ALL ABOARD!
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GREATNESS

Superintendent Henderson's 100-Working Days Transition Audit Report

Reviewed on January 30, 2021

Proviso Township High Schools District 209
James L. Henderson, Ed.D., Superintendent of Schools

One Team, One Goal, One Proviso.

PROVISO TOWNSHIP HIGH SCHOOLS DISTRICT 209

BOARD OF EDUCATION

PROVISO TOWNSHIP HIGH SCHOOLS

Nihil Nisi Optimum

1910

One Team, One Goal, One Proviso.

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SUPERINTENDENT HENDERSON'S MISSION: *EQUITY WARRIOR*

To my Board of Education, my Staff, and my Community:

My position as an *equity warrior*—focused on achieving equity and excellence—developed from work as an educator serving in chronically underperforming schools and districts over the past 27 years. I witnessed firsthand the inequities that existed in the distribution of resources, exposure to educational opportunities, and teacher quality in school districts across the United States as a teacher and leader in Houston, Texas to the Chief of Human Resources in St. Louis Public Schools, in my work as Superintendent in Holmes County, Mississippi, as well as my current role as Superintendent of the Proviso Township High Schools District 209 (PTHS D209). I vowed to dedicate my life's work to becoming an *equity warrior* for underserved, underrepresented students.
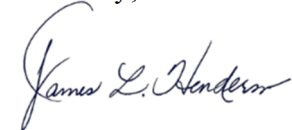
My mission is to improve outcomes for the students I serve—not solely academic outcomes, but life outcomes as well. I live this mission every day and act with a purposeful sense of urgency to address inequities in my school district and to bring about organizational coherence. I am passionate about the achievement of my students and, most importantly, I believe that immutable characteristics like race and gender and, of equal importance, *zip code* should not be the determining factors in how students perform.

My experiences, as an educator, taught me that my greatest impact in this equity work is to focus relentlessly on transforming the culture of a school district to respond to the needs of my students, whom I call scholars. That is the first step in the culture shift of PTHS D209. I will continue to work in collaboration with my Board of Education and my community to change the dialogue about the students we serve to see them as our greatest resource. We will build on the mission and vision statements which will reflect our beliefs about equity and excellence as we create our 2021-2026 strategic plan. I will work in tandem with the Board to ensure our students and communities experience ***Nothing but the Best*** in our District.

As an *equity warrior*, my primary goal is to successfully execute a structurally sound educational roadmap to ensure the academic, social and emotional success of the 4,269[1] scholars we serve. I am focused on building the capacity of every member of our school district to eliminate disparities and embrace our equity agenda. We are relentlessly focused on preparing our scholars to be globally positioned to achieve excellence, not only on America's stage, but on the world's stage; our scholars will be ready for the international rigor of college and in-demand careers of the 21st century. Our scholars deserve nothing less than the very best. I invite each and every team member to join me as we embark on this journey together. We can and will transform the Proviso Township High Schools District 209 to ensure equity and excellence in all we do.

We will execute with fidelity, as One Team Proviso, to achieve our goals!

Sincerely,

James L. Henderson

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[1] Enrollment as of December 30, 2020, as shared at the Board of Education Regular Meeting, January 12, 2021.

Transforming the Proviso Township High Schools District 209 (PTHS D209), a high school district located in Cook County, Illinois.

The district serves a population of 55% Hispanic and 39% Black students with 58% poverty—to go from good to great will require a systemic, coherent approach.[2] The operational imperative driving this work is the pursuit of academic excellence. The most important recommendation in this report is that the success of the students in Proviso Township High Schools District 209 depends on the leadership and commitment of The Board of Education and Superintendent Henderson, as *stewards of the organization's purpose*: to achieve *equity and educational excellence.*

The following report, commissioned by The Board of Education and Superintendent Henderson, discusses the operational imperative and best practices to meet the goals set forth by the Superintendent and the Board of Education for the organization.

Drawing on multiple data sources—observations, interviews, surveys, and documents/artifacts— to triangulate the evidence, the key findings, primary challenges, and short– and long-term

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[2] Data drawn from the Illinois State Board of Education Illinois Report Card 2019-2020 PROVISO TWP HSD 209 | District Snapshot (illinoisreportcard.com).

recommendations were guided by five core themes.[3] The themes are addressed in the body of the report, either explicitly or embedded in each section:

1. Develop and sustain an *effective board–superintendent governance structure* to create system-wide opportunities for student success

2. Drive the district's *vision, mission, and strategic intent* in a coherent instructional and organizational framework

3. Build a system-wide culture of *urgency and shared responsibility* to ensure equity and excellence for all students

4. Cultivate an exemplary cadre of instructional school leaders to ensure *an intentional and purposeful* approach to improve instruction for every student, every day; and

5. Establish a system of key performance indicators for every department including metrics, measurable goals, clear expectations for performance, and *accountability* for all employees.

The Proviso Township High Schools District 209 (PTHS D209) has an unprecedented opportunity to serve all students well. The reality is that the Board and Superintendent must work collaboratively to apply proven, research-based strategies to address challenges and leverage opportunities to transform PTHS D209 in pursuit of equity and excellence and, ultimately, move the district from good to great.[4]

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[3] Dr. Henderson used a SWOT analysis to collect survey data. Additional survey data was collected from the strengths, opportunities, aspirations, results (SOAR) strategic planning framework drawn from the following resource: Stavros, J.M. and Hinrichs, G. (2009). *The thin book of SOAR: Building strengths-based strategy*. Bend, Oregon: Thin Book Publishing Co. Note: the "W" in the framework is "borrowed from the strength, weaknesses, opportunities, threats (SWOT) framework.

[4] Collins, J. (2001). *Good to Great*. Random House Business Books.

I.   Introduction

Proviso Township High Schools District 209

The Proviso Township High Schools District 209 (PTHS D209) serves approximately 4,620 (including the Alternative Learning Opportunity Program and Out of District Placement enrollment) students in three (3) high schools: Proviso East, Proviso Math and Science Academy (PMSA), and Proviso West. Proviso East and West are comprehensive high schools while PMSA is a selective enrollment high school. As of school year 2020-2021, East and West will implement selective enrollment math and science academies with inaugural freshmen classes of approximately 100 students beginning in the 2021 school year. PMSA will enroll approximately 200 freshmen. The graduation rate increased from 76 percent to 83 percent, according to recent data, despite the challenges of the global health crisis that impacted the ability of the school district to provide in-person learning during the last quarter of 2020.[5]

Based on the most recent Academic Progress data released by the Illinois State Board of Education (ISBE), ISBE At-A-Glance 2018-19, prior to the suspension of in-person learning statewide, the overall percentage of students performing at proficiency in the Proviso Township High Schools District 209 in English Language Arts (ELA) is 16 percent; 13 percent of students are performing at math proficiency; and 13 percent of students are performing at science proficiency. These statistics are reported for high school students taking the SAT in ELA and mathematics. [6]

According to district staff, PTHS D209 has worked to address the inconsistent performance among the district's high schools for more than a decade. According to one senior-level team member, "each school in the district has its own identity." PMSA is "elite by design." Another staff member shared the need for a "unified vision" noting: "our district and building priorities are one and the same – not at odds with each other." Under the Illinois State Board of Education (ISBE) accountability system, PMSA is designated as Exemplary, defined as performing in the top 10 percent of schools statewide with no underperforming student groups. Proviso West is designated as Commendable, as a school with no underperforming student groups, and a graduation rate greater than 67 percent. Proviso East is designated as a Comprehensive school in the lowest performing 5 percent of Title I schools in Illinois.

Under Superintendent Henderson's leadership, PTHS D209 will leverage research-based strategies to differentiate support and set performance expectations for each of the high schools to address the stubborn persistence in the variability of outcomes among the three schools and to improve overall performance in the District. The variation in academic achievement is also exacerbated by a perceived variation in access to needed resources and specialized programs, as shared by members of the PTHS D209 community. PTHS D209 will consider how best to allocate resources

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[5] For information on graduation requirements in Illinois during the 2019-2020 school year, see Executive Order 2020-31 and ISBE's corresponding Emergency Rules, which "suspended certain statutory graduation requirement minimums to allow local districts to modify or reduce their local graduation requirements" during the pandemic, responding to the suspension of in-person learning. See the FAQ https://www.isbe.net/Documents/Grad-Req.pdf
[6] For ISBE At-A-Glance 2018-19 Academic Progress data see PROVISO TWP HSD 209 | IAR (illinoisreportcard.com). Due to COVID-19, Academic Progress data from ISBE was not reported for 2019-2020.

and district support in alignment with the individual needs of teachers and students at the classroom level. To effectively address the continuing underachievement of certain schools and students, PTHS D209 will need to thoughtfully design a coherent system to differentiate essential supports and resources in order to meet the particular needs of each student, while targeting support to principals and schools. In the words of a senior-level administrator: "We are a resilient organization that has a proud, but troubled history. We need to become a unified district committed to serving the needs of our scholars over the wants of our adults."

Recognizing the importance of engaging the community in conversations about the future of the Proviso Township High Schools District 209, Superintendent Henderson has intentionally employed strategies (i.e.: *Chat and Chews*, surveys, advisory groups comprised of parents and community members) to ensure multiple voices are represented. In response to recent national events, Dr. Henderson launched the *Let's Talk* initiative in both English and Spanish, to promote civil discourse and provide a unifying message of hope and healing.[7]

Overview of the Transition Audit

Dr. James L. Henderson, as the new Superintendent, is in the process of implementing a rigorous 100-working day entry plan for the Proviso Township High Schools District 209 (PTHS D209). Sharing his strategy for PTHS D209, Superintendent Henderson wrote:

> Our primary goal is to ensure a structurally sound educational roadmap to ensure the academic, social and emotional success of approximately 4,620 (including ALOP and ODP enrollment) students, thus, preparing our scholars to be globally positioned to perform and to serve, not only on America's stage, but on the World's stage; our scholars will be internationally ready for College and Career. As your first mate of the *PTHS D209*, I can assure you, collectively, we will bring this vision to fruition. I share the Board's sense of urgency and will engage and impress upon the entire *Proviso Township* Community our urgency for continued student success. Moreover, in our efforts to listen and learn as we prepare to lead efficiently and effectively, during my first 100 days, we will create a "framework / revisions" for our five-year strategic plan while striving to meet immediate goals, objectives and major activities.

As part of his 100-working day entry plan, Dr. Henderson has focused his efforts on collecting and analyzing both quantitative and qualitative data, assessing the district-wide implementation of current research and best practices in core areas, facilitating thoughtful *Chat and Chew* discussions to assist the PTHS D209 in developing and implementing a bold, transformational agenda; and "*creating a framework for a five-year strategic plan… while striving to meet immediate goals,*

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[7] See Appendix C.

objectives and major activities" aligned with the district's articulated vision, sense of urgency, and the desire to ensure that "*every student is prepared to graduate college and career ready.*"

In alignment with the 100-working day entry plan, there are four core areas of focus:

1. Academic Achievement/Student Support Services
2. Technology Infrastructure
3. Human Resources
4. Finance and Operations

The audit report is designed to support Superintendent Henderson's entry activities from August 2020 to January 2021. Dr. Henderson's core beliefs undergird the transformation of the organization. He is leveraging his professional prowess to address the *right problems* in the organization, to understand the challenges, and devise results-driven solutions to positively impact the lives of nearly 4,620 (including ALOP and ODP enrollment) students served in the Proviso Township High Schools District 209. The report provides an overview of key themes emerging from the data, findings generated from both quantitative and qualitative data, and key recommendations to achieve improvement.

Each area herein is supported by relevant research and best practice. While the findings and recommendations represent a triangulation of multiple data sources, the report only offers a snapshot of the work in the Proviso Township High Schools District 209, as Dr. Henderson entered the PTHS D209 during the coronavirus pandemic. Like so many superintendents across the nation, Dr. Henderson had to pivot to deal with the interruption to in-person learning. Dr. Henderson will continue to *listen and learn* and share his insights for feedback and commentary in his community forums in February 2021, as he asks each stakeholder to commit to "getting on board the Proviso northbound train" to ensure the district can achieve the mission and vision.

PTHS D209's current vision and mission statements:

<div align="center">Vision</div>

> *Through expectations of excellence and by providing equitable educational opportunities to empower each student, our graduates are prepared for college, careers and to serve as contributing members of a dynamic global society.*

<div align="center">Mission</div>

> *To provide the highest quality education, where learning, leadership, service, and research-based practices ensure equitable and meaningful opportunities for all students.*

II. An Operational Imperative

A Recommended Framework for Pursuing Excellence

Superintendent Henderson laid out a resolute set of goals (upon which this review was based), as he entered the Proviso High Schools Township District 209 (PTHS D209) *"hitting the ground listening and learning."* Dr. Henderson notes: *"To ensure an effective and efficient entry into Proviso, the following goals will be addressed through this entry plan, apprising Board Trustees and community stakeholders of weekly progress."*

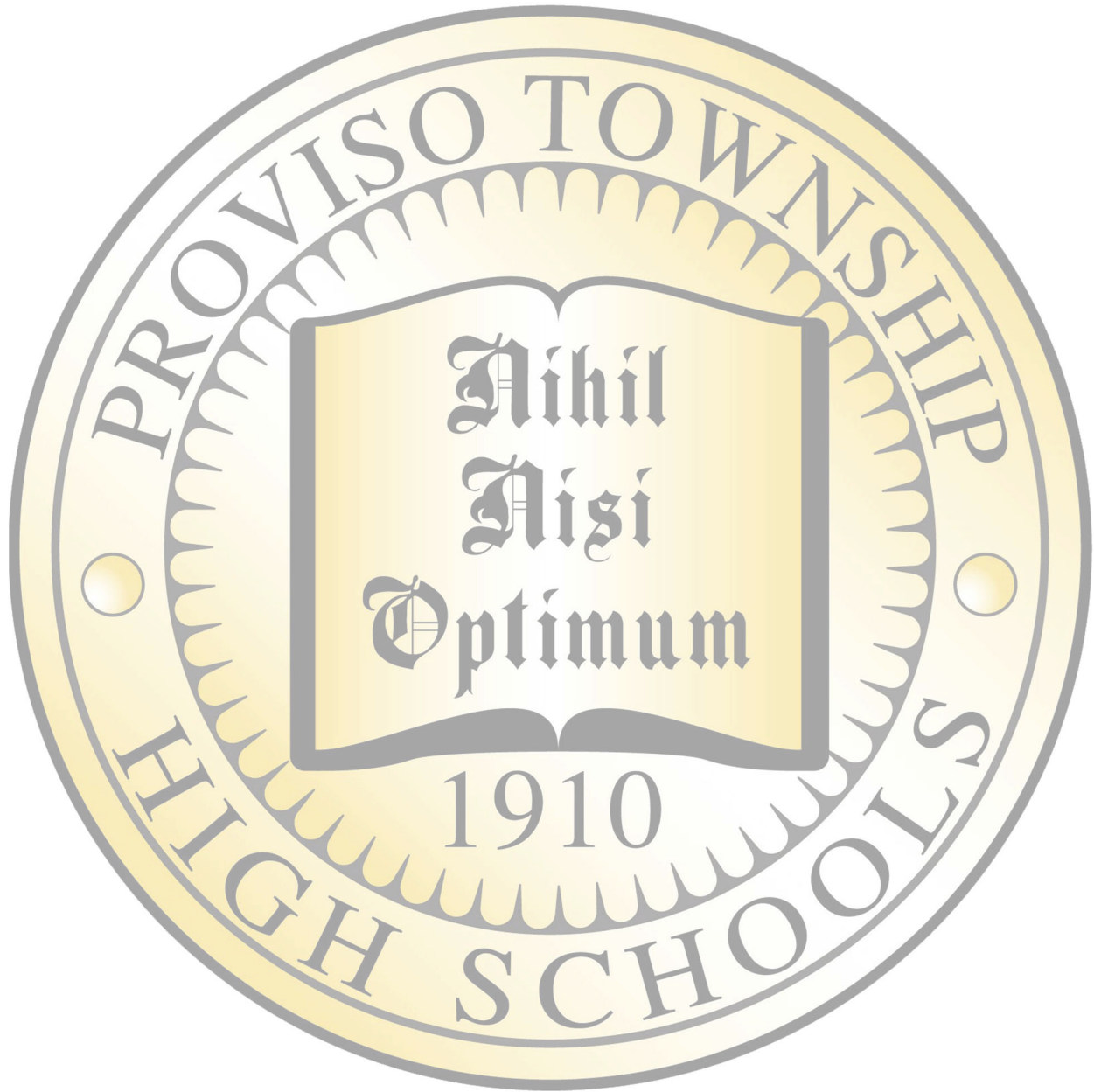The goals, as set forth by Dr. Henderson, are the following:

1. Transparency, trust and collaboration will be the mode of operating to ensure effective and positive Board–Superintendent Relations

2. Increase student achievement and close the achievement gaps for ALL students

3. Increase organizational effectiveness and efficiency by providing excellent support and service to schools, students, and parents in the PTHS D209 community

4. Ensure Fiscal Prudence and Facilities Management; and

5. Establish trust and confidence from the community at-large by creating opportunities to listen and learn from a multitude of stakeholders — including stakeholders who are not currently engaged and those who have become disconnected from PTHSD.

