

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, June 19, 2008
7:30 a.m.
Board Room

A G E N D A

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|------|---|-----------------------|
| I. | Call to Order | Dr. Dietra D. Millard |
| II. | Approval of Minutes | Phil Prale |
| III. | Report on Professional Development Activities | Phil Prale |
| IV. | Report on Initiatives | Phil Prale |
| V. | Proposed Indices of Student Achievement | Amy Hill |
| VI. | Textbook Approval | Amy Hill |

Copies to: Instruction Committee Members, Dr. Dietra D. Millard, 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
May 15, 2008**

An Instruction Committee meeting of the Whole Board was held on Thursday, May 15, 2008 in the Board Room. Dr. Millard opened the meeting at 7:40 a.m. Committee members present were Jacques A. Conway, Dr. Ralph H. Lee, Dr. Dietra D. Millard, Sharon Patchak Layman, and John P. Rigas. Also present were: Dr. Attila J. Weninger, Superintendent; Jason Edgecombe, Assistant Superintendent for Human Resources; Phil Prale, Assistant Superintendent for Curriculum and Instruction; Amy Hill, Director of Instruction; Don Vogel, Interim Principal; and Gail Kalmerton, Executive Assistance/Clerk of the Board.

Visitors included: Kay Foran, O.P.R.F.H.S. Director of Community Relations and Communications; Mary Ann DeBruin, Library Services Department Head; James Paul Hunter, Faculty Senate Chair; Barbara Nelson, PTO Chair; Bridget Kennedy of the *Oak Leaves* and Terry Dean of the *Wednesday Journal*.

Acceptance of Instruction Committee Minutes of April 17, 2008

It was the consensus of the Instruction Committee members to accept the minutes of the April Instruction Committee meeting, as amended as follows:

Page 6, Para 3, Line 4: Add the words "honors classes and then at the end of the nine weeks" after the word "in."

Dr. Lee asked for a list of acronyms frequently used in the Instruction Committee reports. Dr. Weninger stated that he would provide a list and administrators offered to explain the acronyms to any interested board member.

2008 School Library Per Grant Report

Ms. DeBruin reported that last October, the Board of Education approved a School District Library Program Grant which requires the Board of Education to agree to the Library's progress toward meeting the Illinois school standards for school library media centers in *Linking for Learning: The Illinois School Library Media Program Guidelines* (2nd Edition, 2005). As such, Ms. DeBruin provided the following report:

"BACKGROUND

Oak Park and River Forest High School District 200 received a School District Library Program Grant in the amount of \$2,240.78. The grant, referred to as the School Library Per Capita Grant, is based on the student housing count on September 30, 2007 at a maximum of \$.75 per student. (3098 students x \$.7233) Funds must be spent anytime during the 2007-08 school year and obligated by June 30, 2008. Funds may be spent on library materials, print and non-print;

electronic resources; library staff development; library services (programs and public relations for students, faculty, and/or administration); and professional services contracts. As noted at the October 27, 2008 Board meeting, in order to apply for the grant the Board agreed to review the library's progress toward meeting the Illinois school standards for school library media centers in *Linking for Learning: The Illinois School Library Media Program Guidelines* (2nd Edition, 2005).

“SUMMARY OF FINDINGS

The funds were budgeted for library collection development. Each of the three librarians is a bibliographer in curricular areas and they purchased both reference and circulating books to develop subject areas of the collection. This school year the following activities have been implemented:

- The librarians promote collaborative planning by working with teachers to define assignments and to develop information seeking strategies for students. The librarians are active in support of collaborative learning throughout the curriculum in all subject areas and with all types of learners.
- Students and teachers use a variety of media to further their reading, viewing, listening, and communicating skills. The librarians conduct book talks, discuss website selection, promote the use of subscription databases, and compare search engine capabilities. In addition, the librarians encourage students to pursue pleasure reading. Our “Popular Paperback Books” is a highly circulated collection.
- The library media program integrates technology throughout the curriculum. As a technology-based library, teachers may now schedule classes online; students, teachers and staff may access databases on or off campus; and, through the library webpage students, teachers and staff can access Assignment Guides, *Research Basics*, and other library documents.
- The library is open before and after school, and throughout the day for classes, study hall students, and students with passes. The Huskie Hub of the library is the computer drop-in center for independent students. Students have 24-7 access to the library webpage and the subscription databases.
- To better organize resources—both on and off campus, the library program maximizes Destiny, Follett’s Library Management System. Our subscription databases are listed on the library webpage and paper copy handouts. Our resources and technologies are selected to meet the learning needs of all students, from those with special needs to AP classes. Our selected resources reflect diversity—racial, ethnic, and gender identity.
- The librarians have made it evident this year that the library program is about improved service and strategic planning. The library clearly communicates to the entire learning community through the library webpage and other promotional materials and venues.
- The librarians and the library staff are available before, after, and during the school day to ensure access and to provide assistance. The library resources are shared with teachers and students not only within the library, but they are also made available for classroom use. The librarians along with the IT staff efficiently manage and insure 24-7 access to the catalog and databases both on and off campus.”

Ms. Patchak-Layman asked the following questions:

1. Does the District track of the numbers of students using different mediums in the library, e.g., via the Internet where the librarians help with the instruction of it, etc.?
2. Has the number of students using the library outside of classroom activity increased?
3. Has number of teachers using the library increased?
4. Is it the goal to increase the student usage of the library?

Ms. DeBruin responded that general numbers on library usage are kept, e.g., which classes, how many students during the day, before and after school, etc., but not in terms of using technology. Technology is hard to identify because it is so integrated. The library is a fabulous resource and getting students there is a goal. Ms. DeBruin will provide information on usage in terms of last year versus this year.

Ms. Patchak-Layman suggested that this could be used as a template for all of the programs.

Preliminary April 2008 Testing Results

Mr. Prale prepared the following report on the Preliminary April 2008 Testing Results

“BACKGROUND

- In the 2006-2007 school year, the District changed its internal testing schedule to begin in the eighth grade to collect standardized test information using the EPAS system developed by the ACT Corporation. Each test incorporates a series of subtests in math, English, reading, and science. Each subtest produces a subscore and each test produces a composite score. This report includes information on math and reading subscores. These tests provide one way to assess program effectiveness, measure student growth, and prepare students for mandatory state testing in eleventh grade.
- For the class of 2009, current juniors, available test results include EXPLORE taken in ninth grade and an I-PSAE (instructional Prairie State Achievement Exam) taken in tenth grade. The PSAE results for the class of 2009, current juniors will not be available for several more weeks.
- For the class of 2010, current sophomores, available test results include EXPLORE in eighth grade, PLAN in ninth grade and an I-PSAE in the tenth grade.
- For the class of 2011, current freshmen, available test results include EXPLORE in eighth grade and PLAN in ninth grade.

“SUMMARY OF PRELIMINARY FINDINGS

- Using I-PSAE tests for the classes of 2009 and 2010, a comparison was made of the math subscores for students enrolled in the Algebra 211 and Algebra Block 212 courses. These courses introduced new teaching methods and more minutes as a way to introduce more students to the regular level ninth grade Algebra curriculum and to accelerate the learning of those students towards college readiness. A slight increase in math subscores for the class of 2010 was noted, although the increase was not statistically significant.

