

Workforce Diversity & Strategic Staffing

Board of Education Meeting
December 10, 2024





Meet the Team

Dr. Natacia Campbell Tominov

Assistant Superintendent of Human Resources

Erica Childress

Equity & Professional Learning Coordinator

Dr. Anna Colaner

Senior Director of Data Analytics and Research

Dr. Luis De Leon

Assistant Superintendent of Middle Schools

Dr. Tawanda Lawrence

Senior Director of Teaching and Learning

Dr. Eboney Lofton

Chief Learning Innovation Officer

Donna Middleton

Senior Director of Student Services

Patrick Robinson

Assistant Superintendent of Elementary Schools

Stephanie Suerth

Equity & Professional Learning Coordinator

Agenda

Topics Covered

Professional Learning

Workforce Diversity

Strategic Staffing

What's our big idea?



Actions Reflect Beliefs:

This Presentation & Our *D97 Equity Policy*

E. Workforce Equity

District 97 **shall recruit, employ, support, and retain** racially and linguistically diverse and culturally competent administrative, instructional and support personnel. District 97 **shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement.** District 97 shall develop a concrete plan to develop a teacher and administrator workforce reflective of the diversity of our student body to provide children of all races, cultures, genders, and backgrounds with familiar role models in schools, with an emphasis on teachers of color and male teachers. **All children benefit from seeing teachers and leaders of color in their school.** In addition to recruiting talent that reflects the student body, the District will develop retention plans so that we are able to retain talent in the District. The District will **foster good relationships** between and among our teachers and staff so that the workforce is **supportive of one another and works together** as a community, embracing the benefits of peer review.



2024-25 District 97 Transformation Goals

We Learn, Lead and Celebrate Together

Our District Culture
ALL Employee Professional Learning

We Design for ALL

Elementary Core Instruction Foundations
Middle School Redesign

We Align Resources

Master Facilities Plan
Comprehensive Safety Plan

We Learn Everywhere

Portrait of an Oak Park 8th Grade Graduate
Early Childhood Education



Goals for SY25

District Goal 1: We Lead, Learn, and Celebrate Together

Goal 1B: All employee professional learning

- Build human resource systems and capacity in a manner that demonstrates how next-edge public school district evolves its professional learning plan to put its **equity policy into practice with clear objectives**, timelines/budget and the appropriate level of publicly shared detail so the community is aware of our direction.
- Build a professional learning plan to ensure staff have **meaning opportunities to learn about the standards (Framework for Teaching (FfT))**, Illinois Performance Standards for School Leaders, etc.) in a manner that clarifies, coaches, and engages employees in meeting/exceeding professional expectations.



Goals for SY25

District Goal 3: We Align Resources

Goal 3C: Key Operational Workflows

- Restructure central office operational staff roles in order to **address gaps and integrate** finance, HR and technology systems to ensure seamless onboarding, financial accuracy and **compliance using cross-functional workflows** by being intentional to include each department when discussing or considering any needed workflow alignment.

Goal 3D: Workforce Diversity and Strategic Staffing Cycle

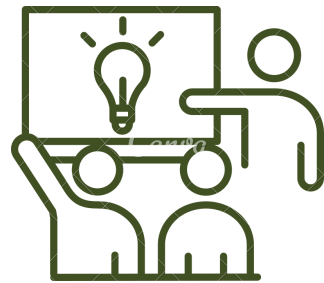
- Develop staffing systems that model how to use data to **make visible the current distribution of staff resources** as well as how to move toward an **strategy-based and aligned allocation of staff resources** to ensure strong teacher team and to achieve our workforce diversity outcomes



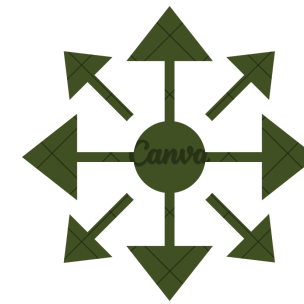
Our Frame



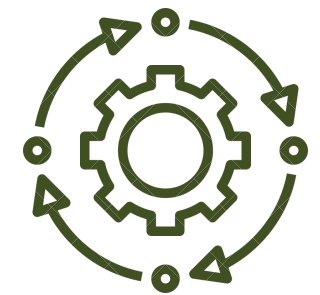
**Multi-Year
Professional Learning
Plan**



**Updated HR
Systems**



**Integration &
Communication**



**Staffing Plans &
Timeline**

Multi-Year Professional Learning Plan: Gear Shifts

The same old silos



Strategic integration

Episodic training



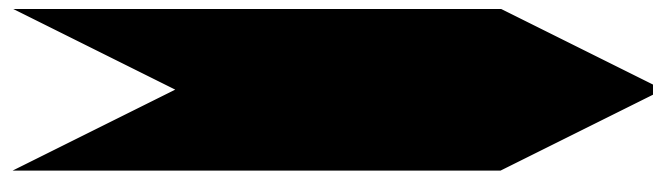
An ecosystem of integrated professional learning opportunities

Vague/varied notions of student experiences and instructional practices



Collective understanding of student experiences and instructional practices as outlined in the Framework for Teaching

Narrow use of curriculum materials to guide instruction



Competency-based education which elevates educator expertise

Reliance on satellite standardized test data

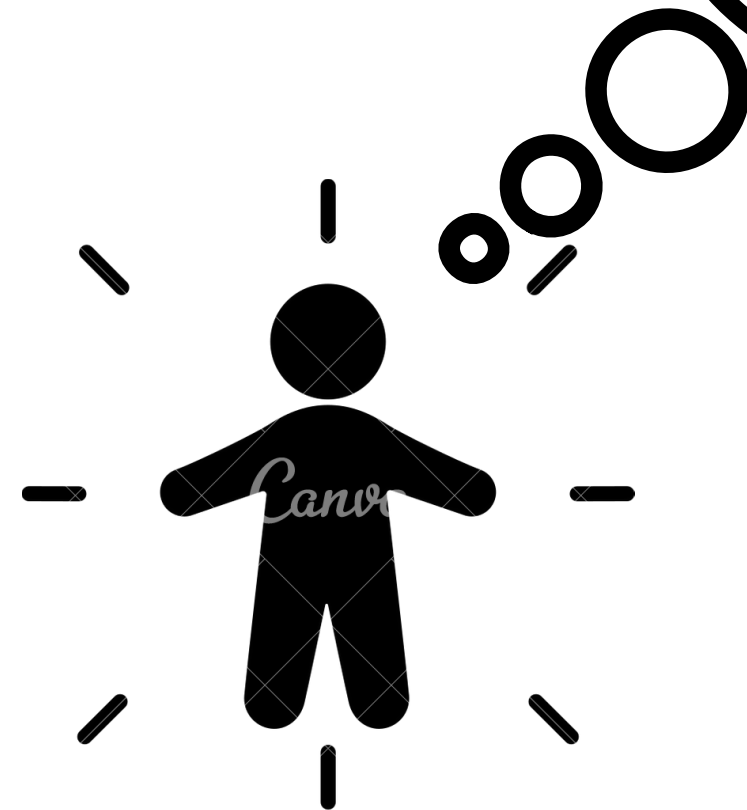


Real-time feedback to students on standards mastery

We design our professional learning around three key questions...

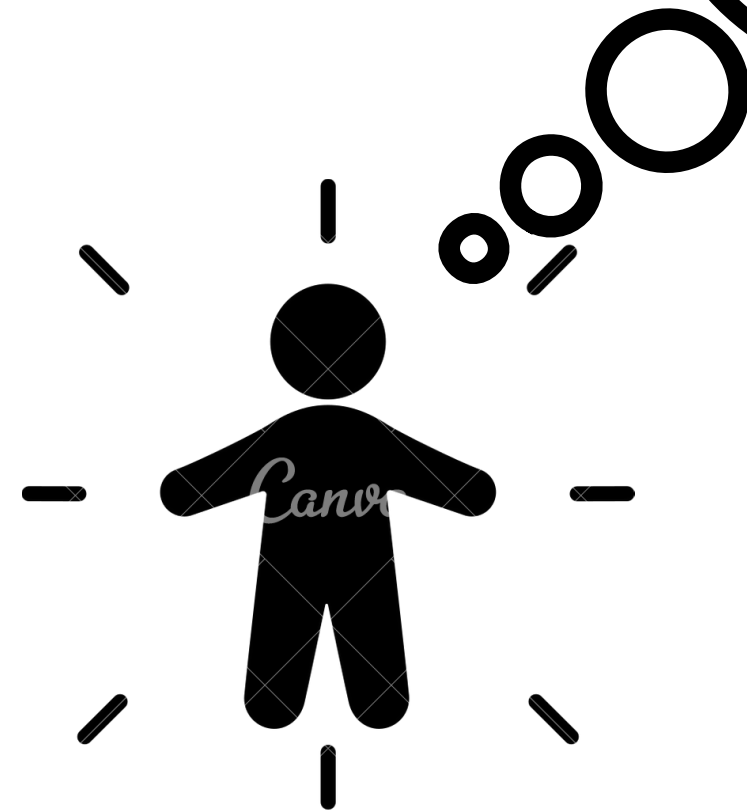
Guiding Questions

Who are we in Oak
Park D97?



