

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, February 21, 2008
7:30 a.m.
Board Room

A G E N D A

- | | | |
|-------|--|---|
| I. | Call to Order | Dr. Dietra Millard |
| II. | Approval of Minutes | Phil Prale |
| III. | Plan for Hiring of Coaches | John Stelzer (15 minutes) |
| IV. | Discussions of Board Resolutions | Dr. Dietra Millard (30 minutes) |
| V. | Discussion of Ideas to Raise Student Achievement | Attila J. Weninger (30 minutes)
Phil Prale |
| VI. | Review of SIP Draft | Phil Prale (15 minutes) |
| VII. | Update on Initiatives | Phil Prale (30 minutes) |
| VIII. | Textbook Review | Amy Hill (10 minutes) |

Copies to: Instruction Committee Members, Dr. Dietra 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
January 16, 2008**

An Instruction Committee meeting of the Whole Board was held on Wednesday, August 15, 2007, in the Board Room. Dr. Millard opened the meeting at 7:45 a.m. Committee members present were Jacques A. Conway, Valerie J. Fisher, Dr. Ralph H. Lee, and Sharon Patchak Layman. Also present were: Dr. Attila J. Weninger, Superintendent; Jason Edgecombe, Assistant Superintendent for Human Resources; Cheryl Witham, Chief Financial Officer; Phil Prale, Assistant Superintendent for Curriculum and Instruction; Jack Lanenga, Assistant Superintendent for Operations; Amy Hill, Director of Instruction; 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; Dale Craft, Director of Summer School, James Paul Hunter, Faculty Senate Chair; Dr. Carl Spight, O.P.R.F.H.S. Institutional Researcher; Wyanetta Johnson, Burcy Hines, A.P.P.L.E.; Barbara Nelson, PTO Chair; Terry Dean of the *Wednesday Journal* (arrived at 9:12 p.m.), and Bridget Kennedy of the *Oak Leaves*.

Acceptance of Minutes

The minutes of the December 13, 2007 Instruction Committee meeting were accepted, as presented.

Proposed Summer School Budget -2008

Dale Craft, Summer School Director, referenced the information contained in the packet.

The dates of the 2008 Summer School are as follows:

Wednesday, June 11- Friday, July 18, 2008. Three sessions will be offered each day with the last session devoted to the summer musical. No school will be held on Thursday, July 3, 2008 and Friday, July 4, 2008. This calendar provides 26 days of instruction during the summer session.

No significant changes are planned for the summer course offerings and the District will continue to offer a wide selection of regular, elective, and remedial classes.

Mr. Craft recommended increasing tuition by \$5.00 for each section this summer, representing a 2.9% increase, for a total of \$180.00 per session.

Discussion ensued. Mr. Craft noted that while taking the summer musical is not an important factor in the students' decision-making process of whether to take summer school, it is important for the school to offer enrichment electives so that students may complete some state requirements during the summer to free up periods during the regular school year.

Sports camps are separated from the regular summer school and are not administered by the summer school director.

Mr. Prale reported that about forty (40) students were in the transition program, including those requiring mandatory summer school from Districts 90 and 97. The tuition is absorbed by the school, the two O.P.R.F.H.S. teaching salaries are paid by Title I funds; the two District teachers are paid by District 97.

Ms. Patchak-Layman asked for a breakdown of students by class, which Mr. Craft offered to provide. Ms. Patchak-Layman asked, when, in terminating the classes, if the school gave a higher priority to academic classes in trying to add sections, i.e., remedial math or step up classes. Mr. Craft replied affirmatively.

Mr. Craft also noted that there was now a fee for the music class because, typically, this activity goes over budget.

Dr. Lee asked if there were any estimates as to how many students were being referred by District 97 for summer school, yet were not attending. Mr. Prale noted that the general perception is that summer school is a program for incoming ninth graders to get a better feel for the building and to take credits in advance of starting freshman year, e.g. health, etc., but not necessarily to enhance a skill set. The exception would be the math step-up program.

Dr. Lee admitted to trying to determine how students who need better skill sets can be encouraged to come to summer school. Dr. Weninger stated that *The School Code of Illinois* permits two districts to enter into an agreement with which summer school could be made a requirement, provided the student did not have to pay the tuition; the issue becomes if the student does not attend, what is the consequence? It would have to be an intensive one-by-one, student-by-student, and parent-by-parent outreach. Mr. Prale noted that, of the usual fifty-five students recommended from Districts 90 and 97, O.P.R.F.H.S. is successful in having in two-thirds of those students attend.

Mr. Craft reported that nearly all teachers of core subjects, e.g., English, math, history, etc., are O.P.R.F.H.S. teachers. Division heads encourage the teachers to do this. Outside instructors teach consumer education, art foundation, and health classes, and while more difficult to evaluate, most are proficient. While teachers of health typically apply, last year he had to recruit. Mr. Craft will provide the racial makeup of the teachers to the Committee.

Ms. Patchak-Layman, remembering last year's conversation about the health and consumer education curriculum matching the curriculum taught during the regular year, asked what the standard would be for this year. Mr. Craft was comfortable with the health curriculum, as it had been designed and outlined by an in-house teacher and has standardized tests are used. The same procedures are being followed by the consumer education teacher. Mr. Prale added the caveat that there was a significant reduction in hours, e.g., sixty-two (62) hours in summer school versus the seventy-five (75) hours during the regular school year. However, the summer school curriculum is within the State's guidelines and resembles what happens during the regular year.

It was the consensus of the Instruction Committee members to approve Summer School 2008 tuition, dates, and stipends at the January Board of Education meeting, as presented.

Discussion of Achievement Patterns

Mr. Prale presented the Board of Education with the following memorandum:

"At recent meetings, members of the Board of Education have inquired about the general patterns of achievement at the high school. This short report provides some information regarding grade distribution as of the end of the first quarter of this school year. Additional information regarding success streams for African American students in the areas of math and reading has also been explored with some detail. In the past, the Board of Education has requested data sets as well as summaries of data analysis and both have been provided here. These charts are provided to the Board of Education as an overview of achievement patterns at the high school.

"The first set of charts shows the general achievement patterns for students. Titled Means HonAPAttemptYN=N and Means HonAPAttemptYN = Y (pages 2 through 5) these charts, and in particular the ANOVA tables that follow each chart, map the statistical significance of the course taking patterns for all students.

"The next charts (pages 6 and 7) show cross tabulations of students attempting honors classes by race and gender. These charts show raw numbers and percentages of students attempting honors classes within the total number of students and within disaggregated groups. Again, the rate disparity between African American students and White students is apparent. The next set of charts (pages 8 through 10) show the success fractions (the number of A and B grades earned divided by the number of attempts) disaggregated by race and gender.

"Additionally, we reviewed a small set of thirty African American students, current juniors (Class of 2009), identified as successful in math and/or reading outcomes as measured by attaining college readiness benchmarks on a practice ACT exam given in the spring of 2007. Some of these students were referenced in previous Instruction Committee meetings. Twenty-seven of these students have current schedules in the student information system. Looking at this group of students, seventeen reached college readiness benchmarks by the end of the sophomore year. All of those seventeen students

are enrolled in the honors junior English course and fourteen of the seventeen are enrolled in an honors math course. The correlation between access to and participation in a rich and rigorous curriculum and success on the IACT is powerful. For the remaining ten students for whom we have schedules, six are enrolled in honors English, but only one is enrolled in honors math; four are enrolled in college-algebra trig, and five are enrolled in advanced algebra. This information about the courses and experiences of a set of successful African American students reinforces the importance of providing opportunities for developing curriculum and programs that provide access to and participation in a rich and rigorous curriculum.”

The school’s key to racial designation is as follows:

- Race 1 – White
- Race 2 – African American
- Race 3 – Native American
- Race 4 – Asian/Islander
- Race 5 – Latino
- Race 6 – Multi-Ethnic

Discussion ensued.

Dr. Spight stated that he was exhibiting the nature of the evidence for assertions that one has been making about differences and what one has to seek out as the evidence and the quality of evidence. The fact that White students tend to get more A’s and B’s in core classes is a highly statistical reliability. White students get C’s less frequently than African-American students. African-American students appear to get C’s more frequently than White students, but that is not statistically significant.

It was noted that the definition of a core course was English, math, history, science, and world languages.

Page 4 of the data looked at the honors stream and its distribution. The number in Core 4 is the number of White students who take at least one honors course. The modal grade for White students is A. The modal grade for African-American students is B. The statistical significance of the test on page 5 of the data is high for A’s, but there is not as much as the difference in the B’s.

Mr. Prale noted that students taking honors courses tend to enroll in more honors courses. Asian students, as a subgroup, take more honors courses than other subgroups.

Dr. Lee asked if the school looks at the grades of students in basic level courses. Mr. Prale said no because transitional courses are harder to identify, e.g., English Literature RC is considered an English Literature class, and does not carry the designation of a basic or transitional class.

Dr. Weninger asked for the ANOVA table for enrollment in honors courses. While Dr. Spight had not provided that because the probability that White students taking honors is statistically significantly higher than African-American students taking honors, he would do so. Mr. Prale noted the school is often asked how many African-American students are honors students. The answer is that out of 1,910 students who take honors courses 224 are African American students (11.77%); 1,414 are White students (74%). When asked if this included Special Education, Basic and College Prep students, Mr. Prale responded that a self-contained course in Special Education would not be contained in this grouping; to be included in the count, it would have to be a mainstream class. Mr. Prale noted that the data on Page 7 shows that the three-quarters of White students take an honors class and one-quarter of African American students take an honors course. Typically, White students take four and five honors courses and African American students take one or two honors courses.

Data on pages 8, 9, 10 show the success fraction of students course taking. The success fraction is the likelihood that the student would earn an A or B in a course. Achieving at a level, i.e., receiving a grade of B or A, would prepare that student for the next level of work in that program, particularly in honors courses. It is important, when looking at modal grades, that A and B grades show up. Part of mitigating the achievement gap is moving students to the A and B grade level. The success fraction is the percent of A and B grades earned as a fraction of the total opportunities available.

Page 8 shows a significant difference. Eighty percent of White students earn an A or B in honors courses versus 66 percent of African-American students who earn A or B. This may also translate to a discrepancy in the level of readiness in the next class. When talking about success with A's and B's, a student who earns a grade of C may not receive a teacher's recommendation to go on to the next class. A student who earns an A or B is better prepared to go on to the next class.

Ms. Patchak-Layman wanted to see if the grade variation in terms of the non-honors taking students matched the experience of students taking honors classes. Do students taking one honors class have the same experience and will the grade pattern match or is there a different profile because of it being an honors class. Dr. Spight noted that was an excellent question and he offered to provide information as to the pattern of success of non honors courses, the difference by race, and the number of honors course taken. Ms. Patchak-Layman continued that some assumptions stated that students in honors classes have a better educational experience at college rather than basic or transitional level students. If the idea is to get more honors experience, in an effort to give them better preparation for college, there should be some other change in the distribution and the school could take that one experience and use it as a model.

Dr. Weninger noted when looking at the 74 percent of White students taking honors courses and the 11.7 percent of African-American students taking honors courses, there is a statistically significant drop, three clusters. The chances of White students getting grades of A or B are higher than those of African-American students. Mr. Hunter noted that it was clear that African-American males were the issue, not the African-American

females; males generally are less successful than females with regard to grades. However, it is notable that African-American females compete at the same level as White males.

Mr. Prale, in looking at African American students who appeared to be college ready in their sophomore year and could be college ready by junior year, were significantly more engaged in math and English at the honors level. The connection of the student to a rigorous and enriching curriculum appears to be an indicator of success in the high school's curriculum. This needs to be the high school's focus.

Dr. Lee felt the school has not a two-track system, but a three-track system and there is no discussion of differences between the basic and regular level classes. He would like to exclude all students in honors and AP courses and look at the differences in the students between the basic and regular level courses. His experience is that there would be even more differences found in this group than anything presented at this meeting. He continued that the school has paid attention to the students in honors level courses and college prep courses and is leaving the lower segment invisible; he wanted to increase that visibility. Mr. Prale replied that the high school does some of that already by looking at programs in Foundations of Algebra, Physical Science, Elements and Essentials of English, etc. There are approximately 300 students across all four years in school enrolled in basic level courses; that number is fluid because students can take Foundations of Algebra and regular level English. When defining basic-level students, the administration tends to look at them by course and then by grade distributions vs. standardized test scores. Dr. Weninger asked if the school should collect the same data for students who take one or more basic courses and compare that to other non-honors students. There was discussion of jargon and how it cannot be used with statistics. Students who take one or more basic courses may not create true images.

Ms. Patchak-Layman noted that juniors cannot sign up for just any class listed as a junior level course because of prerequisites. Mr. Prale noted that course recommendations, counseling recommendations, and parent overrides are involved in that equation. Dr. Weninger noted that few students take only one level of courses.

Discussion ensued regarding whether O.P.R.F.H.S. had a tracking system. Mr. Prale reported that if one is asking how students arrive in a course, the answer is that students are tested in the eighth grade and Division Heads have conversations with the parents and the students. The same event occurs in the junior year. There is more than one way for a student to arrive in a course. A teacher could recommend a student for a course and a counselor could make a course selection. The student has a four-year plan and the counselor makes selection based on conversations with the student. The Counselor or the Division Head can tell the parent what steps would be necessary for the student to get to a higher level, which could mean enrolling in summer school to enhance the skill level.

Ms. Patchak-Layman, in continuing the discussion on how students are moved up or given the opportunity to move up to other classes, asked why students would have to attend summer school to do that.

