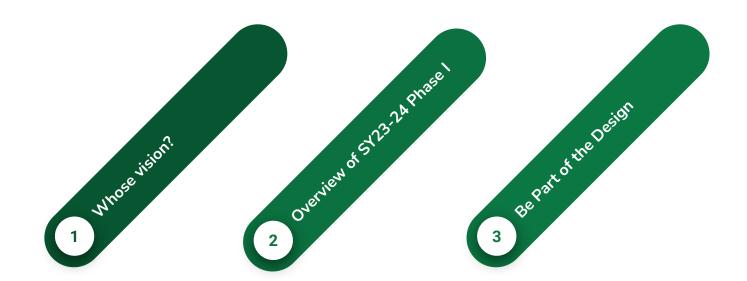


Preparing for the Portrait of an Oak Park 8th Grade Graduate

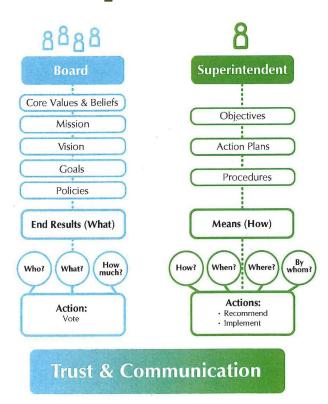
District 97 Board of Education March 14, 2023

This Presentation



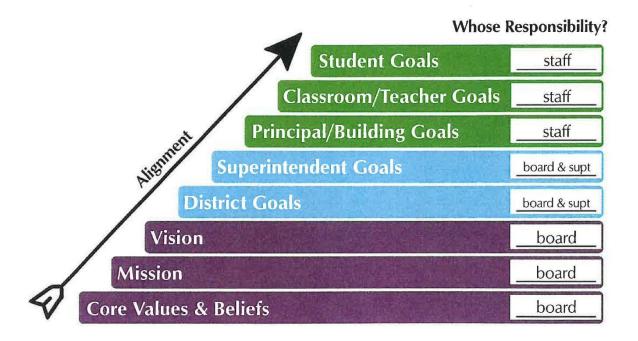


Board and Superintendent Roles



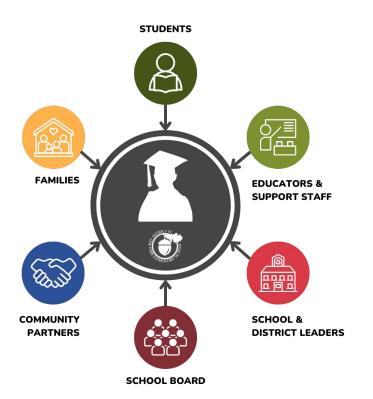


Student Learning and Organizational Effectiveness





Our Why: A Community-Driven Vision

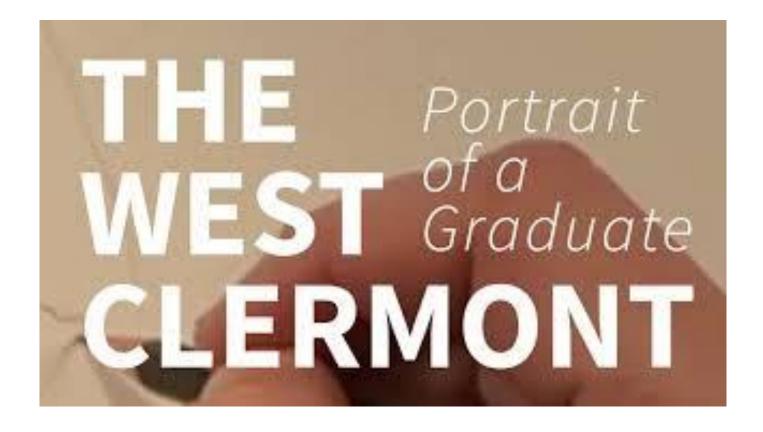


What is our <u>Portrait of an Oak Park</u> 8th Grade Graduate?

