



Oak Park Elementary School District 97

260 Madison Oak Park Illinois 60302 ph: 708.524.3000 fax: 708.524.3019 www.op97.org

To: District 97 Board of Education
Dr. Griff Powell, Co-Interim Superintendent of Schools
Dr. Patrica Wernet

From: Dr. Carrie Kamm, Senior Director of Equity

Date: September 14, 2021

Report: Hanover Research: Recommendation and Scope of Work

The purpose of this report is to provide the Board of Education an overview of our current work within our existing agreement with Hanover Research and the proposed scope of future work pending the Board of Education's approval of a new agreement with Hanover Research to begin on November 1, 2021.

Background: District 97 and Hanover Research

In March 2020, the Board of Education requested that our then superintendent, Dr. Carol Kelley, present options for staffing and infrastructure investments that would give the District the ongoing capability to:

- Design and implement assessment frameworks that are appropriately data-driven and establish indicators of success for initiatives that are grounded in research and best practices, measure the degree to which initiatives are achieving expected/desired outcomes, and inform decisions to modify or initiatives as necessary.
- Develop a public facing assessment framework, consistent with the Equity Policy, that describes key indicators of progress, articulates why they were chosen, and presents them in a manner that enables stakeholders to understand their significance and the significance of the District's performance with respect to these indicators over time.

The administration recommended partnering with Hanover Research to support work in these areas. The Board of Education approved the partnership between District 97 and Hanover Research on April 21, 2020.

The initial project plan for the Hanover's queue was intended to be a working proposal for the first year of the membership term based on Hanover's initial discussions with Dr. Kelley and the Board of Education in the spring of 2020. The proposed project sequence was to serve as a starting point to demonstrate the types of research capabilities District 97 could pursue in partnership with Hanover Research. As the partnership progressed, the Hanover team had additional scoping conversations with District 97 administrators to further refine the methodological approaches and research questions that best aligned with the district's needs and priorities at the time. It is noted that these conversations were happening at the beginning of our student instruction shifting to remote learning due to Covid-19. In turn, the sequence of work was completely flexible, and Hanover Research, in partnership and consultation with the district, shifted several priorities and methodologies. Therefore, the projects that the District 97 team flagged were not as of pressing importance (such as the Equity KPI Benchmarking and the Equity Annual Report which were discussed initially) were deprioritized for

other initiatives, such as the Social-Emotional Needs Assessment given to staff and student guardians prior to the reopening of school in August 2020, the student Social-Emotional Learning Survey (this was a survey the Board of Education requested) and staff survey discussion guides in the spring after having moved from two project queues to one.

In the school year 2020-2021, Hanover Research completed an Academic Outcomes Analysis which is available for the Board of Education to review in their Hanover Dashboard, as well as a district Equity Scorecard which the District 97 administrative team presented to the Board of Education on March 23, 2021.

Lastly, in terms of updating the equity scorecard and academic outcomes analysis in the coming membership term, we can certainly add those projects into the queue over the course of the year. Given that we would only be adding in the most recent year's data, this would be a relatively quick turnaround, since the dashboard is already built and would simply need to be updated with the new data files. The timing of these updates would be driven by our trimester data analysis schedule; Hanover could prioritize this early on in the school year to add SY21 data, or Hanover could plan to tackle the updates next summer so that they could incorporate both SY21 and SY22 in one update.

Recommendation

The District 97 administration recommends extending our partnership agreement with Hanover Research from November 1, 2021 until October 31, 2022. District 97 currently lacks the staff, data warehouse, and visual analytics platform to manage survey facilitation, data collection and analysis, and dynamic reporting to identify patterns and trends related to intersectionality. Our partnership with Hanover Research will allow us to address this current reality. The fee is \$65,000.

The administration wishes to issue a school culture and climate survey to students in grades 3-8 in November 2021 and April 2022. This survey will be designed by Hanover Research and any revisions will be informed by stakeholder feedback from our principals, PBIS internal coaches (assistant principals and student support specialists), and our Culture and Climate Coaches. Each school has culture and climate goals as part of their School Improvement Plan (SIP) aligned to measures in this survey.

Dr. Eboney Lofton, Chief Academic and Accountability Officer, and Donna Middleton, Senior Director of Student Services recommend conducting a co-teaching service delivery model evaluation. Co-teaching is one important initiative District 97 is taking to ensure our overall vision of creating a positive learning environment for all students that is equitable, inclusive and focused on the whole child. The co-teaching initiative provides further access to general education for students that may otherwise be placed in a self-contained special education classroom. It is important that we measure the overall impact co-teaching is having with our students (general education and special education) as we expand our program and support our equity imperative. The research tells us that when students are included, they achieve at higher rates academically and acquire better social and behavioral outcomes. By partnering with Hanover on this program evaluation, we will be able determine what is working and what areas need improvement as we expand co-teaching.

The graphic below outlines Hanover's recommended project sequence.

RECOMMENDED PROJECT SEQUENCE

