

Harlem School District # 122

Program Review

Program:

Harlem High School Restructuring Plan

I. **Rationale** (check all that apply)

- A. Board Policy
- B. Common Core Standards
- C. District Improvement Plan
- D. School Improvement Plan
- E. Human Resources Audit
- F. Long-Range Plan
- G. State/Federal Mandates
- H. State Restructuring Plans
- I. Other

Rationale Details:

II. **Program Intended Outcomes**

No Child Left Behind (Restructuring)

Under the federal No Child Left Behind Act (NCLB), schools that do not make Adequate Yearly Progress (AYP) for five consecutive years are required to develop plans for “restructuring” in the sixth year. If they fall short of their state’s academic targets again, they must implement those plans the following year. NCLB offers five options for schools in restructuring:

1. Reopen the school as a public charter school;
2. Replace “all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress”;
3. Contract with an outside “entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school”;
4. Turn the “operation of the school over to the State educational agency, if permitted under State law and agreed to by the State”; or
5. Engage in another form of major restructuring that makes fundamental reforms, “such as significant changes in the school’s staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress.”(No Child Left Behind, Sec. 1116, 20, U.S.C.A. §6301-6578; 2002)

Non-regulatory guidance from the U.S. Department of Education in 2006 further defines this fifth “other” option to include reforms such as:

- Changing the governance structure of the school either to diminish school-based management and decision making or to increase control, monitoring, and oversight by the LEA;
- Closing the school and reopening it as a focus or theme school with new staff or staff skilled in the focus area;
- Reconstituting the school into smaller autonomous learning communities;
- Dissolving the school and assigning students to other schools in the district;
- Pairing the school in restructuring with a higher performing school; or
- Expanding or narrowing the grades served.

Harlem High School’s 2007 School Report Card identified the following areas of deficiency needing improvement because students didn’t meet the AYP minimum target of 55.0% meeting/exceeding state standards or Safe Harbor requirements, in compliance with the No Child Left Behind Act (NCLB). According to Illinois State Board of Education (ISBE) guidance, the purpose and requirements of a restructuring plan includes:
District and school planners should consider what has occurred in a school that has brought it to restructuring. The restructuring plan should take into account the actions initiated in prior years. The actions required under the restructuring plan may be seen as deeper, broader, or more targeted to meet identified needs. Each restructuring plan must be submitted to ISBE with the approval of the local board no later than six months after the district’s receipt of formal notification regarding the school’s AYP status.

Restructuring Options - Identify which option(s) the district will initiate with an affected school that does not make AYP for a sixth calculation. Each school restructuring plan must indicate that the district is undertaking one or more of the following actions in the affected school. The Harlem High School Restructuring Plan is structured using option 4.

4.Implementing any other major restructuring of the school’s governance that makes fundamental reform in:

- *Governance and management, and/or*
- *Financing and material resources, and/or*
- *Staffing*

III. **Current Program Data and Activities**

The Harlem High School Restructuring Plan was developed during the 2008-9 school year, approved by the Harlem Board of Education on January 26, 2009 and by ISBE on March 18, 2009.

The Harlem School Board, District Administration, Harlem High School Administration and staff have been planning and implementing programmatic changes due to the High School’s AYP status. The School District Central Office and the School Board have also been directly involved in supporting these changes through budget allocations and approval of program and schedule changes. Below are the elements of the Five Year Harlem High School Restructuring plan that will be in effect beginning the 2009-2010 academic year.

1. High School Schedule (Block Schedule to 7 Period Day)
2. Opening Hoffman as a Freshman Campus
3. Administrative Restructuring
4. Instructional Coaches.

