

OAK PARK AND RIVER FOREST HIGH SCHOOL
201 North Scoville Avenue
Oak Park, IL 60302

INSTRUCTION COMMITTEE OF THE WHOLE BOARD OF EDUCATION MEETING
Tuesday, September 18, 2012

An Instruction Committee of the Whole Board of Education meeting was held on Tuesday, September 18, 2012. Dr. Lee called the meeting to order at 7:00 p.m. in the Board Room. Committee members present were Terry Finnegan, Valerie Fisher, Dr. Ralph H. Lee, Amy McCormack, Dr. Dietra D. Millard, John Phelan, and Sharon Patchak-Layman. Also present were Dr. Steven T. Isoye, Superintendent; Michael Carioscio, Chief Information Officer; Dr. Tina Halliman, Assistant Superintendent of Student Services; Amy Hill, Director of Assessment and Research; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Principal; Lauren M. Smith, Assistant Superintendent for Human Resources; Karin Sullivan, Director of Community Relations and Communications; Cheryl L. Witham, Chief Financial Officer and Treasurer; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors included OPRFHS Chala Holland, Assistant Principal for Instruction, Kristen McKee, RtI/Reading Program Coordinator; and Kara Bohne and Christina Smith, Science Teachers; Students Anna Whelan, Ana Gonzalez, Jazmin Salgado, Tess Fischer, Roger Gusloff; Tess Trinkka, Kirsten Cabacungen Tony DeJesus, Dai Robinson, Mark Gubatan, Analise Ryan, and Madeleine Norman.

Student Summer Travel Experiences

Annually the students who participate in travel experiences sponsored by the school, either excursions or field courses, present to the Board of Education. Students often report these experiences as being “life changing.” Students who participated in the Field Courses to the Galapagos Islands and Tanzania received credit for those experiences. The summer excursion experiences went to Spain and Japan.

The first group of students to present went to Spain. They were Anna Whelan, Ana Gonzalez, Jazmin Salgado, Tess Fischer, and Roger Gusloff. These students spoke about their experiences of living with host families for two weeks and being immersed in the Spanish language and culture. Daily experiences included attending school from 10:30 a.m. to 2:30 p.m., meeting Spanish students, doing homework, eating with the families, and participating in various activities such as surfing and shopping, and attending a soccer game (Spain versus Mexico). Favorite experiences included meeting many new people (host families and other teenagers), learning Spanish songs, etc.

The second group of students to present went to Japan. OPRFHS has developed a relationship with a school in Nagano, and OPRFHS students, Tony DeJesus, Dai Robinson, Mark Gubatan, and Madeleine Norman, were reacquainted with the Japanese students who had visited OPRFHS last spring.

Some of the highlights or favorite things of the trip included being treated like a family member by host families, following their rules, participating in a two-day festival at the school in which each classroom had its own attraction. This festival was almost completely orchestrated students. They traveled to a famous temple and were able to see monks mediating and the differing customs. The monks were extremely respectful and praised everything. This experience made Dai reflect on his life here. He wanted to express his appreciation more. The temple had a large urn with smoke coming out of it. If one offers money, he/she can take some of the smoke and rub it on their body parts. If used on the forehead, one would become smarter; on the face, one would have a clearer face; on the body, one would be healthier. Another favorite experience of the group was that of making soba noodles.

Kara Bohne, sponsor of the Galapagos Islands trip, introduced two of the students who participated in this experience: Tess Trinka and Kirsten Cabacungen. Previously, Ms. Bohne had sponsored the Field Trip experiences to Costa Rica. Ms. Bohne credited Ecology Project International for putting a great itinerary together. While the group traveled to five islands on a yacht, most of the time was spent on the Island of Santa Cruz. The islands are off the coast of Ecuador, and the students did not spend some time in Quito. Students collected data at the Charles Darwin Research station's breeding center to be used by scientists in their research of the baby and adult giant tortoises. To collect data on the adult tortoises, the students had to capture and measure them. They participated in daily classes, visited lava tunnels and Ecuadorian guides taught them about preserving the environment.

They also participated in bird watching (the Blue-footed Booby was a favorite) and snorkeling where they saw Rainbow fish, Dory fish, starfish, octopuses, and sea lions. On the last day on the yacht, a family of dolphins swam by, leaving one student feeling as if she had to save the environment.

Next Christina Smith, sponsor of the Tanzania trip, introduced Erin Lynch and Analise Ryan, two of the students who participated in this experience. Global Explorers, a non-profit company started by two OPRFHS alumni, planned this 10-day trip. The itinerary included five days in Tanzania and five days near Mount Kilimanjaro in the city of Moshi in a region known as the "Cradle of Life". Their experiences included a Serengeti National Park safari and visiting the Ngorongoro Crater. The students spoke about the fast friends they had made with the Tanzania students, who taught them Swahili, how to barter in the markets, and how to conserve the environment. They participated in creating a sustainable service project by making clay bricks to be used to build fuel-efficient stoves.

