



**21<sup>st</sup> Curriculum, Research, and Instructional Leaders Conference  
July 9 to July 12, 2024 – Westin Michigan Ave, Chicago, IL**

## Agenda

	Tuesday, July 9	Wednesday, July 10	Thursday, July 11	Friday, July 12	
7:30 am	<i>Breakfast on your own</i>	Registration (7:30 am – 4:00 pm)	Registration (7:30 am – 4:00 pm)		
8:00 am		Breakfast (8:00 am – 8:45 am)	Breakfast (8:00 am – 8:45 am)	Breakfast (8:00 am – 8:45 am)	
8:30 am					
9:00 am		Keynote Speaker & Cross-District Reflection Time (8:45 am – 9:45 am)	District-Led Presentations (9:00 am – 11:20 am) See Breakout Session Chart	Artificial Intelligence (AI) Session (8:45 am – 11:00 am)	
9:30 am		Break		Cross-District Reflection Time (11:00 am – 11:25 am)	
10:00 am		Role-Alike Sessions			Closing Remarks (11:25 am – 11:30 am)
10:30 am					
11:00 am	Registration (11:00 am – 4:00 pm)		Networking 11:20 am – 12:00 pm		
11:30 am					
12:00 pm	Welcome Remarks Lunch (12:00 pm – 12:45 pm) Transition	Lunch (12:00 pm – 1:00 pm)	Awards Luncheon (12:00 pm – 1:30 pm)	Lunch: Grab & Go (11:30 am – 12:00 pm)	
12:30 pm					
1:00 pm	Opening Kickoff & Icebreaker (12:50 pm - 1:15pm)	Keynote Speaker & Cross-District Reflection Time (1:00 pm – 2:00 pm)		<i>End of Conference  See you next year!</i>	
1:30 pm	Math Equity Panel 1:15 pm – 2:15 pm				
2:00 pm	Break 2:15 pm - 2:30 pm	District-Led Panel: A Comprehensive Approach to Student Engagement (2:00 pm – 2:45 pm)	Keynote Speaker & Cross-District Reflection Time (1:30 pm – 3:00 pm)		
2:30 pm	Role-Alike Sessions	Break			
3:00 pm		District-Led Presentations (3:00 pm – 5:00 pm) See Breakout Session Chart	Role-Alike Sessions		
3:30 pm					
4:00 pm					
4:30 pm					
5:00 pm	On-site Reception (5:00 pm – 6:30 pm)	On-site Cocktail Reception (5:00 pm – 6:00 pm)	On Your Own		
Evening					

Registration/Break	Meals	Joint Session	Role-Alike Sessions	District-Led Presentations	Evening/Receptions
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Time	Tuesday, July 9 <sup>th</sup>
11:00 am – 4:00 pm	<b>Conference Registration</b>
12:00 – 12:45 pm	<b>Lunch (Michigan Ballroom)</b> <b>Welcome and Opening Remarks</b> <i>Ray Hart, Ph.D., Executive Director of the Council of the Great City Schools</i>
12:45 – 12:50 pm	<b>Transition</b>
12:50 – 1:15 pm	<b>Opening Kickoff &amp; Ice Breaker (Great Lakes Grand Ballroom)</b> <i>Farah Assiraj, Chief of Teaching and Learning, Council of the Great City Schools</i>
1:15 – 2:15 pm	<p style="text-align: center;"><b>Math Equity Panel (Great Lakes Grand Ballroom)</b></p> <p style="text-align: center;">During this facilitated panel, we will hear from district leaders from New York City Public Schools and East Baton Rouge public schools as they share their experiences and achievements in implementing the Bill and Melinda Gates Foundation Research and Development Partnership for Math Equity.</p> <ul style="list-style-type: none"> <li>– <i>Nicole Williams</i>, Executive Director, STEM, NYC Public Schools</li> <li>– <i>Beth Wehner</i>, Senior Director for Math &amp; Science, NYC Public Schools</li> <li>– <i>Lauren Goldenberg, PhD</i>, Senior Director, Research &amp; Evaluation, NYC Public Schools</li> <li>– <i>Justin Robicheaux</i>, Instructional Data Coordinator/Curriculum Director, East Baton Rouge Parish Public Schools</li> <li>– <i>Suzanne Navo</i>, Coordinator of Grants, East Baton Rouge Parish Public Schools</li> <li>– <i>Stacey Terrio</i>, Research Associate, Louisiana State University – Social Research &amp; Evaluation Center</li> </ul>
2:15 – 2:30 pm	<b>Break</b>
2:30 – 3:00 pm	<p style="text-align: center;"><b>Role-Alike Sessions</b></p> <p><b>Curriculum, Chiefs of Schools, Principal Supervisors, Chief Academic Officers, SPED, Early Learning, and Instructional Leaders Role-Alike Session (Great Lakes Grand Ballroom)</b></p> <p><b>Equity + Multi-Tiered Systems of Support (SEL + MH + RJ) Leaders Role-Alike Session (Great Lakes Grand Ballroom)</b></p> <ul style="list-style-type: none"> <li>– Leaders connect, build, and network</li> </ul> <p><b>Research Leaders Role-Alike Session (Lincoln Park Room)</b></p> <ul style="list-style-type: none"> <li>– Research Director icebreaker and networking</li> </ul>



