

# Superintendent Update

Dr. Ushma Shah  
May 14, 2024



# Leadership Reflection

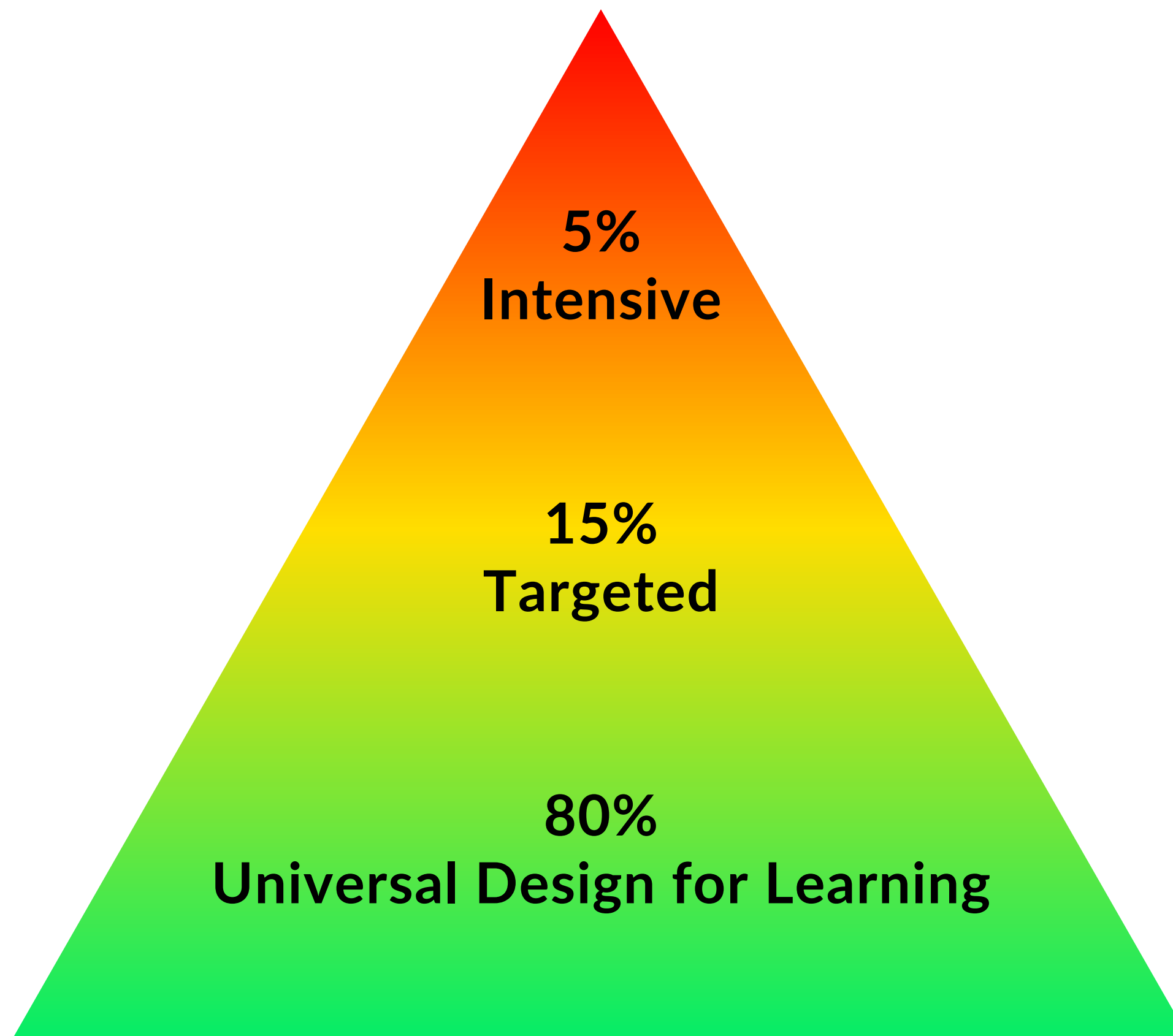


# Our Why





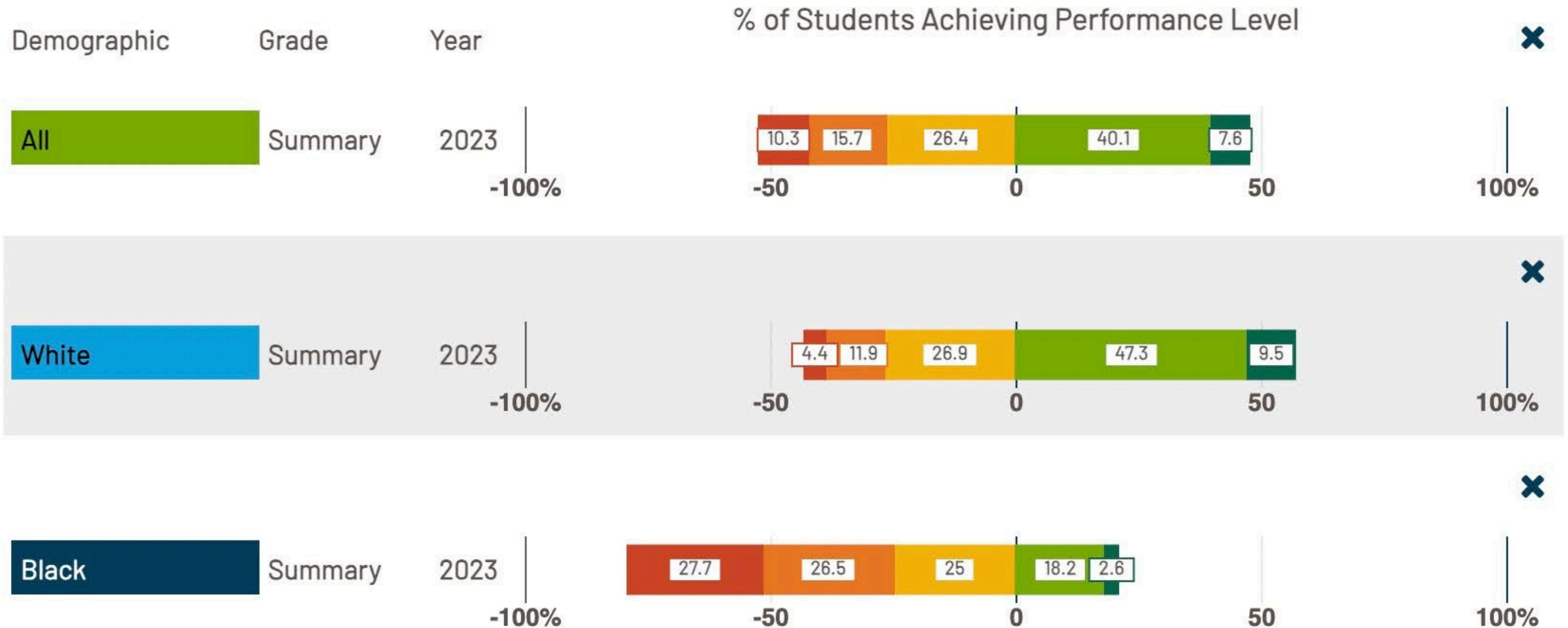
# Multi-Tiered System of Support





# Illinois Assessment of Readiness (IAR) - ELA

■ Did Not Meet ■ Partially Met ■ Approached ■ Met ■ Exceeded

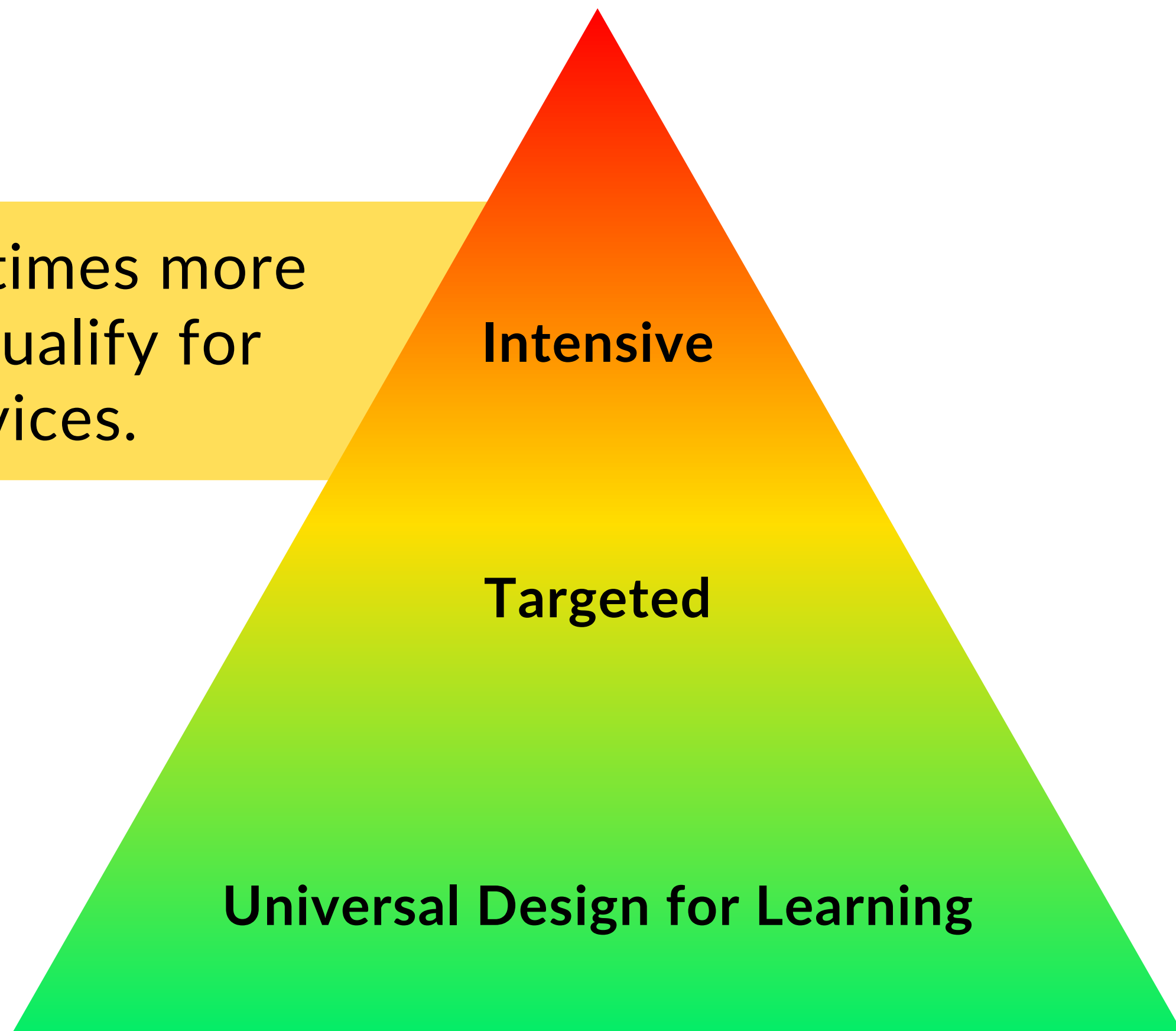




# D97 Data and Student Experience

Non-White students are over **7** times more likely than White students to qualify for academic intervention services.

Based on 2024 Winter NWEA MAP scores among students without IEPS where academic intervention is defined as qualifying for Tier 2 or Tier 3 MTSS services in either Math and/or Reading



# Getting to different student outcomes will be an adaptive challenge.

Technical Problem	Adaptive Challenge
It is easy to identify	It is difficult to identify
Most of the time has quick and easy solutions ( tried and tested)	It requires changes in the way things are done (changes in approach to work)
It can be solved by expertise or authority generally	People who are working from where the problem is generated are able to solve it.
Requires small changes that also within organizational boundaries	Requires changes at lot of places which may cross organizational boundaries
People are receptive to technical solutions	People resist to acknowledge adaptive challenges
Solutions can be implemented fast and by authority	Solutions emerge from experimentation and discovery, take long time to implement

# How We'll Get There





To address our adaptive challenge in Oak Park District 97, we will be focusing on three core components.



