

# Post It Notes

November 5, 2012

## Concerns

1. It is not necessary for presenters to read aloud the PowerPoint slides being looked at in hard copy and previously received via email. It squeezes the time for meaningful discussion.
2. Difficulties hearing presenter and presentations.
3. Too much paper.
4. The parental override exacerbates the de facto segregation created by the tracking system. The achievement gap will persist so long as the parental override remains. We may be spinning our wheels trying to determine where students are coming from into our school. The fact remains that we still have to educate them even if they are not from District 97 and District 90.
5. Cultural competency needs to be taught at the teacher's level.
6. The administration and school board has shown time and time again that they are not willing to make institutional changes, partly due to pressure from a faction of vocal white students. It is difficult to take this work seriously when the school is not ready and/or willing to make the institutional changes needed to close the achievement gap.
7. I don't think the data supports the assumption that "most students are successful".
8. I am concerned about the heavy reliance on the achievement data for determining the success of our students and of our school. Other factors in our student's development must be included to measure the "success" factor, which are not included in EXPLORE/ACT data such as social, emotional and psychological growth and development.
9. An interest in **collaboration in student** achievement from pre-school, challenged by number of students from outside the district (blue non-reporting on graph).
10. What is the value of having every group's ideas restated, reinterpreted, and evaluated by facilitator?
11. Is there a consideration to hire an individual to pursue philosophy/grants/funds to take some of the burden off the taxpayer?
12. New principal and teacher evaluations will be tied to student growth—how do we make sure these pressures expand and do not contract how we teach and learn.

## Positives

1. Clear presentations
2. Great presentation of Finance – lucid and concise

## Questions

1. What kinds of relationship are there between programs instituted by the District to assist in growth of learning and the database measurers of success of those programs? Do we need mere samples ...of these programs before scrapping and trying new programs?
2. Who is charged with implementing compliance with SB7, as it pertains to integrating teacher evaluations with teacher pay structures?
3. Can we get information about teachers? Administrators (including how we compare with others in the state, salaries, since that is such a big part of OPRF expenses?)
4. What responsibilities does the teacher have on a student's achievement?
  1. How large of a role should the high school play in the students' education before they enter District 200?
  2. What does money have to do with it?

3. How often are teachers evaluated? Their classrooms visited? Who evaluates? Is there a standard evaluation form/technique? Is the division head responsible?
4. What exactly is the protocol for developing a plan for the lowest achieving entering freshman? If we look at reading and math scores, who is responsible for identifying the students and how can their performance be improved over a four-year period. When do the red flags go up and who is responsible?
5. What data points to the concern the group has regarding transitions? Is this really as big of an issue as we think it should be?
6. How do salary and benefits for D200 staff and administrators compare with their peers in the state after the pay freeze?
7. Do the revenue presentations include General State Aid, Title I and Perkins Funding?
8. The measurement of training our **teachers have....**
9. **How, with more instruction for students in need, will the** other approximately 75% be affected?
10. What are the costs of additional enrollment?
11. What is the cost difference of being on rather than off campus?
12. Has the District forecast for contingencies where they are accountable for a cost-shift of pensions, including increases in IMRF?
13. Are we benefiting from our national involvement?
14. Intervention at any point is imperative.
15. Achievement gap exists prior to high school.
16. How can we start? How should we define? Describe what kinds of graduates we want—not just their scores but other skills, behaviors, knowledge and dispositions they demonstrated.
17. Who is responsible (on staff) for applying for outside funds from foundations or corporations or other sources? Do we apply for these funds?
18. How does our pedagogy and our programs affect our ability to measure growth in our test scores? How do we measure these? Do we need more consistency in our programs to properly measure?
19. Investments – could we get dollar figures from each investment –teaching information, tutoring, etc.
20. When was enrollment above 3,700? What was enrollment during the early 1970's? What is the basis for believing enrollment will increase?
21. What were the costs of the new investments?
22. Can student growth data be disaggregated by “level” and not just by race?
23. Can student growth measures be incorporated into the District's accountability system?
24. Can the fund salaries be better utilized to **execute** **???? factors** tied to the strategic plan?
25. How much is the school willing to invest in strategic plan initiatives? Is there a budgeted amount?
26. What are District 90 and 97 doing to address the achievement gap? Black students are 4 points behind (EXPLORE) before they enter the high school.
27. What are measurable outcomes for Project Scholar? What are outcomes for other programs intended to improvement achievement?
28. Does OPRFHS leverage the emergency efficiency portfolio standard (EEPS) administered by the state and Com Ed.
29. Are there opportunities for students to learn in the community?
30. What about student growth measures for other skills/disciplines?

#### Ideas

1. Individualized 4-year plans for freshmen
2. Portrait of a graduate at graduation

3. To save on classroom instruction, implement/develop classroom-to-office experience program. Get our top students working.
4. Equal commitment – relationship between teacher and student
5. Going green
6. Annual evaluation of students.
7. Transition from each developmental level should be addressed.
8. Basics and foundations have to be addressed.
9. Develop a trade program – Oak Park is a historic area and finding experts on vintage building maintenance is rare. Educating students on how to maintain historical areas would greatly service the community.
10. This is a national issue, not just OPRF.
11. In order to accommodate more students and prepare students for a college environment, will we consider virtual classrooms or eLearning.
12. We need to factor in the importance of non-cognitive skills and abilities in terms of student success. It is so much more than standardized testing.
13. Would the school be open to some new ideas on partnerships, i.e., looking at the need for a new pool or pools. Could there be conversations with the “Y” which has a similar need and desire. There are models of this kind of partnership and it could bring about some very positive outcomes.
14. We need to figure out ways to get parents of low-achieving students into the building and connected with available resources.
15. Suggest press releases to publicize focus groups in local papers and to engage community in strategic planning through external communication.
16. How do we get positives of financial planning and status out into the public’s knowledge in this tough economy and heavy tax structure.
17. The EXPLORE/reading graphs suggest students presenting at 9<sup>th</sup> grade are already discrepant in readiness by race. To change this pattern, community **initiatives** in partnerships need to start at preschool.