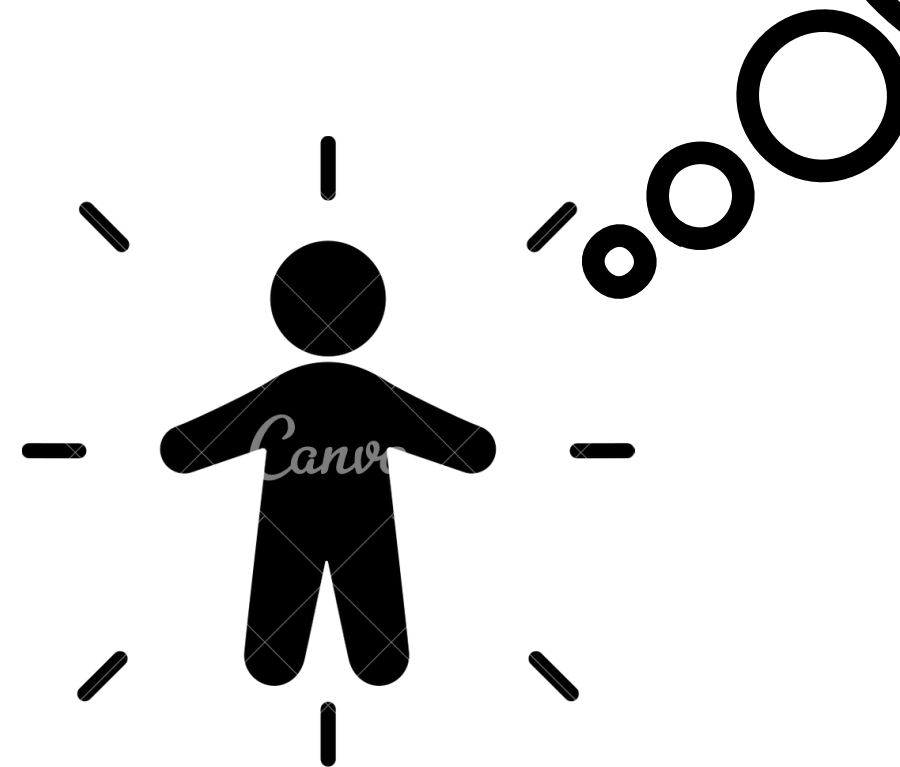
Guiding Questions

What are we trying
to do in Oak Park
D97?



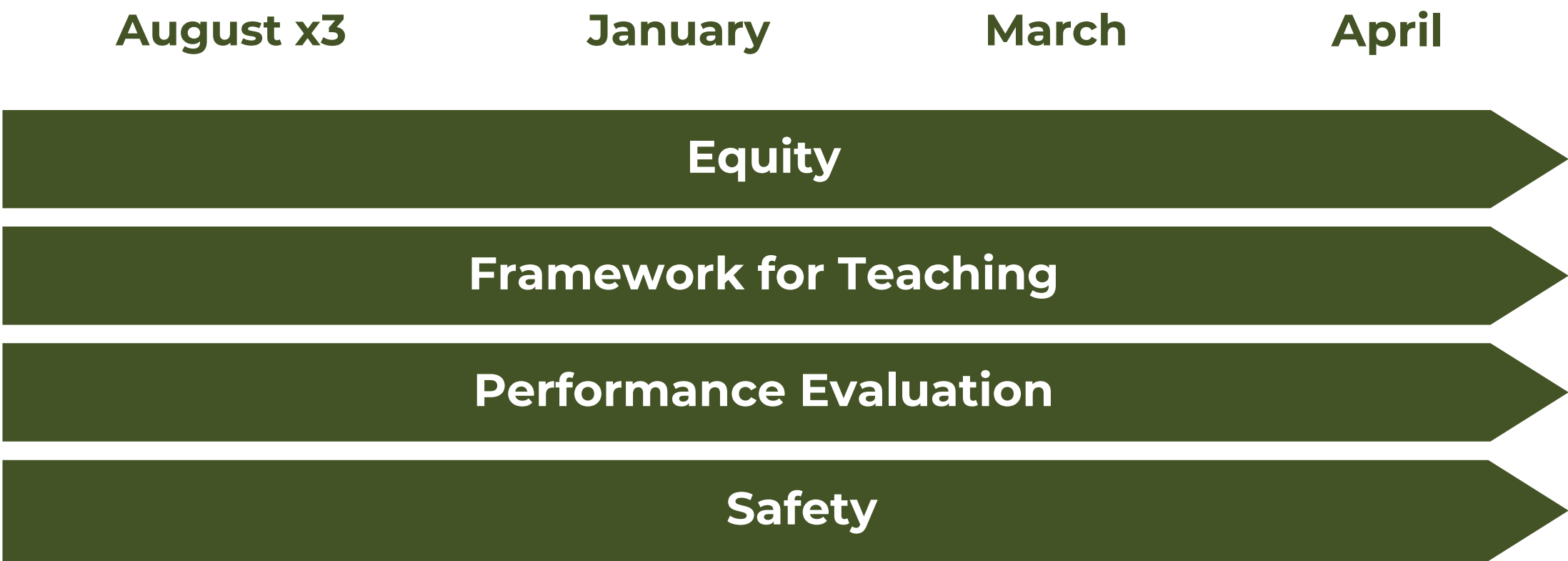
Guiding Questions

How are we going to
achieve universal
student success in
Oak Park D97?



