

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

Culture, Climate and Behavior Committee
January 17, 2019

A Culture, Climate and Behavior Committee (CCB) meeting was held on January 17, 2019. Chair Cassell called the meeting to order at 6:35 p.m. in the Board Room. Committee members present were: Benson, Carioscio, Cassell, Daniels, Harris, Hildner, Johnson, Jones, McQueen, Miller, Martire, Moore, Pruitt-Adams, Rouse, and Wade. Also present was Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors: Dr. Lincoln Chandler, educational consultant, Amanda Massie, Monica Sheehan, Anthony Clark, and community members.

Public Comments

Anthony Clark thank the Committee for its work and efforts. He spoke about the racial equity policy that was being created and stressed that it was important to be intentional. He asked for accountability and to hear all of the voices. He asked that the District identify best practices and to hire someone to ensure that accountability exists.

Amanda Massie read the following statement. “We lived here previously, from 1997 to 2003. Our interracial marriage and our sons were not unusual HERE. It was when we moved to Va. and then so California that they realized they were different from most kids. I would be naïve to think they were not racially profiled in school or in the neighborhoods where we have lived. We never allowed that to stop them or be an excuse for either of them. Coming back was like coming home to what we thought was a safe place. After seeing *America to Me*, my bubble was burst.”

“It is now time that our schools here, take a stand and finally adopt a Racial Equity Policy. Waiting to adopt a Racial Equity Policy until we have the perfect one means it will never happen. Perfection does not exist. Even the US Constitution has Amendments to change or correct issues. So can our Racial Equity Policy. Acknowledging we may need to amend the Policy allows us to go forward and adopt it. It is the right thing to do and, now is the time. Were at the starting line, let us get started.”

Monica Sheehan had for the past few years advocated for fiscally responsible spending on the part of District 200, spending on needs rather than wants. In January 2015, she sent the then-school board president an email that concerned the proposal to spend \$37.5 million taxpayer dollars on an Olympic-size swimming pool and a natatorium with seating for 450 spectators, while demolishing the 12-year old structurally sound, much-needed garage, to accommodate the pool, leaving no required on-site, off-street parking. It was a ridiculous proposal.

Her email centered on OPRF’s limited resources, land and dollars, and the necessity of acknowledging that these limited resources cannot be squandered on the “wants” of a special interest group, but rather must be spent on actual and prioritized needs. The same is true four years later.

The Racial Equity Policy is an outstanding proposal, and it addresses a true need. Once passed, its implementation requires full funding as outlined, to ensure its success. Without this financial support, it becomes just another aspirational policy. The community has asked for a racial equity policy for over two years. She asked for the District to focus on the needs of the students and support the development and adoption of a Racial Equity Policy with embedded accountability.

Ms. Sheehan stated that it was critical that every dollar is spent wisely on actual needs, not wants. She felt that Imagine's proposal to demolish the south end of the building was for athletic wants. She urged the Board of Education to choose pragmatic solutions, renovate facility spaces as needed, and move forward on the much-needed Racial Equity Policy and its full funding.

John Duffy too thanked the Committee for their hard work. The CEEE believes that the CCB 'work is the vital core of our share goals and realizing racial justice and equity at OPRFHS. He reported that members of the CEEE and APPLE having been working with Mr. Carioscio and Mr. Johnson since March 2018 and Ms. Sanders from September 2018 on minority hiring. This is evolving work, breaking new ground and achieving some targeted results. They celebrate the fact that almost half of all new certified hires for 2018-19 have been people of color and Mr. Johnson was conducting interviews and focus groups with teachers of color hired in the last eight years to learn what is working and what is not working in supporting, affirming, and retaining teachers of color. He too spoke of the racial equity policy being developed. Without a strong, enforceable and accountable racial equity policy, this committee's good work can vanish. It is the best hope that to remain steadfast in OPRFHS's dedication to become a model for racial equity in education. The District is also reviewing curriculum.

George Bailey spoke regarding curriculum. He thought an honest discussion on what should be a 21st-century curriculum and that teachers needed to lead that.

Approval Minutes

Mr. Carioscio moved to approve the minutes of the December 18, 2019 meetings; seconded by Ms. McQueen. A voice vote resulted in all ayes.