- Matched PLAN and I-PSAE math subscores of students in the class of 2010 who were enrolled in Algebra 211 and Algebra Block 212 showed some growth. The rate of growth was not statistically significant.
- Comparing the PLAN math subscores of students enrolled in the Algebra 211 and 212 classes last year (class of 2010) and this year (class of 2011) showed little change. The number of students in the Algebra 212 course increased from 73 last year to 110 this year, allowing that the Algebra Block/Agile Mind course enrolls more students who might otherwise be taking Foundations of Algebra.
- Matched EXPLORE and PLAN reading scores of students in the class of 2011 enrolled in regular level English classes with additional support through College Prep Scholar and Learning Support Reading show greater growth than students not enrolled in the programs. Students in College Prep Scholar showed more growth than those in Learning Support Reading.

“RECOMMENDATION

Continue to review assessment data to determine program additions, deletions, or revisions.

In his oral remarks, Mr. Prale stated that eighth graders were now taking the EXPLORE test and the scores were being used as part of the course selection process for incoming ninth graders. Freshmen take the PLAN Test and sophomores take the Instructional ACT. The District is also internally grading all three tests in order to get the results much faster. Results of this system are preliminarily slightly positive, but not statistically significant. Students in the math and reading programs are improving slightly.

The EXPLORE test includes English, math, reading and science reasoning subtests. It is written and issued by the ACT organization. The difference between the EXPLORE, PLAN and ACT tests is the length of the test and the difficulty in some of the later questions. The EXPLORE Test is normed for 8th and 9th grades. The PLAN Test is normed for 10th grade. The ACT is normed for the 11th grade.

Mr. Prale stated that the scales of the tests were scored along the following scale:

EXPLORE 25	PLAN 32	ACT 36
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He continued that the lower scores for each test would be similar but the higher end of the scale scores would show more variety based on the difficulty of the test. It is hoped that an incoming freshman student entering with a score of 15 or 16 as a composite score or on a subtest could meet college readiness benchmarks as defined by ACT by the time they reach the end of 11th grade. For students with scores of 14 and below, the District would like to provide academic support to accelerate their learning. Dr. Lee asked if there were a correlation between the reading scores on these three tests with what is commonly referred to as grade-level scores, e.g., 5th grade, 7th grade, etc.? The response was no, there is not because of the vocabulary or comprehension score. The closest one could get using EXPLORE would be to get to the national percentile score, perhaps using the 50th percentile as a benchmark. ACT does not convert its scores into grade-equivalent reading levels. Mr. Prale continued that scores do not tell as much about students as they do about programs.

Ms. Patchak-Layman asked for further clarification about the scores being more important to the program. The scores are indicators of where students are placed in courses. One is placing students based on the score they have, which is different from looking at the program and taking a composite. Middle schools are looking at the effectiveness of their programs. The high school is analyzing the PLAN data and the student programs in order to evaluate these programs. In addition, other data is gathered via parent input, performance in class, and homework, etc.

Dr. Lee felt this discussion was a good beginning for him and he asked for suggestions on how to move forward in getting information. The high school has been collecting standardized test data for about three years.

The question was asked how long the District would allow patterns to exist before making changes in a program, for example, the algebra block program. Using this year's data as a baseline, changes could be made. If one saw steady improvement, the District would continue with the program. Algebra can be a more problematic measure because students take it before geometry, and then with the geometry course placed before advanced algebra, many students end up taking the Instructional ACT, before they may have had advanced algebra. Ms. Patchak-Layman asked why algebra was not the starting point for that program. Mr. Prale replied that the District is working with middle schools on offering algebra in the eighth grade. Ms. Patchak-Layman suggested an expansion of the summer geometry program.

Mr. Hunter made the following comments:

- 1) He thanked and congratulated Mr. Prale and Ms. Hill on the school's present position because three years ago there was considerable conversation about how the school would approach the responsibility of testing. The District has put together a good program of testing for both parents and faculty. To have this discussion today is very different from that point three years ago.
- 2) He also complimented Ms. Hill for taking on the responsibility for working with the faculty to make them understand the importance of the testing, as well as listening to them and to the parents to make the testing better.
- 3) As a teacher and parent, he appreciated the fact that he can administer tests to the sophomores and give them their test scores the second day. He is able to counsel these students and applaud the ones who did well. Those kinds of discussions have not occurred in the past.

Mr. Rigas asked what percentage of students has not had algebra by the time they reached high school. Mr. Prale stated that it was approximately 300 students of the incoming class or 40 percent. It is estimated that the regular Algebra program will deliver about half of those students to college readiness. However, the District is falling behind by only having approximately 70 percent of the students meeting or exceeding math standards by their junior year. Mr. Rigas was frustrated in that there is not a big push on the achievement gap earlier than high school. Mr. Prale reported that a problem exists with the testing standards, as elementary school students can meet and exceed without

mastering the basic algebra course. Mr. Rigas cared about what they knew, not about meeting or exceeding. He does not see the same pressure on the feeder schools as there is on the high school. Ms. Patchak-Layman believed that that feeder schools were feeling pressure and they were working on it. She stated that if one looked at the goals and indicators established for the next year and the previous years of the feeder schools, one would see what is being measured and their work. It is often said these tests are a snapshot and one does not know what is being reported. What is the longitudinal activity or has it been static? From the State's numbers, it looks like there has been an increase in both Districts during the last six to eight years and that the gap is being reduced.

Dr. Weninger suggested approaching CADCA, a curriculum group, and suggesting that eighth graders take the EXPLORE test rather than ISAT test; it would put pressure on the middle schools. Mr. Prale suggested there might be a way then to work backwards from that, based on the scores, to determine which the sixth graders would be likely to get these scores.

Ms. Patchak-Layman asked what kind of diagnostic work was conducted at the high school. She felt that doing this work would help determine students' learning styles etc. Mr. Prale stated that when the RTI model comes forward, he would talk with the Division Heads about implementing something in the fall.

Dr. Lee read an article in the *Chicago Tribune* on the benefits of introducing physics in high school before biology, per tradition. Forty years ago, he was an evangelist to teach physics in the lower grades. He asked the status of the discussions at O.P.R.F.H.S. on this subject, as he was open to that discussion and for the high school to be a leader in that direction. Ms. Patchak-Layman found this interesting and added that there were other ways of presenting materials rather than the "tried-and-true" methods that would produce more interest in other areas of science.

Staff Development Schedule

Mr. Prale provided the following written report:

"BACKGROUND

For the past three years, the school calendar has included an alternative schedule that allowed faculty and staff to participate in staff development and professional learning team opportunities. On the days using the modified schedule, students begin the first period of the school day at 9:30 AM. In the 2005-2006 school year, five days used the schedule; in the 2006-2007 and current 2007-2008 school years, eight days used this schedule. For next year, administrators and faculty have discussed the possibility of using a modified weekly schedule that would allow faculty, staff, and administration to address district goals more frequently and directly and to create a more sustained professional development program.

"SUMMARY OF FINDINGS

- For the 2008-2009 school year, the administration would like to conduct professional development opportunities from 8:00 AM – 8:50 AM most Mondays. On those days, a modified class schedule would be in place, with first period starting at 9 a.m. Many other

districts in our immediate suburban metro area use an alternative schedule to create professional development opportunities for faculty and staff.

