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

Culture, Climate and Behavior Committee
April 18, 2019

A Culture, Climate and Behavior Committee (CCB) meeting was held on April 18, 2019. Chair Cassell called the meeting to order at 6:37 p.m. in the Board Room. Committee members present were: Benson, Carioscio, Cassell, Daniels, Hildner, Johnson, Lemke-Bell, Martire, McQueen, Moore, Pruitt-Adams, and Weintraub.

Visitors: OPRFHS staff Rebecca Giesenschlag; Dr. Lincoln Chandler, educational consultant.

Visit Comments
Ms. McQueen announced that APPLE was offering $500 essay scholarships with students answering the question "What is your vision for OPRFHS?" She asked CCB members to spread the word about these scholarships and that APPLE was seeking volunteers to help evaluate the essays.

Minutes
Ms. Daniels moved to approve the minutes of February 20 and March 20, 2019; seconded by Ms. Hildner. A voice vote resulted in motion carried.

Student Code of Conduct
The *School Code of Illinois* requires that the District form a committee to review the *Code of Conduct*. Previously the District's Parent-Teacher Advisory Committee was charged to do this and then it was rolled into the purview of CCB. The administration recommended not altering the *Code of Conduct* next year because more study was needed on how to amend it so that it aligned with Restorative Justice Practices. The Committee agreed with this recommendation.

CCB Accomplishments
A summary of the status of the CCB recommendations was provided in the packet.

Data Metrics Update
An overview was provided.
- The CCB mission statement highlights three commitments:
  - A shared sense of belonging throughout the OPRF community;
  - A shared expectation of excellence for staff and students;
  - Disciplinary infractions and responses not predictable by race.

- Preliminarily selected metrics to serve as indicators of these goals were identified.

- Currently, the administration is in the process of disaggregating metrics by race where needed, and also defining those metrics not currently shared.

- Pending feedback from the CCB Committee, the administration will:
  - Determine the benchmarks needed to set SMART goals and measure progress at the designated reporting times.
  - Develop a consistent approach to visualizing the data.

A chart was provided on student metrics that included:

Framework Area	Framework Topic	Proposed CCB Metric(s)*	Source(s)
Student Discipline	Behavior Occurrences	% of Students w/ Infractions by Level	PSS Report
	Disciplinary Actions	% of Students with ISS/OSS interventions	PSS Report
Student Attendance	Student Attendance	Average Daily Attendance Rate	IIRC
	Chronic Absenteeism	% of Students who miss 10% or more days per year for any reason	Data Framework
	Chronic Truancy Rate	% of students who miss 5% or more days per year without a valid excuse	Data Framework
	Chronic Tardies	% of students with 12 or more tardies per semester	PSS Report
	N Grades	% of students receiving #NP / #NF grades per semester	Data Framework
Culture and Climate Indicators	5Essentials	Student Outcome Indicators: (Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environments, Ambitious Instruction)	5Essentials Survey
	Culture & Climate	Construct Scoreboard (Academic Environment, Social Environment, School/Building Environment, Stakeholder Inclusiveness)	Culture & Climate Survey
Student Achievement	SAT School Day Test PSAT 10 PSAT 8/9	% of Students who meet grade-level college and career ready benchmarks % of students who meet grade level growth benchmarks	Data Framework
College & Career Readiness	Advanced Placement Enrollment / Performance	% of Students enrolled in at least one AP course % of Students who score 3+ of their AP exam	Data Framework
Student Performance	On – Track Rates	% of Students on track for graduation	Data Framework
TBD	PSS / Restorative Justice Outcomes	To be defined (Recidivism (?)	PSS*
	Student Participation	% students in co-curricular programs	Student Activities Report

A chart was provided on Staff Metrics.

Framework Area	Framework Topic	CCB Metric(s)*	Source(s)
	Faculty / Staff Extracurricular Leadership / Community Outreach	#, % faculty sponsoring co-curricular programs	Extra Curricular Report; IIRC
	Faculty / Staff Attraction and Retention	Teacher Demographics, Staff Retention (Schoolwide)	IIRC
	Faculty / Staff Education Level (e.g., B.A., M.A., Ph.D.)	Teacher Education (Schoolwide)	IIRC
	Prof Dev Participation (e.g., RJ training)	TBD	
	Tardies and Infractions Referrals	TBD	

Discussion ensued. All of the information will be disaggregated by gender, race, and grade level. Timelines for reviewing absenteeism will be built into the metrics. The Data Framework will be used as a source, including internal data. The "N" grade is a function of attendance. Because 174 days of attendance is required, the chronic truancy threshold would be reached at nine days. Keeping track of lost instructional time is a requirement of the state, no matter what the reason, i.e., hospitalization, illness, school avoidance, etc.