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3:00 – 4:00 pm	<p style="text-align: center;"><b>Role-Alike Sessions</b></p> <p><b>Curriculum, Chiefs of Schools, Principal Supervisors, Chief Academic Officers, SPED, Early Learning, Instructional Leaders Role-Alike Session (Great Lakes Grand Ballroom)</b></p> <p><b>Equity + Multi-Tiered Systems of Support (SEL + MH + RJ) Leaders Role-Alike Session (Great Lakes Grand Ballroom)</b></p> <p>“Equity Based Multi-Tiered Systems of Support: Strategic Implementation, Accountability and Sustainability”</p> <ul style="list-style-type: none"> <li>– <i>Farah Assiraj</i>, Chief of Teaching and Learning, Council of the Great City Schools</li> <li>– <i>Toni DeMello</i>, MTSS District Manager, Chicago Public Schools</li> </ul> <p><b>Research Leaders Role-Alike Session (Lincoln Park Room)</b></p> <p><b>Qualitative and Mixed Methods Research in School Districts</b></p> <p>“Evaluating Summer Programming in Philadelphia: Turning Insights into Action”</p> <ul style="list-style-type: none"> <li>– <i>Tonya Wolford, PhD</i>, Chief of District Evaluation, Research, and Accountability, School District of Philadelphia</li> <li>– <i>Joy Lesnick, Deputy Chief, Research, Evaluation, and Academic Partnerships, School District of Philadelphia</i></li> </ul> <p>“Summer 305: Participation, Teacher Perception, and Academic Impact”</p> <ul style="list-style-type: none"> <li>– <i>Vanessa Gonzalez-Hernandez, PhD</i>, Director Research Services-Assessment, Research, and Data Analysis, Miami-Dade County Public Schools</li> </ul> <p><b>Reflection &amp; Discussion</b></p>
4:00 – 5:00 pm	<p style="text-align: center;"><b>Role-Alike Sessions</b></p> <p><b>Curriculum, Chiefs of Schools, Principal Supervisors, Chief Academic Officers, SPED, Early Learning, and Instructional Leaders Role-Alike Session (Great Lakes Grand Ballroom)</b></p> <p><b>Revising the <i>Supporting Excellence Curriculum Framework Rubric: A Close Look</i></b></p> <ul style="list-style-type: none"> <li>– <i>Interactive presentation and discussion</i></li> </ul> <p><b>Research Leaders Role-Alike Session (Lincoln Park Room)</b></p> <p><b>High Impact and Evidence-Building Research Designs</b></p> <p>“Summer Programming to Recover Instructional Time Lost to COVID-19: Quasi-Experimental Evidence from Summer 2022”</p> <ul style="list-style-type: none"> <li>– <i>Nicholas D’Amico, Ph.D.</i>, Executive Director of School Performance, Cleveland Metropolitan School District</li> <li>– <i>Eric Jett</i>, Data Analyst, Cleveland Metropolitan School District</li> </ul> <p><b>Reflection &amp; Discussion</b></p> <p><b>Equity + Multi-Tiered Systems of Support (SEL + MH + RJ) Leaders Role-Alike Session (Washington Park 2 Room)</b></p> <p><b>Context for Problems of Practice Topics</b></p>
5:30 – 6:30 pm	<p><b>Welcome Reception</b></p>



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7:30 am – 4:00 pm	<b>Conference Registration</b>
8:00 – 8:45 am	<b>Breakfast (Michigan Ballroom)</b>
8:45 – 9:50 am	<p style="text-align: center;"><b>Keynote Speaker and Cross-District Reflection Time (Great Lakes Grand Ballroom)</b></p> <p><b>Welcome Remarks</b> – <i>Bogdana Chkoumbova</i>, Chief Education Officer, Chicago Public Schools</p> <p><b>Introduction of Speaker</b> – <i>Ray Hart, Ph.D.</i>, Executive Director of the Council of the Great City Schools</p> <p><b>Speaker</b> – <i>Arne Duncan</i>, Managing Partner, Emerson Collective, Former U.S. Secretary of Education – <i>Dr. Stacey Gray Akyea</i>, Executive Chief, Equity, Strategy &amp; Innovation, St. Paul Public Schools (Moderator)</p> <p><b>Cross-District Reflection Time</b></p>
9:50 – 10:00 am	<b>Break</b>
10:00 – 11:00 am	<p style="text-align: center;"><b>Role-Alike Sessions</b></p> <p><b>Curriculum, Chiefs of Schools, Principal Supervisors, Chief Academic Officers, SPED, Early Learning, and Instructional Leaders Role-Alike Session (Great Lakes Grand Ballroom)</b></p> <p><b>Culturally Responsive Pedagogy, Cultivating Joy, and Student Agency in Mathematics (PK-12)</b> – <i>CGCS Academic Team; Aly Martinez and Jennie Beltramini</i>, Student Achievement Partners (SAP)</p> <p><b>Research Leaders Role-Alike Session (Lincoln Park Room)</b></p> <p><b>Subtractive Value: Leveraging Analytics to Help Your Agency Do Less, Better</b> – <i>Dave Hersh, Ph.D.</i>, CEO, In Tandem</p> <p><i>While many of us appreciate the value of leveraging analytics to help our agencies make better decisions using return on investment (ROI), most of us miss the role of analytics in identifying what are often the largest ROI decisions an agency can make. ROI guides us by highlighting that as costs rise, so must impact. Yet we routinely fail to recognize a critical implication of this: something with zero or negative cost needs very little impact to have a large ROI. This is a key insight of subtractive value. In a world where everyone is overwhelmed (Do any of us work in organizations where staff are sitting around with tons of excess capacity?), using analytics to unlock subtractive value could be the single most impactful thing we can do for our agencies. In this session, you will engage in a problem-solving exercise designed to help you explore the magic of subtraction. Along the way, we will delve into some of the behavioral insights underlying humans' tendency to miss opportunities to subtract. Hopefully you'll come away with an appreciation for how</i></p>



