

**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, September 10, 2009**  
**7:30 a.m.**  
**Board Room**

**A G E N D A**

- |      |  |                  |
|------|--|------------------|
| I.   | Call to Order  | Dr. Ralph H. Lee |
| II.  | Approval of Minutes  | Phil Prale       |
| III. | Student Summer Experiences   | Cindy Milojevic  |
| IV.  | Standardized Test Report   | Amy Hill         |
| V.   | Grade Point Average Report   | Phil Prale       |
| VI.  | Evaluation of Public Speaking for Students                                 | Dr. Ralph H. Lee |
| VII. | Additional Instructional Matters for Committee<br>Information/Deliberation | Dr. Ralph H. Lee |

Docket

Summer School Report  
Review of Changes to Academic Catalog

Copies to: Instruction Committee Members, Dr. Ralph H. Lee, 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  
August 19, 2009**

An Instruction Committee meeting was held on Wednesday, August 19, 2009 in the Board Room. Dr. Ralph H. Lee opened the meeting at 8:20 a.m. Committee members present were Dr. Ralph H. Lee, Amy McCormack, Terry Finnegan and ex-officio member Dr. Dietra D. Millard. Also present were: Dr. Attila J. Weninger, Superintendent; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Amy Hill, Director of Research and Assessment; Nathaniel L. Rouse, Principal; and Gail Kalmerton, Executive Assistant/ Clerk of the Board.

Visitors included Kay Foran, Community Relations and Communications Coordinator. James Paul Hunter, FSEC Chair.

**Approval of June Instruction Committee Minutes**

It was the consensus of the Instruction Committee members to accept the June 18, 2009 minutes of the meeting by acclamation, as presented.

**Discussion and Agreement on Preliminary Rules of Procedure**

Dr. Lee drafted procedures that he hoped the Committee would adopt for conduct at the meetings. His purpose in drafting the document was to insure that all Board of Education members would have equal rights in speaking and voting at the Instruction Committee meeting and he encouraged all Board of Education members to attend all meetings. Dr. Millard noted that he had codified in a somewhat different form the discussion that had occurred at the May 2009 Board of Education meeting.

Discussion continued that the procedures Dr. Lee recommended should be adopted by all of the Board of Education members for all of the meetings at the regular August Board of Education meeting. Dr. Millard suggested discussing these procedures with the entire Board of Education at its retreat on August 24, 2009.

Discussion ensued about adding something to the procedures that would indicate that the committee would follow Roberts Rules of Order as the guidelines. Dr. Lee felt it would give the committee chair more authority. It was noted that the attorney had suggested that the Board of Education delete using Roberts' Rules of Order as guidelines from its Board of Education Policy, as they were too cumbersome. No such addition was added to follow Roberts' Rules because if the Rules were not followed precisely, someone might be able to challenge a decision on that fact alone.

A question was raised as to whether a president could remove a committee chair? Policy 20 authorizes the president to appoint the chairs of the committee. Dr. Millard responded should she want to do that she would state her reasoning.

Ms. McCormack suggested that Board of Education members limit their questions/comments at meetings to three minutes per item.

Dr. Lee wanted the chair to have the ability to use Roberts Rules of Order to control the committees when necessary. Mr. Finnegan stated that the only time a three-person committee would want the Rules to be applied would be when two members agreed and the chair disagreed. If the chair was in a minority position, then Roberts' Rules of Order would not help the chair.

### **Report on MSAN National Conference**

It was reported that the 11<sup>th</sup> Annual MSAN Conference was held in June in Dearborn Michigan and that the following participants from OPRFHS attended: Dr. Attila J. Weninger, Amy McCormack, Nathaniel Rouse, Carolyn Ojikutu, Devon Alexander, Jessica Stovall, Neal Weisman, Amy Hill, and Phil Prale attended. Excellent contacts were made with other teachers from other schools. The keynote speakers were Dr. John Diamond of the Harvard Graduate School of Education who presented his recent research on how race, ethnicity, and social class intersect with school leadership, practices, and policies to shape student educational opportunities and outcomes and Horacio Sanchez who provided a powerful presentation that examined the intersection of student socio-emotional learning needs and brain research.

For the second consecutive year, OPRFHS English teacher, Devon Alexander, presented at the conference. Mr. Alexander's breakout session was titled *Navigating the Roadblocks: The Pedagogy of Critical Race Theory for White Educators*.

OPRFHS and Evanston Township High School will co-host the student conference in Evanston, September 23-26, 2009. Mr. Alexander, Ms. Stovall, and OPRFHS students are helping with the coordination.

Mr. Prale reported that he participated in the Research Practitioner's Conference (RFC) following the conference. He will participate on a subcommittee to contact every RPC school about the status of their courageous conversations so that these experiences can be shared with others.

Dr. Weninger noted that the Governing Board had changed its leadership and its focus. He appreciated Ms. McCormack's participation in those meetings. The Governing Board wants to replicate those things that are working in schools needing help, collect that information, and then share it. Its purpose will be take the good experience of five schools and multiply it fivefold.

Ms. McCormack felt the experience was outstanding. The connections and the ability for her to ask questions of different board members were invaluable. She too thought the speakers were outstanding. MSAN is a valuable resource and she supported having Horacio Sanchez speak at OPRFHS.

It was decided that the annual conference would now be held every other year because of the expense to host and to participate. There will probably be more mini conferences for the RPC in the future. Ms. McCormack noted that there were also conversations about having video conferences.

Ms. McCormack, as the liaison to APPLE, took two full pages on notes of ideas from other districts to share with this group. She learned of some terrific, concrete ideas at this conference.

## **AYP Results**

Ms. Hill stated that three weeks ago OPRFHS learned of its AYP status. In reading, comparing one group to another, more students met or exceeded in every category. However, there were not enough students in Special Education to satisfy Safe Harbor in reading. Thus, OPRFHS did not make AYP in reading. In math, a number of subgroups did not make Safe Harbor, i.e., African-American and Hispanic students. OPRFHS has a small number of Hispanic and multiethnic student populations. This is the first year that OPRFHS has had a Hispanic subgroup and last year was the first time it had a Multi-Ethnic subgroup. A subgroup exists when there are more than 45 students in it.

If only one group does not make AYP, then the entire school does not make AYP. Special Education and low-income student subgroups did meet and exceed state standards in sufficient percentages. This puts OPRFHS in year six of not making AYP. At the federal level that means that the school is in the restructuring status. The Board of Education approved a School Improvement Plan in June. The school must continue to look at the plan and it must specifically address AYP deficiencies.

Mr. Finnegan asked if students with disabilities were held to the same standards in the testing scores. Ms. Hill responded that there were cut scores at every level. To achieve a meets or exceeds score, whether a Special Education or regular education student, he/she has to meet the same cut score, a combination of the day 1 (ACT) and day 2 ACT test called WorkKeys and then a state-produced test in science. Meeting or exceeding in math means the students achieved a 19 or 20 on the ACT test and a 4 to 5 on the WorkKeys section. Mr. Finnegan asked how many districts met this category. Ms. Hill was unsure as the information has not been shared with other schools. There is a state provision that says if the only subgroup not to make AYP is Special Education, then the school would make AYP.

Dr. Lee found it difficult to get invested in AYP and how it is applied in Illinois; it was not meaningful to him. He was more concerned about how OPRFHS met its own standards. How do the standards that OPRFHS has mesh with the state standards? He did not understand what it meant to say 75.1% of the students met or exceeded the standards. What are the administration's personal figures? Mr. Prale responded that his would be that all students should read at grade level when they leave the high school. Right now about 75% percent do which means there are approximately 150-170 students in the 9<sup>th</sup> grade who do not. If students come in reading below grade level, they will not accelerate as much as they need to do. There is an assumption that Safe Harbor is a 10% improvement rate. In reading, most students had a 10% improvement rate that would reach Safe Harbor. He will give this challenge to the Division Heads and ask them how they think the program can achieve a 10% improvement rate each year.

Dr. Weninger agreed with Mr. Prale and stated that there was also a political reality. The problem with targeting a percentage is that it is not the same students that will have 10% improvement; it would be a new group of students. He suggested identifying the incoming students not reading at grade level and improving their scores by 10%. In addition, the standard should be that every student should be reading at grade level.

Dr. Lee noted that 75.1% of the students met or exceeded standards in reading, which means that 24.9% or 188 students did not, half who are African-American and half who encompass the rest of the ethnic groups. The 11<sup>th</sup> grade is too late to be concerned about whether a student can read. The school has to ask where they were in the 9<sup>th</sup> and 10<sup>th</sup> grade and what was being done to help them earlier.

Ms. Hill concurred with Dr. Lee about focusing on a longitudinal study. The internal standards have to do with growth. Incoming students who are reading below grade level do make gains, but not enough to meet or exceed the standards.

Dr. Lee asked if the District could predict which incoming students will make AYP their junior year. The response was that they had a sense, as the ACT has a predictive model. Dr. Lee asked what the District needed to do now in order for them to make AYP. Ms. Hill replied that the scores of the testing given in the 8<sup>th</sup> grade along with the teacher recommendations and other things are used to place them in the appropriate courses in reading and math. Approximately 75 students are getting two courses, Essentials of Reading and Elements of Reading, to accelerate their growth. With the combination of that and the addition of Learning Support Reading, almost all students reading below grade level receive support. Ms. Hill also reminded Dr. Lee that parents have the ability to override that recommendation and courses.

Dr. Lee stated that the issue of whether the parents could refuse the school's recommendation is an important area for the Board of Education to address. Dr. Weninger responded that case law gives parents the ultimate say so as to what classes their students take. Dr. Lee felt it essential, then, that the District builds its data system so that it can identify the students who followed the recommendation of the school versus those students who opted out of those recommendations. He wanted to build an argument.

Mr. Finnegan wanted to see what steps could be taken with the identified students who were not on track to make AYP. What can the Board of Education and administration do to talk with these families and tell them that the chances of their student succeeding will be less if they do not follow the school's recommendations based on the current situation. Dr. Lee concurred. Ms. Hill felt that the school would be able to track students who took reading support. Mr. Rouse stated that the Outreach Coordinator, Debra Mittleman, is to reach out to parents this year in the 8 to 9 Connection Program. She logs her contact with the parents and their participation at important events. At the end of the year the district can market the results of this program. Dr. Millard encouraged the school to reach out to these students as soon as there is as little as one failure. Many parents are unaware there is anything wrong with their children. The Board of Education asked to meet Ms. Mittleman. Mr. Rouse said she will be invited to an Instruction Committee meeting to inform the Committee about what she does.

### **Adjournment**

Dr. Millard moved to adjourn the Instruction Committee meeting 9:45 a.m. on Wednesday, August 19, 2009; seconded by Ms. McCormack. All ayes. Meeting adjourned.

TO: Board of Education  
FROM: Amy Hill  
DATE: September 10, 2009  
RE: Standardized Test Results

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## **BACKGROUND**

This report summarizes results of ACT and SAT tests for the OPRF Class of 2009 and results of the PSAE test for the current senior class. The report compares our students' results to those of their peers across the state and nation and thus provides a context for understanding how our students have performed. Longitudinal analysis also allows comparisons of OPRF cohort groups to one another over time as well as the growth of the Class of 2009 from their EXPLORE scores to their ACT scores.