How will we <u>quantitatively and</u> <u>qualitatively</u> monitor and measure our success using now and next metrics?

What <u>new mental models</u> and action plans will we need to create in order to achieve this vision?

An Example from Another Community





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.



A Community-Driven Vision

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.



PORTRAIT OF AN OAK PARK 8th GRADE 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

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.



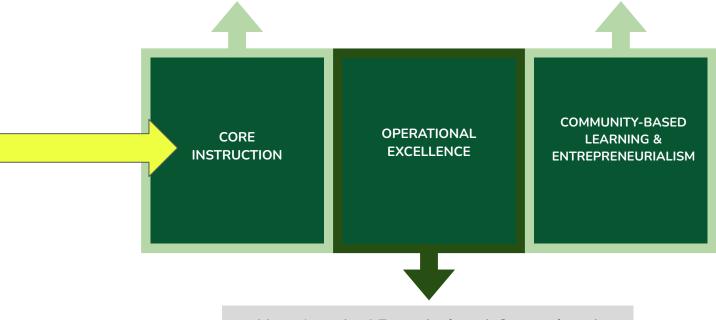
SY23-24 Phase I: Preparing the Organization for Portrait of a Graduate



PORTRAIT OF AN OAK PARK 8th GRADE 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 af focus on competency-based learning strategies and generating expert learners who have voice and choice in their classrooms.

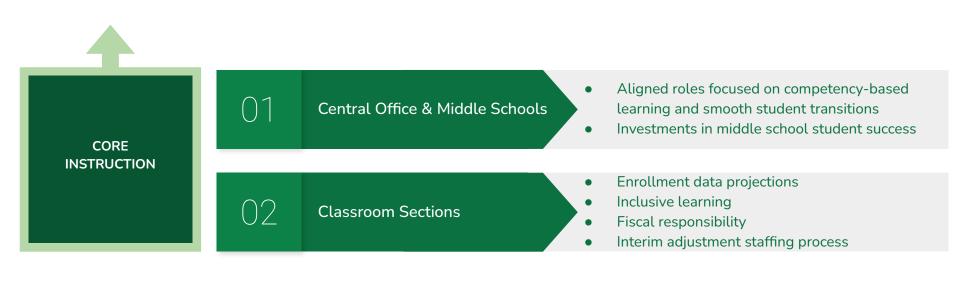
Partner for well-organized and long-term partnerships focused on multilingual early childhood education and expert learners who use out-of-school time for competency-based learning





Next Level of Foundational Operational Systems

Next Level of Instructional Systems Development







Current State: Central Office Structure

District 97 Central Office Organizational Chart 2021-22

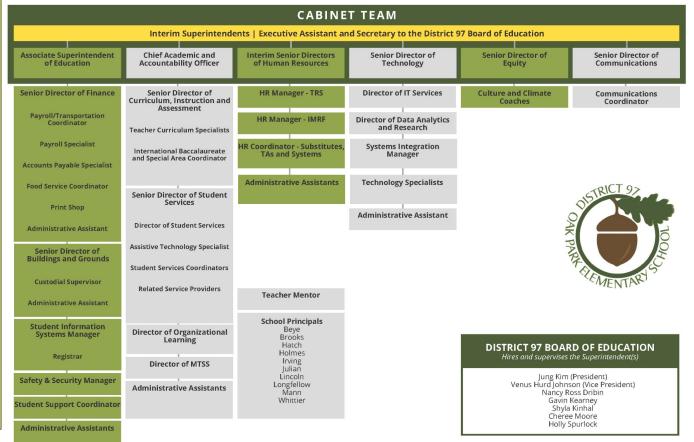
Examples of opportunities for the next level of instructional systems development:

*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



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.