5. Restructuring Special Education Delivery Model
6. Implementation of Academic Interventions at Freshman and Sophomore Levels
7. Test Prep Elective for Juniors
8. District-Wide Intervention teacher to facilitate district-wide PBIS implementation.
9. Graduation Requirements
10. Curriculum Audit
11. Curriculum Articulation/Staff Collaboration/After-school Tutoring/PSAE Prep
12. Common Assessments
13. Data Team

This Program Review will focus on the following restructuring elements:

1. Opening Hoffman as a Freshman Campus
2. Common Assessments
3. Development of Data Team
4. Implementation of Academic Interventions

Opening Hoffman as a Freshman Campus

Hoffman was re-opened as a 9th Grade Campus for the 2009-2010 school year. The restructuring plan recommended:

In order to provide students with additional support, a freshman campus will be established at the former Hoffman Middle School specifically designed to meet the needs of our 9th grade students. This will allow greater individual attention for students at a critical time in their education.

Starting the fall of 2008 all eighth graders will take the EXPLORE exam. This will allow students to be placed correctly in academic classes and interventions for their freshman year. Students will also take the EXPLORE exam Spring of their freshmen year as a post-test assessment.

The supports will include a student mentor as well as interventions for students who have been identified due to academic and/or behavior reasons. Student-teacher ratios in these interventions are anticipated to be smaller. The in-school suspension program at Hoffman campus will be staffed by a certified special education teacher to further support intensive academic interventions for regular and special education students assigned to the program for disciplinary reasons.

In addition, with the change to a seven period day, capacity at the High School Campus became an issue. Opening another campus provided appropriate capacity needed for changing to a seven period day.

Common Assessments

The restructuring plan and School Improvement Plan (SIP) recommended:

As part of the articulation process, teachers will consider appropriate use of common formative and summative assessments in all academic areas. This process, begun during the 2008-2009 school year, will continue into the 2009-2010 year and beyond. To assist in analyzing the data obtained throughout our common assessment program, we will look into purchasing a product like Mastery Manager to assist in analyzing this data.

Teacher collaboration time was used to provide time and support to teachers to develop common finals for each course. Then, staff reviewed the assessments, analyzed the data, and modified assessments based on that data. Mastery Manager was purchased during the 2011-2012 school year. Many teachers use Mastery Manager for their finals (although it is not currently required). This software provides a more efficient way of gathering and analyzing their data and allows teachers to tie available Common Core State Standards and

Illinois State Standards to their assessments. Department chairs currently lead data discussions during monthly department meetings.

Development of a Data Team

The restructuring plan recommended:

To measure the success associated with the district's actions and restructuring strategies, we look to implement a data team. Teachers will meet and review school data such as ThinkLink, (DEA) EXPLORE, PLAN, PSAE/ACT to measure the success associated with the District's actions and restructuring strategies. The composition and responsibilities of the data team are currently under development.

The Data Team was implemented as a "1" in the high school "5-1-1". Teachers may request to participate on the data team as their "1". The team meets monthly to review different assessments and analyze data from a building perspective. Initially they manually collected and manipulated data; they are now using data warehouse and other resources to more efficiently use their time to make decisions (rather than collecting and manipulating it). They analyze EPAS data (8th Grade Explore, 9th Grade Explore, 10th Grade Plan and 11th Grade ACT) to determine if student growth is occurring at an appropriate rate.

The team looks at building wide data, focusing on "High Frequency/Low Student Achievement" skills; they then provide resources to each department that focuses on that specific skill in their content area. The table below is a small sample of the work completed by the data team and data coaches from 2011-12:

PLAN Test (10) - December 2011

Priority	Category	Description	# of Questions	Avg. % Incorrect
1	Shapes	Find area and perimeter of various shapes.	6	51.7%
2	Application	Story problems involving percent, proportions, and rates.	6	49.3%
3	Data Representation	Solve problems involving averages, mean, median, mode, probability, and counting techniques.	5	53.9%
4	Coordinate Geometry	Calculate the slope, y-intercept, distance, and midpoint between two points in the coordinate plane.	5	46%

Two years ago the District used Title II funds to pay stipends to a new position of "Data Coach". Each elementary building is provided with one Data Coach, the Middle School is provided with 2 Data Coaches, HH9 is provided with 1 Data Coach and HHS is provided with 4 Data Coaches, who also provide support to HH9 as needed. These coaches provide one-on-one or small group support to assist teachers in using their own data to inform their daily/weekly classroom instruction. In addition, they provide data support to administrators. We have found that the Data Coaches are doing similar work to what is expected of the data team at the High School.