## **SUMMARY OF FINDINGS**

The average ACT composite score for the OPRFHS Class of 2009 continues our history of outperforming national and state averages by 2-3 scale points (Table 1). This pattern holds true when data are disaggregated by race and gender, as well, though the point differentials are more varied among the subgroups. Compared to the Class of 2008, this year's average composite is up .3, from 23.5 to 23.8. Disaggregating average scores by race and ethnicity reveals scale score gaps of up to nine points between White and African American students and smaller gaps between White students and other students of color, with Asian students outscoring White students in Math (Table 2). OPRF students are more likely than their peers across the state and nation to achieve the College Readiness Benchmarks in each subject area. In the Class of 2009, 39.3% of our students, including Special Education students, scored at or above all four benchmarks, compared to 22% of students in Illinois and 23% of students across the nation (Table 4; note that the state and national figures do not include Special Education students). Overall, the trend appears to be that greater proportions of our aggregate group are achieving the benchmark in science, which appears to lead to a greater percent meeting all four benchmarks (Table 6).

For the Class of 2009, analysis of matched EXPLORE and ACT scores for 634 students indicates that the greatest gains in each subject area were made by students achieving EXPLORE scores of 20 or better on a 25-point scale—in other words, students at the top of the scoring range demonstrated the greatest growth (Tables 7-10). In three of the four subject areas, students in the lowest scoring range demonstrated growth equal to or better than some students with higher EXPLORE scores. When the data for growth are disaggregated by race/ethnicity, Asian students' scores increased the most in all four subject areas. African American students' scores had the least increase (Tables 11-14).

For the seventh consecutive year, the combined average SAT scores for OPRF students in Critical Reading and Math are above 1200, and for the fourth year in a row, the average score in writing is above 600, compared to national averages of roughly 1020 and 497, respectively (Table 15). Average SAT scores among OPRF students over the past nine years suggest a moderate upward trend in both Critical Reading and Math, compared to relatively flat performance at the national level (Tables 17-18). Average SAT writing scores among OPRF students are up slightly from last year, mirroring the state trend (Table 19). It is worth noting that fewer students have opted to take the SAT in the past two years than in prior years; a drop occurred between 2007, when 279 students took the test, and 2008, when 206 students took the test.

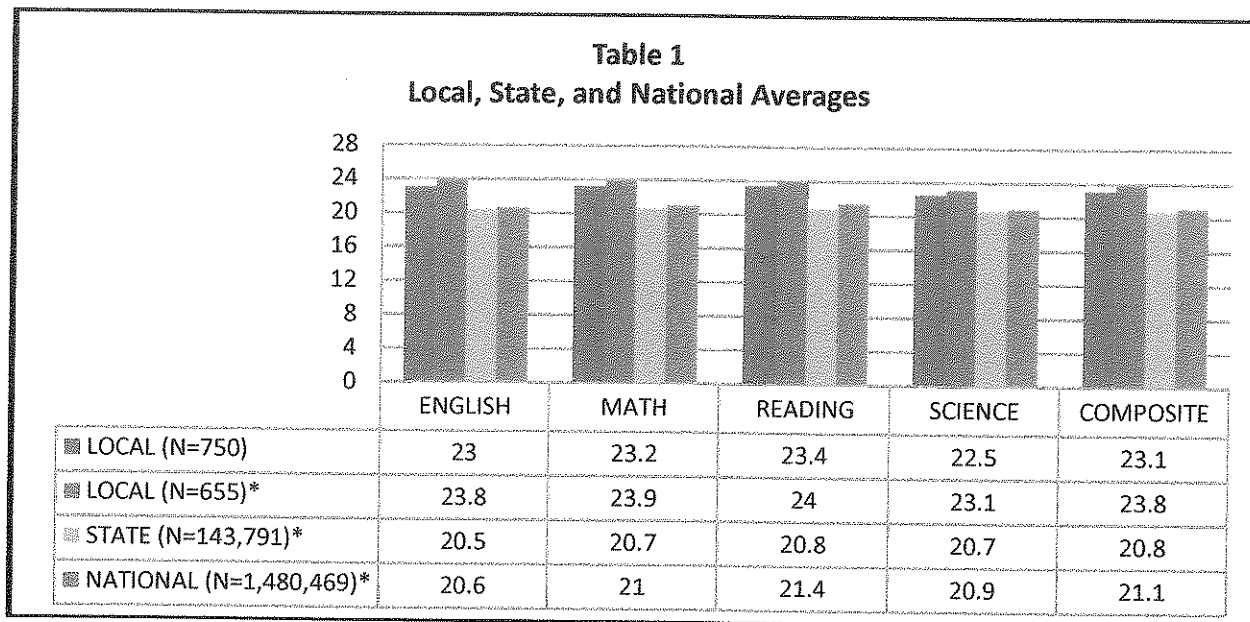
PSAE scores for the Class of 2010 represent higher achievement in reading for students in the aggregate and for all racial/ethnic subgroups compared to the Class of 2009 (Table 20). 73.3% of OPRF students met or exceeded standards in reading, compared to 67.4% last year. Among the subgroups, Hispanic students had the largest increase in the proportion of students meeting or exceeding standards, from 45.3 % last year to 64.8 % this year. There was also an increase in the proportion of African American students meeting and exceeding standards in reading, from 32.2 % last year to 41 % this year. Free and Reduced Lunch students also scored higher as a group than their counterparts last year (from 29.3% to 33.6%), while a lower proportion of Special Education students met/exceeded standards this year compared to last (33.7% vs. 37.6%, respectively). Note that despite the apparent decline, OPRF Special Education students' performance in reading this year represents a meets/exceeds percentage that is double the state percentage for IEP students.

In Math, aggregate student performance was slightly lower this year compared to last (down .8% in the proportion of students meeting or exceeding standards) but remained within the narrow range of student math performance over the past nine years (Table 21 and Table 26). Girls, White students, and African American students had higher proportions of meets/exceeds scores compared to last year, while most other subgroups' proportions of meets/exceeds scores were lower compared to last year (Tables 26 and 27). In science, results were also mixed: girls, White students, African Americans, and Hispanic students posted higher rates of meets/exceeds compared to last year; boys, Special Education, Free and Reduced Lunch, Asian, and Multiracial student groups met and exceeded standards at lower rates than last year (Tables 26 and 27).

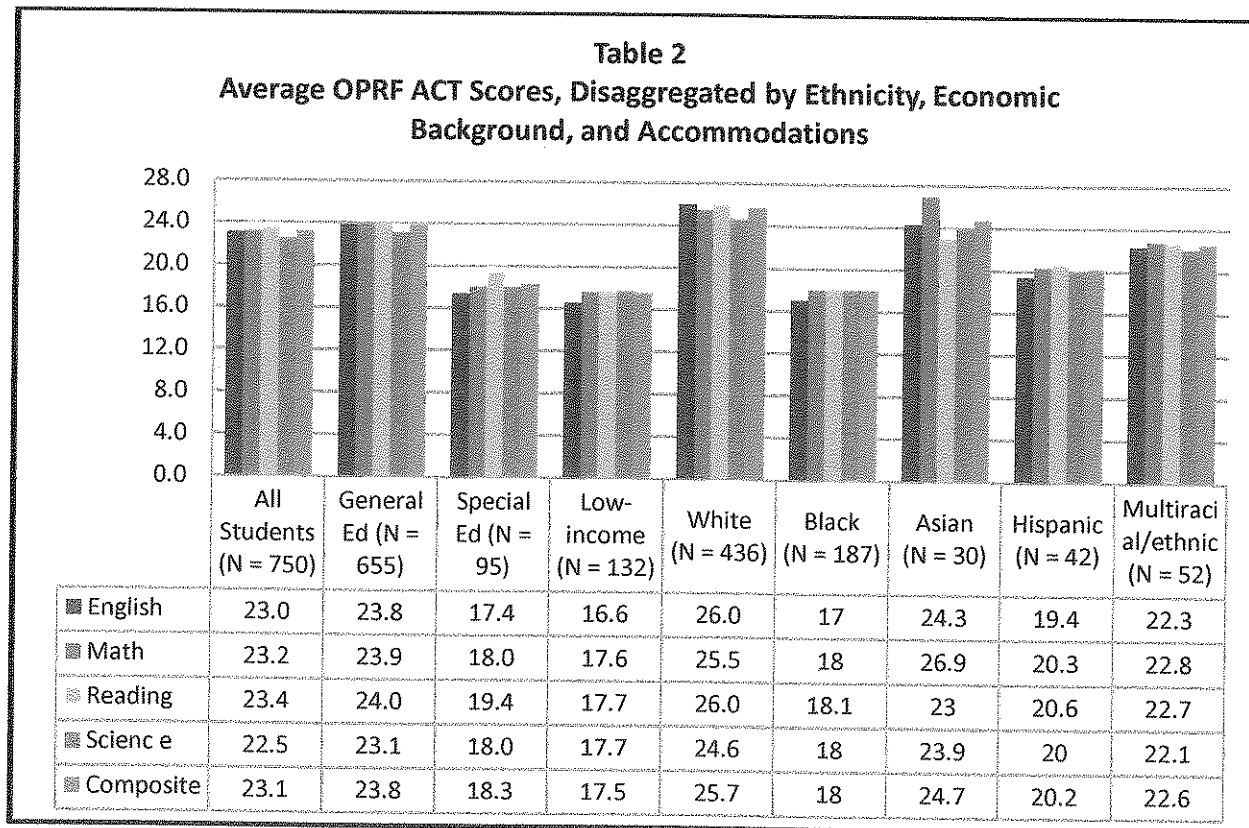
#### **FUTURE DIRECTIONS**

We will continue to track and report our students' standardized test performance in the context of state and national test results, as that analysis provides one important perspective for evaluating the relative strength of our students' academic preparation. Equally or perhaps more important is the longitudinal cohort analysis represented here by the data in Tables 7-14. As with other data sets reported to the Board of Education, the growth approach reveals outcome differentials that are predictable by race. Without further analysis, it is difficult to know whether the differences in test score growth represent qualitatively different learning changes for students in the cohort. The data indicate a need for a deeper inquiry into the possible causes of these test score growth differences. We need to identify and develop a thorough understanding of those factors occurring within the OPRFHS experience—e.g. course taking patterns, attendance and discipline patterns, honors course enrollments, co-curricular participation—that correlate with student outcomes that differ by race.

