

Steering Committee

Post It Notes

October 29, 2012

Concerns

1. We are getting the same voices in the room, which is beginning to establish dangerous norms of who speaks and who does not. I think that a norm needs to be added that we are all monitoring the conversations and self-regulating, so we allow space for multiple perspectives in the room to speak.
2. You are asking a lot of us to attend all these meetings. I think asking us to be on task forces is a bit much—especially since that was not articulated up front.
3. Could the presentation be videoed for view before the meeting?
4. Data feels incomplete.
5. Need to simplify data for average person.
6. Data leads to many open conclusions.
7. Gap is a problem: it needs to address it head on versus get lost in data.

Positives

1. I really loved that you gave us so much time to discuss and debrief each data set. That time is powerful and important.

Questions

1. Correlate course of study, i.e., college prep/honors/AP, Basic to college matriculation
2. What is the average number of years of teaching experience for teachers who teach primarily AP and Honors versus those who teach mainly transition level classes?
3. What is the answer once we recognize that a high school's mission may be college, but a student's mission/home mission does not involve college?
4. How much of a role does tracking play in the disparity in outcomes between black and white students?
5. How do we get more of our students ready to succeed in four-year college?
6. How can the transition from middle school to high school be improved?
7. What accounts for the disparity in growth between white and black students who start out with similar test scores?
8. Is there data that shows that 8 to 9 connections program is working and reaches enough students?
9. How will common core impact this data WRT 2 or 4-year completion?
10. What are the barriers to greater cooperation between District 90, District 97, and District 200 in serving the needs of students?
11. We try to be so politically correct, but we are failing our students of color, period. What is our role and what is the role of parents/guardians? How can that change?
12. Give the disparity in outcomes between students and student demographics, how much teacher autonomy is appropriate?
13. How does the staff distinguish between coursework that is meaningfully rigorous? That which is merely hard?
14. What are the measurable outcomes for Project Scholar? What other programs are intended to support student achievement?
15. What does race have to do with it?

16. Is it even possible to have all students going to four-year schools? Is it desirable? Are we trying to force some students down a path they cannot get down? More fundamental issue of student support?
17. Do we need to explore the equity theatre/benefits of cess?? and value-added teacher evaluation?
18. Do you have articles you could share with us regarding the achievement gap?
19. Does the school and does the community have the will to look at the institutionalized racial attitudes that cause us to fail our black students?
20. Given significant equity disparities by race/ethnicity per course level, how does this relate to student growth measures? Table B.
21. Data needs:
 - a. Dropout data raw numbers and demographics
 - b. Census data for oak park and River Forest
 - c. Future trends in employment, community, culture, technology, school size and facility

Ideas

1. Why dramatic drop in PS graduation rates for black students?
2. Is college prep preparing our children for college?
3. I would encourage us to separate and acknowledge the difference between college readiness and career readiness. Our goals should focus on fostering personalization.
4. Graduation should be tied to a credentialing process that reflects personalized learning outcomes.