



Chicago Public Schools  
DIVERSE LEARNER SUPPORTS & SERVICES



---

## Chicago Public Schools Chief of ODLSS Search - Community Feedback Summary

November 8, 2023

# Agenda

- **Community Engagement Report**
- **Leadership Profile and Search Update**

# A Reminder: Our Shared Purpose

Our goal is to recruit, screen and select the next Chief of ODLSS for Chicago Public Schools. The Chief of ODLSS is the lead advocate for students with disabilities served by CPS. The Chief of ODLSS works in collaboration with students, parents, CPS departments and other stakeholders to bring the highest standard of service to students.

Our purpose is to lead a search process that is transparent, guided by our community, and designed to mitigate bias every step of the way.

# Agenda

- **Community Engagement Report**
- **Leadership Profile and Search Update**

# 2 Primary Activities for Community Input

## COMMUNITY GATHERINGS

4 In-person and Virtual Gatherings (Hybrid)

Focus is to engage in conversations with the community.

Breakout groups allow for candid and deep discussion.

## COMMUNITY SURVEY

800+ respondents who represent the CPS community

Our goal is to maximize knowledge of and participation in the survey.

# Our Community Conversations

## We asked the following guiding questions:

1. What are 1 or 2 things that are top of mind when you think about the kind of education you want for your child in CPS?
1. What do you love most about CPS that will be important for the Chief to champion and protect?
1. What do you see as the top 2 to 3 areas of improvement for services provided for students with disabilities and special education that the next Chief will need to lead us through during the next 3 to 5 years?
1. What skills or experiences will be most important for the Chief of ODLSS to have in order to be successful in CPS?
1. Is there anything we didn't discuss that is important for us to know? *Or* anything you feel a potential candidate must know or understand about meeting the needs of students with disabilities?
1. What actions would demonstrate that what you shared with us today made a difference in this process?

# Total Community Engagement



4

MEETINGS

1:1 interviews and focus groups with students, staff, families, and community partners

70+

PARTICIPANTS

Students, parents, staff, community members and district partners

Virtual and In-Person sessions allowed us to maximize opportunities to connect with a wide range of community members.

# Two surveys generated over 800 responses across a range of community stakeholders

Over 650 survey responses submitted to the survey where stakeholder information was provided

## Caregivers

- Parent/Family: **153**
- Future Parent: **18**
- Family IEP/504: **96**

## Students Current/Former

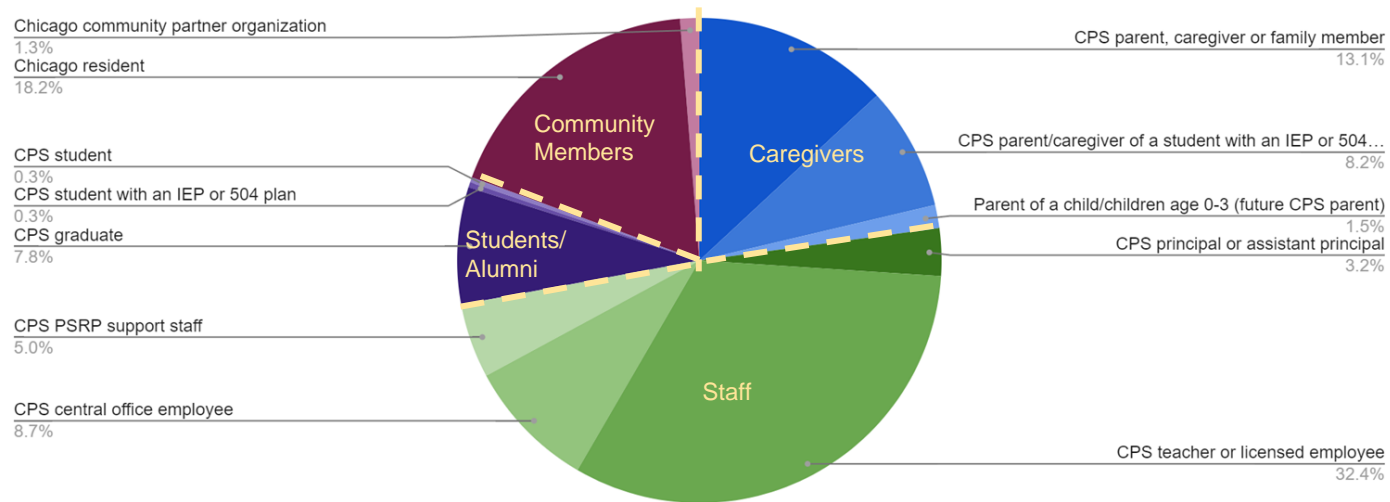
- Student: **4**
- Student IEP/504: **4**
- Graduate: **91**