This transition report represents a distillation of key learnings and a shared understanding of the unprecedented challenges and opportunities present to transform the school district from good to great. It emerged from a process of collaborative conversations, interviews, observations, and collective *meaning-making* with key stakeholders in the Proviso Township High Schools District 209.

In order to meet Superintendent Henderson and the School Board's collective goal of creating a culture of high expectations focused on improving academic outcomes for all PTHS D209 students, the five (5) overarching areas, emerging from Superintendent Henderson's strengths, weaknesses, opportunities, and threats (SWOT) analysis, will be addressed collaboratively, strategically, and with fidelity to ensure a clear path forward. Superintendent Henderson believes that by embracing and operationalizing the core themes outlined, the goals of academic excellence and organizational coherence can and will be achieved. The core themes are:

- Developing and sustaining an *effective board–superintendent governance structure* to create system-wide opportunities for student success

- Driving the district's *vision, mission, core values, and strategic intent* to ensure a coherent framework, resulting in systemwide, sustained success

- Building a system-wide culture of *urgency and shared responsibility*

- Cultivating an exemplary cadre of instructional school leaders to ensure *an intentional and purposeful* approach to improving instruction; and

- Establishing a system of metrics, measurable goals, clear expectations for performance, and *accountability* for all employees.

On August 1, 2020, Dr. Henderson—as the new Superintendent—and the Proviso Township High Schools District 209 Board of Education embarked on a shared, common agenda: To improve student achievement in all three highs schools in the Proviso Township High Schools District 209.

A supportive board–superintendent governance structure is the key ingredient to creating system-wide opportunities for students to succeed. The challenges identified and their solutions, as reflected in the research on effective schools and districts, require more than the considerable talents and tenacity of any one leader.[8] It requires a collaborative team effort. Superintendent Henderson was chosen to lead because of his professionalism, vision, and unwavering commitment to serve the Proviso Township High Schools District 209 well. It is obvious from his first few months on the job that he is relentless in his focus on ensuring a robust educational agenda of equity and excellence.

Dr. Henderson, in his first 100 working days, is engaging in several intentional action steps to build a cohesive board–superintendent *governance team*, including working with the BOE to establish a process to review existing Board policies to determine alignment with reform, operational goals and objectives and current state regulations; conducting one-on-one meetings with individual BOE Trustees to cultivate a working relationship and to understand individual views and desires for the District; working with the BOE to conduct Focused Learning Walks (FLW) throughout the district with individual BOE members and FLW teams; creating a Superintendent's Transition Advisory Committee to advise and guide the Superintendent of Schools on implementation of the 100-Working Day Plan, consisting of Board Members, students, parents, administrators, staff and community members.

Research clearly indicates that a *governance team* of the school board *and* the superintendent, working together, is required to achieve the district goals currently envisioned and penned by the Board. Both the New England School Development Council (NESDEC), in their 1997 study of "well-governed" districts and the Panasonic Foundation's research on "effective" school boards cite the need for a governance team of the board and the superintendent or, in the latter, a collaborative relationship with the superintendent…" (Walser, 2009, pp. 5-7).[9] The Board's leadership and support of the Superintendent's efforts are essential when the inevitable "bumps in the road" occur and the status quo is challenged or eliminated. One respondent shared the following perspective: "Stop paying lip service to platitudes and really dig out the malignancies in our midst. STARTING WITH THE BOARD. They clearly hate each other, are divided into factions, and actively work to sabotage each other. This attitude trickles down to all of us and further depletes morale and initiative at a time when the District needs us all to be at our best."

It is apparent from the board–superintendent leadership retreat, held on Saturday, September 25, 2020, facilitated by former U.S. Secretary of Education Dr. Rod Paige, and public comments made

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[8] Source: Cuban, L. (*1984*) Transforming the Frog into a Prince: Effective Schools Research, Policy, and Practice at the District Level. *Harvard Educational Review:* July 1984, Vol. 54, No. 2, pp. 129-152.

[9] Source: Walser, N. (*2009*). *The Essential School Board Book.* Harvard Education Press.

by Board President Rodney Alexander in his report, that the PTHS D209 board members are supportive of Superintendent Henderson's efforts to dramatically transform the organization for student success, set high levels of accountability for staff performance, disrupt the status quo, and prioritize instructional improvement.[10] Mr. Alexander specifically stated: "I want to thank Dr. Henderson. Since you've gotten here, you hit the floor running. You came into this district at a historic time…where you steadied the ship, you are forging us against the tide, getting everything normalized and straightened out…You [Dr. Henderson] have this Board's full confidence and support."[11]

Mr. Alexander noted that the district has maintained a "sense of excellence, a sense of urgency, and a sense of community during this national pandemic." He further stated publicly, "I appreciate and honor the relationship this board is developing with Dr. Henderson…we are very fortunate as a district."

Board President Rodney Alexander challenged every stakeholder to think critically about the question: "Are we providing the best education for our students, for our scholars*?*" To become an effective, high-performing school district, the school Board, as outlined in Dr. Paige's charge to the Proviso Township High Schools Board of Education, must delegate authority to Superintendent Henderson to fully execute his duties.[12] The delegation of this authority to the Superintendent of Schools will further require the Board to hold Superintendent Henderson accountable for ensuring that students are provided with high-quality instruction and the supports necessary for every child to succeed, and for ensuring equity and excellence for *all* children. The Board of Education should ensure the district is meeting its obligations through a process of thoughtful and intentional engagement in monitoring system performance on district goals and objectives. The evaluation process, as outlined in Superintendent Henderson's contract, and monitoring reports are tools available to the Board to assess the impact of the district plans for improvement and the progress toward achieving the stated goals. Setting SMART (specific, measurable, attainable, relevant, time-bound) goals and monitoring progress toward measurable goals is an effective tool to provide "structure and guidance."[13]

It would be a prudent approach for the Board and Superintendent to access the services of the Illinois Association of School Boards (IASB). IASB's mission is "To Light the Way for its members by developing their competence and confidence through a robust toolkit designed to build excellence in local school board governance..."[14] Recognizing that an effective board–superintendent relationship is both complex and essential to district improvement, the IASB has

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[10] Dr. Roderick "Rod" Paige served as the 7th U.S. Secretary of Education (2001- 2005). He is a mentor to Dr. James L. Henderson.

[11] Refer, for example, to the Board meeting held on December 8, 2020. Check the Board Meeting Video Archive for full coverage of the meeting held on Tuesday, December 8, 2020 at: https://www.pths209.org/Page/1158.

[12] See Illinois Compiled Statutes (105 ICLS 5/10-21.4) (from Ch. 122, par. 10-21.4). Sec. 10-21.4. Superintendent – Duties https://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=010500050K10-21.4

[13] For further information about SMART goal setting for organizations, see the discussion in Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review*, 70, 35. Retrieved November 27, 2020, from https://www.researchgate.net/profile/Les_Macleod/publication/256098067_Making_SMART_goals_smarter/links/55eca5f608ae21d099c741a2/Making-SMART-goals-smarter.pdf.

[14] Illinois Association of School Boards. (See "About IASB"). Retrieved November 30, 2020, from ADD LINK

programs and resources to support the board with redefining the work to achieve significant change. Investments in Board development, the establishment of monitoring systems to gauge system progress, and ongoing efforts to maintain a productive board–superintendent relationship are key strategies for the shifts in board work. The transformational change—from good to great—that the board and superintendent aspire to in the Proviso Township High Schools District 209 will only be possible when the culture, decision-making, staffing and budgeting systems are wholly aligned with the needs and interests of all students. A staff member shared the following perception of the current reality of PTHS D209 in response to the question "Who are we as an organization?": "A school district with so much amazing potential and some really dedicated people but that struggles with organization, appropriate staffing, and apathy."

Who we can become: "A leader among school districts for how to thrive and achieve with a student population/broader community that is economically and demographically disadvantaged."

Where are we going in the future: "A model for high-achieving, growth-mindset, diverse education (diverse in all ways, not just demographically/economically but in terms of what we offer to students—both college and career, different learning models)."
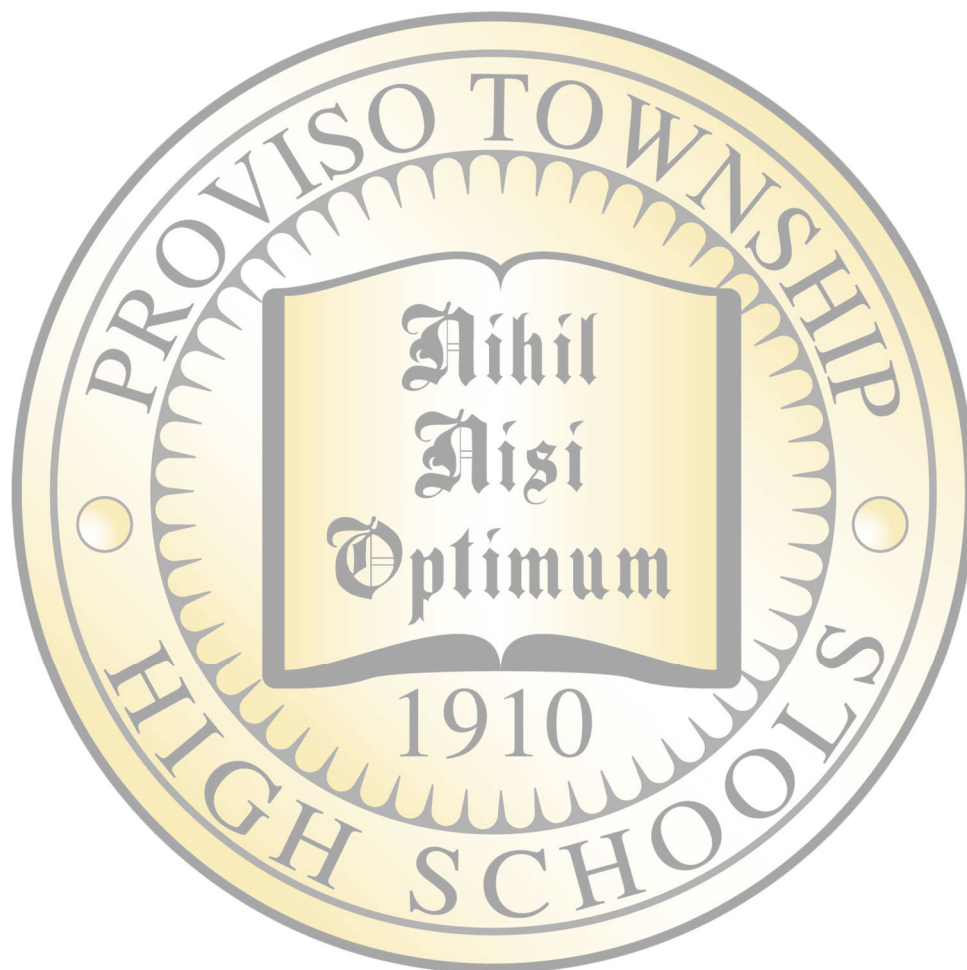
"Nothing but the best" is a motto that resonates with team members. In response to the aspirations question, "Who should we become/ Where should we go in the future?" many stakeholders shared compelling statements about the future direction of the school district:

- *A leader among school districts for how to thrive and achieve with a student population/broader community that is economically and demographically disadvantaged.*

- *To create an environment where people want to work long term. This creates a trickle down to the students.*

- *More student-learning opportunities where students can SOAR.*

- *Growth!!*

- *Increase graduation rate.*

- *Be one of the best districts.*

- *Assist in making our students profound thinkers and doers.*

- *Achieve higher* standards of learning and *growth for our students.*

- *Join the rest of the schools around us—mainstream and join what the rest of the state and country are doing. Solidify foundations to move forward.*

- *For our students to be able to purposefully move forward in life with either a career or college choice that will benefit them socially, financially and intellectually.*

- *Surviving this year, but stronger for it—more effective education in coming years.*

- *Allocate resources to our most vulnerable populations. Look at the data and use that to engage our discussion making processes. We are compassionate, caring, and innovative.*

- *Our preferred future should be one in which we have smooth operations in all the areas, have matching data in our systems that track absences; keep files organized and destroy old files that we are not required to keep on a regular basis. Also having accountability and recognition for the tasks we perform. We should also offer support for our team members, whether that is by assisting them with tasks when they are overwhelmed or providing professional development opportunities. We have a team mentality, but we need to make sure that all team members do feel that they are part of the team. This can be done through communication and information sharing (general information that can be shared). I also think that we should be seen more in all buildings, so that our employees feel like we are approachable and not just in a "purple castle."*

- *Develop clear focus and goals.*

- *Make sure students feel comfortable in their learning environment and ready for their futures.*

- *Students to meet/exceed expectations and prepared for what is after high school.*

- *Where students excel and believe they can achieve whatever they put their mind to.*

At each Board meeting the District's vision is read aloud into public record, reinforcing the importance of a shared vision, mission, and core purpose. To execute on the district's mission, the superintendent in collaboration with the board, must "recognize the interdependence of various aspects of [the] school district —its culture, systems and structures, resources, stakeholder relationships, and environment—and understand how they reinforce one another to support the implementation of a [clearly articulated] improvement strategy (Childress et al., 2004).[15]

Researchers Collins and Rukstad (2008) posit that successful organizations establish "a hierarchy of statements," which include the following: the mission (why we exist), core values (what we believe and how we will behave), and an inspiring vision (describing clearly what we desire to be as an organization).[16] Equally important, the organization must pursue common goals with a delineated approach, and a short-term and long-term commitment to improve. In his 100-Working Day Plan, Dr. Henderson has committed to "creating a framework/revisions for the District's five-year strategic plan." Working in tandem with the BOE and drawing on the Illinois State Board of Education's Strategic Plan as a resource, Dr. Henderson will execute on his espoused theory of action. Dr. Henderson's stated theory of action is structured as an If…then…statement.[17] If I clearly define the district's strategic intent, set the organization's direction, provide a roadmap, and ensure that the system is organized coherently, then leaders will have the necessary tools to improve learning for *all* students and ensure equity and excellence across the three high schools.[18]

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[15] Since 2003, The Public Education Leadership Project (PELP) at Harvard University, has been "examining how the art and science of management could help public schools improve student performance." For a full discussion on the PELP Coherence Framework, including an explanation of the key elements, visit https://pelp.fas.harvard.edu/book/coherence-framework

[16] Source: Collis, David J., and Michael G. Rukstad. "Can You Say What Your Strategy Is?" *Harvard Business Review* 86, no. 4 (April 2008).