The Illinois Youth Survey was not included as a resource because it is not given yearly and it cannot be disaggregate. However, the 5Essentials Survey is taken by all stakeholders yearly and does reflect culture and climate.

There is no resource yet to provide information regarding career readiness tracked by the Illinois State Report Card. Other suggestions for career readiness metrics might be: 1) those students who take off a year before college; 2) CTE measures; 3) dual credit, etc.

It was noted that the club and activity sponsors track student participation in extracurriculars and the Athletic Director and the Director of Student Activities present that information to the Board of Education.

Is that a measurement of student engagement? What would the students be called who excel in obtaining credits beyond the required number and their engagement in school, i.e. those students who are working at their highest level and love learning and the school? Is quantifying student success only being done by the number of AP classes, he or she may take. How can the school honor their engagement? More discussion will occur on this topic.

The discussion then followed about tracking and communicating student achievements, beyond just the students who are seen on the graduation stage, i.e., Student of the Quarter, students who have shown a range of growth. Colleges also want to see a student's growth from the freshman to the senior year.

The Committee reviewed the faculty metrics. Discussion ensued about the administration knowing what data it wanted and what that data will look like. What information will the faculty tardy and infraction data provide? Previously teachers were able to change a student's tardy status in this system. That is no longer the case. Is the administration trying to get to the root cause? Will that be different from the student tardy data? A teacher noted that he/she would not ask for a HERO pass from the student if the student were coming from a first floor classroom to a fourth floor classroom. Thus, the student would not seek a pass from a security officer. Students come to class without tardy slips. Other teachers would follow the procedures exactly. An inconsistency exists and both teachers and students want consistency. Teachers should not perceive gathering this type of data as "I got you". The desired data needs identification. One member asked the questions if tardies were needed because the administration's reaction to tardies had not changed behavior. One member likened this to changing the dress code. It puts the onus on students and it is positive for them to take ownership. It is a honors system. This could be effective in curbing the loss of instructional time and grades. Another member felt it would bring in the whole community. Conversations can still be had with the parents about behavior in a restorative justice way, i.e., "the classroom needs you," "how can the teacher/parents get you in the classroom," etc. Referrals would be less stressful to the students.

Goals
What does success look like for the CCB based on the mission statement?
1. Increased sense of belonging
   a. Increased expectation of excellence for students
   b. Reduction in discipline incidents and race-based disparities
   c. What does success look like for a specific initiative?

The Smart Goals using these measures would show success to be Specific, Measurable, Achievable, Timeout and Realistic. The preliminary mockup of the dashboard will be available at the May meeting. That data will be the baseline. The questions are 1) where do we want to be with student discipline, 2) where do we want to be with student achievement, and 3) where do we want to be with climate and culture? Where do we want to be at the end of first semester, etc.? The data framework is no different than the strategic plan; it has a direct correlation.

The present information shows that everything needs to be disaggregated by race. At a minimum, the gaps for students of color are shown.

One member stated that while the desire is for less disciplinary action, the goal is to have a better community within the school with less tardies and less fighting. The desire should be to have a culture of honor, respect and growth. OPRFHS needs to set its own goals but to do that an understanding of the context is needed.

Students need across-the-board training/education about diversity/inclusion, being racist, making fun of students with disabilities, and expressing their own issues. In order to change the culture, students need to have these understandings. District 97 parents have volunteered to come to the school and speak to students about their children's experiences as rainbow kids and being isolated from mainstream students, the effect of using the "N" word, racism, Downs Syndrome and Turrets. What is needed for an initiative to be successful? What resources will be needed?

Parking Lot

The next Meeting is May 21. Dr. Pruitt-Adams recognized the powerful leadership of Ms. Cassell and the impact it had made on the District. The Committee applauded her. Ms. Cassell replied that she had appreciated the thoughts and the progress that had been made.

Adjournment

At 8:05 p.m., Mr. Martire moved to adjourn the meeting; seconded by Mr. Johnson. A voice vote resulted in the motion carried.

Submitted by Gail Kalmerton
Clerk of the Board