## Staff

- Principal: **37**
- Teacher/Licensed: **378**
- Central Office: **102**
- PSRP Support Staff: **58**

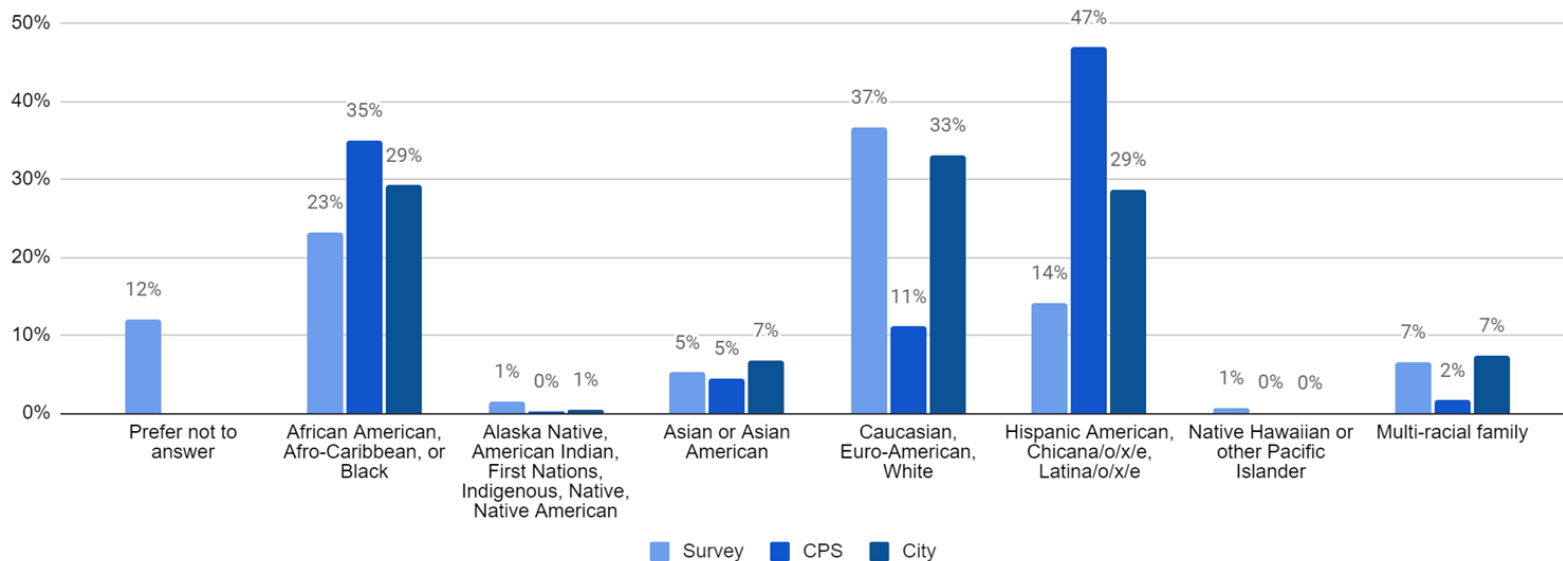
## Community Members

- Resident: **212**
- Community: **15**

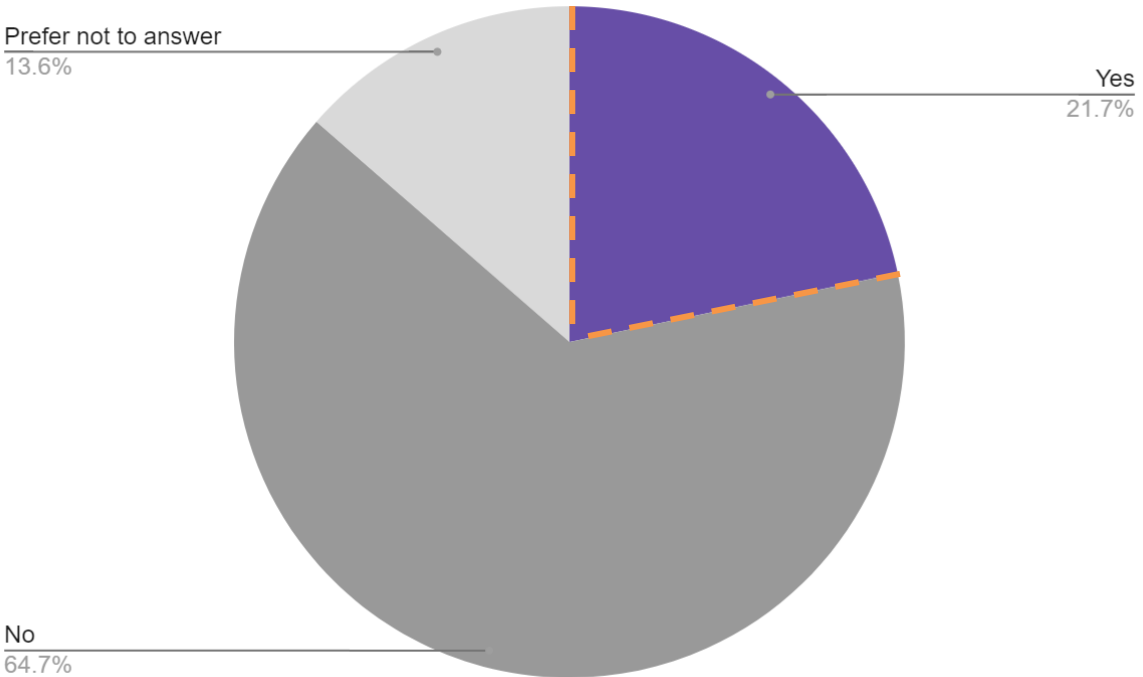