[17] Source: 2014 University of Washington Center for Educational Leadership, Adapted from *Creating Your Theory of Action for Districtwide Teaching and Learning Improvement* created by the Center for Educational Leadership and Meredith I. Hoing, and commissioned by the Wallace Foundation

[18] See the Illinois State Board of Education Strategic Plan at https://www.isbe.net/Documents/ISBE-Strategic-Plan.pdf

With the commitment to transform the Proviso Township High Schools District 209 from good to great, The Board of Education and Superintendent Henderson have the opportunity to work in tandem to "craft practical solutions" on the path to "charting a new course" to ensure equity and excellence in the three high schools serving the district's 4,620 (including ALOP and ODP enrollment) students. Through a new, intentional focus on instructional improvement and greater teacher and administrator support and accountability, the district will realize higher achievement outcomes for students. The research is clear that system-wide improvement must be a leadership priority where all members of the organization demonstrate a daily, shared commitment to improvement and a shared responsibility for results. In highly successful systems, all members of the organization are guided by a common set of principles and operate from a continuous improvement mindset. One district leader commented: "We will get better if we continue to focus on improvement."

As school districts across the nation grapple with the complexities of the health crisis associated with the novel coronavirus pandemic, the challenges, specific to providing the high-quality education students so richly deserve, are significant. Eight (8) months of the pandemic has created a new normal for students, staff, and parents. This reality was described by a senior-level cabinet member as the "Whirlwind."

> I characterize the current operational environment as a "Whirlwind" in which we are usually so consumed in dealing with emergent issues that there is little time available for strategically planning for and implementing needed improvements. This has been, understandably, exacerbated by the current pandemic. I believe that the District has made a tremendous effort to maintain continuity of operations and carrying out of our educational mission during this time, but the focus on attending to pandemic-related issues impacts the "Whirlwind."

Teachers, administrators, parents, and staff members at every level of the organization shared their aspirations to achieve higher academic outcomes; they were crystal clear about wanting to see their individual schools and the overall district succeed.

Superintendent Henderson is unequivocal and crystal clear about his urgency to address the priorities of the organization. Given the pressing challenges team members face each day, specifically during the pandemic, it's easy to get caught up in a "firefighting" approach.[19] A district administrator noted: "We are addressing a crisis almost on a daily basis."

During Dr. Henderson's weekly Executive Leadership Team (ELT) meetings, senior-level team members from both the operations and academic sides of the house provide updates on their work and their priority areas of focus in the organization. Dr. Henderson has stated on numerous occasions: "You are leaders in the organization. Lead!" This statement signifies to all that the unwavering focus of each leader must be on deconstructing the complex work to focus intentionally on school improvement. Dr. Henderson's "urgency," and encouragement to his

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[19] Bambrick-Santoyo, P. (2012). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco, CA :Jossey-Bass.

leaders to lead does not translate into an arbitrary, perfunctory or mindless adherence to bureaucratic procedures, but a sense of immediacy internalized by everyone in the organization for the care and support of *all* students. As John Kotter (2012) eloquently states in the *Harvard Business Review* article, "Accelerate!": "Urgency starts at the top of the hierarchy, and it is important that executives keep acknowledging and reinforcing it so that people will wake up every morning determined to find some action they can take in their day to move toward that opportunity."[20]

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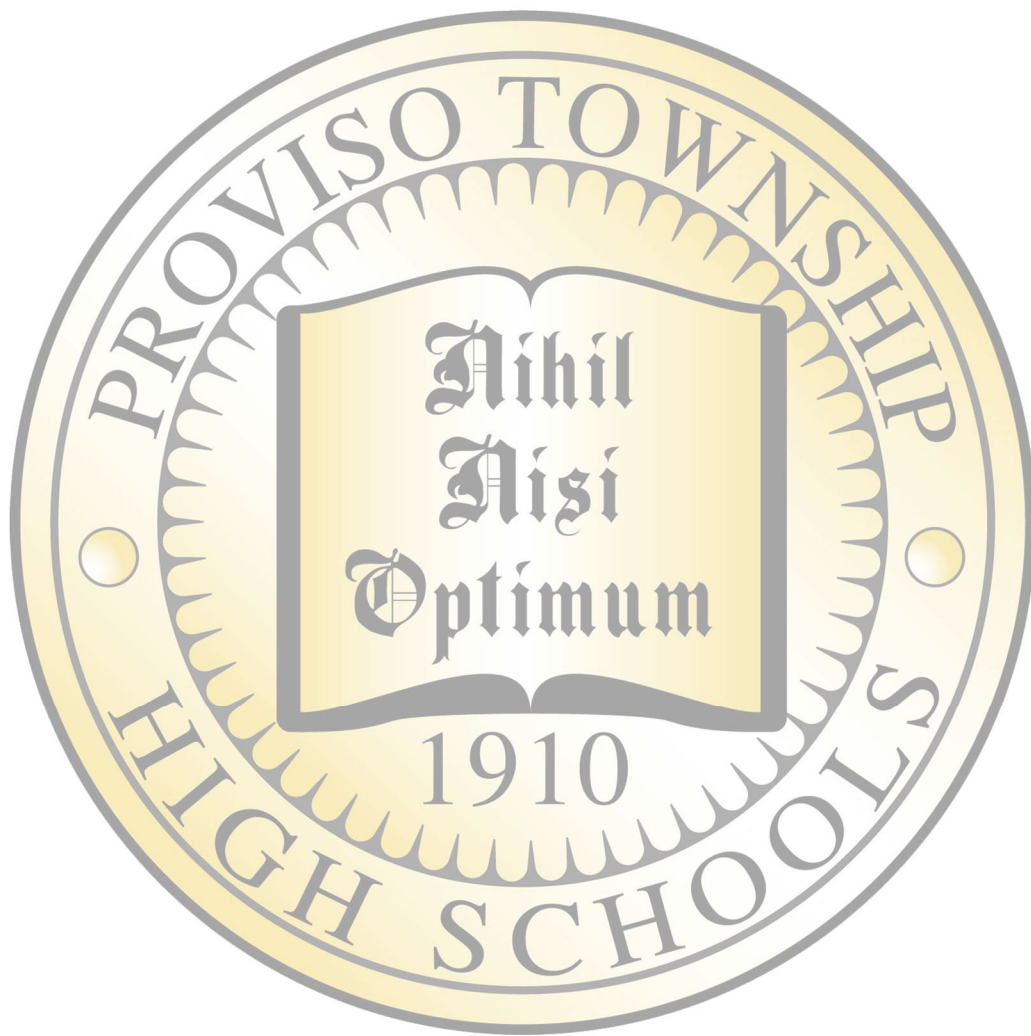
[20] Source: Kotter, J.P. (2012). Accelerate! *Harvard Business Review*, 90(11). Retrieved December 3, 2020, from https://hbr.org/2012/11/accelerate. For a full explanation of leading transformation and change in an organization, see the eight-step process for organizations, as outlined in John P. Kotter's classic book *Leading Change* (1996).

The phrase "principals as leaders" was coined by Superintendent Henderson, signifying to the district team the belief that principals are accountable and responsible for doing the heavy lifting in their schools to move the district forward. One district team member stated: "Principals are a strength in the district. We have to support them." The overall consensus—as shared by the district team in the strengths, opportunities, aspirations, results (SOAR) analysis— is that the district's principals are an asset. They were described as a "key" strength in the district and labeled as "leaders of their school communities." Superintendent Henderson has tasked principals and all members of the organization to ensure that students have access to a high-quality instructional environment that prepares them for college and the world of work, specifically high-skill, in-demand jobs. As an example of the Board and Superintendent Henderson's commitment to increase the alignment between the schools and career readiness, PTHS D209 hosted a ribbon cutting ceremony for Proviso West's advance manufacturing facility and Proviso East's culinary arts program

There is a clear message that instructional improvement for student success is the primary responsibility of school and district leaders. One educational adage that holds true in the Proviso Township High Schools District 209, as expressed by Superintendent Henderson, is the following: "There are only two major groups of employees in the school district—teachers and those who support teachers." As a result, Dr. Henderson has acknowledged that "teachers should be equipped with the knowledge and skills to teach their content expertly, analyze student data and differentiate their teaching to meet the diverse needs of the student population they serve, and ensure that students make at least grade-to-grade academic progress." The key lever for progress and educational improvement resides in the instructional core, as outlined by PELP (2004), the intersection of a highly qualified *teacher*, *academically challenging content,* and an *engaged student* (See below).

Students

Instructional Core

Teachers   Materials
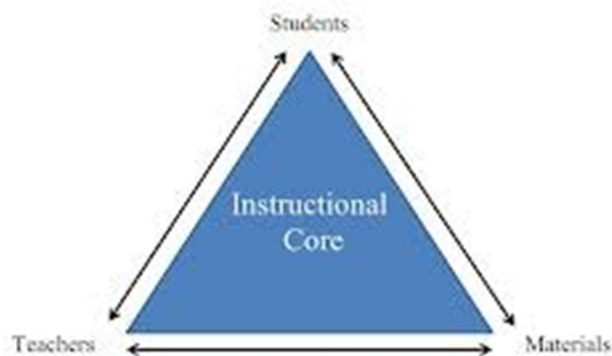
To effectively strengthen and improve the instructional core, teachers must have strategic support from well-trained principals and district leaders, adequate facilities, and equitable resources to use in their teaching. Principals who serve in an instructional leadership role provide coaching and mentoring; they monitor the work and conduct on-time, results-driven evaluations.

Superintendent Henderson's articulated goal is to strengthen the leadership capacity of all principals. According to research from the National Institute for School Leadership (NISL), principals must be "strategic thinkers, instructional leaders, and creators of a just, fair, and caring culture in which all students meet high standards" (p. 2).[21] Administrators and district team members agreed that principals need to understand and share the instructional vision for the district and be held accountable for improved student outcomes.
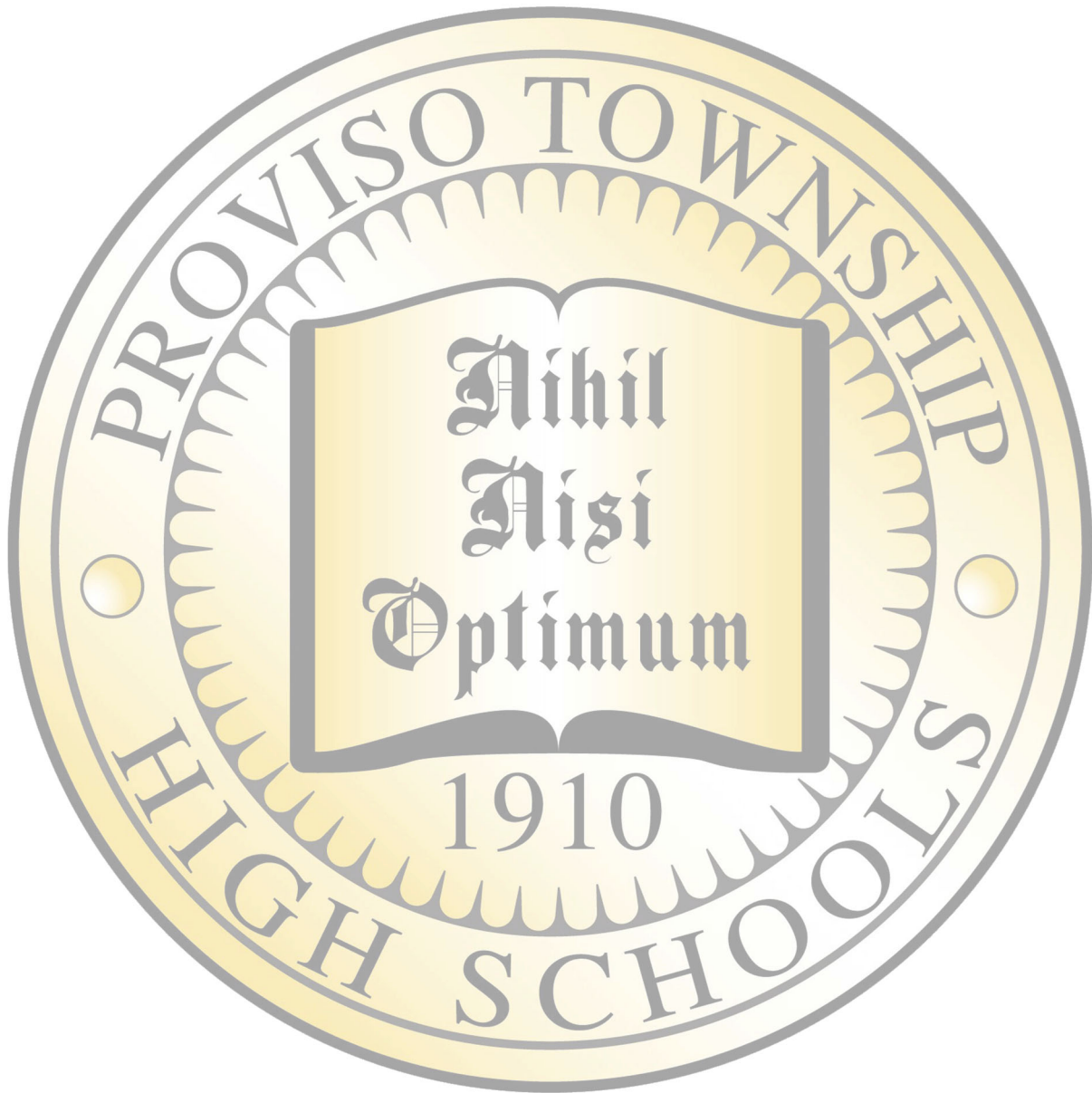
Superintendent Henderson believes in the importance of aligning the work of the central office to support schools and classrooms. In his 100-Working Day Plan, Superintendent Henderson laid out his strategy to coordinate and align supports through ongoing meetings with central office instructional leaders to discuss the performance results of schools. He is unwavering in his belief that all team members must be tasked with the goal of "increasing student achievement and closing the achievement gaps for ALL students." Dr. Henderson is taking a pragmatic approach to reviewing data. He is taking the following actions in his first 100 days:

- examining patterns in student achievement data and the gap in achievement between various student populations in order to determine an appropriate course of action for improving teaching and learning

- analyzing and evaluating the conditions associated with chronic underperformance and determining a course of strategic actions to correct and address these issues

- evaluating internal and external monitoring and qualitative and quantitative evaluation designs for instructional support and intervention systems

- initiating systemwide improvements of personnel, calling for targeted and intense professional development of staff, and focusing the organization on improving teaching and learning

- improving the systems necessary to provide for an increase in student achievement and developing the structures and systems necessary for continuous improvement; and

- honing in on students' social and emotional needs to ensure academic success.

Dr. Henderson is focused on prioritizing data-driven instruction, engaging in classroom observations both virtually and in-person, assessing the strengths and weaknesses in academic content and the core curriculum, analyzing the "cognitive demand" in the tasks students are expected to complete, and talking with high school students across the district to hear their perspectives on their learning. He is leading the PTHS D209 team to engage in the work of collectively defining what "great" teaching and learning should look like, feel like, and sound like every day in the district on the road to improving classroom instruction, teacher practice and, ultimately, student outcomes. By examining the instructional core, the relationship between the teacher and student, and the content across each school community, PTHS D209 can most effectively determine which teacher(s) may need coaching or professional development to determine how best to meet a struggling student's need and discover which students might benefit most from a varied instructional program or from supplemental learning opportunities. Several

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[21] Source: Nunnery, J., Ross, S., Chappell Moots, S., Pribesh, S., & Hoag-Carhart, E. (2011). *The impact of the NISL Executive Development Program on Performance in Massachusetts: Cohort 2 Results.* Norfolk, VA: Center for Educational Partnerships at Old Dominion University.

district leaders shared that the PTU Walkthrough Grievance impedes the ability of administrators to get into classrooms as a collaborative team to look at classroom practice.

Superintendent Henderson specifically noted the importance of ensuring the organization has the right talent doing the work in the organization. He has focused on "right-sizing the district" and, of equal importance, his focus is on accessing the current talent to determine how well each individual and each department is responding to student needs. At the conclusion of the 100-day assessment, Superintendent Henderson will make recommendations to the Board of Education regarding how best to reorganize the district's organizational structure to serve those goals of the organization and improve teaching and learning in schools. Dr. Henderson will create a new organizational chart that is intended to maximize support to schools, assign accountability for that support, and ultimately lead to increased student success.