Dr. Millard applauded to sponsors of these trips, challenged the students to continue their contact with the people they met on these trips, and to continue to broaden their worlds.

Reading Program Update

Ms. Holland and Ms. McKee provided an update on the reading program. Last year's presentation included recommendations and plans for the current school year. This report included:

- the work in Elements of Reading for the 2011-12 school year;
- assessment results from last year's freshman Scholastic Reading Inventory (SRI) data; and
- an update on the status of the changes approved and implemented because of the 2011-12 report.

An overview of the key components of 2011-12 included:

- Implementation of the Read180 Core Reading curriculum
- Teacher Professional Development
- Reading interventions
- Supports Evaluation and Alignment Tools
- Implemented Continuous Program and Student Progress Monitoring
- Introduction of Monitoring Tools such as the Scholastic Reading Inventory and Aimsweb Reading Curriculum Based Measurement
- Determination and Definition of Needs
- Formation for Multi-tiered System of Support
- Identification of students in need of reading support and alignment of their needs with support and/or intervention
- Focus on the purpose and intended outcomes of various reading support classes for students receiving general and special education services

Below are the Scholastic Reading Inventory (SRI) Performance Descriptors.

Description	Lexile	Percentile
Advanced (Honors and AP)	1201+	78 th and above percentile
Proficient (Honors and College Prep)	1040 - 1200	50 th - 77 th percentile
Strategic (College Prep with Supports)	881 - 1040	26 th - 49 th percentile
Intensive/Strategic (Transition and CP with Support)	751 - 880	11 th - 25 th percentile
Intensive (Transition/Elements of Reading)	750 and below	10 th percentile and below

A summary of the 2011-12 results included the following.

Ninety-five (95) percent of the class of 2015 was administered the SRI 2 times during the year. The data showed an overall increase of students performing in the proficient and above range of 9% from fall to spring. The number of students reading at the intensive and intensive strategic range decreased between the two test dates, by 2% in each category.

Scholastic Reading Inventory Performance Indicators

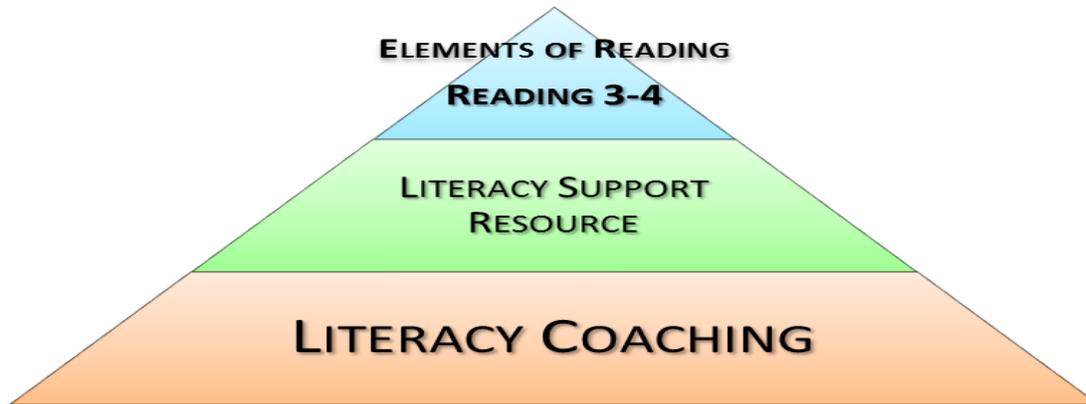
Students entering the Elements of Reading class have a substantial performance discrepancy when compared to grade level expectations (below to well below the proficient range and often lack basic reading skills). This program saw an overall growth trend with 9% of those students who were in the program for a full year, achieving into the proficient and above range. The students who started the furthest away from the grade level baseline, decreased by 12%. These students demonstrated an immense amount of growth, even though most remain below grade level readers and continue to require intensive, targeted support. They were tested approximately five times per year.

Students recommended for Literacy Support Resource do not perform at grade level and do not demonstrate as significant skill deficiency. Last year, the data demonstrated growth trends in the movement from Intensive and Intensive/Strategic to Strategic and Proficient ranges. It failed, however, to reflect the desired results of students moving into the Proficient and above ranges. As a result, the curriculum and instruction this year is more targeted and aligned to common core literacy standards.

The District is making strides of its knowledge about the students. Students with deficient reading skills are informed individually about their level of proficiency and the need to grow. They are aware of their growth because a computer based program is used that gives immediate feedback. Students were very enthusiastic when receiving their Lexile scores.

Overview of the 2012-13 Program

The Reading Program consists of several parts. In an RtI model, the tiers represent the level of support, as well as the span of students the supports should reach. The hallmark of RtI is if a student is achieving in Tier 3, they move to Tier 2. Made much strides on reading levels with RtI. An explanation of the three tiers of RtI follows.