# Racial/ethnic demographics of survey respondents more closely mirror the city's demographics



# Approximately 20% of respondents (n=134) self-identified as having a disability



# Community Engagement

## WHAT WE HAVE LEARNED SO FAR

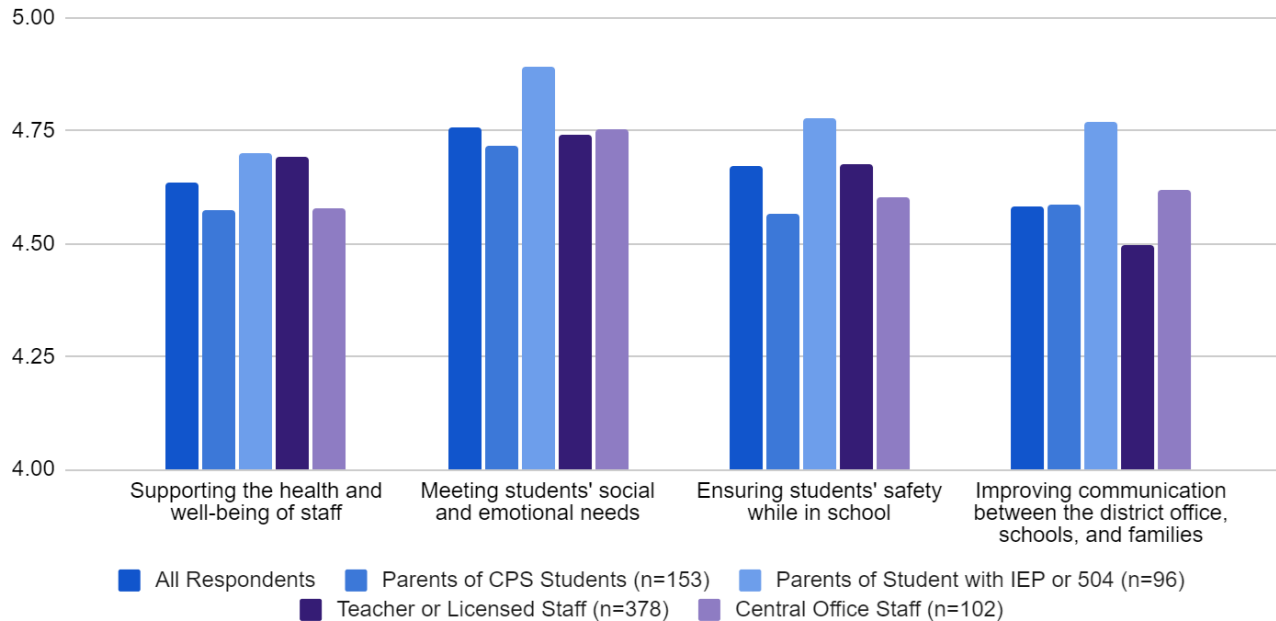
---

Diverse ideas. Honest, vocal, and candid points of view.