Multi-Year Professional Learning Plan: Strategic and Integrated Timeline

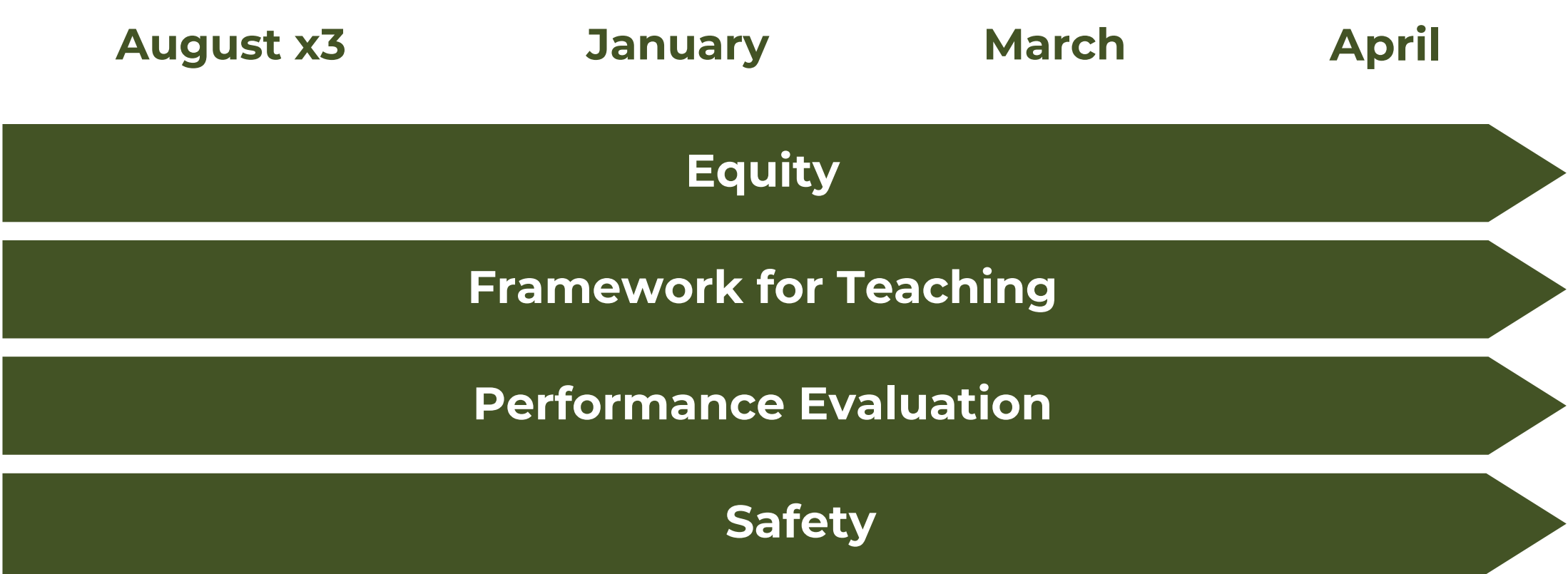
SY25 Institute Days



Multi-Year Professional Learning Plan: Strategic and Integrated Timeline

SY26 Institute Days

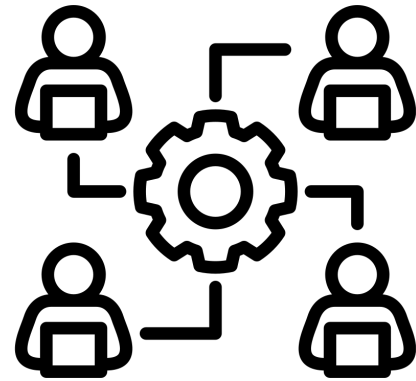
SY26 Shift: Leveraging Existing Meeting Spaces for Effective Professional Learning



Potential Examples:

- + Professional Learning Committee
- + New Teacher Cohorts
- + Lead Teacher Teams
- + Ed Council
- + School-Based Grade-Level Meetings
- + District-Wide Grade-Level Meetings

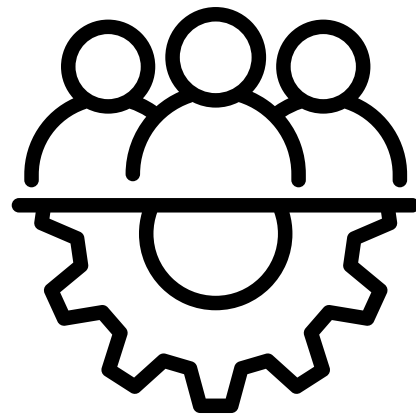
Multi-Year Professional Learning Plan: Cross-Functional Learning Team (Who)



Early Childhood Department

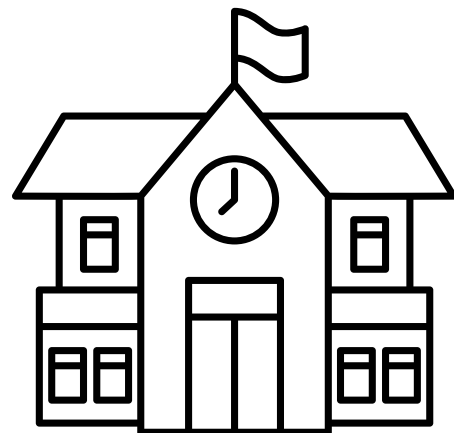
Core Instruction Department

Equity and Professional Learning Department



Professional Learning Committee

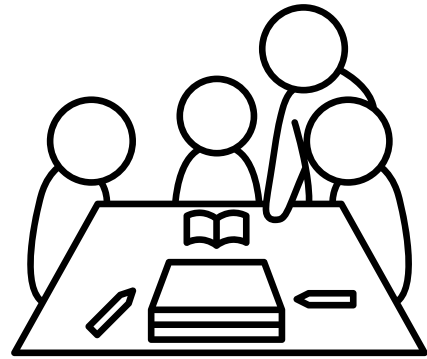
Black Excellence Teaching in Oak Park (BETOP) Committee



Each D97 School

Multi-Year Professional Learning Plan: Cross-Functional Learning Team (How)

Learn and Discuss



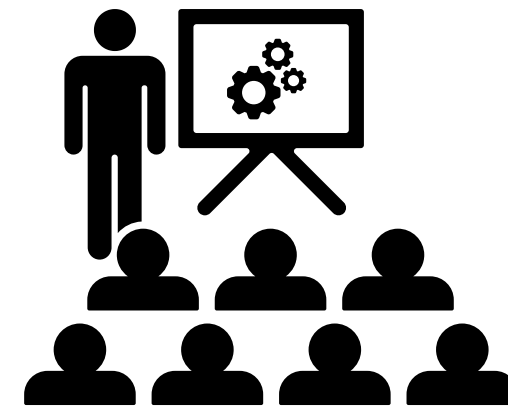
the team comes together to discuss their learning and how best to share what they learned with the organization

Design



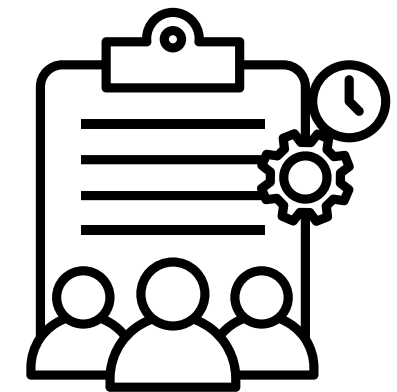
the team creates the new learning module(s) for the organization/specified group

Share



the team delivers the new learning to the organization/specified group

Reflect and Plan



the team comes back together to evaluate the effectiveness and next steps

Multi-Year Professional Learning Plan: Possible Partnership to Support Fulfillment of Equity Policy



Center for Racial
Justice Education



Midwest & Plains
Equity Assistance Center



National Equity Project



Multicultural Student
Achievement Network



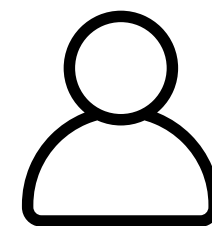
Collaboration



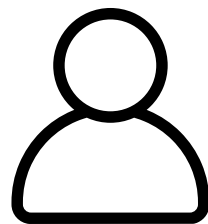
West40



Facing History & Ourselves



Eboni Rucker
Restorative Rucker, LLC



Liza Talusan

What does the Equity Policy language call for?



Workforce Equity

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What Analytic Questions Will Assess Our Progress?