## SUMMARY OF ACT RESULTS, CLASS OF 2009<sup>1</sup>



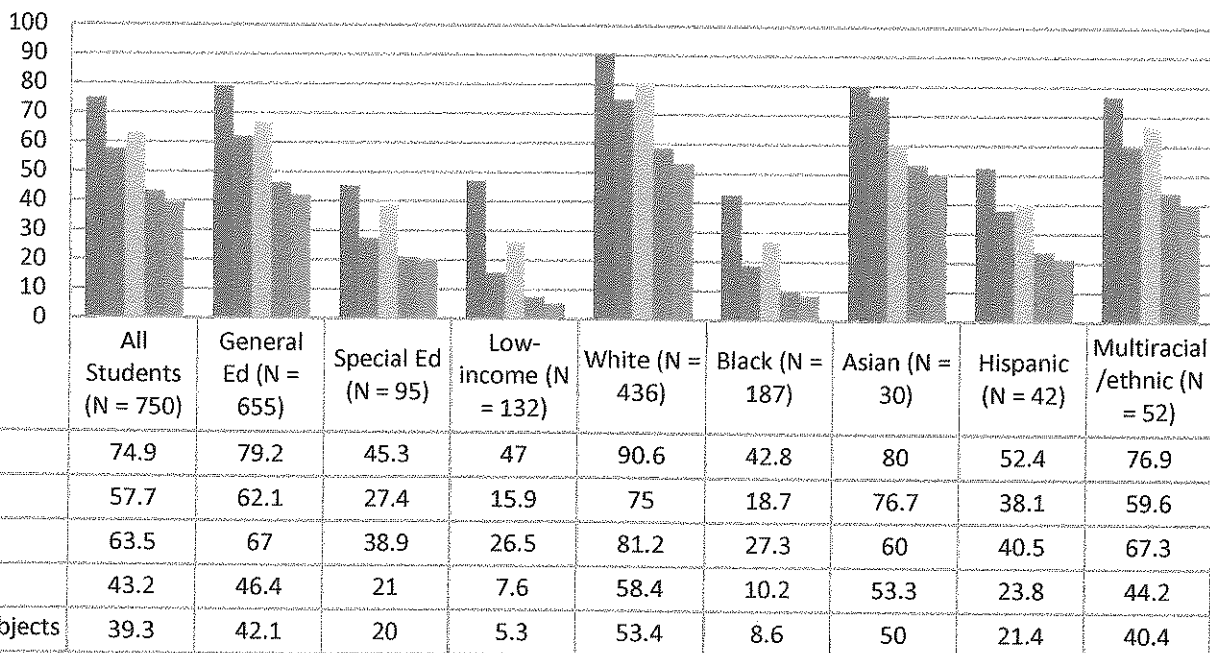
\*Data do not include scores for students who tested with accommodations.



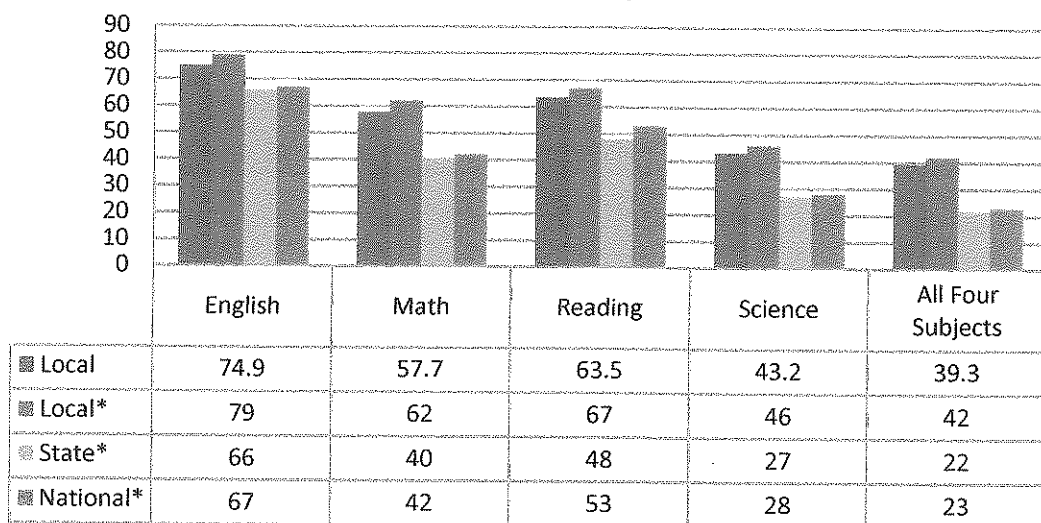
<sup>1</sup> State and National data drawn from ACT Profile Report, Graduating Class 2009. Local data drawn from PSAT-ACT data reports.



**Table 3**  
**Percent of Students Achieving ACT College Readiness Benchmarks, Class of 2009**

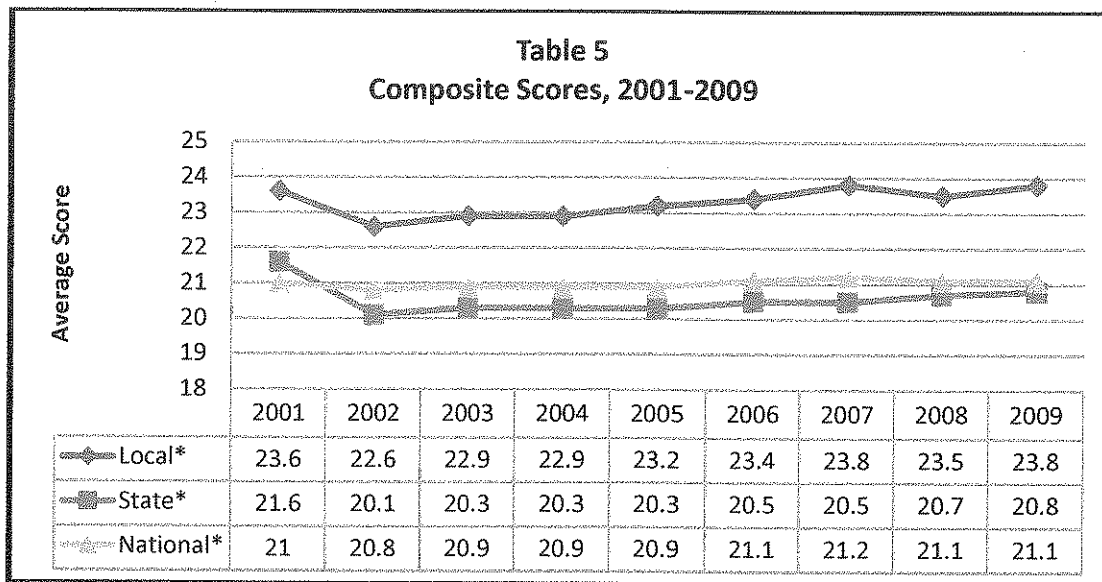


**Table 4**  
**Local, State, and National Comparisons:**  
**Percent of Students Achieving Benchmarks**

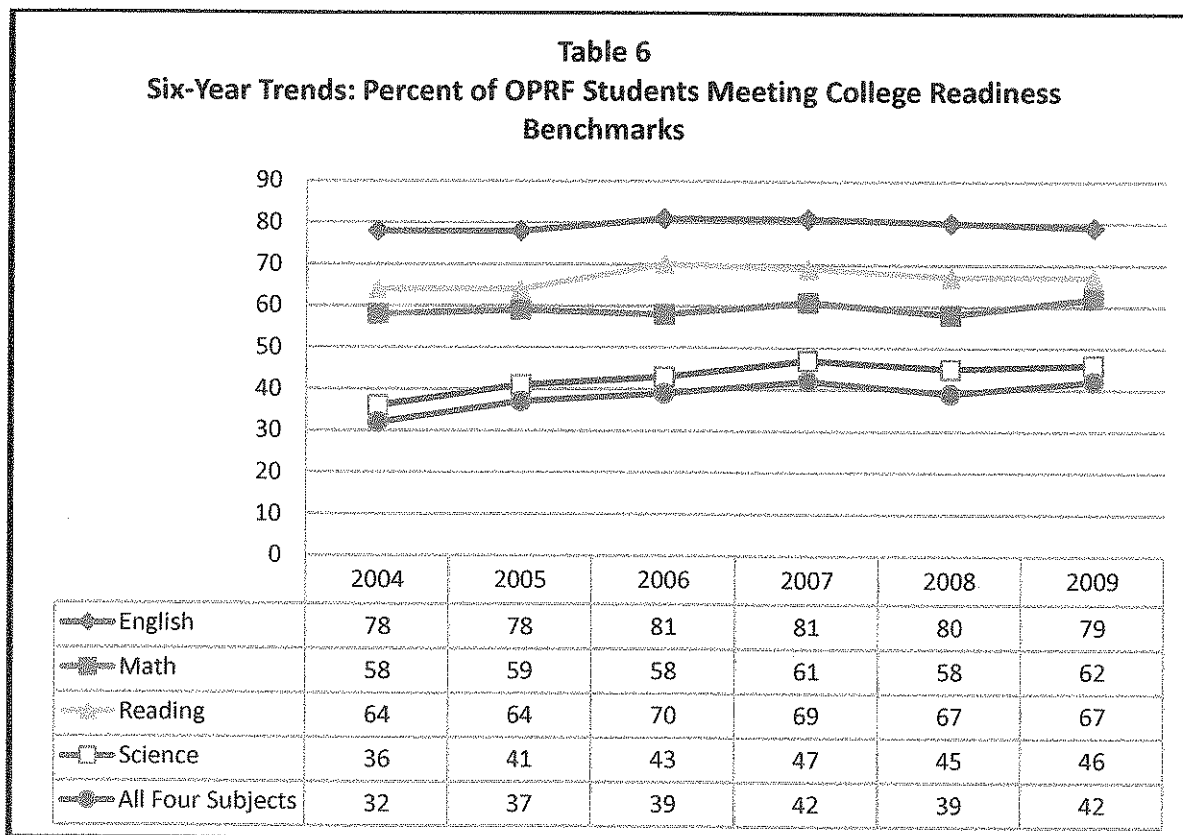


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## LONGITUDINAL ACT ANALYSIS

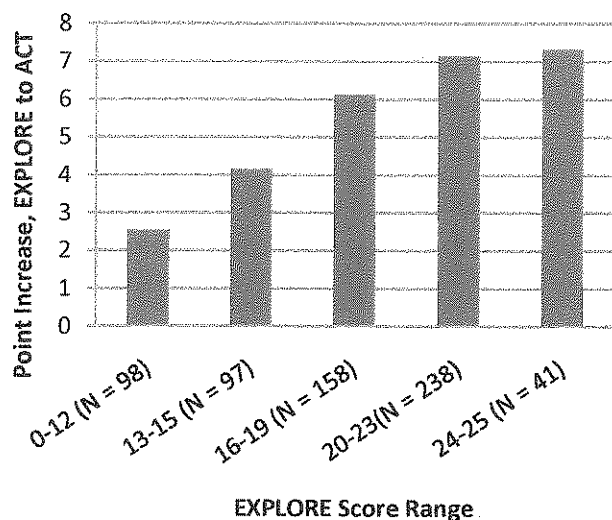


\*Data do not include scores for students who tested with accommodations.