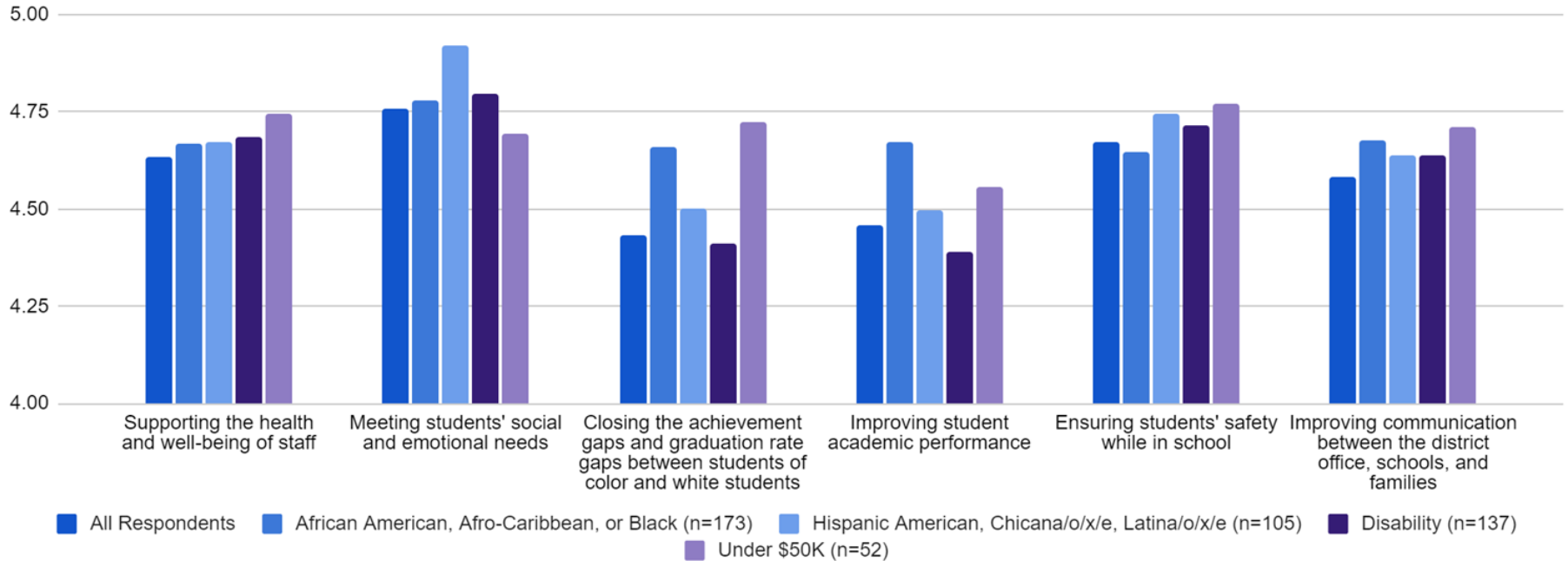


# Top 4 Priorities for Improvement by stakeholder group

Although some groups had differences in priorities, these 4 emerged as top for all groups.



# Priorities for Improvement by various demographic indicators



# Top issues raised in open text response: “ODLSS will be successful if we accomplish these 3 things within the next 3 years”

38%

- **Recruit teachers / fill staffing vacancies to ensure adequate staffing, reduced class sizes / caseloads, and pay teachers more to retain them**

36%

- **Listen to staff, provide supports and professional development, and create a collaborative and positive environment and culture**

25%

- **Improve curriculum, learning tools, academic and life outcomes for students and close achievement gaps**

16%

- **Ensure adequate funding and resources so that staff can provide students with what they need**

15%

- **Better communications amongst all stakeholders for improve transparency**

# Top issues raised in open text response: “What would make the ODLSS Chief selection process more inclusive?”

42%