- The available time for faculty and staff would be apportioned to separate professional development areas including conversations concerning race and achievement and continuing work by teacher led learning teams. Some time could be committed to larger meetings of faculty and staff to update essential or critical information as necessary.
- Regarding faculty and staff conversations concerning race and achievement, a series of seminars is being developed, the goal of which is to increase our understanding of how the racial context of the high school may affect to school performance patterns. The seminars will begin once the program is adequately developed.
- Regarding the teacher led learning teams, the teams will continue to focus on curriculum review, development, and change and the effort to carry out specific initiatives on behalf of district goals. Some teams will build on work from this year; others may create new teams with new areas of focus. In the coming school year, learning teams may be organized within and across divisions.
- Regarding larger meetings of faculty of staff, we often have a need to update information about student needs, share information about changes in school policy or school law, provide testing and assessment preparation and feedback, or highlight current school, community or student issues. There is currently no formal time set aside to do so under existing calendar configurations/schedules.

“RECOMMENDATION

- Review and provide comment and questions.”

Mr. Prale reported that there has been criticism over the fact that the District does not sustain staff development or organize it during the school year. The administration talked about this and created the above plan. Discussion ensued regarding the impact on families, the loss of instructional time, and the limitations that will be placed on science classes.

It had not yet been decided whether the South Café would be open to students who arrive before the start of the late arrival day. Dr. Weninger has spoken with Cindy Milojevic and John Stelzer about the possibility of having the 150 student mentors use this time to mentor freshman students.

Mr. Prale reiterated that three additional instructional days would be lost; presently, only 12 hours, or approximately 2 instructional days are lost. There will be no other late arrival days, but there will be 2 Institute Days and 2 days of testing.

Mr. Prale responded to Ms. Patchak-Layman’s question regarding outcomes and measurements that the learning team matrix, referencing the information forwarded to the Board of Education that listed the goals, outcomes, and measures for each of the learning teams. A summary report and the results of surveys of the Institute Days will be presented to the Board of Education in June. The faculty also is asking for increased learning team accountability. Comparisons will be made from the June reports.

Ms. Patchak-Layman asked if any of the teams use students as the basis of its discussions, i.e., look at different students to analyze how they are doing and thus determine how to improve instruction. Mr. Prale responded that the some divisions look at student work as part of the work of the learning team.

Textbook Approval

Ms. Hill presented the following written report. Referencing the number of books brought forward, she stated that some of them have been in use as provisional books, which is an effective way to get a sense of the book.

“BACKGROUND

The *English Division* recommends use of The Blind Side: Evolution of a Game for the course 175/2: LIT: Sports and Literature. The Director of Assessment and Research provisionally approved the book in 2007 for use through the Spring 2008 semester. The proposed textbook is a true story of a minority athlete.

“The *Special Education Division* recommends use of Refugee Boy, Skellig, and The Whale Rider, for the course 1237: English Literature. Refugee Boy is a Junior Library Guild selection, Skellig is a Michael L. Printz Honor Book, and The Whale Rider is the inspiration for a major motion picture of the same name that has won numerous film festival awards. Each of the books offers exposure to issues of importance to young people at an acceptable reading level.

“The *Special Education Division* recommends use of Invisible Allies: Microbes That Shape Our Lives, Flush, Clan Apis, and Double Helix for the course 5097: Essentials of Biology. Invisible Allies emphasizes the impact of microbes on everyday living with fascinating anecdotes and illustrations. Flush has received numerous book awards, including ALA Best Book for Young Adults, Green Earth Book Award, and NAPPA Gold Award. In addition to environmental issues, the book deals with a variety of family issues at a high interest, accessible reading level. Using comic book technique, Clan Apis covers anatomy, behavior, and ecology in an engaging manner. Chosen as an ALA Best Book for Young Adults, Double Helix is an exploration of genetic ethics which teaches DNA, genetic engineering, and heredity.

“The *World Languages Division* recommends use of the following books in the following courses: French: First Year workbook in 409: French 1-2. The workbook provides reading and writing activities to supplement the curriculum and suitable first-year French language and culture. French: Two Years workbook in 413: French 3-4 and 415: French 3-4A. The workbook provides reading and writing activities to supplement the curriculum and suitable second-year French language and culture. French: Three Years workbook in 419: French 5-6 and 421: French 5-6A. The workbook provides reading and writing activities to supplement the curriculum and suitable third-year French language and culture. L'enfant Noir in 427: AP French 9-10. The Director of Assessment and Research provisionally approved the book in 2007 for use through the Spring 2008 semester. It provides reading to accompany the AP French curriculum. Eres Tu, Maria? video workbook in 461: Spanish 1-2 and 463: Spanish 1-2A. The Director of Assessment and Research provisionally approved the book in 2007 for use through the Spring 2008 semester. It provides reading and activities to accompany the video series *Eres Tu, Maria?* En Busca de la Verdad video workbook in 467: Spanish 3-4 and 469: Spanish 3-4A. It provides reading and activities to accompany the video series *En Busca de La Verdad*. Encuentro Inesperado! in 477: Spanish 5-6. The text provides reading to accompany the third-year Spanish curriculum. La Casa Embrujada in 479: Spanish 5-6A. The Director of

Assessment and Research provisionally approved the book in 2007 for use through the Spring 2008 semester. It provides reading to accompany the third-year Spanish curriculum.

Cajas de Carton: Relatos de la Vida peregrina de un Nino Campesino in 485: Spanish 7-8A and 489: Advanced Spanish Literature and Composition 1-2A. The Director of Assessment and Research provisionally approved the book in 2007 for use through the Spring 2008 semester. The text provides reading to accompany the fourth-year Spanish curriculum.

La Catrina: El Ultimo Secreto video workbook in 483: Spanish 7-8 and 485: Spanish 7-8A. It provides reading and activities to accompany the video series *La Catrina: El Ultimo Secreto*.

A Toda Vela! Textbook and workbook in 487: AP Spanish 9-10. The text provides a complete AP Spanish program, including updated vocabulary, clear grammar explanations, and high interest literary and cultural selections.

Graded German Reader for 431: German 1-2 and 435: German 3-4. The Director of Assessment and Research provisionally approved the book in 2007 for use through the Spring 2008 semester. It provides reading to accompany the first- and second-year German curriculum.

Grundlage Deutsch 2: Fundamentals of German for 435: German 3-4. The Director of Assessment and Research provisionally approved the book in 2007 for use through the Spring 2008 semester. It contains reading and writing activities to enhance the third-year German curriculum.

Emil und die Detektive, Der Kleine Prinz, and Grundlage Deutsch 3: Fundamentals of German for 441: German 5-6A and 445: German 7-8A. The Director of Assessment and Research provisionally approved these books in 2007 for use through the Spring 2008 semester. They provide reading to accompany the third- and fourth-year German curriculum.

A Song of War for 407: Latin Poetry 5-6A/7-8A. The text offers a complete Latin poetry program, covering the readings of Vergil's *Aeneid* and provides students with critical essays, explanatory notes, and discussion questions.

Everyday Listening in 50 Days 1 workbook for 495: Japanese 5-6A. The Director of Assessment and Research provisionally approved the book in 2007 for use through the Spring 2008 semester. It provides reading and writing activities to enhance the curriculum.

Crescendo for 458: AP Italian 9-10. The Director of Assessment and Research provisionally approved the book in 2007 for use through the Spring 2008 semester. It provides a complete AP Italian program, including updated vocabulary, clear grammar explanations, and high interest literary and cultural selections.

