

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

Culture, Climate, and Behavior Committee
November 5, 2019

A Culture, Climate, and Behavior Committee (CCB) meeting was held on October 8, 2019. Chair Gina Harris called the meeting to order at 6:32 p.m. in the Board Room. Committee members present were LeVar Dr. Levar Ammons, Talib Becktemba Goss, Janel Bishop, Wendy Daniels, Linda Frances, Karin Grimes, Gina G. Harris, Greg Johnson, Krystle Jones, Cheryl Jones-McLeod, Kebreab Henry, Carrie Kamm, Frances Kraft, Melanie McQueen, Dr. Jackie Moore, Livia Nitsche, Kathleen Osta, Kyla Pereles, Roxana Sanders, Felicia Starks-Turner, Susan Stephens, and Chase Thompson, as well as Gail Kalmerton, Clerk of the Board.

Visitors

None

Public Comment

None

Approval of Minutes of October 8, 2019

Ms. Kraft moved to approve the minutes of the October 8, 2019 Culture, Climate and Behavior Committee; seconded by Ms. Daniels. A voice vote resulted in motion carried.

Restorative Practices Circle

The Committee reviewed its agreements and then answered the question: What does it mean to look at data through an equity lens? The comments included:

- Look below the surface for not just at what but the why and the how.
- Take data apart and look to see how it affects different groups.
- Look at all groups. Know the questions to ask before the data is collected to understand the organization and to whom it is serving.
- Keep context in mind and be mindful of systemic issues and making sure that both sides are being looked at, not just the front facing issues, particularly in the school.
- Look at the information both qualitative and quantitative and ensure that levels of success are experienced at the same level for all groups.
- Look at the data to have a baseline and know what needs to be fixed.
- Make sure the right data is being pulled and looked at it deeper. Do not be reactive. Be proactive to make change.
- Change is coming.
- Examine the data and be willing to see what is behind the narratives and what is the correct/hidden story in the data.
- Consider the source and look at it from as many angles as possible. Make sure those looking at it represent different perspectives.
- Include protocols, because data can go all over the place.
- Be ethically aware of what is being measured, what it was designed to measure and hold oneself accountable in knowing the purpose.
- Look at what is being told, not what one wants to see. Be objective. Address the issues. Use benchmarks.
- Considering data is great, but the global assessment can go back to individuals that are struggling. Consider individual students.

- It is the beginning. It tells what is happening but one has to understand the origins and dig deeper.
- Data should not DRIP=Data Rich Information Poor.
- Be aware of how the risk of data reinforces stereotypes and most quantitative data is the beginning of the inquiry, not the end. Then ask the quality of the relationships underneath the data.
- Be courageous in making systematic changes based on what the data says. This is a cyclical process and data needs to be continually monitored.
- Data is tricky. It is satisfying to have numbers to quantify, but the human experience is much bigger than a number. Data can make one tense. What are the questions behind these measures? How was it arrived? Does data lie? It measures something, but sometimes it is confusing to understand the meaning.
- Analyze the questions asked. Asking the right questions is important.
- Attempt to be unbiased.
- Look at how and why that data came to be and look at how to change or preserve that data.
- Be honest in analyzing the data.

In an exercise to help members get to know one another better, they were asked to describe how they would spend an extra hour of time.

Everyone confirmed keeping the circle safe.

Additional Comment Activity

Ms. Harris explained that if anything came up during the meeting that triggered something for them, they were invited to use the post-it notes to write it down and pass it on to Ms. Kalmerton.

Data Discussion

Mr. Johnson and Mr. Thieme previewed the data charts that the committee members would look at more closely later in the smaller groups. Mr. Thieme noted that the Educational Technology Department was on task for completing all of the “widgets” by December. These charts are the interpretations of the data and metrics that were requested by this committee. A brief explanation was given as to how this data could be viewed, i.e., applying different filters. The Committee members were asked to think about what questions would come to their minds when they reviewed the data and what other language might be useful. All of the data can be disaggregated by race, gender, etc. As a result, the following questions/comments were made.

A suggestion was to add a link on the discipline data page to the Code of Conduct so that people can see the definitions and guide to the different discipline levels. What triggers are used to have a consequence issued to a student? In some instances, the data may be rounded down, so the total percentage might not reach 100%. Discussion ensued about the graduation rate and the 4-, 5-, and 6-year cohorts.

Data Discussion (Small Groups)

The committee members divided into four smaller groups and moved to different rooms to have individual discussions. Mr. Chandler asked that they consider the following three questions when reviewing the data:

1. What does the data say to you?
2. How clearly is that communicated to you?
3. How does data move the district forward in its strategic goal?