The pursuit of academic excellence, as articulated in Superintendent's Henderson's First 100-Working Days Plan, should be supported by an organizational structure that aligns well with the mission, vision, and core purpose.[22] School systems that have made consistent and substantial progress in student performance set clear goals, accelerated the pace of improvement to achieve those goals, and maintained an aggressive and transparent accountability system. Dr. Henderson indicated the importance of developing and implementing a districtwide framework for *accountability*, which is built on the foundation of a strong performance management system. Performance management, Superintendent Henderson noted, "should focus on making organizational goals a reality with key performance indicators." Dr. Henderson shared his thoughts on how the district would benefit from the creation of a performance management system: "PTHS D209 will benefit a great deal from creating a performance management system that holds all employees accountable for student success." The four core components the district will explore as it creates a system of accountability are:

1. A vision narrative that clearly describes how the organization will operate from a coherent framework over a specified period.

2. A strategic plan to clearly define and describe priorities and how these priorities will be addressed.

3. Key performance metrics and milestones that enable the organization to monitor progress.

4. Employee compacts to clearly delineate roles, responsibilities and how each employee will be held accountable for achieving stated goals.

Clarity about how roles connect to improving student achievement

In a coherent organizational system, all members are clear about how their roles contribute to the overall vision. Conversations with staff revealed a school system that is not aligned nor organized

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[22] For information on Superintendent Henderson's 100 Day Entry Plan, visit the Proviso Township High Schools Township School District's website Proviso Township High Schools District 209 / Homepage (pths209.org).

maximally for student success. The table of organization, as designed prior to Dr. Henderson's tenure, had little cohesive impact on system priorities or goals, as evidenced by uneven performance across the three high schools and lack of ownership of and non-performance on critical accountability milestones. There is a need to coordinate and align supports to address organizational inefficiencies, specifically in the areas of finance and staffing.

Central Office Staff and School Leadership Teams should be identified as goal owners on an Evidence of Success or Balanced scorecard document

An Evidence of Success or Balanced Scorecard document should be developed to track progress toward achievement goals. Clearly indicate the role of central office and school leadership teams in goal attainment, which holds central office staff and building leadership at high levels of accountability for student success.

The district would benefit from the consistent approach to supporting schools and professionals as they strive to meet the expectations of the accountability system. The current support provided to schools seems to be driven by what grants provide rather than a coherent system of support to meet the identified needs of schools. Proviso East as a Title I school under state accountability and Proviso West as a Title I school both receive extensive support through onsite instructional coaches, parent coordinators, and interventionists. PMSA, as a non-Title I school, does not receive any additional staff members to support on-site coaching for teachers or struggling students. Conversations supported by responses in the SOAR with a "W" analysis revealed the desire for a shared approach to coaching teachers. There was no mention of a systemic way to support principals in their development as instructional leaders. "Accountability must be a reciprocal process. For every increment of performance, I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation." (Fuhrman and Elmore, 2004)

Recommendations:
- Create a vision narrative that represents the voices of stakeholders. The purpose of the vision narrative is to provide vivid examples of what every child, every day, every classroom, means. This vision narrative needs to clearly articulate what will be different in the Proviso Township High Schools District 209 as a result of the vision.

- Create a strategic plan. Organize a strategic planning committee of internal and external stakeholders to address the recommendations of the transition team report. As a team, identify and visit (when it is safe to do so) districts that are in the top ten percent of Illinois to identify models of successful practice.

- Design an Evidence of Success document or Balanced Scorecard to reflect the strategic plan. Create metrics and assign central office staff, principals and school leadership teams as goal owners, where appropriate, to distribute accountability throughout the organization. Consider creating a data dashboard or another means of efficiently collecting data on the implementation of the strategic plan.

- Develop and implement a strategy for shared accountability for the strategic plan. Develop a system (i.e., Evidence of Success or Key Performance Indicators) in which

schools and central office departments will receive annual metrics and milestones aligned with the strategic plan and a comprehensive annual review in areas such as, but not limited to, student achievement, school operations, customer/community satisfaction, and instructional leadership. Include both quantitative and qualitative methods of assessment in the system.

Long- Term Strategies and Action Steps:

- Create a systematic approach for collecting data to monitor the progress of the strategic plan. Create a schedule for collecting data, protocols for data collection and shared data repository.

- Develop a strategy for district-wide strategy for shared accountability for the strategic plan. After the district completes and reflects on the pilot activity for shared accountability for the strategic plan, a plan for district wide use of the shared accountability strategy should be created and implemented.

Develop a System of Support for Schools and Professionals.

Short Term Strategies and Action Steps:

- Create and pilot a school quality review document. A school quality review document clearly delineates district expectations for schools and establishes a common language for talking about school improvement within a district. The goal of a school quality review is to bring coherence among district support, school culture and the instructional core. Within the Proviso Township High Schools District 209, the school quality review should be grounded in the Instructional Core Implementation Framework and be used as an anchor for Focused Learning Walks/Instructional Rounds. Conduct a short-term pilot program to test the use of the school quality review. Use the results of the pilot program improve the school quality review/Instructional Rounds tools and processes.

- Adopt and pilot a shared approach to instructional and leadership coaching. Select or develop a coaching framework for conducting group and one-on-one coaching sessions in service of instructional leadership and/or better classroom instruction. Use the results of the pilot program to improve the instructional and leadership coaching program.

Long-Term Strategies and Action Steps:

- Develop a system of school improvement in which the school quality review document, the school improvement plan process and central office support to schools are aligned.

- Align instructional and leadership coaching to the Annual Professional Performance Review Process. Align a system of coaching support to principals and teachers to enable them to move consistently toward the highest rating.

The Proviso Township High Schools District 209 has the potential to make consistent and substantial progress in student performance if the vision is clearly articulated and supported with

foundational documents such as a vision narrative, strategic plan, school quality review and a documented approach for building the capacity of teachers and school leaders.

Incoherence is the antithesis to excellence; it leads to system-wide failure and a lack of internal accountability for the execution of key areas of responsibility and for the fulfillment of the organization's goal: student learning. Establishing a system of metrics, clear expectations for performance and transparent accountability for all employees supports the effective use of resources (i.e., human, fiscal, and time) and creates synergy—through an alignment of goals—in the organization.

Some reflective questions Superintendent Henderson and key team members in the organization should ask on the road to becoming a high-functioning organization that serves *all* children well:

- What impact do the efforts of the adults in the system have on student outcomes?

- In our organization, how are leaders held responsible for the impact of their individual effort and that of their area of responsibility to the system's goals for students?
- How is a holistic approach to meeting the needs of students considered in the allocation of resources?

- How does each member of the organization add value and contribute in a mission-critical way to achieve the organization's goals?
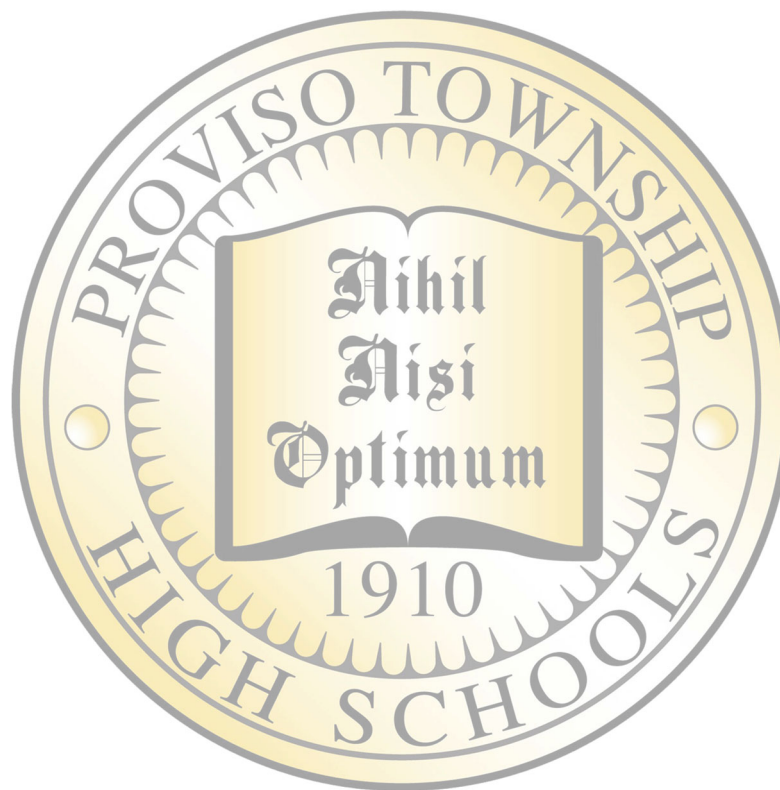
III. REPORT AREAS

1. ACADEMIC ACHIEVEMENT

Priority Area #1: Develop a shared instructional vision for the District.

Key Successes

The superintendent and all staff express a desire to hold students to high standards. This desire is evident in the implementation of programs and the continual search for new programs and materials to raise student achievement. The district, prior to the Superintendent's arrival, expanded the admissions process to include selective admissions to the new Math and Science Academies at Proviso East and West while continuing the program at Proviso Math and Science Academy (PMSA), setting the standard for the International Baccalaureate program at Proviso Math and Science Academy (PMSA), and the Career and Technical Education programs at both Proviso West and Proviso East. In the absence of a unified vision for teaching and learning, central office administrators, principals and teachers did what they individually considered best practice for underachieving students.

Primary Challenges

Many respondents revealed an overall belief in the motto of *One Team, One Goal, One Proviso* but were not sure how to explain what it means in the context of the day-to-day work, how their job related to bringing the vision to life, and how each school and department worked together to achieve the expressed desire to employ teamwork to improve outcomes for all students. One school leader noted: "While we strive to be One Proviso, we are not there yet. We are not the same." District and school-based staff expressed the need for a unified vision of what holding students to high standards looks like, and they expressed concern about the lack of coherence and difference between the district vision and individual school choice.

Superintendent Henderson is determining the current status of PTHS D209 and its efforts to ensure that all students have access to a high-quality instructional program that prepares them for college and careers. This work is particularly challenging due to the suspension of in-person learning. Dr. Henderson commenced his service to the District on August 1, 2020. However, students have not had in-person instruction since March 2020. As a result, Dr. Henderson has spent considerable time reviewing quantitative and qualitative data, having formal and informal conversations with multiple stakeholders, and analyzing survey data to gather input about areas in need of attention in academics, as he plans his initial work.

The Superintendent is balancing time between establishing standards and managing operations and instruction, specifically in this new remote learning environment. District-based instructional leaders desire more time with the superintendent to learn how to meet the new expectations and to "get on the same page about teaching and learning." The Board of Education, in partnership with the Superintendent, has shared work in the re-alignment of school board and superintendent roles and responsibilities to change from an adult-oriented system to one that is, unapologetically, student-oriented.

Short-Term Strategies and Actions Steps:

- Develop a new district vision, theory of action, and goals for the district that build on the current work and include the statement Nothing but the best.

- Collaborate with stakeholders to develop a vision and mission for the district; a theory of action aligned to the vision and mission; and core beliefs that all team members of the organization can agree to draw on to guide their daily work.

- Organize a retreat for district and school leaders to develop a shared vision for the Proviso Township High Schools District 209.

- Ask the School Board to formally adopt the new vision for the Proviso Township High Schools District 209.

- Review how each position at central office supports the work of schools.

- Plan, schedule and conduct a series of externally facilitated board retreats to create shared understanding of roles and responsibilities as superintendent and school board for transformation of the school system.

- Engage in a Board self-assessment process to identify priority areas for improvement and development. The information from the assessment should be used to determine areas requiring improvement and to inform the development of a board of education work plan to implement priority improvement areas.

- Clarify roles and responsibilities of school board and superintendent in all areas of human resource systems (appointment, assignment, discipline, promotion of all district staff).

Long-Term Strategies and Actions Steps:

- Develop opportunities for a wide range of stakeholders to contribute to the new vision of the Proviso Township High Schools District 209.

- Invite long-term partnerships with colleges to work with teachers to create college-ready students through common planning, review of student work or use of college entrance exams in sophomore or junior year to further strengthen college readiness.

- Evaluate partnerships for career readiness and further strengthen these partnerships to ensure that students graduate high school with the knowledge, skills, and competencies to enter the world of work in high-skill, in-demand jobs of the present and future.

- Plan and implement a system for monitoring board of education policies, school district goals and objectives, operational and organizational effectiveness, and compliance with state and federal requirements related to student performance, financial and operation management, and other areas identified by the school board and superintendent.

Priority Area #2: Implement a coherent instructional leadership model at the school and district level.

Key Successes:

Superintendent Henderson, in his 100-Working Day Plan, and other leaders will conduct Focused Learning Walks/Instructional Rounds visits to district classrooms and gather observational evidence of the instructional core. Teams of district and school leaders will examine instructional practices across the district. This practice has not been established or well received in the district (see notes on PTU Walkthrough Grievance). Discussions with principals, coaches and central office staff reveal a desire to develop shared expectations about a coherent framework for *good instruction* and to learn more about how to lead instructional improvement at scale.

Primary Challenges:

According to feedback from school and district leaders, there is a lack of a coherent instructional leadership focus from the district. Instructional leadership has not been a primary focus for the district. As a result, the school and district leaders express a desire for clarification of roles and responsibilities as they relate to instructional leadership, professional development, and coaching.

Short-Term Strategies and Actions Steps:

- Develop a shared understanding of and level of expertise in instructional leadership and what it looks like at the school and district levels. A retreat and series of on-going meetings to discuss the instructional vision will lay the foundation for strong instructional leadership.

- Support the development of principals to be highly effective instructional leaders in their schools.

- Provide all instructional leaders with professional development to deepen their knowledge of instructional leadership and the impact on curriculum, instruction, and student learning.

Long-Term Strategies and Actions Steps:

- Provide instructional coaches with professional development based on a comprehensive needs assessment including both quantitative data from common formative assessments and qualitative data (feedback from surveys and evaluation from PD).

- Provide principals with professional development to learn how to set the conditions for high-quality instruction to take place within their schools during both remote and in-person learning. Support principals to strategically craft a vision for their school aligned with the district vision, develop a theory of action and strategy for realizing the vision, and hone in on the instructional core by observing instruction and providing feedback to teachers on how to improve.

- Enable central office staff to support principals and develop systemic programs that are responsive to the instructional needs of students.

- Provide, where possible, joint training for central office staff, instructional coaches and principals. This will enhance their ability to speak about instruction with *one voice* while playing their designated roles in executing the vision and mission across the district.