Implementation of Academic Interventions

The restructuring plan recommended:

Beginning in the fall of the 2009-2010 school year Harlem High School will implement academic interventions as part of state mandated Response to Intervention (RTI). These interventions will work to help improve student skills in the area of math and/or English. Students will be placed in an academic intervention class based on their performance on the nationally normed EXPLORE assessments. The details of these intervention courses are currently under development.

The restructuring team conducted site visits as part of the planning of the ninth grade campus concept. A “Directed Studies” program was developed based upon observations from these site visits. Directed Studies courses are provided in Reading and in Math, and are intended to provide skill support to students who score below expectations on the Explore and PLAN assessments. Administrators consulted with other Districts who provide similar intervention courses to determine the best “cut scores” to use to determine eligibility for participation. Building administrators also analyzed recommendations from ACT and administrators from other districts implementing similar plans to determine the best cut scores for Harlem. (ACT Recommendations for cut scores are included in the Achievement Data Section.) These cut scores were determined in order to support the requirement of the restructuring plan that HHS meet AYP (or safe harbor) as measured by scores on the Prairie State Achievement Test (PSAE), which includes the ACT and the Illinois Work Keys assessments. The Explore and Plan assessments provide predictable data for success on ACT, which is why it was determined to be the best identifier for participation in Directed Studies courses. There are currently 341 Freshman students enrolled in a Directed Study course; of these, 38 (or 11%) are enrolled in both Directed Study and Honors courses. The average (unweighted) GPA of these students in both Directed Study and Honors classes is 2.969. There are currently 218 Sophomore students enrolled in a Directed Study Course; of these, 11 students, or 5%, are enrolled in both Directed Study and Honors courses. The average (unweighted) GPA of these students in both Directed Study and Honors courses is 3.429.

Students who score 17 or lower on the PLAN test are required to take a 1 semester course during their Junior year (ACT Prep). Half of the semester focuses on Math, the other half focuses on Reading. This course is focused on ACT test preparation for the PSAE.

During Year 1, funding for additional staff was not available so Directed Study courses were staffed by any staff member who had an open spot in their teaching schedule. Cambridge was selected as the primary text and support materials. At the conclusion of the first year, growth was not as high as expected. Staff who taught the Directed Study courses met and determined that the courses were not as effective as they could be when they are taught by teachers from other content areas. Teachers in the English and Math departments were then scheduled to be the instructors for the Directed Studies course; at that time the Secondary Reading Coach met with the Reading Directed Study teachers over the summer, where they began the development of our own curriculum. The District Math Coach met with the Math Directed Study teachers to begin development of our own curriculum as well. It was determined that these courses would be best taught by English and Math teachers, so most of the courses were staffed by English and Math teachers during Year 2.

After Year 2, Explore/Plan scores of participating students improved in both Reading and Math. The coaches and teachers continue to meet each summer (as funding is available) to update and modify curriculum to meet the needs of the students.

III. Program Progress Toward Intended Outcomes

Enrollment Data (Based on Fall Housing Report Data from October 1st of Each Year)

Year	HH9	HHS	Students Enrolled Out	Students Enrolled In	Total Enrollment	Mobility Rate
2000-2001		2074			2074	
2001-2002		2132			2132	13.2%
2002-2003		2221			2221	10.9%
2003-2004		2326			2326	13.1%
2004-2005		2394			2394	9%
2005-2006		2434			2434	12.6%
2006-2007		2450	28	4	2426	11.9%
2007-2008		2446	31	4	2419	11.8%
2008-2009		2380	57	4	2327	11.9%
2009-2010	612	1810	53	4	2373	11.4%
2010-2011	601	1864	38	5	2432	9.2%
2011-2012	549	1821	22	6	2354	9.3%
2012-2013	563	1762	44	8	2289	Not Yet Available

