

**OAK PARK and RIVER FOREST HIGH SCHOOL
201 N. Scoville Ave., Oak Park, Illinois 60302**

**BOARD OF EDUCATION
INSTRUCTION COMMITTEE OF THE WHOLE MEETING
Thursday, March 17, 2011
7:30 a.m.
Board Room**

A G E N D A

- | | | |
|------|--|---|
| I. | Call to Order | Terry Finnegan |
| II. | Approval of Minutes | Phil Prale |
| III. | Library Program Update | Ann Carlson
Judith Lopez
Amber Hooper |
| IV. | Update on District Scorecard | Mike Carioscio |
| V. | CCAR Update | Nate Rouse |
| VI. | Additional Instructional Matters for Committee
Information/Deliberation | Terry Finnegan |

Copies to: Instruction Committee Members, Terry Finnegan, Chair
Board Members
Administrators
Director of Community Relations and Communications

Oak Park and River Forest High School
201 N. Scoville
Oak Park, IL 60302
An Instruction Committee of the Whole Board
February 14, 2011

An Instruction Committee meeting was held on Tuesday, February 14, 2011, in the Board Room. Co-chair Lee opened the meeting at 9:20 a.m. Committee members present were John Allen (departed at 10:19 a.m.), Terry Finnegan, Dr. Ralph H. Lee, Amy Leafe McCormack, Dr. Dietra D. Millard, and Sharon Patchak Layman. Also present were Dr. Steven T. Isoye, Superintendent; Michael Carioscio, Chief Information Officer; Amy Hill, Director of Assessment and Research; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Lauren M. Smith, Director of Human Resources; Cheryl L. Witham, Chief Financial Officer; and Gail Kalmerton, Executive Assistant/Clerk of Board.

Visitors: Kay Foran, Community Relations and Communications Coordinator; James Paul Hunter, Faculty Senate Executive Committee Chair; Tina Halliman, Director of Special Education; Richard Mertz, Division Head for History; and Daniel Cohen, Division Head for English; Joe Kostal and Tom Tarrant, faculty members; Cathy McNary, Marsha Blackwell, and Nikki Paplaczky, faculty members.

Approval of January 20, 2011 Instruction Committee Minutes

It was the consensus of the Instruction Committee members to accept the January 20, 2011 meeting minutes, as presented.

Class of 2015 Placement Update

Mr. Rouse distributed the 8th grade transition folder which are given to parents of incoming freshmen and include a sample of the *Academic Catalog*, a copy of a PowerPoint presentation on course placement, transition meeting schedules, etc. The registration deadline for freshmen is February 21 and for sophomores, juniors and seniors, prior to spring break. Parents will receive course verification via the US mail.

Mr. Rouse stated that the sectioning process for 2011-2012 will include scheduling the same number of teachers for core classes and he noted that, by and large, almost all teachers are able to teach multiple subjects within their division.

Ms. Hill provided a data summary and tables explaining that OPRFHS had administered the EXPLORE test to the eighth grade residents of Oak Park and River Forest as a component of its process for making course placement recommendations for freshman students. A request was made of a Board of Education member to learn more about the EXPLORE data and the impact of its scores on the placement process.

Ms. Hill reviewed the information provided in the summary of findings. The Class of 2015 performed above national averages in the national norming group; the average scores of incoming ninth grades ranged from 2.8 to 4.1 scale points above the national averages on the four subject area tests and composite; the proportion of the incoming students scoring in the top quartile, nationally, ranged from 62 to 69% on the four subject tests; and 94% of the

Class of 2015 scored above the 50th national percentile. Tables 1 and 2 focused on reading and math scores. The mean, median, and modal scores in each subject test as well as the composite were higher for white students than for African-American and Hispanic students. The composite test score distributions across the percentile ranges used to guide placement recommendations for students in their academic courses at OPRFHS suggest that for students in the Class of 2015, if EXPLORE scores were the only consideration, the modal placement recommendation for white, multiracial, and Asian students would be honors courses; the modal placement recommendation for African-American and Hispanic students would be college prep courses. For this same group, if EXPLORE were the only or the primary consideration in placement recommendations, racial distributions among recommendations for college prep courses would roughly mirror the larger racial demographic patterns in the school; however, Black and Hispanic students would be underrepresented among the students recommended for honors courses, and Black students would be overrepresented among the students recommended for basic courses (Table 3).

EXPLORE scores are one of a number of factors that division heads use to determine a student's placement, including the sliding score on the profile sheets from the associate districts and 8th grade MAP scores, which are being used for the first time this year. Before deciding to look at other data and make a change in the placement process, discussion must occur about how each of the components is used and the weight given to each of them in the placement process. When a student's test scores are at odds with the numerical scores then a further discussion with the associate school is necessary. Another important piece is parental input with parents having the final say. Parents receive the recommendations in January and parents may talk with the Division Heads and the counselors at that time. Because there is no electronic data keeping of the number of overrides and the outcome, it is difficult to tabulate. However, that information should be available next year.

When asked how the District can change what it does in support of the Board of Education's goal to eliminate predictability for those students who are behind academically, Ms. Hill stated that the school now offers Algebra Block, a freshman reading program, and a summer step-up program. The critical question is what supports are necessary for a student to accelerate. The District has to determine how it places with time and curriculum so that students' classes are sequenced. Their day might also need to be extended or families told that their students have limited course options. An early conversation with counselors might be appropriate to share what the school plans as interventions. That might need to occur in the January timeframe prior to the start of the fall semester. Mr. Finnegan wanted a vehicle to draw students to the school and to have as much good communication with the feeder schools as possible.

Regarding overrides, Mr. Prale noted that there probably more overrides up than down. Every Division Head has a conversation with the parent when an override request is made.

Ms. Patchak-Layman read from the *Academic Catalog* about the College Prep curriculum which says that the student will be able to do problem solving and creative thinking. She questioned whether the EXPLORE test was the right test to fulfill the District's responsibility to find the students that have those attributes. Those are qualities that the District wants all students to have and that is accentuated in the Honors classes. There is

much literature and research about schools doing a poor job of finding giftedness in minority students. The idea of giftedness is set by the white majority and the present system fits that model. She suggested working without any demarcation of student placement for nine weeks in order to have a way to direct programs for individual students. Ms. Patchak-Layman wanted to continue the conversation but was asked to continue it privately with Mr. Prale due to the lateness of the hour.