Group Share Outs (10 minutes)

The small groups reconvened and made the following observations or had questions regarding the data sets provided:

1. Displaying graphs that already showed specific combinations of data such as race, gender, etc. regarding performance would be helpful for comparison, using the equity lens. This would be particularly helpful for the first graph. Thus, the idea of filtering by race would already be built in.
2. Is this a way to call out the data's disproportionality, so to not lead to reinforcing stereotypes by just calling out numbers?
3. Can a story be told about what the District is doing in an area, i.e. increasing the number of students in AP classes? Can a link be provided that would direct the reading to what the District was working on to achieve this goal?
4. The District needs to contextualize the data with qualitative data. While this is not new information, it can be contextualized with what people are saying, i.e., more African-Americans are getting into fights. Has the District talked to the students about their experiences?
5. What is the goal in putting out the data publically? What will happen in putting data out to prioritize and display?
6. The landing page should set the tone. Disclaimers should be used about the proper use of the data so that people understand why and what the data is used for.
7. Include explanations as to why some data is missing, i.e., if the data set is less than 10.
8. Explain why the data might not make sense.
9. Identify that the data from the ISBE.
10. The 4-year rolling graduation rate will be refreshed each semester.
11. With regarding to wording, make it understandable and note what it refers to.
12. Use the landing page as a vehicle to talk about who and what the District wants to be. If the District says, students are successful, what would that success entail and are these data points reflecting that as an institution?
13. Arrange the data in a different order, i.e. Put the demographic information first and push the discipline aspects further back.
14. There is a discipline page, which talks about attendance, and there is an attendance page. That seems odd.
15. More clarity and depth is needed regarding attendance. If the total number of tardies is X and 35% are black, does that equate to 30 or 100 or 1500 students. Present the actual number of students with tardy demographics.
16. Provide a link on the discipline chart to the Code of Conduct so that people can see the definitions of the infractions.
17. Disaggregate the work on the discipline chart in order to divide up the infractions. Are the infractions by African American students whether it be one or two students? Are they for fighting? Are they for stealing? Are they for tardies or failures to serve.
18. Can the District compare its data to other schools to see this information in context? Note: not every school makes this information public and thus the data might not be easily shared. Could national statistics be used?

Equity at OPRFHS-Current Year (10 minutes)

Dr. Ammons introduced himself noting that he was honored to serve the institution and community in his position as the Executive Director of Racial Equity. He referred to the webpage that listed the 2019-2020 Racial Equity Initiatives. His overarching goal is to implement the racial equity policy that was approved in April 2019 and develop the procedures for the 12 components of that policy: Key components of the policy include accountability and monitoring; equity analysis; equitable practices, procedures, and programs; resource allocation; stakeholder and community engagement; diverse workplace initiatives; professional development; discipline disparities; welcoming school environment; culturally responsive and relevant teaching and learning; equity leadership and infrastructure; and racial incident protocol. He

will report to the Board of Education in December on the progress and the implementation phase into second semester. The focus has been on racial incident protocol and the administration is looking at its Grievance Policy and trying to infuse the conversation with an equity lens and have a reporting system that will address any racial incidents.

The District is embarking on restructuring the [freshman curriculum allowing all to have access to a rigorous curriculum](#) and eliminate race, socioeconomic status, and other social factors as predictors of student success. In 2021-2022, institutional barriers that prevent students of color from reaching higher levels of achievement will be changed. Beginning that school year, District 200 will change to a single curriculum that provides access to honors-level work for freshman English, science, history, and world language courses.

The District has also embarked on restorative justice training which is a restorative approach to discipline and helps schools move away from strictly punitive consequences and to focus on mediation, damage repair and community building in order to improve school culture and student outcomes. Last year, a group of about 25 faculty, staff, and administrators worked with consultant [Umoja](#) in a yearlong "community of practice" training to deepen their skills and practices. Building on this work, some members of the group are being trained as advanced practitioners who will coach colleagues.

A student-led racial equity curriculum is being developed titled Equity and Youth Action, a pilot curriculum that, in the students' words, "fosters open discussion on uncomfortable topics and goes deeper than just the slavery/oppression topics in class." The pilot class will run during the second semester of this school year.

The committee asked that the students make a presentation to them later.

Plus/Delta

1. The small group work worked.
2. The circle exercise was good.
3. The Data aspect as it gives a framework and it needs to be compared to a larger audience and if a comparison is not available, others can follow this District's lead.

Adjournment

At 8:06 p.m., Ms. Osta moved to adjourn; seconded by Dr. Moore. A voice vote resulted in motion carried.

Submitted by Gail Kalmerton
Clerk of the Board