- Drawing on an equity lens, implement strategies to ensure all schools receive quality professional development and district-wide instructional support aligned to the instructional core work, and specifically addressing students with disabilities and English language learners/emergent bilingual students.
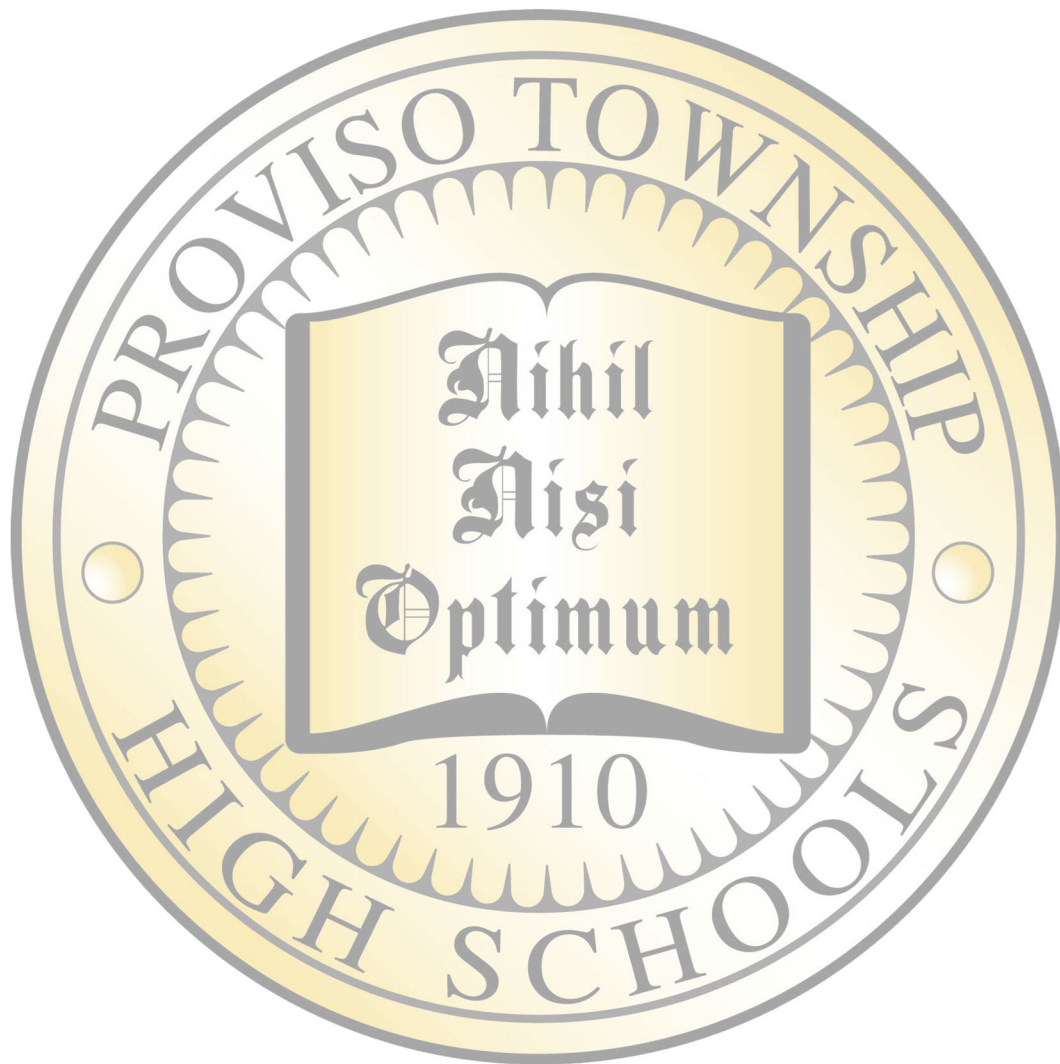
II. TECHNOLOGY INFRASTRUCTURE

Executive Summary:

This document is a review of the current technology for Proviso Township High School District 209, which includes a thorough review of each data closet at all schools in the district and interviews with the technology team and the technology coordinator. As a result of this review, we arrived at the following determination: The network is current; however, there is no redundancy built into the system, so if the primary internet service provider connection (ISP) fails, all users outside of the school lose access to management systems. For example, during an on-site visit to the district, this issued occurred. Proviso East houses the management systems for the entire school district. When the school is disconnected, the entire district loses its access to the management systems.

The Proviso Township High school, hereinafter referred to as "Proviso" or "the District", contracted with SAMAC Technology, Inc. to conduct an external assessment of Proviso's Technology Program relative to best practices for information technology in schools. SAMAC's consultant collected background materials from Proviso through the use of network analytics software, phone interviews, multiple on-site visits with Proviso technology team leaders and interviews with team members. The consultant's finding:

> The district has a centralized server room that runs most of the productivity software for the school district and supports all essential software systems for the district. The Technology team members who were interviewed described a situation of having a need for more staff, acknowledging the necessity for more people to effectively support the district's technology. In comparison to most school districts with an equal quantity of equipment to support and comparable numbers of students, it is my expert opinion that Proviso has at least enough staff to manage the current technology. The recommendation is for staff members to manage their time efficiently and work more effectively as a cooperative unit.

Project overview

Goals:

- Provide an external assessment of Proviso technology relative to best practices, modern infrastructure, and equipment
- Examine the current technology program's overall ability to facilitate sustainable innovation
- Assess the district's readiness to prepare for arriving technology changes
- Assess the district's technology as it relates to existing surveillance systems, data security and data safety; and
- Determine the need for additional staff or equipment.

The findings in this report are organized into five categories:

Operations Review

- Overview
- Software Duplicity
- Hardware
- Recommendations for best practices and gaps in practices

Network Infrastructure Review

- Overview
- Network overview
- Network Hardware
- Review of servers and storage
- Network failure recovery protocol
- Recommendations for best practices

Data Security/Data Safety

- Overview
- Current Data back up and stability policies
- Recommendations for best practices

Surveillance & Security Review

- Overview
- Current Surveillance Systems overview
- Recommendations and best practices.

Essential Upgrades and improvement

- Phone system
- Surveillance system
- Policy / Protocol / Documentation Improvements

Operations

Overview

Technology systems in a school system support most online activities that include teaching and learning, communication, virtual learning and the management of the Proviso network. Technology systems in schools are oftentimes the life blood of the organization. Operations involve supporting learning activities in the classroom to detailed financial transactions in the business office, to effective communication between users, parents, and students. Operations range from verifying educational technology and administrative systems are stable and available, data is kept up to date for school decision makers, and communication systems keep all users connected. The ongoing maintenance of technology is as vital as the physical infrastructure. If systems are not maintained or users are forced to wait for support and installation, confidence is lost that they can reliably use the resources to complete tasks requested by students and administrators. Team

members report that they do not have enough qualified individuals in their department to maintain all systems in a timely manner with a staff of more than 16.

Proviso has recently purchased laptops for a move to one-to-one devices for students. This move was vital in changing from in-person learning to virtual learning for students. The support of these systems will continue to be a vital part of the current learning strategy and allow the students to participate in the learning process whether remotely or in the school.

Software Duplicity

Based on conversations with many staff members both on the IT team and with the IT team and a review of systems, it was shared that Proviso has multiple student management software systems that require duplication of efforts in data entry and system management. See the chart (next) for a list of the systems currently operating in the system.
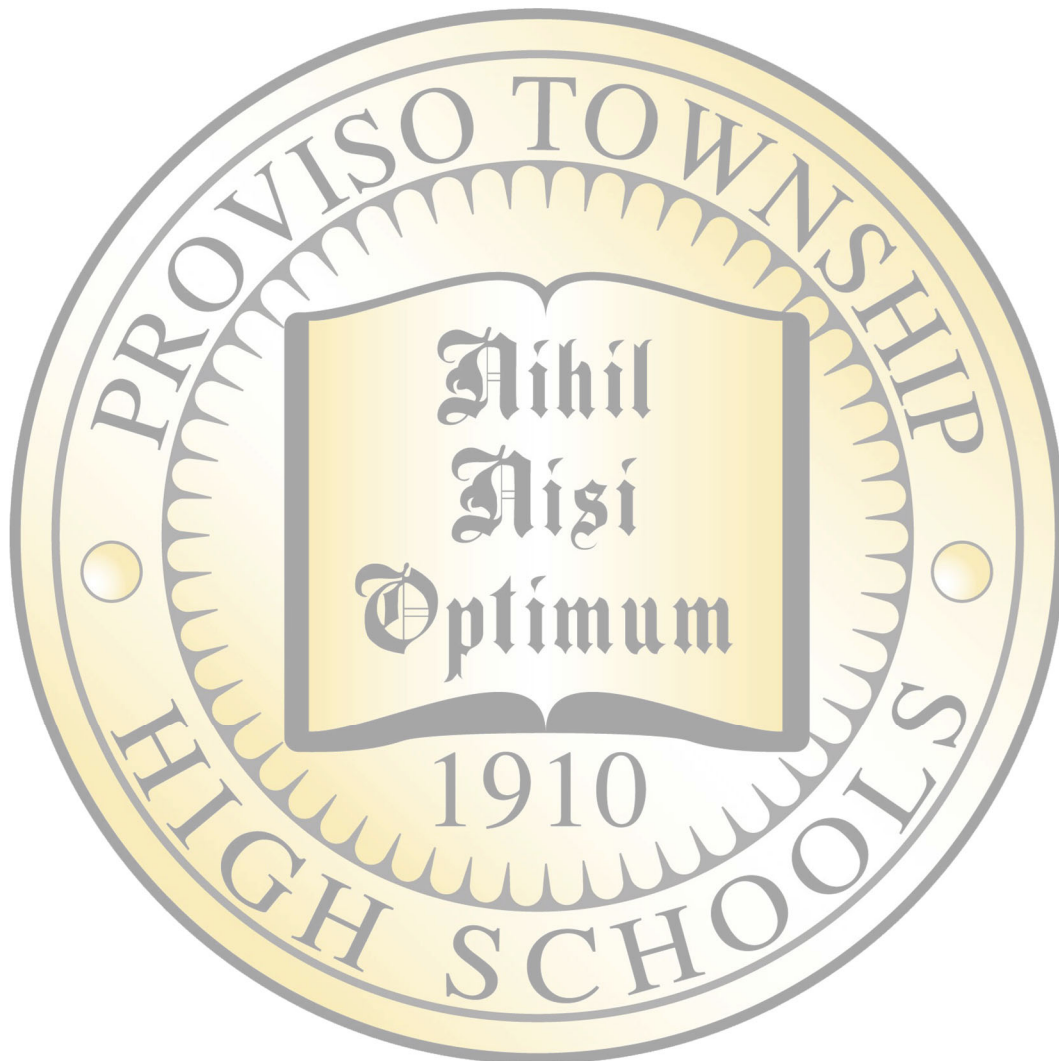
Name of License/Program	Cloud Based	Premises Based (Machine Based)	Qty	Expiration Date
ABC-Clio				
Adobe Suite	X		6,800	9/15/2021
Arc Server				
Blackboard - Communications				
Blackboard - Website	X			
Blue Bear Activity Software	Purchased by BO			
BlueJay				
CBT Nuggets	X		17	
Cisco infrastructure Licensing				
Decision Ed Group	X			
Destiny (textbook, Library, Resources)	X			8/31/2020
Edgenuity				
Educator's Handbook				
Filemaker				
Gale Biography	X			
Gale Databases	X			
Gale Literature Resource Center	X			
Gale Opposing Viewpoints in Context	X			
Gale Science	X			
Gale Student Resources	X			
InVisions Program	Purchased by BO			
Jamf	X		330 macOS, 230 iOS	8/?/2021
Mathia by Carnegie	X			
Microsoft O365 Student	x		6000	9/3/2021
Microsoft O365 Teacher	x		800	9/3/2021
Papercut - Print Server				
PowerSchool				
Project	X		50	6/12/2021
Registration Gateway				
School Dude - Maintenance				
School Dude - Trip Request				
Schoology				
Solarwinds NPM				
SSL Certificates?				
Telephonetics				

Name of License/Program	Cloud Based	Premises Based (Machine Based)	Qty	Expiration Date
Turn It In				
Umbrella				
Veeam 365 Backup				
Visio	X		10	10/3/2020
Visix	PR Dept	X	5 (might be 10)	May
Web Helpdesk				
Windows Server Licensing				

Systems managers surveyed about their thoughts on effectiveness often referred to the multiple systems as "overwhelming" and an "impediment to the completion of routine tasks," which impedes the completion of many day-to-day responsibilities.

The chart below provides a snapshot of the district's devices.

Student Device Type	Number of devices	Operating System	Device Manufacturer
Laptop	4488	Windows 10 Enterprise	HP

Teacher Device Type	Number of devices	Operating System	Device Manufacturer
Laptop	307	Windows 10 Enterprise	HP
Laptop	23	Mac OS X	Apple

Admin Device Type	Number of devices	Operating System	Device Manufacturer
Laptop	44	Windows 10 Enterprise	HP
Laptop	4	Mac OS X	Apple
Desktops	23	Windows 10 Enterprise	HP & Dell
Tablets	4	iOS	Apple

Spare Device Type	Number of devices	Operating System	Device Manufacturer
Laptop – Student model	224	Windows 10 Enterprise	HP & Dell
Laptop – Staff Model	27	Windows 10 Enterprise	HP

Room Device Type	Number of devices	Operating System	Device Manufacturer
All classrooms			

Assuming this category refers to classrooms only, all rooms are equipped with a monitor and docking station. Each teacher has been issued a laptop as outlined above.

Lab Device Type	Number of devices	Operating System	Device Manufacturer
Desktop	395	Windows 10 Enterprise	Dell
Desktop	312	Windows 10 Enterprise	HP
Desktop	98	Mac OS X	iMac

The information delineated in the chart above, is specific to hardware. The data was gathered from the IT team and shows:

- Number of computers and/or tablets issued to students.
- Number of computers in wait for system failure to allow student to have replacement computer if their laptop fails.
- Number of devices (computers & tablets) issued to Administrators.

The IT team shared the following response to the question, "Does every room have an active panel?" *Yes, every classroom is equipped with a monitor and docking station.*

Recommendations for Best Practices

It is recommended that Proviso settle on one management software that can be used to meet the needs of all departments and work to perfect the use of this software to ease the learning curve for new users as well as reduce the workload on existing system managers. This would effectively increase the efficiency of the staff as they would not have to complete the same task in multiple separate systems. Additionally, it would increase the effectiveness of the onboarding process since new employees would not have to learn multiple systems and could spend valuable time sharpening their skills in a single system. Currently, the multiple systems cause inefficiencies because they don't interface well. Research shows that highly effective school systems assess their needs and make a determination on the best management software to meet their needs. In the case where a school district uses multiple software systems to support management, the systems should easily sync with each other creating minimal duplicity of efforts. The current configuration is a misuse of precious work hours by a staff that is requesting more help. With the onset of the virtual classroom, all efforts of the technology team should be pushed in that direction and not misused in duplicate work.

Network Infrastructure Review

Overview

Proviso's current network infrastructure has been maintained with the recent purchase of new back bone infrastructure equipment. This equipment is not the most up to date but does support the district's current network. With the increase in network-driven systems and virtual learning over the network, the infrastructure will require an update in the near future. All network design should be done with the idea not of today's needs, but where the future will lead and what will be required of the infrastructure. Most users will arrive at the modern school with three to four internet driven devices that will tax the network bandwidth. With that being the case, network stability and uptime is key to successful implementation of a network infrastructure. In conversations with users, we were made aware of a need for emergency failover systems as well as policy updates, as the school district currently has no solution if the main internet connection is lost to any one location. There is concern around systems not being available or stable due to lack of uninterrupted power supply (UPS) systems and redundancy.

Network hardware

The current switches in the network will support the existing network but will require an update as students return to school with a one-to-one standard on devices in place along with additional devices that require bandwidth. Servers were virtualized which follows good practices. System wireless is in place to allow for 1 to 1 integration, but more access points should be installed to support the quantity of devices. Every access point should support between 12 to 20 devices. To address the shortage of access points, the district should assess the actual number of devices that will be connected to the network, as students return to the schools, and efficiently and effectively place new access points across the district to support the onslaught of devices.

Review of servers and storage

Servers are in good working order and onsite storage is typical of entities of Proviso's size, but there is a lack of cloud storage and automated off-site backups. Off-site backups are essential to reduce the loss of data, as each user's workload is often time-data driven.

Network failure recovery protocol

We were unable to obtain physical network documentation or policies on the protocol for network failure. A protocol of the simple steps to take in the case of an internet outage or network failure could not be delivered to our team. This is essential in the case the individual who normally draws this responsibility is unavailable. This document is one of the most important documents to any network team and offers contacts for ISP or network support consultants who can immediately work on outages.

Recommendations

We recommend the immediate creation of new policies and protocol documents as well as detailed documentation of network design, server systems and passwords for all major systems. Best practice is that all systems are supported with a network back-up power supply and redundant emergency internet failover to support the system if internet outage occurs. A failover system allows access to the network from other schools in the district, and internally, if the primary internet service provider connections are not available. In other words, this provides redundancy for the internet connection.

Data Security / Data Safety

Overview

Proviso's systems servers are currently backed up on-site but there is no off-site backup in place. At the time the Team requested policies or procedures on offsite backups, there were none available. After researching the district's online policies, we were unable to locate the vital policies that every technology department should have readily available. Severs are virtual, which offers the opportunity to easily backup systems to a live state and offer instant recovery upon system failure. There is also no data recovery policy in case of catastrophic events such as fire, floods, or storms.

Current data back-up and stability policies

We were unable to obtain a written data backup policy or data breach policy. There is not a clearly delineated plan that users could consult or path they should take if data has been breached or lost. There is not a clear-cut policy of a user's alternatives if the main internet fails. Lastly, there is no protocol or procedure in the case of catastrophic events.