Update on Behavior Interventionist Initiative

A written update on the Behavior Interventionist Initiative was presented to the Committee. Behavior Interventionist Tom Tarrant is now in his third year of the fifth year of this program. The program's original focus was to return students back to their classes after being sent out for disciplinary action in order for them to miss as little class work as possible. Mr. Tarrant reviewed the summary of findings in his written report. Part of his job is to model behavior in every part of the school day, remind students and staff of expected behaviors, e.g., wearing of ID's, etc., and change behaviors, etc. Statistics are used to define problematic areas. This summer Mr. Tarrant became a Level I Gang Interventionist and now has a different awareness and is informing the parents. Mr. Tarrant proudly stated that students in the EAC II program have had no major infractions at this point anywhere in the building. He is working hard on the issue of truancy and files truancy on the parents. A student who is not in the building during the day is breaking curfew and can be issued a ticket which will necessitate going to court. Due to economic conditions, there is more disrespect and defiance, a spike in hospitalization, suicide attempts, drug overdose, etc. Mr. Tarrant works with teachers on how to diffuse situations by suggesting different models of behavior. Mr. Tarrant also assigns independent study to help 8 to 10 students who are lacking enough credits to graduate within four years.

His next steps for this program are:

- Continuation of support and monitoring of the BI position, tracking discipline and off-campus placement information, maintaining study table and weekly parent contact for failing students.
- Strengthen collaboration with Pupil Support Services on tardy interventions.
- Hold a parent night presentation for ED continuum.
- Meet weekly, or with greater frequency, with Oak Park Youth Services to share information regarding student behavior and to implement interventions to support positive changes in student behavior.

SIP Update

Mr. Rouse reported that Phase I and II of the School Improvement Plan had been submitted. Phase III is the development of an action plan. The three areas in which the District has to focus are based on NCLB's meets or exceeds in the areas of math and reading. Mr. Rouse has established implementation committees for different areas to talk about the efficacy of current programs relative to student achievement needs and future plans. More information will be sent to the Board of Education in the coming months relative to the assigned tasks and overall deadlines. The Board of Education will be asked to approve Phase III at its regular April Board of Education meeting.

Reading Initiative Ideas

Mr. Cohen made the following statement authored by Dr. Halliman and him relative to a reading initiative.

“Both he and Dr. Halliman are deep believers in the power and potential of public education and in particular this public school, which means that all students, all levels and all skills are accepted and have the right to a superior education so that they may achieve their full human potential. Since the case of Brown versus the Board of Education, this nation has struggled to achieve that mission and so has OPRFHS. In 2011, there are persistent and predictable racial achievement disparities and hundreds of students are reading below grade level. There is urgency in the District’s beliefs and in its actions. Achieving the promise of Brown will require it to do something different.

“Peter Senge, an American scientist and director of the Center for Organizational Learning at the MIT Sloan School of Management, talks of another gap. In every profession, a gap exists as to what is known about what should be done and what is actually being done. In the field of education, the gap is the widest. OPRFHS has its beliefs and knowledge and the data to tell it what it should be doing in regards to reading and what it is actually doing. This reading program that you have in front of you is what we should be doing.

“Improving the reading and literacy skills of our students will dramatically impact the entire building. There will be more success, better behavior, more engagement, higher achievement in Science, in Math, in History, in English, in Driver’s Ed and more when students read and comprehend better.

“The multi-tiered plan we provided for you is one based on students’ instructional needs. This means learning more about our students and their reading levels and their reading strengths and weaknesses. Based on those diagnostics we then can provide a program that meets their needs. No longer will a student be labeled a 35 per center and that will determine what class they take or not take. Once again, if we want a new outcome we must take a new path. The new path is that in this plan that percentage is simply the first step in identifying the students’ needs and then we design the program to best fit his or her needs. This plan is an accelerated model where our struggling readers will be gaining at a faster pace than those students reading at grade level. That is the only way to narrow the reading gap.

“This plan calls for all of us to see ourselves as teachers of reading and to be responsible for improving reading and literacy. That is why we are calling for all teachers, division heads and district administrators to play a role and to be held accountable for building and sustaining a culture that promotes reading and provides all that is necessary to improve reading comprehension. It is this institutional commitment that will allow us to narrow the gap between what we know we should be doing and what we are doing.

“Lastly it is important for us to share with you that we stand here on the shoulders of many people in this building who have worked tirelessly to keep reading on the forefront in the hearts and minds of this community. We want to name a few of them now: Catherine McNary, Marsha Blackwell, Sarah Rosas, Andrea Neuman and Nikki Paplaczky and Phil

Prale. Without them and others, Tina and I would not be here now moving this plan forward.

“The plan is an accelerated program for those students.”

Discussion ensued about the budget, noting that the implementation of the recommended Reading 180 Program would cost approximately \$426,000. This program is being recommended for freshman students. A portion of the Title I funds can be used for professional development of literacy instruction and for staff salaries. While the document presented to the Board refers to grant funding, the Board of Education should be aware that OPRFHS will not get any more grant funding as a result of the proposal. Currently grant funds support portions of teacher salaries in their work with students at the pre College Prep level. Existing funds will have to be evaluated and redirected. Mr. Prale did not believe that current grant of would cover all of these costs; the District was now in its budget building process. Mr. Finnegan wanted to see the current model from the budgeting standpoint.

Ms. Patchak-Layman asked how the 96 students were broken down between the areas of General Education and Special Education. It was estimated that half of these students needing intensive instruction would come from each area. The Essentials of English class provides some reading support, but not as extensively as outlined in this proposal.

When asked what Board of Education support was needed, Dr. Halliman stated the following:

- 1) Support the ability to keep parents from overriding class placements as that might negate the placements made relative to lower scores;
- 2) Support the recommendation by several members to link with a university to host a cohort on OPRFHS premises to have reading endorsements, i.e., a train the trainer model;
- 3) Support that all levels in the District are invested in this process whether it be professional development or sustaining culture.

Mr. Prale suggested assigning a central person to reading.

When asked how things such as dyslexia, eye-hand coordination, hearing long- and short-term memory, etc., be addressed, Dr. Halliman stated that the District classifies those needs through the established process of identifying deficiencies and moving forward until a screening is required.

After reading this proposal, Dr. Lee’s first thought was that it reflected a level of thought and effort and intentionality that he had not seen in 28 years. He thanked them for the report. He understood that this was the beginning, not the end, and he fully supported almost all of it. He was concerned, however, because he had always thought that the teaching of reading was as complex as the teaching of physics and chemistry. He asked if reading was so unspecialized that anyone could pick it up through in-service workshops. Could the backbone of the proposal come successfully from existing faculty? From where would the leadership for this program come? Does it come from the experience of teaching

and reading? Mr. Prale stated that students' instructional needs would drive the teaching. Reading teachers must take a diagnostic approach to accelerate those students' needs. A reading specialist is necessary and the District has to have an engaged literacy program across entire school. A reading specialist has 45 hours of master classes.

