



**D97 EQUITY ENGAGEMENT
UPDATE**

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Kingdom Quality Communications

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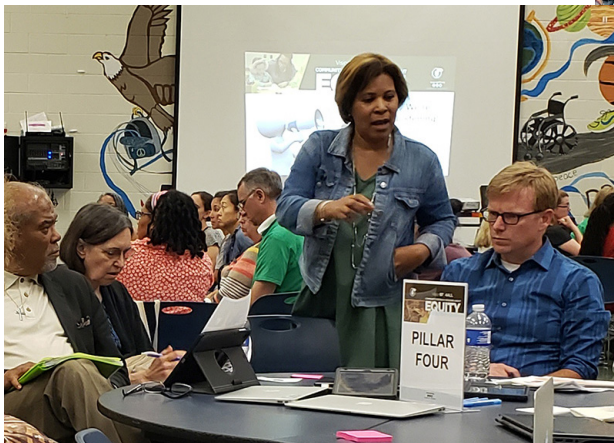
UPDATE:

COMMUNICATION AND ENGAGEMENT AROUND EQUITY AT D97

Following August research about parent and teacher engagement around equity and the release of the FY20 Collective Action Plan/Equity Implementation Plan (primarily targeting racial equity and performance gaps) in September, D97 released a follow-up survey in December 2019 to gauge progress in engagement levels over the first trimester.

ENGAGEMENT RESULTS: PARENT PERCEPTIONS

The August 2019 survey, which had nearly 800 respondents, did not specifically request the race and/or ethnic background of survey respondents. However, a diverse population of parents attended three, district-led equity meetings, as well as the parent focus group. Those conversations led to district strategies meant to improve parent and teacher engagement around equity.



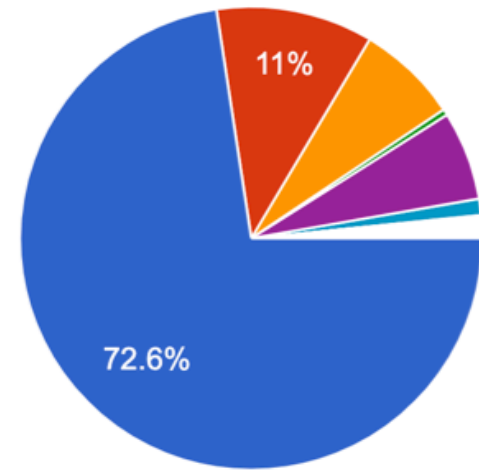
August 2019

UPDATE Continued

In December, roughly 700 parents responded to the follow-up survey, and the racial make-up of respondents reflected the racial diversity of the district:



What is your race/ethnicity?
693 responses



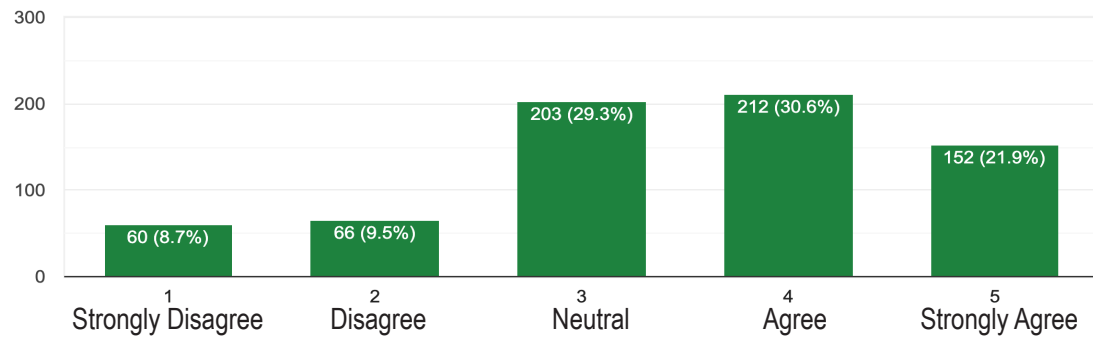
White	72.6%
Black, African American or another African origin	11%
Latino or Hispanic	7.1%
Asian or Asian American	6.2%
Prefer not to say	1.2%
American Indian or Alaskan Native	0.4%
Mixed / Multi-racial	0.1%

UPDATE_{Continued}

Within the first trimester, as evidenced by the survey, the district realized no significant movement (+/-1%) of strong opinions of agreement or disagreement regarding whether D97 values parent feedback, yet the moderate opinions shifted very few percentage points.