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	<p><i>impactful subtraction could be, and a few tools in your tool belt to help your agency get better at it.</i></p> <p><b>Equity + Multi-Tiered Systems of Support (SEL + MH + RJ) Leaders Role-Alike Session (Washington Park 2 Room)</b>  <b>Use of Problem of Practice Protocol by Topic</b></p>
<p>11:00 – 12:00 pm</p>	<p><b>Role-Alike Sessions</b></p> <p><b>Curriculum, Chiefs of Schools, Principal Supervisors, Chief Academic Officers, SPED, Early Learning, and Instructional Leaders Role-Alike Session (Great Lakes Grand Ballroom)</b>  <b>Culturally Responsive Pedagogy, Cultivating Joy, and Student Engagement in Mathematics (PK-12)</b></p> <ul style="list-style-type: none"> <li>– CGCS Academic Team; Aly Martinez and Shelbi Cole, Student Achievement Partners (SAP)</li> </ul> <p><b>Research Leaders Role-Alike Session (Lincoln Park Room)</b>  <b>Make it Worth Your Time: Maximizing External Partnerships to Advance School District Priorities</b></p> <ul style="list-style-type: none"> <li>– Matt Linick, Ph.D., Chief Research and Evaluation Officer, McRel International  <i>In this session, we will explore the benefits and challenges of partnering with external research organizations.</i></li> </ul> <p><b>Equity + Multi-Tiered Systems of Support (SEL + MH + RJ) Leaders Role-Alike Session (Washington Park 2 Room)</b>  <b>Use of Problem of Practice Protocol by Topic</b></p>
<p>12:00 – 1:00 pm</p>	<p><b>Lunch (Michigan Ballroom)</b></p>
<p>1:00 – 2:00 pm</p>	<p><b>Keynote Speaker and Cross-District Reflection Time (Great Lakes Grand Ballroom)</b></p> <p><b>Keynote Speaker</b></p> <ul style="list-style-type: none"> <li>– Janice Jackson, Chief Executive Officer of Hope Chicago, Former CEO of Chicago Public Schools</li> </ul> <p><b>Cross-District Reflection Time</b></p>
<p>2:00 – 2:45 pm</p>	<p><b>District-Led Panel (Great Lakes Grand Ballroom)</b>  A Comprehensive Approach to Student Engagement</p> <p>“Dallas ISD Reimagining Student Behavior Management”</p> <ul style="list-style-type: none"> <li>– Sherry Christian, Deputy Chief of Staff, Dallas ISD</li> <li>– Keisha Crowder-Davis, Executive Director of Student Engagement and Support, Dallas ISD</li> </ul> <p>“Multi-Tiered Systems of Support and SEL Impact on Student Engagement”</p> <ul style="list-style-type: none"> <li>– Jusmar Maness, Chief Academic Officer, Guilford County Schools</li> </ul>



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	– <i>Kimberly Steinke</i> , Chief of Exceptional Children and Student Services, Guilford County Schools
2:45 – 3:00 pm	<b>Break</b>
3:00 – 5:00 pm	<b>District-Led Presentations (See Breakout Sessions Chart)</b>
5:00 – 6:00 pm	<b>Cocktail Hour</b> <i>Sponsored by College Board</i>

Time	Thursday, July 11 <sup>th</sup>
7:30 am – 4:00 pm	<b>Conference Registration</b>
8:00 – 8:45 am	<b>Breakfast (Michigan Ballroom)</b>
9:00 – 11:20 am	<b>District-Led Presentations (See Breakout Sessions Chart)</b>
11:20 am – 12:00 pm	<b>Networking on Your Own</b>
12:00 – 1:30 pm	<b>Awards Luncheon (Michigan Ballroom)</b> <i>Special Presentation of Awards</i> <b>Curriculum Award</b> <i>Sponsored by Curriculum Associates</i> <b>Research Team Award</b> <i>Sponsored by NWEA</i> <b>Equity Leader Award</b> <i>Sponsored by Amplify</i> <b>Lighthouse Award</b> <i>Sponsored by Bluum</i>
1:35 – 3:00 pm	<p align="center"><b>Keynote Speaker Panel and Cross-District Reflection Time (Great Lakes Grand Ballroom)</b></p> <p><i>Speakers</i></p> <ul style="list-style-type: none"> <li>– <i>Thomas Kane</i>, Walter H. Gale Professor of Education and Economics at Harvard University</li> <li>– <i>Frank Barnes</i>, Faculty Director of the Director of Education Leadership Program and Senior Lecturer on Education, Harvard Graduate School of Education</li> <li>– <i>Phil Daro</i>, Leading Mathematics Expert, Member of the Executive Committee of the International Society for Design and Development in Education</li> </ul> <p><b>Cross-District Reflection Time</b></p>
3:00 – 4:00 pm	<p align="center"><b>Role-Alike Sessions</b></p> <p><b>Curriculum, Chiefs of Schools, Principal Supervisors, Chief Academic Officers, SPED, Early Learning, and Instructional Leaders Role-Alike Session (Great Lakes Grand Ballroom)</b></p> <p><b>Cultivating Joy and Efficacy in Secondary Literacy (Part 1)</b></p> <ul style="list-style-type: none"> <li>– Facilitated by <i>Carey Swanson</i> and <i>Adrienne Williams</i> (SAP)</li> <li>– Panel Q and A with <i>Dr. Robin Hall</i>, Chief of Schools, CGCS and <i>Dr. Nyshawana Francis-Thompson</i>, Chief of Curriculum and Instruction, The School District of Philadelphia</li> </ul>



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Time	Thursday, July 11 <sup>th</sup>
	<p><b>Research Leaders Role-Alike Session (Lincoln Park Room)</b>  <b>Insights from Pandemic Research and Planning Future Studies</b>            “The Impact of COVID-19 on Third Grade Reading Proficiency”</p> <ul style="list-style-type: none"> <li>– <i>Sonya T. Stephens, Ph.D.</i>, Chief Performance Officer, Guilford County Schools</li> <li>– <i>Enkhnasan Enkbold</i>, Data Strategist, Guilford County Schools</li> <li>– <i>Jeff Uhlenberg</i>, Director of Alternative Assessments, Guilford County Schools</li> </ul> <p><b>Reflection &amp; Discussion</b></p> <p><b>Equity + Multi-Tiered Systems of Support (SEL + MH + RJ) Leaders Role-Alike Session (Washington Park 2 Room)</b>  <b>Use of Problem of Practice Protocol by Topic</b></p>
4:00 – 5:00 pm	<p style="text-align: center;"><b>Role-Alike Sessions</b></p> <p><b>Curriculum, Chiefs of Schools, Principal Supervisors, Chief Academic Officers, SPED, Early Learning, and Instructional Leaders Role-Alike Session (Great Lakes Grand Ballroom)</b>  <b>Cultivating Joy and Efficacy in Secondary Literacy (Part 2)</b></p> <ul style="list-style-type: none"> <li>– Facilitated by <i>Carey Swanson and Adrienne Williams (SAP)</i></li> <li>– Panel Q and A with <i>Dr. Robin Hall, Chief of Schools, CGCS</i> and <i>Dr. Nyshawana Francis-Thompson, Chief of Curriculum and Instruction, The School District of Philadelphia</i></li> </ul> <p><b>Research Leaders Role-Alike Session (Lincoln Park Room)</b>  <b>Audience-Centered Design: Designing Data Visualizations with Your Audience in Mind</b></p> <ul style="list-style-type: none"> <li>– <i>Ama Nyame-Mensah, PhD, Founder &amp; Principal, Analytics Made Accessible LLC</i></li> </ul> <p><i>Not all charts or formats are appropriate for every audience. In this talk, Dr. Ama Nyame-Mensah will illustrate the importance of designing data-driven content with your key audience in mind. Attendees will gain practical insights and tips they can implement to develop more impactful visuals and data products that resonate with their audience(s).</i></p> <p><b>Equity + Multi-Tiered Systems of Support (SEL + MH + RJ) Leaders Role-Alike Session (Washington Park 2 Room)</b>  <b>Problem of Practice: Action Planning and Next Steps</b></p>
5:00 pm	<b>Night on your own</b>