Dr. Isoye thanked the administrators for their report and noted that this was a start. A reading teacher is trained to teach students how to read. It is sometimes unrealistic to think English teachers can teach students how to read. All students need to read to learn. The District can provide technical reading strategies to all students in the content areas to help them read to learn, but that is different from learning to read. There will be different costs as well and concerns from parents whose students are not able to read or read well. Consideration will need to be given to instructional coaches to talk about how peers can become the experts to support the greater number of teachers. The Read 180 Program is an ongoing assessment, divided into small group of cognitive-type learning. As the District begins to work with the MAP assessment, the information coming forward will be more triangulated.

The goal of the Reading 180 program will be to help those students read at the 12-grade level by their senior year. The current program is to increase the reading level by 1.0 in one year; those students who fall below that expectation would be a candidate for this program.

Ms. Patchak-Layman wondered what the results would be if \$1,000 were given in one-to-one services to those needy students. The District will receive an unexpected \$500,000 from the River Forest TIF and this money might be used for this purpose. She felt the District was staking its numbers on this program because it did not believe in spending the money on tutoring or computing. Mr. Finnegan suggested setting up benchmarks.

Institute Day Review

Mr. Prale shared information relative to the January 24 Institute Day.

Adjournment

The Instruction Committee meeting adjourned at 11:08 a.m. on Monday, February 14 2011.

***Oak Park and River Forest High School
District 200***

201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education
FROM: Ann Carlson, Amber Hooper, Judith Lopez, and Phil Prale
DATE: March 17, 2011
RE: Library Program Update

INFORMATION

BACKGROUND

The library is required by the rules of the Illinois School District Library Grant administered by the Secretary of State to report to the Board of Education, in an area selected by the staff, on the library's progress toward meeting the Illinois standards for school libraries as outlined in the Linking for Learning: The Illinois School Library Media Program Guidelines, 2nd ed. 2005. The library receives \$0.75 per capita for each student enrolled on October 1st.

SUMMARY

A focus of the library team this year has been to expand the presence and impact of the library through electronic media. A copy of the presentation regarding library electronic media is attached.

RECOMMENDATIONS

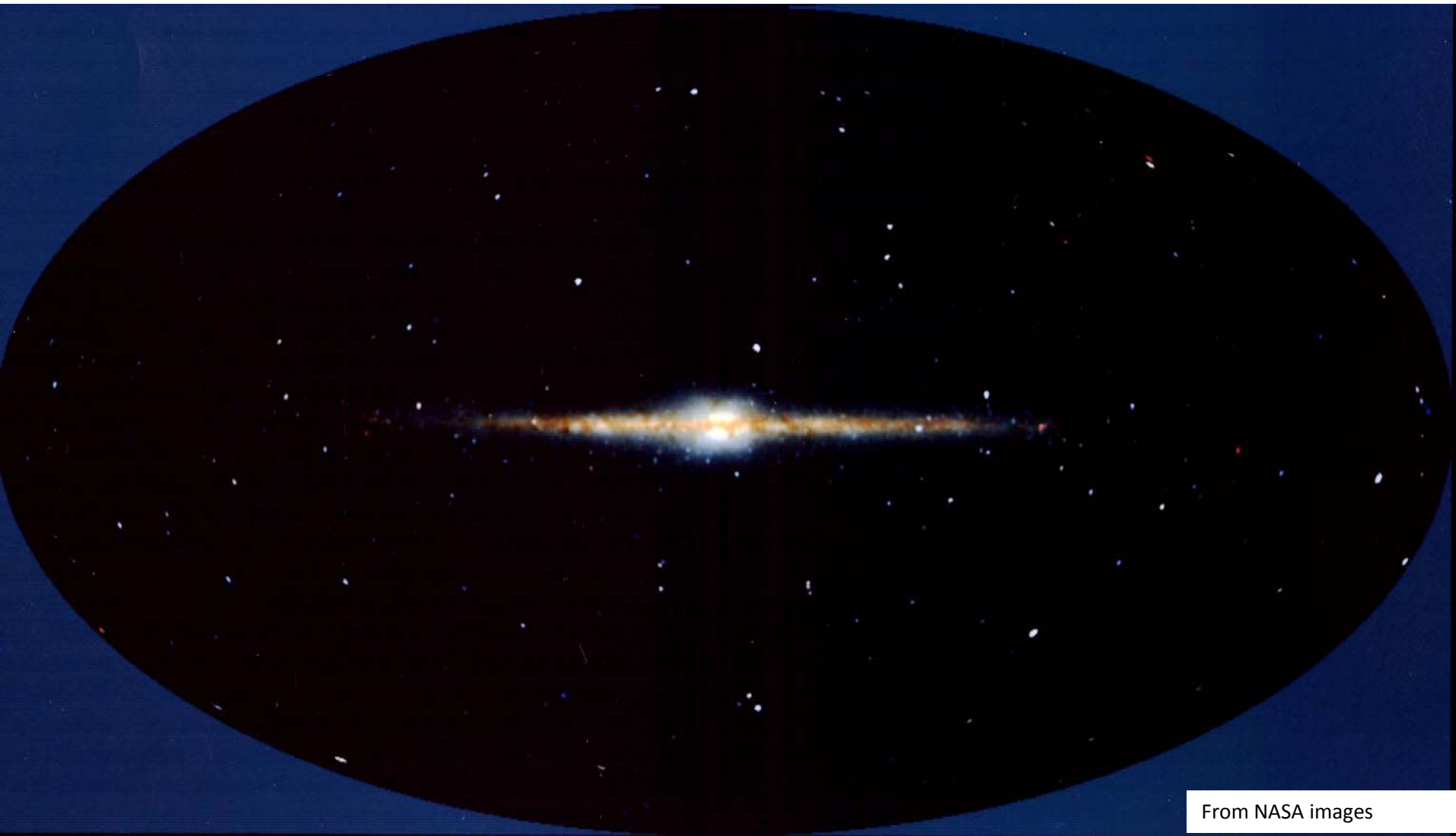
For information only.

Moving Forward

Beyond the Library Walls with Web Tools

Amber Hooper, Ann Carlson, and Judith Lopez

In the beginning...



From NASA images

This was our
website...

PROGRAMS & SERVICES

LIBRARY SERVICES

The OPRFHS Library is located at the north end of the building on both the second and third floors.
(Rooms 293 and 325)

Need help with an assignment? Want a good book to read? Having difficulty citing your sources? Trouble finding database articles? Looking for the best search engine? The Library staff is available and eager to help you.