Recommendations for best practices

Technology administrators should immediately develop emergency data breach protocols in tandem with the school district's administrators. The policies should have clear paths that any user whose data has been breached should follow. These policies should offer a solution to protect breached user data as well as to protect other user's systems from the existing data breach. Protocols should include securing the network as well as data forensics to find out how the breach occurred.

Protocols and procedures should be developed for catastrophic events. Most organizations do not realize the importance of these documents until it is upon them and no solution is available. Administrators can gain a wealth of knowledge from Cisco's Disaster Recovery Best Practice documents: https://www.cisco.com/en/US/technologies/collateral/tk869/tk769/white_paper_c11-453495.pdf

Surveillance & Security Review

Overview

The current state of surveillance systems for all locations is disjointed. Cameras are in suboptimal locations. There are multiple types of camera systems, which have been installed by a variety of vendors. Specifically, the Technology team reported that there are three different camera systems currently that were installed by three distinct vendors. Each surveillance system has a different software interface. Systems are both analog and digital and unavailable for view by the administrative office or any entity outside the school in which they reside. This is at best an issue, and at worst, a security and safety nightmare for the schools in the district. With the rise in school shootings and other possible safety situations, every location should have the capability of giving law enforcement or other safety officials access to the internal surveillance systems. The ability to view surveillance systems acts as a deterrent from inappropriate behavior from staff and students, as well as an option to offer a strategic advantage for safety officials in the event of an emergency.

Recommendations

We recommend that cameras located in locations that are not most optimal be immediately moved to locations where they can be most effective. Cameras act as deterrents, provide security for the area under surveillance, and offer visual evidence of actual events. We recommend that manufacturer standardization be created for the surveillance system. This standardization will decrease the learning curve for system managers as well as offer the opportunity for the school district to choose the best options. A standardized surveillance system will also reduce the cost of ownership as the district will have interchangeable parts for the cameras. It is also recommended that policies be generated to support the surveillance system, which would allow for the surveillance system to be comprehensively viewed remotely offsite by both administrators and safety officials, if required. These surveillance systems should be verified by the technology staff as functioning properly on a revolving schedule, and logs created to note these tests.

Essential Upgrades and improvements

Phone system

Proviso's phone system is more than 15 years old. It operates as an analog system when most modern organizations have moved to digital voice over internet protocol (VOiP) systems. The phone system should be upgraded as soon as possible as there are very few alternatives for repairs if the system completely fails and no new parts are available for the system. Communication is vital to all organizations and particularly to school systems that must communicate with many stakeholders.

Surveillance System

The surveillance system, as previously mentioned, is in need of replacement to ensure the safety of staff and students. Although most do not realize it, this is a vital system that maintains order, offers record keeping, and helps with the general safety of staff and students.

Policy/Protocol/Documentation Improvements

There is a concerning lack of policies, protocols, and documentation for Proviso, specific to technology in general, and the security of data in particular. This is where the technology team has its greatest shortcomings. In almost every instance where this information was requested, there was no official document that could be readily delivered. This is an issue that must be corrected by the technology administrative team as well as the academic administrative team. Policies and protocols can prove to be the difference between success and failure in emergencies. For further information on emergency preparedness, visit [Schools/Campus - Resources - Plan and Prepare (illinois.gov)](illinois.gov).

Strengths

Network has been managed and network infrastructure is not far out of date. Network leader very knowledgeable of all processes in the school district. Recently, new equipment was purchased, and the school district has been able move to 1-to-1 computing. PTHS D209 has a multitude of software options that have been budgeted. This allows for flexibility in the budget for the school district to move forward with the software of its choice in the future.

Opportunities

PTHS D209 has the opportunity to evaluate many software systems that are already in place and choose the most effective solutions. Because the school district currently has access to all of these systems, the school district is in the unique position of being able to actually evaluate in-house with prior knowledge of how well systems fulfill their needs and requirements. Most organizations have to go through testing phases, but PTHS D209 has already tested the software in real work, authentic circumstances.

PTHS D209 has the opportunity to install state of the art surveillance systems if it chooses to settle with one manufacturer. This can be of great benefit to the district in that the district would have the latest and greatest in technology, as well as integrating body temperature cameras that could identify individuals who have temperatures above the norm in the Covid-19 pandemic.

The district's new administration has the opportunity to work with the Board of Education to create new technology policies based on research and best practices to ensure that technology is used to support the mission, vision, and core purpose of the organization. The district can leverage the opportunity to create policies to guide the critical work of the organization, establish clear guidance, and set expectations. Research shows the importance of establishing clear, written policies for employees to protect and safeguard the organization's assets, protect employees, and improve the culture of the organization.

The recommended technology policies will support the organization with mitigating risks. Technology policy examples include: Data Retention, Backups, Disaster Recovery, and Security. For further information about policies see https://www.powerdms.com/blog/purpose-policies-workplace/

Aspirations

All technology administrators should aspire to have the greatest amount of data safety, security and reliability in their organizations with the most cost-efficient budget. Proviso should have this same aspiration and can get there with the current opportunities and team organization, planning, and policy improvement.

Organizations should also strive to have the greatest amount of safety for the individuals who are employed. Better surveillance systems will allow superior management of safety and security for employees and students.

Results:

Our technology team has determined that major administrative leadership functionality is missing from the technology department. This has led to the non-existence of administrative documentation, protocols, and created and enacted policies. This misstep has left the district wide open to a number of major issues and data threats.

For more information on technology resources:

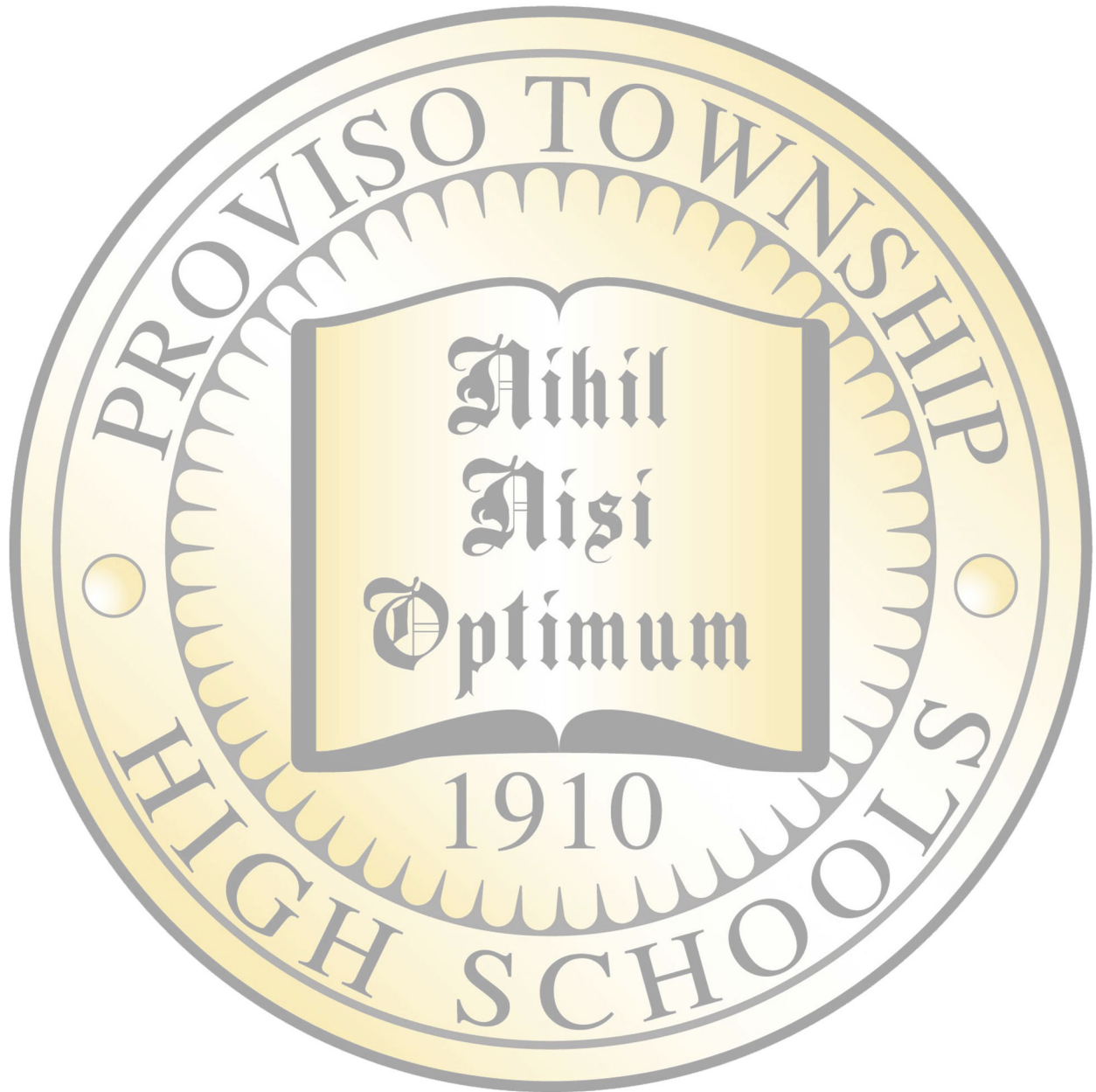https://www.rand.org/pubs/research_briefs/RB9922.html

How to Use Technology for Emergency Preparedness in Schools (getcleartouch.com)

How Schools Can Prepare for Emergencies | American Red Cross
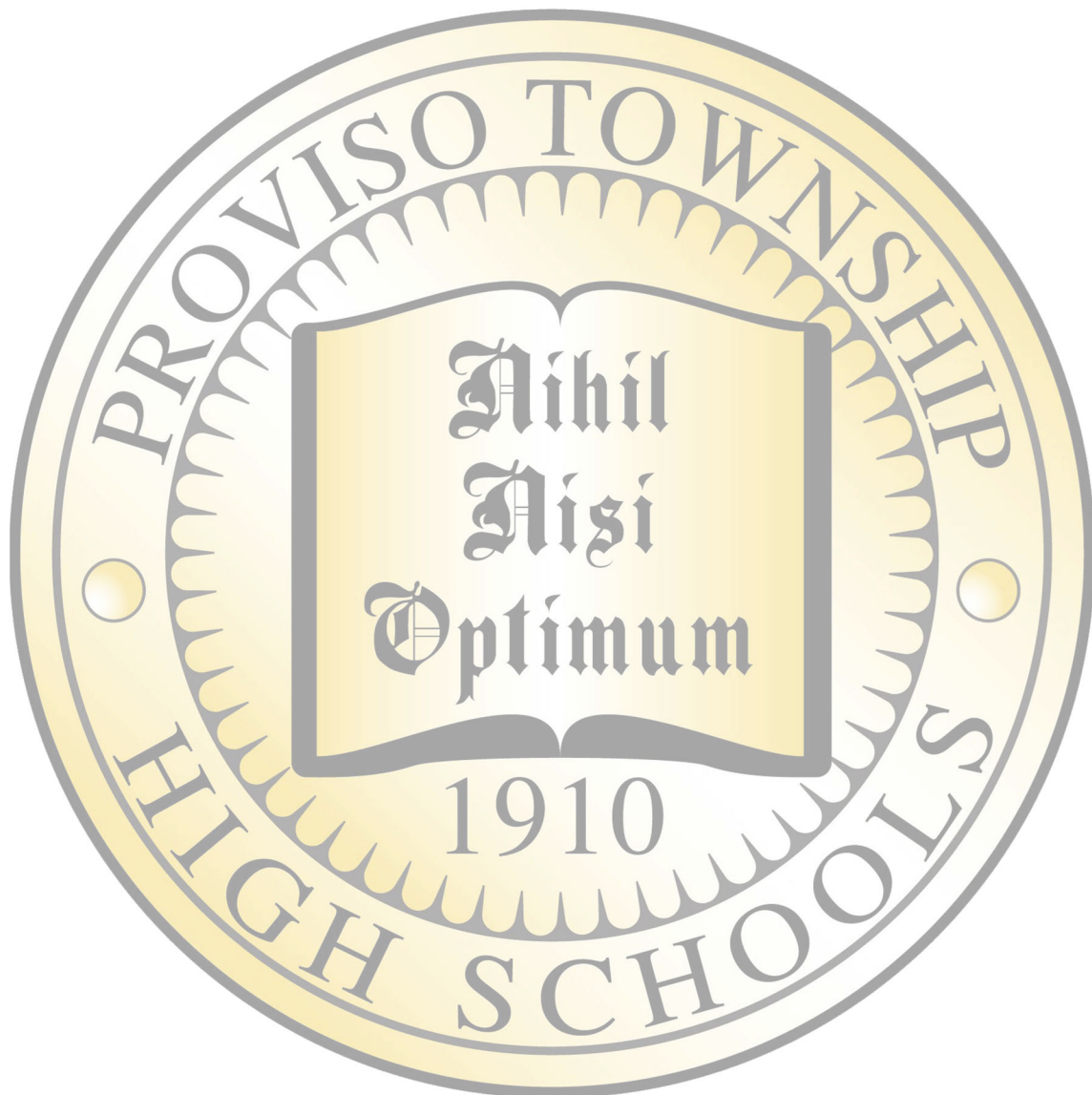
III.   HUMAN RESOURCES

See PowerPoint presentation.

IV.   FINANCE AND OPERATIONS

Overview

The financial report summarizes an assessment of the district's financial and operational activities. This report as outlined in the observations and associated recommendations, provides the district's management with the information that shows the need for increased internal controls and the urgency for implementing those recommendations. The approach used in gathering this information was to interview each of the persons involved and review the data presented for each of the financial and operational function areas. This information was summarized and used as the basis for determining the listed recommendations for improvement. This assessment is an initial step in management's program of assessing district's operations, evaluating controls, reviewing control effectiveness, and adapting measures to achieve improved overall effectiveness.

Focus Area 1.0: Departmental Procedures and Internal Control

Background

School District policies and procedures are the internal control mechanisms that help ensure management objectives, including financial reporting, are carried out. They help ensure necessary actions are taken to address risks to achieve the school district's objectives. These controls include a range of activities as diverse as *approvals, authorizations, verifications, reconciliations, review of operating performance, security of assets, and segregation of duties.* The administration creates and maintains a framework of internal control to ensure that the district will meet its responsibilities.

The key element in a favorable control environment is administration's attitude, as demonstrated through its actions. Administration must lead by example, creating a *tone at the top* that sets the standard for the entire organization. Management is responsible for developing detailed policies, procedures and practices and ensuring that they are an integral part of the district's operations. The importance of following departmental procedures must be communicated to staff at all levels and there must be swift and appropriate disciplinary actions for employees who violate standards of conduct.

Observations and Analysis

The district's accounting system is designed to assemble, analyze, classify, record and report financial data as well as maintain adequate control over district assets. District administration is charged with providing the leadership necessary for the district to achieve the following:

1. Effectiveness — Is the District achieving its objectives?
2. Efficiency   — Is the District optimally using its resources?
3. Compliance   — Are policies, procedures, laws and regulations followed?

To fully assess the district's situation, a detailed analysis was performed regarding existing practices and written procedures as well as their alignment to school board policy. The following conclusions were obtained:

- There is a need for increased consistent oversight of all functional responsibilities in the financial and operational departments

- There is a lack of oversight of account reconciliations

- There is ineffective utilization of staff

Recommendations

- Start with IASB template of Administrative procedures and custom-design procedures to conform with school board policy

- Restructure the organizational chart to ensure more oversight of critical areas such as child nutrition and transportation

- The CFO should ensure monthly completion of all account reconciliations such as activity and credit card accounts

- Require that schools enter all transactions such as activity accounts requisitions into Infinite Visions

- Develop a plan for succession planning to ensure all positions are staffed 100% of the time

Focus Area 2.0: Purchasing and Accounts Payable

Background

The purchasing function impacts the district entity-wide. The primary purpose of the function is to ensure that appropriate goods and services are obtained at the right time, in the right quantities, at the right prices and within established rules/regulations and policies/procedures to enable the district to operate on a daily basis. The Purchasing department is headed by the CFO and a Purchasing Specialist focuses on the purchasing function. The Purchasing department supports District schools and departments in the development, negotiation, and administration of contracts for the purchase of goods needed throughout the District. It oversees professional services agreements, and related change orders, through the use of formal bids, competitive negotiations, requests for qualifications, invitations to quote, and requests for proposals. The process addresses the proper request and authorization of purchases and vendor approval and setup.