Time	Friday, July 12 <sup>th</sup>
8:00 – 8:45 am	<b>Breakfast (Great Lakes Grand Ballroom)</b>
8:45 – 11:25 am	<b>Artificial Intelligence (AI) Session (Great Lakes Grand Ballroom)</b>





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Time	Friday, July 12th
	<p>This session will provide an overview of the rapid advances in Artificial Intelligence as it relates to multiple aspects of the educational system as a cross-functional team, utilizing a “horizontal thinking” approach.</p> <ul style="list-style-type: none"> <li>– <i>Dr. Nicole M. Mancini</i>, Chief of Academics, Council of the Great City Schools</li> <li>– <i>Mary Beck</i>, Deputy Superintendent of Teaching and Learning, Chicago Public Schools</li> <li>– <i>Norm Fleming</i>, Chief Information Officer, Chicago Public Schools</li> <li>– <i>Stephanie Melville</i>, IES Data Science Fellow, U.S. Department of Education</li> <li>– <i>Evan Shieh</i>, AI Researcher and Executive Director, Young Data Scientists</li> </ul> <p style="text-align: center;"><b>Cross-District Reflection Time</b></p>
<p>11:25 – 11:30 am</p>	<p style="text-align: center;"><b>Closing Remarks</b></p>
<p>11:30 am – 12:00 pm</p>	<p style="text-align: center;"><b>Lunch (Grab and Go)</b></p>





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## District-Led Breakout Sessions Wednesday July 10 @ 3:00 pm

Room	Wednesday July 10 @ 3:00 pm	Session Description	Presenter Names
Ontario	<p><b>Session 1:</b></p> <p><b>Data Literacy in EVERY PreK-12 Classroom? A Joyous and Necessary Revolution!</b></p> <p><i>San Diego Unified School District</i></p>	Data are everywhere, and many educators report feeling woefully unprepared to address it and teach about digital safety in their classes. This interactive session will demonstrate just how easy it is to infuse data literacy (and data science!) into any classroom, irrespective of course content, curriculum, instructional materials, or textbook adoption. The presenter will demonstrate ways to enhance your lessons using free and easily accessible digital tools that help students meaningfully engage with data. Whether you teach ELA, STEM, VAPA, or World Language, we can all benefit from utilizing data and data visualizations in our classrooms.	<ul style="list-style-type: none"> <li>Stephanie Melville, IES Data Science Fellow, U.S. Department of Education</li> </ul>
Huron (Panel) Session 2	<p><b>Unlocking Potential: The MTSS Pathway for English Learners</b></p> <p><i>Chicago Public Schools</i></p>	This session will provide participants and opportunity to see the connection between targeted universalism and an equity based MTSS framework. Discussion time will be provided to deepen understanding regarding the alignment as well as best practice in implementation.	<ul style="list-style-type: none"> <li>Toni DeMello, MTSS District Manager</li> </ul>
	<p><b>Engaging Youth Voices to Promote SEL and Academic Success: Black and Latino Male Achievement</b></p> <p><i>Milwaukee Public Schools/ Imagine Learning</i></p>	This presentation centers on how Chicago Public Schools has established a Multi-Tiered System of Support (MTSS) throughout the district and incorporated the additional level of complexity; determining the most appropriate supports for our English Learners (ELs). As we know, ELs encompass a diverse set of needs that may include academic support, linguistic support, SEL support, or a combination of all three.	<ul style="list-style-type: none"> <li>Will Luedtke, Assistant Principal</li> </ul>
	<p><b>Making Meaning: Targeted Universalism and Equity Based MTSS</b></p> <p><i>Chicago Public Schools</i></p>	In this session, we use student voice to influence the creation of a visionary blueprint for fostering inclusive Black and Latino Male Achievement through in schools. We will briefly discuss innovative strategies and engage in meaningful conversations that empower individuals to excel; breaking down barriers and promoting inclusivity in diverse settings. This session aims to inspire positive change by harnessing the power of dialogue to shape a future where every male has the opportunity to thrive and contribute to a more inclusive society.	<ul style="list-style-type: none"> <li>Monica Zaragoza, CPS District MTSS Specialist</li> </ul>
Erie	<p><b>Session 3:</b></p> <p><b>Building the Infrastructure and Habits to Level Up Instruction</b></p> <p><i>Detroit Public Schools/ Leading Educators</i></p>	This living case study session will explore how Detroit Public Schools is working to grow instructional leadership, expand curriculum-specific coaching, and leverage job-embedded professional learning to shift instructional practice at scale. Participants will learn how the district has worked with Leading Educators to sequence coherent instructional efforts, including vision setting, implementation of new high-quality instructional materials, professional learning design, and coaching for instructional leaders to set up educators and students for greater success.	<ul style="list-style-type: none"> <li>Leenet Campbell-Williams, Chief Academic Officer</li> <li>M. Keli Swearingen, PhD, Senior Director of Midwest Programming, Leading Educators</li> </ul>
Lincoln Park	<p><b>Session 4:</b></p>	In this session, participants will explore Denver Public Schools' data dashboard, School Vitals, and learn how DPS integrated district and school performance targets	<ul style="list-style-type: none"> <li>Danielle Johnson,</li> </ul>