By the end of 8th grade

A student should be supported to:

- complete a career cluster survey
- attend a career exploration day
- complete a unit on education planning
- be exposed to a financial literacy unit in a course or workshop

A student should know:

- the concept of career clusters of interest
- relationship between community service/extracurricular activities and postsecondary (PS)/career goals



By the end of 9th grade

A student should be supported to:

- revisit career cluster interest survey and take a career interest survey
- complete an orientation to career cluster
 - PS options workshop counselor to discuss PS/career plans e and Career
- begin advanced
- outline a plan for service and extracurn activities related to PS plan
- complete a financial aid assessment with a family member

A student should know:

- one or two career clusters for further exploration and development
- the relationship between HS cousework, attendance, and grades to PS plans
- importance of community service and extracurricular activities to PS and career plans
- general cost ranges of various PS options

By the end of 10th grade

A student should be supported to:

- visit at least one workplace aligned with career interests
- complete an orientation course to a particular career cluster or cluster grouping
- select a career pathway (CP) within a career cluster of interest
- begin determining eligibility for AP courses
- identify 2-3 adults to support the student through the PS and career selection process
- review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)
- attend a PS affordability workshop with a family member

A student should know:

- educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP
- different types of PS credentials and institutions
- general timing of PS entrance exams and applications
- benefit of early college credit opportunities to PS access and

By the end of 11th grade

A student should be supported to:

- revisit the career survey
- o participate in a mock job interview
- create a resume and personal statement
- identify an internship opportunity related to the CP
- determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course
- complete or enroll in at least one early college credit opportunity
- attend a college fair
- visit at least 3 PS institutions
- take at least one college entrance exam

A student should know:

- application deadlines, test timing, cost, and preparation for industry-based certification for CP
- career attributes related to career interests
- entrance requirements, including application deadlines, for expected PS programs of study
- 3-5 match schools, one safety, one reach school for PS program of study

By the end of 12th grade

By 12/31 of 12th grade a student should have:

- completed 3 or more admissions applications to PS institutions
- met with a school counselor to ensure all steps in the PS admissions process are completed on time
- attended a FAFSA completion workshop
- completed the FAFSA

By the end of 12th grade a student should be supported to:

- address any remedial needs in math/ELA
- obtain an internship opportunity related to the CP
- if applicable, receive industry-based certification(s) related to the CP
- complete one or more team-based challenges or projects related to the CP
- attend a financial aid award letter workshop

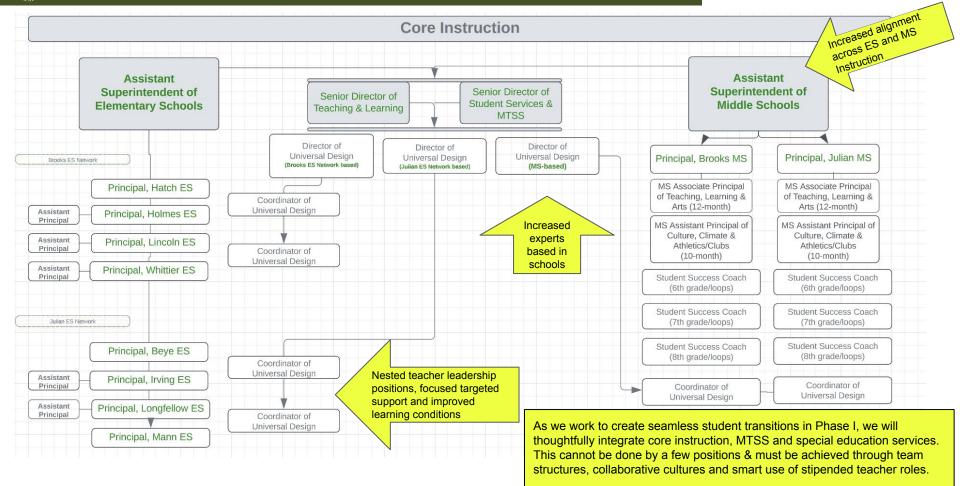
A student should know:

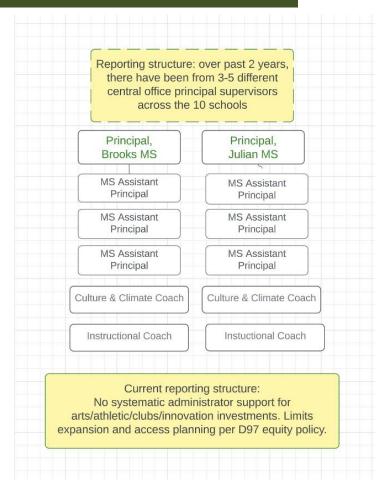
 how CP courses and experiences articulate to degree programs at PS options



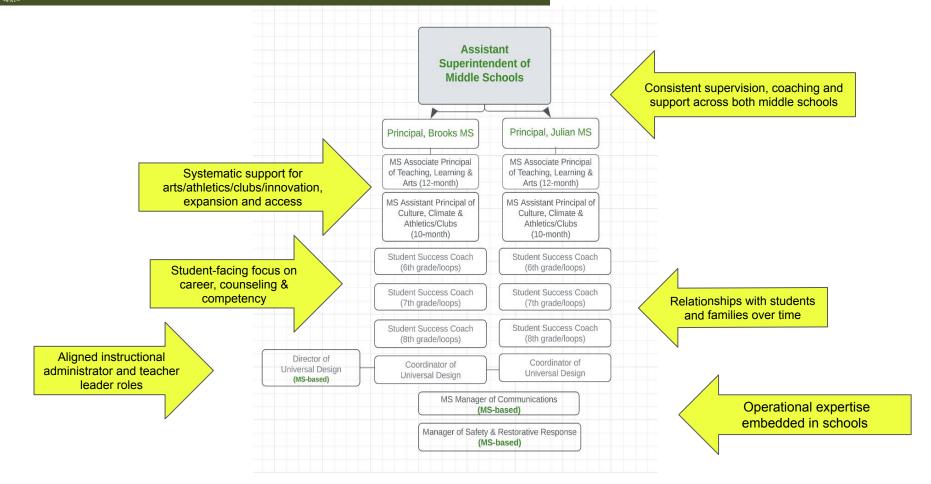


Future State: SY23-24 Central Office Leadership Alignment





Future State: SY23-24 Middle School Structure



New Middle School Positions - Internal D97 Applicants Only

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

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

Number	Title	Role	Posting	Position highlights
3	Coordinator of Universal Design	Teacher	Week of March 13	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.
1	Director of Universal Design	Admin	Week of March 13	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.

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.



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



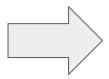
SY16-17

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.



Next Level of Instructional Systems Development

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.

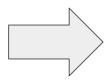
A partial list of examples includes:

- 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



Next Level of Instructional Systems Development

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

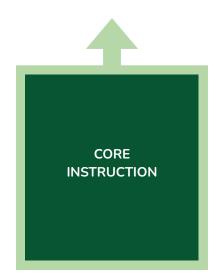


Due to this good work, we now have internal capacity at school sites and are ready to begin to integrate MTSS-A academic and MTSS-B behavior in our mindsets and in our leadership structures.

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.







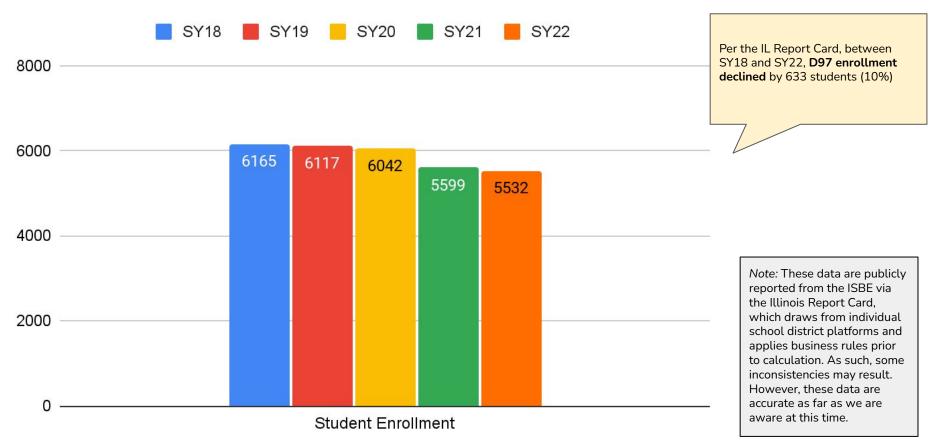
- Aligned roles for smooth student transitions
- Investments in middle school student success
- Enrollment data projections
- Inclusive learning
- Fiscal responsibility
- Interim adjustment staffing process