Advanced Placement (AP) Course Participation

Year	Number of Students Tested	Courses Tested
2010	8	3
2011	153	5
2012	284	9
2013	348	9
2014		10

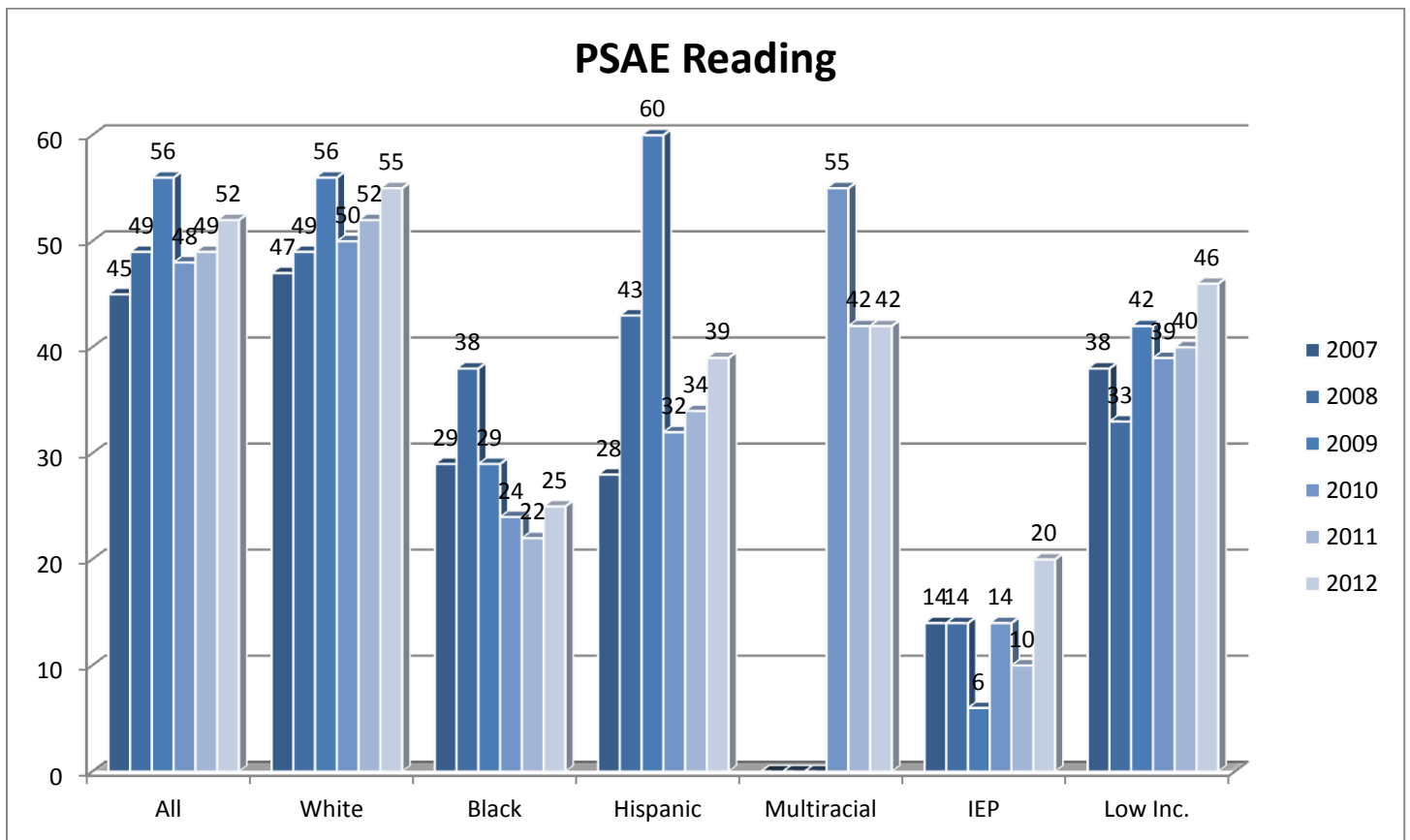
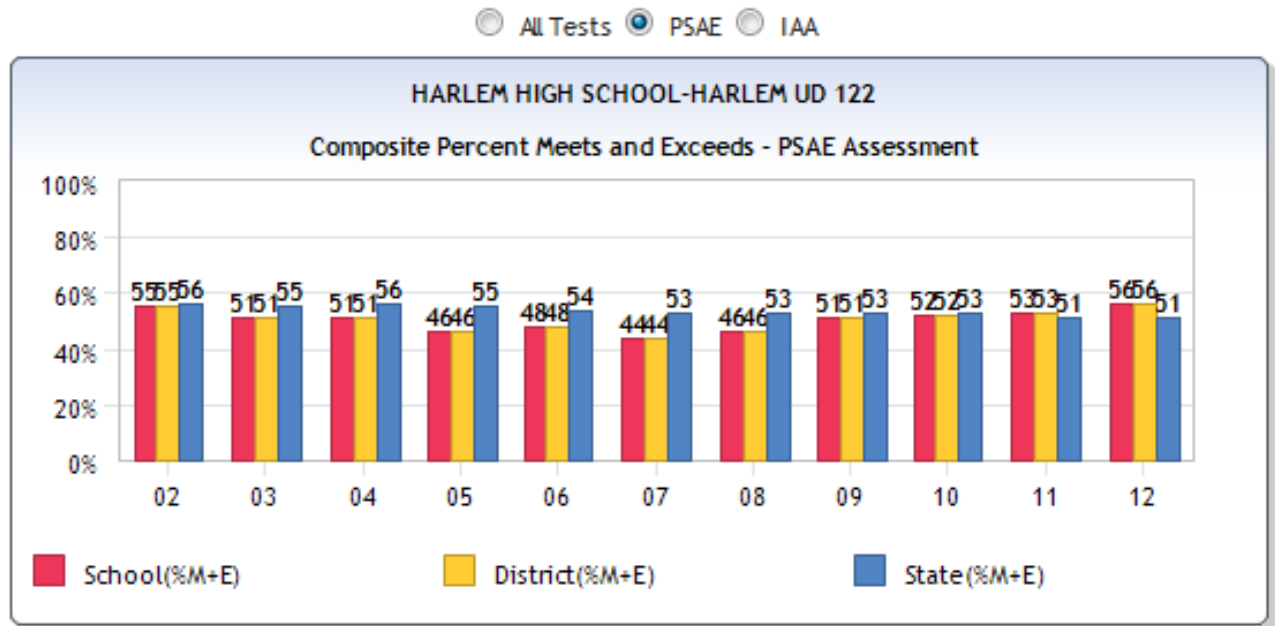
Advanced Placement (AP) Score Data