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Room	Wednesday July 10 @ 3:00 pm	Session Description	Presenter Names
	<p align="center"><b>School Vitals: Progress Monitoring with a Morning Cup of Coffee</b></p> <p align="center"><i>Denver Public Schools</i></p>	<p>into the tool, as well as how the tool plays a starring role in the district’s regular Data MINE conversations. Participants will hear and be able to discuss changes in district practices as a result of the School Vitals Dashboard, as well as share insights regarding promising practices in their districts.</p>	<p>Director of Reporting and Accountability</p> <ul style="list-style-type: none"> <li>Danielle Sulick, Manager of Reporting and Data</li> </ul>
Washington Park 1	<p align="center"><b>Session 5:</b></p> <p align="center"><b>Enacting the Guilford County Strategic Direction through the GCS Math Teacher Leader Cohort (TLC)</b></p> <p align="center"><i>Guilford County Schools</i></p>	<p>In alignment to the district's new Strategic Direction, the GCS Math Department developed and is currently supporting a Math Teacher Leader Cohort (TLC) that attends to all four focus areas and embodies the district’s shared commitments. Particularly, this cohort is designed to champion the district’s vision for high-quality and equitable math instruction by leveraging the expertise and influence of classroom teacher leaders. The Math TLC supports classroom teachers in leading with vision, influencing teams during collaborative opportunities, and cultivating a culture of growth to become advocates of a vision for high-quality and equitable mathematics instruction. Learn about the development of this Math TLC, engage in collaborative discussion around supporting veteran teachers, and walk away with guidelines for implementing a similar program in your own district.</p>	<ul style="list-style-type: none"> <li>Jusmar Maness, Chief Academic Officer</li> <li>Dr. Emily Hare, Director of K-12 Mathematics</li> </ul>
Washington Park 2	<p align="center"><b>Session 6:</b></p> <p align="center"><b>Systems Don't Change Until People Do</b></p> <p align="center"><i>Baltimore City Public Schools</i></p>	<p>Participants will learn how to effectively lead systemwide equity initiatives in a large urban school district. Particular emphasis will be placed on developing understanding of the need to explicitly hold boundary as a team charged with shepherding an organization through the implementation of a racial equity policy. Baltimore City Public Schools’ Office of Equity will share the process by which they are using capacity building of district leaders as a key lever to drive systems change. Participants will be invited to engage in reflection of their own organizational structures and analysis of their scope of control.</p>	<ul style="list-style-type: none"> <li>Dr. Tracey L. Durant, Senior Executive Director</li> </ul>

### District-Led Breakout Sessions Wednesday July 10 @ 4:00 pm

Room	Wednesday July 10 @ 4:00 pm	Session Description	Presenter Names
Ontario	<p align="center"><b>Session 7:</b></p> <p align="center"><b>NYC READS: Large Scale Implementation of Science Based Literacy Instruction</b></p> <p align="center"><i>New York City Department of Education</i></p>	<p>Participants will hear about the implementation of NYC READS-a reform effort to transform literacy instruction across all elementary schools in NYC. Presenter will highlight the rationale behind the effort, implementation strategy, and implementation barriers being addressed in the largest school district in the country.</p>	<ul style="list-style-type: none"> <li>Jason Borges, Executive Director of Literacy and Academic Intervention Services</li> </ul>



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Room	Wednesday July 10 @ 4:00 pm	Session Description	Presenter Names
<p align="center"><b>Huron (Panel) Session 8</b></p>	<p align="center"><b>Geaux Math!</b>  <i>East Baton Rouge Parish Public Schools</i></p>	<p>Funded by the Bill and Melinda Gates Foundation, the East Baton Rouge Parish School System (EBRPSS) embarks on groundbreaking research initiatives to address the persistent learning disparities in mathematics among children of color and students from economically disadvantaged backgrounds. Over the span of three years, our comprehensive math equity grant endeavors to dissect the multifaceted factors influencing students' mathematical proficiency, particularly emphasizing the integration of digital supplementary programs. Additionally, our latest grant delves into the implementation of generative AI tools to bolster teachers' capacity in devising tailored small-group differentiated instruction (DI) activities and lessons. Leveraging a cutting-edge generative AI educational platform, educators are empowered to craft personalized lesson plans catering to the diverse academic needs of students, with a specific focus on Black, Latino, and economically disadvantaged populations. Through prioritizing differentiation, we are steadfastly committed to advancing educational equity for all. The objective of this presentation is to explore research findings, exchange insights on effective practices within a Research Practice-Partnership (RPP), and examine future directions.</p>	<ul style="list-style-type: none"> <li>• Suzanne Navo, Coordinator of Grants</li> <li>• Justin Robicheaux, Instructional Data Coordinator</li> </ul>
<p align="center"><b>Erie</b></p>	<p align="center"><b>Session 9:</b>  <b>High-Quality, Equitable Teaching: Establishing Coherence as a District</b>  <i>Guilford County Schools Student Achievement Partners (SAP)</i></p>	<p>We know coherence matters for instruction- but how do we create coherence and build shared values across the wide range of roles encompassed in the district? Guilford County Schools is in the midst of working towards an answer to this question as the Teaching and Learning and Equity Departments work to establish a collective and collaborative vision of and actions toward High-Quality, Equitable Learning across departments that are too often siloed. In this session, district academic leaders will share the work-in-progress in Guilford County. They will be joined by Carey Swanson and Jennie Beltramini from Student Achievement Partners to share how SAP's conception of equitable and essential (e2) instruction is supporting systems-level change in the district.</p>	<ul style="list-style-type: none"> <li>• Jusmar Maness, Chief Academic Officer</li> <li>• Karen Ellis, Executive Director of Academics</li> <li>• Carey Swanson, Director of Literacy, SAP</li> <li>• Jennie Beltramini, Director of Math, SAP</li> </ul>
<p align="center"><b>Lincoln Park</b></p>	<p align="center"><b>Session 10:</b>  <b>Expanding Algebra: A Targeted Universalism Approach</b>  <i>Chicago Public Schools</i></p>	<p>This session will present the multiple components of CPS's targeted universalism approach to expanding access and equity to Middle Grades Algebra. Participants will walk away with an in-depth understanding of Chicago's multi-faceted work around middle grades algebra, supporting the district's priorities around equity and increased student participation in advanced and college-level math courses prior to graduation. We will share about existing algebra programs in our city and our work to expand opportunity for more teachers, schools, and students:</p> <ul style="list-style-type: none"> <li>- District-funded coursework for teachers at our partner university</li> <li>- Clear promotion criteria to support equitable student placement in</li> </ul>	<ul style="list-style-type: none"> <li>• Laura Margaret Burbach, Math Programs Manager</li> <li>• Dr. Corey Morrison, Math Director</li> </ul>



