1.Call to Order / Roll Call
Chairwoman Rupa Datta called the meeting to order at 7:36

In Attendance: Rupa Datta, Harla Hutchinson, Bob Spatz, Dr. Al Roberts, Jim O'Connor, Amber Stitziel Pareja, Denis Roarty, Gudelia Lopez, Rebecca Kaegi, Lou Anne Johannesson (secretary)

Absent: Dr. Felicia Starks Turner

2. Review of previous meeting minutes

Chairwoman Datta asked all members to review the minutes from March. Member Pareja made a motion to adopt the January minutes. Member Lopez seconded the motion. Motion carried.

3. Review of characteristics of measures discussion

Chairwoman Datta began a discussion about a timeline. The focused work of the committee will remain coming up with measures to fill the "baskets", and then taking what the committee finds important back to the board for recommendations. Member Spatz stated that the sooner the better.

Chairwoman Datta revisited the characteristics that the committee discussed at the last meeting. She stated that the hardest one to measure, in her opinion is "Provides valuable, understandable and actionable feedback". She stated that it would be desirable to have some direction; is it informative?

The committee had a lengthy discussion on data that is purely informational, (demographics, parent involvement, for example) versus data that tracks trends, and data that is actionable. Dr. Roberts stated that he sees the dashboard as information for the public and that Board could use it as a guide for taking action. He also stated that the public will force action based on its content of information. Chairwoman Datta stated that even if an item is purely informational it should still

be a useful tool for the Board. Member Spatz stated that the dashboard will be informational. He remarked that there has to be enough of a construct to ask more questions on what actions the Board should take to improve instruction. Dr. Roberts agreed the dashboard will give direction to act. Member Spatz stated that for years the board would set goals and had no measures to help direct action to implement those goals. In that regard the dashboard will be an incredibly important tool.

4. Domains

Member Roarty presented a draft of social emotional development domains. (See attached)The committee discussed the domains. Member O'Connor read language from the 5Essentials Survey. Member Roarty remarked that it lined up with what he had drafted. Member Spatz suggested that most of the points from the survey deal with Middle School and asked what could be used to measure social emotional development at the elementary school level. Member Hutchinson stated that the new elementary school report card could be used for that purpose. She read from the report card. The committee agreed that the new report card for measures for elementary school social emotional outcomes. (See attached)

Member Kaegi presented a draft of measures for social emotional outcomes. (See attached) The committee decided again that an analysis of the report card will help in determining the final measures used.
Members Roarty and Lopez will draft language for the next meeting on professional community and member Kaegi will draft school characteristics.

5. Updates on other items

STRIVE-Member Hutchinson reported on the SAY Joint Meeting. She presented core objectives, core indicators and a glossary that was developed by SAY's data team. She related that it is the early stages and that all three superintendents are involved with a one-hundred and eighty day plan. She stated that Oak Park and River Forest are ground breaking in using highlighting social emotional development; most communities focus exclusively on academic measures and outcomes. Member Lopez pointed out that CPS is as well. Dr. Roberts stated that the vantage point he wants from the SAY is indicators of social emotional development successes. Chairwoman Data pointed out that District 90 does not use the same report card and so there would be a disparity if the committee uses it as a

measure. Member Spatz asked if that meant the committee shouldn't use it. Member Lopez suggested this a very complex matter. Member O'Conner said he would raise the issue and email feedback within a week.

ECCRA-Member Spatz emailed Mr. Gatta again .He will reach out again in a few days.

ECC-Member Spatz reported the collaboration will be presenting an update on its data efforts, including the introduction of its contractor, Chapin Hall, the high level data model, and benchmarks at the governing board meeting on May 7. Chairwoman Datta will be there presenting in her role as a member of the Collaboration's data committee.

Kathryn Hymson reported that FORC meets May 5th.

Member O'Connor shared information on Beyond 12.

6. Other Items

Ms. Johannesson will send out dates via Doodle for the May meeting

7. Public Comment

There was no public comment.