The Purchasing Specialist is responsible for assuring that all purchases against the assigned budgets are appropriate and necessary. The principals at each site primarily initiate the purchasing process. The request for purchase order (requisition) is the initial electronic document submitted to the Business office and once approved by the Purchasing Specialist, assigned a purchase order number from Infinite Visions. The amount is then encumbered in the encumbrance ledger. District policies and procedures are designed to meet all of the requirements of the Procurement Code in accordance with Illinois School Code.

All vendor invoices are mailed to the Accounts Payable personnel in the Business Office. The vendor invoice is matched to the receiving copy of the Purchase Order. Once the documents are matched, the items invoiced are checked back to the items listed on the approved copies of the purchase order. Accounts Payable personnel check each invoice carefully to verify amounts due, shipping and handling costs, and any other applicable discounts, etc. After these verifications are in place, the payment is processed.

Observations and Analysis

In an effort to decrease errors and increase overall efficiency, an analysis was performed relative to communication tools and strategies as a way of understanding the specific challenges of the district related to effectively managing the processes associated with this content area. The following conclusions were obtained:

- Lack of consistency relative to requisition expenditure coding

- Lack of Published Approval Thresholds

- Lack of controls to prevent a purchase order amount to be exceeded by shipping costs by unacceptable amounts. (Best practice allows for shipping costs around $200)

Recommendations

- Create handbook for schools and schedule training sessions
- Develop Procurement Chart (See Exhibit A)
- Develop an internal invoice process and procedures manual

Focus Area 3.0: Payroll & Benefits

Background

Due to the financial and inherent risks associated with payroll for school districts in general, this area has been identified as a high risk within the district. The district should adequately maintain its personnel records, including files, checklists, documents, and other information. Adequate documentation ensures that all the necessary information and approvals were obtained to properly process district employees. In general, an independent review is a detective control that adds to the overall strength of the control environment. Management's supervisory role over processing of information into the business management system as well as final review of checklist items helps to ensure the integrity of the data held within the system, and helps to ensure that all documents were obtained, and all steps completed, such as Board approval, for properly processing employees into or out of the districts' manual and automated systems.

Observations and Analysis

In completing this process, the procedures for processing, verifying, and certifying the district payroll were reviewed. Specifically, we reviewed the procedures for entering payroll transactions into the system, processing bi-weekly payroll, reconciling and certifying payroll, and payment of quarterly federal and state payroll taxes. To do so, we interviewed staff, and reviewed existing policies and procedures, as well as the use of standard transaction forms. The following conclusions were formed:

- There is no HR form that documents all employee transitions such as hiring, leave of absence, etc.

- The employee hired as Payroll Coordinator appears to have no supervision

- The employees interviewed indicated Infinite Visions training has been lacking

Recommendations

- Develop a document, i.e. personnel change form, to reflect all HR changes

- Develop/distribute written procedures to include schedule of due dates for documents, i.e. timesheets, to be received by the payroll department

- Ensure that all employees are effectively managed and supported.

Focus Area 4.0: Facilities

Background

School facilities should be designed and maintained to support the educational curriculum to provide an effective learning environment educationally adequate to deliver the curriculum. Suitable facilities require good planning, which is made possible by accurate measurement of school capacities and enrollment projections. There must be good communication between facilities planning, design and construction, and facilities management. Finally, processes to enable feedback from the operations and maintenance of facilities to planning and design are important to enhance the quality of new and renovated schools.

Observations and Analysis

The Operations department is headed by the CFO and a Building and Grounds Manager who handles the day-to-day responsibilities of the facilities. The scope of this assessment includes a review of the functional responsibilities of the Building and Grounds Manager including facilities organization and management, maintenance and operations, energy management, custodial services, security, and grounds management. The objectives of this assessment were to:

1. Determine the effectiveness and efficiency of facilities management
2. Determine compliance with applicable laws, regulations and district policies and procedures
3. Review any written facility plans

As the result of interviewing staff, reviewing existing policies and procedures, as well as the use of standard transaction forms, the following conclusions were obtained:

- There is currently no around the clock security for district facilities

- Lack of a detailed facilities management plan

- Lack of published board approval thresholds relative to construction expenditures

Recommendations

As a matter of best practice, the following recommendations are based on processes and procedures that can be implemented to ensure overall district goals are met.

- Consider outsourcing the Security function

- Establish formal consistent review process of work performed by Architectural and Engineering firms

- Review/develop approval thresholds for construction related change orders

- Schedule a detailed facilities management review

Conclusion

See PowerPoint presentation.
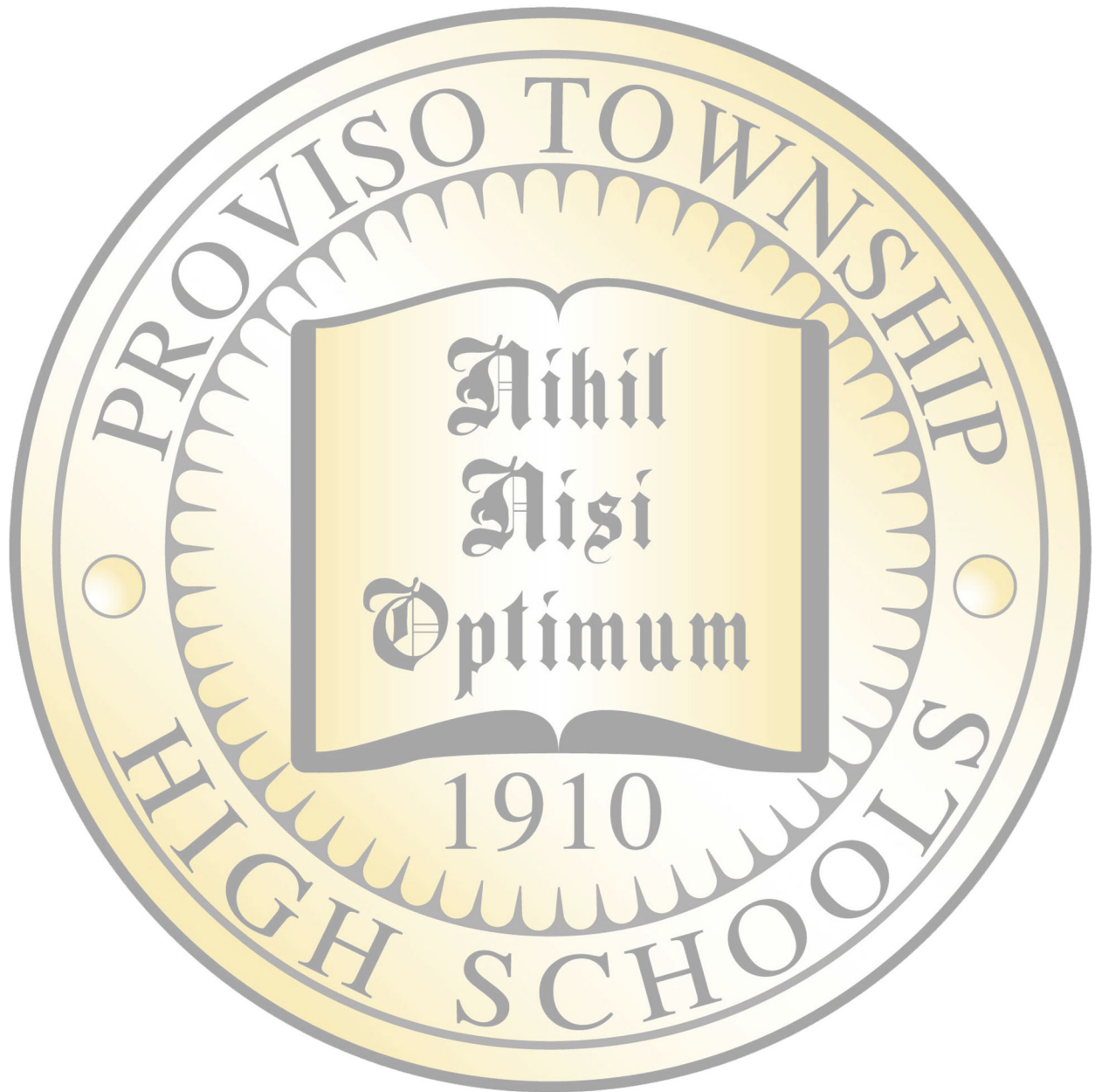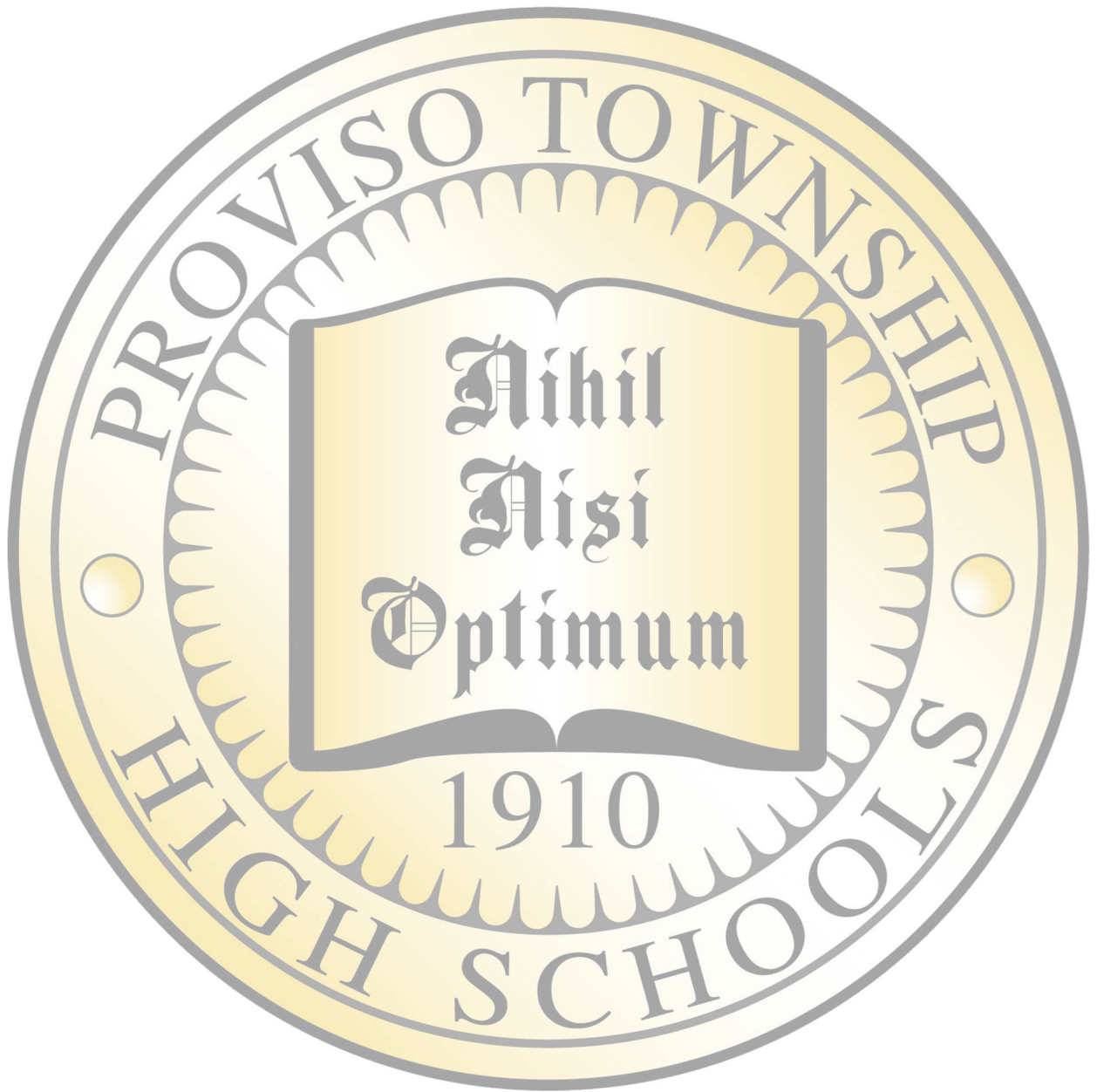
APPENDIX A: External and Internal Team Members
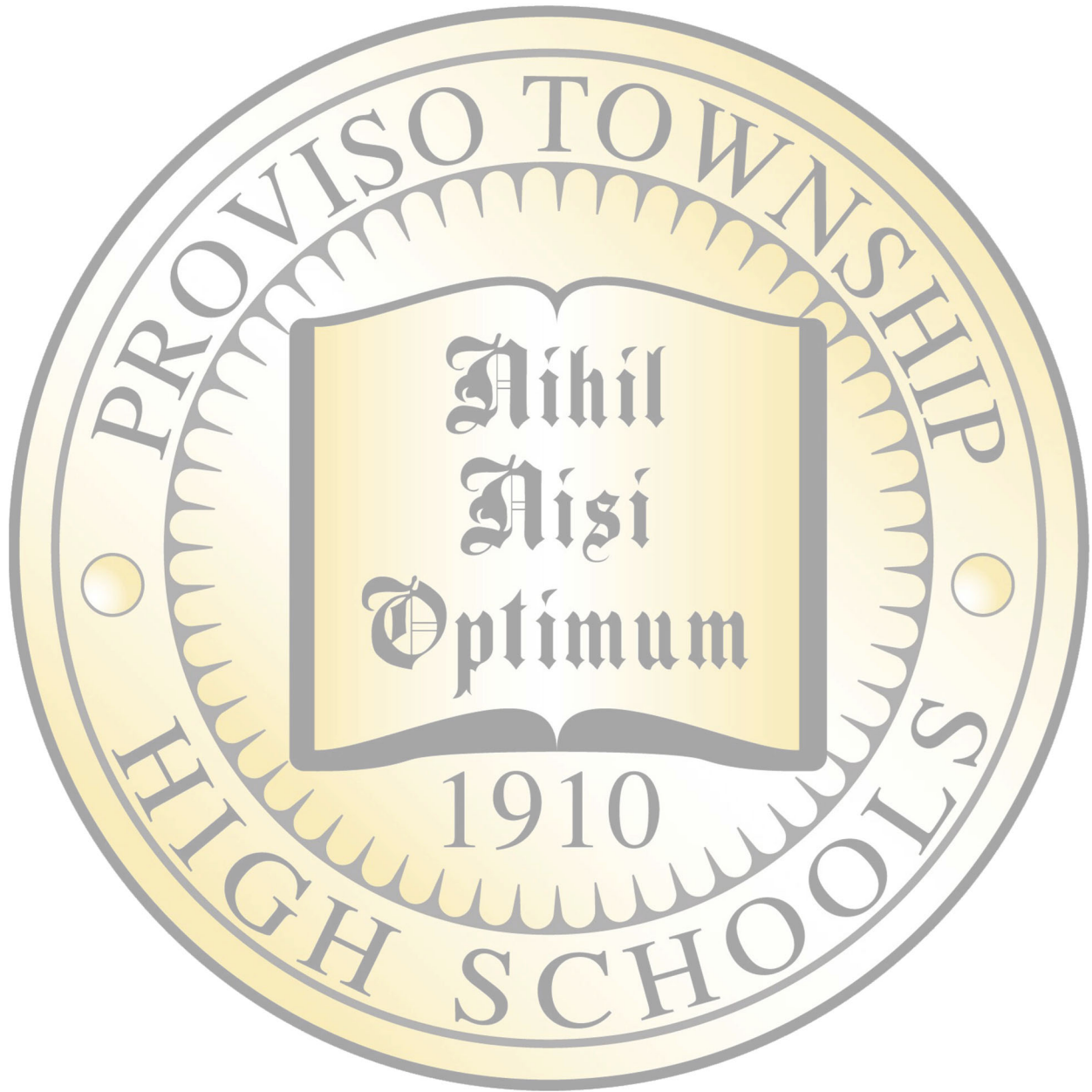
EXTERNAL AUDITORS

Ernest Clark has more than three decades of experience in school administration, accounting, auditing and business management. During his career which primarily has included Chief School Business Official and Chief Audit Executive positions, he has served various school districts, higher education organizations and accounting firms across the country. Although he can be credited as been the catalyst which led to financial operations becoming compliant and more efficient, his strong points have been implementing best practices and procedures as outlined by generally accepted accounting principles and school governing organizations such as the Council of Great City Schools. Additionally, he has spent the past 15 years working on community education and career development initiatives such as the St. Louis Public Schools, Race to the Finish Line program for Seniors. Mr. Clark is dedicated to diversity work and preparing youth for their future.