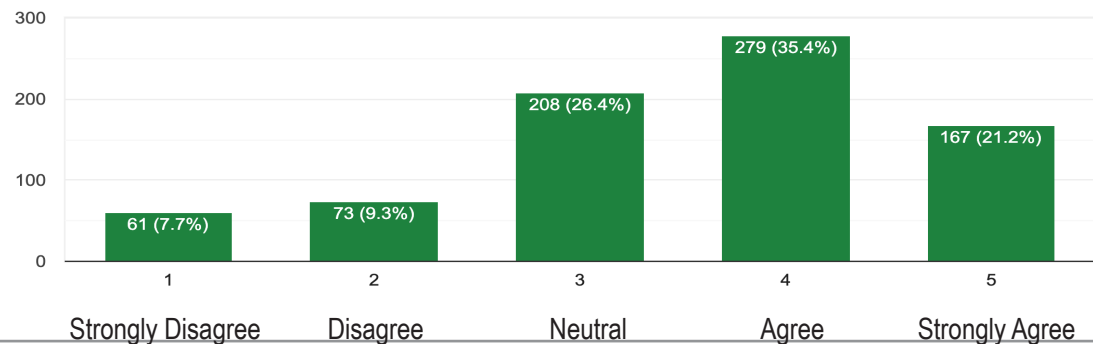
DECEMBER 2019

D97 values feedback given by parents/guardians and community members regarding equity.
693 responses



AUGUST 2019

D97 values feedback given by parents/guardians and community members regarding equity.
788 responses



UPDATE_{Continued}

ENGAGEMENT RESULTS: PARENT/COMMUNITY MEETINGS

When looking at meeting engagement with parents, all 10 schools held coffees or community meetings in October/November, in addition to their September open house and curriculum nights. Learning from parent feedback in August about removing barriers to parent participation (e.g. childcare, locations, being more intentional about inviting all parents, etc.), some schools reportedly shifted the focus to attract a more diverse population of parents and teachers. For example, Holmes and Julian held “Come Together,” a community engagement series of events designed to connect school families, strengthen relationships between families and staff, and make school a place where every student gets what they need to succeed. The events were organized through partnerships with the school PTOs and the Oak Park E-Team.

More than 50 people attended each “Come Together” kickoff event, held in December 2019 at Holmes and January 2020 at Julian. Students, staff and families connected over dinner, and learned about mindfulness practices and goals of the series. They also engaged in community-building circles, which provided the opportunity for everyone to share their experiences and propose ideas for future events. Childcare was provided at both events, and students were able to receive homework help and participate in musical activities and structured games.



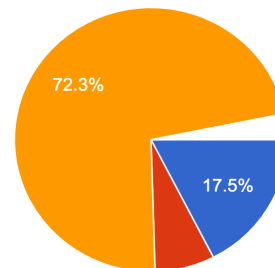
UPDATE_{Continued}

In August, 2019, 79% of parents surveyed said they had not attended a parent feedback, information and community event. However, the December survey found a nearly 6-8% increase in participation levels within just a four month period.



Within the past three months, have you participated in a FEEDBACK/INPUT meeting about the academic or behavioral progress of all children?

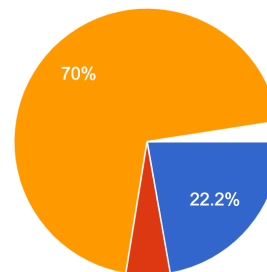
693 responses



- 72.3% - No
- 17.5% - Yes, I participated in a meeting held at my child's school
- 7.1% - Yes, I participated in a meeting held by the district

Within the past three months, have you attended an INFORMATION meeting about the academic or behavioral progress of all children?

693 responses



- 70% - No
- 22.5% - Yes, I participated in a meeting held at my child's school
- 5.3% - Yes, I participated in a meeting held by the district

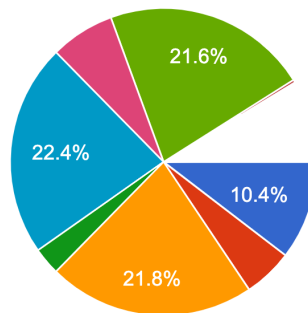
For those who did not attend a parent meeting held by their child's school or the district before August 2019, 37% said they were too busy, followed by 16% who stated a lack of awareness. Now, a lack of availability at the time the meetings were held was the MAIN reason given by survey respondents for not attending.



UPDATE Continued

If you have NOT participated in a feedback/input or information session about the academic or behavioral progress of all students, what best describes your reason for not participating?

693 responses



I was unavailable at the time the meetings were held	22.4%
I was too busy to attend	21.8%
I have participated	21.6%
I was unaware of the feedback and input sessions held at my child's school	10.4%
I wasn't interested in the topic	6.8%
I was unaware of the feedback and input sessions held at the district	5.2%
I could not attend because I did not have childcare	2.9%

ENGAGEMENT RESULTS

E-NEWSLETTERS

In August, parents expressed a gap in school-home communication and/or a receipt of district-level communication. As a result, all D97 schools now actively supply regular communication to their school parents. Principals are now regularly reminded by district leadership of the expectation that teachers have at least one touchpoint with families each week, and most principals are also engaging through weekly or bi-weekly email newsletters.