C U @ the Library

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PROGRAMS & SERVICES SCHOOL NEWS

Programs & Services

- Attendance
- Bookstore
- Buildings & Grounds
- Business Office
- Day Care Program
- Deans/Student Health & Safety
- Food Services
- Health Services
- Human Resources
- Intervention Programs
- IT Network Services

Library Services

- > Catalog
- > Citing Sources
- > Databases
- > Hours and Policies
- > Library Staff
- > Other Libraries
- > Research Basics

Now we offer
this....

LIBRARY SERVICES



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Book Suggestions



Book Trailers



Library Blog



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Library Catalog



**OPRFHS Assignment
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Web 2.0 Tools Wiki



Write a Book Review



Read Student Book Reviews

Programs & Services

- Attendance
- Bookstore
- Buildings & Grounds
- Business Office
- Day Care Program
- Deans/Student Health & Safety
- Food Services
- Health Services
- Human Resources
- Intervention Programs
- IT Network Services

Library Services

- > Catalog
- > Citing Sources with EasyBib
- > Databases
- > Hours and Policies
- > Library Monthly Reports
- > Library Staff
- > Other Libraries
- > Schedule Class in Library

- Operations
- Office of The Principal
- Registrar
- Student Services / Counselors

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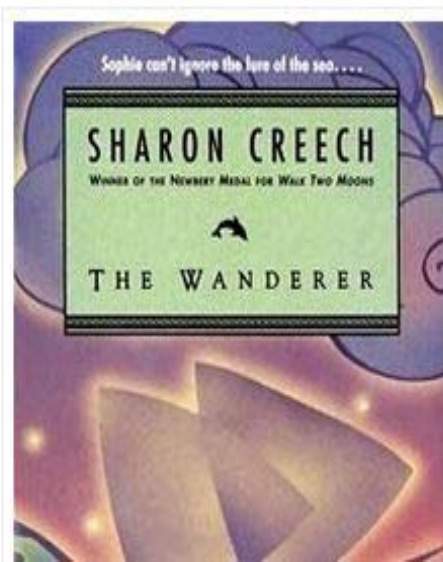
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Oak Park and River Forest High School Library

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WEDNESDAY, MARCH 9, 2011

Student Book Review: The Wanderer by Sharon Creech



The Wanderer is about 13 year-old Sophie on a an amazing boat trip with her three uncles and two cousins. This story revolves around the dark secrets she holds and what one of her cousins, Cody, discovers about the mystery of life and Sophie. I read this book when I was in 8th grade and could not put it down, much to say the same when I came

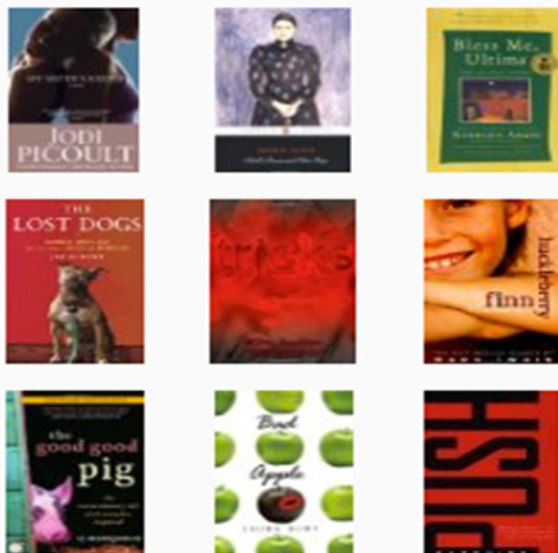
LABELS

- [Book Reviews: Fiction \(7\)](#)
- [Book Reviews: Graphic Novels \(2\)](#)
- [Book Reviews: Non-Fiction \(2\)](#)
- [Books Trailers \(24\)](#)
- [Librarian Book Reviews \(11\)](#)
- [Monthly Reports \(5\)](#)
- [Student Book Review \(6\)](#)

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MRS. LOPEZ'S GOODREADS

*Mrs. Lopez's bookshelf:
read*



To Kill a Mockingbird
by Harper Lee



page 1 of 4





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Book Suggestions



Book Trailers



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Read Student Book Reviews

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Library Services

- > Catalog
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- > Schedule Class in Library

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Office of The Principal
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INFORMATION FOR



QUICK LINKS



EVENTS / CALENDAR



Book Review

Write a brief review of a book you've read. Include a brief synopsis (no spoilers!), your reaction, recommendations.

* Required

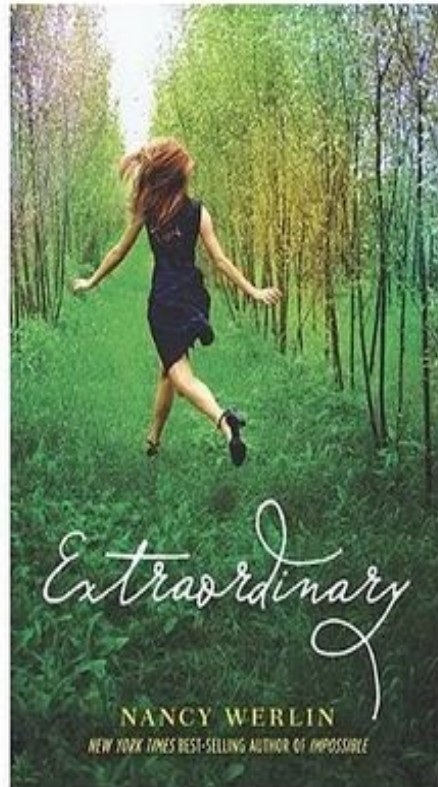
Name of book *

Author *

Your Review (less than 200 words!) *

Your Name (optional)

Student Book Review: Extraordinary by Nancy Werlin



I loved reading this book, each chapter and word kept me wanting to read more. The main character is realistic and easy to relate to, and the plot of the story is riveting and suspenseful. If you enjoy reading fiction novels with mythical creatures I strongly recommend this book. This story is about two girls, Mallory and Phoebe, becoming the best of friends. When Mallory moves into town she is a little strange no one talks to her and everyone makes fun, including Phoebe's



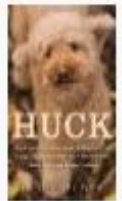
Judith has read 25 books toward her goal of 100 books.