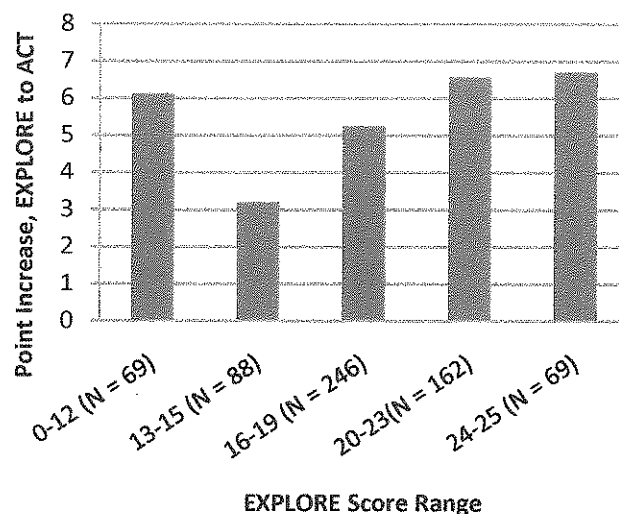


## GROWTH ANALYSIS, CLASS OF 2009 MATCHED EXPLORE AND ACT SCORES

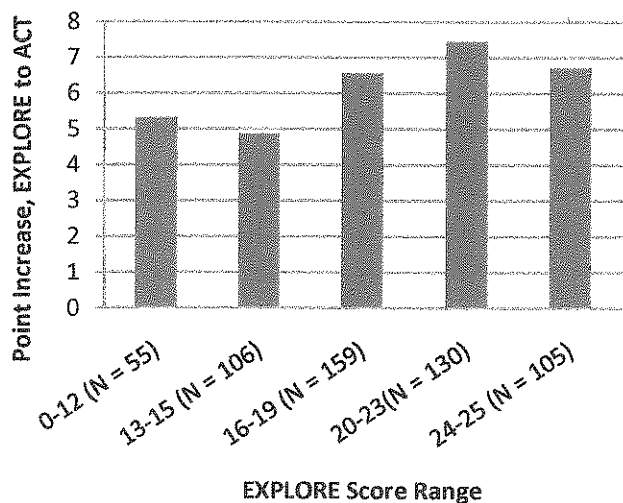
**Table 7**  
**Average Growth in English by EXPLORE**  
**Score Range**



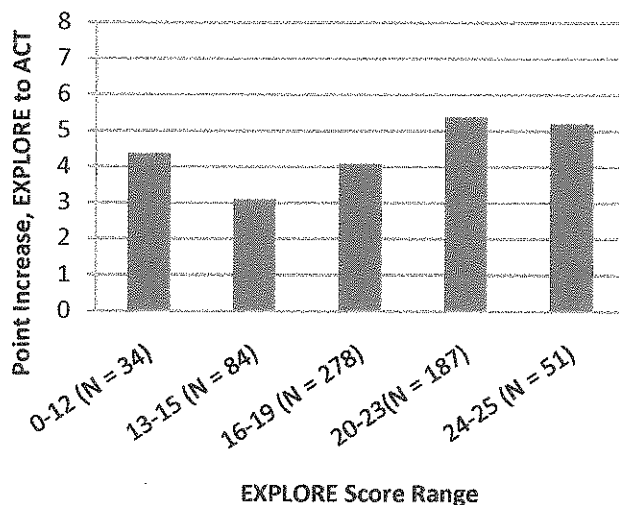
**Table 8**  
**Average Growth in Math by EXPLORE Score**  
**Range**



**Table 9**  
**Average Growth in Reading by**  
**EXPLORE Score Range**

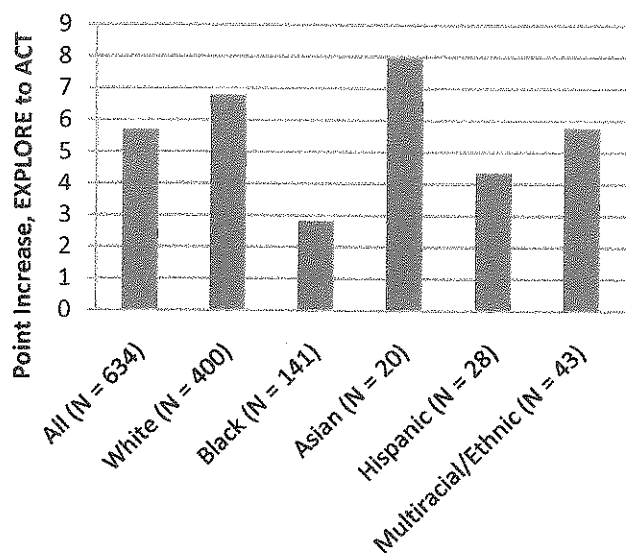


**Table 10**  
**Average Growth in Science by EXPLORE**  
**Score Range**

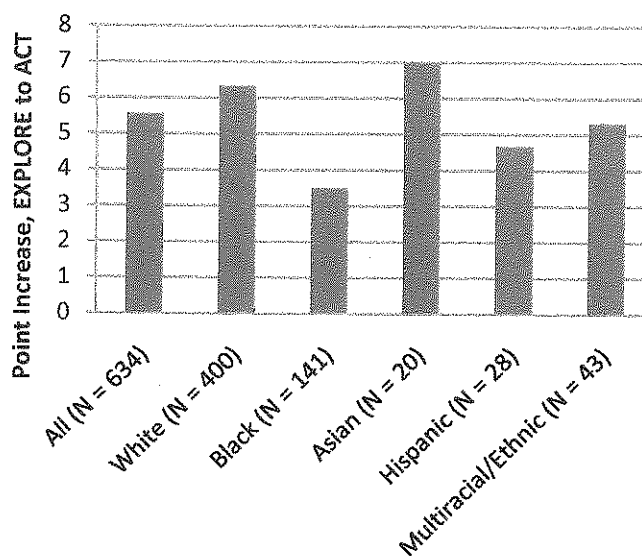


## GROWTH ANALYSIS, CLASS OF 2009 MATCHED EXPLORE AND ACT SCORES

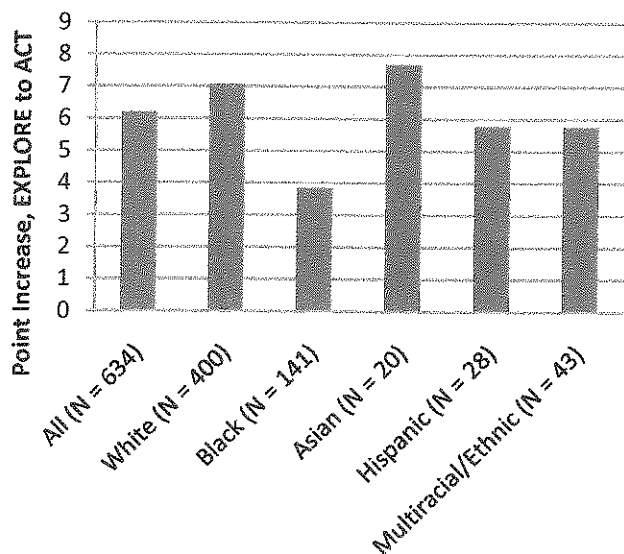
**Table 11**  
**Average Growth in English,**  
**Disaggregated by Race**



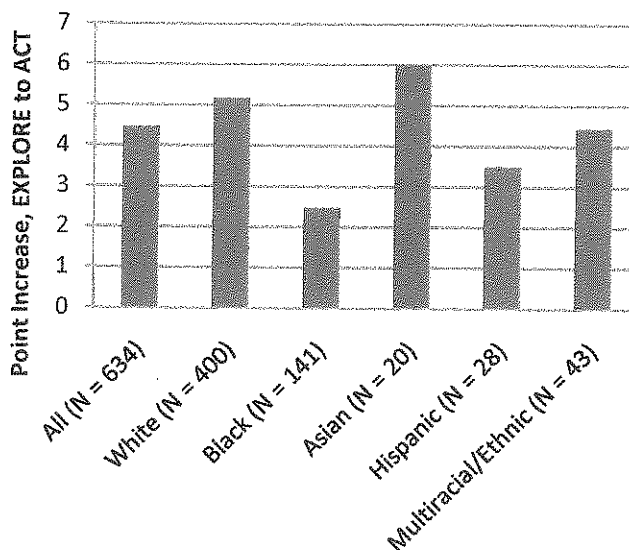
**Table 12**  
**Average Growth in Math, Disaggregated**  
**by Race**



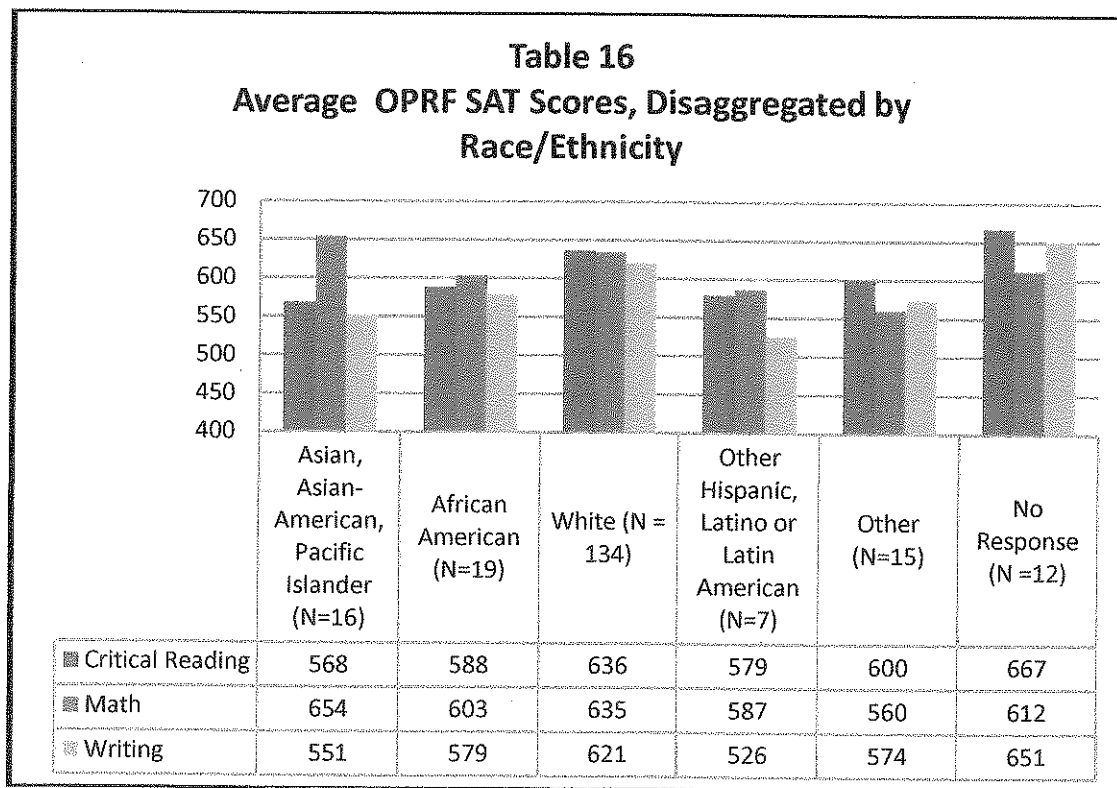
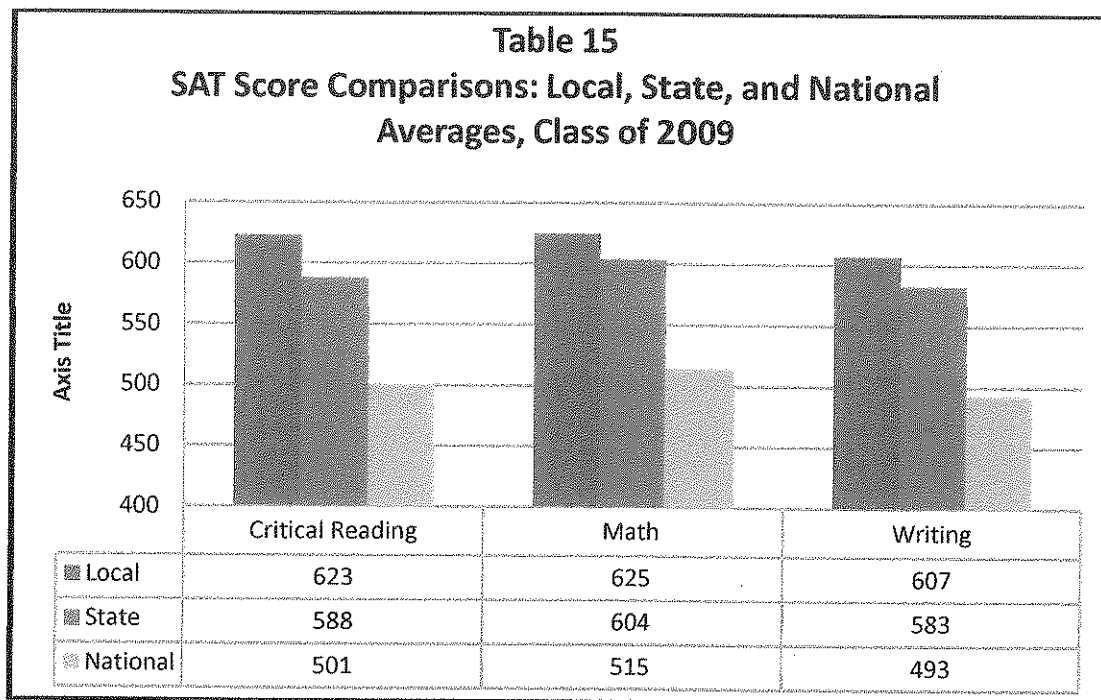
**Table 13**  
**Average Growth in Reading,**  
**Disaggregated by Race**