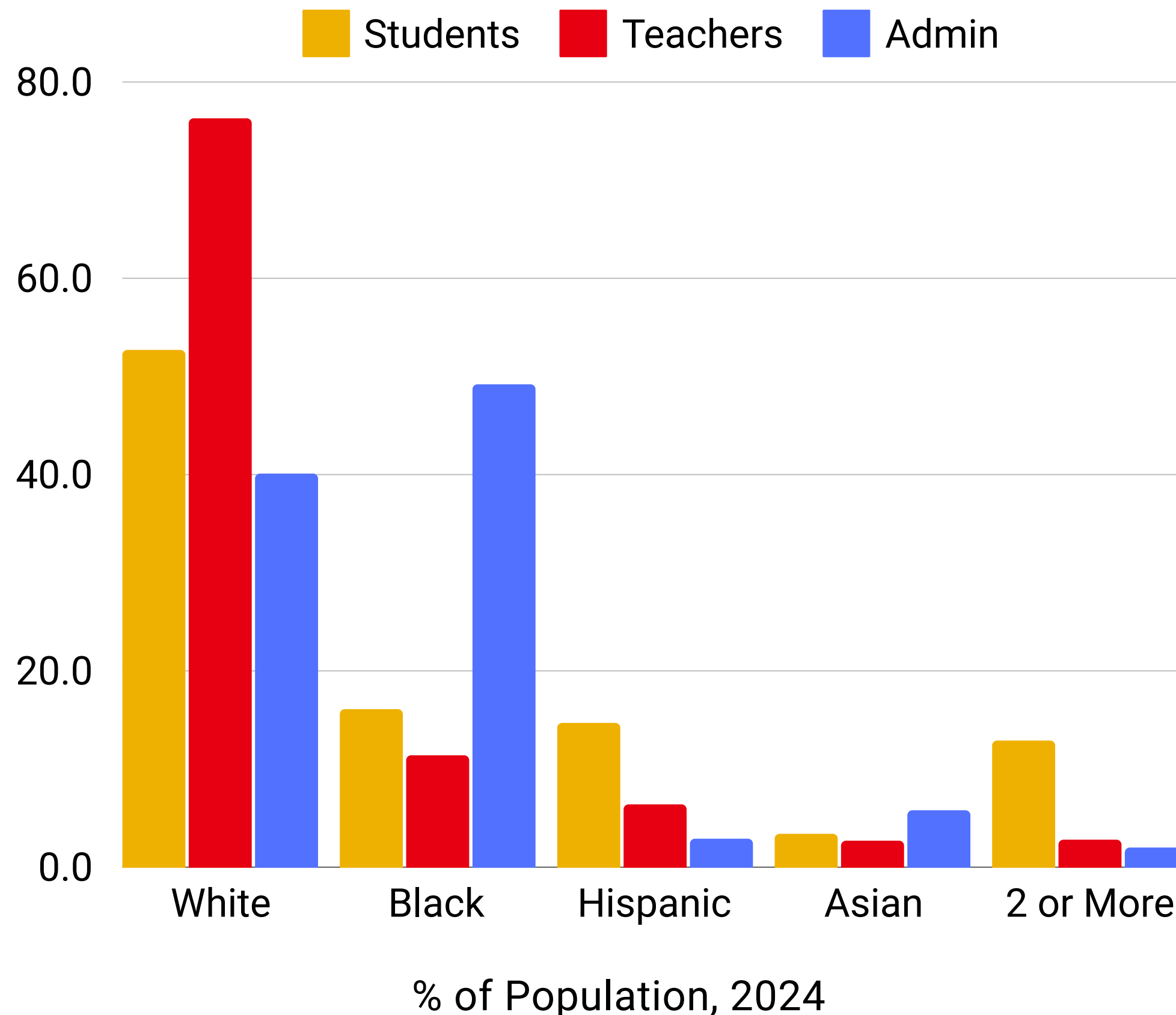


Workforce Equity

To what extent do our teachers' and administrators' demographic profiles mirror our students'?

To what extent are we retaining teaching staff across demographic groups across time?

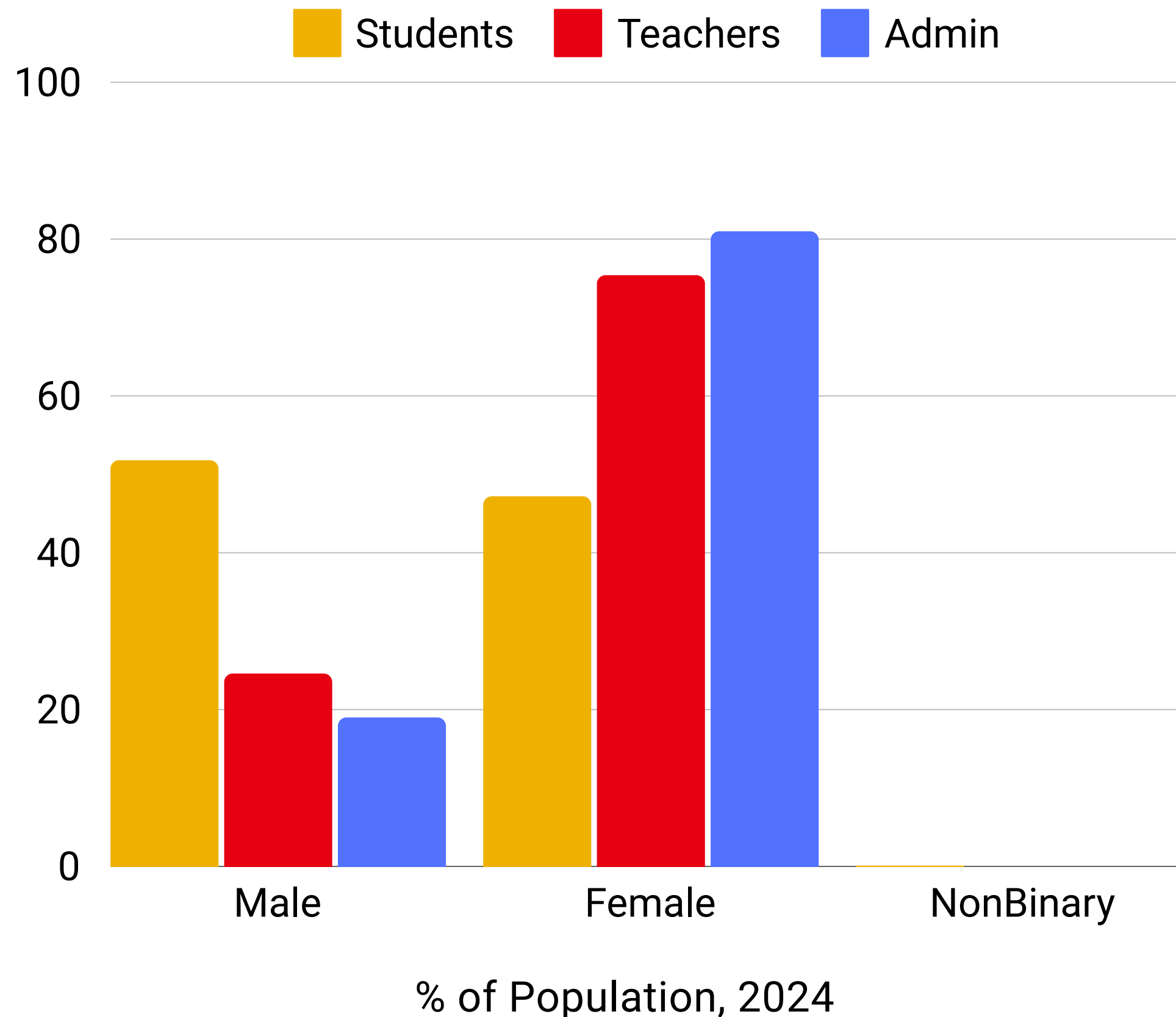
To what extent do our teachers' and administrators' demographic profiles mirror our students'? **Race/Ethnicity**



Compared to the student population,
D97 Teachers are
more likely to be White
and less likely to be Hispanic or
Multiracial

Compared to the student population,
D97 Administrators are
more likely to be Black
and less likely to be White, Hispanic
or Multiracial

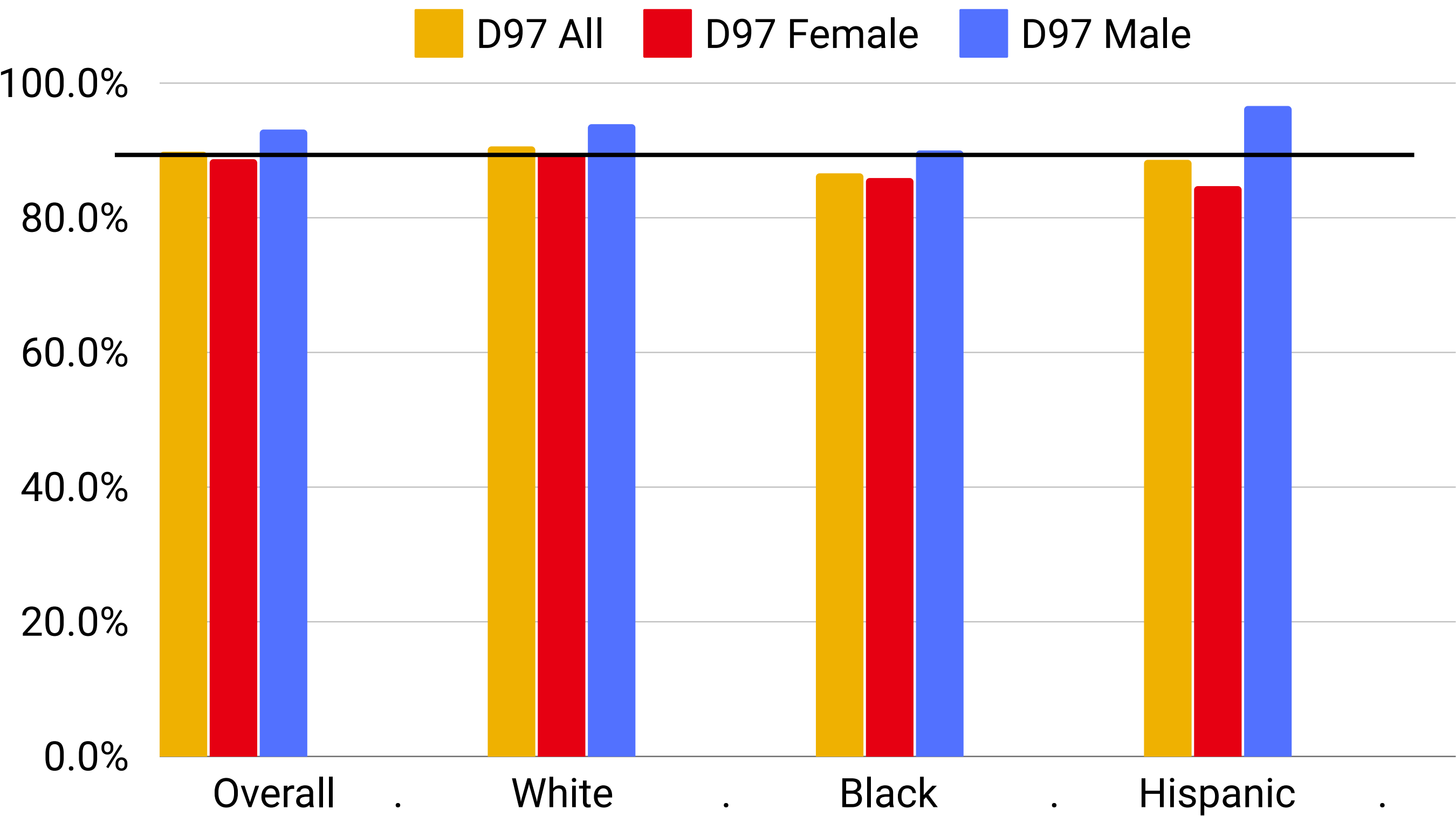
To what extent do our teachers' and administrators' demographic profiles mirror our students'? **Gender**