Dr. Lee asked to look at data by class/course enrollment, enrollment in honors courses broken down by grade and ethnicity, and the enrollment in basic courses by grade and ethnicity.

The Committee thanked Dr. Spight and Mr. Prale for their report.

Dr. Lee then made the following statement:

"I want to share thoughts on ability grouping as it relates to the achievement. Up until now, I have been critical of just one aspect of ability group which has to do with expectations in the lowest ability grouping. It appeared to me that we should consider more than just the particular aspects I have been speaking about because I believe we do ability grouping based on assumptions not stated. If we are going to continue ability grouping we ought to be able to say the assumptions we are basing this on and how what we are doing actually compares what theoretically we think we are doing. I am concerned because what we have is a system whose basic tenant is separate but equal. I have experienced at least four different kinds of programs based on separate but equal, i.e. growing up in state of Alabama. I don't feel all separate but equal are bad. My first two years of college was separate and equal, all male. I was able to concentrate on things better than if girls had been present. He believes more research has been done that indicates girls learn more things when separated from boys. I believe it is defensible to have separate students on the basis of criteria, but you must be specific about the hoped accomplishments. I think that these things remain unexamined in our system and we have an obligation to examine them. I feel it is a mistake to condemn them from the beginning. I think we need to do a careful analysis of what we are doing and how we are doing it and using those assumptions and then examine what we are doing to see if it is the same as what we think we are doing. I would like to know more about these things over the next several months."

OPRFHS Opinion Survey on School Community

Ms. Hill provided the following memo.

"On April 4, 2007, we administered an opinion survey to 2004 O.P.R.F.H.S. freshmen, sophomores, and seniors during a special administrative period, while juniors simultaneously registered for the ACT portion of the 2007 Prairie State Achievement Exam. The survey was the outgrowth of two developments during the fall of 2006; a professional development focus on improving civility in the hallways and classrooms at O.P.R.F.H.S., and the planning for an all-school institute day to include all students and staff. While the survey was promoted by the staff discussions, the student planners on the all school institute day committee embraced the notion of administering a student survey in advance of the Institute Day as a way to provide a focus for the day's activities. A diverse student group generated the ideas for the survey items during one of the institute day planning sessions. As the administrator who led the planning committee, I developed the students' ideas into statements and developed the format of the survey.

We reviewed and revised the statements; we asked the Building Administrative Team and Instructional Council for input; and we finalized the survey with 67 items, including demographic questions.”

Ms. Hill provide a copy of the survey as well as hard copies of the PowerPoint presentation she and several students made to the full faculty during the September 7 Staff Development Day and to the Citizens’ Council at its November 8 meeting.

She stated that survey was administered on the same day as the juniors were registering for AYP; thus, the juniors were not surveyed. She thanked Dr. Spight, Dr. Frank Danes, and Pat O’Shea for beginning a more in-depth analysis of the interaction between race and gender and race and sexuality. More of a difference might be indicated when the data is broken down by the demographic categories. Ms. Hill reviewed the information on the PowerPoint with the Committee members.

The items with corresponding frequency/importance ratings were:

- 1) Adult use of profanity: relatively low frequency, relatively low importance; and
- 2) Student use of insulting language: relatively high frequency, relatively high importance.

Some interesting combinations of frequency/importance ratings:

- 1) Student use of profanity (80% rated common, 66% rated minor problem or not a problem)
- 2) Student public displays of affection (59% rated common; 77% rated minor problem or not a problem)

Students’ primary concerns based upon ratings of “Importance”

- 1) Lingering prejudice and discrimination
- 2) Disrespect among students

Top issues, based upon combined “moderate problem” and “Major problem” responses

- 1) Stereotyping on the basis of race/ethnicity (59%)
- 2) Stereotyping on the basis of appearance (59%)
- 3) Prejudice/discrimination among students (53%)
- 4) Use of racial/ethnic slurs at OPRF (51%)
- 5) White students having advantaged because of their skin color (51%)

African-American students and female students were more likely to perceive the survey items as important problems, compared to the general student body, and to male students, respectively.

Disaggregated responses indicated that the students’ perceptions and/or experiences differ on the basis of gender, race/ethnicity, and/or sexual orientation.

Some items suggest that African-American girls felt the school environment was more negative. Ms. Hill has started to lay the foundation for focus group sessions across racial groups, African-American girls, African-American males, and, perhaps, a comparison of White females and males. She has spoke with Dr. Ted Manley about scheduling that. She added that natural focus groups with a rapport already exist and they might be a good place to start, i.e., Mac Scholars (African-American junior and senior boys mentioning sophomore boys). The teacher-in-charge is Devon Alexander and he will lead the focus group. While she had not considered being present, Dr. Manley encouraged her to be there so that someone with background knowledge of the survey to monitor the interviewer, as he/she might emit empathy with the students and, thus, elicit a response rather than have the students defend the statements and ask for assertions. There are also girls in a history class that is racially balanced, and Ms. Hill planned to attend and draw on their experiences.

Dr. Lee asked if she had the opportunity to compare this survey's conclusions with the conclusions drawn by Denise Rose and her study of a smaller number of adults, as he felt the conclusions drawn were very similar. Ms. Hill responded that she did not. Mr. Prale noted that the methods used were much different, i.e., the Denise Rose survey was done via the interview process.

Ms. Patchak-Layman asked at what point does the school take this information and do something to change what appears to be a less-than-optimal experience in terms of climate at the school. Ms. Hill stated that based on last year's conversations with the faculty and to a lesser extent the survey data, some things had already happened. A group of students involved in the all school institute day and survey formed the group Young Visionaries; its intent is to raise awareness of issues within the building. Earlier in the year, they made a flyer "I have seen homophobia at OPRFHS and it needs to stop." The school's job is to institutionally address these questions. She does not feel confident to make recommendations without further analysis of the results. Hopefully, the focus groups will provide more information; if there is a mass sentiment that certain things occur repeatedly in these pockets and in these ways, the school can say it has identified the problems. She continued that the survey questions were not specific enough, i.e., why do African American students perceive White advantage.

Faculty will engage on the question of institutional excellence.

Dr. Weninger noted that this survey was administered last year and this year changes have been instituted to improve school climate, e.g., the PSS Teams, Safety and Support Teams, and others. He felt the issue was what kind of school climate can be created for students of color.

When will recommendations be made about this survey? The administration needs to look at what things have now been implemented and to the Board of Education's discussions on race and education.

Discussion ensued as to how students would know of the school's attempt to better the climate. Ms. Hill stated that informing the entire student body would be challenging as there are not many existing opportunities to disseminate the information effectively.

Textbook Review

The Board of Education will approve all textbooks brought to it by the administration under the consent agenda of its regular Board of Education meetings.

Adjournment

The committee adjourned at 9:50 a.m.

Coaching Recruitment and Employment Process

Head Coach Category 1	Head Coach Category 2 or 3	Assistant Coaches and Volunteer Coaches	Additional Employment Information
<ul style="list-style-type: none"> Identify needs and goals of program in conjunction with Principal Draft/Revise job description Notify internal staff of opening 	<ul style="list-style-type: none"> Identify needs and goals of program in conjunction with Principal Draft/Revise job description Notify internal staff of opening 	<ul style="list-style-type: none"> Identify needs and goals of program in conjunction with Head Coach Notify internal staff of opening 	Performance Evaluations <ul style="list-style-type: none"> Head Coaches are evaluated by the A.D. in conjunction with Principal Asst. Coaches are evaluated by the Head Coach in conjunction with the A.D.
<ul style="list-style-type: none"> Post position opening externally, using WSC, IHSA and sport specific websites, etc. Work with HR and Division Heads to identify candidates with the appropriate teaching expertise Actively seek to include minority candidates in the selection pool 	<ul style="list-style-type: none"> Post position opening externally, using WSC, IHSA and sport specific websites, etc. Work with HR and Division Heads to identify candidates with the appropriate teaching expertise Actively seek to include minority candidates in the selection pool 	<ul style="list-style-type: none"> Post position opening externally, using WSC, IHSA and sport specific websites, etc. Head Coach actively recruits candidates within the sport Work with HR and Division Heads to identify candidates with the appropriate teaching expertise Actively seek to include minority candidates in the selection pool 	Appointments <ul style="list-style-type: none"> All coaching appointments are made annually by the Athletic Director in conjunction with the Principal and HR
<ul style="list-style-type: none"> Select Search Committee members <ul style="list-style-type: none"> Principal Athletic Director 2 Coaches 2 Faculty/Staff 1 Student 1-2 Parents (as necessary) 	<ul style="list-style-type: none"> Interview Team members <ul style="list-style-type: none"> Principal Athletic Director 1 Coach 1 Faculty/Staff 	<ul style="list-style-type: none"> Interview Team members <ul style="list-style-type: none"> Athletic Director Head Coach Asst. A.D. 	Miscellaneous <ul style="list-style-type: none"> 2007-08: Nine (9) of 16 new teachers are employed as coaches. There were two (2) new minority teachers hired, both are working as coaches also.
<ul style="list-style-type: none"> Review online applications, job fair candidates, paper resumes Conduct initial interviews, arrange to observe them in a coaching environment May conduct reference checks with knowledge of the candidate Conduct interviews with finalists Recommend 2-3 candidates to DLT Provide HR with recommended candidates' application materials 	<ul style="list-style-type: none"> Review online applications, job fair candidates, paper resumes Conduct initial interviews May conduct reference checks with knowledge of the candidate Conduct second round interviews with finalists (if necessary) Recommend candidate(s) to HR Provide HR with recommended candidates' application materials 	<ul style="list-style-type: none"> Review online applications, job fair candidates, paper resumes Conduct interviews May conduct reference checks with knowledge of the candidate Recommend candidate(s) to Principal Provide HR with recommended candidates' application materials 	
Category 1 includes: Football, Boys & Girls Basketball, Boys & Girls Track	Categories 2 & 3 include all other Head Coaches		

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
DATE: February 21, 2008
RE: Board Resolution #2

BACKGROUND

In November 2007 the Board of Education passed a resolution stating that it “considers the improvement of the reading skills” of low achieving students would “be a primary and one of the more intense focuses of those approaches” considered for improving student achievement. On February 9, 2008, Mark Janda referenced this goal as concerning literacy. I corrected his rereading of the resolution, which prompted a brief discussion of the distinction between reading and literacy.

SUMMARY OF FINDINGS

- Reading is making meaning from text. Reading combines two distinct sets of skills – decoding and comprehension. The background of the reader and the context of the material create meaning from the act of reading. Unique understandings of text that come from unique backgrounds are part of reading and the teaching of reading. The demands of content area reading have prompted teachers to address the ways in which students retain specific information and how students use metacognitive (how one thinks about thinking) strategies to enhance learning.
- Literacy incorporates reading, writing, speaking, and listening as part of a complex of communication arts. Literacy uses reading and all other skills to gain and share information in an increasingly information-rich world.
- Literacy is expressive and receptive; reading is receptive.
- Literacy, as an outcome for students, extends beyond the reading definition presented above. Literacy involves additional student learning processes including engagement and concentration on what is being read, creation and manipulation of ideas, exploration and discussion of one’s thoughts and perspectives and those of other people.
- Research suggests that a literacy program can provide students with affirming, not marginalizing school experiences. A literacy program that improves reading ability adds to students’ self-esteem, rewards students with higher test scores, and provides them with a voice in their learning and their school experiences.
- Other districts have acted at the Board level to establish literacy as a district focus. For example, the Board of Education of the Windsor, Connecticut Public Schools agreed in June 2003 on a goal to “Improve achievement for all students in the academics giving particular attention to literacy, and reduce the disparities in performance among all groups of students.” Windsor Public Schools is a MSAN member district.

RECOMMENDATION

The Board of Education should consider stating its resolution in terms of improving student literacy instead of student reading.

Oak Park and River Forest High School District 200

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

TO: Board of Education

FROM: Attila J. Weninger

DATE: February 18, 2008

RE: Student Achievement Proposals for Fall 2008-2009

BACKGROUND

Below, please find an outline of the proposals for student achievement that we recommend for fall 2008. The planning for these proposals will need to begin immediately to begin the school year with them in place. The planning of each item, which you have seen before, will involve groups or teams of people. Some will be OPRF administration, faculty, and staff, while others will involve representatives from stakeholder groups. In some cases work has already begun, e.g., defining institutional excellence, African American Leadership Round Table, review/evaluation of current programs/initiatives, some freshman programs. In addition, initiatives begun this year are not listed here, but we will continue to develop and strengthen them, e.g., building and strengthening the Pupil Support Services (PSS) Team model and Associate School articulation. These are noted at the end of this memo. Finally, staffing recommendations directly related to student achievement and our ability to plan, implement, and evaluate programs, will be brought to the Board in March.

The items are grouped under one of four headings used in the proposals submitted in October: Community, Parents, School, and Students. As stated in October, raising student achievement cannot be done by the school alone. It necessarily involves these sets of stakeholders. Accomplishing measurable and lasting change in narrowing the achievement disparity between groups of students, and in particular raising the achievement of African American students, begins with acknowledging and working to involve and hold accountable each of the four groups. Each has a responsibility. Each has a role. Each must be accountable for raising student achievement. They must all work together at the same time with the same purpose towards the same end: increasing student achievement in academics, athletics, and activities.