8. Adjournment
The meeting was adjourned at 9:10 P.M.
Respectfully submitted,

Lou Anne Johannesson
Secretary

Social Emotional Development Domain

Theory of action:

Social Emotional Learning (SEL) is a core part of the mission of our district as well as an important part of the Illinois Learning Standards. "There is a strong research base indicating that SEL competencies improve students' social/emotional development, readiness to learn, classroom behavior, and academic performance (ISBE 2014)." Social emotional skills have also been shown to be crucial to future workplace and family relationships.

While the SEL learning standards describe the goals of what students should be able to do and know, we can look to research in this area as to define how schools can help students achieve these standards. Strong SEL programming in schools have the following attributes:

In the general SEL program

- Parents and teachers understand the content and the importance of the SEL standards.
- SEL programs are an integral part of the school day (as opposed to an add-on).
- Explicit SEL activities consist of more than 30 minutes per week
- SEL activities are appropriately differentiated by age
- Teachers have adequate training and planning time to integrate SEL activities in to the school day.
- SEL activities are part of academic content and academic instruction.
- School and classroom routines reinforce SE skills.
- Children have lots of opportunities to practice SE skills.
- SEL activities extend into the home and into the neighborhood.
- Measurement against the SEL standards inform which students need additional support to reach the goals. AKA, no children fall through the cracks.

In the escalated SEL support program for high need students:

- Children with additional SE needs (high need students) have consistent and effective adult relationships in school.
- Behaviors, goals, rewards and consequences for each high need student are tracked and monitored.
- Teachers of high need students have adequate supports
- Teachers and support staff are aware of and understand risk factors among high need students

Indicators of success:

- Parent survey topics:
    a. Appreciation of importance of SEL
    b. Understanding of SEL standards
    c. Extent to which SEL activities go home

    d. Extent to which you or your child have been involved in escalated supports

    e. Satisfaction with escalated supports

    f. Prevalence of risk factors

- Teacher, support staff, and school leadership survey topics:
    a. Appreciation of importance of SEL
    b. Understanding of SEL standards
    c. Extent to which SEL activities are part of the school day
        i. Academic content
        ii. Instructional practices
    d. Amount of time spent on explicit SEL activities
    e. Age appropriateness of SEL activities
    f. Have you received adequate training on this topic
    g. Are you given enough time and support to collaborate on and integrate SEL activities into the school day
    h. Are you given enough support for high need students.
    i. Are your high need students receiving enough supports to move them towards the standards.

- Child survey topics?:
    a. Strength of relationships with adults in building
    b. Extent of awareness of SE growth
    c. Extent of opportunities to practice SE skills
    d. Feelings of SE growth

- Descriptions and details of school-wide and classroom SEL efforts at each school.

- Descriptions and details of school-wide efforts to measure against SEL standards.
    a. Results of those measures.

- Descriptions and details about SEL supports for children with additional SEL needs.

- Numbers of students receiving additional supports and consequences, numbers of incidents by type of support

- Numbers of students involved in criminal justice system

- Risk factor measures? Housing, income, family structure, involvement with criminal justice system, loss of family member,...

SOCIAL-EMOTIONAL OUTCOMES – Suggested measures:

Aggregate Report Card data on behavioral measures – Teachers give a +/- in each category:
- Participates appropriately in class activities
- Works independently
- Works collaboratively
- Treats self and others with respect
- Respects individual differences and rights of others
- Respects emotional and physical safety of others
- Accepts responsibility for choices and actions

Discipline/Serious Incident records
- Behavior referrals in Middle School
- In and out of school suspensions/expulsions
- Any similar records in elementary? Visits to principal/other incident reports?
- Truancy (% chronic truant)
- % reporting bullying – are there still yearly surveys in middle school? If not, do APs keep track via referrals?
- % reporting substance abuse – is this surveyed in health class anywhere? If not, incidents reported on school property or handled by resource officer

Support/Safety
- Data from 5 Essentials survey "Supportive Environment" category. This category includes questions on feeling safe at school and feeling supported

Other possible measures:
- % referred for social work services (though this might be an indicator of strong responsiveness rather than strong need, and maybe should be in conditions instead)
- % involved in a group outside the school day – lunch or after-school extra curricular activity (speaks to school connectedness)