**Table 14**  
**Average Growth in Science,**  
**Disaggregated by Race**

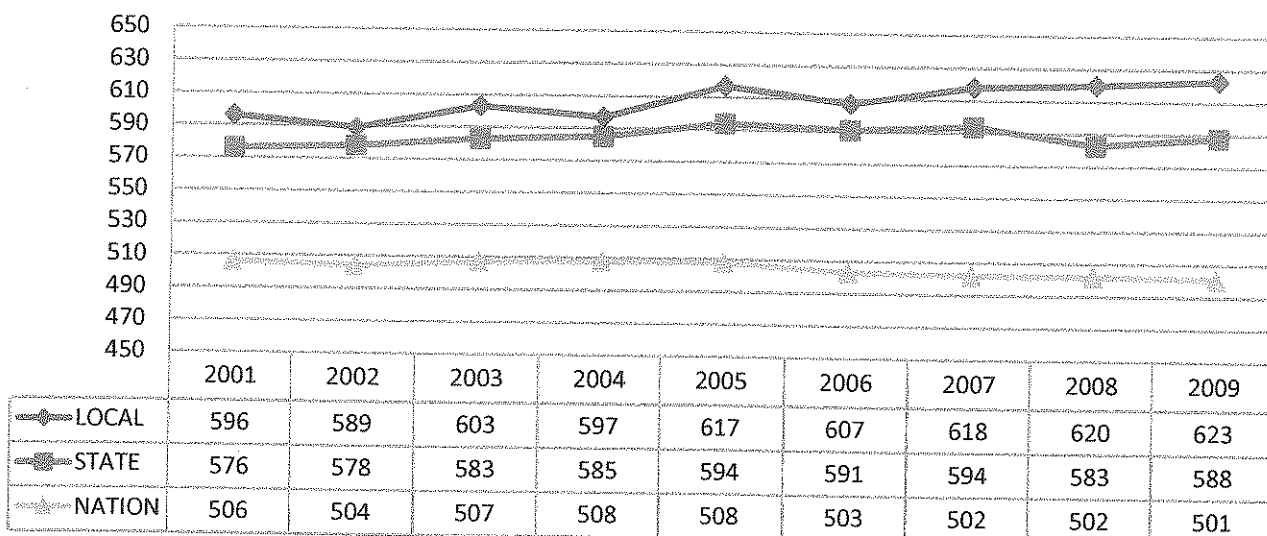


## SUMMARY OF SAT I RESULTS, CLASS OF 2009

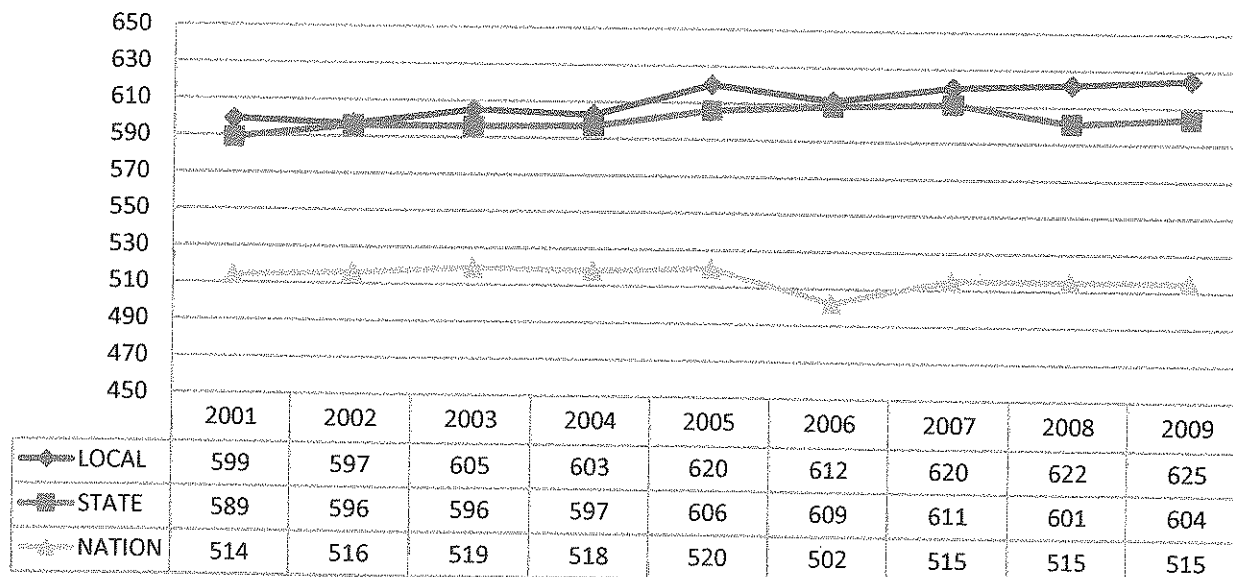


## LONGITUDINAL SAT ANALYSIS

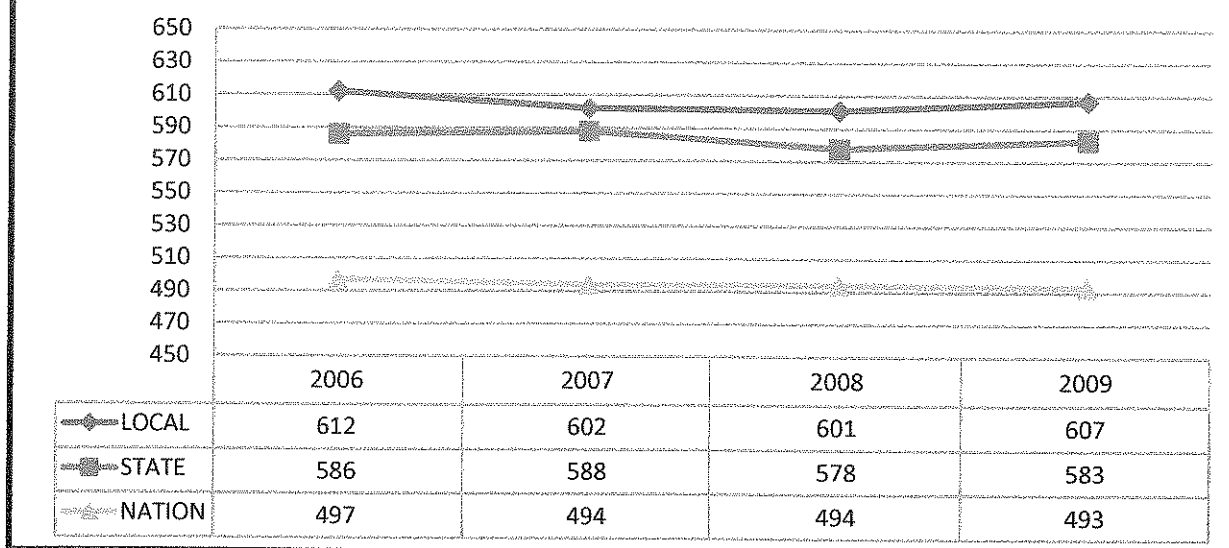
**Table 17**  
**Average Critical Reading Scores, 2001-2009**



**Table 18**  
**Average Math Scores, 2001-2009**



**Table 19**  
**Average Writing Scores, 2006-2009\***



\*The Writing test was introduced in 2006.

## PSAE RESULTS, CLASS OF 2010

The **Prairie State Achievement Examination (PSAE)** measures student achievement relative to the Illinois Learning Standards for reading, mathematics, science, and writing. The PSAE comprises the ACT Plus Writing, WorkKeys® tests in reading and mathematics, and a science test developed by the Illinois State Board of Education with assistance from Illinois teachers.

The table to the right gives brief descriptions of the four performance levels and the score range for each subject at each performance level. The tables below show your district's performance in comparison to the performance of students throughout the state.

Results for demographic groups are listed by subject starting on page 2 of this report.

Performance Levels	Performance Level Descriptions	Score Ranges by Subject			
		Reading	Mathematics	Science	Writing
<b>EXCEEDS STANDARDS</b> (Level 4)	Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.	178 - 200	179 - 200	178 - 200	183 - 200
<b>MEETS STANDARDS</b> (Level 3)	Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.	155 - 177	156 - 178	158 - 177	156 - 182
<b>BELOW STANDARDS</b> (Level 2)	Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.	135 - 154	136 - 155	136 - 157	131 - 155
<b>ACADEMIC WARNING</b> (Level 1)	Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.	120 - 134	120 - 135	120 - 135	120 - 130

Students scoring at the **EXCEEDS STANDARDS** performance level will receive a *Prairie State Achievement Award*.