Review of 5-Year Enrollment Data Trends



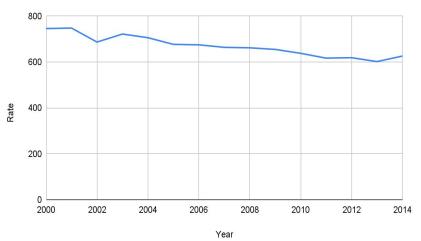




Source: Illinois Report Card

Decreasing Population Overall due to Declining Birth Rates, Out Migration

Number of Births, Oak Park



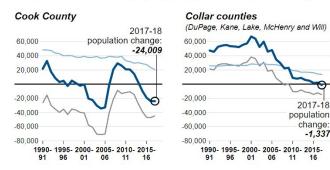
Population change in the Chicago area

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



SOURCE: U.S. Census Bureau, Population Division

@ChiTribGraphics

2017-18

change: -1.337

Source:

https://www.chicagotribune.com/news/ct-met-census-chicago-cook-county-population -decline-20190408-storv.html

Private and Homeschooling Decisions Related to COVID-19 Pandemic

SCHOOL ENROLLMENT MEETING THE MOMENT COVID AND SCHOOLS

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

By Patrick Wall | Feb 8, 2023, 11:01pm 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.)

Source:

https://www.chalkbeat.org/2023/2/9/23591903/school-enrollment-data-decline-covid-attendance



Table 2.

Homeschooling Rates of Households by Metropolital Statistical Area

MCA	April 23-May 5, 2020 (week 1)		Sept. 30-Oct. 12, 2020 (week 16)		
MSA		Standard		Standard	
	Percent	error	Percent	error	Difference
Atlanta-Sandy Springs-Alpharetta, GA	6.2	1.38	9.3	2.74	3.1
Boston-Cambridge-Newton, MA-NH	0.9	0.39	8.9	2.40	*8.0
Chicago-Naperville-Elgin, IL-IN-WI	3.3	1.16	6.4	1.70	3.1
Dallas-Fort Worth-Arlington, TX	5.8	2.03	8.2	1.62	2.4
Detroit-Warren-Dearborn, MI	3.2	1.85	15.2	3.58	*12.0
Houston-The Woodlands-Sugar Land, TX	4.0	1.35	10.8	2.69	*6.8
Los Angeles-Long Beach-Anaheim, CA	3.7	1.27	8.3	2.35	*4.6
Miami-Fort Lauderdale-Pompano Beach, FL	6.7	3.11	9.2	2.41	2.5
New York-Newark-Jersey City, NY-NJ-PA	3.1	1.12	11.3	2.08	*8.2
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	3.5	1.40	8.0	2.24	*4.5
Phoenix-Mesa-Chandler, AZ	4.8	2.36	15.4	3.53	*10.6
Riverside-San Bernardino-Ontario, CA	11.9	3.91	19.2	5.40	7.3
San Francisco-Oakland-Berkeley, CA	4.8	2.05	10.0	3.51	5.2
Seattle-Tacoma-Bellevue, WA	4.2	1.27	5.2	1.35	1.0
Washington-Arlington-Alexandria, DC-VA-MD-WV	3.1	0.93	5.8	1.05	*2.7

^{*} Significant difference between weeks 1 and 16.