Weekly Wrap-Up

"Making MyD97 Better," January 2020: Ana Garcia-Doyle, Beye Elementary School

Last trimester, we introduced our new "Making MyD97 Better" Award, which recognizes staff, students, parents and community members who are making District 97 a better place for all. We will choose a winner each month, and share their stories through our newsletters, website and social media pages.

We are proud to announce our "Making MyD97 Better" winner for January 2020: Ana Garcia-Doyle, parent and founder of the Green Team at Beye Elementary School.

For the last decade, Ana has worked incredibly hard to develop a Beye School Green Team run by parent volunteers. Under her leadership, the Green Team has implemented a number of initiatives in an effort to create a "green culture" within the school. Their accomplishments include:

- Securing \$20,000 in grant money dedicated to zero-waste initiatives, including purchasing lunchroom dishwashers and new water fountains compatible with water bottle refilling capacity.

At the district level, the MyD97 campaign was launched as a strategy to improve communication and engagement with parents. A weekly wrap-up newsletter is among the strategies used as a way to showcase the district's equity work and encourage parent, community and teacher involvement.

Within the first seven weeks of the wrap up, it has an average 38% open rate by families with the highest issue having a 49% open rate. That's in comparison to last school year (2018-2019), where the average open rate was 32.2% for the weekly newsletter and the most viewed issue had a 40.1% open rate.



ENGAGEMENT RESULTS Continued

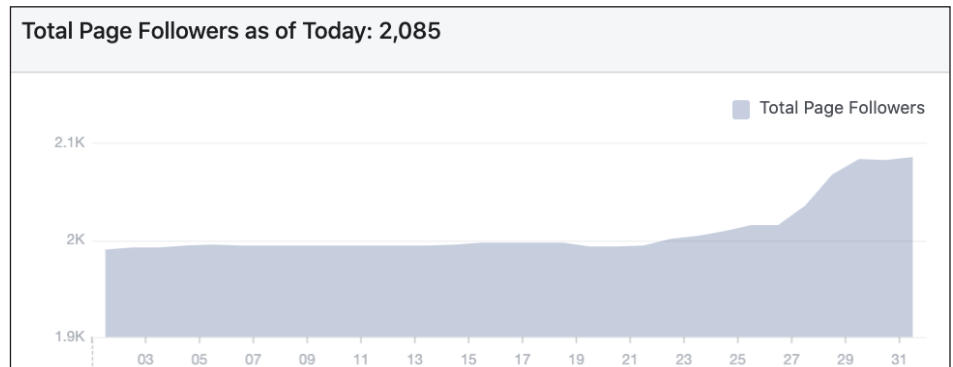
SOCIAL MEDIA

Social media engagement and activity has been up over the last quarter, as D97 leaders have encouraged more input from schools and incorporated the MyD97 campaign, including the “Making MyD97 Better Award,” which highlights those making the district better for all students.

On Facebook, likes have increased almost 400 more than this time last year and more than half of those were acquired within the last three months.



January 2019




January 2020



ENGAGEMENT RESULTS Continued

Below is the most engaging D97 post in recent months, which was an excellent example of celebrating differences and reached more than 2600 people.






Oak Park Elementary School District 97
Published by Rochelle Marie [?] · January 23 at 10:49 AM · 🌐

[Like Page](#) ⋮

TEAM REESE: Mann Elementary School third-grader, Reese, was welcomed back with cheers and a giant rainbow after completing his last chemotherapy treatment. Mann School students all wore different bright colors and lined the hallways with posters as Reese returned to school with his family.

What a beautiful moment for the entire D97 community. We are all [#TeamReese](#) today! Be sure to look for more about Reese's first day back at school later today on our social media channels.



Performance for Your Post

2,634 People Reached

450 Reactions, Comments & Shares ⓘ

230 Like	125 On Post	105 On Shares
198 Love	121 On Post	77 On Shares
15 Comments	7 On Post	8 On Shares
7 Shares	7 On Post	0 On Shares

1,026 Post Clicks

514 Photo Views	0 Link Clicks ⓘ	512 Other Clicks ⓘ
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NEGATIVE FEEDBACK

1 Hide Post	0 Hide All Posts
0 Report as Spam	0 Unlike Page

Reported stats may be delayed from what appears on posts

ENGAGEMENT RESULTS Continued

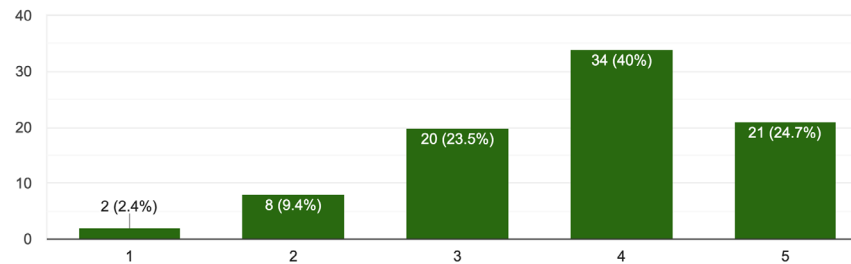
TEACHER PERCEPTIONS

Our recent teacher survey with 134 respondents, up from the 85 respondents, showed a 17.4% increase over August in awareness levels about district's equity policy.