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		high school - Expanded course access through virtual Algebra Access Hubs initiative - Teacher professional learning around student-centered instruction - Student enrichment and professional development via Summer of Algebra program	
<b>Washington Park 1</b>	<p align="center"><b>Session 11:</b></p> <p align="center"><b>Leveraging Compliance to Create Equitable Environments</b></p> <p align="center"><i>Albuquerque Public Schools</i></p>	<p>It has not been the norm for K-12 Equity Departments and Civil Rights Departments to leverage each other's work to progress work around the equity mission. Even though these departments have fundamentally had the same goals in a K-12 school system, they typically exist as separate entities and are effectively siloed. For the past six years, the Civil Rights Department in Albuquerque Public Schools (APS) has been a department within the Equity Division. In this time, APS has begun to align traditional compliance work; district policies, procedures and complaints of discrimination and harassment, to work that has been typically part of Equity; training, professional development, community and family engagement, and personnel supports. This presentation will provide you tools and best practices to align your Equity and Compliance Departments, even if they are not in the same division. We will interpret compliance language into Equity themes and vice versa, which will allow you to demonstrate to risk management, upper leadership, legal, and others why Equity's work is not only aligned, but intertwined with compliance. We will give you an overview of the federal laws you can use to leverage your Equity mission and goals.</p>	<ul style="list-style-type: none"> <li>• Tanya Campos, Senior Director Equity &amp; Engagement</li> <li>• Heather Cowan, Senior Director Equal Opportunity Services/Title IV</li> </ul>
<b>Washington Park 2</b>	<p align="center"><b>Session 12:</b></p> <p align="center"><b>Operationalizing Equity in School Systems: Crafting a Blueprint for Transformation</b></p> <p align="center"><i>Winston-Salem/Forsyth County Schools</i></p>	<p>In our dynamic educational landscape, the imperative to foster equity in school systems has never been more pressing. Therefore, during this session, we will address the urgency by presenting a comprehensive approach to develop a robust blueprint or framework. This tool will serve as a guide equitable decision-making at every level of the organization.</p>	<ul style="list-style-type: none"> <li>• Dr. Effie McMillian</li> <li>• Dr. Raketa Ouedraogo-Thomas</li> </ul>



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**District-Led Breakout Sessions**  
**Thursday July 11 @ 9:00 am**

Room	Thursday July 11 @ 9:00 am	Session Description	Presenter Names
<p><b>Ontario</b></p>	<p><b>Session 13:</b>  <b>Selecting, Implementing and Monitoring High Quality Instructional Materials to Increase Students' Achievement</b>  <i>Guilford County Schools</i></p>	<p>The selection, implementation, and monitoring of High-Quality Instructional Materials is critical to ensure the teachers have the appropriate resources to accelerate learning and boost student achievement. Guilford County Schools have implemented protocols for the selection and adoption of materials, with a focus on stakeholder engagement. In addition, the district has focused targeted efforts for the implementation of these resources in both ELA and Math, through job-embedded coaching, instructional support planning and integrity walks with defined feedback and plans for next level work that have shown increased capacity for our educators leading to improvements in student learning outcomes.</p>	<ul style="list-style-type: none"> <li>• Jusmar Maness, Chief Academic Officer</li> <li>• Karen Ellis, Executive Director of Academics</li> </ul>
<p><b>Huron (Panel)</b>  <b>Session 14</b></p>	<p><b>Academic Recovery Academy Summer 2023 Program Evaluation: Amplifying and Capturing Stakeholder Voice to Measure Program Success</b>  <i>Atlanta Public Schools</i></p>	<p>As a large urban school district in the Southeast, Atlanta Public Schools' Office of Research and Evaluation, initiated an evaluation of summer school programming for K-8 students affected by learning loss following the COVID-19 pandemic. The academic focus was on mathematics and literacy and the purpose was to identify factors impacting the experiences of students, teachers, and caregivers participating in summer programming and assess the impact of summer school on academic achievement. Summer school programming to support academic recovery was targeted to K-8 students whose winter MAP assessment predicted the lowest achievement level or the equivalent on state exams; however, students of all achievement levels were permitted to enroll. The program was structured to focus on mathematics and literacy instruction using district-supplied curriculum in the morning and a recreation/enrichment block in the afternoon to encourage attendance. A mixed-methods approach was utilized across stakeholder groups. Academic indicators included MAP assessments, state exams, curriculum assessments; operational indicators included enrollment, attendance, and curriculum usage; surveys were deployed to students, teachers, other school staff, and caregivers; observations of planning and instructional learning blocks were conducted through site visits; focus groups were conducted with teachers and other school staff. Our session will elaborate on the process, findings, and suggested recommendations to support future iterations of a summer school learning model.</p>	<ul style="list-style-type: none"> <li>• Dr. Monique O'Bryant, Director of Research and Evaluation</li> <li>• Dr. Rashida Askia, Sr. Research Associate,</li> <li>• Erin Kruger, Sr. Research Associate,</li> </ul>



