

**Oak Park and River Forest High School
201 N. Scoville
Oak Park, Illinois 60302**

**Special Board Meeting
Monday, August 18, 2008
7:50 a.m.
Board Room**

AGENDA

1. Call to Order, Roll Call and Introduction of Visitors Jacques A. Conway
 2. Visitor Comments
 3. Discussion of Goals (attachments)
 4. Motion to adjourn Action
- C: Board Members
Administrators

**Draft of Proposed District Goal:
Quantitative Mass Achievement Measures**

The school district will (1) describe, as precisely as possible, what we mean by “student academic achievement”, (2) describe, as precisely as possible, what we mean by “racial academic achievement gap”, (3) define quantitative mass indicators of both of the foregoing, (4) describe the specific limitations of these indicators regarding the validity of their use, and (5) describe the specific formal processes by which we will improve both the definitions and the use of those definitions over time.

A discussion of the specific indicators of accomplishment of this goal and its sub-parts would be necessary only after we have agreed on what the goal is.

Submitted by Dr. Ralph H. Lee

Oak Park and River Forest High School
District 200

The District 200 Board of Education has adopted goals for the 2007-08 school year that the Superintendent, Board, and District are committed to fulfilling in principle and in substance. The work of the Board, of the Oak Park and River Forest High School administrative, professional and support staffs, of students, parents, and community will focus on the goals adopted below to ensure success in these targeted areas:

1. Improve academic achievement for all students with an emphasis on minority and special education students.
 - a. See attached AYP/Safe Harbor targets per ISBE and NCLB;
 - b. Develop a systemic and systematic method of tracking student achievement over time, including baseline data grades 6 – 12;
 - c. Establish clear standards of measurement for comparing and analyzing the performance of students within the same cohort over time;

 2. Improve school climate among students and staff by:
 - a. Improving the transition of incoming freshmen from elementary/middle school to high school;
 1. academic (grades and standardized achievement test scores), attendance, and disciplinary records
 - b. Improving the transition of incoming transfer students from non-community based elementary, middle, and high schools;
 1. academic (grades and standardized achievement test scores), attendance, and disciplinary records
 - c. Increasing the participation of students in co-curricular programs (activity, athletic, intramural);
 1. accurate and complete tracking of student participation by area, gender, class, ethnicity, and duplicated/unduplicated count
 - d. Assessing the effectiveness of school initiatives (academic and co-curricular), make recommendations for change, and implement changes;
 1. develop formal methodology for the assessment of all school initiatives;
 - e. Developing a comprehensive professional development program for staff;
 1. establish programs for employee groups and track involvement
 - f. Increasing student and parent efficacy within the school.
 1. survey students and parents

 3. Expand recruitment and employment efforts, and increase the number of minority administrators and faculty by:
 - a. Developing overall recruitment and employment model and system.
 - b. Increasing the number and type of job fairs attended;
 - c. Creating recruitment team with representation from administration, division heads, and faculty;
 - d. Employing 20% of incoming faculty and administration as minorities.

 4. Develop and implement a new organizational structure.
 - a. Survey staff and parents.
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Oak Park and River Forest High School
District 200

2007 – 2010 PSAE ISBE/NCLB Performance Goals
Percentage of Meets/Exceeds Student Scores Required to Make AYP or Safe Harbor

Subgroup	2007			2008			2009			2010		
	AYP Target	% Meet/Exceed*		AYP Target	Safe Harbor**		AYP Target	Safe Harbor**		AYP Target	Safe Harbor**	
		Reading	Math		Reading	Math		Reading	Math		Reading	Math
African American	55	33.1	32	62.5	39.8	38.8	70	45.8	44.9	77.5	51.2	50.4
Special Education	55	39.5	37.7	62.5	45.6	43.9	70	51	49.5	77.5	55.9	54.6
Low income	55	36.4	24.2	62.5	42.8	31.8	70	48.5	38.6	77.5	53.7	44.7

*These are the actual percentages of students in the class of 2008 who met/exceeded AYP in the spring 2007 testing.

**Safe Harbor is based upon the proportion of scores not meeting/exceeding standards the previous year. Schools can make Safe Harbor if they reduce by 10% the proportion of scores not meeting or exceeding standards from one year to the next.