Design for ALL

Align resources to goals

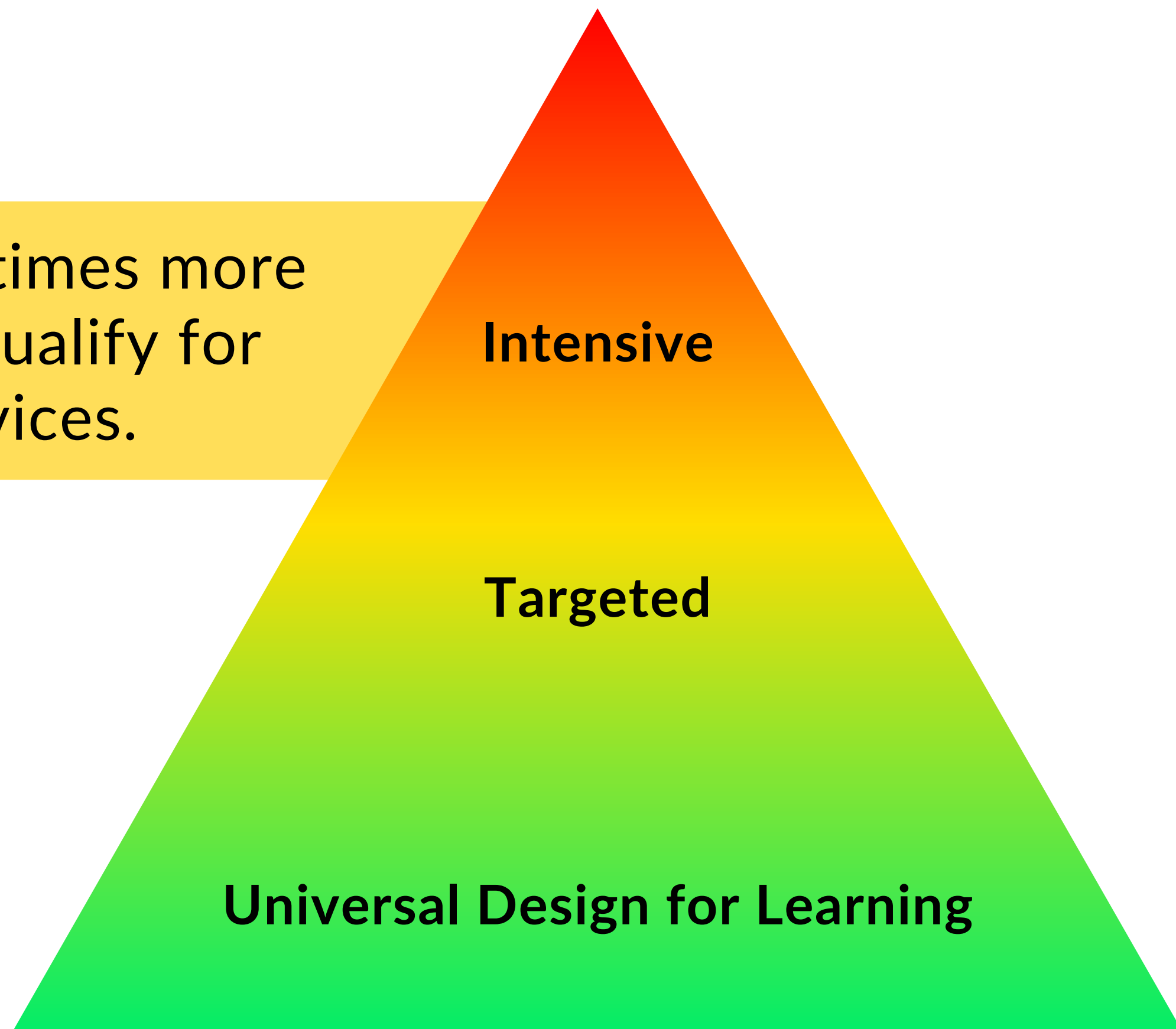
Share power, including with youth



# We need to design for ALL.

Non-White students are over **7** times more likely than White students to qualify for academic intervention services.

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**Collective Interests of the Oak Park Community**

Student, family and community voice



**District 97 Board of Education**

Seven democratically-elected representatives who set policy



**Board Policy 7:12: Ensuring Racial and Educational Equity**



**Superintendent**

Hired to develop and implement action plans and procedures



**Portrait of an Oak Park 8th Grade Graduate**

**Core Instruction**

All Instructional Leaders  
Elementary School  
Middle Schools

**Operational Excellence**

Communications and Engagement  
Data Analytics and Research  
Finance and Operations  
Human Resources  
Technology  
Safety

