

OAK PARK AND RIVER FOREST HIGH SCHOOL
201 North Scoville Avenue
Oak Park, IL 60302

Committee of the Whole
January 16, 2018

A Committee of the Whole Committee meeting was held on January 16, 2018. Dr. Moore called the meeting called to order at 6:33 p.m. in the Board Room. Committee members present were Fred Arkin, Matt Baron, Jennifer Cassell (attended electronically), Thomas F. Cofsky, Craig Iseli, Dr. Jackie Moore, and Sara Dixon Spivy, as well as Greg Johnson, Assistant Superintendent for Curriculum and Instruction, and Gail Kalmerton, Executive Assistant/Clerk of the Board of Education and FOIA Officer.

Also present were Tod Altenburg, Chief School Business Officer; Michael Carioscio, Chief Information Officer; Nathaniel Rouse, Principal; Karin Sullivan, Director of Communications and Community Relations; Amy Hill, Director of Research and Assessment; and Dr. Gwen Walker-Qualls, Director of Pupil Support Services.

Visitors: OPRFHS faculty and staff Kristin McGee, Doug Hill, Earliana McLaurin, Lisa Vincent, and Chris Thieme; and Bill Sullivan, community member.

Public Comments

Bill Sullivan, resident of Oak Park, followed up on his previous requests for the Board of Education to allow three students, including his son, Patrick, to compete as individuals in the IHSA men's gymnastics' competition. He hoped the Board of Education would vote in favor of this request.

Minutes

Dr. Moore moved to approve the minutes of December 12, 2017, Committee of the Whole meeting; seconded by Ms. Spivy. A voice vote resulted in a motion carried.

Update on CTIP

As part of the implementation of the Classroom Technology Integration Program (CTIP), a BrightBytes technology survey was administered to solicit input from key stakeholders on various aspects of the effectiveness of CTIP. The results of that survey were presented. Mr. Carioscio summarized that the trend of using technology at OPRFHS had upward movement. In the latest survey, the District moved from an overall rating of "Proficient" to a rating of "Advanced". Mr. Carioscio congratulated his staff on this work. Those that participated in the survey were parents, teachers, and students. The background information/presentation in the packet provided the specific results of this survey. A comparison of other schools using 1:1 versus 1:3 was requested.

Teachers indicated that they felt confident using technology and able to thrive with the addition of 1:1 technology. The top four responses to "How do students use technology in the class?" were: 1) completing assignments, 2) viewing educational videos, 3) research and 4) typing. The greatest challenge to managing student technology use in the classroom were devices not being charged, focused on technology and not a lesson, etc. More than 54% of the students use their computer daily.

Students preferred communications from OPRFHS via 1) student email, 2) Instagram, and 3) Snapchat. Conversations within the District about social media are continuing and the intent is to be more intent on making students and parents aware of safety and security.

The next step for EdTech is the teachers' use of the 4 C's (creative, critical thinking, communication, and digital collaboration). An action plan will be created to do this and using other emerging data. A report will be presented in the future.

It was explained that not all students said they had access to the Internet 100% of the time during school could reflect one's movement from one part of the school to another. What is a requirement for teachers technology-wise is a negotiation between division heads and the teachers, based on their goals? However, every day teachers are using either high tech or low tech. Self-based learning takes courage and teacher time. While good for the 21st-century student, the teacher is trying to free himself/herself up to be another person in the classroom. The District is exploring flipped classroom learning in connection with some projects; it does not lend itself to every class.

Next year the administration plans to target certain metrics as to what supports will be provided to faculty. No specific goals are in place, other than the continual progression of 1:1 delivery. There are more computers than teachers at this point. The real goal is to continue to improve teacher use of technology and assist with projects using action plans. Some actions are quick wins to implement and improve and some are longer-term strategies. Professional development is important and has been mapped out for the year. A speaker at Institute Day spoke about flipped classrooms. The District is being strategic and educating itself on how to be better.

One member felt that technology did not lend itself to writing and that taking notes by hand rather than on a Chromebook was better because one connects things better. The District is changing its practice in how it approaches working in the classroom, as it wants to differentiate as much as possible and that means communicating with the teacher. If the teacher needs to write, that is what they do. Next year's action plans will be to embed digital literacy within the instructional part of EdTech. If a teacher wants a digital slide presentation on WWII, EdTech will go into the classroom, determine what is needed to get the project done, set the goals, and help to teach the skills for multiple-day projects. Digital wellness goes to when one should not use the technology, i.e., before one goes to sleep, etc. Parents want guidelines.

A comment was made about a feeling of unevenness in teacher required use of technology. EdTech collaborates with the teachers who know the students and who know what they want to accomplish. Each year the same project may change based on the teacher and the needs of the student. The hope is to make the process more formal and consistent. With regard to expertise in basic skills and Google tools, one member suggested that teachers should know their goal and work backward from that point, as students can be more tech savvy than adults. Career and college skills include the ability to work on documents in these classes. Does completing one's homework as the highest use of technology means doing the homework on Chromebook versus paper? That type of information would allow the District to be more informed about its goals regarding technology. While BrightBytes may not provide the answer, the District may be able to track that information.