- Including more stakeholders in the process, especially teachers, clinicians and support staff working directly with students, parents, students, service providers, and members of the ODLSS

14%

- Ensuring that the candidate is selected based on demonstrated experience, evidence of success and measurable results

12%

- Having more frequent and transparent communications about the selection process

12%

- Providing opportunities, such as town halls and meet & greets, where stakeholders can directly ask candidates questions and get to know them

# Top issues raised in open text response: “Anything else you would like to share about the search and selection of the next Chief?”

29%

- **Seeking a candidate who has deep experience as a teacher with Diverse Learners, specifically in Special Education**

13%

- **Seeking a candidate who be supportive of teachers, licensed and support staff**

10%

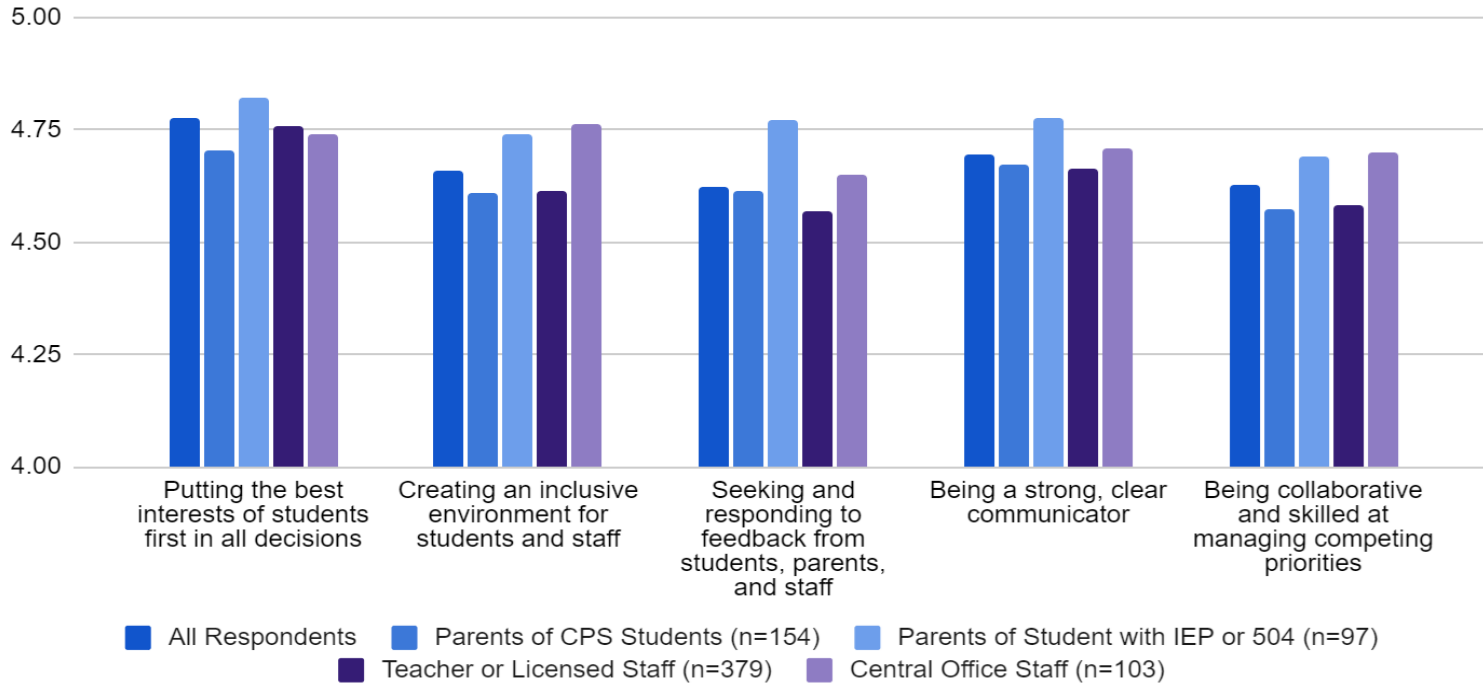
- **Seeking a candidate who has strong knowledge of the issues at Chicago Public Schools**