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	<p align="center"><b>Scaling High-Dosage Tutoring: Lessons from Research and Practice</b></p> <p align="center"><i>Chicago Public Schools</i></p>	<p>High-dosage tutoring has emerged as a powerful tool for addressing learning loss and accelerating student achievement. This panel brings together researchers from the University of Chicago Education Lab alongside district leaders to discuss the evidence supporting high-dosage tutoring, key design principles for effective implementation, and strategies for scaling and sustaining these programs. Panelists will share insights from randomized control trials on tutoring efficacy, highlight ambitious efforts to expand access to quality tutoring nationwide, and explore how districts can adapt research-based models to meet their unique needs. Attendees will leave with a deeper understanding of the potential of high-impact tutoring and practical strategies for developing tutoring initiatives in their own contexts.</p>	<ul style="list-style-type: none"> <li>• Peter Leonard, Executive Director, Student Assessment &amp; MTSS</li> <li>• Alexandria Tabasso, Manager of Implementation, University of Chicago Education Lab</li> </ul>
<p align="center"><b>Erie</b></p>	<p align="center"><b>Session 15:</b></p> <p align="center"><b>Chicago’s Pandemic Recovery Efforts: How a multi-pronged, long-game strategy and strategic investments are contributing to reading recovery and learning acceleration for Black and Latinx students in CPS</b></p> <p align="center"><i>Chicago Public Schools</i></p>	<p>The recently released Harvard and Stanford University Education Recovery Scorecard data revealed that, among 40 large city districts analyzed by the Council of Great City Schools, Chicago Public School students made up the most ground in reading during the 2022-2023 school year and had the greatest net growth in reading from 2019-2023. CPS was one of just four large districts that came out of the pandemic better than where we started, and this reading growth was most pronounced for Black and Latinx students in CPS.</p> <p>This impact is the result of a multi-pronged, intentional, long-game literacy strategy developed through extensive research on what it takes to increase equity of outcomes in a large, culturally, linguistically, and socioeconomically diverse district like CPS. Research from sources like TNTP’s The Opportunity Myth and the Carnegie Corporation’s Elements report, coupled with a growing body of research on the impact of culturally relevant instruction on reading and writing development, is very clear –that access to standards-aligned, grade level, culturally relevant content is a critical component in creating rigorous and effective learning opportunities for students that drive learning acceleration. In CPS, a key lever with respect to instruction has been a focus on learning acceleration through high quality curriculum adoption and implementation, including CPS developing its own Skyline curriculum, designed specifically for Chicago Public School students. Increasing access to high quality curriculum, including a comprehensive, common assessment system, abundant resourcing of instructional materials, and a multi-year, role-specific professional learning system to support effective implementation have all been key components in our Literacy Vision strategy.</p> <p>This session will support participants in understanding the district’s comprehensive approach to effective and rigorous literacy instruction and the cross-departmental and cross-office collaborative initiatives that have led</p>	<ul style="list-style-type: none"> <li>• Jane Fleming, Director of Literacy</li> </ul>





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		to Chicago Public School students' post-pandemic reading recovery. Participants will gain an understanding of the multi-pronged, research-based CPS PK-12 Vision for Advanced Literacy and the aligned, strategic investments CPS has made to drive learning acceleration prior to, and emerging from, the pandemic.	
Lincoln Park	<p align="center"><b>Session 16:</b> <b>High-Impact Research on High-Impact Tutoring in Guilford County Schools</b>  <i>Guilford County Schools</i></p>	This session will focus on using research of high-impact tutoring to inform district practices and policies. Guilford County Schools has been working with Stanford University for three years to support their high-impact tutoring with research. We'll focus on how Guilford County Schools partnered with the National Student Support Accelerator at Stanford University to identify research projects related to high-impact tutoring, execute a study (Tips for Tutors), and use the results to inform the district policies and practices going forward. We'll discuss the guardrails created by district and state policy and ways to design research projects that respect them while generating the information needed to inform decisions.	<ul style="list-style-type: none"> <li>• Nancy Waymack, Director of Partnerships &amp; Policy, SCALE, Stanford University</li> <li>• Kara Hamilton, Tutoring Director</li> </ul>
Washington Park 1	<p align="center"><b>Session 17:</b> <b>Maximizing Literacy Outcomes for our Earliest Learners</b>  <i>Columbus City Schools</i></p>	Columbus City Schools has outlined 3 strategies to increase literacy achievement for students even before they enter our doors as exciting new Kindergartners! The strategies for our earliest learners are: Professional Development rooted in evidence-based instruction for each teacher of literacy focused on all critical areas of literacy including: phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. Clarity in instruction at each tier for each of these areas to ensure our children are best equipped for all of the opportunities available before them. Quality literacy resources and supports for families and community partners aligned to the Science of Reading. Come learn about the District's 5-star rated program and our efforts to establish universal Pre-Kindergarten!	<ul style="list-style-type: none"> <li>• Kelly Rivers, Executive Director of Teaching and Learning</li> <li>• Terra Baker, Director of Early Childhood Education</li> </ul>
Washington Park 2	<p align="center"><b>Session 18:</b> <b>Making System-Wide Shifts in Mathematics Instruction: An Example from NYC Public Schools</b>  <i>New York City Department of Education</i></p>	<p>In support of the Chancellor's vision to ensure that every New York City Public Schools (NYCPS) student graduates on a pathway to a rewarding career and long-term economic security, equipped to be a positive force for change, NYCPS is supporting school and district leaders to adopt shared, high-quality mathematics instructional materials across all grade levels. To prepare school and district leaders in understanding these changes and making aligned curriculum decisions, the NYCPS Math Team developed the 5 Shifts in Mathematics.</p> <p>In this session, participants will not only learn about these system-wide shifts are but also unpack the reasons behind the shifts, hear about what they look like in practice, consider how math learning technology(ies) can align with the shifts, and discuss the implications for students, teachers, and leaders – including how the Central office team is supporting field and school staff in learning about and enacting the shifts. Participants will also share experiences about the</p>	<ul style="list-style-type: none"> <li>• James Arangio, Math Instructional Lead</li> <li>• Scott Wolfson, Math Instructional Lead</li> </ul>