	2008	2009	2010	2011*	2012*
Total # of Students	3	5	7	126	153
Number of Exams	3	8	8	153	284
# of Students 3+	2	5	2	63	99
% 3+	66.7	100	28.6	50	64.7
Illinois (Percent 3+)	67	67	67	66	67
Global (Percent 3+)	60	61	60	60	61

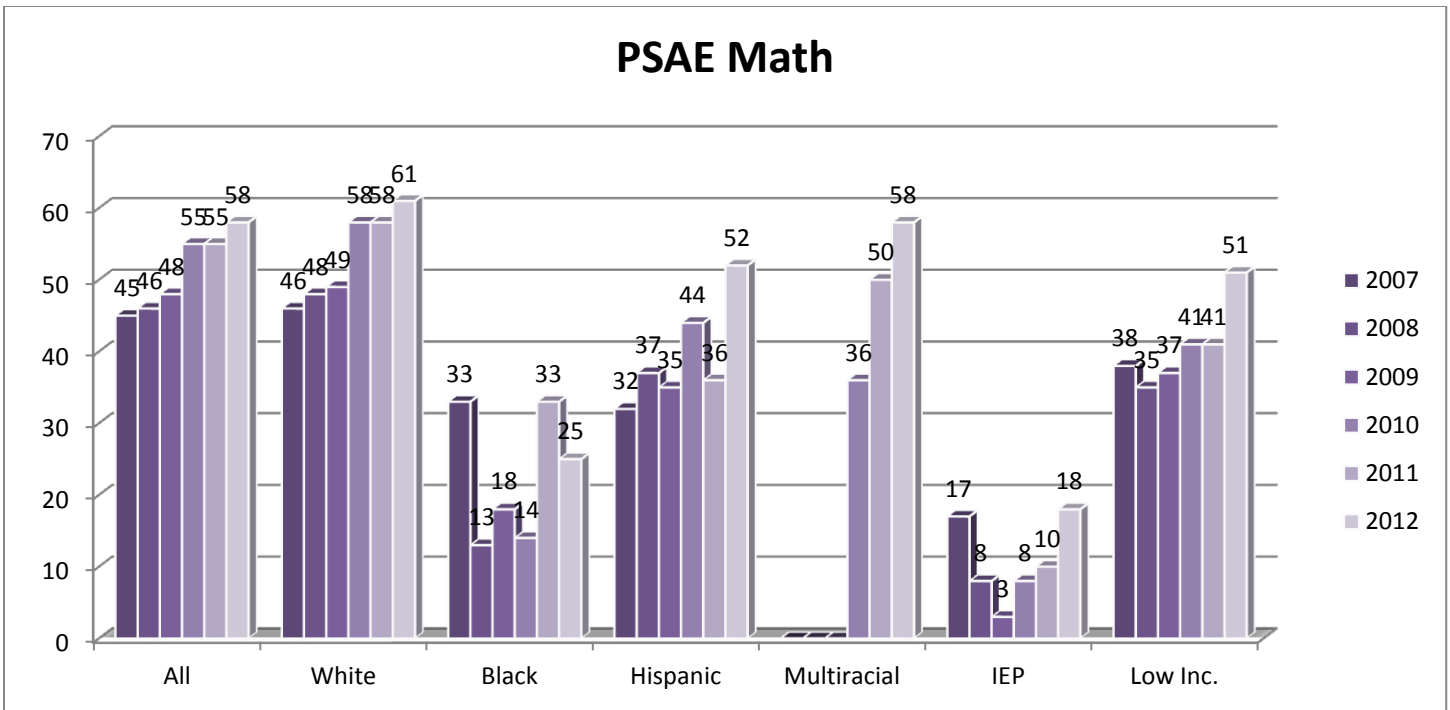
*We began requiring all students who take an AP course to take the AP exam; other schools in the state and globally do not.

Achievement Data (2007-2012)

(Percentage of students who Met or Exceeded Standards)



PSAE Math



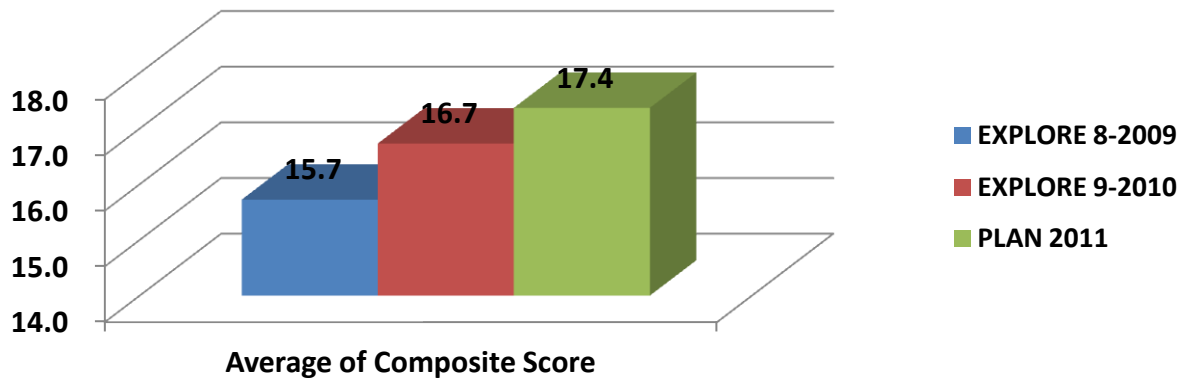
Review of this data in conjunction with the Quarterly Board Report (February 2013) indicates the Achievement Gap widens at the High School level, particularly in the “Black” and “IEP” subgroups.