Shannon Greer earned a Bachelor of Science Degree in Computer Science with an Emphasis in Software Engineering from the University of Mississippi (Ole Miss) while working with their technology team to develop student athletic intake systems supporting end users on campus. He began his career of more than 20 years' experience with Central Access Systems of Pearl Mississippi, and helped to design Sam Central, the leading student management system for the State of Mississippi. After working for Central Access Systems, Shannon transitioned to Yazoo County School District serving for 8 years as the Network Administrator and Technology Coordinator while managing the administrative documentation, as well as over 3,000 devices including 20 servers, time clocks and surveillance systems. From there, Shannon moved to develop and construct SAMAC Technology & Networking Solutions, an independent technology company offering comprehensive technology solutions to cities, counties, law firms, medical facilities and educational institutions. He currently serves as the company's Chief Executive Officer and primary project design manager. Shannon carries multiple certifications which include Cisco Certified Network Engineer, Microsoft Certified System Engineer and Security +. Shannon designs networks that extend across entire cities and counties as well as intricate internal secure networks for school districts and medical facilities. Shannon's knowledge extends from the data closet to the end user's PC and he has certification at all points from the cabling in the wall to the devices that push data over the network to the end user's PC at the desk and the voice over IP phone system which they utilize to communicate.

INTERNAL TEAM

EXECUTIVE LEADERSHIP TEAM (ELT)
Dr. James L. Henderson   Superintendent
Dr. Nicole Williams   Deputy Superintendent for Transformation
Dr. Nicole Howard   Assistant Superintendent for Academic and Family Services
Mr. Dan Johnson   Assistant Superintendent for Human Resources
Mr. Paul Starck-King   Assistant Superintendent for Finance & Operations
Ms. Nicole Wilson   Executive Director of Communications and Community Engagement
Mr. Brandon Gale   District Lead Security
Mr. L.T. Taylor   District Lead Buildings and Grounds Manager
Ms. Gwen Williams   General Manager of Food Services, Sodexo Services

PRINCIPALS
Mr. William Breisch   Proviso Math and Science Academy
Dr. Patrick Hardy   Proviso East High School
Dr. Bessie Karvelas   Proviso West High School

Office of Academic and Family Services

Office of Finance and Operations

Office of Human Resources

Office of Community Outreach and Public Relations

Office of Technology

Buildings and Grounds/Facilities

Appendix B: Audit Data Documentation

**Under separate covers.

Let's Talk...

I want to take a moment to address our nation's current state of affairs. What unfolded in our nation's capital last week is unacceptable and unamerican. The people who attacked the seat of our government, threatened the soul of our nation. They are not patriots. They are individuals who have failed to see the strength and dignity of who we are, here in America. They failed to see our ability to stand, even when the ground we stand on is fragile and wrought with systems that breed inequity.

It is no secret that our country is deeply divided. And what we saw emerge in our nation's capital put that division on full display for the world to see. The bandage has been ripped off. We are fully exposed. And that is painful.

Some of you feel the pain of racial injustice, triggered at the sight of seeing armed members of law enforcement demonstrate extreme restraint when white men and women engage in criminal activity - and walk away alive or, at least, uncuffed. How can this be when unarmed men, women, and children of color are killed by police officers when they are sleeping. Or playing with a toy gun. Or walking down the street. Or just "looking" suspicious.

Some of you feel violated, cheated out of an election that was won "fair and square." You believed and trusted and hoped that the Courts would right your wrong. How can they ignore the pleas for an investigation that would have delivered the justice you feel you deserve?

Let me remind you that no matter which side of the issue you fall on - we, as a people, are better than what we saw last Wednesday. We are stronger than that. And, here in Proviso, we are committed to teaching our children, our scholars, how to work through differences without resorting to the tactics that were deployed this past week.

Here at PTHS D209, we are fiercely focused on cultivating the minds of our children, our scholars, so they are prepared, not just to navigate their way through broken systems but, to shatter those systems with productive measures. We are focused on helping them tap into the fullness of the power that resides within them so they can provoke thoughtful discussion and strategies around creating a more equitable society - one where they can thrive. Here at PTHS D209, we are building leaders who will change this world, starting with the community they live in.

In Proviso, we are people who can, and will, talk through our differences of opinion to build bridges that unify, empower, and strengthen our community. In order to help all of us move past the pain we feel, we've scheduled several virtual Zoom sessions with leaders in our community. We invite you to join us.

•**Wednesday, January 13th** at 5:30 p.m. with Bishop Dr. Reginald Saffo. Illinois State Senator Kimberly Lightford and Board President Rodney Alexander will join the forum for a question and answer session.

•**Thursday, January 14th** at 6:00 p.m. with Pastor Larry Perez (Spanish forum)

Pastor Teddy Matthews will also join us for a district wide student assembly on Friday, January 15th.

The Zoom links for each session are available below and on the PTHS D209 website.

Superintendent James L. Henderson, Ed.D

Hablemos...

Quiero tomarme un momento para abordar la situación actual de nuestra nación. Lo que ocurrió en la capital de nuestra nación la semana pasada es inaceptable y antiamericano. Las personas que atacaron la sede de nuestro gobierno amenazaron el alma de nuestra nación. No son patriotas. Son individuos que no han visto la fuerza y la dignidad de lo que somos, aquí en América. No han visto nuestra capacidad de mantenernos firmes, incluso cuando el terreno sobre el que nos paramos es frágil y está forjado con sistemas que generan desigualdad.

No es un secreto que nuestro país está profundamente dividido. Y lo que vimos surgir en la capital de nuestra nación puso esa división en plena exhibición a la vista del mundo. El vendaje ha sido arrancado. Estamos totalmente expuestos. Y eso es doloroso.

Algunos de ustedes sienten el dolor de la injusticia racial, desencadenada al ver a miembros armados de las fuerzas del orden demostrar una extrema moderación cuando hombres y mujeres blancos se involucran en actividades criminales - y se van ilesos o, al menos, sin esposas. ¿Cómo puede ser esto cuando hombres, mujeres y niños de color desarmados son asesinados por agentes de la policía cuando están durmiendo? O jugando con una pistola de juguete. O caminando por la calle. O simplemente "pareciendo" sospechoso.

Algunos de ustedes se sienten violados, engañados en unas elecciones que fueron ganadas "limpiamente". Creyeron, confiaron y esperaron que los tribunales corrigieran su error. ¿Cómo pueden ignorar los alegatos de una investigación que les habría otorgado la justicia que creen merecer?

Permítanme recordarles que no importa de qué lado del problema estén, nosotros, como pueblo, somos mejores que lo que vimos el miércoles pasado. Somos más fuertes que eso. Y, aquí en Proviso, estamos comprometidos a enseñar a nuestros jóvenes, a nuestros estudiantes, cómo trabajar a través de las diferencias sin recurrir a las tácticas que se implementaron la semana pasada.

Aquí en PTHS D209, estamos ferozmente enfocados en cultivar las mentes de nuestros niños, nuestros académicos, para que estén preparados, no solo para navegar a través de sistemas rotos, sino también para destruir esos sistemas con medidas productivas. Nos centramos en ayudarles a aprovechar la plenitud del poder que reside en su interior para que puedan provocar un debate reflexivo y estrategias en torno a la creación de una sociedad más equitativa, en la que puedan prosperar. Aquí en PTHS D209, estamos formando líderes que cambiarán este mundo, empezando por la comunidad en la que viven.

En Proviso, somos personas que podemos y queremos hablar a través de nuestras diferencias de opinión para construir puentes que unan, empoderen y fortalezcan nuestra comunidad. Para ayudarnos a todos a superar el dolor que sentimos, hemos programado varias sesiones de Zoom virtual con líderes de nuestra comunidad.

Los invitamos a unirse a nosotros.

Miércoles 13 de enero a las 5:30 p.m. con el Obispo Dr. Reginald Saffo. La senadora del estado de Illinois Kimberly Lightford y el presidente de la junta Rodney Alexander que se unirán al foro para una sesión de preguntas y respuestas.

Jueves 14 de enero a las 6:00 p.m. con el Pastor Larry Pérez (foro en español)

El Pastor Teddy Matthews también se unirá a nosotros en una asamblea de estudiantes de todo el distrito el viernes 15 de enero. Los enlaces de Zoom para cada sesión están disponibles abajo y en la página web del PTHS D209.

Superintendent James L. Henderson, Ed.D

Illinois At-A-Glance Report Card | 2018-2019

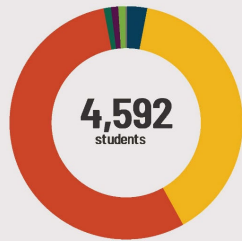For more information, visit IllinoisReportCard.com

Proviso Twp HSD 209

8601 Roosevelt Rd Forest Park, IL 60130 ☎ (708)338-5912

Grades: 9 - 12
Superintendent: Dr.James Henderson

Fast Facts

4,592 students

Student Characteristics

White	3%
Black	39%
Hispanic	55%
Asian	1%
American Indian	1%
Two or More Races	1%
Pacific Islander	0%
Low Income	34%
English Learners	12%
With IEPs	17%
With Disabilities	–
Homeless	2%

16% ELA proficiency — State Avg.
13% Math proficiency — State Avg.
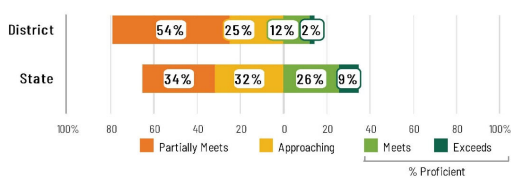**13%** Science proficiency — State Avg.
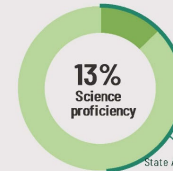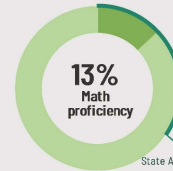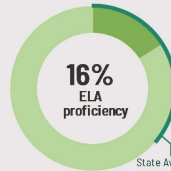
Academic Success

High school students take the SAT in English Language Arts and Math. The display shows SAT ELA & Math results in four performance levels.
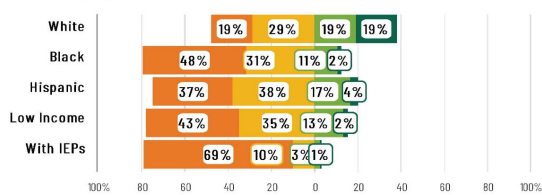
English Language Arts

	Partially Meets	Approaching	Meets	Exceeds
District	41%	35%	14%	3%
State	28%	36%	26%	11%

Mathematics

	Partially Meets	Approaching	Meets	Exceeds
District	54%	25%	12%	2%
State	34%	32%	26%	9%

Partially Meets · Approaching · Meets · Exceeds
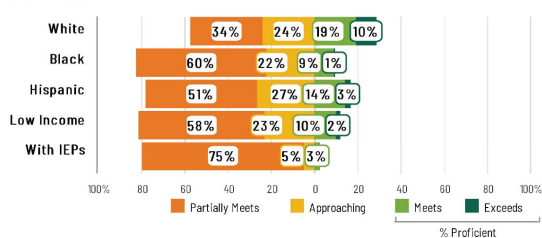% Proficient
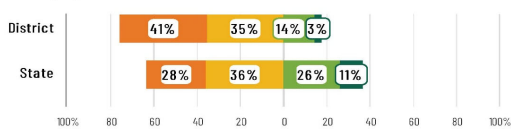
Success by Student Group

This display shows SAT ELA & Math performance levels for each student group. No data is shown for groups with fewer than 10 students.

English Language Arts

	Partially Meets	Approaching	Meets	Exceeds
White	19%	29%	19%	19%
Black	48%	31%	11%	2%
Hispanic	37%	38%	17%	4%
Low Income	43%	35%	13%	2%
With IEPs	69%	10%	3%	1%

Mathematics

	Partially Meets	Approaching	Meets	Exceeds
White	34%	24%	19%	10%
Black	60%	22%	9%	1%
Hispanic	51%	27%	14%	3%
Low Income	58%	23%	10%	2%
With IEPs	75%		5%	3%

Partially Meets · Approaching · Meets · Exceeds
% Proficient

District Finance

Instructional Spending per Pupil includes only the activities directly dealing with the teaching of students or the interaction between teachers and students.

	2016	2017	2018
District	$7,811	$8,742	$8,536
State	$7,853	$8,024	$8,172

$9.5k / $9.0k / $8.5k / $8.0k / $7.5k

Operational Spending per Pupil includes all costs for overall operations in this district, including Instructional Spending, but excluding summer school, adult education, capital expenditures, and long-term debt payments.

	2016	2017	2018
District	$16,052	$17,694	$17,910
State	$12,973	$13,337	$13,764

$18.5k / $17.0k / $15.5k / $14.0k / $12.5k

College Readiness

Early College Coursework
Students taking early college coursework in grades 10, 11, and 12

27% — 37% State

Postsecondary Enrollment
Students who enroll at colleges and universities

61% — 74% State

Community College Remediation *(lower is better)*
Students enrolled in Illinois community colleges who require remedial coursework

70% — 44% State

Graduation Rate
Percentage of students who graduated within 4 years

76% — 86% State

Proviso Twp HSD 209

Schools in District

School Name	Grades	Summative Designation	School Name	Grades	Summative Designation
Proviso East High School	9 - 12	Comprehensive	Proviso West High School	9 - 12	Commendable
Proviso Math and Science Academy	9 - 12	Exemplary			

Achievement Gap

Achievement gaps display the differences in academic performance between student groups. The display below shows the gap in readiness for the next level between low income (LI) students and non-low income (non-LI) students on the SAT for both English Language Arts (ELA) and Math.
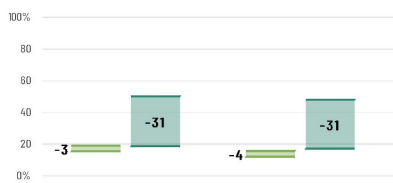
	SAT ELA		SAT Math	
	District	State	District	State
Non-Low Income	19%	50%	16%	48%
Low Income	15%	19%	12%	17%
Gap	-3	-31	-4	-31

Student Attendance and Mobility

Attendance Rate
Rate at which students are present at school, not including excused or unexcused absences — District 86%, State 94%
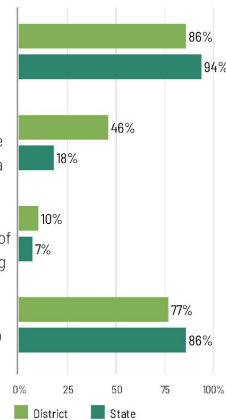
Chronic Absenteeism
Percentage of students who miss 10% or more of school days per year either with or without a valid excuse — District 46%, State 18%

Student Mobility
Percentage of students who transfer in or out of the school during the school year, not including graduates — District 10%, State 7%

Teacher Retention
Percentage of full time teachers who return to the same school year to year — District 77%, State 86%

Legend: District, State

Educator Measures

This district has had an average of **2 principal(s)** at the same school over the past 6 years. District wide in the last three years, an average of **77% of teachers** return to the same school each year.

FOR MORE INFORMATION

Visit IllinoisReportCard.com to see additional details about each item of information for this school. There you will find charts spanning multiple years, detailed explanations, resources, more of the school's programs and activities, and powerful tools that let you dig deeper into data.

Most of this data has been collected by ISBE from school districts through data systems. Some information, such as the School Highlights, is entered directly by principals and can be updated throughout the year.