Summary of Findings

I. Community

We propose to establish an African American Leadership Round Table comprised of African American school and community members. Its purpose would be to advise and consult with the Superintendent on issues related to African American student achievement. Board policy permits the Superintendent to establish such a committee. Membership would be more than 10 but not greater than 20. Membership would be determined by the Superintendent with recommendations from the Board, solicitation by and/or recommendations to the Superintendent, and requests by members of the school and community. Topics of discussion would be determined by the Superintendent and Round Table members. Initial topics of concern and interest to us are parent involvement in students' school lives, school-parent communication, and perspectives about race and student achievement at OPRF as seen by these leaders. The Round Table would meet five times per year: once each school quarter, and a fifth meeting during the summer. The first meeting would take place during summer 2008. Meetings would take place at OPRF. Evaluation

Oak Park and River Forest High School

District 200

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

of this proposal would be through a Round Table self-evaluation instrument. The Superintendent would be responsible for this proposal.

II. Parents

As we stated in October, first and foremost, parents/guardians must set expectations and standards of their own for and with students. These expectations must mirror the school's expectations of developing a culture of achievement among adults and students. Parents must reinforce the school's, teacher's, coach's/sponsor's, and mentor's expectations by holding their student responsible and accountable for behavior, grades, and achievement. They must also be present and engaged at school for key events and for their students' activities.

We propose to establish a Communications Advisory Committee whose purpose would be to A. review, change, enhance, and expand school-to-parent and parent-to-school communications; B. specifically develop parental expectations (re: homework, developing students' habits of achievement at home, etc.); C. develop a OPRF parent outreach program; D. develop parental requirements for school attendance when their students achieve grades of less than a C or 2 or more Ds; and E. develop at least one parental support program for parents of struggling students.

This Committee would serve as an advisory group to the Communications and Community Relations Coordinator and Principal. It would meet at least once each school quarter plus once during the summer. The Committee would be appointed by the Superintendent, Principal, and Communications and Community Relations Coordinator with representation from Board approved parent/alumni groups, the current School Improvement Plan (SIP) advisory group, minority parents, special education parents, parents who are economically disadvantaged, administrators, faculty, and interested community members.

Evaluation of this proposal would be based on implementation of A. – E. above and by parent survey. The Principal, Assistant Principals, and Communications and Community Relations Coordinator would be responsible for this proposal.

III. School

A. Define Institutional Excellence

We propose that we define institutional excellence for our students in both qualitative and quantitative forms. By defining excellence we intend to provide the benchmarks, goals, and targets for what students should know and be able to do upon graduating from OPRF. That qualitative and quantitative excellence would then be applied over a 3-5 year time period, and utilizing measures that have yet to be defined, we would analyze and assess our progress. Once those benchmarks, targets, and goals have been established, we would ask the volunteer Research Team to help develop measurements.

1. Process

- The school's Professional Development Committee (PDC), a group of faculty and administrators, has begun working through an array of feedback, ideas, and information generated by faculty at previous divisional and cross divisional meetings.

Oak Park and River Forest High School

District 200

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

- The PDC will produce a first draft, which will then be taken through a review and revision process involving a larger stakeholder group, and the Board of Education.
- The stakeholder group will be comprised of the PDC, representatives of the School Improvement Plan (SIP) team, Instructional Council (IC), students, Board approved parent groups, and other interested community members.
- One of the remaining Superintendent's Schoolhouse Town Forums would be devoted to a forum on the draft.
- A final draft would be presented to the Board at its June or July meeting for approval.

2. Measures

- Evaluating the outcomes with qualitative and quantitative measures will be included as the definition moves through the various stakeholder groups with assistance from the Research Team.
- Quantitative measures may include but not be limited to grades and weighted grade point averages; results on standardized test scores including EXPLORE, PLAN and ACT tests (EPAS) and SAT; AP student enrollment, test participation, and scores of 3 or higher; attendance rates; discipline statistics; graduation rate; matriculation to college rate; co-curricular participation rates; academic ability level enrollment rates; credits earned at end of each semester/year; etc.
- Qualitative measures will include longer term tracking of students after they leave OPRF, end of year student surveys, senior student exit interviews utilizing an all class survey and focus groups, and interviews.

3. Timeline and Responsibility

- Final draft to the Board of Education for approval in June or July.
- The Director of Assessment and Research, Assistant Superintendent for Curriculum and Instruction, and Principal would be responsible for this proposal.

B. Review and Evaluate Current Programs and Initiatives

We propose to review, evaluate, and make decisions concerning the continuation, expansion/reduction, or deletion of current programs and initiatives, which specifically targeted student achievement, and in particular, African American student achievement. The goals in this review and evaluation are as follows: 1. to reduce or eliminate redundancy of strategies, programs, activities, funds, and services to students; 2. to identify clarity and alignment of remaining and/or combined strategies, programs, activities, funds, and students; and 3. to direct our efforts on a set of programs with the a common goal; and 4. to make a coordinated impact.

We have already begun this process by identifying the programs and initiatives to be reviewed. (We provided the Board with that initial list in October, and have since also included the initiatives begun using the phase-in funds. This latter group of initiatives had three primary goals/purposes: 1. address state-increased graduation requirements; 2. address increasing special education needs; and 3. address AYP issues.) Some of the initiatives and programs to be reviewed and evaluated will be done so internally, while others will be evaluated with the assistance of the Research Team. Some programs may be reviewed, evaluated, and decided upon this year; however, most will require more time, and our goal is to bring recommendations to the Board in spring, 2009.

Oak Park and River Forest High School

District 200

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

In addition, the Board asked that we include in this review, evaluation, and decision-making the following items: 1. the role and function of counselors vis-à-vis students and parents, i.e., identify the roles and responsibilities of counselors and identify if they match the current function; 2. the dean and counselor connection, i.e., communication with each other regarding students; 3. programs that specifically address reading; and 4. co-curricular involvement and participation by minority students. We will also include a review of regular level English, and a continued review of the Algebra program.

The Superintendent, Assistant Superintendent for Curriculum and Instruction, Chief Financial Officer, Director of Assessment and Research, and Principal would be responsible for this proposal.

C. Freshman Programs

Acknowledging the need to comprehensively engage students when they first arrive at OPRF, programs that are coordinated and focused on freshmen will have significant impact on the performance of individual students and of the high school over time. Our first goal is to develop an achievement system for all students, but particularly for low/underachieving minority students, with an emphasis on African American students. We have also been asked to identify programs which benefit students in other grade levels. To both ends, below please find a table which lists **current initiatives for freshmen** (to be reviewed, evaluated, and decided upon per III. B. above), **proposed initiatives for freshmen**, and **current programs targeting students in other/all grade levels** (to be reviewed, evaluated, and decided upon per III.B. above).

Our second goal is to decide in each succeeding year, which programs to maintain and expand for sophomores, juniors, and seniors, and which to eliminate.

Our third and final goal is to begin with that which we can plan for, implement, measure, evaluate, and decide upon for the incoming class of 2012.

Current Freshman Initiatives	Proposed Freshman Initiatives	Current 9-12 Initiatives	
		Initiatives	Grades
Agile Mind	Advisory Program/System	Literacy Coaching	9-10
Collaborative Teaching Model	Expectations of Achievement	Summer Math Step-up	9-10
College Prep Scholar	Freshman Mentoring	ACT-SO	9-12
Learning Support Reading	Goals and Goal Setting	Behavior Interventionist	9-12
Project Scholar	Habits of Achievement	Black Professional Day	9-12
8-9 Connections	Homework	B.O.S.S.	9-12
Summer Bridge Program	Personal Educational Contract	CRISS Training	9-12
Core PE	Personal Plan for Achievement	F.R.E.E.	9-12
	Study Center	MacScholars	9-12
	School Day Time	M.U.R.E.E.	9-12
	Student/Parent School Commitment	Reading Lab	9-12
		Response to Intervention	9-12
		Spoken Word	9-12

Oak Park and River Forest High School

District 200

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

Program effectiveness would be tracked using EPAS data, continued and expanded use of Mastery Manager by individual classroom teachers, grades, credits earned, weighted and unweighted GPA, as well as behavioral indicators of attendance, tardies, and discipline incidents.

We would convene a volunteer and select group of administrators and faculty to review current and proposed freshman initiatives, and to develop a comprehensive system of achievement model. In addition to these academic programs, we would also concentrate efforts on the necessary supports.

1. Professional Development
 - a. CRISS and PBIS training for all faculty;
 - b. develop an instructional coaching model to implement best practices;
 - c. expand and strengthen the current Induction and Mentoring Program for new faculty for years 1 through 4; work with Faculty Senate to accomplish same; and
 - d. develop and implement an internal professional development program regarding race and student achievement;
 - i. readings and discussions among certified staff led by facilitator re: identifying and mitigating personal and systemic barriers to minority student achievement;
 - ii. increasing all certified staff members' knowledge about race;
 - iii. equip all staff with knowledge and experience necessary to build meaningful and instructionally effective relationships with students of different color than themselves; and
 - iv. identify, equip, and develop strategies to mitigate race as a determining factor in teaching and in relationships with students
2. Student Achievement Data System, i.e., developing a comprehensive data system for incoming freshman and then carrying that forward as students become sophomores, juniors, and seniors (Incoming Freshmen: EXPLORE, Math and Science Placement tests, Discipline, Attendance, Grades)
3. Best Practices, i.e., investigate other schools and research through MSAN, the Research Team, those provided in October, and others, for their successes and failures re: best school and classroom practices.

The Assistant Superintendent for Curriculum and Instruction, Principal, Director of Assessment and Research, and Division Heads would be responsible for this proposal.

IV. Students

By fall, a team of administrators, faculty, staff, and parents would develop statements of school commitment; academic, co-curricular, and behavioral expectations; and identify those habits of achievement which OPRF students should acquire, develop, and sustain throughout

Oak Park and River Forest High School
District 200

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

high school. These would be in concert with the qualitative and quantitative excellence benchmarks to be developed.

These statements would be prepared by end of school year, provided to each student and parent, as well as posted on our website, in classrooms, and in course syllabi. In addition, they would be distributed, reviewed, and re-visited in the freshman advisory system.

The Principal, Assistant Principals, and Division heads would be responsible for this proposal.

Finally, there are four programs which we began this year, and which we intend to strengthen and expand next year: 1. Associate School Articulation; 2. Freshman Transition Program; 3. Pupil Support Services (PSS) Team Model; and 4. Transfer Student Program. These relate directly to student achievement, and will require additional planning and in two cases additional staffing.

RECOMMENDATION

We recommend that the Board approve the plan for student achievement as provided and direct the administration to begin planning for implementation in fall, 2008.

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: February 21, 2008
RE: Update on Collaborative Teaching Model and 8 to 9 Connection

BACKGROUND

The two programs listed above focus on ninth grade students who come to the high school with academic and behavioral challenges to their learning. 8 to 9 Connection is a six-week summer program designed to aid in the transition of incoming 9th grade students who have been deemed at-risk by Districts 97 and 90. The goal is to improve the student behaviors in academic and social-emotional areas and to reinforce appropriate school conduct. Students are recommended to attend based on academic performance during middle school, test scores, teacher observations, and other indicators. Some of the students are *required* to attend the program in order to receive their middle school diploma, while others are *recommended* due to issues that were occurring at the middle school level. While the program is not designed to meet the specific needs of Special Education students, they may be considered for the program on a case-by-case basis. Thirty-six students from last summer's program are currently enrolled at the high school.

The Collaborative Teaching Model (CTM) that began this year is a teacher-driven initiative in which teachers formed a multidisciplinary team to serve a core of students who took classes at the basic or transition level. The goals of the program are to increase academic achievement and reduce the reading achievement gap between basic and regular level students and to reduce the number of discipline referrals that students in the program receive. These teachers, from four core academic divisions, share the same students over the course of a single day. The teachers received PBIS (Positive Behavior Interventions and Supports) training, curriculum development support, and scheduling that allowed them to meet during their non-instructional preparation period each week.

SUMMARY OF FINDINGS

- Basic level students who participated in the CTM program collected fewer discipline referrals when compared with students who took basic level classes but were not in the CTM classes. Participation in CTM classes appeared to result in fewer discipline referrals.
- Basic level students who participated in the CTM program had stronger academic outcomes as shown by grades when compared with students who took basic classes but were not in the CTM classes. Participation in CTM classes appeared to result in better grades.
- Students who participated in the 8 to 9 Connection summer program and the CTM had better grades than students who were in the 8 to 9 Connection and were not in the CTM.
- Students who attended the 8 to 9 Connection program and were enrolled in one or no basic level classes do not have better behavior or academic outcomes.

RECOMMENDATION

- Consider extension of the CTM approach to include more students. Provide the students in the model with additional support services and academic support.
- Survey students from the 8 to 9 Connection program who were not in the CTM and review their course patterns to determine how to better provide support for those students.

*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 Niall Collins, Linda Cada, Therese Brennock, Nikki Paplaczkyk and Carl Spight

DATE: February 21, 2008

RE: Behavior Interventionist Position Update

BACKGROUND

Last year faculty, staff and administration proposed the creation of a Behavior Interventionist position as part of the Emotional Development (ED) program as part of the Special Education program; the BI position added 1.0 FTE to the staffing of the program. The faculty member hired for the position was trained in PBIS (Positive Behavior Interventions and Supports) and the accompanying student information system for tracking student attendance and behavior information. The Behavior Interventionist's full schedule is composed of tasks related to improving student behavior and teachers' interaction with students in the ED program. These tasks include contacting the parent/guardian of each ED student (120 students) at least twice during each quarter, problem-solve student/student and student/teacher situations, maintain student in-class attendance, and utilize time-out interventions more effectively.