“The *Special Education Division* recommends use of Tears of a Tiger, Stargirl, and American Literature: Pacemaker for the course 1337: American Literature. The winner of the Coretta Scott King Genesis Award, Tears of a Tiger was written specifically for young adults who must deal not only with problems of teachers and homework, but also with fear, frustration, and death as they struggle to find themselves in today's large urban high schools. Stargirl is the story of a girl who refuses to conform in a high school setting. The novel addresses what it means to be an individual and issues of diversity. Literature Circle Questions and activities and projects promote active reading. The second edition of Pacemaker American Literature offers short stories, poetry, memoirs, drama, and other types of literature that represent the experiences of people from many different cultures and backgrounds. Among other features, each selection includes “Before You Read,” “Keys to Literature,” and “Words to Know” pages.

“The *Fine and Applied Arts Division* recommends use of The Annotated Mona Lisa, The Art of Writing About Art, and Gardner's Art Through the Ages for the course 681: AP Art History. The Annotated Mona Lisa uses graphic devices to achieve a visual and textual approach to the subject of art history. The Director of

“Assessment and Research provisionally approved The Art of Writing About Art in 2007 for use through the Spring 2008 semester. The textbook teaches the principles of effective writing and combines composition and critical inquiry into the discipline of art. It also provides students with the requisite vocabulary for verbalizing the art experience. Gardner’s Art Through the Ages is the most widely read introduction to the history of art in the English language. The Director of Assessment and Research provisionally approved the book in 2007 for use through the Spring 2008 semester. This classic global survey of art and architecture tells the story of art through the ages by organizing the vast array of artistic monuments according to the civilizations that produced them in roughly chronological order. This Twelfth Edition reflects the latest art historical research while maintaining attention to style, chronology, iconography, and technique with greater attention to function and context.

“The *Fine and Applied Arts Division* recommends use of Music in Theory and Practice, 7th Edition, Volume I for the course 807: AP Music Theory. The Director of Assessment and Research provisionally approved the book in 2007 for use through the Fall 2007 semester. The textbook combines clear explanations with examples drawn from a wide range of music styles and periods to illustrate key concepts. The text has been updated to make it more clear and contemporary.

“The *Fine and Applied Arts Division* recommends use of Parenting: Rewards & Responsibilities for the course 715/2: Parenting. The Director of Assessment and Research provisionally approved the book in 2007 for use through the Spring 2008 semester. Special features entitled Parenting Pointers, The Developing Brain, Health and Safety, Child and Family Services Careers, and Modeling Character appear throughout the text.

“The *History Division* recommends use of Ethnic Chicago: A Multicultural Portrait for the course 375/2: The History of Chicago. The Fourth Edition details the various peoples and ethnic institutions of Chicago. It contains critically acclaimed studies of the experiences of the Irish, Jewish, Greek, Polish, German, Ukrainian, Japanese, and French-Indian groups as well as newly researched chapters on African American migration, Chatham, Latino Chicago, the Chinese in Chicago, Asian Indians, Koreans, and Swedes in Chicago.

“SUMMARY OF FINDINGS

The Director of Assessment and Research reviewed the textbooks and recommended their adoption by the Board of Education. The Instruction Committee of the Board of Education approved the textbooks at its meeting on May 15, 2008. Attached is the Textbook Adoption Form for each of the proposed texts.

“RECOMMENDATIONS

It is recommended that the Board of Education approve as part of the consent items the adoption the above-named textbooks for the corresponding courses.

Regarding English 3 and 4 books, Ms. Patchak-Layman asked what the targeted reading level was generally of the students in that class. Ms Hill responded that there is a range of reading levels. The use of supplementary texts is like going to the library and choosing a book. Ms. Patchak-Layman asked if everyone in the class read Skellig, which has a reading level of 2.7. Ms. Hill believed the plan was for all students to read this book, as it is a highly awarded book for the very purpose of engaging students who would otherwise struggle with material. Ms. Patchak-Layman felt families would express

concern about this class' expectation of reading level. Special Education students should be reading the same level of textbooks as regular education students, with accommodations. Special Education students should be reading Shakespeare, as that was being read in the general curriculum. The goal is to have students included in the curriculum. The accommodations should be based on the students in the class. Mr. Prale stated that the teachers want to have books for different opportunities. This program has been successful and the District wants the outcomes that parallel programs.

Dr. Weninger agreed that the goal was to move students to a higher level of expectations. If one did a readability statistical analysis on John Steinbeck's "Pearl" or "Old Man in the Sea," one would know that not all students could read the book, but it is also known that the imagery and the concepts go beyond the readability level of the actual words. He trusted teachers to do the same thing, e.g., take good literature and entice students to read it.

Ms. Patchak-Layman asked how this matched the grade level. Is this a different set of literature than what the other sophomore and freshman-level class students read? Are these textbooks selected because of the ACT test, etc.? One must have some instruction and knowledge before one can take a test. Ms. Patchak-Layman would find it difficult to know that other tests were used. Dr. Lee stated that it could be a mistake to discuss textbooks outside of the concept of the teacher using it. Any textbook can be appropriate in the hands of one teacher and inappropriate in the hands of another teacher.

It was the consensus of the Instruction Committee members to recommend that the Board of Education approve these textbooks at the next regular Board of Education meeting under the Consent Agenda.

Grants and Grant Writer

Dr. Weninger reviewed the following written report with the Committee members.

"BACKGROUND

We have worked diligently this year to remain within the budgetary guidelines of the 5-year plan, and at the same time begin new initiatives in a variety of areas. Part of this work is the development of new and creative ideas to bring on new programs that may be funded, in whole or in part, by additional and new revenue sources.

"SUMMARY OF FINDINGS

Recently and thanks to the efforts of one parent and one community member, we became aware of two grants, which may support some of the proposed freshman programs, as well as existing programs targeted at underachieving students. One grant is through ATT and could provide \$50K - \$100K per year, and the other grant is through the federal government by way of Cook County, entitled the Workforce Investment Act (WIA) and could provide much more than the ATT grant.

"In reviewing the details of each grant, we believe that the following programs would qualify for these grants and their funding: parts or all of our freshmen initiatives, summer program as

outlined in the original set of proposals in October (summer academics, activities, and work components), college and career center, the Pupil Support Services (PSS) Team Model (including 2 new contractual social workers and ombudsman/liaison position), and Triton College partnership.

“Our timeline is short, however. The ATT grant is due on May 19, with awards announced in early September 2008 and may, upon renewal approval, extend for 4 years. The WIA grant is due on June 6 and is a 2-year grant (October 1, 2008 – September 30, 2010).

“In order to comply with the deadlines, we have engaged the assistance of Connie Coleman, a former OPRF parent and neighbor. She is now recently retired from a 36-year career with the U.S. Department of Labor as Director of Youth Services for Region 5 (a 10 state region). She was also responsible for administering the WIA grant, so she knows a great deal about it. Connie identified several programs from the initiatives proposed in October that would fit neatly under the WIA grant and believes, as we do, that the ATT grant would also be a match.

“As we move towards the close of the school year and plan for transitions into the next one, it is our challenge to find extra hands to research, coordinate, write, and submit one let alone 2 grants. As a result, we have offered to and discussed with Connie the possibility to research, prepare, and submit the grants’ proposals pending Board feedback. Compensation would be provided by the grants themselves as part of the administrative costs, i.e., if the grant proposals were successful, then remuneration would be provided by the grants. Projected administrative costs would be written into the grants as such, as well.

“RECOMMENDATION

No action required; however, we do seek Board feedback.”

Mr. Rigas encouraged the District to pursue this. He felt that there were other opportunities to explore as well. If this model works, the District should continue to do this on a permanent basis. He also suggested contacting MSAN and the Gates Foundation. Dr. Weninger noted that he was going to speak with the executive director of MSAN about avenues to pursue. Mr. Prale noted that the District did derive some benefits from MSAN Researchers’ Practitioner’s Council and continued articulation with area schools. The membership is \$12,500 per year.