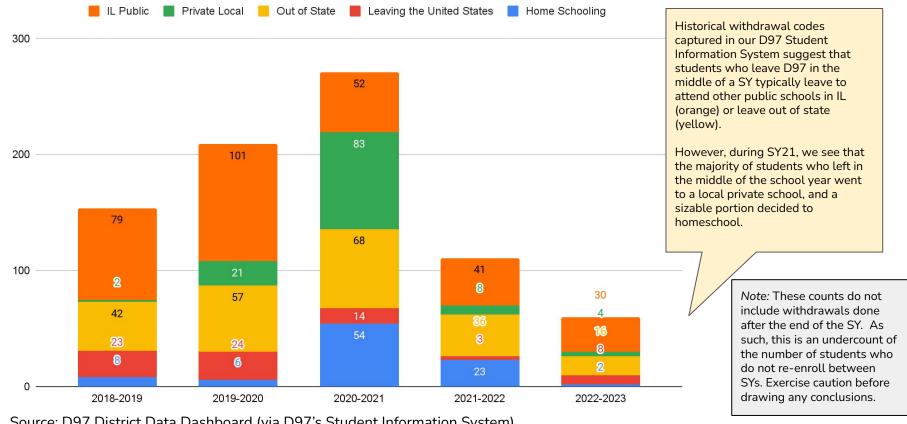
Source:

https://www.census.gov/library/stories/2021/03/homeschooling-on-the-rise-during-covid-19-pandemic.html

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.

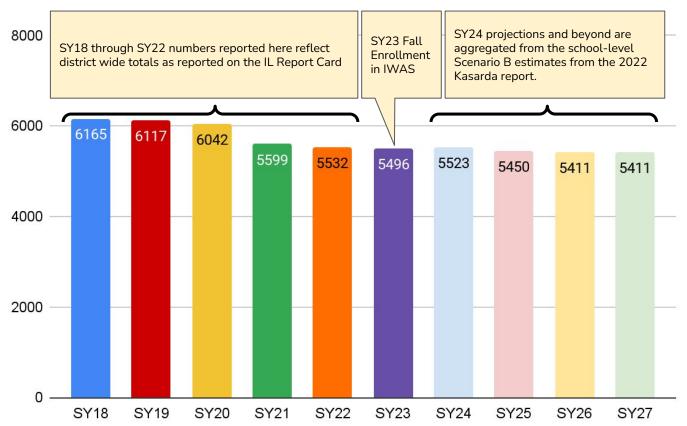
Where Did District 97 Students Go? Count of Mid-Year Student Withdrawal by Exit Codes since SY19



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



District 97 Historical and Projected Enrollment

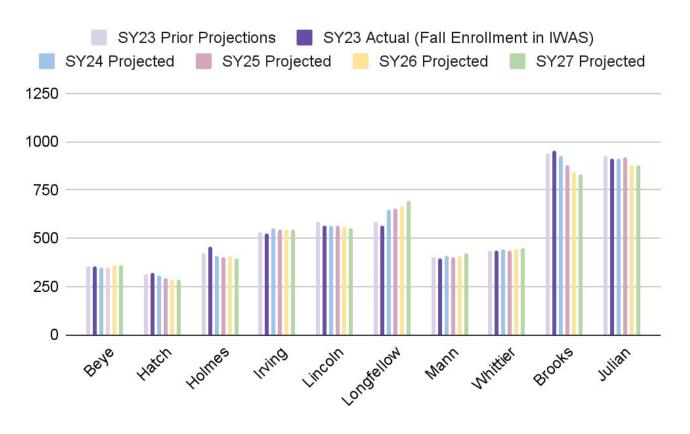


Note: Projections shown here come from an April 2022 report, commissioned by D97 and compiled by John D. Kasarda, Ph.D. Consulting Demographer.

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".