Tri-equity Special Board Meeting

Districts 90, 97 and 200 convened a special meeting on January 8 to talk about data sharing and equity. The topics included: 1) how to move forward with data sharing between the districts, and 2) the equity work each district is doing. The SAFE students presented the student-created racial equity curriculum pilot, which will be pushed out in the same form as the Leadership and Launch Program. The District's racial equity policy work will go to the Board of Education, not to the Culture, Climate and Behavior Committee, as it will be Board of Education policy. All stakeholders have been involved with the creation of a policy. District 200 has Collaboration Racial Equity Teams (CARE) and instructional coaches. The staff is being trained in Restorative Justice Practices (RJ), per the CCB recommendations, by the UMOJA group, who will present to this committee in February. The administration has also met with student leaders, and the new dress code was reviewed.

Mr. Chandler distributed the new norms based on the Committee's norms of last year. They will be discussed at the next meeting. Any feedback should be forward to Ms. Kalmerton.

Dashboard Topics/Sample dashboards

Dr. Chandler reviewed the slide presentation on dashboards. He named the three goals in the CCB's mission statement.

- A shared sense of belonging throughout the OPRF community;
- A shared expectation of excellence for staff and students; and
- Disciplinary interventions and response not predictable by race.

Using the OPRF Data Awareness Framework, potential sources of available student data were identified. Additional staff and campus (no-Framework) data were also identified. Mr. Chandler asked for CCB's feedback on the data sources to use to develop the specific dashboard metrics.

Data sources were in December and he identified things that aligned with a sense of belonging, academic excellence, and equitable intervention. The responses/comments to the question as to what other areas of focus should be considered were as follows:

- 1) The sense of belonging/dress code. Discussion ensued. The dress code will be acknowledged in the discipline report. Through the number of discipline infractions and the survey results, the District will learn how students are feeling qualitatively. A suggestion was to note something positive when a student was involved in a club. The administration reports on extracurricular participation in the fall.
A concern was raised that students, who are not already engaged may not engage in a survey and, thus, their perspective would be lost.
- 2) Academic Excellence, while suggested, had not been discussed previously as one of the three goals. Dr. Chandler believed that it was in the overall purview of the CCB, and most of the data that was reviewed previously was discipline. This is a broader view.
- 3) Why look at diversity in only Advanced Placement courses and not students in honors or college prep courses? Why not use honors classes as an indicator? In the evolution of the data framework, the District is looking at works of progress, and the areas of focus came from the ISBE report card. This information is being used internally and those data sources need to be examined.
- 4) Consider equitable intervention in AP enrollment and performance as well as in belonging.
- 5) Career pathways should be included under Career & College Readiness, i.e., cosmetology, barbershop, nursing, etc.
- 6) Loss of instructional time is due to the loss of seat time because of field trips, etc. What is the accumulative impact?
- 7) What is the impact of SEL efforts? If emotional needs are being met, student academic outcomes will improve.
- 8) Restorative Practices (RJ). RJ is not just about discipline, it is a sense of belonging. Had one member assumed RJ was going to be part of equitable intervention? Mr. Chandler said there is no framework that talks about RJ, so that it will be added. In terms of the “x,” it was his attempt to connect the dots, but the lines are blurry. The main goal was to have multiple measures of the CCB.
- 9) Disaggregate survey results by race.

Data sources from various areas, i.e. faculty/staff, extracurricular, leadership, community outreach, etc. will be tied to 1) Sense of Belonging; 2) Academic Excellence, and 3) Equitable Intervention. When it was suggested that the group be allowed to determine if a policy or procedure was being followed, the administration noted that there were legal implications and that the granular review would be done by the administration only. Evaluations of personnel cannot be shared. The administration now reports out on teacher degrees, faculty and staff retention and attraction which is tied to talent management. A suggestion was to track different numbers via programs. On the survey teachers will be asked if they teach SEL and if it makes a difference?

One member thought the purpose of the CCB was to pinpoint the issues, which can get granular, and then take that information to the Board of Education. The Board of Education would then look at its team to fix the problems related to change, climate, and culture and hold the team accountable. Who is not using SEL in the classroom? Where are the higher number of infractions? How can this data be utilized to change the culture in the school?

A discussion ensued about research being the utilization of data, not in a punitive way, but in a way that allows for continuous improvement. Are gains being made? Why or why not? Everything needs to be monitored for continuous improvement. The administration noted that the arch of the questions mirrors the District’s conversation about data use. Two stages of work were discussed: 1) the work of data

framework, and 2) how the different levels will be used to make data-informed decisions on the grand level.

Mr. Chandler asked that questions or suggestions be sent to him.