**Community Learning and  
Entrepreneurialism**

Out-of-School Time Access  
Partnership Agreements  
Early Childhood

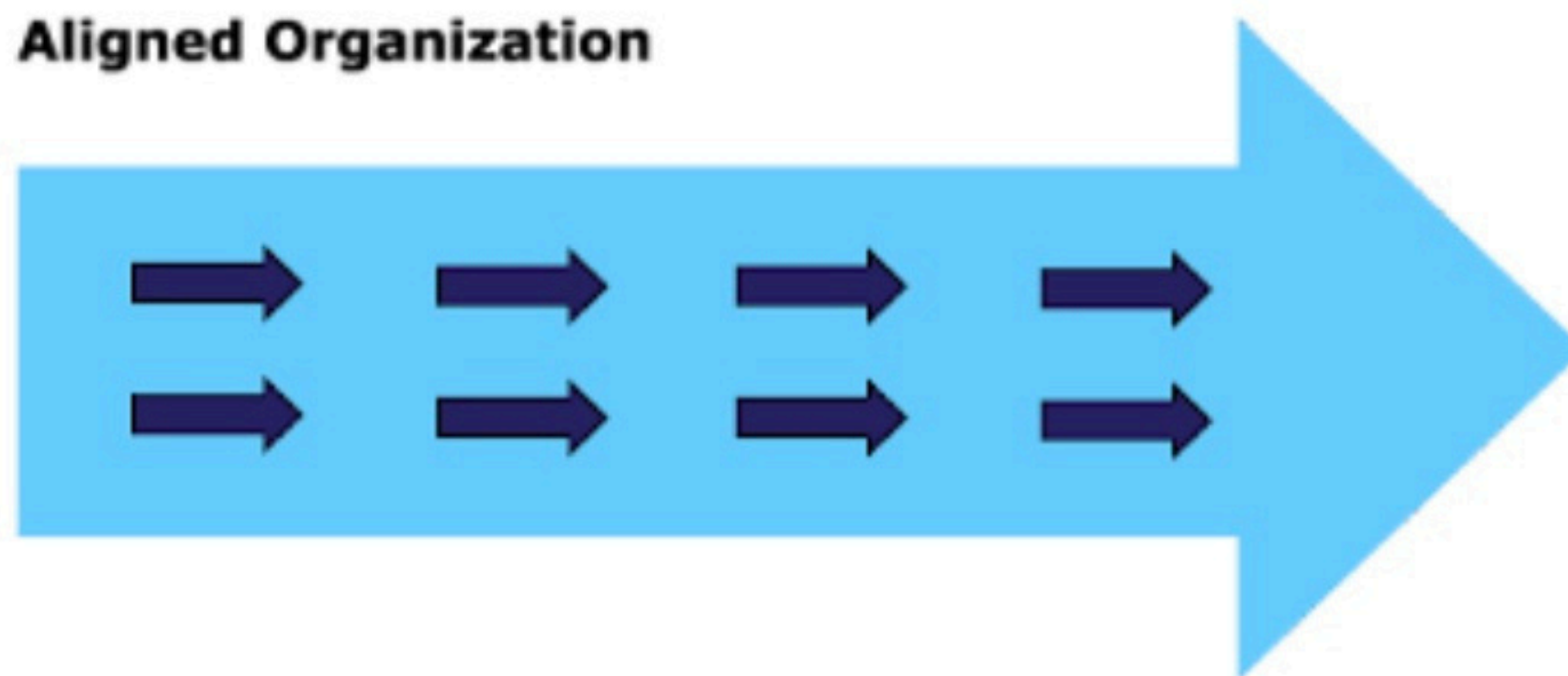


# We need to align our resources.

## Non-aligned Organization



## Aligned Organization



# Misalignment of out of classroom positions

*Slide presented on April 23, 2024:*

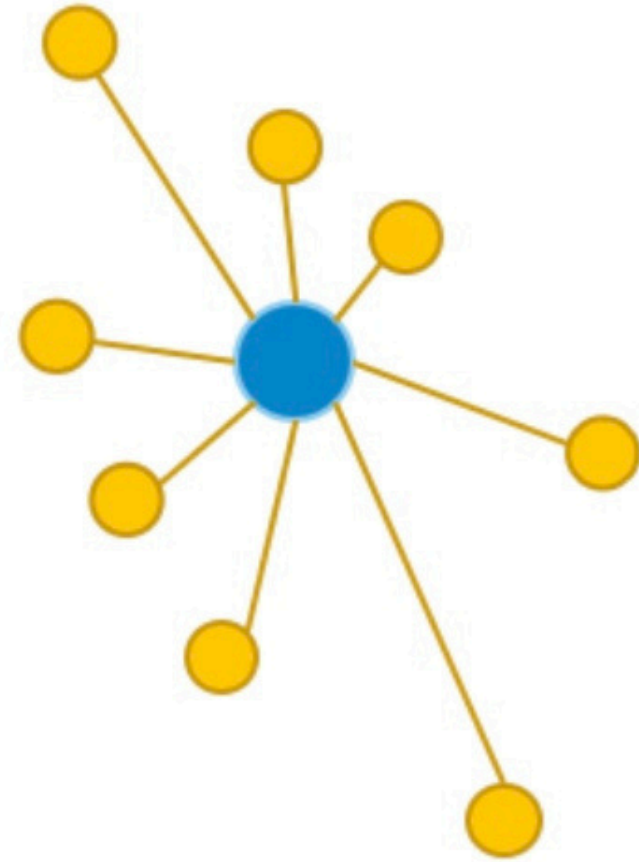
**Varied implementation:** Individuals in specific out of classroom roles are doing important work, but in many cases, there is no unified district coherence or support structures across schools