Current and Projected Enrollment by School



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



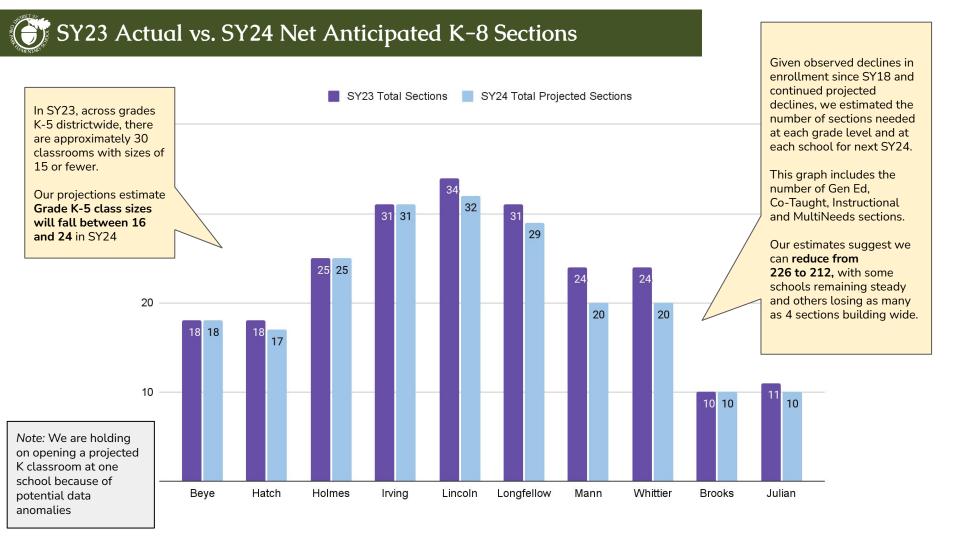
Considerations

- Short-term fiscal impact
- Staff to vacancy match
- Workforce diversity



SY23-24 Internal Transfer Process





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

	Current SY22-23 Average* Class Size	Projected SY23-24 Average* Class Size	Planning: Maximum Class Size
K-2	17 (Min: 14 Max: 21)	20 (Min: 16 Max: 24)	21 (K) 22 (1-2) *except for 4 classrooms at one school at 24
3-5	19 (Min: 15 Max: 24)	20 (Min: 17 Max: 24)	22 *except for 4 classrooms at one school at 24

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

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

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.

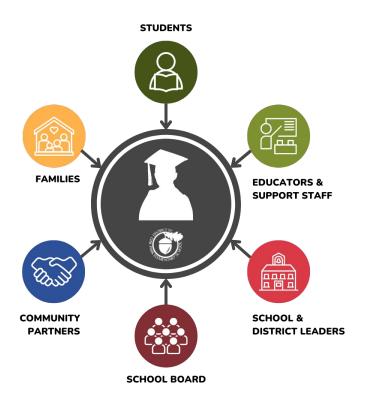


Core Instruction: Phase II+ Considerations

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



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!

ANYTIME



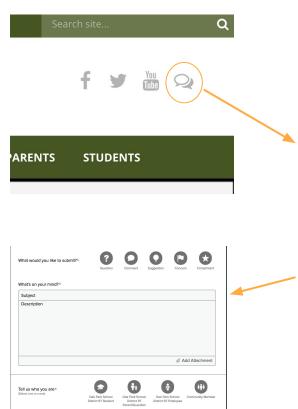
24/7! Let's Talk Online System (<u>www.op97.org/letstalk</u>)

EXISTING FEEDBACK STRUCTURES

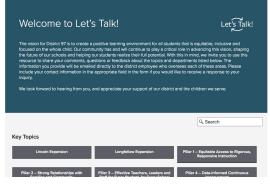
- Ad Leadership
- Meetings with All Union Leaders (OPTA, OPTAA, OPESP, SEIU)
- OPTA Ed Council
- PTO Council/DivCo
- Voluntary Staff Meetings at Every School
- Student Group Meetings

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.









Connect with District 97 anytime!

- Click the Let's Talk! button at www.op97.org
 OR scan the QR code below.
- Click "2023-24 School Year Planning."
- 3 Submit feedback.
- Rate our service.



Questions and Discussion