Ms. Coleman would be the coordinator of grant writing. This position would seek grants, work with the school to develop proposals, and get them approved. The next step would be monitoring, reporting, and the administration of the grant. Ms. Patchak-Layman asked why, if creating a new position, would it not be posted for people who are grant writers. She also was unsure about the ethics of only paying someone if they were successful, i.e., if you get the grants, you will get this job. Dr. Weninger stated that this would first be commenced as a pilot with the understanding that administrative costs would be built in. The maximum allowable for administrative costs is ten percent, but the District would not maximize that.

Dr. Lee noted his support of this endeavor.

Additional Instructional Matters for Committee Information/Deliberation

Mr. Rigas asked if the athletic study halls were being terminated next year. The response was no, but the District is looking to eliminate study halls in the cafeterias.

Mr. Rigas reported that the District continues to have athletic contests scheduled on national testing days. He noted that other schools also have the same conflict. ACT and SAT only give so many opportunities for this testing and it affects both teams. Dr. Weninger noted that he would look into that problem.

Adjournment

The Instruction Committee adjourned at 9:36 a.m.

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

To: Instruction Committee of the Board of Education
From: Phil Prale
Date: June 19, 2008
Re: Report on Professional Development 2007-2008 Activities

BACKGROUND

The 2007-2008 Professional Development Committee (PDC), a joint committee of faculty and administration from across the divisions, determined the following goals for the 2007-2008 school year.

- Continue building awareness of Response to Intervention (RTI) including exposure to and application of specific instructional methods and assessments for use by general education teachers.
- Develop teacher expertise in using classroom assessments and technologies to analyze and address the effects of classroom instruction.
- Use divisional time to develop teacher-led learning teams to improve classroom performance.
- Use the 2007 student survey data and cross-divisional discussions to continue the dialogue among faculty, staff, and students addressing school climate.
- Continue work on evidence-based efforts to narrow disparities in achievement.

The calendar of activities for the school year had been set at the end of the 2006-2007 school year. Teacher-led learning teams were organized within divisions at the start of this school year. In October 2007, Dr. Weninger presented a series of ideas for raising student achievement, which the faculty and staff began discussing and addressing between November 2007 and May 2008.

SUMMARY OF ACTIVITIES

Full Faculty Activities

Opening of School and Close of School Celebrations

- As in the previous school year, we began and ended the school year with gatherings of the entire faculty and staff to celebrate our work and our shared experiences across the school community.
- The events focused on establishing a culture of respect and celebration of the work taken on by all employees of the district. These meetings are important for creating a shared sense of vision and for building morale and mutual respect.
- Representatives from all employee groups spoke at each assembly.

The January 17, 2008 Institute Day focused on defining institutional excellence and understanding the process of creating that definition through four critical lenses. Dr. Kevin Kumashiro of the University of Illinois – Chicago addressed the faculty and staff, who then met in cross-divisional and divisional groups to discuss what high school students should know and be able to do as a result of having attended OPRFHS.

In September, November, January, and April full faculty meetings were held to improve communication and address pressing issues before the school. For example on November 10, 2007 a full faculty meeting was held to discuss the ideas for raising student achievement that had been presented to the Board and community during the previous month.

Divisional Learning Teams

Each division organized learning teams that were asked to set goals, meet during the eight late arrival mornings (or more often), and issue a report summarizing the team's work. The learning team model of professional development provides teachers with time to improve teaching skills,

develop curriculum, instruction, and assessment materials and assess the impact of their work on student performance. Division heads were responsible for monitoring the teams and ensuring that the work of these teams aligned with the goals of the district and aimed to improve the quality of instruction for students. While several divisions organized teams according to specific courses, a broad range of learning team topics was covered this year.

RECOMMENDATIONS

At the May Instruction Committee meeting the Board of Education previewed a calendar for 2008-2009 that created additional professional development time in the school schedule. The specific goals and calendar of activities will be developed by the PDC after additional direction from the Board of Education and administration.

Summary information on the institute day evaluations and learning teams activities follows.

Summaries of Surveys of Faculty Taken After the Institute Days

Opening of School Institute Day - August 21, 2007

Total Responses: 138

		Highest		Lowest	
<u>I. Opening Session: General Presenters</u>		4	3	2	1
A.	Clarity of presentation	75	57	6	0
B.	Organization of materials and topics	71	59	7	0
C.	Usefulness of information	61	55	12	2

<u>II. Divisional Work</u>		4	3	2	1
A.	Clarity of presentation	119	13	0	0
B.	Organization of materials and topics	118	13	0	0
C.	Usefulness of information	111	15	2	2

Institute Day - January 17, 2008

Total Responses: 124

<u>I. Keynote Speaker – Dr. Kevin Kumashiro</u>		4	3	2	1
A.	Clarity of discussion	89	30	4	1
B.	Organization of time and activities	92	25	9	2
C.	Usefulness of session	70	29	12	1

<u>II. Division Discussion</u>		4	3	2	1
A.	Clarity of discussion	37	54	19	7
B.	Organization of time and activities	37	46	24	8
C.	Usefulness of session	33	46	28	13

<u>III. Cross-Division Discussion</u>		4	3	2	1
A.	Clarity of presentation	20	54	29	8
B.	Organization of topics	16	47	36	12
C.	Usefulness of information	17	40	36	16

<u>IV. Results/Debriefing</u>		4	3	2	1
A.	Clarity of presentation	11	55	36	14
B.	Organization of topics	11	50	39	16
C.	Usefulness of information	10	38	46	16

Learning Team Summaries

Business Education

- A team revamped the communication model for the Business Education program by issuing grade reports electronically, creating a new logo for the department, and establishing relationships with area businesses.
- A second team focused on the Consumer Education course by aligning the curriculum with state standards and revising the final exam for the course.
- A third team worked on improving school climate through the development and proposal of a course titled Business Community Service Internship. The class will run in the coming school year.

Counselor Division

- A team revised the College and Career Handbook to keep the information current and accurate.
- A second team worked on expanding the applications for the Naviance software used for post-secondary planning and the college application process.
- A third team reviewed the counselor page on the school website to determine additional information and improvements that can be made available to parents and students.
- A fourth team continued to identify and recommend changes to the Skyward student information system as used by the counseling division

English Division

- A Summer Reading team developed two additional summer reading selections and accompanying packets for students to complete with their reading. Particular attention was given to diversifying the authors of the summer reading selections.
- A second team investigated ways to include more writers and characters of color in the English Literature 1-2 and 1-2A curricula. This team recommended several works that will broaden the scope of the course materials.
- A third team met to discuss whether white educators have the life experience and academic knowledge to enter, build, and sustain authentic relationships with non-white students. The team established several core principles for building a race consciousness professional development program for the entire OPRFHS faculty.
- A fourth team implemented PBIS (Positive Behavior Intervention Strategies) across a small group of classrooms to determine how student achievement could be improved. This team proposed several recommendations for supporting teacher collaboration in the program.
- A fifth team explored how the English Division could improve writing by sharing assignments and providing better scaffolding for students to grow as writers. Teachers co-wrote writing prompts and shared writing assignments and teaching techniques.
- A sixth team researched the concept of socio-emotional learning to help the school staff take concrete steps to improve student productivity by helping students feel a greater sense of compassion, community, and civic duty. A summer workshop was proposed, and funding is now being sought to continue the work.