Explore and PLAN Data

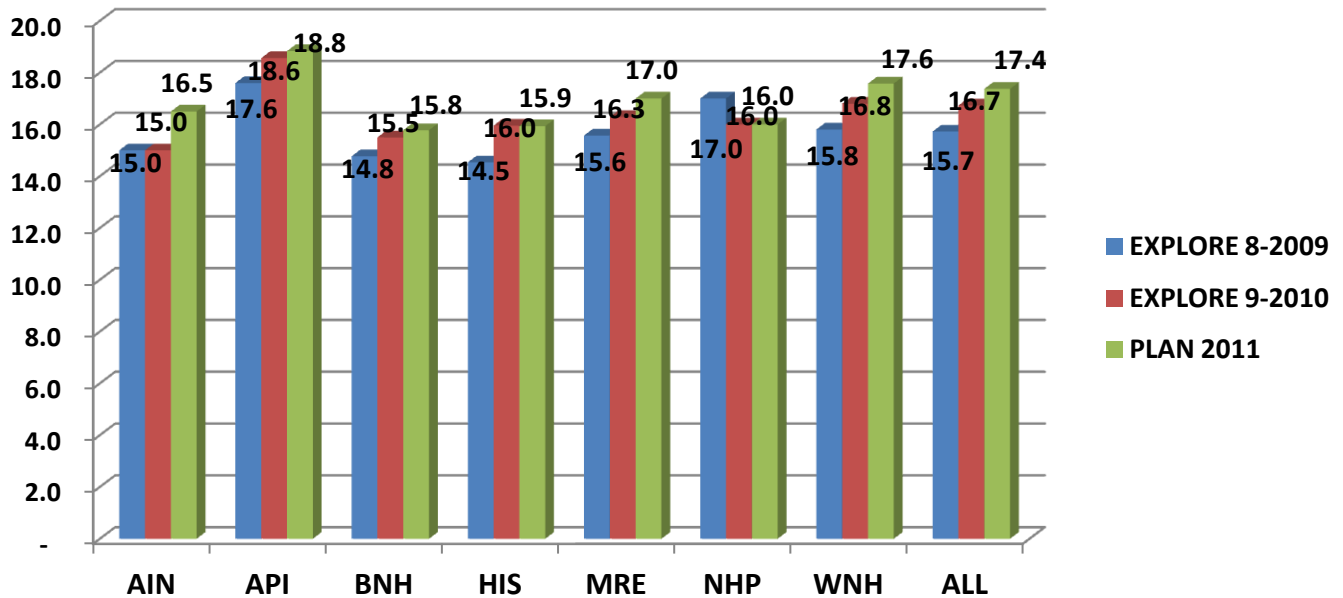
ACT recommends Middle schools and high schools can use the Benchmarks for ACT Explore and ACT Plan as a means of evaluating students’ early progress toward college readiness so that timely interventions can be made when necessary, or as an educational counseling or career planning tool.