SUMMARY OF FINDINGS

- Contacting the parents/guardian was appreciated and has started a good foundation for future discussions, particularly with the families of freshmen and sophomore students. Every family was contacted; several families were contacted more than the two times required by the program.
- Tardies remain an issue and through collaborative efforts from faculty and staff, the ED staff believe they are making progress. Incentive programs have been established to encourage student on-time behavior.
- Unexcused absences are being addressed by targeting 25 students with letters home and a copy of each student's attendance sheet. The attendance office has been invaluable in these endeavors.
- Daily contact with the Discipline Deans and the AP for Student Health and Safety has led to quick problem-solving and reduced the severity of some situations.
- Quarterly academic rewards have been established for students who earn Honor Roll (3.00 GPA) status, and recognition has been provided for those who pass all classes.
- Results for the first semester of the school year show the following trends:
 - The number of discipline referrals generated by behavior of ED students is consistent from that of a year ago. However, the distribution of the referrals varies from a year ago and implies a reduction in some areas of focus and an increase in other areas. For example, compared with a year ago, gross misconduct referrals are reduced and dean intervention referrals are increased.
 - At the end of semester 1 last year, January 2007, 12 students from the ED program were placed off campus as a result of behavior infractions of the Code of

Conduct. At the end of semester 1 this school year, January 2008, three students from the ED program have been placed off campus as a result of behavior infractions of the Code of Conduct.

- Also all 12 students placed off campus as of January 2007 have been brought back to the high school. Several of those students continue to exhibit appropriate behavior.
- The reduction in off campus placements related to the ED program, overall, from 2007 to 2008 is 8.6% (69 to 63).
- The reduction in off campus placements related to the ED program, overall, from 2006 to 2008 is 24% (83 to 63).

RECOMMENDATION

- Continue to support and monitor the Behavior Interventionist position, aiding in the development of classroom strategies to reinforce positive student behaviors and elicit stronger parental involvement.
- Continue to track discipline and off-campus placement information.

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: February 21, 2008
RE: Learning Support Reading Update

BACKGROUND

Learning Support Reading (LSR) students are identified based on reading scores and teacher recommendation as being capable of college preparatory work; however, they have not exhibited the academic history, internalized strategies, or confidence to ensure their success at the college preparatory level. LSR was initiated as a support mechanism to help 9th grade students develop confidence and academic strategies for success.

LSR is one daily instructional study period during which a teacher and his/her students focus on the skills and strategies necessary for success in high school. During the supervised personalized study and interaction time, the teacher focuses on aspects of academic life including organization and study skills, reading comprehension and writing skills, affective school behaviors (problem solving, talking with authority figures, solving peer problems, promptness), and becoming a community of learners (encouraging students to participate in extracurricular school-sponsored activities).

The data review for this update compared 22 students enrolled in LSR who took regular level courses only with 139 ninth graders who also took regular level courses only. The basis of this comparison is that the goal for LSR is to support and accelerate the achievement of struggling regular level students to the level of most regular level students.

SUMMARY OF FINDINGS

- The first semester data for LSR show that students enrolled in LSR and other regular level courses only earned lower grades than the larger group of 9th graders who are also enrolled in regular level courses only. No acceleration of learning, as shown by grades, is evident for the group of LSR students.
- Discipline outcomes for the larger group of 9th graders who are also enrolled in regular level courses only are better than those for students enrolled in LSR.
- Comparing result to students in LSR a year ago, students in this program have not shown significantly different outcomes.

RECOMMENDATION

- A revision of the LSR program is required, making LSR more closely aligned with the English 1-2 program. Students placed in LSR should have the same teacher for their English 1-2 class. Currently this is not part of the scheduling for the LSR students.
- The curriculum for LSR should have a stronger reading improvement strand and a sequence of activities to improve students' literacy skills across content areas.

Supporting Data for Behavior Interventionist Report Memo

Discipline incidents for ED students for fall semester 2007-2008:

OFFENSE 1SEM 0708

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TRUANCY	78	21.1	21.1	21.1
	FAILURE TO SERV	65	17.6	17.6	38.8
	DEFIANCE	36	9.8	9.8	48.5
	DISRUPTIVE	29	7.9	7.9	56.4
	BEHAVIOR CONTRA	23	6.2	6.2	62.6
	INTERVENTION/PR	19	5.1	5.1	67.8
	FAIL TO SERVE D	18	4.9	4.9	72.6
	VERBAL ABUSE	15	4.1	4.1	76.7
	UNAUTHORIZED AR	12	3.3	3.3	79.9
	THREATS/INTI TO	10	2.7	2.7	82.7
	GROSS MISCONDUCT	10	2.7	2.7	85.4
	ENDANGERING SAF	8	2.2	2.2	87.5
	SMOKING/TOBACCO	8	2.2	2.2	89.7
	AGGRESSIVE PHYS	5	1.4	1.4	91.1
	SEXUAL HARRASSM	4	1.1	1.1	92.1
	MOB ACTION	3	.8	.8	93.0
	BULLYING	3	.8	.8	93.8
	VIOLATION OF CE	3	.8	.8	94.6
	GANG ACTIVITY	2	.5	.5	95.1
	POSS. STOLEN PR	2	.5	.5	95.7
	UNDER INFLUENC	2	.5	.5	96.2
	FORGERY	2	.5	.5	96.7
	FIGHTING	2	.5	.5	97.3
	VIOLATION OF AC	2	.5	.5	97.8
	POSSESSION OF W	2	.5	.5	98.4
	TECHNOLOGY POLI	1	.3	.3	98.6
	INAPPROPRIATE	1	.3	.3	98.9
	VIOLATION OF OP	1	.3	.3	99.2
	LEAVING SCHOOL	1	.3	.3	99.5
	UNDER THE INFLU	1	.3	.3	99.7
	POSS. OF CONTRO	1	.3	.3	100.0
	Total	369	100.0	100.0	

Supporting Data for Behavior Interventionist Report Memo, continued

The previous table and the following table refer to 83 unique ED students

OFFENSE * Numer of Cases Per Student Crosstabulation

Count		Numer of Cases Per Student						Total
		1	2	3	4	7	9	
OFFENSE	AGGRESSIVE PHYS	5						5
	BEHAVIOR CONTRA	19	2					21
	BULLYING	3						3
	DEFIANCE	12	7	2	1			22
	DISRUPTIVE	15	4	2				21
	ENDANGERING SAF	8						8
	FAIL TO SERVE D	13	1	1				15
	FAILURE TO SERV	16	8	8			1	33
	FIGHTING	2						2
	FORGERY		1					1
	GANG ACTIVITY	2						2
	GROSS MISCONDUCT	10						10
	INAPPROPRIATE	1						1
	INTERVENTION/PR	13	1		1			15
	LEAVING SCHOOL	1						1
	MOB ACTION	3						3
	POSS. OF CONTROL	1						1
	POSS. STOLEN PR	2						2
	POSSESSION OF W	2						2
	SEXUAL HARASSMENT	2	1					3
	SMOKING/TOBACCO	8						8
	TECHNOLOGY POLI	1						1
	THREATS/INTI TO	8	1					9
	TRUANCY	30	16	3		1		50
	UNAUTHORIZED AR	7	1	1				9
	UNDER INFLUENC	2						2
	UNDER THE INFLU	1						1
	VERBAL ABUSE	13	1					14
	VIOLATION OF AC	2						2
	VIOLATION OF CE	3						3
	VIOLATION OF OP	1						1
Total		206	44	17	2	1	1	271

Supporting Data for Behavior Interventionist Report Memo, continued
 Discipline incidents for ED students for fall semester 2006-2007:

OFFENSE 1SEM 0607

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid FAILURE TO SERVE DET/ASD	61	16.3	16.3	16.3
DEFIANCE	59	15.8	15.8	32.1
TRUANCY	55	14.7	14.7	46.8
DISRUPTIVE	36	9.6	9.6	56.4
FAIL TO SERVE DEAN of DIS. DET	34	9.1	9.1	65.5
GROSS MISCONDUCT	27	7.2	7.2	72.7
BEHAVIOR CONTRACT	22	5.9	5.9	78.6
VERBAL ABUSE	19	5.1	5.1	83.7
SMOKING/TOBACCO USE OR POSSESS	9	2.4	2.4	86.1
LEAVING SCHOOL WITHOUT PERMISSION	7	1.9	1.9	88.0
UNAUTHORIZED AREA OF BUILDING	6	1.6	1.6	89.6
POSSESSION OF PAGER/CELL PHONE	4	1.1	1.1	90.6
ENDANGERING SAFETY OF SELF AND OTHERS	4	1.1	1.1	91.7
POSS. STOLEN PROPERTY/THEFT	3	.8	.8	92.5
SEXUAL HARRASSMENT/MISCONDUCT	3	.8	.8	93.3
AGGRESSIVE PHYSICAL BEHAVIOR	3	.8	.8	94.1
FILING FALSE REPORT/ DECEPTIVE	3	.8	.8	94.9
INTERVENTION/PREVENTION	3	.8	.8	95.7
FIGHTING	2	.5	.5	96.3
TECHNOLOGY POLICY MISCONDUCT	2	.5	.5	96.8
FAILURE TO IDENTIFY SELF	2	.5	.5	97.3
GANG ACTIVITY	2	.5	.5	97.9
THREATS/INTI TO STU/FAC/STAFF	2	.5	.5	98.4
FORGERY	1	.3	.3	98.7
UNDER THE INFLUENCE OF ILLE SU	1	.3	.3	98.9
UNDER INFLUENCE OF CTR. SUBST	1	.3	.3	99.2
VIOLATION OF ACADEMIC HONESTY POLICY	1	.3	.3	99.5
INTERVENTION/PREVENTION CONFERENCE	1	.3	.3	99.7
INAPPROPRIATE ATTIRE	1	.3	.3	100.0
Total	374	100.0	100.0	

Data Tables Appendix for Instruction Committee of the Board of Education, 02/08

Supporting Data for Behavior Interventionist Report Memo, continued

The previous table and the following table refer to 68 unique ED students

OFFENSE * Number of Cases Per Student Crosstabulation

Count		Number of Cases Per Student							Total
		1	2	3	4	5	6	7	
OFFENSE	AGGRESSIVE PHYSICAL BEHAVIOR	3							3
	BEHAVIOR CONTRACT	14	4						18
	DEFIANCE	20	7	3	4				34
	DISRUPTIVE	11	4	2		1	1		19
	ENDANGERING SAFETY OF SELF AND OTHERS	2	1						3
	FAIL TO SERVE DEAN of DIS. DET	12	7	1		1			21
	FAILURE TO IDENTIFY SELF	2							2
	FAILURE TO SERVE DET/ASD	17	2	5	3		1	1	29
	FIGHTING	2							2
	FILING FALSE REPORT/ DECEPTIVE	3							3
	FORGERY	1							1
	GANG ACTIVITY	2							2
	GROSS MISCONDUCT	15	3	2					20
	INAPPROPRIATE ATTIRE	1							1
	INTERVENTION/PREVENTION	3							3
	INTERVENTION/PREVENTION CONFERENCE	1							1
	LEAVING SCHOOL WITHOUT PERMISSION	7							7
	POSS. STOLEN PROPERTY/THEFT	3							3
	POSSESSION OF PAGER/CELL PHONE	2	1						3
	SEXUAL HARRASSMENT/MISCONDUCT	3							3
	SMOKING/TOBACCO USE OR POSSESS	7	1						8
	TECHNOLOGY POLICY MISCONDUCT	2							2
	THREATS/INTI TO STU/FAC/STAFF	2							2
	TRUANCY	10	10	2	3			1	26
	UNAUTHORIZED AREA OF BUILDING	4	1						5
	UNDER INFLUENCE OF CTR. SUBST	1							1
	UNDER THE INFLUENCE OF ILLE SU	1							1
	VERBAL ABUSE	11	2		1				14
	VIOLATION OF ACADEMIC HONESTY POLICY	1							1
Total		163	43	15	11	2	2	2	238

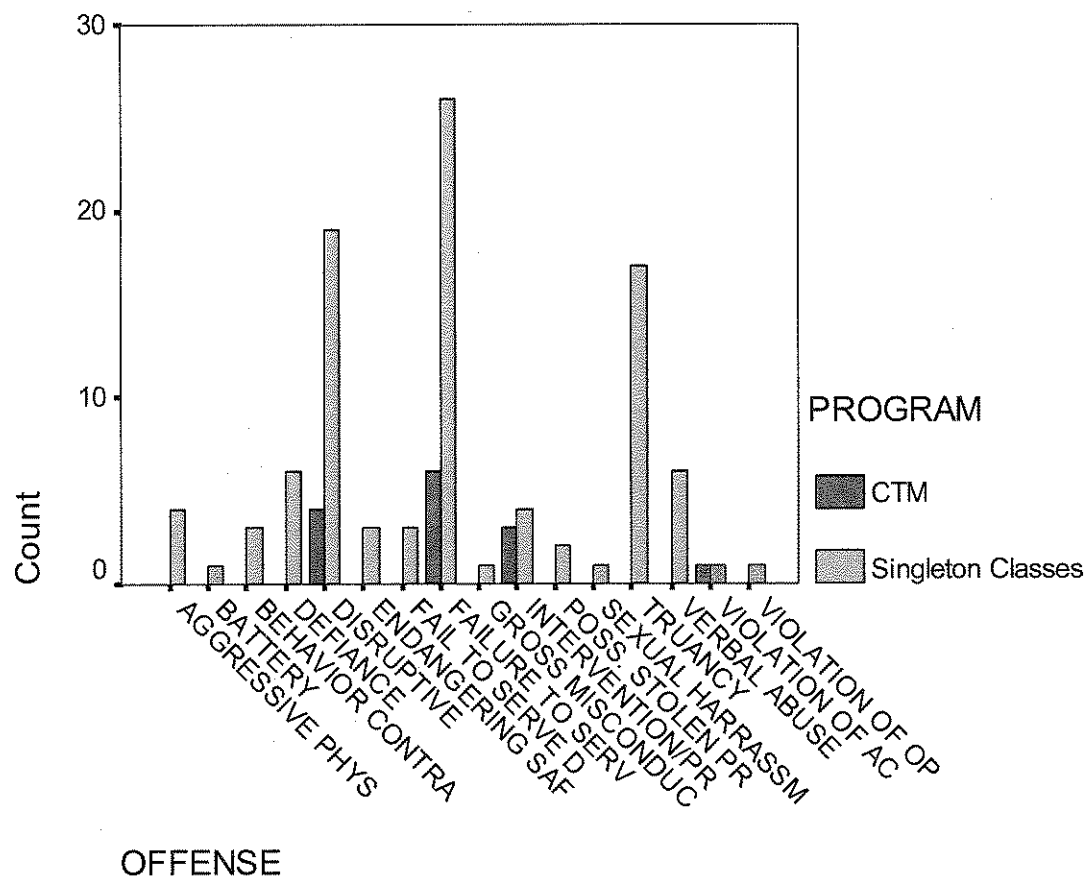
Supporting Data for Analysis of Collaborative Teaching Model Program