Fine and Applied Arts Division

- A visual arts team investigated ways to increase the diversity of students in the upper level art classes. The teachers evaluated how they identify and recruit students from the introductory art classes, support students in their earliest art experiences, and present information in those introductory art classes.

- A music department team looked at incorporating “Smart Music” composition software into the curriculum. The software will allow students to develop skills faster in more depth.
- A Family and Consumer Sciences (FACS) team wrote WorkKeys multiple choice format questions for use in courses in that department. Juniors were surveyed to determine if they were more comfortable taking the PSAE Day 2 test as a result of the practice questions in the FACS classes. A survey of the students in the classes did not show that the students made a strong connection between the classroom questions and the PSAE Day 2 questions. PSAE Day 2 results are not available yet to see how FACS students performed on those tests.
- A speech arts team scheduled a series of sessions with working performing arts professionals to engage OPRFHS students and increase student contact with real world arts experiences. Four student activities were carried out this school year.

History Division

- A team in this division worked to review students’ learning outcomes in the World History regular program. The teachers developed a schedule and course expectations for the World History course that all teachers will use in the coming school year.
- A second team worked on direct instruction techniques for teaching writing in history classrooms. A series of writing activities was developed for American and World History courses.
- A third team looked into aligning the psychology courses at the introductory and advanced levels. A common final exam was created and implemented for the AP course.
- A fourth team looked into participating in the Metro Chicago History Fair. When the team decided that was not feasible, the team instead developed research activities for the History of Chicago course.
- A fifth team created and piloted document based questions for use in regular and basic American history classes.
- A sixth team developed writing assignments to aid students in reading comprehension in World History basic classes.

Library Services Department

- A team determined ways to improve the Library Services Department’s promotional services and materials. The library implemented an online scheduler, held meetings with sender school library personnel, and tracked student library attendance and subscription usage.

Math Division

- The first team in this division worked on creating common quarterly and semester exams for the Algebra and Algebra I block classes. Teachers used Mastery Manager to score and analyze the results and propose curricular and instructional changes.
- A second team focused on the Integrated Geometry/Algebra 1-2 course looking at how the course intersected with the Agile Mind curriculum and could be affected by the change in course sequence the math division will be using as of next year. The team did not have time to compare the PLAN and IACT results but could start that analysis next year.
- A third team worked on revising the Integrated Geometry/Algebra 3-4 class for a projected transition to the Concepts of Algebra 3-4 course that will replace it in the coming school years.

- A fourth team sought ways to improve the Plane Geometry classes. They used Mastery Manager to identify need areas in the geometry course and revised the instruction in those areas. This team recommends continuing the work for another school year.
- A fifth team focused on the basic level algebra course, revising the curriculum to emphasize vocabulary and technology skills, in ways similar to the algebra courses that use the Agile Mind software. This team used common weekly, quarterly, and semester assessments and reviewed those results as a team.
- A sixth team looked at the junior and senior courses in Intermediate Algebra 1-4 by evaluating the textbook and identifying areas of the curriculum that would better prepare students to meet standards.

World Languages Division

- The first team in this division devised TPRS activities that will be applied in the first-year Italian curriculum. The team reviewed student outcomes and determined that speaking fluency improved as a result of the reading and recall techniques used with the TPRS methodology.
- Three teams worked on final exams for the Spanish program, looking for poorly written questions or areas where students did not perform well. The teachers revised the course instruction and the test to better address the course outcomes.
- A fifth team worked on implementing the new materials in the French program and supplementing materials as needed based on student outcomes.

Science Division

- A learning team focused on reviewing and revising the basic level biology curriculum to align the new Essentials of Biology course with state standards and student needs. Teachers created guidelines and a set of lesson plans for the new course.
- A second learning team examined safety issues related to the chemistry courses. The team collected a baseline of student safety knowledge and used Mastery Manager to determine areas of safety knowledge that needed enhancement and development through the curriculum.
- A third team developed improved lab experiences for the physics courses, using computer-based labs and instituting new material protocols for safety and equipment usage.
- A fourth team reviewed Response to Intervention (RtI) and its implementation in the science curriculum. Team members attended a West 40 workshop and surveyed the division to determine RtI understanding, and propose classroom-based improvements for RtI enhancements.

Physical Education and Driver Education Division

- One team from the Driver Education department examined how information generated by the PE team looking into brain research could apply to the Driver Education program. The DE teachers determined the chapters where students struggled and met to discuss strategies to improve student performance.
- A second team continued to review current research on brain activity and its link to physical activity. The team piloted a class to test whether a high intensity aerobic PE class could have an impact on student reading scores. Initial findings from the test showed that the students who took PE before their English test did not show any negative effects as measured in the improvement of their reading scores. While not a clear outcome, the experiment showed some promise for future scheduling considerations.

- A third team investigated the possibility of implementing a PE student leadership program. The team contacted area PE departments to determine the structure and effectiveness of existing programs and to collect information for creating a PE leader program at OPRF. The courses that would incorporate PE student leaders would include Core PE, swimming, adventure education, gymnastics, and adapted PE.
- A fourth team reviewed all aspects of the PE curriculum looking for evidence of the Illinois Goals and Learning Standards. The team confirmed the multiple learning standards in each course; the team also discovered that some PE courses address health and fine and performing arts standards.

Special Education Division

Learning teams in the Special Education Division included teaching assistants and teachers.

- A team looked at the information and process used in helping junior and senior LD students transition to post-secondary opportunities. As the team reviewed standardized test scores for current juniors, the focus of this team shifted to developing an effective PSAT computer-based test prep curriculum.
- A second team from the LD continuum focused on math instruction and student performance, seeking to target specific skill sets measured on standardized tests. The team used pre- and post-tests and made recommendations for new instructional strategies and materials.
- A third team looked at the CITE program's work experiences for students to improve students' overall independence at the work sites. The team developed ways to improve communication among employers, co-workers, and job coaches, and devised new curriculum materials for the program.
- A fourth team worked on improving the operation and monitoring of the Reading Lab in Room 363. The team reported first semester progress earlier this spring.
- A fifth team working in the ED continuum investigated the use of incentives to improve student attendance, engagement and behavior. This team administered a student survey and talked with individual students to determine what incentives worked and which were not recognized by students as worthy.
- A sixth team from the TEAM continuum assessed the domains covered by the transition plan requirements of the IEP process. Researching ISBE resources and visiting area programs helped the team determine that no single tool is appropriate for the entire TEAM continuum. A range of assessments is recommended for assisting these students in creating transition plans.
- A seventh team continued the work of developing measurable social emotional learning goals for IEP students. The team analyzed the component of measurable goals and reviewed IEP's for the status and effectiveness of existing goals. Generally, the goals were found to be specific, objective, and observable, but areas of improvement were noted in the areas of clear, quantifiable criteria.
- An eighth team examined more general IEP goals to determine if they were measurable with available data and aligned to specific curriculum standards. An audit of IEP's goals found that academic goals needed greater specificity and assessments needed to be correlated to the academic instruction program, preferably using classroom-based quarterly assessments.
- A ninth team working in the ED continuum focused on PBIS strategies for reducing student tardies in the ED classes. Teachers used the PBIS data collection system, identified and addressed chronic tardy behavior in students, intervened using parents contacts and by publishing student attendance records.

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

TO: Board of Education
FROM: Phil Prale, with support from Carl Spight
DATE: June 19, 2008
RE: Achievement Initiatives Update

BACKGROUND

At the end of each semester, we review the progress made by the different initiative and intervention programs. As the information is gathered, reports come to the Board of Education regarding specific programs.