August 2019

Please rate your level of awareness about the district's equity policy ranging from limited awareness to high level of awareness.

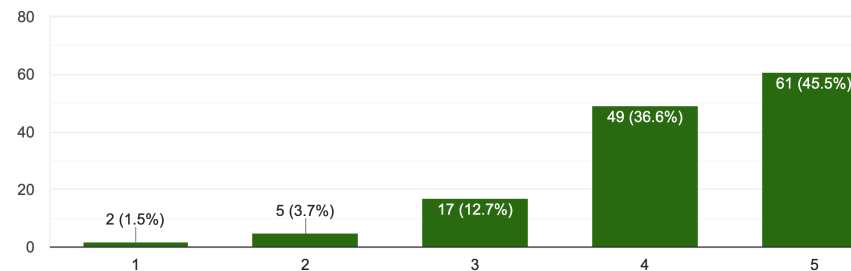
85 responses



December 2019

I am aware of the district's equity policy.

134 responses



ENGAGEMENT RESULTS Continued

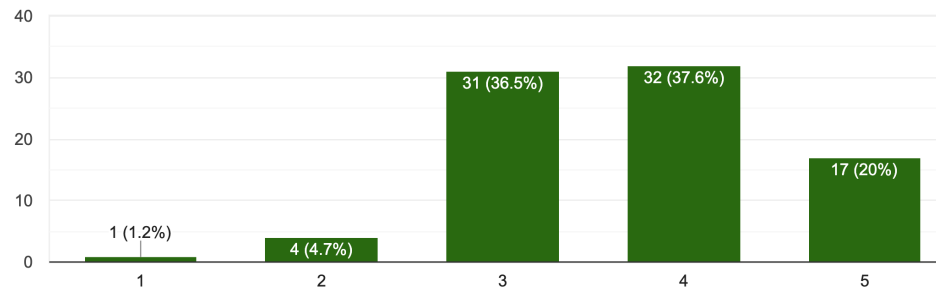
Similar to the parent feedback within the first trimester, the district realized no significant movement (+/-1%) of strong opinions of agreement or disagreement regarding whether D97 values parent feedback, yet the moderate opinions shifted slightly.

August 2019



D97 is working collaboratively with educators to improve issues of equity.

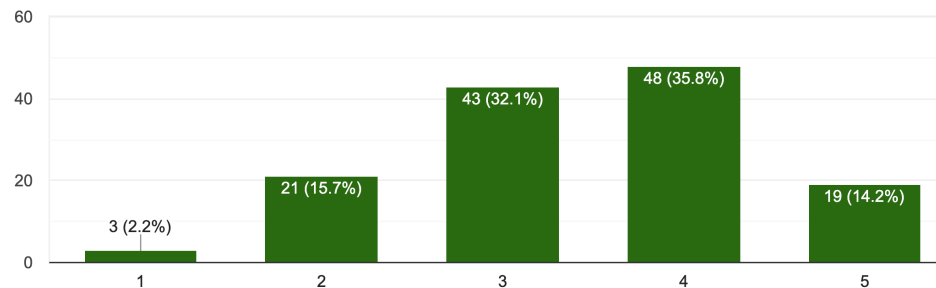
85 responses



December 2019

Our District is working collaboratively with educators to improve issues of equity.

134 responses



ENGAGEMENT RESULTS Continued

With regard to providing input and feedback, 17.5% more teachers surveyed in December over August 2019 indicated that they have provided input/feedback at staff meetings about the academic or behavioral progress of all children at their school. When asked how else they've been working to improve equity from a list of options, teachers responded as followed:

Topic	Percent of teachers
I attended training on topics related to equity.	63.4%
I volunteer to support/tutor struggling students.	26.1%
I reach out to parents who I don't often hear from.	44.0%
I participated on a teacher committee focused on equity.	21.6%
I assist a student club that's focused on improving equity.	11.9%
I serve as a social media ambassador.	2.2%





CONCLUSION

Compared to August 2019, slightly fewer parents and teachers surveyed in December agreed that the district values their input and opinions with regard to equity. However, outcomes indicate that within just a three month period, more parents and educators are engaging with one another and district leadership at a much higher rate, which will inevitably lead to positive change for all students.



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