College Course or Course Area	ACT Subject-Area Test	ACT Explore Benchmark Grade 8	ACT Explore Benchmark Grade 9	ACT Plan Benchmark	The ACT Test Benchmark	ACT Compass Benchmark*
English Composition	English	13	14	15	18	77
Social Sciences	Reading	15	16	17	21	88
College Algebra	Mathematics	17	18	19	22	52
Biology	Science	20	20	21	24	n/a

2009-2011 Explore and Plan



Disaggregated EPAS Data



Directed Study Course “Test Out” Data

	Explore (Reading and Math)	PLAN (Reading and Math)
2011-2012	34.42%	21.07%
2012-2013*	23.89%	7.32%

*Updated Versions of Explore and PLAN administered

Program Expenditures

1. Common Assessments

	FY 11	FY 12	FY 13
Mastery Manager	\$0	\$15,920	\$7696
Total	\$0	\$15,920	\$7696

2. Development of Data Team

	FY 11	FY 12	FY 13
Data Team (“1”)	\$0	\$0	\$0
Data Coach	\$0	\$3000	\$4000
Total	\$0	\$3000	\$4000

*10 teachers x 10 hrs x \$20/hour

**5 teachers x 10 hrs x \$20/hour

VI. Evaluation Summary & Recommendation

Academic Achievement Data shows growth over the last four years in both reading and math, indicating overall success of the High School Restructuring Plan. AYP at the high school level is determined by the Prairie State Achievement exam (PSAE) which is administered to students in 11th grade; because this assessment is administered only once in a student’s high school career, it takes several years to determine how well restructuring activities are working. This restructuring plan was implemented during the 2009-2010 school year. Students who will graduate in 2013 are the students who have participated in the restructuring plan activities throughout their entire high school career, and whose achievement scores are reflected in the 2012 data. Analyzing student growth from 2009-2012, there has been overall growth in the subgroup categories of Low Income, Students with IEPs as well as in the ethnic subgroups, indicating success of the plan.

The HHS School Improvement Team, the Data Team, the Data Coaches and the administrative team monitor achievement data and the implementation of each of the restructuring activities on a regular basis, and modifications are made based on data analysis. Continued review and analysis of data is recommended for all components of the Restructuring Plan.

Development of a Data Team

The implementation of the Data Coaches has created a position that replaces the work of the Data Team. The recommendation is to change the “1” assignment from “Data Team” to “Data Coach”, to be filled by the Data Coaches. Disaggregated achievement data indicates that the achievement gap widens between the “White”, “Black” and “IEP” subgroups. It is recommended that the Data Coaches focus specifically on achievement gaps longitudinally and focus their coaching on supporting staff in addressing those gaps.

Opening Hoffman as a Freshman Campus

The Principal and Assistant Principal at the 9th Grade Campus regularly analyze student discipline, attendance and achievement data to determine effectiveness of programming and make modifications as needed. There are no recommendations for change at this time.

Common Assessments

Common Final exams are in place at the high school. Departments are currently “unpacking” standards (as part of District-wide Institute Day work). Additional assessments will be developed, aligned with the Common Core Standards, as part of the District-wide implementation of *The New Illinois Learning Standards Incorporating the Common Core*. Mastery Manager has proven to be very beneficial in analyzing student data on common assessments; it is recommended that the purchase and use of Mastery Manager continue. In addition, continued review of disaggregated achievement data on assessments is recommended in order to address ongoing achievement gaps.

Implementation of Academic Interventions

The Directed Study Reading course has been through several changes over the last four years, ensuring a common curriculum is taught in all sections. It is recommended that the team continues to meet each summer to analyze achievement data and update curriculum. The Directed Study Math course team has not met as formally as the Reading team; there are only two teachers who teach this course; they meet informally on a regular basis to align curriculum and teaching strategies. It is recommended that these teachers meet regularly each summer to analyze data and update curriculum. In addition, while the Explore and Plan data are the best indicators of success on PSAE, other assessment measures should be reviewed to ensure that students are appropriately placed in intervention courses. In addition, recommendations for participation in Honors Courses should be reviewed to ensure students are accurately placed in those courses as well.

District achievement data from state tests (ISAT and PSAE) indicate a widening achievement gap between the “White” and “Black” subgroups and between the “White” and “IEP” subgroups. Data from both courses should continue to be analyzed yearly to determine ongoing success of programming, and modify as needed based on data.