Discipline offenses/interventions for basic level students by participation in CTM:

OFFENSE/INTERVENTION	PROGRAM CASES	
	CTM	Singleton Classes
AGGRESSIVE PHYS	0	4
BATTERY	0	1
BEHAVIOR CONTRA	0	3
DEFIANCE	0	6
DISRUPTIVE	4	19
ENDANGERING SAF	0	3
FAIL TO SERVE D	0	3
FAILURE TO SERV	6	26
GROSS MISCONDUCT	0	1
INTERVENTION/PR	3	4
POSS. STOLEN PR	0	2
SEXUAL HARRASSM	0	1
TRUANCY	0	17
VERBAL ABUSE	0	6
VIOLATION OF AC	1	1
VIOLATION OF OP	0	1

OFFENSE/INTERVENTION	PER STUDENT RATE	
	CTM	Singleton Classes
AGGRESSIVE PHYS	0.00	0.15
BATTERY	0.00	0.04
BEHAVIOR CONTRA	0.00	0.12
DEFIANCE	0.00	0.23
DISRUPTIVE	0.27	0.73
ENDANGERING SAF	0.00	0.12
FAIL TO SERVE D	0.00	0.12
FAILURE TO SERV	0.40	1.00
GROSS MISCONDUCT	0.00	0.04
INTERVENTION/PR	0.20	0.15
POSS. STOLEN PR	0.00	0.08
SEXUAL HARRASSM	0.00	0.04
TRUANCY	0.00	0.65
VERBAL ABUSE	0.00	0.23
VIOLATION OF AC	0.07	0.04
VIOLATION OF OP	0.00	0.04

Supporting Data for Analysis of Collaborative Teaching Model Program, continued



Supporting Data for Analysis of 8 to 9 Connection Program

Course grades and course taking patterns:

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std.
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Number of A's	36	0	1	.06	.039	.232
Number of B's	36	0	2	.31	.096	.577
Number of C's	36	0	3	.86	.139	.833
Number of D's	36	0	3	1.11	.168	1.008
Number of F's	36	0	4	1.50	.209	1.254
Number of Honors/AP Courses	36	0	3	.22	.106	.637
Number of College Prep Courses	36	0	5	2.19	.278	1.670
Number of Transition Courses	36	0	4	1.42	.256	1.538
Number of Core Courses	36	1	5	3.83	.129	.775
Valid N (listwise)	36					

Behavioral outcomes:

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std.
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
UA	36	0	5	1.08	.205	1.228
Tardies	36	1	105	28.64	3.637	21.822
Number ASDs	37	0	14	1.35	.459	2.791
Number DETs	37	0	4	1.05	.190	1.153
Number ISSs	37	0	4	.59	.210	1.279
Number OSSs	37	0	2	.19	.085	.518
Valid N (listwise)	36					

Data Tables Appendix for Instruction Committee of the Board of Education, 02/08

Supporting Data for Analysis of 8 to 9 Connection and Collaborative teaching Model Programs:

Academic outcomes and course taking patterns for students in basic level classes and considering whether or not the student participated in the 8 to 9 Connection program:

Report											
Participate in 8to9 Y/N	prog		Number of A's	Number of B's	Number of C's	Number of D's	Number of F's	Number of Honors/AP Courses	Number of College Prep Courses	Number of Transition Courses	Number of Core Courses
N	CTM	Mean	.36	1.55	1.73	.84	.09	.00	.65	3.82	4.36
		N	11	11	11	11	11	11	11	11	11
		Std. Deviation	.924	1.293	.905	.809	.302	.000	1.036	.874	.674
		Std. Error of Mean	.279	.390	.273	.244	.091	.000	.312	.263	.203
	Singleton Classes	Mean	.22	.78	2.00	.94	.39	.00	.33	4.00	4.33
		N	18	18	18	18	18	18	18	18	18
		Std. Deviation	.548	1.003	1.372	.802	.850	.000	.486	.686	.485
		Std. Error of Mean	.129	.236	.323	.189	.200	.000	.114	.162	.114
	Total	Mean	.28	1.07	1.60	.83	.28	.00	.41	3.93	4.34
		N	26	29	29	29	29	29	29	29	29
		Std. Deviation	.702	1.163	1.205	.805	.702	.000	.733	.753	.553
		Std. Error of Mean	.130	.218	.224	.146	.130	.000	.136	.140	.103
Y	CTM	Mean	.00	1.00	.75	1.25	.25	.00	.00	3.25	3.25
		N	4	4	4	4	4	4	4	4	4
		Std. Deviation	.000	.816	.957	1.258	.500	.000	.000	1.500	1.500
		Std. Error of Mean	.000	.408	.479	.629	.250	.000	.000	.750	.750
	Singleton Classes	Mean	.14	.00	.86	1.43	.143	.00	.57	3.29	3.86
		N	7	7	7	7	7	7	7	7	7
		Std. Deviation	.378	.000	.600	1.134	1.272	.000	.536	.756	.690
		Std. Error of Mean	.143	.000	.340	.429	.481	.000	.202	.286	.261
	Total	Mean	.09	.36	.82	1.36	1.00	.00	.36	3.27	3.64
		N	11	11	11	11	11	11	11	11	11
		Std. Deviation	.302	.674	.874	1.120	1.183	.000	.505	1.009	1.027
		Std. Error of Mean	.081	.203	.263	.336	.357	.000	.152	.304	.310
Total	CTM	Mean	.27	1.40	1.47	.80	.13	.00	.40	3.87	4.07
		N	15	15	15	15	15	15	15	15	15
		Std. Deviation	.799	1.183	.990	.941	.352	.000	.910	1.047	1.033
		Std. Error of Mean	.206	.306	.256	.243	.091	.000	.236	.270	.267
	Singleton Classes	Mean	.20	.56	1.86	1.08	.68	.00	.40	3.60	4.20
		N	25	25	25	25	25	25	25	25	25
		Std. Deviation	.600	.917	1.345	.909	1.069	.000	.500	.764	.577
		Std. Error of Mean	.100	.183	.266	.182	.214	.000	.100	.153	.115
	Total	Mean	.23	.88	1.60	.98	.48	.00	.40	3.75	4.15
		N	40	40	40	40	40	40	40	40	40
		Std. Deviation	.620	1.090	1.215	.920	.905	.000	.672	.870	.770
		Std. Error of Mean	.098	.172	.192	.145	.143	.000	.106	.138	.122

Supporting Data for Analysis Learning Support Reading Program

Course grades and course taking patterns:

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std.
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Number of A's	58	0	3	.19	.07	.545
Number of B's	58	0	4	.98	.14	1.100
Number of C's	58	0	5	1.43	.15	1.141
Number of D's	58	0	3	.72	.12	.951
Number of F's	58	0	4	.67	.14	1.033
Number of Honors/AP Courses	58	0	3	.24	.09	.657
Number of College Prep Courses	58	0	5	2.79	.19	1.436
Number of Transition Courses	58	0	5	.97	.16	1.242
Number of Core Courses	58	3	5	4.00	.08	.621
Valid N (listwise)	58					

Behavioral outcomes:

Descriptive Statistics for LSR

	N	Minimum	Maximum	Mean		Std.
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
UA	58	0	6	.69	.18	1.404
TARDIES	58	0	105	16.72	2.76	20.992
Number ASDs	58	0	9	.67	.23	1.731
Number DETs	58	0	7	.67	.17	1.330
Number ISSs	58	0	4	.21	.10	.767
Number OSSs	58	0	2	.07	.04	.317
Valid N (listwise)	58					

Behavioral outcomes of students who took regular level courses only but NOT LSR:

Descriptive Statistics for Exclusive College Prep Students not in LSR

	N	Minimum	Maximum	Mean		Std.
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
UA	139	0	5	.32	.07	.790
TARDIES	139	0	101	11.63	1.28	15.070
Number ASDs	139	0	5	.23	.07	.774
Number DETs	139	0	6	.50	.09	1.052
Number ISSs	139	0	4	.14	.04	.499
Number OSSs	139	0	2	.06	.03	.313
Valid N (listwise)	139					

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
DATE: February 21, 2008
RE: Draft of SIP Plan

BACKGROUND

Over the past several weeks the School Improvement Plan (SIP) committee has met to review the SIP. Suggestions and changes have been made based on input from members of the SIP committee, West 40 consultants, and a peer review team. The SIP draft attached to this memo covers the 07-08 school year and uses the 2007 e-plan template. Originally this plan would have been submitted using the 2006 template for the school years 06-07 and 07-08. However, late posting of the 2006 PSAE data caused a disruption in the normal schedule used by the state.

Looking ahead, when the SIP submission deadline is announced based on 2008 PSAE data, OPRFHS will be required to submit a two-year SIP plan, using the 2008 e-plan template. The plan will cover the 08-09 and 09-10 school years. Even if OPRFHS makes AYP based on the 2008 calculation, a SIP will be due because the school will still be in status, having made AYP for only a single year. If OPRF does not make AYP based on 2008 PSAE data, the district will be required to submit a restructuring plan. The restructuring plan will be submitted using the e-plan restructuring template. Once the restructuring plan is approved, the district will not be required to update the plan annually, although the plan may be changed as conditions dictate.

This information has been confirmed with Doug Dirks, West 40 consultant, and Carol Diedrichsen, ISBE Education Consultant.

SUMMARY OF FINDINGS

The SIP draft covers a limited, specific number of areas determined by the Illinois State Board of Education and presented in the template. The draft is guided largely by the template and the data from the high school's report card and is presented for review by the Board of Education.

RECOMMENDATION

- No specific action is required of the Board of Education at this time.
- In March, the SIP will be brought to a special board meeting for action. However, comments and feedback on this draft from the Board of Education are always welcome.

OAK PARK & RIVER FOREST HIGH SCH

Single School District Improvement Plan 2007

Board Approval Date:	Plan Not Approved.
Plan Submission Date & Ref No:	-
ISBE Monitoring Started:	1/16/2008

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 140162000130001

District Name: OAK PARK - RIVER FOREST SD 200

Superintendent: DR. ATTILA J. WENINGER

District Address: 201 N SCOVILLE AVE

City/State/Zip : OAK PARK, IL 60302 2296

District Phone : (708) 383-0700 X: 3211

District Email : aweninger@oprfs.org

School Name : OAK PARK & RIVER FOREST HIGH SCH

Principal :DON VOGEL

School Address : 201 N SCOVILLE AVE

City/State/Zip : OAK PARK, IL 60302 2296

School Phone : (708) 383-0700 X: 3205

School Email : dvogel@oprfs.org

Is this for a Title I School? Yes

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2007

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?		Yes
Is this School making AYP in Reading?	No	2007-08 Federal Improvement Status	Corrective Action	
Is this School making AYP in Mathematics?	No	2007-08 State Improvement Status	Academic Watch Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	98.6	Yes	98.6	Yes	68.8		Yes	70.0		Yes			91.7	Yes
White	98.7	Yes	98.7	Yes	81.9		Yes	84.4		Yes				
Black	98.0	Yes	98.0	Yes	33.1	53.6	No	32.0	42.2	No			84.1	
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	95.7	Yes	95.7	Yes	39.5	42.0	Yes	37.7	46.0	No			85.3	
Economically Disadvantaged	97.6	Yes	97.6	Yes	36.4	45.7	No	24.2	40.0	No			79.2	

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2007

This district is not accountable for Annual Measurable Achievement Objectives (AMAO) for 2007.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Item 3 - School Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	93.9	94.6	96.5	91.7	93.3	91.0
Truancy rate (%)	0.9	2.8	0.7	2.6	1.4	1.9
Mobility rate (%)	10.1	9.4	6.6	4.6	4.9	6.6
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	94.4	97.9	97.5	100.0	92.9	91.7
HS dropout rate, if applicable (%)	1.3	1.2	0.9	0.9	1.3	0.7
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	2,921	2,962	3,023	3,087	3,076	3,139
Economically disadvantaged (%)	5.6	5.8	9.7	12.0	12.5	11.9
Limited English proficient (LEP) (%)	0.4	0.4	0.2	0.1	0.3	0.2
Students with disabilities (%)						
White, non-Hispanic (%)	64.6	65.6	66.0	61.9	62.2	61.6
Black, non-Hispanic (%)	27.5	26.9	26.0	25.3	24.9	24.9
Hispanic (%)	5.2	4.3	4.7	4.1	4.0	4.7
Native American or Alaskan Native (%)	0.1	0.5	0.4	0.5	0.4	0.4
Asian/Pacific Islander (%)	2.5	2.6	2.9	2.8	3.0	3.1