(25%)

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MRS. LOPEZ'S GOODREADS

*Mrs. Lopez: Current
Books Read*

Book Suggestion

* Required

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Author *

Genre

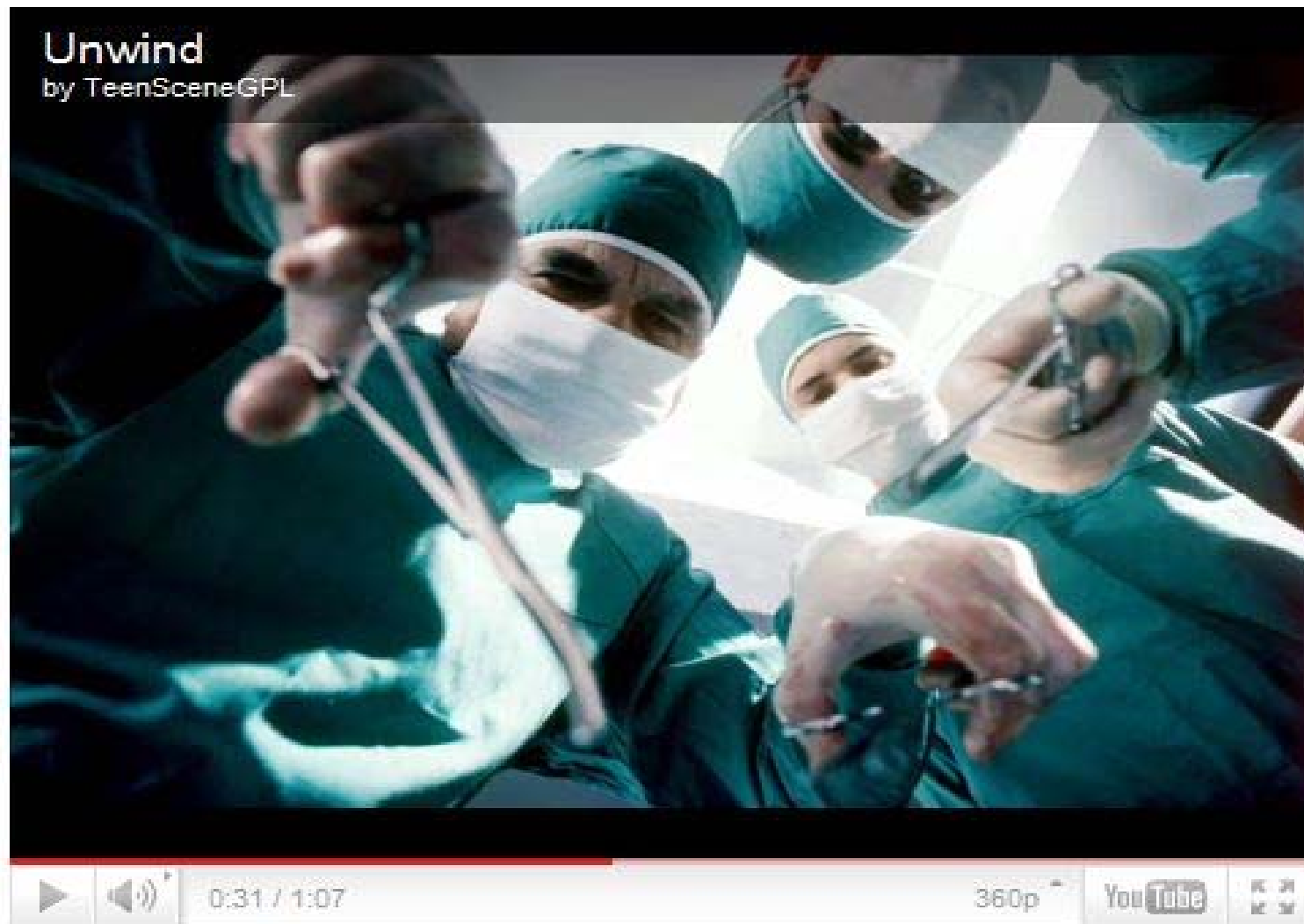
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Unwind by Neal Shusterman - Available at the OPRFHS Library



Posted by Oak Park & River Forest High School Library at 9:07 AM 1 comments 

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Library Monthly Reports

September 2010

October 2010

November 2010

December 2010

January 2011



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TUESDAY, FEBRUARY 15, 2011

January 2011 Monthly Report

January 2011 monthly report



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HIGH SCHOOL LIBRARY
January 2011 Monthly Report



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MRS. LOPEZ'S 2011 READING CHALLENGE

2011 Reading Challenge

Judith has read 17 books toward her

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Information

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201 N. Scoville
Oak Park, IL, 60302

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Oak Park and River Forest High School Library Check out the Books into Film and TV display on the third floor! The movies Water for Elephants and The Help haven't been released yet, so read the book before you see it!! ~Mrs. Hooper



91 Impressions · 1.10% feedback



16 hours ago · Like · Comment · Share



Kathryn Sanderson likes this.



Oak Park and River Forest High School Library New student book review! Check it out on the blog: <http://oprfhslibrary.blogspot.com/2011/0>



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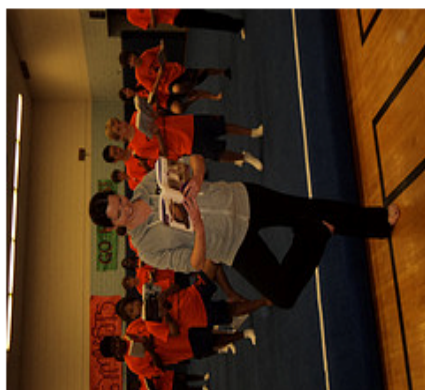
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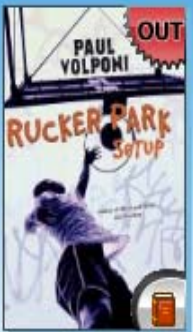
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- 10



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New Arrivals!

1	Lucy	2/22/2011
2	Chicago days	2/22/2011
3	Earth then and now	2/22/2011
4	Not that kind of girl	2/22/2011
5	Deadly choices	2/17/2011

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[Burns - Old World Encounters](#)

[Burns - Reconstruction Debate](#)

Teachers: "This is such a help!"
"They're great!"
Student: "It helps me keep on track."

Recommended Resources

[Catalog](#)

- Browse the 330s and 360s on the 3rd floor and reference area

Databases

(suggested keywords: *public assistance, domestic poverty, poverty, homeless, gender, disability, demographics, medicaid, food stamps*)

- [Discovering Collection](#)
 - Click the "multimedia" tab for NPR transcripts
- [eLibrary](#)
 - Newspaper and magazine articles
- [Opposing Viewpoints](#)
 - Viewpoint essays, newspaper and magazine articles, reference, and stats
- [CQ Researcher](#)
 - US issues
- [Student Research Center](#)
 - Newspaper and magazine articles

Websites (the following are useful for finding statistics)

Welfare Debate Custom Search:

 Custom Search	<input type="text"/>	<input type="button" value="Search"/>	<input type="button" value="x"/>
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powered by 

- [National Poverty Center at the University of Michigan](#)
- [New York Times: Mapping America \(based on race, income, and education\)](#)
- [U. S. Census Bureau Poverty Page](#)
- [U.S. Census Bureau 2011 Statistical Abstract](#)
- [U.S. Department of Housing and Urban Development](#)
- [U. S. Health and Human Services Poverty Guidelines, Research, and Measurement](#)



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★ PADS

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Mission: "We serve individuals and families who are homeless, or at risk of homelessness, with dignity and respect, through shelter, housing and supportive services."