7%

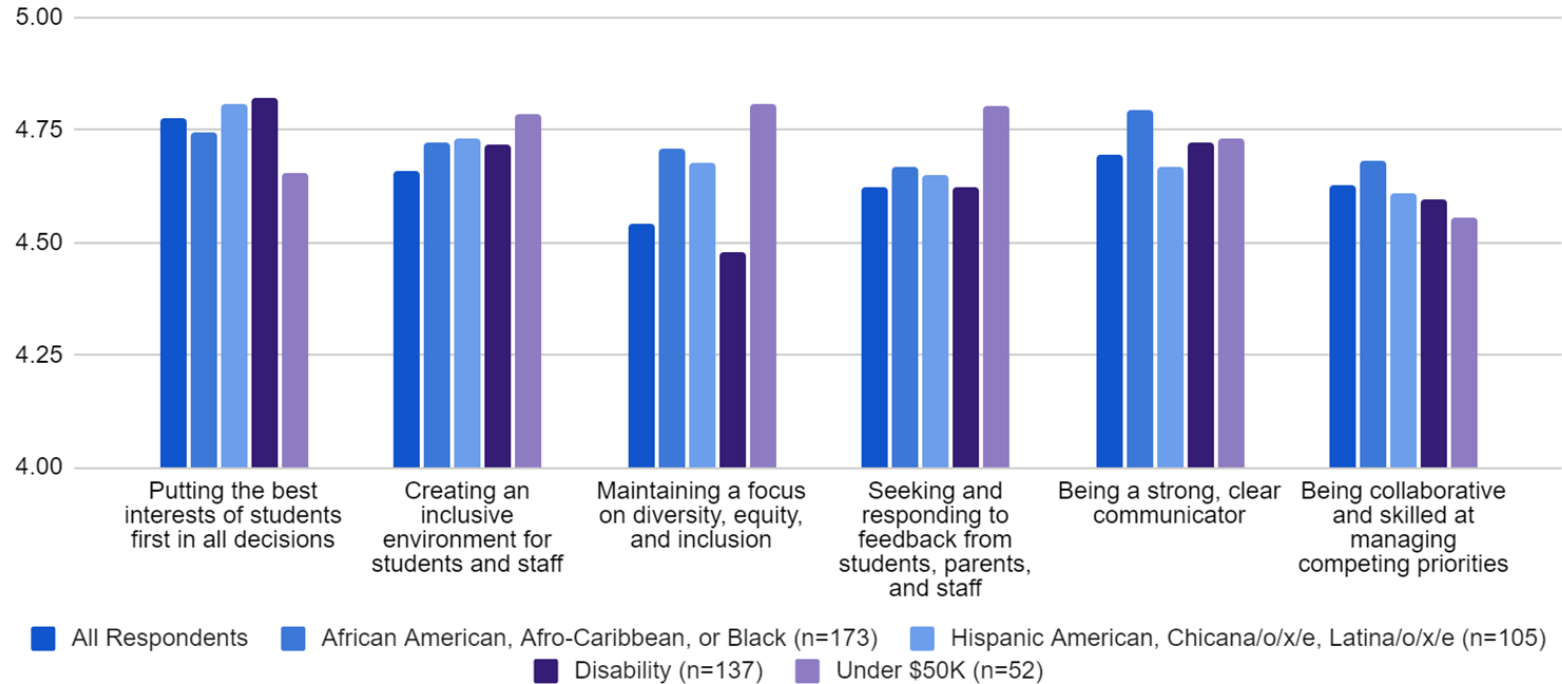
- **Need to have more open communications and transparency both during the search and for the next Chief**