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2001	62.4	30.3	4.0	3.1	0.1	-
	2002	64.6	27.5	5.2	2.5	0.1	-
	2003	65.6	26.9	4.3	2.6	0.5	-
	2004	66.0	26.0	4.7	2.9	0.4	-
	2005	61.9	25.3	4.1	2.8	0.5	5.3
	2006	62.2	24.9	4.0	3.0	0.4	5.5
	2007	61.6	24.9	4.7	3.1	0.4	5.2
D I S T R I C T	2001	62.4	30.3	4.0	3.1	0.1	-
	2002	64.6	27.5	5.2	2.5	0.1	-
	2003	65.6	26.9	4.3	2.6	0.5	-
	2004	66.0	26.0	4.7	2.9	0.4	-
	2005	61.9	25.3	4.1	2.8	0.5	5.3
	2006	62.2	24.9	4.0	3.0	0.4	5.5
	2007	61.6	24.9	4.7	3.1	0.4	5.2
S T A T E	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment

	Year	LEP (%)	Low Income(%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate(%)	HS Graduation Rate (%)
S C H O O L	2001	0.7	5.8	65.0	92.8	16.7	23.0	0.8	2.0	93.0
	2002	0.4	5.6	100.0	93.9	10.1	28.0	0.9	1.3	94.4
	2003	0.4	5.8	100.0	94.6	9.4	82.0	2.8	1.2	97.9
	2004	0.2	9.7	100.0	96.5	6.6	21.0	0.7	0.9	97.5
	2005	0.1	12.0	100.0	91.7	4.6	89.0	2.6	0.9	100.0
	2006	0.3	12.5	100.0	93.3	4.9	42.0	1.4	1.3	92.9
	2007	0.2	11.9	100.0	91.0	6.6	55.0	1.9	0.7	91.7
D I S T R I C T	2001	0.7	5.8	65.0	92.8	16.7	23.0	0.8	2.0	93.0
	2002	0.4	5.6	100.0	93.9	10.1	28.0	0.9	1.3	94.4
	2003	0.4	5.8	100.0	94.6	9.4	82.0	2.8	1.2	97.9
	2004	0.2	9.7	100.0	96.5	6.6	21.0	0.7	0.9	97.5
	2005	0.1	12.0	100.0	91.7	4.6	89.0	2.6	0.9	100.0
	2006	0.3	12.5	100.0	93.3	4.9	42.0	1.4	1.3	92.9
	2007	0.2	11.9	100.0	91.0	6.6	55.0	1.9	0.7	91.7
S T A T E	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,091.0	2.5	3.5	85.9

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2001	2,830	-	-	-	-	-	-
	2002	2,921	-	-	-	-	-	723
	2003	2,962	-	-	-	-	-	731
	2004	3,023	-	-	-	-	-	749
	2005	3,087	-	-	-	-	-	748
	2006	3,076	-	-	-	-	-	794
	2007	3,139	-	-	-	-	-	753
D I S T R I C T	2001	2,830	-	-	-	-	-	673
	2002	2,921	-	-	-	-	-	723
	2003	2,962	-	-	-	-	-	731
	2004	3,023	-	-	-	-	-	749
	2005	3,087	-	-	-	-	-	748
	2006	3,076	-	-	-	-	-	794
	2007	3,139	-	-	-	-	-	753
S T A T E	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	-	-	-	-	-	-

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2001	167.0	15.2	67,604	21.1	78.9	-	19.8	-	-
	2002	167.0	15.1	70,848	25.6	74.4	-	20.6	0.6	-
	2003	184.0	14.7	72,319	21.6	78.4	-	18.9	1.6	0.5
	2004	190.0	13.5	72,245	25.9	74.1	-	18.7	-	-
	2005	191.0	13.5	77,053	27.9	72.1	-	18.9	2.1	-
	2006	194.0	12.9	76,625	25.9	74.1	-	18.7	1.2	-
	2007	197.0	12.0	77,106	19.1	80.9	-	19.0	1.1	-
S T A T E	2001	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	2002	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4
	2007	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

Note: Hyphens in the table indicate that data are not relevant for your plan.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

PSAE - % Meets + Exceeds for Reading - Grades 11					
Groups	2002-03	2003-04	2004-05	2005-06	2006-07
All	71.9	71.4	76.6	75.1	66.5
White	84.1	86.0	85.9	86.0	81.3
Black	40.1	44.8	52.5	46.1	30.9
Hispanic	68.0	65.9	61.8	75.8	57.2
Asian/Pacific Islander	71.4	58.3	85.7	61.9	75.0
Native American	-	-	-	-	-
Multiracial/Ethnic	76.9	76.9	76.9	76.9	71.8
LEP	-	-	-	-	-
Students with Disabilities	33.0	38.2	40.7	31.0	35.8
Economically Disadvantaged	36.0	30.4	47.4	37.3	29.4

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Item 8b - Assessment Data (Mathematics)

PSAE - % Meets + Exceeds for Mathematics - Grades 11					
Groups	2002-03	2003-04	2004-05	2005-06	2006-07
All	69.7	69.0	65.8	71.8	67.7
White	83.9	85.3	80.4	85.3	84.1
Black	32.4	38.5	27.8	33.2	29.9
Hispanic	56.0	59.1	58.8	72.7	60.7
Asian/Pacific Islander	71.4	66.7	81.0	80.9	82.2
Native American	-	-	-	-	-
Multiracial/Ethnic	74.3	74.3	74.3	74.3	58.9
LEP	-	-	-	-	-
Students with Disabilities	22.8	34.2	29.7	35.3	35.0
Economically Disadvantaged	40.0	17.9	24.6	30.6	21.4

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

PSAE data indicate that over the past five years, the proportion of our students who have met or exceeded state standards in all subject areas has been well above the corresponding proportion of students statewide. On average, the high school program succeeds for most students in the district.

Upon disaggregating the data, however, performance gaps are evident among our subgroups in both PSAE reading and math. Specifically, OPRFHS students who are African American, who have disabilities, or who are economically disadvantaged meet and exceed state standards at lower rates in both reading and math than do our white, non-disabled, and non-economically disadvantaged students.

In general, students' performance on state assessments is better in the area of reading than it is in the area of math. However, in 2007, the difference between the scores in reading and math narrowed. Another area in which the school has shown strength is in the reading scores for students with disabilities. Program improvements in that area have succeeded in accomplishing student performance gains and meeting adequate yearly progress in that area.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

A wide array of possible causes exist for the performance gaps evident among our students.

- Students in each of our underperforming subgroups enroll in our most rigorous courses at lower rates than do students in groups that are making AYP. These students' academic preparation in high school may not include sufficient teaching and learning in the content tested by the PSAE.

- We have made uneven efforts to explicitly align our curricula with state standards.

- Placement and standardized test data indicate that students who enroll as freshmen at our high school arrive with vastly different skill sets in core academic areas such as math and reading. Discrepancies in entry-level academic preparedness (existing skills, habits, and knowledge) influence the academic placement of students and therefore their exposure to rigorous curricula.

- As the previous bullet point suggests, an existing system of academic tracks at the high school creates a difference in the rigor of a student's academic program that varies widely from the basic/transition level to the regular/college preparatory level to the honors/AP level. A student's access to the higher academic levels also varies among content areas, with some core academic divisions applying more rigid criteria than others. The tracking system produces a gate-keeping effect that, along with student academic preparedness, limits many students' access to rigorous courses and content.

- Prior educational opportunities vary widely among students who enroll at OPRFHS.

- The majority of students new to our high school arrive as freshmen and have attended one of three public middle schools in the two communities served by the high school.

- Smaller numbers of incoming freshmen attend local private schools for their elementary years.

- Roughly 10% of our students in any given school year matriculate from districts outside our two communities.

- Logistical difficulties in aligning high school curricula with K-8 curricula from all sending elementary districts may contribute to students' disparate levels of academic preparedness upon entry to the high school.

- Parental involvement that contributes to success for underachieving students is a challenge for the school. Efforts to engage these parents

have been uneven.

·Research into student achievement gaps indicates that factors such as family income, parents' level of education, parents' involvement in a student's education, available health care, nutrition, access to educational resources in and outside of the home, teacher expectations, teacher practices, and peer pressure, among other factors, may contribute to students' levels of achievement. It is likely that some of these factors have influenced our students' PSAT performance.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Conclusions - What conclusions for school improvement do you draw from the Report Card data?

- Offer effective academic support for students who enroll in our high school lacking the requisite skills, knowledge, and/or habits for academic success. Effective support programs need to focus on improving the skills critical for success in core academic areas and establishing a school climate that fosters success and achievement.
- Explore ways to expand access to rigorous courses and content, and implement counseling and teaching strategies that improve student success rates.
- Consider the efficacy of aligning select curricula with state standards.
- Continue efforts to build a professional learning community through the use of teacher learning teams. Ask teachers to examine relevant student performance data to inform instructional practice.
- Continue efforts to support parents of underachieving students, and consider ways to expand that support with afternoon and evening parent education programs.
- Continue efforts to effectively align high school curricula and expectations with K-8 curricula so that more students enter high school with requisite skills, knowledge, and habits.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-B Data & Analysis - Local Assessment Data (Optional)

Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

Assessment data analyzed to better understand student performance include:

- ACT EPAS assessments used to track longitudinal progress of students. These include EXPLORE tests given in eighth grade to establish baseline performance for growth during high school; PLAN tests given to freshman students to track improvement; an instructional ACT test given to sophomore students; PSAT results for junior students published in state and district reports.
- Gate-MacGinitie reading scores given to students enrolled in regular level English classes. The reading assessment is given at the beginning and end of ninth grade and at the end of tenth grade.

Overall averages of scores on ACT tests show an upward trend in recent years. However, significant gaps appear when the assessment scores are analyzed by subgroup.

These assessments show that approximately half of the students enrolled in the regular level instructional program do not score at acceptable levels to meet and exceed state standards in their junior year of high school. Students who take honors classes tend to meet or exceed state standards.

These assessments show that African American, special education, and economically disadvantaged students are more likely to not meet state standards while they currently score higher than state averages for those student subgroups.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-B Data & Analysis - Local Assessment Data (Optional)

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

Factors that are likely to have contributed to these results include -

Some students come from middle school with skills that place them at a disadvantage in the high school. Students with reading and math deficits do not accelerate their learning sufficiently to reach state standards or college readiness by the time they leave high school.

Students respond positively to a rigorous and academically constructive classroom environment. At the honors level classrooms are highly engaging and rigorous. Expectations for success are high. Some of the classrooms at the regular level are rigorous and academically constructive. However, some classrooms are not fully engaging or successful as learning environments. Those classrooms do not provide success streams for students to meet standards.

Teacher quality plays a critical role in student success. Effective teachers are at work in many classrooms, however, with the range and disparity of abilities that appear in regular level classrooms, many teachers are not prepared to address the instructional differentiation needed to address the learning needs of those students.

The school environment and overall pupil support services area of the school can be restrictive and make the school feel inhospitable and uncomfortable for students.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-B Data & Analysis - Local Assessment Data (Optional)

Conclusions - What conclusions for school improvement do you draw from the above local assessment data?

Regarding receiving better prepared students from the associate schools, we need to improve articulation efforts with all associate schools and districts.

Regarding creating a rigorous curriculum across all levels of the school, we should align the curriculum to provide rigor, engagement, and excellence at every level of the program. Each special education continuum should also align curriculum with regular education programs so all students receive the full range of academic preparation.

Regarding improving teacher quality and all teachers' ability to address instructional differentiation, more professional development is needed so teachers may meet the learning needs of all students.

Regarding school environment and overall pupil support services, consistent support services that encourage student success and keep students out of the discipline system are needed to provide students with the opportunity for success. The school climate for students and for parents should be positive and welcoming, and the counseling and guidance models for students and parents should build toward student success.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Data - Briefly describe attributes and challenges of the district and community that have affected student performance. What do these data and/or information tell you?

OPRFHS is a large suburban comprehensive high school with a student population of approximately 3,100. The school has a rich academic program with over 200 course offerings and a long history of overall success in preparing students for college. OPRFHS serves and is supported by two communities whose residents place a high value on education, and we are fortunate to have a solid financial foundation with which to pursue the common educational goals of the school and the communities. Beginning in 2005-2006, we have made significant increases in spending for initiatives designed to provide additional academic support for struggling students.

The ethnic, racial, and socioeconomic diversity of the community facilitates the development of mutual respect as well as social and personal responsibility among Oak Park and River Forest High School students. The student body is roughly 62% White, 25% African American, 5% Hispanic, 3% Asian/Pacific Islander, and 5% Multiracial/Ethnic, with a tenth of one percent identifying themselves as Native American.

While the majority of our students experience relative affluence, with the median community income at \$88,713, 12.5% of our students come from low-income families. In addition, Special Education students comprise roughly 16% of the student body. These factors influence the skills and academic preparedness of OPRFHS students. The accompanying challenge for the high school is to meet struggling students at their point of readiness and balance a tailored approach to academic support with appropriate acceleration toward grade level performance.