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Location: Berwyn Public Library, Grace Episcopal Church, First United Methodist, Euclid United Methodist, and St. John's Lutheran Church

Volunteer Coordinator: Emily Aker

Subject	Author	Replies	Views	Last Message
No Comments				



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Welcome to the OPRFHS Library Web Tools wiki!

- Understand basic login and account setup information
- Watch a tutorial
- Find examples of how web 2.0 can be used in the classroom
- Simply click a web 2.0 tool to the left and explore

Poll:

[How familiar are you with Web 2.0?](#) 

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- [Web 2.0 Resources](#)
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- [Wikispaces](#)
- [WolframAlpha](#)
- [Word Clouds](#)
- [Xtranormal](#)

Looking to the future...



OAK PARK AND RIVER FOREST HIGH SCHOOL

201 NORTH SCOVILLE AVENUE • OAK PARK, IL 60302-2296

TO: Instruction Committee Members

FROM: Michael Carioscio

DATE: March 11, 2011

RE: Scorecard Discussion and Update

The purpose of this presentation is to generate discussion on what types of reporting might comprise the scorecard, to speak to the request to develop possible scorecard content, and to provide examples of progress made. Data validation and cleanup is still on-going, but the examples given result from in-house reporting tools.

The following are examples of reports generated from several different reporting tools. This accounts for the differences in appearance. Standardization of appearance will come in time.

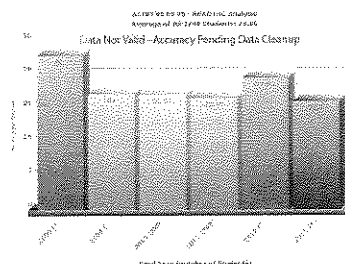
GPA

- ☐ Sometimes, nothing works better than a straight and simple table. Here is a version with GPA average by year.

Year	GPA Average
2006	2.646117
2007	2.628784
2008	2.583433
2009	2.477658
2010	2.599664

ACT/Test Reporting

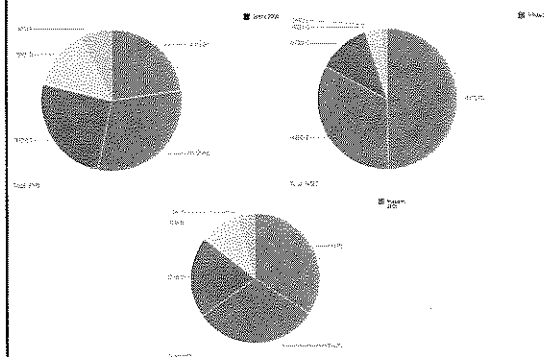
- ☐ This report is an example of ACT Reading scores.



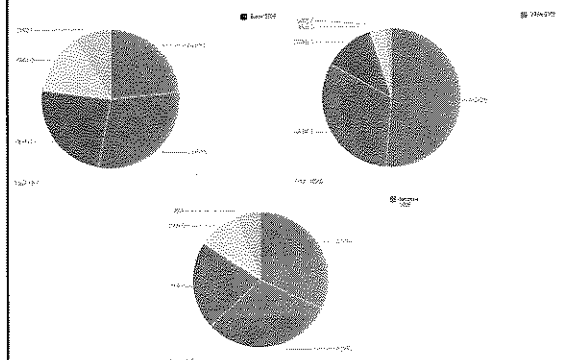
Grade Distribution by Race

- ☐ The following slides are a series of side-by-side pie charts showing the total number of given grades filtered by race and year.
- ☐ Variations of these can be made. Pie charts are used to visually represent percentages.
- ☐ This is a work-in-progress. Input on consolidation of data into a meaningful but more succinct format is VERY welcome.

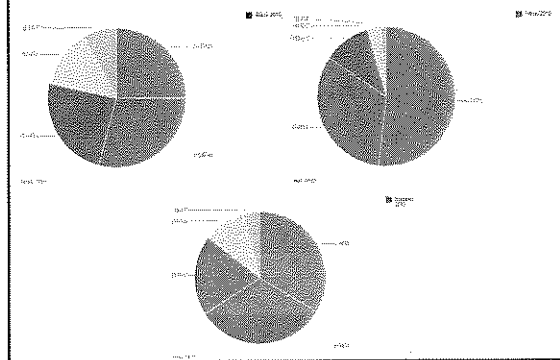
Grade Distribution 2008



Grade Distribution 2009



Grade Distribution 2010



Other Possible Reports

These are possible areas we can develop into graphical reports. In some cases, we need to accumulate data. Some are already in the School Report Card or Budget Report. However, these can be emphasized by placement on the Scorecard/Dashboard.

- ▣ Race demographics
- ▣ Relation of demographic set to GPA/ACT or Grades
- ▣ Class size information
- ▣ Budget breakouts

Other Possible Reports

After Graduation Reports

- ▣ Number/percentage attending 4-year/2-year colleges
- ▣ Which (with totals) colleges accepted to or attended

Comparative to National Standard

- ▣ ACT local scores compared to National
- ▣ After Grad Reports compared to National

Feedback

Please forward feedback to:

cthieme@oprfs.org

Oak Park and River Forest High School
District 200
201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education
FROM: Nathaniel L. Rouse, Principal
DATE: 3/17/11
RE: Courageous Conversations about Race and Student Achievement PD Update

BACKGROUND

For the past 2 years, Devon Alexander and I have worked together to develop a framework for professional development on race and its impact on student achievement. This year, we are privileged to have Daniel Cohen, our new English Division Head, as part of our leadership structure in this work. *Courageous Conversations about Race* (CCAR), written by Glenn Singleton, founder of Pacific Educational Group (PEG). As you are already aware, we have partnered with PEG earlier this year and held the Beyond Diversity Seminar this past October in which BoE members attended.

Courageous Conversations About Race
Facilitator Development Program

I. The Intersection of Race and Education

“What do we know about the relationship between race and student achievement? Racism within schools continues to be a significant barrier to student achievement” (MSAN Statement of Purpose).

“We believe that race—and thus racism, in both individual and institutionalized forms, whether acknowledged or unacknowledged—plays a primary role in students’ struggle to achieve at high levels. We are writing this book with hopes that the reader shares our moral understanding of this issue and is willing to engage with us to come to deeper understanding of race and racism” (Courageous Conversations about Race 2).