that have the same position

**Uneven allocations:** While there may have been an initial justification regarding which positions were added at which sites and why, the allocation rationale not currently clear and is uneven across schools.

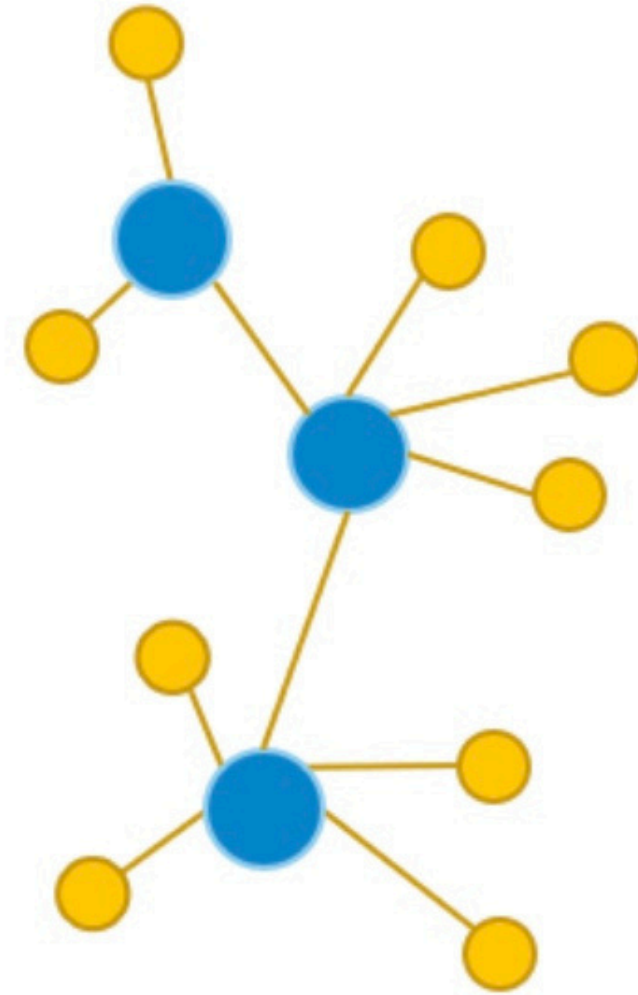
**Inability to measure:** Since there is not currently a district strategy, although we are confident that contributions are being made at individual schools every day, we are unable to assess the impact of these investments in the manner that is required for systemic accountability.