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		<p>adoption of high-quality instructional materials in their districts and reflect upon the change management processes that worked or did not work for their communities.</p> <p>The NYCPS Math Shifts support the movement away from mathematics as a series of established procedures that must be demonstrated and explained, to mathematics as a discoverable, meaningful, and connected collection of big ideas and disciplinary practices. Implementing these shifts will require that both teachers and students have ample time and effective structures for collaboration and collective sensemaking. These shifts will help principals and teachers across the city provide equitable math instruction to all NYCPS students as they implement new core curriculum options in math.</p>	

### District-Led Breakout Sessions

#### Thursday July 11 @ 10:20 am

Room	Thursday July 11 @ 10:20 am	Session Description	Presenter Names
Ontario	<p align="center"><b>Session 19:</b></p> <p align="center"><b>Shifting from Reaction to Action: Building Proactive Student SEL and Behavioral Health Support through MTSS</b></p> <p align="center"><i>Providence Public School District/ Branching Minds</i></p>	<p>Many large urban districts have adopted a Multi-Tiered System of Support (MTSS) framework in order to take a data-driven and equitable approach to proactively meet the needs of all students. Yet, many schools feel like they are in emergency-responder mode when it comes to supporting students' social-emotional and behavioral health needs. With so many of our students in need of urgent support, it can seem like there is no space to get ahead of the problem and put proactive systems in place. We've been there! But even in the toughest circumstances, there are practical steps you can take over time to shift mindsets and move past a reactionary approach. In this session, we will share real-life examples and resources to help you determine priorities and take proactive steps to build more positive behaviors and school culture across your district by leveraging MTSS structures that incorporate a holistic student support approach.</p>	<ul style="list-style-type: none"> <li>Tara Sukaskas, School Psychologist Specialist</li> <li>Elisy Blanco-Mercado, Social Work Specialist</li> <li>Eva Dundas, Chief Academic Officer, Branching Minds</li> </ul>
Huron	<p align="center"><b>Session 20:</b></p> <p align="center"><b>Leading Convergence: The Union of Implementation Science, Math Ed Research, and the Real-Life Practice of District and Schools</b></p> <p align="center"><i>Guilford County Schools</i></p>	<p>Learn how the Guilford County Math Department juggles literature from implementation science and mathematics education research to create a strong research-to-practice pipeline that is bi-directional and values knowledge and perspectives from multiple disciplines and stakeholders. Participants will see an example of how the work of the math department is shifting historical narratives to align to high-quality and equitable mathematics instruction and engage in collaborative ideating around connections to their own context.</p>	<ul style="list-style-type: none"> <li>Jusmar Rodriguez Maness, Chief Academic Officer</li> <li>Dr. Emily Hare, Director of K-12 Mathematics, Guilford County Schools</li> </ul>



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Erie	<p align="center"><b>Session 21:</b></p> <p align="center"><b>Creating Systemic Access to Excellence</b></p> <p align="center"><i>Chicago Public Schools//ThinkCERCA</i></p>	<p>Chicago Public Schools (CPS) will showcase CPS's innovative strategies for post-pandemic recovery and achieving equitable education. They will emphasize CPS's dedication to delivering high-quality education through academic progress, operational excellence, and trust-building. Key initiatives include utilizing data for informed decision-making, focusing on student-centered instruction, expanding dual credit opportunities, and adopting a culturally relevant digital curriculum. These efforts aim to enhance student identity, community engagement, and success in college, career, and civic life.</p>	<ul style="list-style-type: none"> <li>• Bogdana Chkoumbova, Chief Education Officer</li> <li>• Eileen Murphy, CEO and Founder, ThinkCERCA</li> </ul>
Lincoln Park	<p align="center"><b>Session 22:</b></p> <p align="center"><b>Supporting the Academic Growth of Students with Disabilities: Evidence-Based Practices and Programs to Increase Student Achievement</b></p> <p align="center"><i>Guilford County Schools</i></p>	<p>Effective literacy and math instruction grounded in the science of reading and math is essential to improving outcomes for our students with disabilities. To ensure equitable access to high-quality instruction, our district has invested in multiple programs that have an explicit scope and sequence and emphasize building foundational skills for our students. This presentation will discuss the impact that the intentional use/training of evidence-based programs and practices has had on students with disabilities. Learn about the "why" behind using evidence-based practices and programs and providing resources that educators can use to increase access for students to the general curriculum in both literacy and math.</p>	<ul style="list-style-type: none"> <li>• Dr. Kimberly Steinke, Chief Exceptional Children and Student Services Officer</li> <li>• Tara Santiago, Senior Executive Director, Exceptional Children Services</li> </ul>
Washington Park 1	<p align="center"><b>Session 23:</b></p> <p align="center"><b>Empowering Employee Engagement: Omaha Public Schools' Journey with Qualtrics</b></p> <p align="center"><i>Omaha Public Schools/Qualtrics</i></p>	<p>Omaha Public Schools (OPS), the largest district in Nebraska, recognized the pressing need to revitalize its employee experience. Faced with the challenges of evolving organizational demands, OPS embarked on a transformative journey to improve key aspects of its employee lifecycle management. Partnering with Qualtrics, they set out to implement impactful strategies designed to enhance onboarding, engagement, and overall support for their staff.</p> <p>Information utilization played a pivotal role in driving organizational adoption of these new practices. By harnessing detailed insights from employee feedback and operational data, OPS was able to enhance training programs, offer high-level support, and identify potential turnover intentions proactively. This data-driven approach enabled the district to make informed decisions, optimize resource allocation, and improve overall employee satisfaction and retention.</p> <p>Join this session to explore how OPS and Qualtrics collaborated to transform the employee experience. Discover actionable insights and practical tools to enhance your own organization's employee lifecycle management, drive meaningful improvements, and foster a thriving, engaged workforce.</p>	<ul style="list-style-type: none"> <li>• Jace Dallman - Research Data Scientist, Research Division</li> <li>• Scott SchmidtBonne - Executive Director, Research Division,</li> <li>• Brett Callahan - K-12 Enterprise Team Lead, Qualtrics</li> </ul>