“We believe that . . . educators need to begin a deep and thorough examination of their beliefs and practices in order to “re-create” schools so that they become places where all students do succeed” (5).

II. What is Courageous Conversations about Race?

“To exercise the passion, practice, and persistence necessary to address racial achievement gaps, all of the members of the school community need to be able to talk about race in a safe

and honest way. Courageous Conversation is a strategy for school systems to close the racial achievement gap. By engaging in this strategy, educators develop racial understanding, conduct an interracial dialogue about race, and address racial issues in schools. According to Margaret Wheatley (2002), ‘Human conversation is the most ancient and easiest way to cultivate the conditions for change—personal change, community, and organizational change’(p.3).” (16).

“We advocate a new strategy because it encourages educators to engage in difficult self-assessment and to take responsibility for what they can control: the quality of their relationships with colleagues, students, and their families, both in the classroom and throughout the school community” (5).

“[O]ur work in schools provides evidence that educators have an insufficient repertoire of instructional practices to effectively teach students of color” (7).

III. The Protocol

“We have labeled the formal structure that exists for this type of dialogue Courageous Conversation, defined as

Utilizing *the agreements, conditions, and compass* to engage, sustain, and deepen interracial dialogue about race in order to examine schooling and improve student achievement (italics added).

Specifically, a Courageous Conversation

- *Engages* those who won’t talk.
- *Sustains* the conversation when it gets uncomfortable or diverted.
- *Deepens* the conversation to the point where authentic understanding and meaningful action occur.

Courageous Conversation is a strategy for deinstitutionalizing racism and improving student achievement” (16).

IV. Facilitator Development Program

Objectives -

1st – Establish our Personal and Collective Critical Race Consciousness to. . .

- a. Investigate the intersection of race and education at OPRFHS.
 1. What is the impact of race on student learning?
 2. What role does racism play in an achievement gap that is predictable by race?
- b. Engage, sustain, and deepen institutionalized racial discourse in order to transform the current dysconscious racial discourse to a critically race conscious discourse.
- c. Analyze and transform systemic, institutional, social, cultural, and individual policies, practices, instruction, assessment, relationships that contribute to racialized academic disparity at OPRFHS.

2nd - Develop our Personal and Collective Ability to Utilize Courageous Conversations about Race as Facilitators by. . .

- d. Commit to and Learn “the Protocol” – 4 Agreements, 6 Conditions, and Compass
- e. Critically Engage the Content – CRT & CCAR Chapters
- f. The Art of Mindful Facilitation – Mindful Inquiry
- g. Investigate, Analyze, Interrogate, Interrupt systemic racial disparity at OPRFHS

V. 2010-2011 Courageous Conversations about Race Facilitator Development Program

1. Participants transition to Facilitators (Cohort I)
 - 30-40 Participants meet 2x/month on Tuesday (15-20 total meetings over the school year)
 - Participant facilitates a 30 min. presentation utilizing Courageous Conversations Content, the Protocol, Critical Race Theory, and Mindful Inquiry. (2 per meeting)
 - 30 min feedback per presentation
 - 30 min practice review/ question and answer session
2. 14 New Participants (CCAR Cohort II) Meets on 11 Late Start Monday Mornings
 - Participants go through the 2009-2010 program curriculum.
 - Meet once a month on the Mondays a week in advance of the Tuesday full group meeting.
 - Staggered meeting schedule in order to fold new members into the larger group in sequence with the content material and presentations.

The following resources were allocated for the 2010-11 school year for our work:

Coordinator Stipend	\$5000.00
Beyond Diversity Training	\$8000.00
Courageous Conversations Summit...	\$3500.00
Subsequent CRT Conference	\$3500.00
Additional <i>Courageous Conversations</i> Textbook (20 at \$28.61)	\$572.20
Supplies and Materials (Binders, etc)	\$249.20
Miscellaneous (Space Rental, Food Costs, Travel Reimbursement for Guest Speakers, etc.)	\$3500.00
Substitute Pay for teachers w/ 8 th Period Classes (19 @27.50 = \$522.50 x 18)	<u>\$9,405.00</u>
	Total \$33,728.00

SUMMARY OF FINDINGS

As we look to 2011-12, and based upon our current facilitator development training, we believe that we are now positioned for the next step. Pacific Educational Group offers programs and services that meet the district's needs. In absence of these and other needs being met, the district is not positioned to engage in a district-wide professional development program that would effectively impact systemic racial disparities in the achievement of students here at OPRFHS. The Courageous Conversations about Race Facilitator Development Program is designed to build a cohort that possesses the knowledge of the content, process, and protocol outlined in Pacific Educational Group's text. This group is learning how to facilitate Courageous Conversations about Race. This group is NOT attempting to develop a Systemic Equity Transformation Program necessary to implement a district-wide professional development program on Courageous Conversations about Race.

RECOMMENDATIONS

- **Partnership with Pacific Educational Group – Phase 1: District Leadership Development**

Deepening understanding and strengthening capacity to lead district and school staff in a thoughtful exploration of institutionalized racism and its impact on student learning.

- A. District Executive Leadership Team (DELT) – Systemic Equity Transformation Plan Development
- B. Superintendent and School Board Members – Institutional Support
- C. Introduction to Courageous Conversation and Systemic Equity Transformation for School and District Leaders (LEADS) – Content Knowledge and Facilitation Ability

- **Webinar or Phone Conference to sign contract**

PEG will begin scheduling their 2011-2012 calendar year in late March and early April. A webinar or phone conference can be scheduled with PEG to explore contracting with the company.

- Racial Equity Assessment – The district needs to assess the culture around race/race-work in the OPRFHS school community.
- Systemic Equity Plan – Since '07-'08, Courageous Conversations has been presented as professional development work that the entire district would engage. The district did not and does not have a Systemic Equity plan for doing district-wide Conversations about Race professional development.

Please see the model for today's presentation, the attached Systemic Equity Transformation Professional Development Plan Sample Proposal, in addition to the request for additional allocation of resources to move forward in our work to address the aforementioned bullet points.

Teacher Voices: Understanding of the Intersection of Race & Education: Then and Now?