Student Achievement Data

Ms. Jones reviewed the SAT Achievements, Benchmarks and School-Level Growth Estimates. Included were the results of:

- 1) the Cohort 2019, Mean of Total Score, PSAT 10 to SAT –
- 2) The Cohort 2019, Mean of Total Score, PSAT 8/9 to PSAT 10. The expected growth for the Cohort 2019, Mean of EBRW Score, PSAT 10 to SAT was 39.88, and while OPRFHS's overall growth in points was 42.6, and a racial disparity exists. The Cohort 2019, Mean of MATH Score, PSAT 10 to SAT's expected growth was 35.98, but the overall growth in points was 60.9.

In the spring of the sophomore year to the spring of junior year, the expected growth was 39.88, but some groups did not grow at that expected level. Discussion ensued. Questions:

- 1) What is being done to change this outcome?
- 2) How many of these students had test prep?
- 3) What classes are the students taking?
- 4) What was done correctly?

The administration reported that conversations have begun with English and math division heads about these items. The ISBE will be asked to run an analysis looking at performance gaps like these to see if race is a predictive factor. These scores show a systems' fail to African-Americans and Latino students. An equity approach needs to be a systems approach. The District's data mirrors the state's data.

With the four-year graduation rate for the spring of 2018, the administration noted that the number of students in each of these groups affects—the smaller number is a bigger variance. Discussion ensued. Questions/responses:

- 1) What is the trigger point to which something needs to be done? The response: Ask questions.
- 2) Why is the number of Black student graduations trending up?
- 3) How does the four-year graduation rate match the college readiness report? Note: Freshman students do not want to identify themselves by race.

The student dropout rate data is consistent from last year to this year, with the percentage being very low at 1.3%. The District does not know whether these students are continuing their education or not.

The post-secondary enrollment rate was previewed. A question was asked if a report could be generated that addresses students going into the military, the workforce, etc. While this will be explored, this is not a state-wide system and thus is limited. Social Security is building a system that would include students attending technical schools, etc.

The proposed next steps were:

- 1) Determine the specific information the CCB committee values based on the goals and recommendations.
- 2) Establish a cycle of reporting for those metrics.

In thinking about the metrics, the data growth, and the systems change, Dr. Pruitt-Adams reflected on how they fit in with the Strategic Plan. The purpose of the analysis of data is to learn and decide if something can be done differently. Most of the data points are reported to the Board throughout the

school year. Should a place in the Board report include the CCB? The CCB's recommendations call for a report quarterly. This is qualitative data, not quantitative data. How will town halls be reported? The number of monitors, which are tied to a sense of being welcoming, have increased. Does the qualitative data heighten the level of awareness of students, parents, faculty, and staff? That is a different question. About RJ, this talks about how this will be impactful. The District is in the training mode year now. How will that be reported to make an actionable change? What is the focus for next year?

The administrative team is looking at the Strategic Plan overall, and the goal is to honor the previous plan, but many qualitative things are included, except for in TTL. As the District looks to align more to the Illinois standards for the report card and ESSA, i.e., graduation and academics, there will be more teeth in the Strategic Plan. The administration is looking at collapsing the six goals down to three. Dr. Pruitt-Adams suggested that if this group is responsible for moving the District forward in performance, perhaps this group should be the conduit for the Strategic Plan. As the CCB looks to the future, how will it achieve all of the interventions and move this forward? There are qualitative and quantitative pieces. Mr. Martire supported CCB be the group that holds the District accountable to the Strategic Plan, as District 90 did something similar. Others felt that doing so would facilitate urgency.

The District already uses the Decision Ed dashboard, and it is being shaped for board briefings which would be accessible internally, at the Board level, and the public.

Parking Lot

Ms. Daniels spoke of her daughter's loss of an AP English teacher and her replacement which is a recent college graduate. She questioned the school's attempt to diversify the staff. Dr. Pruitt-Adams stated that the administration does not know a person's race when they apply for a position. However, some questions are tied to racial consciousness during the interview process. She continued that she would not hire a teacher of color who does not have the qualifications as that is not fair to the students. A serious reduction of males going into education is occurring, and schools have to be rigorous and recruit for quality. This decision was discussed with the student group leaders. A teacher noted that students, parents, and teachers are part of the screening of applicants.

Adjournment

At 7:51 p.m., Ms. Daniels moved to adjourn the meeting; seconded by Dr. Moore. A voice vote resulted in the motion carried.

Submitted by Gail Kalmerton
Clerk of the Board