# Most important skills and attributes of the next Chief by stakeholder group



# Most important skills and attributes of the next Chief by various demographic indicators



# Agenda

- **Community Engagement Report**
- **Leadership Profile and Search Update**

# Leadership Profile for the next Chief of ODLSS

The CPS COMMUNITY WANTS A **SPECIAL EDUCATION LEADER** with demonstrated and measurable success who **PUTS STUDENTS FIRST** and **UNDERSTANDS THE CONTEXT** of Chicago Public Schools. A leader who is able to ensure adequate resources, staff and support for the needs of the students.

## A leader who...

Is able **to build, organize and develop a strong team** and can **recruit and retain teachers and clinicians** to the district.

**Is visible and listens to understand and acts on input from the stakeholders.**

A leader who **views families, staff and the community as assets** to this work.

Builds a **culture of continuous improvement and transparency** which includes **professional development and training** for staff and building leaders.

**Ensures programs and services are appropriately resourced** to meet the academic, social, emotional, and physical needs of diverse learners.

# Interview Stages

## 1. Alma Screen & 1st Round Interview

**Est. 20-30 applicants**

***Actual: 149 applicants & 21 invited to 1st round***

- Conducted by Alma team
- Assess experience, key competencies, mission-alignment
- Resume review
- Phone or virtual interview
- Initial licensure checks
- Candidate profile created

## 2. 2nd Round Interview, CPS Interview Committee

**Est. 6-10 applicants**

***Actual: 7 invited***

- Conducted by CPS Interview Committee trained in competency based, anti-bias interviewing
- Assess organizational fit
- Behavioral-based questions

WE  
ARE  
HERE

## 3. Semi-Finalist Round, CPS Interview Committee

**Est. 3-5 applicants**

- Conducted by Chief Talent Office and other Chiefs
- Assessment on competencies and leadership ability
- Scenario-based questions
- Includes performance task presentation and interview, focused on different aspects of the role
- Initial background screen by Alma

## 4. Finalist Round

**Est. 2-3 applicants**

- Final interview(s) with CEO, CEEdO and Board sub-committee members
- Stakeholder engagement
- Primary assessment on cultural fit and alignment
- Formal reference checks

