

# Post It Notes

November 19, 2012

## Concerns

1. Tonight's session felt too rushed—needed more time to discuss these issues—feel like we glossed them over.
2. Need context. Data shown is difficult to process without comparables.
3. We are eager for a conversation about how the school works with community resources outside the building.
4. Are some “plans of attack” being implemented now? That is, how is data being used now?
5. How can we or what is needed to increase the cocurriculars rate of use?
6. For example, what does race have to do with it? There actually a book talking about that and there is a chapter with final exact title. What was the author's opinion? Is there data to support this?
7. I feel like when questions are asked, I am left with more questions than answers.

## Positives

1. Attendance
2. I like the way OPRF tries to minimize academic loss from in and out of school suspensions. The discipline system has some thought.
3. Implications for our future: teacher managed classrooms are a great success and to be encouraged! Also, peer mediation.

## Questions

1. Athletics (and activities?) has a zero tolerance policy for substance abuse. Yet 78% of seniors report use and 70+ percent participate in cocurriculars. Does policy have an impact?
2. Is there a connection, perceived or real, between curriculum options and learning environment and student classroom behavior?
3. Why is there an assumption that students who transfer in are creating problems—isn't it possible our own students might have issues too? We are too condescending, as if we are so perfect.
4. What are the next steps after taking data?
5. How much more data will there be and on what topics?
6. In what ways have we supported teacher development with discipline/class management such as Positive Behavior Intervention, Restorative Justice and increased student engagement?
7. What/who helps the Board, other decision-makers move on residency requirements, etc.
8. What communication does staff have with District 97 and District 90 regarding curriculum, student preparation, others?
9. Are African-American Students a disciplinary target?
10. Are the same students who have disciplinary issues have issues outside of school?
11. What does the information (data and perceptions of students/parents/teachers) lead us to believe are the 3 to 5 most critical discipline issues?
12. Too many “soft” categories. Process may not permit valid categorization; therefore faulty information. Over 3000 students, 3 cases of bullying?
13. GPA's and discipline infractions—is there data?
14. What is the role of faculty and staff in helping students achieve that standard of behavior?
15. Do we/can we match disciplinary actions with student curriculum group (dominant)? AP, Honors, College Prep, etc.

16. Is there a positive correlation between students with discipline problems and non-involvement in extracurricular activities?
17. What about visibility of security staff before and after school? Sometime problems begin or continue outside of buildings.

**Ideas**

1. Disaggregate tardiness data from other discipline data (“Failure to Serve”)
2. Need to further refine Categories such as “Verbal Abuse” and “Threats” and “Intimidation.” For example, racially tinged; directed toward students versus staff.
3. Analysis of Data WRT Economic Status. Not just race (would be useful for academic, discipline, and cocurricular data)
4. Within data set, drill down by demographics with correlations
5. Show the full profile of each demographic set on one sheet of paper
6. Can we articulate the standard of behavior expected of each student and are we comfortable that all students understand? Accept it?
7. How should the “failure to serve” infraction be reported? Is this the best way? Level 2 data?