### Percent of Student Scores by Subject at Each Performance Level

		Number of Student Scores	ACADEMIC WARNING (Level 1)	BELOW STANDARDS (Level 2)	MEETS STANDARDS (Level 3)	EXCEEDS STANDARDS (Level 4)
<b>READING</b>	District	758	5.7%	21.1%	44.9%	28.4%
	State	133,302	8.5%	34.6%	45.0%	11.9%
<b>MATHEMATICS</b>	District	760	7.8%	24.2%	47.9%	20.1%
	State	133,386	11.0%	37.4%	42.2%	9.4%
<b>SCIENCE</b>	District	760	6.4%	24.9%	47.4%	21.3%
	State	133,349	8.9%	40.7%	40.3%	10.2%
<b>WRITING</b>	District	773	3.5%	22.5%	57.3%	16.7%
	State	133,700	6.0%	37.2%	51.7%	5.1%

The scores of all students tested with the PSAE are included in this report, regardless of the date they enrolled in the district.

Due to rounding, percents may not sum to 100.

### Average PSAE and Component Test Scores

	Score Ranges	Average Scores	
		District	State
<b>PSAE Reading</b>	<b>120-200</b>	165	157
ACT Reading	1-36	24	20
WorkKeys Reading for Information	<3, 3-7	5	5
<b>PSAE Mathematics</b>	<b>120-200</b>	164	157
ACT Mathematics	1-36	23	20
WorkKeys Applied Mathematics	<3, 3-7	5	5
<b>PSAE Science</b>	<b>120-200</b>	164	157
ACT Science	1-36	22	20
ISBE-Developed Science	40-100	73	70
Life Sciences	40-100	75	71
Physical Sciences	40-100	73	69
Earth and Space Sciences	40-100	70	69
Science, Technology & Society	40-100	74	70
<b>PSAE Writing</b>	<b>120-200</b>	165	157
ACT English	1-36	23	19
ACT Writing	2-12	7	7

## PSAE RESULTS, CLASS OF 2010

Tables 20 and 21  
Performance by Subject and Demographic Group

READING	District				State			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All Students	5.7%	21.1%	44.9%	28.4%	8.5%	34.6%	45.0%	11.9%
Female	4.8%	18.5%	45.8%	31.0%	6.3%	34.5%	47.1%	12.1%
Male	6.6%	23.7%	43.9%	25.8%	10.6%	34.8%	42.8%	11.8%
American Indian or Alaskan Native					6.8%	32.7%	50.2%	10.4%
Asian/Pacific Islander	0.0%	30.0%	35.0%	35.0%	5.0%	26.3%	48.7%	20.0%
Black or African American	12.5%	46.5%	35.0%	6.0%	16.9%	55.1%	26.0%	2.0%
Hispanic	13.0%	22.2%	44.4%	20.4%	14.7%	48.9%	32.9%	3.6%
White	2.0%	9.4%	48.4%	40.1%	5.0%	26.5%	52.5%	15.9%
Multiracial/Ethnic	5.3%	18.4%	60.5%	15.8%	6.4%	32.4%	47.6%	13.6%
Low Income	15.4%	51.0%	28.8%	4.8%	16.3%	50.5%	30.2%	3.0%
Non-Low Income	4.1%	16.4%	47.4%	32.1%	4.8%	27.3%	51.9%	16.0%
LEP	--	--	--	--	45.3%	46.6%	7.9%	0.2%
Non-LEP	5.7%	21.0%	44.8%	28.4%	7.6%	34.4%	45.8%	12.2%
IEP	32.7%	33.7%	23.5%	10.2%	40.4%	42.8%	14.7%	2.1%
Non-IEP	1.7%	19.2%	48.0%	31.1%	4.5%	33.6%	48.7%	13.1%
Migrant					38.9%	33.3%	27.8%	0.0%
Non-Migrant	5.7%	21.1%	44.9%	28.4%	8.4%	34.6%	45.0%	11.9%

MATHEMATICS	District				State			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All Students	7.8%	24.2%	47.9%	20.1%	11.0%	37.4%	42.2%	9.4%
Female	7.9%	21.4%	52.5%	18.2%	10.8%	40.2%	41.8%	7.3%
Male	7.6%	27.0%	43.3%	22.0%	11.2%	34.5%	42.7%	11.6%
American Indian or Alaskan Native					9.6%	42.6%	39.4%	8.4%
Asian/Pacific Islander	0.0%	10.0%	60.0%	30.0%	3.7%	20.5%	50.1%	25.7%
Black or African American	19.9%	47.3%	30.8%	2.0%	26.9%	54.5%	18.0%	0.6%
Hispanic	12.7%	32.7%	40.0%	14.5%	17.1%	51.3%	29.7%	1.9%
White	2.2%	12.6%	55.8%	29.4%	5.9%	30.6%	51.0%	12.4%
Multiracial/Ethnic	5.3%	34.2%	50.0%	10.5%	9.6%	38.4%	43.5%	8.5%
Low Income	25.7%	51.4%	21.9%	1.0%	21.6%	52.1%	24.8%	1.5%
Non-Low Income	4.9%	19.8%	52.1%	23.2%	6.1%	30.5%	50.3%	13.1%
LEP	--	--	--	--	37.6%	44.7%	15.5%	2.2%
Non-LEP	7.8%	24.1%	47.9%	20.2%	10.4%	37.2%	42.8%	9.6%
IEP	37.4%	42.4%	19.2%	1.0%	46.7%	41.2%	10.9%	1.2%
Non-IEP	3.3%	21.5%	52.2%	23.0%	6.6%	36.9%	46.1%	10.4%
Migrant					30.6%	61.1%	8.3%	0.0%
Non-Migrant	7.8%	24.2%	47.9%	20.1%	11.0%	37.4%	42.2%	9.4%

Dashes (--) indicate there are from 1 to 9 scores in this demographic group. No results are reported to protect the privacy of these students.  
Blanks indicate there are no scores in this demographic group.  
Due to rounding, percents may not sum to 100.



## PSAE RESULTS, CLASS OF 2010

Tables 22 and 23

### Performance by Subject and Demographic Group (continued)

SCIENCE	District				State			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All Students	6.4%	24.9%	47.4%	21.3%	8.9%	40.7%	40.3%	10.2%
Female	6.6%	23.7%	53.0%	16.6%	8.5%	44.4%	39.8%	7.2%
Male	6.3%	26.0%	41.7%	26.0%	9.2%	36.8%	40.8%	13.2%
American Indian or Alaskan Native					8.0%	39.4%	42.6%	10.0%
Asian/Pacific Islander	0.0%	25.0%	50.0%	25.0%	3.9%	28.4%	47.1%	20.6%
Black or African American	16.4%	50.2%	31.8%	1.5%	21.3%	61.4%	16.5%	0.7%
Hispanic	12.7%	32.7%	41.8%	12.7%	15.1%	57.3%	25.6%	2.0%
White	1.8%	12.3%	53.6%	32.3%	4.5%	32.1%	49.5%	13.9%
Multiracial/Ethnic	2.6%	26.3%	63.2%	7.9%	7.5%	39.8%	43.2%	9.6%
Low Income	24.8%	51.4%	20.0%	3.8%	18.0%	58.2%	22.1%	1.7%
Non-Low Income	3.5%	20.6%	51.8%	24.1%	4.6%	32.5%	48.7%	14.1%
LEP	--	--	--	--	36.5%	55.4%	7.6%	0.5%
Non-LEP	6.5%	24.8%	47.4%	21.4%	8.2%	40.3%	41.0%	10.4%
IEP	31.3%	45.5%	19.2%	4.0%	40.1%	46.1%	12.1%	1.8%
Non-IEP	2.7%	21.8%	51.6%	23.9%	5.0%	40.0%	43.8%	11.2%
Migrant					33.3%	61.1%	5.6%	0.0%
Non-Migrant	6.4%	24.9%	47.4%	21.3%	8.9%	40.6%	40.3%	10.2%

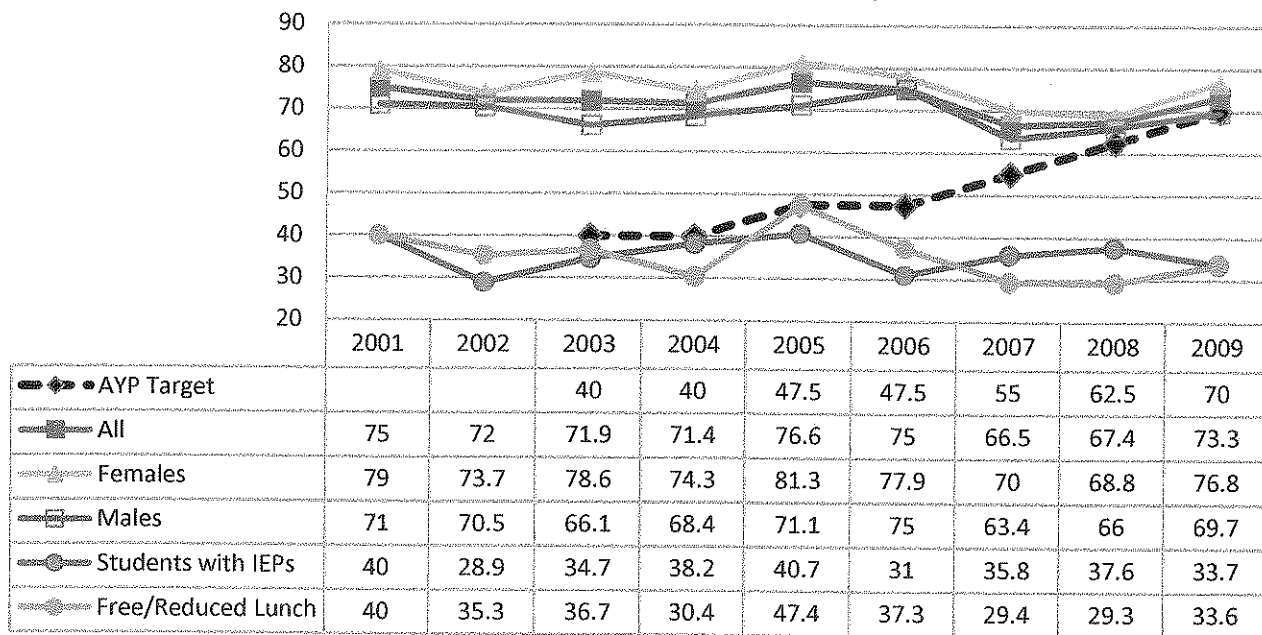
  

WRITING	District				State			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All Students	3.5%	22.5%	57.3%	16.7%	6.0%	37.2%	51.7%	5.1%
Female	2.3%	16.1%	58.5%	23.1%	3.5%	33.6%	56.4%	6.5%
Male	4.7%	28.9%	56.1%	10.3%	8.6%	40.9%	46.9%	3.6%
American Indian or Alaskan Native					7.9%	39.3%	48.0%	4.8%
Asian/Pacific Islander	0.0%	5.0%	70.0%	25.0%	2.2%	22.3%	63.3%	12.2%
Black or African American	7.8%	54.1%	35.6%	2.4%	12.5%	57.5%	29.6%	0.5%
Hispanic	7.1%	19.6%	62.5%	10.7%	8.2%	53.6%	37.1%	1.1%
White	1.3%	9.3%	65.5%	23.9%	4.1%	29.0%	60.1%	6.8%
Multiracial/Ethnic	2.5%	22.5%	62.5%	12.5%	5.0%	34.1%	55.1%	5.7%
Low Income	12.7%	52.7%	34.5%	0.0%	11.4%	55.3%	32.5%	0.8%
Non-Low Income	2.0%	17.5%	61.1%	19.5%	3.5%	28.8%	60.5%	7.1%
LEP	--	--	--	--	26.4%	62.1%	11.4%	0.1%
Non-LEP	3.4%	22.6%	57.3%	16.7%	5.6%	36.7%	52.4%	5.2%
IEP	21.4%	46.6%	29.1%	2.9%	31.9%	53.2%	14.3%	0.6%
Non-IEP	0.7%	18.8%	61.6%	18.8%	2.8%	35.2%	56.3%	5.7%
Migrant					39.4%	45.5%	15.2%	0.0%
Non-Migrant	3.5%	22.5%	57.3%	16.7%	6.0%	37.2%	51.7%	5.1%