This short report provides updates on the Behavior Interventionist position in the Special Education ED program, SOLO (the alternative educational setting in the high school), and a comparison of results for students who participated in the

SUMMARY OF FINDINGS

Behavior Interventionist Position

- This position was created to reduce the number of discipline incidents for ED program students.
- Comparing end of year statistics for 2006-2007 with end of year statistics for 2007-2008, a statistically significant **increase** appeared in the average number of detentions issued, but a statistically significant **decrease** appeared in the average number of after-school detentions and the average number of in-school suspensions issued.
- This shift in reported discipline incidents shows a statistically significant decrease in the total number of incidents between 2006-2007 and 2007-2008, and a change in the kinds of incidents reported.
- Decreases were noted between 2006-2007 and 2007-2008 in the average number of out of school suspensions, average number of unexcused absences, and average number of tardies. While these are encouraging trends they are not statistically significant.

SOLO

- In the 2006-2007 school year 15 students were enrolled in the SOLO program. In the 2007-2008 school year 17 students were enrolled in the program.
- Difference in attendance and behavior patterns are not significant year to year for the SOLO students.
- SOLO graduated three students at the end of this school year, the same number as last year.

8 to 9 Connection

- End of ninth grade outcomes for students from the summer 2007 cohort of students when compared with end of ninth grade outcomes for the summer 2007 students do not show any improvements. This information has been shared with the teachers so program changes can be made.

RECOMMENDATIONS

- The Behavior Interventionist position will be continued for another year. The teachers will continue to work on improving attendance and reducing tardy behavior for ED students.
- SOLO will continue in a new space and with some staffing changes. The total FTE for SOLO will not increase.
- The 8 to 9 Connection program is currently in operation, with changes, to provide students with additional co-curricular opportunities and a curriculum focused on preparing students for entering and completing ninth grade math and reading programs with greater success.
- Additional reports on initiatives and proposed changes will come at subsequent Instruction Committee meetings after PSAE data has been received and analyzed.

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

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

TO: Board of Education Instruction Committee
FROM: Amy Hill
DATE: June 19, 2008
RE: Proposed Indices of Student Achievement

BACKGROUND

At the February meeting of the Board of Education, Dr. Weninger presented a set of initiatives to raise student achievement, to be implemented in the 2008-2009 school year. Among those initiatives was a plan for the school to develop a definition of institutional excellence, stated in terms of optimal student outcomes. Discussion among Board members resulted in a request for the administration to develop a set of indices for measuring the student outcomes. At a series of separate meetings in April and May, the Professional Development Committee, Instructional Council, School Improvement Planning Team, Faculty Senate Executive Committee, and District Leadership Team worked to develop and revise a list of such indices. Members of the community will have an opportunity to review the indices and provide input at a Schoolhouse Town Meeting at the Dole Branch Library on June 17.

SUMMARY OF FINDINGS

The list of proposed indices contained on the following pages is categorized according to broad areas of student achievement. Some indices appear in more than one category. For example, semester course grades are listed as a measure of academic knowledge and also as a measure of academic behaviors. These indices would be used to measure student growth in the aggregate. We also hope to disaggregate data by race, gender, special education status, and low-income status (based upon free and reduced lunch participation).

RECOMMENDATIONS/FUTURE DIRECTIONS

Further development of the indices will involve a second round of stakeholder meetings in August and September to gather input. In addition to refining the indices, we will use existing data sets to identify current baselines and determine appropriate rates of change indicative of improved student achievement. A second report, highlighting more detailed indices, will be issued at the September meeting of the Instruction Committee of the Board of Education.

Oak Park and River Forest High School District 200

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

Proposed Indices of Student Achievement¹

Academic Knowledge

- Standardized test scores
 - EXPLORE baseline data, 8th grade
 - PLAN, 9th grade
 - I-PSAE, 10th grade
 - PSAE, 11th grade
 - ACT
 - AP test scores
 - Results of semester assessments (exams and demonstrations)
 - Semester course grades
 - Student wellness profile²
-
- ```
graph LR; A["EXPLORE baseline data, 8th grade
PLAN, 9th grade
I-PSAE, 10th grade
PSAE, 11th grade
ACT"] --> B["English
Mathematics
Reading
Science Reasoning
Composite"]
```

### Post-Secondary Planning and Readiness

- Completion of individual four-year academic plan
- Proportion of graduates meeting ACT College Readiness Benchmarks in each subject area
- Completion of individualized, written plan for post-secondary education and/or employment<sup>3</sup>
- Completion of College/Career Readiness Portfolio<sup>4</sup>
- Naviance Reports, e.g.:
  - College Matriculation Report<sup>5</sup>
  - Student Outcome Statistics<sup>6</sup>
- Senior exit survey<sup>7</sup>
- Post-secondary completion rates
- Annual report from Illinois State Colleges
- Technology proficiency TBD

<sup>1</sup> Where possible, data will be disaggregated by race, gender, special education status, and low-income status (based upon free and reduced lunch participation).

<sup>2</sup> To be developed in collaboration with Physical Education Division and Wellness Committee.

<sup>3</sup> Naviance provides opportunities for the development and documentation of such plans.

<sup>4</sup> Naviance can store student resumes, completed common applications, high school transcripts, and other elements of a readiness portfolio.

<sup>5</sup> "Provides a list of each student that has made a choice to attend a college and the name of that college."

<http://workspacek12.naviance.com/studentsmanireports/reports.php> . Accessed online June 11, 2008.

<sup>6</sup> "Provides summary level and detailed breakdown of post-secondary outcomes by college type (2 yr, 4 yr, etc.), ethnicity, and gender.

<sup>7</sup> To be determined; ready-made surveys are available for purchase from ACT and other organizations; models of high school exit surveys are also available online.



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

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

## Academic Behaviors and Attitudes

- High School Survey of Student Engagement
- Tutoring center statistics (usage, demographics)
- C-Pass to Play Study Table participation
- Results of semester assessments (exams and demonstrations)
- Semester course grades

## Habits and Modes of Work

- Attendance and tardy statistics<sup>8</sup>
- Discipline statistics
- Co-curricular transcript<sup>9</sup>
- Rates of participation in independent study, SILC, Triton dual credit

## Social-Emotional Wellbeing

- High School Survey of Student Engagement
- Illinois Youth Survey
- Co-curricular transcript
- Community support services referrals, usage, and outcomes<sup>10</sup>
- Discipline statistics
- Statistics on Code of Conduct violations

## Citizenship and Civic Responsibility

- Voter registration rates
- Co-curricular transcript
- Participation rates in service-oriented co-curricular activities (e.g. Best Buddies, Tau Gamma), and results of those activities

## Multicultural Experience and Competency

- Successful completion of World Language class sequence (e.g. 1 year, 2 years)
- Successful completion of a course that promotes cultural pluralism
- Participation in exchanges/excursions (e.g. Italy trip, India trip)
- Other measures TBD

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<sup>8</sup>The goal is improved attendance rates and declining rates of tardiness and disciplinary referrals.

<sup>9</sup> The co-curricular transcript would provide a detailed account of a student's participation in co-curricular activities over the course of his/her high school years. Ideally, it would document community-based activities as well as school-sponsored activities.

<sup>10</sup> We hope to track outcomes for students whose needs are addressed internally as well as for students who are served by outside agencies such as Family Services.



