



National Association of  
School Superintendents  
United in Common Purpose: Each Other's Success

#### Name

Mr. Krish Mohip

#### Current School District and Location

Proviso Township High School District 209  
Forest Park, IL

### INTRODUCTION

Krish Mohip is the current Superintendent of Proviso Township High School District 209, which serves Proviso East, Proviso West, and Proviso Math and Science Academy.

Since taking on this role, Krish has led the district through a period of meaningful and measurable progress. In just 18 months, overall academic growth increased by 88 percent district-wide, the Freshman on Track rate rose from 61% percentage points the current of 87%, and the district has become a statewide leader in reducing chronic truancy and absenteeism. These results reflect his deep commitment to instructional coherence, data driven decision making, and ensuring strong outcomes for every student.

Krish began his career as a classroom teacher in Chicago Public Schools and went on to serve as Assistant Principal, Principal, and Chief of Schools where he transformed 40 of the lowest performing schools in Chicago. He later took on a national leadership role when he was appointed by Ohio as the Chief Executive Officer of Youngstown City School District, where he led one of the most significant turnaround efforts in the state. During his time there, graduation rates increased by 15 percentage points, and the district made major strides in closing achievement gaps for students across multiple groups.

He returned to Illinois to serve at the Illinois State Board of Education, where he held several key roles including Deputy Chief Education Officer, Chief Education Officer, and Interim State Superintendent. In these roles, he helped shape academic strategy and school improvement efforts across the entire state.

Throughout his career, Krish has remained focused on building systems that are coherent, equitable, and centered on high quality instruction.

#### Education

Krish has a Bachelor of Arts in Social Sciences and Secondary Education, a Master's Degree in Leadership and Supervision, a Master's Degree in Business Administration (MBA), and is finishing an Ed.D in Leadership.

## Experience

Krish Mohip currently serves as Superintendent of Proviso Township High School District 209. He began his career as a classroom teacher in Chicago Public Schools and went on to serve as Assistant Principal, Principal, and Chief of Schools. He later served as Chief Executive Officer of Youngstown City School District in Ohio, where he led the district through a significant turnaround effort. Krish also served at the Illinois State Board of Education as Deputy Chief Education Officer, Chief Education Officer, and Interim State Superintendent of Education, where he oversaw statewide academic strategy, accountability, and school improvement efforts.

## Outstanding Achievement(s)

Krish Mohip's career has been defined by leading measurable, large scale improvement across multiple systems. As Superintendent of Proviso Township High School District 209, he led districtwide academic growth increases of 88% in both ELA and Math, raised the Freshman on Track rate from 61% to 87%, and helped Proviso West rank number one in Illinois for reducing chronic truancy and number five for reducing chronic absenteeism.

Prior to this, as Chief Executive Officer of Youngstown City School District, he increased the high school graduation rate by approximately 14 percentage points, raised Freshman on Track at East High School from 67% to 94% and at Chaney High School from 87% to 94%, and reduced achievement gaps dramatically, including African American reading from 54.6% to 4%, Hispanic reading from 50.5% to 9%, and students with disabilities reading from 64.7% to 7%.

In Chicago Public Schools, as Chief of Schools, he led 36 of the most challenged schools and drove significant growth across grade levels, including a 312% increase in third grade math growth and a 158% increase in third grade reading growth, while moving nearly all schools out of the lowest performance tier.

Earlier, as a principal, he transformed a neighborhood school from one of the lowest performing to outperforming surrounding schools, increasing reading from 54% to 84%, math from 58% to 85%, and science from 52% to 86%. Across each role, his leadership has consistently resulted in significant academic gains, reduced inequities, and improved outcomes for students.

## AN INTERVIEW

### Tell us about how you see today's superintendent.

Superintendents should be far more focused on instructional practices because that is the only lever that consistently drives student achievement at scale. Too often, the role gets pulled into operations, politics, and compliance, while the core work of teaching and learning becomes secondary. If we are serious about improving outcomes, superintendents must create coherent instructional systems, monitor classroom practice, and ensure every school is aligned to a clear vision of high quality instruction. Just as importantly, success in the role and long term retention should be tied directly to measurable improvements in student achievement. When superintendents are held accountable for academic results, it sharpens priorities, drives focus, and ultimately leads to better outcomes for students.

What new understandings did you acquire after two or three years on the job?

As I enter my sixth year as a superintendent, one of the most important understandings I gained after my first two to three years is how easy it is to lose focus on the things that matter most. The role naturally pulls you into operations, compliance, and daily issues, and without intentional systems, instructional leadership and student outcomes can drift to the background.

That realization pushed me to be much more deliberate. I have since built systems to ensure that does not happen again, including consistent cycles of reviewing student data, structured school reviews, and clear expectations around instructional practices. I have learned that focus does not happen by accident. It has to be protected through systems, routines, and accountability.

Ultimately, the biggest shift for me was understanding that sustaining improvement requires not just vision, but disciplined systems that keep the work centered on teaching, learning, and measurable student achievement every single day that must be modeled by the Superintendent

Share an idea to use or something you've learned with your colleagues.

One idea I would share with colleagues is the importance of building tight, consistent systems that keep the focus on instruction and student outcomes every day. For us, that has taken shape through our 5 week review process, which is a comprehensive review of everything happening in the school. It looks at instructional practices, student performance, systems, and the leadership moves being made to drive improvement. It is not just a data check. It is a deep reflection on whether the work is aligned, intentional, and actually moving outcomes. That level of clarity creates a strong cycle of accountability and support.

Alongside that, we have built a daily, highly structured skill recovery and enrichment program for every student. Instead of approaching support through the traditional MTSS triangle, we are reframing it as a diamond, where every student receives targeted support, not just those identified for intervention. This ensures that students are consistently working on recovering gaps, strengthening core skills, or extending their learning within the school day.

What I have learned is that this type of MTSS approach is still not common in the 9 to 12 landscape. At the high school level, support systems are often fragmented or reactive rather than embedded into the daily experience for every student. Building a universal, structured system like this has been a shift, but it has created much stronger alignment, clearer expectations, and ultimately better outcomes for students.

Submitted by:



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Name/Signature

4/30/2026  
Date