# Thank you!

---

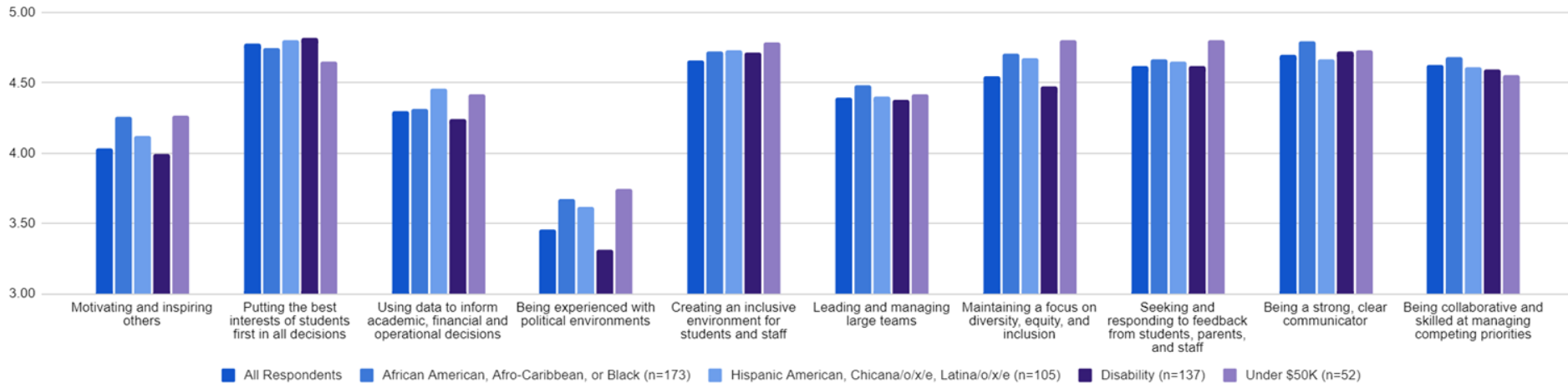
[www.AlmaAdvisoryGroup.com](http://www.AlmaAdvisoryGroup.com)

# Appendix

---

Additional slides for reference

# Most important skills and attributes of the next Chief by subpopulation





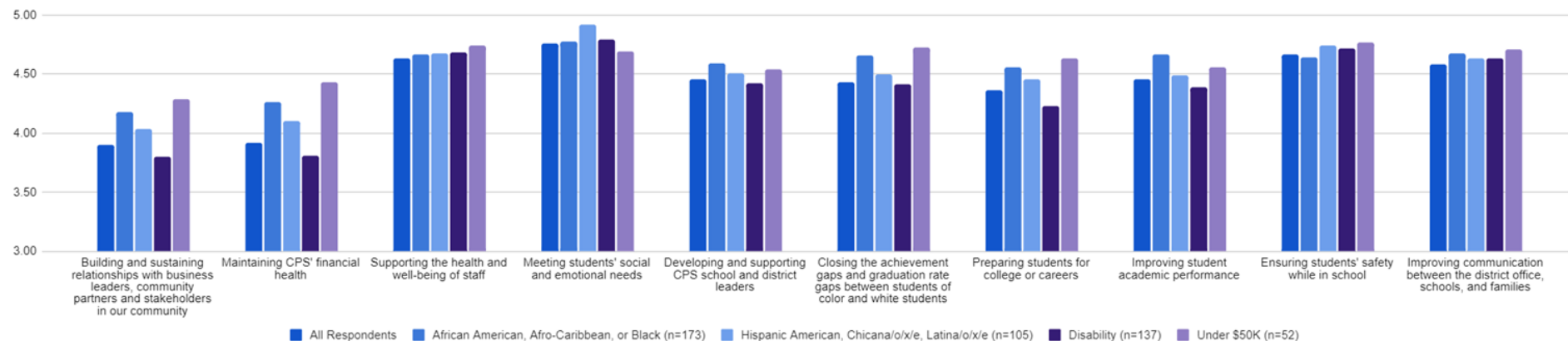
# Priorities for Improvement - by stakeholders

*Across stakeholder groups, feedback about areas of improvement centered around meeting students' social and emotional needs.*



**Scale:** The score represents a weighted average, with 5 points for “very important”, 4 points for “important”, 3 points for “moderately important”, 2 points for “slightly important”, and 1 point for “not important.”

# CPS - Priorities for Improvement by subpopulation



# Most important skills and attributes of the next Chief: By Stakeholder Group