Years before NCLB required schools to disaggregate student assessment data, OPRFHS recognized in its own data several patterns indicating achievement gaps predictable by race. Closing such gaps has been among the school's primary goals for over ten years, though our efforts have not always been data-driven or systematic. In 1999, we joined with fourteen other diverse suburban districts to form the Minority Student Achievement Network, a consortium of districts dedicated to research-based efforts to close achievement gaps predictable by race or ethnicity. We continue to work as active members of the network to identify and implement evidence-based initiatives to improve student achievement.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Factors - In what ways (if any) have these attributes and challenges contributed to student performance results?

The strong educational orientation of the communities contributes to many indicators of student achievement. For example, 747 students took 1647 AP exams in May of 2007, with 84% earning scores of 3, 4, or 5. Our ACT composite for the graduating class of 2007 was 23.9, inclusive of students testing with accommodations, while the average combined SAT score for OPRFHS students in 2007 was 1840. In each case, the performance of OPRFHS students outpaces that of their peers in Illinois and in the nation.

The economic diversity of the communities we serve contributes to differences in the number and quality of resources in the home as well as to students' opportunities for stimulation and enrichment outside of formal schooling. These factors influence the range of academic performance among OPRFHS students.

The achievement initiatives undergo annual or bi-annual evaluation to determine their impact. The record is mixed, with some programs showing more promise than others. We have seen success with two cohort programs that support incoming freshman students who enroll in a higher academic level than their prior educational record would indicate. Initial results show that a program to support freshmen in Algebra I has also helped more students achieve mastery than in previous years.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

We should continue to use early indicators of performance (e.g., 8th grade EXPLORE test, 8th grade final GPA, Gates-McGinitie reading tests) to identify students who may struggle. We should continue to refine and improve the range of academic supports available to help students succeed. These supports include the summer 8 to 9 Connection program, Learning Support Reading, Academic Strategies, co-taught classes, the collaborative teaching model, and basic/transitions and regular/college preparatory level curricula in all academic divisions. With the recent addition of the supervisory to our teachers' school day, we should explore ways to increase academic supports via additional tutoring opportunities or small, structured study halls.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data tell you?

At Oak Park and River Forest High School 84% of the faculty of 247 have earned an M.A. degree, while 50% have earned 30 or more hours beyond the MA. The typical teacher has been at Oak Park and River Forest High School for 7 years and has been in the profession for 11 years.

Every teacher in the high school is highly qualified for his or her classroom teaching assignment.

Teachers have been organized into small divisionally based learning teams as part of an effort to create a professional learning environment. Eight late arrival schedules have been incorporated into the school calendar to allow teachers to work on specific projects, program development, and/or action research in support of school improvement.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Factors - In what ways (if any) have educator qualifications, staff capacity, and professional development contributed to student performance results?

Currently, staffing and teacher qualifications are not essential growth areas for the district. Therefore, we have turned to the area of professional development as a critical way to improve school performance. Teacher quality strongly influences student achievement. Teachers who engage in regular, self-directed, relevant professional development activities can address and improve their classroom practice and help students reach their academic potential.

Teachers participate in a Professional Development Committee that plans and coordinates programs and activities. Teacher led learning teams are focused on divisional efforts to improve school performance and student achievement.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

Each year the Office of Human Resources monitors the qualification of faculty in order to maintain compliance with NCLBA standards.

At the close of every school year, each faculty learning team issues a report, a summary of which is presented to the Board of Education and the school community. Those reports should inform the decisions, priorities, and plans for the next school year.

The Office of Human Resources has developed a program for recruiting a more diverse faculty balancing the needs of maintaining and improving the academic performance of the school and building a diverse, multi-talented faculty.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Data - Briefly describe data on parent involvement. What do these data tell you?

Parent involvement has always been a critical element of the school improvement process. Twice each year the school hosts a parent visitation day, once in the fall and once in the spring. Approximately 160 parents take advantage of this opportunity to visit the school, observe in classrooms, meet counselors and administrators, and become oriented and comfortable in the school.

Five board approved parent organizations operate and meet in the school. The five parent groups are - African American Parents for Purposeful Leadership in Education (APPLE), the Boosters, Citizen's Council, the Concert Tour Association, and the Parent Teacher Organization (PTO). Each parent group recruits membership on an annual basis. The PTO sponsors a liaison program which assigns a parent liaison to each division in the school to enhance collaboration and communication.

Ten evening meetings occur each year for the purpose of assisting families who may have a difficult transition to the high school. These meetings begin in the summer before the ninth grade for students identified as having greater needs in the process of beginning their high school careers. The middle schools in Districts 97 and 90 identify the students for this program. Six parent meetings are held in the summer and four follow up meetings are held during the school year. Attendance at these meetings runs between 10 and 20 families at each meeting.

The data suggest that the school must take deliberate proactive measures to engage parents in ways that support student achievement. Parents are an asset and the school needs additional effort to improve parent participation.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Factors - In what ways (if any) has parent involvement contributed to student performance results?

In the last two years the student information system has allowed for parents to view the electronic data associated with their students. This includes attendance and classroom achievement information. The response to this access has been strongly supportive. Parents frequently access their students' information and use e-mail to reach out to teachers for additional information.

Counselors sponsor a series of evening programs on college readiness that are well attended and evaluated.

Four years ago available slots for parent teacher conferences were expanded to meet a growing demand by parents. The total number of conferences has doubled and the number of families attending conferences has increased by 66% since the addition of conference opportunities.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Conclusions - What analysis and conclusions for district improvement do you draw from the above answers?

Positive parent involvement in actively supporting student engagement and achievement in school is desired by parents and school faculty and staff. More opportunities for parents should be developed to address school improvement goals.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-D Data & Analysis - Key Factors

Key Factors – From the preceding pages, identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement, based on assessment and other relevant data.

- Administrative leadership
- Teacher expertise
- Student academic preparedness
- Access to rigorous courses and content
- Academic support for students lacking skills, knowledge, and/or habits necessary for success
- Alignment of curricula with state standards
- Articulation of K-12 (and particularly 6-12) curricula
- Parent outreach and support

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

The following areas of deficiency have been identified from the most recent AYP Report for your school:

1. Economically Disadvantaged students are deficient in Reading Meets and Exceeds
2. Black students are deficient in Reading Meets and Exceeds
3. Economically Disadvantaged students are deficient in Mathematics Meets and Exceeds
4. Students with disabilities are deficient in Mathematics Meets and Exceeds
5. Black students are deficient in Mathematics Meets and Exceeds

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part A. Objective 1

Title : Improving reading scores for Black and economically disadvantaged students

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

While our current achievement in mathematics for Black students is 33.1%, and 36.4% for economically disadvantaged students, these subgroups will meet and exceed state standards at the levels of at least 62.5% in 2008 and 70% in 2009 or attain Safe Harbor levels.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part A. Objective 1

Title : Improving reading scores for Black and economically disadvantaged students

This objective covers the following AYP deficiency areas.

1. Economically Disadvantaged students are deficient in Reading Meets and Exceeds
2. Black students are deficient in Reading Meets and Exceeds

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Improving reading scores for Black and economically disadvantaged students

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Students with low reading scores and/or poor academic histories coming out of their middle schools have been identified and placed in small study halls monitored by full time faculty. These study halls meet every day for an entire period with the same students and the same teacher. Teachers monitor the students' grades and overall level of school success. Interventions are implemented as needed.	08/2007	06/08/2009	During School	Local Funds	\$24,000
2. Students achieving below average grades will be assigned to additional study sessions with faculty members of the English department or other academic departments. Tutoring will be available to students every period of the day. For ninth grade students tutors are located in their respective study halls for ready access to academic support.	08/2007	06/08/2009	During School	Local Funds	\$30,000

Strategies & Activities	Start Date	End Date		Fund Source	Amount
3. Low achieving students in the area of reading will be assigned to a class that will meet in a reading lab with 17 computers and four software packages. This technology will address the differentiated needs of identified students in special education and regular education classes. These differentiated needs include fluency, vocabulary acquisition, phonemic awareness, and reading comprehension.	08/2007	06/08/2009	During School	Local Funds	\$50,000

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : Improving reading scores for Black and economically disadvantaged students

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Teachers in need of additional skills in literacy instruction will be assigned to one of two reading teachers released one period each to serve as literacy coaches. Identified teachers will come from across all disciplines. Literacy coaches will provide content-area teachers with specific strategies for improving student content-area reading.	08/2007	06/08/2009	During School	Title I	\$40,000
2. In this school year, forty to sixty teachers who work with low achieving readers will receive CRISS (CReating Independence through Student-owned Strategies), a nationally-recognized research based approach to improving content-area literacy training in each school year. To date, nearly 35% of our full-time faculty have been CRISS trained.	08/2007	06/08/2009	During School	Local Funds	\$3,000

Strategies & Activities	Start Date	End Date		Fund Source	Amount
3. Reading scores have been determined for every transition/basic level and college preparatory/regular level freshman student and provided to their respective teachers. These scores are represented graphically to demonstrate the range of reading abilities present in each classroom as an aid to the classroom teacher in designing their lessons and instructional aids.	08/2007	06/08/2009	During School	Local Funds	NA

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Improving reading scores for Black and economically disadvantaged students

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Parents will receive mail and phone contact invitations to attend each of four Title 1 meetings during the school year. These meetings have a curriculum designed to address the major questions that arise at different points in each academic year as well provide helpful tips for academic success. Parents will be surveyed to determine the effectiveness of each meeting.	06/2008	06/2010	After School	Title I	\$1,000
2. During the summer before ninth grade parents will receive phone calls inviting them to attend six parent/student evening programs/socials. These events are for all of the students enrolled on our 8 to 9 summer bridge program. Six of these meetings are scheduled for each summer and follow a proscribed curriculum that addresses the parents and students needs and concerns over the course of the summer leading up to their first semester in the building. Parents will be surveyed to determine the effectiveness of each meeting.	06/2008	06/2010	Summer School	Title I	\$2,000

Strategies & Activities	Start Date	End Date		Fund Source	Amount
3. Parents will be invited to attend a parent education program created by a collaboration between school staff and representative from up to five parent organizations in the community. Parent education areas will include Skyward family access, homework support, academic programs college selection, and school support options.	06/2008	06/2009	After School	Local Funds	\$5,000

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Improving reading scores for Black and economically disadvantaged students

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

In June of each year, we will examine the standardized test scores for students enrolled in English 1-2 and English Literature 1-2 to determine student achievement patterns. EXPLORE, PLAN, and ACT Reading subscores will be used to track program effectiveness and student achievement.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

Name _____

Philip Prale

Title _____

Assistant Superintendent of Curriculum and Instruction

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part A. Objective 2

Title : Improving mathematics scores for Black, economically disadvantaged, and disabled students.

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

While our current achievement in mathematics for Black students is 32%, 24.2% for economically disadvantaged students, and 37.7% for students with disabilities respectively, these subgroups will meet and exceed state standards at the levels of at least 62.5% in 2008 and 70% in 2009 or attain Safe Harbor levels.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part A. Objective 2

Title : Improving mathematics scores for Black, economically disadvantaged, and disabled students.

This objective covers the following AYP deficiency areas.

3. Economically Disadvantaged students are deficient in Mathematics Meets and Exceeds
4. Students with disabilities are deficient in Mathematics Meets and Exceeds
5. Black students are deficient in Mathematics Meets and Exceeds

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : Improving mathematics scores for Black, economically disadvantaged, and disabled students.

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Freshman students scoring between the 40th and 60th percentile on local and standardized assessments will enroll in an Algebra Block course in which instructional time is increased by 50%.	08/2007	06/2009	During School	Local Funds	\$50,000
2. Students will use Agile Mind (a web-based program) in Algebra Block and Algebra 1-2 to increase student engagement and performance. Agile Mind is an interactive, visually oriented program that helps students solve algebra problems and monitor their own progress. It teaches students to think conceptually and look at algebra problems using the rule of four: verbally, numerically, graphically and algebraically.	08/2007	06/2009	During School	Local Funds	\$14,000
3. Students will engage a more positive classroom culture within the Algebra 1-2 program and thereby positively influence student achievement in Algebra. Students will participate in the Academic Youth Development (AYD) program to enlist incoming freshman Algebra and Algebra Block students as "allies" of their teachers. Attention will be paid to navigating the multi-cultural environments of these classrooms.	08/2007	06/2009	During School	Local Funds	\$5,000

Strategies & Activities	Start Date	End Date		Fund Source	Amount
4. Full time members of the mathematics department will be available as tutors to every student in the building every period of the day. For freshmen students they are actually located in their respective study halls for easy access.	08/2007	06/2009	During School	Local Funds	\$30,000
5. Special Education teachers will develop and implement specialized PSAE mathematics review materials as part of the Academic Strategies curriculum.	03/2008	06/2009	During School	Local Funds	NA

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : Improving mathematics scores for Black, economically disadvantaged, and disabled students.