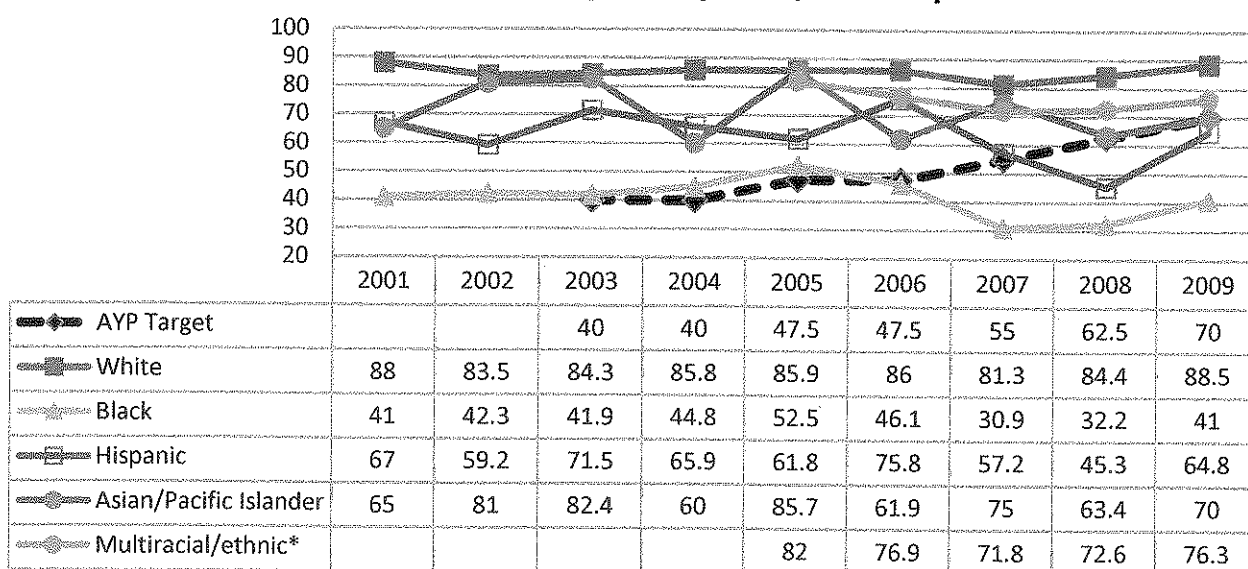
Dashes (--) indicate there are from 1 to 9 scores in this demographic group. No results are reported to protect the privacy of these students.  
Blanks indicate there are no scores in this demographic group.  
Due to rounding, percents may not sum to 100.

## PSAE LONGITUDINAL ANALYSIS

**Table 24**  
**Percent Meets/Exceeds in Reading, 2001-2009**  
**Disaggregated by Gender, Accommodations, and Economic Status**

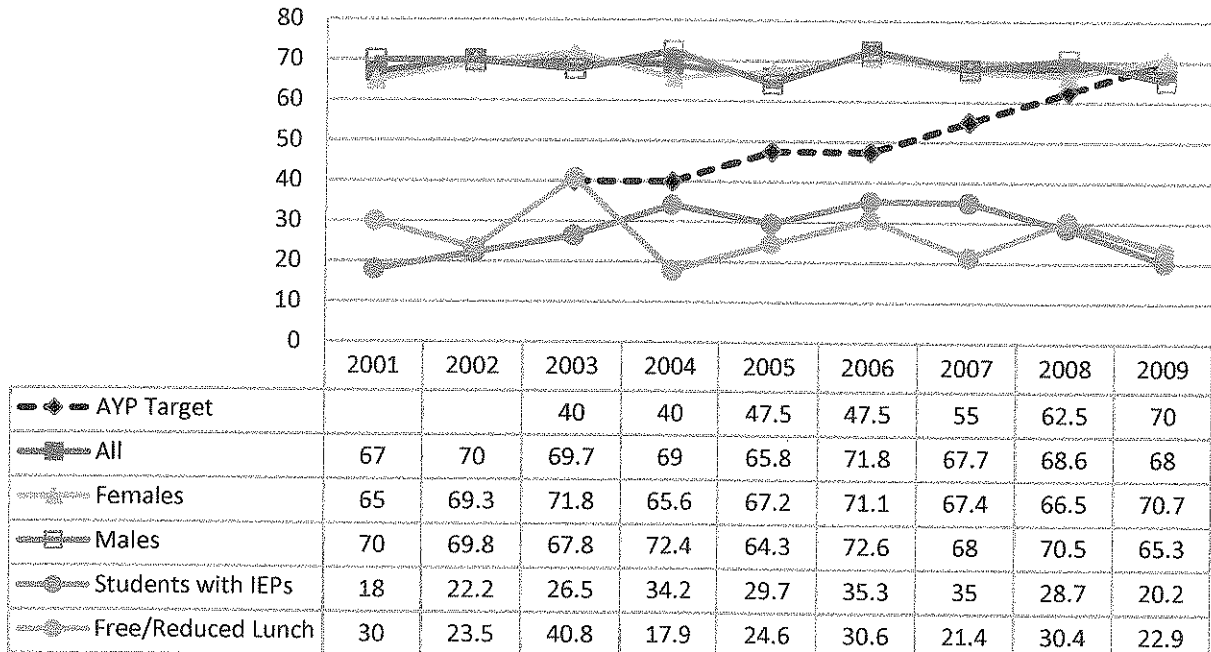


**Table 25**  
**Percent Meets/Exceeds in Reading, 2001-2009**  
**Disaggregated by Race/Ethnicity**

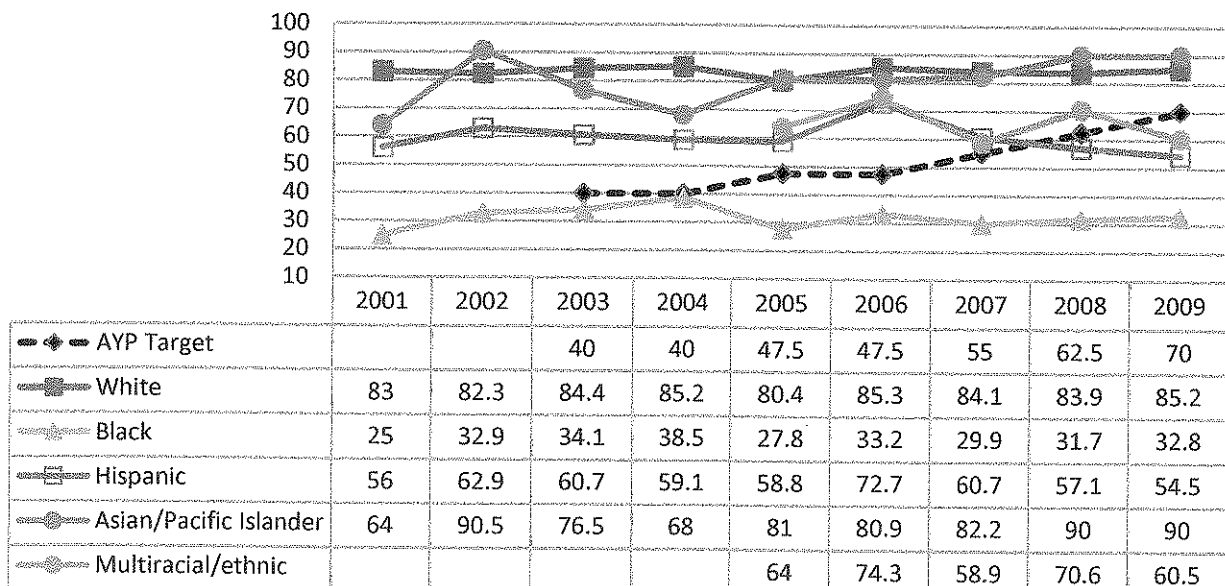


## PSAE LONGITUDINAL ANALYSIS

**Table 26**  
**Percent Meets/Exceeds in Math, 2001-2009**  
**Disaggregated by Gender, Accommodations, and Economic Status**