Updates: Elements of Reading

- Evaluated classroom structure
- Summer curriculum work aligned with common core standards
- Executive Functioning Skill Development
- Course offered across continuums in Special Education to address the needs of the students regarding disability but providing intensive reading support. All teachers have engaged in additional professional development such as Executive Functioning and Read 180 as well.

Literacy Support Resource

- Adopted Expert21 as the core curriculum
- Course addresses reading across the content areas and executive functioning
- Expert 21 professional development
- LSR 9 and LSR 10 are offered

Reading 3-4

- Reading across content areas
- Expert 21, Rewards and Six-Minute Solutions make up the core curriculum
- Common Core literacy standards, multisyllabic decode and fluency
- Students in upper grade levels

Additional Updates

Literacy coaching

Literacy PD learning strand (60 teachers engaged)

Increased literacy coaching

Assessment and Progress Monitoring

SRI Assessment for freshmen 3x's

SRI assessment for identified sophomores through literacy coaching

Interns

RtI Interns

Assisting with assessment, progress monitoring and support to teachers

Overview of tiered reading interventions and supports for 2012-13

Level	Class/Resource	Tier	Grade(s)
Special Education	Elements of Reading	3	9
Special Education	Reading 3-4	3	10-12
Transition	Elements of Reading	3	9 and some upper-classmen
College Prep	Literacy Support Resource	2	9
College Prep	Literacy Support Resource	2	10
College Prep	Literacy Coaching	1	9-12
Honors			
AP			

Reading Program Goals were presented.

Elements of Reading	<ul style="list-style-type: none"> Minimum of at least one year expected growth as determined by initial SRI Oral Reading Fluency at either 120 words correct per minute or as set by rate of improvement goal for students' progress monitored biweekly.
Literacy Support Resource 9	<ul style="list-style-type: none"> Minimum of one year expected growth as determined by initial SRI
Literacy Support Resource 10	<ul style="list-style-type: none"> Minimum of one year expected growth as determined by initial SRI
Reading 3-4	<ul style="list-style-type: none"> Minimum of at least one year expected growth as determined by initial SRI
Literacy Coaching	<ul style="list-style-type: none"> Minimum of one year expected growth as determined by initial SRI Development of formative assessments that assess reading comprehension in each targeted course Minimum of 10% increase in student reading growth, as indicated by the SRI

Ms. McKee stated that the District is now able, based on research, to see what is expected at each Lexile. Previously, a general growth based on grade level was used, but students who started lower move forward faster. Now the District knows the expected growth of the individual student and sets that goal as a target. Some teachers have set two years of growth as the goal for their students.

Ms. Holland reported that the work of the literacy coaches has allowed us to offer coaching as a Tier 1 support across various academic levels. Part of the work is accelerate growth for all students, not to just accelerate the learning of those coming in lower or who are deficient in reading. She thanked the teachers and Ms. McKee, who engage on a daily basis with the students and their families. The work the teachers engage in is not easy. Teachers have committed a lot of time working with students and have worked to make the classroom a space that is student centered. Pictures of classes were shared.

Mr. Phelan appreciated the efforts and honest description of the program. He asked for a comparison of these numbers to a control group next year in order to see what could be attributed to this program. He also asked if they were programs that could/should be offered during the summer in order for students to take advantage of this catch up. Ms. McKee responded that while they are offered, they could be articulated better and the intentionality could be more specific.

Ms. Patchak-Layman asked for following:

- 1) raw numbers of students in the classes
- 2) raw number of students who are proficient
- 3) raw number of special education students in the program

Ms. Patchak-Layman also asked for student anecdotal information as to the kinds of additional support he/she might need or what he/she has done in the past so that OPRHFS could send this on to EXPLORE. Ms. Holland has encouraged teachers to ask their students about their experiences in the space. What did they like? What should be changed? What was it they wanted, etc.? Those classroom conversations with the teachers and the teacher assistants allowed goals to be set in the classroom and for students to recommit to their learning. As a result of those conversations, teachers were able to modify some of the structure. Students have said that the teachers are working hard. One student took a leadership role by announcing that everyone was growing in his/her achievement and for the other students to stop complaining. Because of this feedback, the District does not have a scripted program. Students have multiple needs and the District desires to engage them in the curriculum. The tone is different from last year. Ms. McKee stated that the teachers are talented at having relationships with the students and that is critical to having honest conversations about with them about their need to grow. Some of the students are able to continue with the support they had last year and some are not. New students are enrolled in Resource 10, as well. Being in Literacy Support allows the designing of a new environment.

Dr. Lee shared his enthusiasm on the District's direction, as he felt it was doing some great things.

Adjournment

Dr. Lee adjourned the meeting at 8:27 p.m.