Compared to the student population,
D97 Administrators and D97 Teachers
are more likely to identify as Female

To what extent are we retaining teaching staff across demographic groups? **Race and Gender**

2024 Teacher Retention Rates



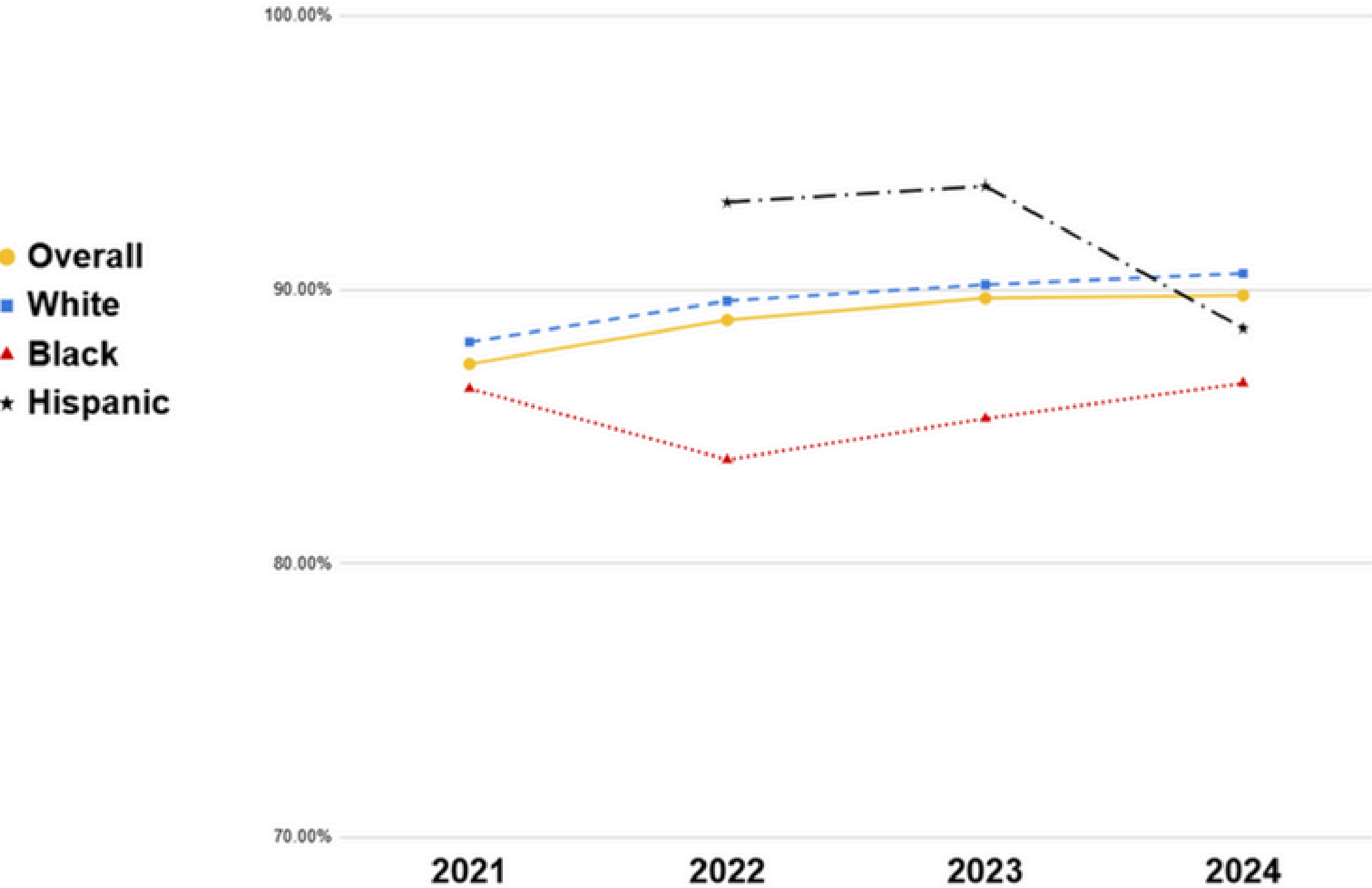
As of 2024, D97 retains **Male teachers** of any race/ethnicity at a higher rate than **Female teachers**

D97 retains **Hispanic and Black Female** teachers at the lowest rates.

Note: Teacher Retention is defined as the three-year average percentage of full-time teachers returning to the same entity from year to year.

Note: Racial/Ethnic Categories with any cell sizes less than 10 in 2024 are not shown here.

To what extent are we retaining staff across demographic groups across time? **Race**



Over the last 4 years, D97 has seen improved teacher retention rates across groups except among **Hispanic teachers**

*Excellence
without Equity*

Note: Teacher Retention is defined as the three-year average percentage of full-time teachers returning to the same entity from year to year.

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To what extent are we retaining staff across demographic groups across time? **Race and Gender (Female)**