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

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

TO: Instruction Committee Members  
FROM: Director of Assessment and Research  
DATE: June 19, 2008  
RE: Textbook Recommendation

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## **BACKGROUND**

The English Division recommends use of Holes by Louis Sachar for the course 117: Elements of Reading. The Director of Assessment and Research provisionally approved the book in 2002 for use through the Spring 2003 semester. The proposed textbook is a high-interest contemporary novel that students reading at or below the 35<sup>th</sup> percentile will find enjoyable.

The English Division recommends use of The Long Goodbye by Raymond Chandler for the course 171/2 LIT: Popular Fiction. The Director of Assessment and Research provisionally approved the book in 2003 for use through the Spring 2004 semester. The book has been chosen as the “One Book, One Chicago” read and is a pillar of the detective genre of literature.

The English Division recommends use of Never Let Me Go by Kazuo Ishiguro for the course 136: English Literature A. The Director of Assessment and Research provisionally approved the book in 2005 for use through the spring 2006 semester. Students relate to this exploration of the exclusive, conformist, and claustrophobic nature of the British boarding school culture because of its riveting portrayal of personal issues such as adolescent development, identity challenges, peer bonding, and status consciousness.

## **SUMMARY OF FINDINGS**

The Director of Assessment and Research has reviewed the textbooks and recommends their adoption by the Board of Education. Attached is the Textbook Adoption Form for each of the proposed textbooks.

## **RECOMMENDATIONS**

It is recommended that the Board of Education approve the adoption of the above-named textbooks for the above-named courses at its regular June Board of Education meeting.



OAK PARK AND RIVER FOREST HIGH SCHOOL  
**TEXTBOOK ADOPTION FORM**

Division: English Course Name(s): Elements of Reading  
Course Code(s): 117  
Grade Level of Course: 9

CHECK APPROPRIATE BOX ☐ Core Text ☒ Supplementary Text

(A copy of the proposed text must accompany this form.)

Reading list for course is composed of various approved novels.

Title: Holes

Author(s): Louis Sachar

Publisher: Yearling Books

Copyright Year: 1998 Edition: \_\_\_\_\_

ISBN #: 0-440-41480-6

Type of Cover: soft/paperback OPRFHS Bookstore Cost to Student: \$ 5.45

Please complete the appropriate portion below. If text replaces a book, please provide a copy of the current text.

| Text replaces the following book: | Text is in addition to the following book(s) also used in this course: |                           |
|-----------------------------------|------------------------------------------------------------------------|---------------------------|
| Title:                            | Title:                                                                 | Title:                    |
| Publisher:                        | Publisher:                                                             | Publisher:                |
| Year of Adoption:                 | Year of Adoption:                                                      | Year of Adoption:         |
| OPRFHS Bookstore Cost: \$         | OPRFHS Bookstore Cost: \$                                              | OPRFHS Bookstore Cost: \$ |

**QUALITIES OF PROPOSED TEXT**

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 5.2 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text: Holes is a high interest contemporary novel that students reading at or below the 35% will find enjoyable. The readability of Holes is appropriate. The plot is not complicated and vocabulary can be extracted from the text for instruction.

Evidence of Title IX and Cultural Pluralism: The characters in Holes are culturally diverse, their background experiences vary, and it is not gender specific.

**ENDORSEMENTS**

(Signatures are required prior to submission to the Director of Instruction.)

Division Curriculum/Textbook Selection Committee: [Signature]

Division Head: [Signature]

Date: 5/1/08

Director of Assessment & Research: [Signature]

Date: 5/3/08

Date of Approval by Board of Education: \_\_\_\_\_



**OAK PARK AND RIVER FOREST HIGH SCHOOL  
TEXTBOOK ADOPTION FORM**

Division: English Course Name(s): Popular Fiction  
Course Code(s): 171  
Grade Level of Course: 12

**CHECK APPROPRIATE BOX** ☐ Core Text ☒ Supplementary Text

(A copy of the proposed text must accompany this form.)

*Reading list for course is composed of various approved novels.*

Title: The Long Goodbye

Author(s): Raymond Chandler

Publisher: Vintage Books

Copyright Year: 1953 Edition: First Vintage Crime 1992 ISBN #: 0-394-75768-8

Type of Cover: paperback OPRFHS Bookstore Cost to Student: \$ 10.90

Please complete the appropriate portion below. If text replaces a book, please provide a copy of the current text.

| Text replaces the following book: | Text is in addition to the following book(s) also used in this course: |                           |
|-----------------------------------|------------------------------------------------------------------------|---------------------------|
| Title:                            | Title:                                                                 | Title:                    |
| Publisher:                        | Publisher:                                                             | Publisher:                |
| Year of Adoption:                 | Year of Adoption:                                                      | Year of Adoption:         |
| OPRFHS Bookstore Cost: \$         | OPRFHS Bookstore Cost: \$                                              | OPRFHS Bookstore Cost: \$ |

**QUALITIES OF PROPOSED TEXT**

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 8.1 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text: *A pillar of the detective genre, chosen as "One Book, One Chicago" read. Instructive in terms of learning to construct narrative.*

Evidence of Title IX and Cultural Pluralism: *Astute observations of urban culture in the late 1940s and early 50s.*

**ENDORSEMENTS**

(Signatures are required prior to submission to the Director of Instruction.)

Division Curriculum/Textbook Selection Committee: *William L. Gora*

Division Head: *S. Verin* Date: *5/20/08*

Director of Assessment & Research: *Aug. J. Slep* Date: *6/3/08*

Date of Approval by Board of Education: \_\_\_\_\_



**OAK PARK AND RIVER FOREST HIGH SCHOOL  
TEXTBOOK ADOPTION FORM**

Division: English Course Name(s): English Literature A  
Course Code(s): 136  
Grade Level of Course: 10

**CHECK APPROPRIATE BOX**

☐

Core Text

☒

Supplementary Text \*

(A copy of the proposed text must accompany this form.)

*Reading list for course is composed of various approved novels*

Title: Never Let Me Go

Author(s): Kazuo Ishiguro

Publisher: Vintage International

Copyright Year: 2005

Edition: First Vintage

ISBN #: 978-1-4000-7877-6

Type of Cover: paper

OPRFHS Bookstore Cost to Student: \$10.75

Please complete the appropriate portion below. If text replaces a book, please provide a copy of the current text.

| Text replaces the following book: | Text is in addition to the following book(s) also used in this course: |                           |
|-----------------------------------|------------------------------------------------------------------------|---------------------------|
| Title:                            | Title:                                                                 | Title:                    |
| Publisher:                        | Publisher:                                                             | Publisher:                |
| Year of Adoption:                 | Year of Adoption:                                                      | Year of Adoption:         |
| OPRFHS Bookstore Cost: \$         | OPRFHS Bookstore Cost: \$                                              | OPRFHS Bookstore Cost: \$ |

**QUALITIES OF PROPOSED TEXT**

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 8.0 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text: *Award-winning British author of Japanese descent, explores the exclusive, conformist (racist) and claustrophobic nature of the British boarding school culture.*

Evidence of Title IX and Cultural Pluralism: *Relatable to students in its portrayal of adolescent development, identity challenges, peer bonding and status consciousness.*

**ENDORSEMENTS**

(Signatures are required prior to submission to the Director of Instruction.)

Division Curriculum/Textbook Selection Committee:

Division Head: S. Verine

Date: 5/20/08

Director of Assessment & Research: Ther. Jell

Date: 6/3/08

Date of Approval by Board of Education: \_\_\_\_\_