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Teachers of the Algebra Block classes will spend up to five days during the school year learning to maximize the instructional value of Agile Mind and the additional instructional minutes allotted for their course.	08/2007	06/2009	During School	Local Funds	\$3,000
2. Teacher learning teams comprised of algebra teachers will meet during eight late arrival days during the school year to examine their course content, instructional practices, and student performance results. Teams will focus on increasing the rigor and scope of their math courses to provide that students enrolled in all junior year math courses are exposed to and become proficient in necessary advanced algebra and geometry skills.	08/2006	06/2009	During School	Local Funds	NA
3. Math teachers will be trained in the use of Mastery Manager, a web-based tool for analyzing student assessment performance, all Algebra teachers will use Mastery Manager to score and analyze the results of common semester exams. Results will determine changes to course assessments and content.	03/2007	03/2007	After School	Local Funds	\$500

Strategies & Activities	Start Date	End Date		Fund Source	Amount
4. Math teachers from the high school will meet and work with teachers from the sender schools and districts to ensure that more students should take an algebra course before they enroll in the high school. This work includes improved curriculum alignment and teaching summer step up math courses.	12/2007	06/2009	During School	Local Funds	\$5,000
5. Teachers of Special Education math courses will revise curricula to include more outcomes that provide students with advanced algebra and geometry skills.	02/2008	06/2009	During School	Local Funds	\$2,000

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : Improving mathematics scores for Black, economically disadvantaged, and disabled students.

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Parents will attend the Math Division's annual "Math Night" which provides detailed information about homework and success opportunities in math classes.	08/2007	06/2009	After School	Local Funds	NA
2. Parents will receive mail and phone contact invitations to attend each of four Title 1 meetings during the school year. These meetings have a curriculum designed to address the major questions that arise at different points in each academic year as well provide helpful tips for academic success. Parents will be surveyed to determine the effectiveness of each meeting.	08/2007	06/2009	After School	Title I	\$1,000
3. During the summer before ninth grade parents will receive phone calls inviting them to attend six parent/student evening programs/socials. These events are for all of the students enrolled in our 8 to 9 summer bridge program. Six of these meetings are scheduled for each summer and follow a proscribed curriculum that addresses the parents and students needs and concerns over the course of the summer leading up to their first semester in the building. Parents will be surveyed to determine the effectiveness of each meeting.	08/2007	06/2009	After School	Local Funds	\$2,000

Strategies & Activities	Start Date	End Date		Fund Source	Amount
4. Parents will be invited to attend a parent education program created by a collaboration between school staff and representative from up to five parent organizations in the community. Parent education areas will include Skyward family access, homework support, academic programs college selection, and school support options.	06/2008	006/2009	After School	Local Funds	\$5,000

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : Improving mathematics scores for Black, economically disadvantaged, and disabled students.

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

In June of each year, we will examine the grades assigned to all students in Algebra 1-2 courses to determine the proportion of each class that earned a grade of C or better. EXPLORE, PLAN, and ACT Math subscores will also be used to track program effectiveness and student achievement.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

Name _____

Philip Prale

Title _____

Assistant Superintendent of Curriculum and Instruction

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section III - Development, Review and Implementation

Part A - Parent Notification

Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand.

In November 2007 a letter was sent to the parent of every student in the district. The letter specified the status of the school with relation to NCLBA and detailed the reasons for the school status. The letter also provided preliminary information about the school improvement planning process and included contact information for interested persons.

The appropriate ISBE administrator approved the letter before it was sent to every parent in the district.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section III - Development, Review and Implementation

Part B - Stakeholder Involvement

Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.

The SIP planning team was first assembled five years ago. A member of each division was included on the team along with a non-certified staff member, a representative from each board approved parent group, members of the administration, two student representatives, and two community members who do not have children at the high school. Since then some of the membership has changed, but the representation has retained a similar organization.

The members of the current school improvement plan team are:

Devon Alexander
Colleen Biggins
Zelda Bland
Linda Cada
Mark Collins
Dale Craft
Jason Dennis
Emily Foley
Fred Galluzzo
Allison Hennings
Amy Hill
Rena Mazumdar
Kevin McCarron
Deb Neuman
Anita North-Hamill
Patrick Pearson
Phil Prale
Sarah Rosas
Mark Vance
Don Vogel
Neal Weisman

Sue Boyer
Kathy Haney
Burcy Hines
Cary McLean
Sandy Williams
Teri Dixon
Merle Taber
Ron Lawless
Chris Fernandes
Gabrielle Cole

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section III - Development, Review and Implementation

Part C - Peer Review

Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of

In February of 2008, three individuals will review the SIP and provide comment and feedback. Kevin Pobst, Principal of Hinsdale Central High School, Dave Ripley, Assistant Principal of Glenbard South High School, and Leslie Wilson, Consultant - West 40 Intermediate Service Center.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section III - Development, Review and Implementation

Part D - Teacher Mentoring Process

Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

In collaboration with the teacher association, a faculty mentoring program was created two years ago. Each teacher new to the school is assigned a mentor teacher from his or her division. The program calls for the mentor teacher to meet weekly with the teacher new to the school and accomplish a series of tasks to orient the teacher to the school. The new teachers also attend a short orientation to the school before the start of the school year and are invited to a series of sessions orienting them to the school.

Mentors are also asked to visit and observe the new teacher twice during the teacher's first year in the school.

Mentors are assigned to new teachers for a period of two years.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section III - Development, Review and Implementation

Part E - District Responsibilities

Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). Identify corrective actions taken by the district if applicable.

The District has created and maintains a School Improvement team for several years. This team meets to review and recommend changes to the SIP. The SIP addresses key areas of improvement, specifically reading and math instruction and student performance. The SIP team has reviewed school performance data and provided input in the current plan.

In December 2005, the Board of Education approved additional local funding to support efforts to improve student achievement and teacher performance. Achievement and professional development initiatives are reviewed and reported to the school community on a regular basis.

Corrective action taken by the school district this year has occurred in two areas.

First, the school has been restructured significantly with the addition of the position of principal. Prior to the 2007-2008 school year District 200 had a combined Superintendent/principal position. The separation for this school year has allowed a top-level administrator to concentrate on building operations and improving school and classroom climate and achievement.

The second corrective action taken by the school district has been to institute and implement a new curriculum, including providing appropriate professional development for all relevant staff. In the area of mathematics, the Algebra program is being revised to incorporate Agile Mind a web based program that allows for student practice and program assessment. Agile Mind has a research basis from the Dana Center at the University of Texas and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP in the area of mathematics.

In the area of reading, the ninth grade program for struggling readers will incorporate the following software packages – Lexia, Soliloquy, and Reading First in order to assist the development of key reading skills by the students who can benefit the most from these programs. We have continued to offer CRISS training to all staff to improve literacy instruction across the entire school.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section III - Development, Review and Implementation

Part F - State Responsibilities

Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

West 40, the RESPRO consultant and support for Oak Park and River Forest High School, has provided money for CRISS training. By the end of the 2007-2008 school year, approximately 40% of all faculty at the high school will have CRISS Level I training.

West 40 has encouraged and support PBIS (Positive Behavior Interventions Systems) training for teachers and administrators.

Administrator Academies in the areas of focused walks, improving professional development, and PBIS have been approved and funded by West 40.

OPRFHS attends system of support meetings at West 40 on a regular basis. State support of RESPRO and IIRC data uploads also support school improvement efforts.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section III - Development, Review and Implementation

Part G - School Support Team

List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner) of the School Support Team.

Name

Title

1.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section IV-A Local Board Action

DATE APPROVED by School Board : 0/0/0

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6))
2. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB, for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

Signature of LEA Superintendent

ISBE Monitoring - Part I

ANALYSIS OF DATA

REPORT CARD DATA

Have the areas of low achievement been clearly identified? Does the DIP include analysis of report card data that clarifies the areas of weakness? Is it clear that the area of weakness is broad or narrow and whether this affects many or few students?

LOCAL ASSESSMENT DATA (OPTIONAL)

If included, is there evidence that the DIP team analyzed optional data to clarify the areas of weakness? Do these local assessment results add clarity to the state assessment data?

OTHER DATA (OPTIONAL)

If included, has the DIP team analyzed other available optional data to clarify the areas of weakness in order to target improvement strategies and activities? If included, do the other data provide clear direction for the selection of strategies and activities?

CLARITY OF OBJECTIVES

Has the DIP team stated measurable objectives that clarify the present areas needed for improvement?

Do the objectives address all areas of deficiency on the AYP sheet?

IDENTIFICATION OF KEY FACTORS

Have data or research been used to determine the key factors believed to cause low performance?

Are the key factors within the district's capacity to change or control?

ALIGNMENT OF STRATEGIES AND ACTIVITIES

Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?

Will the selected strategies and activities likely improve student learning and achievement?

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

ISBE Monitoring - Part I

Is professional development aligned with the objectives?

Do the professional development strategies and activities directly address the factors that caused the school to be identified in status?

Do the parent involvement strategies and activities clearly align with the objectives?

Will these parent activities positively affect the factors contributing to low achievement?

Are timelines reasonable and resources coordinated to achieve the objectives?

Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?

PART I - COMMENTS

01/16/07 Phil Prale, school principal, Dr.Doug Dirks, West 40 RESPRO consultant, and I met today to discuss plans for this single school district. Dr. Dirks' summary of this meeting follows:

"1. OPRF will submit to ISBE a single-district SIP covering the 07-08 school year, using the 2007 e-plan template. Originally this plan would have been submitted in the 2006 template for the school years 06-07 and 07-08. However, late posting of the 2006 PSAE data caused a disruption in the normal schedule, with the result that OPRF is doing what it is expected to do anyway, but in the 2007 instead of the 2006 e-plan template.

2. When the SIP submission deadline is announced based on 2008 PSAE data, OPRF will submit a two-year SIP plan, using the 2008 e-plan template. The plan will cover the 08-09 and 09-10 school years. (Even if OPRF makes AYP based on the 2008 calculation, a SIP will be due because the school will still be in status, having made AYP for only a single year.) Once approved, the SIP may be modified at will during the two-year period, enabling OPRF to continue its work of regularly updating its SIP based on locally-available data.

3. If OPRF does not make AYP based on 2008 PSAE data, the district will be required to submit a restructuring plan. The restructuring plan will be submitted using the e-plan restructuring template. Once the restructuring plan is approved, the district will not be required to annually update the plan, although the plan may be changed as conditions dictate.

Finally, Carol Diedrichsen has graciously offered to offer guidance and support to OPRF from her office at ISBE. She may be reached by

telephone at 217-524-4832. Assistance is always available from the System of Support team at West 40, where consultants may be reached at 708-482-4350. "

School planners should not hesitate to call or contact me. Carol Diedrichsen cdiedric@isbe.net

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

ISBE Monitoring - Part II

PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

PARENT NOTIFICATION

Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand?

STAKEHOLDER INVOLVEMENT

Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes?

PEER REVIEW

Has this plan been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP?

TEACHER MENTORING PROCESS

Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession?

DISTRICT RESPONSIBILITIES

Is it clear what support the district will provide to ensure the success of this plan? If applicable, is it clear what corrective action the district is taking with this school?

STATE RESPONSIBILITIES

Does the plan indicate what support outside providers have given in developing the plan and what support (if any) is expected for its implementation?

SCHOOL SUPPORT TEAM

Have the names and titles of School Support Team members been listed in the plan? Does this team appear to have the expertise to support this school in regards to the school improvement plan?

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

ISBE Monitoring - Part II

APPROVAL DATE OF BOARD

The plan indicates the approval date of this plan.

PART II - COMMENTS

Oak Park and River Forest High School
District 200

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

TO: Board of Education

FROM: Director of Assessment and Research

DATE: February 21, 2008

RE: Textbook Recommendation

BACKGROUND

The Science Division recommends use of Exploring Biological Anthropology: The Essentials in the course Anthropology. The recommended text would replace the current text Anthropology. The text is thorough and covers all the important topics in biological anthropology.

The Business Education Department recommends use of Sports & Entertainment Marketing in the course Sports and Entertainment Marketing. The recommended text would replace the current text Sports & Entertainment Marketing. This textbook aligns the course topics as either “sports” or “entertainment” rather than combining them as does the current text. This alignment by topic facilitates teaching and learning in this course.

SUMMARY OF FINDINGS

The Director of Assessment and Research has reviewed the two textbooks and recommends their adoption by the Board of Education. Attached are the Textbook Adoption Forms for each book.

RECOMMENDATIONS (OR FUTURE DIRECTIONS)

It is recommended that the Board of Education approve the adoption of the above-named textbooks for the above-named courses.

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

Division: Science Course Name(s): Anthropology
 Course Code(s): 559
 Grade Level of Course: Sophomore, Juniors, Seniors

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

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

Title: Exploring Biological Anthropology: The Essentials

Author(s): Stanford, Craig, John S. Allen, Susan C. Anton

Publisher: Pearson-Prentice Hall

Copyright Year: 2008 Edition: 1st ISBN #: 10-0-13-228857-5

Type of Cover: Soft OPRFHS Bookstore Cost to Student: \$ 85.80

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: <u>Anthropology</u>	Title: _____	Title: _____
Publisher: <u>Pearson-Prentice Hall</u>	Publisher: _____	Publisher: _____
Year of Adoption: <u>2005-2006</u>	Year of Adoption: _____	Year of Adoption: _____
OPRFHS Bookstore Cost: <u>\$98.00</u>	OPRFHS Bookstore Cost: \$ _____	OPRFHS Bookstore Cost: \$ _____

QUALITIES OF PROPOSED TEXT

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

Readability Score: 12.0 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

The text is very current and addresses the scientific process of biological anthropology. It is formatted well with appropriate graphics. The progression of topics flows in a logical and sequential manner.

Evidence of Title IX and Cultural Pluralism:

There is no evidence of bias for gender, racial or ethnic backgrounds. Many examples of different cultures and peoples are discussed and highlighted throughout the book.

ENDORSEMENTS

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

Division Curriculum/Textbook Selection Committee: _____

Division Head: Emily Foley Date: 1/15/08

Director of Instruction: Angie Seif Date: 1/28/08

Date of Approval by Board of Education: _____