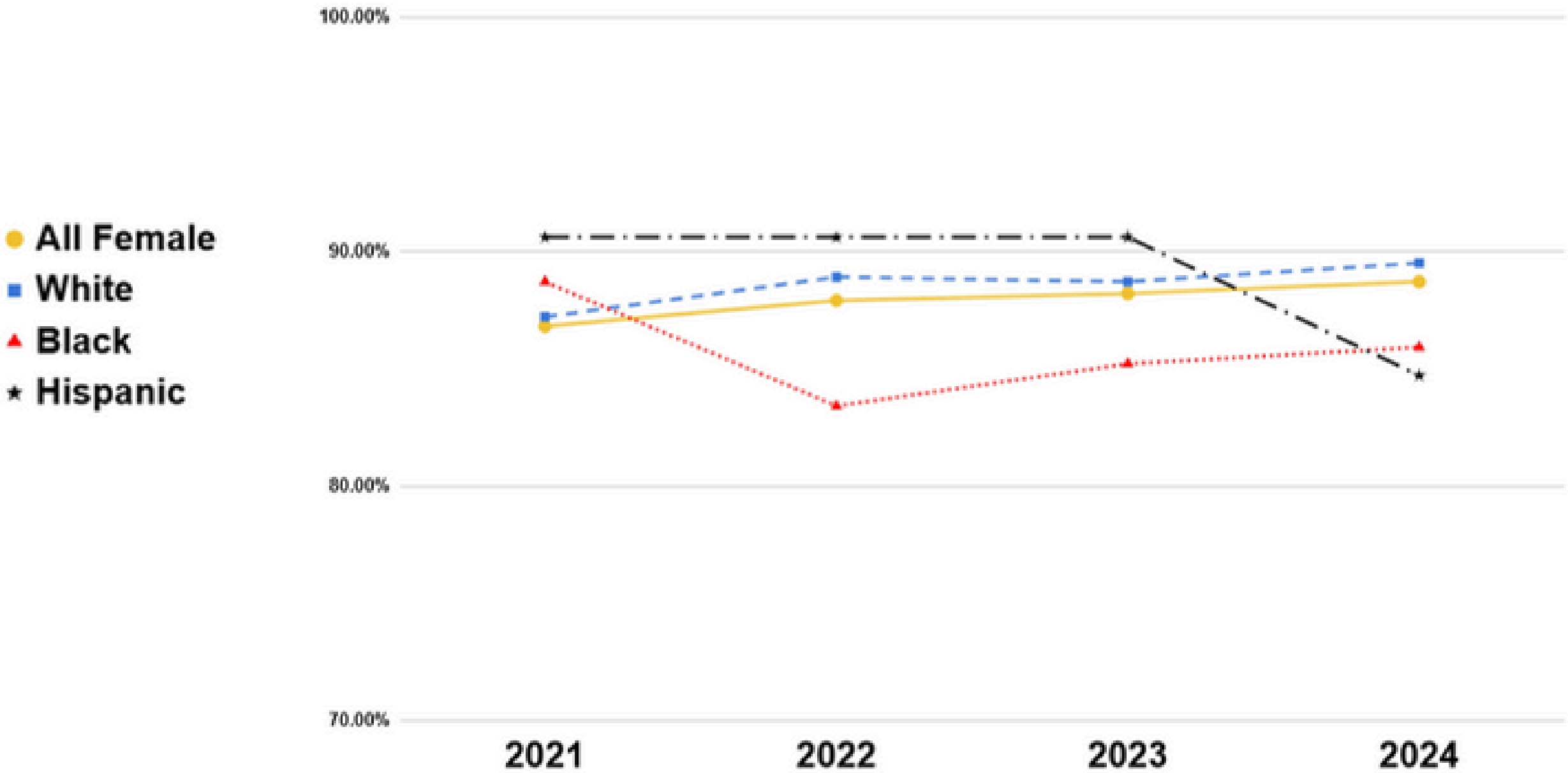
Over the last 4 years, D97 has seen improved teacher retention rates for female teachers but not among **Hispanic female** teachers.

And, rates for **Black female** teachers have yet to return to their historic high in 2021.

*Excellence
without Equity*

Note: Teacher Retention is defined as the three-year average percentage of full-time teachers returning to the same entity from year to year.

Note: Racial/Ethnic Categories with any cell sizes less than 10 in 2024 are not shown



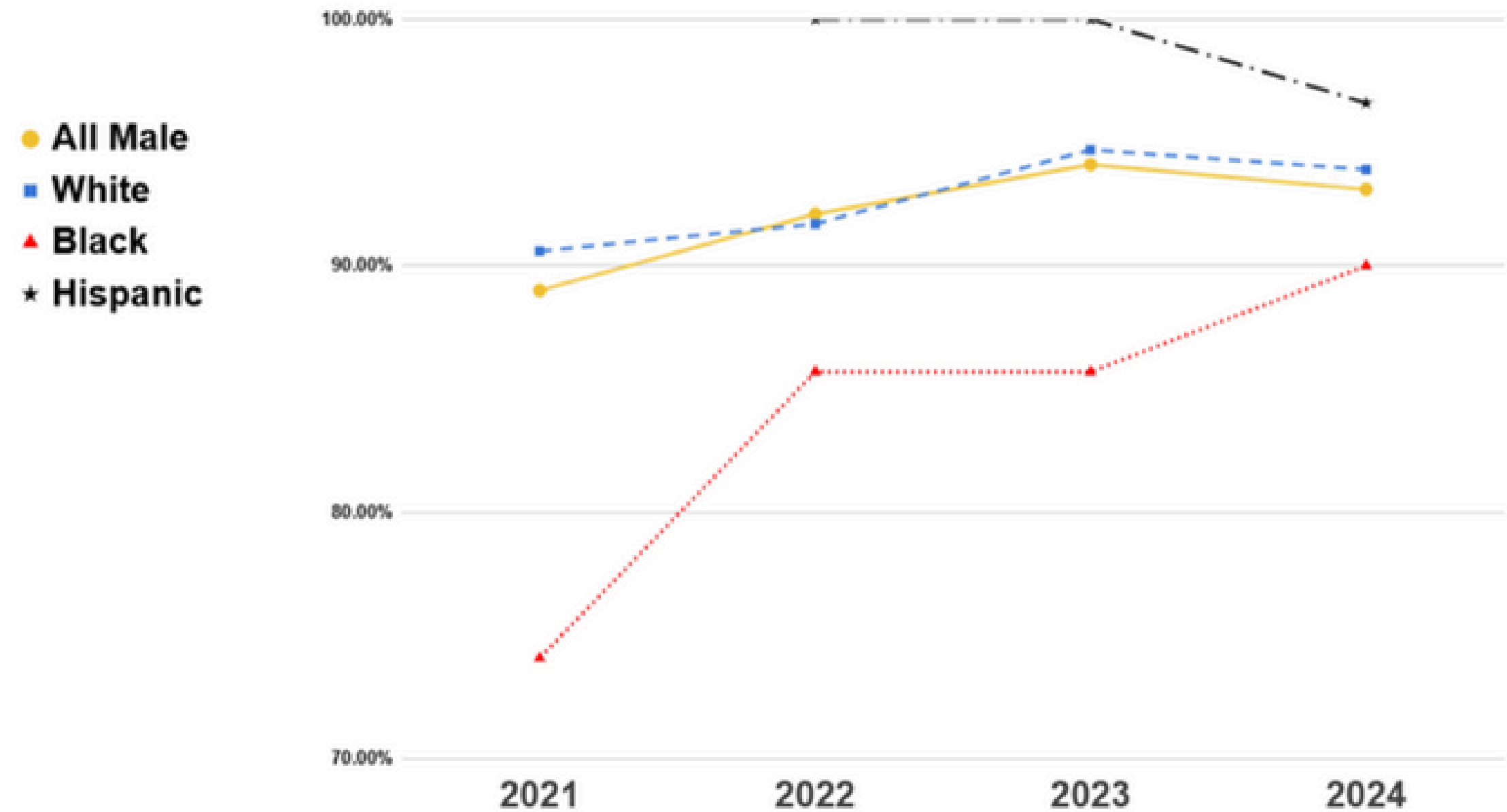
To what extent are we retaining staff across demographic groups across time? **Race and Gender (Male)**

Over the last 4 years, D97 saw a slight decrease in Male teacher retention rates overall, especially among **Hispanic Males**. The rate for **Black Males** teachers increased.

Equity without Excellence

Note: Teacher Retention is defined as the three-year average percentage of full-time teachers returning to the same entity from year to year.

Note: Racial/Ethnic Categories with any cell sizes less than 10 in 2024 are not shown here.



What Analytic Questions Will Assess Our Progress?

To what extent do our teachers' and administrators' demographic profiles mirror our students'?

Workforce Equity

Recruit Male Teachers and Administrators

Recruit White, Hispanic and Multiracial Administrators

Recruit Hispanic and Multiracial Teachers;

To what extent are we retaining teaching staff across demographic groups across time?

Retain Hispanic, Black and Female Teachers

Engage
Engage Our
Staff

Identify
Identify Staff
Needs

Address
Address Staff
Needs

Updated HR Systems: Recruitment

Past Events	Future Events
• Triton College • Illinois State University • Northeastern Illinois University	• Dominican University • West 40 • Illinois Association of School Personnel Administrators

Recruitment Efforts





Vision

Oak Park Elementary School District 97 will create a positive learning environment for all students that is equitable, inclusive and focused on the whole child.

Every D97 Student

- known, nurtured, and celebrated;
- empowered and passionate;
- confident and persistent; and
- a creative, critical thinker, and global citizen.



Oak Park Elementary School District 97





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Oak Park Elementary School District 97



Staffing Plans & Timeline



Meet the Team

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Patrick Robinson

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Principals



The purpose of staffing plans

The school site staffing plan is the **tool that provides** each school with the **instructional, administrative, and support staff needed to design the educational experience for their students**. The school site staffing allocations for individual sites are based upon the guidelines of the plan and enrollment projections.

The primary components of the staffing plan, including staffing ratios for the school year 2025-2026 are **expected to remain relatively consistent** pending any enrollment level changes, when compared to the current school year (2024-2025). Enrollment projections for next school year are entered into the school site staffing plan, and the resulting staff allocations inform site planning teams as they design the site's master schedule and relevant supports for the upcoming year.