- Vanessa Hughes – History of Race Work at OPRFHS? How is this Race-Focused PD Different and Effective? **Historical perspective**
- Sheila Hardin– How has it improved You and your Practice? **Math perspective**
- JP Coughlin- How has it improved You and your Practice? **SpEd perspective**
- Christina Smith- How has it improved You and your Practice? **New Teacher perspective**
- Dan Cohen – Explain the Necessity for Leadership Understanding and Support. **Administrative perspective**

Rationale: Develop Leadership→Effective Race-Focused PD→ Develop Systemic Transformation Plan

- Race-focused professional development at the high school perpetuates dysconsciousness that maintains systemic racial educational disparities.
- Leaderships' lack of critical race consciousness precludes the development of a sustainable and effective faculty-wide Courageous Conversations about Race professional development program. <Different Race-Focused PD – Systemic Equity Transformation>
- Dysconsciousness of educators creates injurious teacher-student relationships for our students of color and their white counterparts.
White cultural normativity devalues the cultures and lived experience of race of SOC.
White student frustration with and silence in academic conversations about race
- Systemic racism, Institutional racism, Dysconscious racism, White Denial, White Dialogic Domination, Race Neutrality abound in our professional racial discourse

Partnership with Pacific Educational Group – Phase 1: District Leadership Development

Deepening understanding and strengthening capacity to lead district and school staff in a thoughtful exploration of institutionalized racism and its impact on student learning.

- D. District Executive Leadership Team (DELT) – Systemic Equity Transformation Plan Development
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Webinar or Phone Conference to sign contract

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2011-2012 CCAR Allocation Request

Per District Goal # 1, I have attached the following addenda to the 2010-2011 budget to attain this goal.

Systemic Equity Transformation Planning with Pacific Educational Group	\$47,500.00*
*based on PEG's 2010-2011 fee schedule. Rates for 2011-2012 may be subject to change.	

CCAR Facilitator Development Program Coordinator	\$ 5,000.00
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Courageous Conversations Summit..San Francisco, CA (Oct. 29-Nov. 2) (4 members)	\$14,000.00
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Substitute Pay Estimate for 4 Professional Development Days	\$10,000.00
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CCAR Professional Development Total 2011-12	\$76,500.00*
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Please note that this total cost does not include food for PD days.

Systemic Equity Transformation
Professional Development Plan
SAMPLE YEAR ONE PROPOSAL

I. DISTRICT LEADERSHIP DEVELOPMENT

Central to achieving educational equity is the ongoing development and strong support of school and district leaders. School Board members, district administrators, principals, and district department leadership teams must be given ongoing support to deepen their understanding and strengthen their capacity to lead district and school staff in a thoughtful exploration of institutionalized racism and its impact on student learning.

A. District Executive Leadership Team (DELT)

DELT seminars are focused on preparing the District Executive Leadership Team to learn, lead, oversee, and manage the dynamic processes of system-wide transformational change. The DELT team (usually the Superintendent's leadership team, or Cabinet) participates in the Leadership Development seminar series for district and school administrators (LEADS, described above), as well as supplemental training and support focused on developing, implementing, and leading the District's Equity Transformation Plan.

We propose four full-day DELT workshops, at intervals to coincide with LEADS workshops, when possible. Workshop times are generally 8 am to 3 pm each day. Specific dates will be arranged with the District.

Approx. Date	Audience/Theme	Fee
Aug/Sept	DELT Training/Support focused on leading district-wide equity transformation and developing the District's Equity Transformation Plan	\$4000*†
Oct/Nov	DELT Training/Support focused on leading district-wide equity transformation and developing the District's Equity Transformation Plan	\$4000*†
Jan/Feb	DELT Training/Support focused on leading district-wide equity transformation and developing the District's Equity Transformation Plan	\$4000*†
Apr/May	DELT Training/Support focused on leading district-wide equity transformation and developing the District's Equity Transformation Plan	\$4000*†

B. Superintendent and School Board Members

We propose a series of three evening workshops focused on strengthening and supporting the capacity of Superintendents and Board Members to lead systemic equity transformation in their districts. The workshops will address equity policy development and governance, strategic alignment, and systems accountability for eliminating racial achievement disparities. Workshop agendas will be planned in collaboration with the superintendent and school board representative, based on their specific needs.

Superintendent and School Board workshops are often held on the evening preceding a full-day seminar. Workshop times are generally 5 pm to 8 pm. We propose the following Board workshop timeline:

Approx. Date	Audience/Theme	Fee
Oct/Nov	Superintendent & Board Workshop: Introduction to Courageous Conversation and Equity/Anti-Racism Leadership and Governance	\$2,500 ^{o†}
Jan/Feb	Superintendent & Board Workshop: To be determined in collaboration with Superintendent and Board Chair	\$2,500 ^{o†}
Apr/May	Superintendent & Board Workshop: To be determined in collaboration with Superintendent and Board Chair	\$2,500 ^{o†}

C. Introduction to Courageous Conversation and Systemic Equity Transformation for School and District Leaders (LEADS)

We propose a series of six one-day leadership workshops for district and school administrators, including members of the District Executive Leadership Team (see DELT above). Leadership workshops will focus on deepening the will, skill, knowledge, and capacity of administrators to lead, oversee, and manage the dynamic process of system-wide transformational change, including: creating and sustaining the conditions for systemic change; reflective practice and continuous improvement; managing and sustaining focus through staff resistance, leadership change, and community push-back; accelerating district transformation to excellence through equity; and other group-identified support needs.

We propose six LEADS seminars, at approximately six-week intervals. Workshop times are generally 8 am to 3 pm each day. Specific dates will be arranged with the District.

Approx. Date	Theme	Fee
Aug/Sept	LEADS Seminar #1: Critical Race Theory and Schooling	\$4,000 ^{o†}
Oct/Nov	LEADS Seminar #2: Advancing Racial Equity Transformationm Via Technology	\$4,000 ^{o†}
Dec/Jan	LEADS Seminar #3: Racial Equity Leadership, Systems Thinking, Professional Learning and School Culture	\$4,000 ^{o†}
Feb/Mar	LEADS Seminar #4: Culturally Relevant Schools and Classrooms	\$4,000 ^{o†}
Apr/May	LEADS Seminar #5: Empowering Families and Engaging Communities of Color	\$4,000 ^{o†}
June	LEADS Seminar #6: Theory to Action – Developing a Plan for Sustaining District-Wide Equity Transformation	\$4,000 ^{o†}

PROGRAM AND FEE SUMMARY:

Program Component	Fee
DELT (4 one-day workshops)	\$16,000 ^{a†}
Superintendent & School Board (3 partial day workshops)	\$7,500 ^{a†}
LEADS (6 one-day seminars)	\$24,000 ^{a†}
TOTAL	\$47,500^{a†}

^a Fees are based on standard daily training/consultant rates. For dates on which Glenn Singleton is assigned, the daily rate is \$4,500.

[†] In addition to the base fee, actual expenses will be reimbursed for consultant travel (air and ground), accommodations, meals, materials reproduction (if needed), and other incidental fees that are directly related to services provided to clients.

Prepared By:
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