 students higher than actual SY23 Fall enrollment. Some schools had higher or lower enrollment than projected.

Some schools are projected to have slight increases in enrollment between now and SY27, but districtwide we project decreases of approximately 85-100 students (5411 projected in SY25 compared to 5496 actually enrolled in Fall SY23 and 5509 prior projected for SY23)

Note: Projections shown here come from an April 2022 report, commissioned by D97 and compiled by John D. Kasarda, Ph.D. Consulting Demographer.

The Kasarda report offers 3 scenarios. We include projections aggregated from school-level Scenarios B here, which reflects the “the most likely number of students to be expected”.

Sources: IWAS (Illinois Web Application System), 2022 Kasarda Report
SY23–24 Response to Enrollment Data
Values-Based Decision-Making

- Maintain a commitment to small class sizes in elementary schools
- Ensure inclusive learning opportunities as reflected by the 70:30 ratio requirement
- Demonstrate fiscal responsibility as stewards of community investment in our students and schools
SY23–24 Staff Planning

Annually, vacancies become available due to non-renewal, retirements, and resignations.

Teachers eligible for transfer due to district need will have a position in the district in SY23-24.

District 97 will not have a reduction in force (RIF) this year.
Benefits

- Stabilize the system by taking a holistic approach, focusing on individual staff licensure and district-wide areas of need
- Readjust staff assignment to respond to enrollment data
- Maximize internal resources by transferring staff
- Limit external hires to only if there are no internal staff with the required credentials
- Limit outside contractors in speciality areas
Considerations

- Short-term fiscal impact
- Staff to vacancy match
- Workforce diversity
SY23–24 Internal Transfer Process
Given observed declines in enrollment since SY18 and continued projected declines, we estimated the number of sections needed at each grade level and at each school for next SY24.

This graph includes the number of Gen Ed, Co-Taught, Instructional and MultiNeeds sections.

Our estimates suggest we can reduce from 226 to 212, with some schools remaining steady and others losing as many as 4 sections building wide.

Note: We are holding on opening a projected K classroom at one school because of potential data anomalies.
Methodology: SY23–24 Actual vs. SY24 Anticipated K–8 Sections

1) **Projected Enrollment** by School and Grade-Level
   - K = Kasarda Report Scenarios B
   - 1st Gr = Average Current Grade 1-3 enrollment
   - 2-8 Gr = Current Grade 1-7 enrollment

2) **Maximum Classroom Sizes** set at 29 at Grades 6-8, 22 at Grades 1-5*, 21 at Grade K, 20 at PreK
   (*A few exceptions are made at one school where there are physical space limitations and max class sizes are set at 24)

3) Ensure **30:70 ratio** can be met in co-taught special education classrooms
# Class Size Comparisons: Current & Next Year

<table>
<thead>
<tr>
<th>Grade</th>
<th>Current SY22-23 Average* Class Size</th>
<th>Projected SY23-24 Average* Class Size</th>
<th>Planning: Maximum Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>17 (Min: 14 Max: 21)</td>
<td>20 (Min: 16 Max: 24)</td>
<td>21 (K) 22 (1-2) *except for 4 classrooms at one school at 24</td>
</tr>
<tr>
<td>3-5</td>
<td>19 (Min: 15 Max: 24)</td>
<td>20 (Min: 17 Max: 24)</td>
<td>22 *except for 4 classrooms at one school at 24</td>
</tr>
</tbody>
</table>

Note: Current enrollment data as of 1/26/23; Projections data as of 3/14/23

*Average of average within-school grade-levels
## SY23-24 Timeline: Teachers Being Transferred to Another District 97 School

<table>
<thead>
<tr>
<th>Target Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 17</td>
<td>Teachers being transferred to another District 97 school will be notified.</td>
</tr>
<tr>
<td>March 20 - April 7</td>
<td>Positions will be posted in Frontline - Recruiting and Hiring for OPTA internal employees. First preference will be given to transferred teachers.</td>
</tr>
<tr>
<td>Beginning the Week of April 17</td>
<td>Teachers will be notified of their new position.</td>
</tr>
<tr>
<td>By May 30*</td>
<td>All teachers notified of their official SY23-24 assignment.</td>
</tr>
</tbody>
</table>
Resource Allocation and Alignment

- Positions may remain the same, be created, eliminated, or redefined.
- Teachers eligible for transfer due to district need will have a position in the district in SY23-24.
- Full organizational staffing will be shared after July 1, 2023.
Our commitments through this process:

1) Be guided by implementation of D97’s equity policy, even though change is challenging.
2) Improve the system for **ALL** students.
3) Keep people whole through transitions.
   a) Be straightforward with people about what is happening and why.
   b) Be invested in the long-term development of people
      i) Even if roles are eliminated within our district, if/when possible support people to find their way to a good next role.
Core Instruction: Phase II+ Considerations

Given the Portrait of a Graduate,

- How do we need to align committees and communication structures to ensure a participatory process?
- How can we create clear alignment between teacher leader roles/stipends and the Portrait of an Oak Park 8th Grade Graduate?
- How do we achieve the right balance of loose and tight between district-wide strategies and the lived context of schools?
  - To what extent are the same roles (which are not positioned as full-time classroom teaching) currently doing different work in different schools? What instructional support needs are universal in our schools? How do we make space for targeted building-level agency? How do we do this in a data-based and equitable manner?
- How might we respond to the call for more elective options at middle school?
- How might we need to revisit International Baccalaureate (IB) at middle school?
- What new student-centered transition and access pathways might we create within the district?
- How might the middle school schedule need to change?
- How will students’ voices shape these processes?
Be Part of the Design

Watch for opportunities to be involved in the vision process for our Oak Park Portrait of an 8th Grade Graduate in SY23-24.
Be Part of the Design

ANYTIME

24/7! Let’s Talk Online System (www.op97.org/letstalk)

EXISTING FEEDBACK STRUCTURES

- Ad Leadership
- Meetings with All Union Leaders (OPTA, OPTAA, OPESP, SEIU)
- OPTA Ed Council
- PTO Council/DivCo
- Voluntary Staff Meetings at Every School
- Student Group Meetings

NEW SPACES/INCLUSIVE PLANNING

As we plan for 2023-24, we are also seeking new spaces to engage with staff, students and families. If you have suggestions or ideas, please reach out via Let’s Talk.

Watch a screencast of this presentation, which will be linked in the 3/17 Weekly Wrap-Up.

Then, let’s connect about your affirmations, questions and/or concerns in the next few weeks!
Click the Let’s Talk! button at www.op97.org OR scan the QR code below.

1. Click “2023-24 School Year Planning.”
2. Submit feedback.
3. Rate our service.

Let’s Talk!®

Connect with District 97 anytime!
Questions and Discussion