The purpose of staffing plans

We believe that the adopted 2025-2026 school **site staffing plan will provide** the distribution of instructional, administrative, and support personnel to each school to successfully **support** the building leadership teams as they **engage** their staff to improve core instruction as defined by the Framework for Teaching (FfT) with **an explicit focus on evidence of:**

- **student engagement** in the standards they are learning and their understanding of why that content matters
- **student access** to culturally and linguistically appropriate content, with attention to the classroom experiences of multilingual learners
- **positive social-emotional student learning** embedded into daily core instruction practice



Key Staffing Terms

The school staffing plan is a detailed **set of guidelines** that used to determine how staff is allocated to schools each year. These allocations serve as a starting point for school leaders as they develop their school plans.

While staffing guidelines vary by school type, the school staffing plan **generally consists of five components**:

1. **Instructional Staff for General Education:** Determines the number of general education teachers and teacher assistants each school receives by setting target and max student-to-teacher ratios.
2. **Instructional Staff for Special Populations:** Determines the number of multi-lingual and special education teachers and teacher assistants each school needs to meet state requirements and target caseloads.
3. **Student Support Staff:** Determines the number of non-instructional student support providers each school receives based on its enrollment.
4. **Administrative & Clerical Staff:** Determines the number of administrative and clerical staff each school receives based on its enrollment.
5. **Program-Specific Allocations:** Provides allocations to schools to support specific academic programs or supports, such as music, fine art, and physical education teachers, as well as out-of-classroom teachers.

Staffing Plan & Timeline

December 3-4, 2024	Principals and District Leadership Team review timeline
December 16, 2024	Principals review general education section based on enrollment
Week of January 6 (via Zoom)	Specials and master schedule conversations with elementary principals Out-of-classroom positions finalized
January 8, 2025	FORC meeting reviews tentative staffing plan based on enrollment
January 14, 2025	Present tentative staffing plan at January BOE Meeting
February 2025	Finalize staffing plan for OPTA and tentative staffing plan for OPTAA
March-April 2025	OPTA receives notice of assignment Present Teacher Leadership Roles Proposal at BOE Meetings
May 2025	OPTAA receives notice of assignment & Selection for Teacher Leadership Roles



Thank you!
Any Questions?

Appendix

Core Instruction for ALL

How are you studying your focal cohort to get in proximity to student learning experiences? What examples/data/evidence might you share?

How are you using **knowledge of focal cohort student experience** to learn how to use the FfT and UDL to guide **changes in adult practice and generate optimal learning conditions**? What examples/data/evidence might you share?

How are you ensuring **student engagement in the standards** they are learning and their understanding of why that content matters? What examples/data/evidence might you share?

How are you ensuring student **access to culturally and linguistically appropriate content**? How are you being attentive to the classroom experiences of multilingual learners? What examples/data/evidence might you share?

Collaborative Teachers.

How are **people and time resources** (specifically teacher collaboration time and out-of-classroom positions) being used to strategically support the **improvement of core tier 1 practices and students experiences** at your school?

Involved Families

How are you using family-teacher conferences and parent engagement to **build home-school connections** for learning?

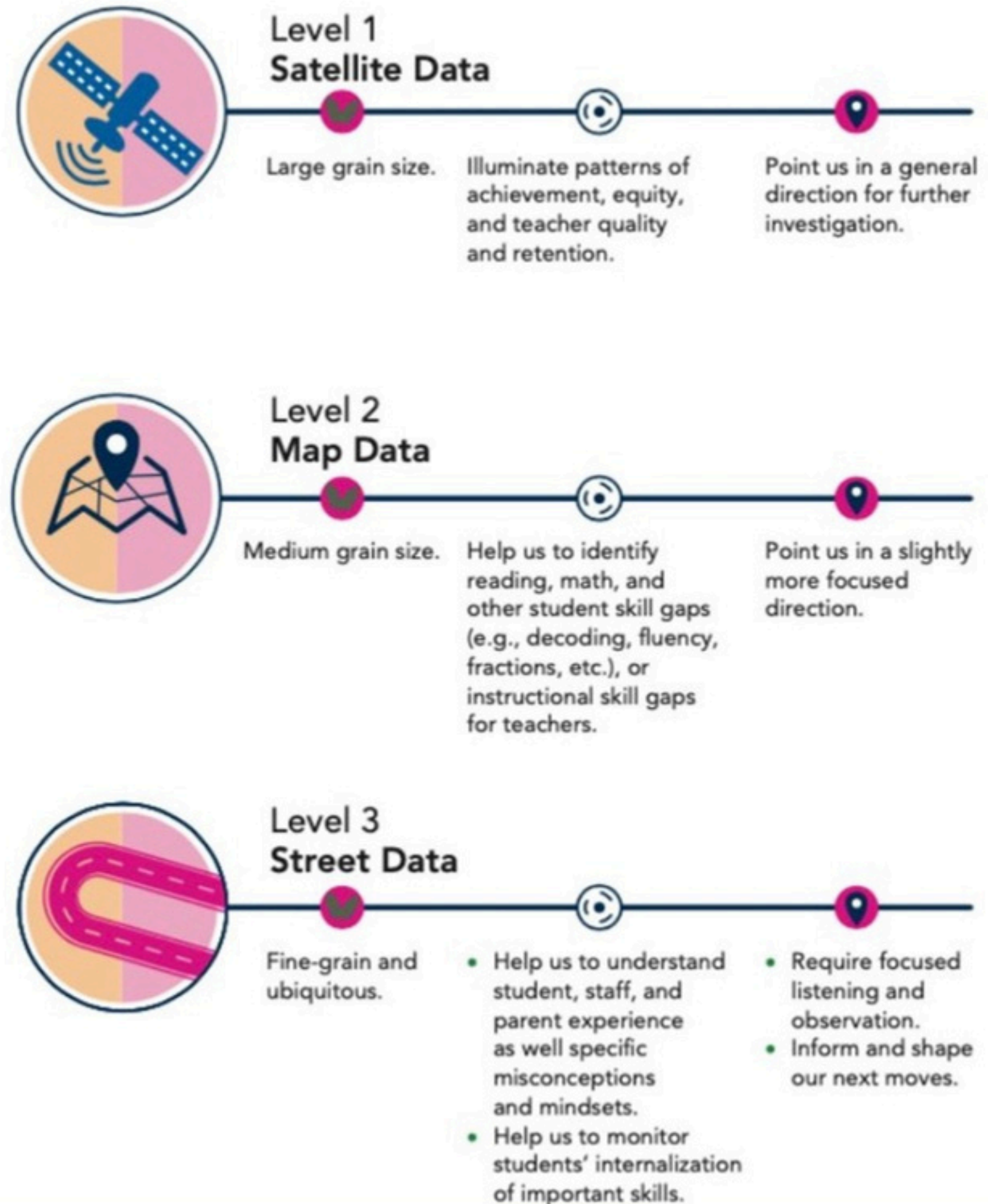
Shared Transformative Leadership

Which teacher leader roles do you have at your school and what visible work products are supporting student success?

Actions Reflect Beliefs:

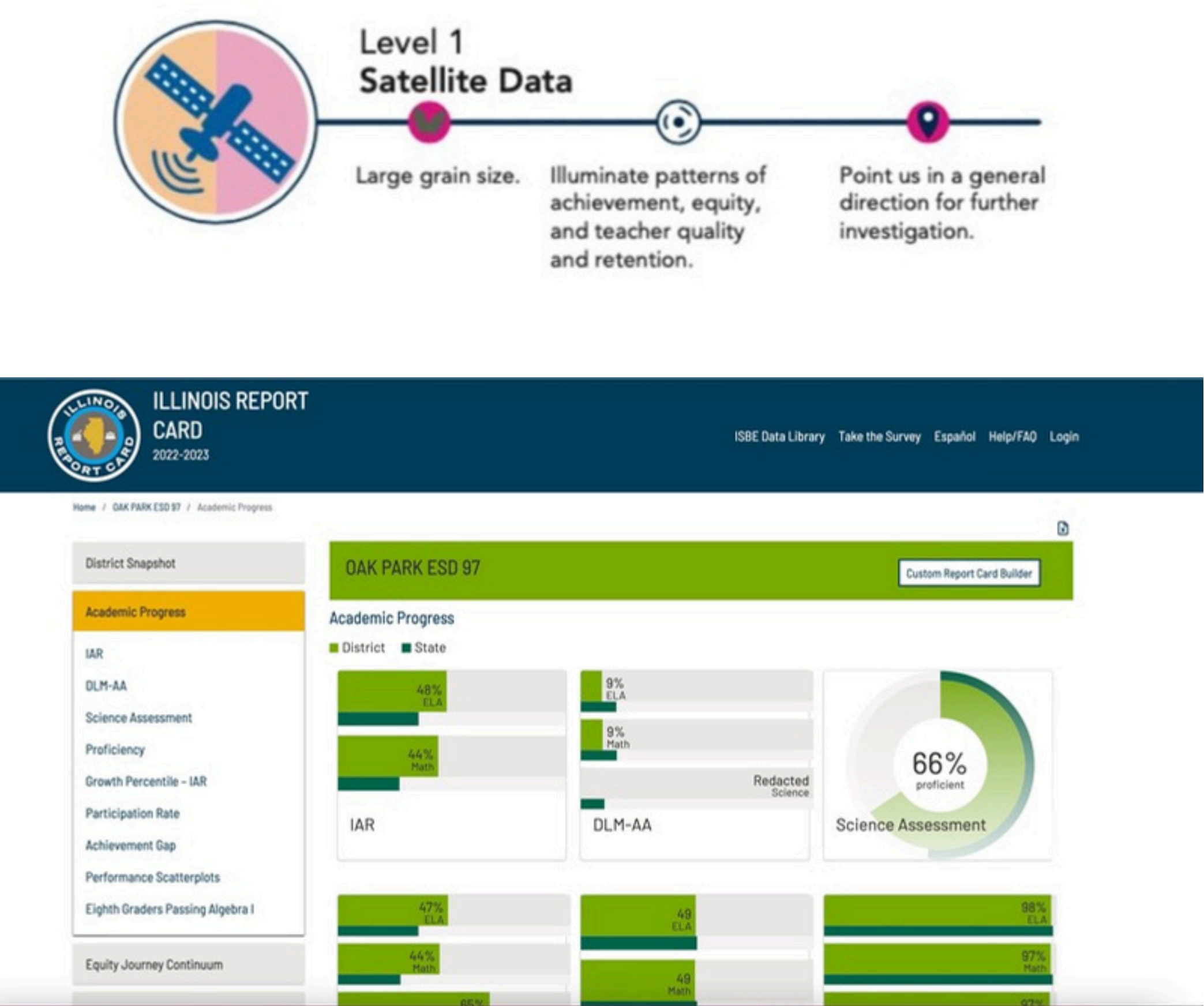
Meaningful and Transparent Success Criteria

Source for visual: Shane Safir/social media, author of Street Data A Next-Generation Model for Equity, Pedagogy, and School Transformation with Jamila Dugan (SAGE Publications 2021)



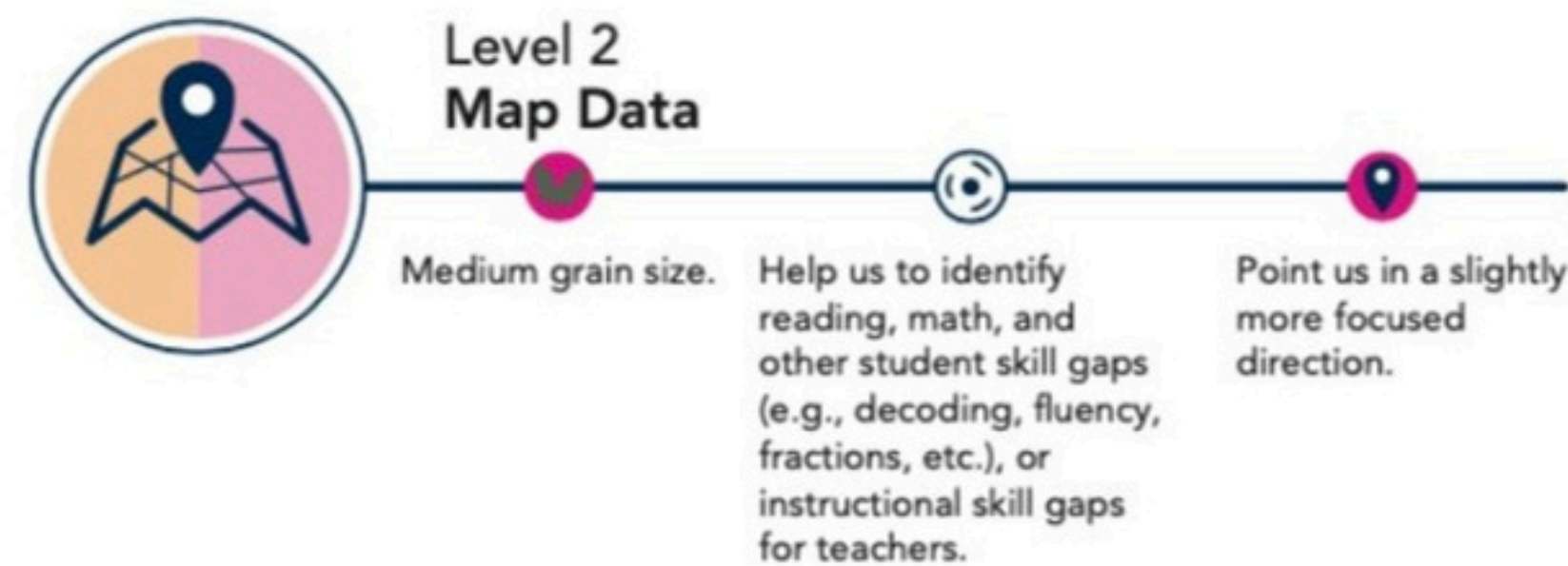
Actions Reflect Beliefs:

Meaningful and Transparent Success Criteria



Actions Reflect Beliefs:

Meaningful and Transparent Success Criteria



		SY25 Fall Progress				SY25 Goal				SY24 Actuals				SY24 Goal			
		ELA	Math	Belonging	Engagement	ELA	Math	Belonging	Engagement	ELA	Math	Belonging	Engagement	ELA	Math	Belonging	Engagement
[School Name]	Focal Cohort	Not available at this time	Not available at this time	Not available at this time	Not available at this time			Higher than overall	Higher than overall							No specific goals set	No specific goals set
	K			Not available at this time	Not available at this time							---	---			---	---
	1			Not available at this time	Not available at this time							---	---			---	---
	2			Not available at this time	Not available at this time							---	---			---	---
	3			Not available at this time	Not available at this time												
	4			Not available at this time	Not available at this time												
	5			Not available at this time	Not available at this time												

Note: Blue indicates that the specified group (grade-level or focal cohort) met or exceeded their goal. Yellow indicates that the group did not meet their goal but was within 2 points of meeting it. Red indicates the group missed their goal by more than 2 points.

Note: Fall Progress reflect % of students at or above Tier + (70th percentile) per NYEA MAP for ELA and Math for Grades K-2 and % of student projected proficient on IAR per NYEA MAP for Grades 3-5

Note: Beginning in SY24, we did not administer Spring NYEA MAP testing. Thus, "actuals" reflect Winter (NYEA MAP) scores for Grades K-1, Winter (NYEA MAP) projections for Grade 2, and Spring (IAR) scores for Grades 3-5

Note: The Illinois Report Card reflects the % of students proficient by "home" school. The actuals scores reflected here indicate students who tested at the school.

Note: The focal student cohort values for ELA and Math indicates % of students who met fall to winter growth targets on NYEA MAP (i.e. it does not represent the % proficient.)

Note: The focal student cohort values for Belonging and Engagement in SY24 reflect only Grades 3-5; Panorama was not administered to students in Grades K-2 in SY24.

Note: The SY24 goals for the focal student cohort were not officially part of the SY24 SIPs but were tracked and shared with building leaders

Actions Reflect Beliefs:

Meaningful and
Transparent
Success Criteria



Universal Student Success in D97

How will we learn from our focal student cohort experience to improve core instruction?

District-Level Focal Student Cohort

- Black students with IEPs and Qualified for Free or Reduced-Price Lunch (FRPL)

School-Level Focal Student Cohort

- Includes Black and /or ML students
- Can include a combination of IEP and/or FRPL status
- Target to equal 10% of the school's enrollment
- Can change over time depending on the data of school and student demographics.