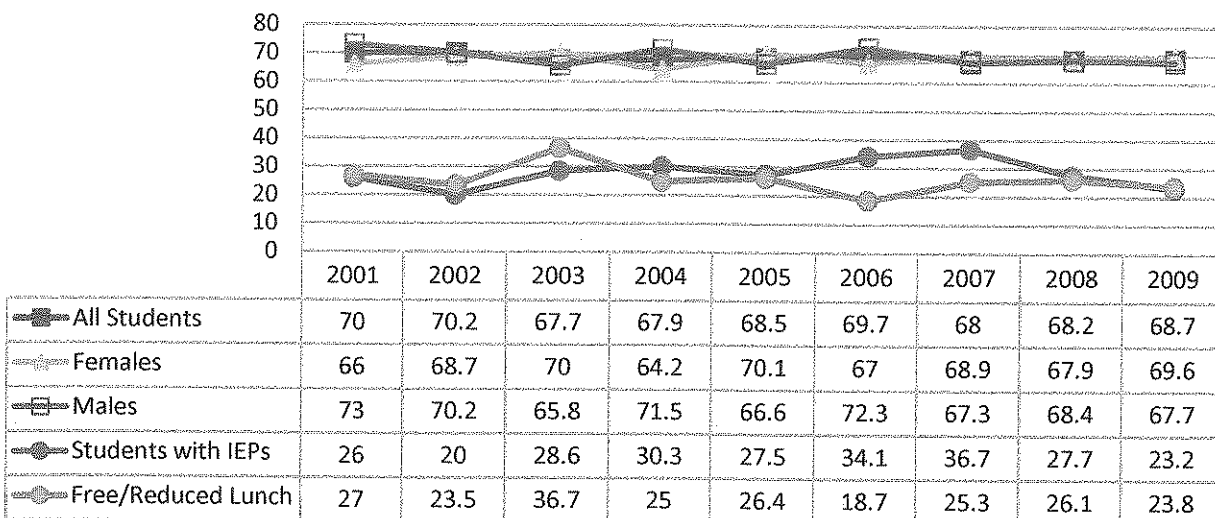


**Table 27**  
**Percent Meets/Exceeds in Math, 2001-2009**  
**Disaggregated by Race/Ethnicity**

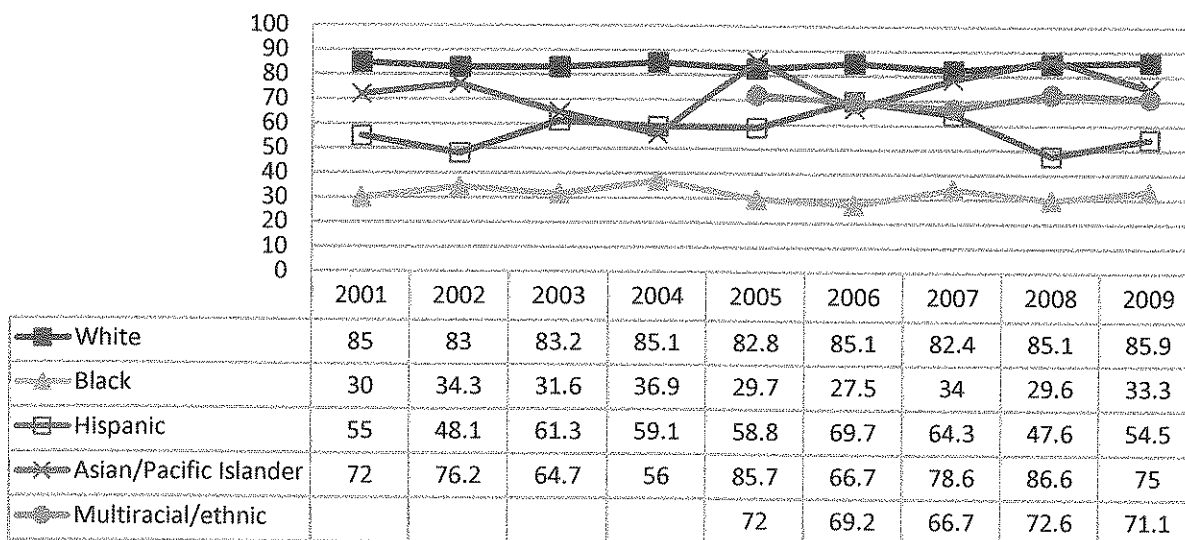


## PSAE LONGITUDINAL ANALYSIS

**Table 28**  
**Percent Meets/Exceeds in Science, 2001-2009**  
**Disaggregated by Gender, Accommodations, and Economic Status**



**Table 29**  
**Percent Meets/Exceeds in Science, 2001-2009 Disaggregated by**  
**Race/Ethnicity**



***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: September 4, 2009  
RE: GPA and WGPA report

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**BACKGROUND**

When OPRFHS District leadership first began discussing disparities or gaps that appeared in student data when that data was disaggregated by race, one of the data sets used most frequently was student grade point average (GPA) and weighted grade point average (WGPA). The data presented in this report is at the request of current Board and administrative leadership who wanted to revisit GPA and WGPA.

**SUMMARY OF FINDINGS**

Attached to this report are a series of charts detailing GPA and WGPA for the graduating classes of 2009 - 2012. The information reflects a snapshot of June 2009 and includes senior students who graduated in June 2009 and current sophomore, junior and senior students. Students enrolled in off-campus programs and the TEAM programs have not been included in this information, however students who participate in all other Special Education programs are included in this data.

A preliminary review of the available information suggests the following:

- The disaggregated data show patterns similar to patterns exhibited in the last several years.
- Disparities of as much as 1.0 in GPA and 1.3 in WGPA appear between the data collected on white students and the data collected on African American students.
- Disparities among the data are smaller and less significant when drawn from other disaggregated groups than the data from white students and African American students.
- Data on female students tend to show higher GPA and WGPA than the data shown on male students in similar disaggregated groups.

A discussion regarding grading practices and policy, in effect the inputs for the grades which result in the GPA and WGPA distribution and the lack of substantial change in those distributions, is a consideration for the Board and administration. The most recent discussion was held five years ago and no changes were made to the existing system.

**RECOMMENDATIONS (OR FUTURE DIRECTIONS)**

Discussions regarding gaps that appear in student outcome data are useful and should continue as they move school faculty and staff to improve administrative and classroom practices.

Administration and faculty should continue to report on and evaluate current targeted programs, academic and student service support programs, and consider changes to grading, course enrollment, and curriculum policies. This report should be issued regularly or as requested by the Board of Education or District administrative leadership.

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

## ***District 200***

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

**Table 1.**

**Summary of Mean GPA and WGPA as of June 2009 for all OPRFHS Students.**

GRAD YEAR	2009			2010			2011			2012		
	GPA	WGPA	N	GPA	WGPA	N	GPA	WGPA	N	GPA	WGPA	N
	2.73	3.06	766	2.76	3.01	816	2.74	2.92	745	2.84	2.94	634

Mean GPA for all 2961 students in this table – 2.77

Mean WGPA for all 2961 students in this table – 2.98

**Table 2.**

**Mean GPA and WGPA as of June 2009 by Gender.**

GRAD YEAR	2009			2010			2011			2012		
	GPA	WGPA	N	GPA	WGPA	N	GPA	WGPA	N	GPA	WGPA	N
Female	2.87	3.26	378	2.96	3.26	395	2.92	3.13	367	3.08	3.19	282
Male	2.59	2.87	388	2.58	2.77	421	2.58	2.71	378	2.66	2.74	352

Mean GPA for all 1422 females in this table – 2.95

Mean WGPA for all 1422 females in this table – 3.21

Mean GPA for all 1539 males in this table – 2.60

Mean WGPA for all 1539 males in this table – 2.77

**Table 3.**

**Mean GPA and WGPA as of June 2009 by Ethnic Code.**

GRAD YEAR	2009			2010			2011			2012		
	GPA	WGPA	N	GPA	WGPA	N	GPA	WGPA	N	GPA	WGPA	N
White (1)	3.08	3.55	427	3.06	3.40	468	3.07	3.31	431	3.22	3.35	393
African Am. (2)	2.04	2.12	222	2.15	2.22	237	2.18	2.23	213	2.11	2.13	169
Native Am. (3)	2.52	2.53	4	3.19	3.50	2	2.55	2.55	2	1.3	1.3	1
Asian/PacIsl. (4)	3.23	3.69	28	3.26	3.55	21	3.21	3.38	15	3.07	3.17	17
Hispanic (5)	2.52	2.74	35	2.75	3.01	45	2.46	2.53	36	2.50	2.55	25
Multi-Racial (6)	2.63	2.96	50	2.63	2.81	43	2.46	2.57	48	2.35	2.40	29

Mean GPA for all 1719 white students in this table – 3.11

Mean WGPA for all 1719 white students in this table – 3.40

Mean GPA for all 841 African American students in this table – 2.12

Mean WGPA for all 841 African American students in this table – 2.18

Mean GPA for all 9 Native American students in this table – 2.54

Mean WGPA for all 9 Native American students in this table – 2.61

Mean GPA for all 81 Asian/Pacific Islander students in this table – 3.20

Mean WGPA for all 81 Asian/Pacific Islander students in this table – 3.49

Mean GPA for all 141 Hispanic students in this table – 2.58

Mean WGPA for all 141 Hispanic students in this table – 2.74

Mean GPA for all 170 Multi-Racial students in this table – 2.53

Mean WGPA for all 170 Multi-Racial students in this table – 2.72

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

## ***District 200***

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

**Table 4.**

**Mean GPA and WGPA as of June 2009 by Gender and Ethnic Code.**

GRAD YEAR	2009			2010			2011			2012		
	GPA	WGPA	N	GPA	WGPA	N	GPA	WGPA	N	GPA	WGPA	N
White Fem. (1)	3.26	3.81	210	3.25	3.64	218	3.28	3.57	215	3.40	3.55	185
White Male (1)	2.90	3.30	217	2.90	3.19	250	2.86	3.05	216	3.06	3.17	208
Afrcn. Am. F (2)	2.11	2.19	108	2.37	2.48	117	2.32	2.40	105	2.33	2.36	67
Afrcn Am. M (2)	1.98	2.06	114	1.93	1.97	120	2.04	2.07	108	1.97	1.99	102
NativeAm. F. (3)	2.42	2.43	2	3.38	3.99	1			0			0
NativeAm. M(3)	2.61	2.62	2	3	3	1	2.55	2.55	2	1.3	1.3	1
Asian/PI F. (4)	3.35	3.86	16	3.27	3.6	13	3.03	3.19	8	3.14	3.26	9
Asian/PI. M. (4)	3.07	3.46	12	3.25	3.47	8	3.41	3.61	7	2.98	3.08	8
Hispanic F. ( 5)	2.63	2.96	15	3.10	3.46	23	2.53	2.63	18	3.01	3.12	6
Hispanic M. (5)	2.45	2.58	20	2.37	2.53	22	2.39	2.45	18	2.34	2.37	19
MultiRacial F(6)	2.79	3.16	27	2.96	3.26	23	2.50	2.61	21	2.46	2.51	15
MultiRacial(6)	2.46	2.72	23	2.25	2.30	20	2.43	2.54	27	2.23	2.28	14

Mean GPA for all 828 white female students in this table – 3.29

Mean WGPA for all 828 white female students in this table – 3.64

Mean GPA for all 891 white male students in this table – 2.93

Mean WGPA for all 891 white male students in this table – 3.19

Mean GPA for all 397 African American female students in this table – 2.28

Mean WGPA for all 397 African American female students in this table – 2.36

Mean GPA for all 444 African American male students in this table – 1.98

Mean WGPA for all 444 African American male students in this table – 2.02

Mean GPA for all 3 Native American female students in this table – 2.74

Mean WGPA for all 3 Native American female students in this table – 2.95

Mean GPA for all 6 Native American male students in this table – 2.44

Mean WGPA for all 6 Native American male students in this table – 2.44

Mean GPA for all 46 Asian/Pacific Islander female students in this table – 3.23

Mean WGPA for all 46 Asian/Pacific Islander female students in this table – 3.56

Mean GPA for all 35 Asian/Pacific Islander male students in this table – 3.14

Mean WGPA for all 35 Asian/Pacific Islander male students in this table – 3.39

Mean GPA for all 62 Hispanic female students in this table – 2.81

Mean WGPA for all 62 Hispanic female students in this table – 3.06

Mean GPA for all 79 Hispanic male students in this table – 2.39

Mean WGPA for all 79 Hispanic male students in this table – 2.49

Mean GPA for all 86 Multi-Racial female students in this table – 2.70

Mean WGPA for all 86 Multi-Racial female students in this table – 2.94

Mean GPA for all 84 Multi-Racial male students in this table – 2.36

Mean WGPA for all 86 Multi-Racial male students in this table – 2.49