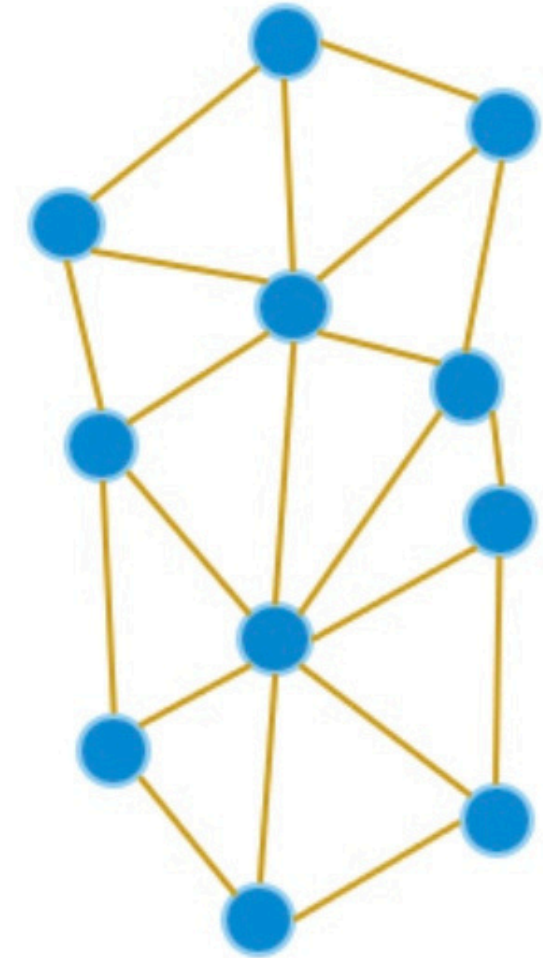
# We need to share power.



Centralized



Decentralized



Distributed



# Staffing Plan - Q&A

## Q&A: Staffing Plan for 2024-25 School Year

Below are some frequently asked questions regarding staffing plans for the upcoming school year in District 97. The page includes information about the annual staffing process, as well as questions specific to the 2024-25 school year.

Please note that the answers to some of these questions are complex, and while we did our best to address them, we know that there might be additional questions. We will continue to update this page as needed. The community can reach out to our team at any time via [Let's Talk](#).

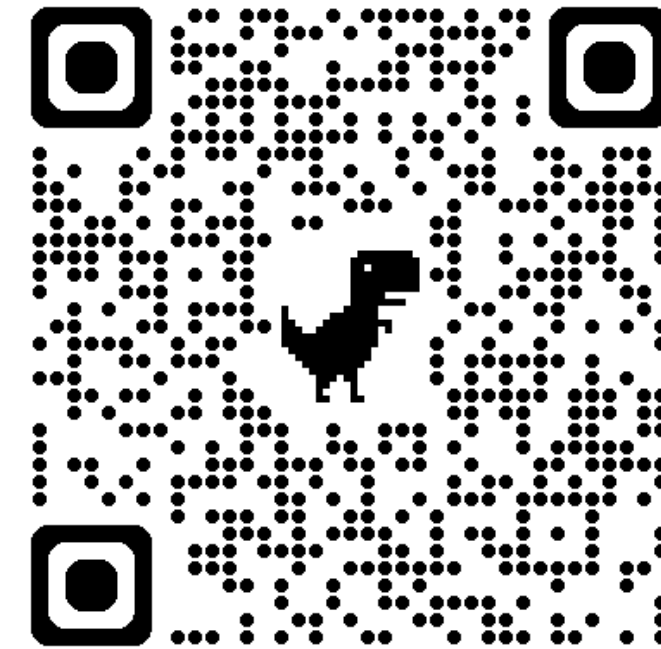
2024-25 PLAN

ANNUAL STAFFING PROCESS

COMMUNITY QUESTIONS - SPRING 2024

- + What does the district mean when it refers to staffing plans?
- + What changes are being made for the 2024-25 school year?
- + Why are there changes being made to classroom sections?
- + Are class sizes projected to increase across the district in 2024-25?
- + Will there be any changes to special education services?

We created a Q&A on our website to help answer questions about our staffing process. We'll continue to update this page as needed.



If you have additional questions, please reach out to us via [Let's Talk](#).



# Moving Forward

- **Staffing timeline.** Develop an annual staffing timeline, including a multi-layered communication plan for schools and D97 community
- **Access and follow-up.** Provide better access to information presented publicly at board meetings, including post-meeting highlights to all members of the community (teachers, parents, stakeholders)
- **Teacher leadership.** Develop clear teacher leadership pathways with a focus on contributions to elevating core instruction





# Community Learning Plan

How might we design an SY25 community learning plan which includes:

- create opportunities for building leadership teams to come together to learn and put universal design for learning into practice
- communications mapping so we have a deliberate connection from BoE presentations to staff members, PTOs and other spaces for ongoing learning, discussion and engagement with members of the community?
- attention to affinity spaces and meeting stakeholders where they are in order to ensure that we are hearing from the full community?
- ongoing equity-aligned professional learning strands for and with staff and, perhaps, families too?

# Discussion