MTSS Program Evaluation/Tiered Supports Data Analysis

This report provides a closer look at the implementation of a Multi-tiered System of Supports (MTSS) at OPRF, specifically the data review process we use to assess students' needs and measure their progress toward proficiency. It provides the context for a deeper understanding of the data analysis by which each support can be evaluated for continuous improvement. The administration will bring a comprehensive data analysis of MTSS supports as a companion report to the Student Achievement Indicators report in September 2018. This analysis was originally discussed with the Committee of the Whole in October.

In an MTSS framework, evidence-based instruction, interventions, and assessments are integrated to address students' academic learning and behaviors. The goal of MTSS at OPRF is to provide a robust, equitable education to all of our students, including our English Language Learners and our students with disabilities. We engage in a continuous cycle of analysis that strives to meet each individual's

needs through a tiered system of supports. Our data-driven approach utilizes universal screeners and progress-monitoring assessments. A more comprehensive overview of MTSS at OPRF is available at oprfmtss.myfreesites.net. Consultation and collaboration with multiple stakeholders is a critical part of this data review process. General education teachers, special education faculty and staff, the MTSS Coordinator, and Division Heads work together to make the best decisions on behalf of the students. The MTSS Coordinator acts as the liaison to ensure a whole-child approach and often loops in members of the PSS teams or other supports such as Case Managers and Motivational Mentors when additional support is needed or when a support is being faded and a student needs to be monitored for success.

Ms. McKee noted that each support (reading and math) has a profile (located in Appendix A of this report) and she struggled with requests to provide a summary of data because one data piece does not portray things accurately and can be harmful. Supports and assessments should be intertwined and drive each other.

Ms. McKee's PowerPoint presentation contained slides on Data Review. STAR Math Fall Screening, Fall Group Data Meeting (which is student's assessments are reviewed); Student Growth Over Time; Semester Exit Criteria; Examples of Student Work with regard to Academic Enrichment; and Early Warning System Q1. One example of student growth of which the school is very proud is with the help of a reading teacher, one student, now a senior just obtained a score of 30 on the SAT.

It was noted that many of the interventions cannot be rated by tests. The SAEBRE Survey is research-based. For the student highlighted in the Example of Student Work slide, the teacher has specific guidelines and the effectiveness of those interventions are directly related. However, outside of the intervention, the PSS Team talks about how the student is doing. Within SEL interventions, social workers go into student halls, In-School Suspensions, work with groups and they work on consultant level with the Student Intervention Directors to understand where and how SEL is impacting the student. The District is trying to offer a continuum of service and based on the individualized student need.

The Early Warning System (EWS) informs and helps the District to understand who needs support. This report is run for all PSS Teams 5 to 6 times per year. The District began using this approach 3 years ago. The District needed to find a way to look at students from a larger scope. This year about 850 students were brought to PSS Teams and discussed. After EOS, there were 800 students. The Early Warning System provides low-level data so that the District can quickly intervene.

It was noted that there was a higher percentage of seniors in the EOS program than freshmen. In math, the data shows that support for students in math is effective. The best data is gathered during the fall and spring; however, some students exit at the semester. The freshman who starts in the pre-algebra class is missing critical math skills and the administration looks at the fall group data to see who has extensive needs to determine the range of the needs and then plan his/her path based on those needs. One member asked that in the future, information is provided on the effectiveness of the programs. Question: How can a student be passing pre-algebra and failing extended algebra.

A request was made to provide the effectiveness of the EWS and whether or not PSS teams are getting involved and improving student outcomes. The research from the EWS is based on 5, 6, 7, and 8th grades. Thresholds were set low to catch students early, including freshmen, so that counselors/social workers could filter the students, and to monitor performance. The EWS is a way to inform the team that there are red flags, triggers a review by the team, etc. It is a way to intervene on behalf of the individual student.

Transfer of Operations & Maintenance Fund to Capital Projects

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that it approve the resolution to Transfer Monies from the Operations & Maintenance Fund to the Capital Projects Fund as presented at the regular January Board of Education meeting.

Variance Report – Second Quarter

It was the consensus of the Committee of the Whole members to recommend to the Board of Education that the Variance Report is moved forward to the Board of Education as an informational item on January 25, 2018.

Per the guidelines described in Board Policy 4:20 – Fund Balances, on page 1 of the policy under A4, it states that “The Board shall require quarterly variance reviews and obtain explanations of significant variances from budget to actual at the major category level”. Mr. Altenburg explained that the main note is that both income and expenditure have to do with timing as to when monies are received and when expenses are paid.

Mr. Cofsky thanked Mr. Altenburg for the continued improvements to this form.

The District is working with the auditors on a way to recognize that some receive 5 or 6 paychecks in June as some salaries are spread out over 12-months, which will be recognized in the fourth variance report.

Policies for First Reading

It was the consensus of the Committee of the Whole to recommend to the Board of Education that it approve the following policies for first reading with the following clarifications.

1. Policy 4:15, Identity Protection. Are items 5 and 6 the same? Ask for legal counsel input on an amendment, per PRESS.
2. Policy 4:110, Transportation
3. Policy 4:170, Safety. What if any changes need to be made to this policy relative to the current environment?
4. Policy 5:90, Abused and Neglected Child Reporting
5. Policy 5:200, Terms and Conditions of Employment and Dismissal

Future Agenda Items

Mr. Baron asked to have a discussion on what plans were in place to maintain the parking garage.

Adjournment

At 7:48 p.m., Dr. Moore moved to adjourn the meeting; seconded by Mr. Baron. A voice vote resulted in all ayes.

Submitted by Gail Kalmerton
Clerk of the Board