

High Schools That Work

2005 Annual Site Progress Report

Illinois

State Summary
(Schools Reporting: 9)

1. Schools' major accomplishments in changing school and classroom practices to raise the achievement of career-bound students and to implement comprehensive school improvement. (The number of schools selecting each item is indicated.)

7 -- Providing a system of extra help to aid students in meeting higher standards

6 -- Participating in staff development that focuses on the school's challenges and/or providing other support for teachers in changing what and how they teach to raise student achievement

5 -- Improving students' transition to the ninth grade and/or working with the middle grades to get students ready for high school

4 -- Raising standards and expectations for student performance

3 -- Upgrading and improving curriculum and instruction in academic courses

2 -- Increasing graduation requirements

2 -- Upgrading and improving career/technical programs

2 -- Upgrading technology, facilities and/or equipment

1 -- Using instructional strategies to engage students in completing challenging projects or assignments and/or in solving open-ended problems based on real-world applications of the content

1 -- Integrating academic and career/technical education

1 -- Creating a supportive guidance system that involves students, parents, teachers and counselors in encouraging students to complete challenging academic and career/technical courses

1 -- Creating an organizational structure and time for teachers to work together

1 -- Other

0 -- Reviewing with the entire faculty the results of the 2003 and/or 2004 *HSTW* Assessment(s) and planning changes in curriculum and instruction as a result

0 -- Involving business and postsecondary education leaders in aligning the curriculum to higher standards and determining the need for remedial studies by the school's graduates

2. Information that suggests that changes in school and classroom practices have resulted in higher student performance and other positive outcomes. (The number of schools selecting each item is indicated.)

5 -- Increase in the attendance rate from 2003 to 2004

4 -- Increase in the number of students taking the ACT from 2003 to 2004

4 -- Increase in the percentage of graduates entering postsecondary studies from 2003 to 2004

3 -- Increase in the average writing score on the state assessment from 2003 to 2004

3 -- Increase in the number of your high school students jointly enrolled in academic classes at a postsecondary institution from 2003 to 2004

- 3 -- Increase in the number of Advanced Placement (AP) course offerings from 2003 to 2004
- 2 -- Decrease in the dropout rate from 2003 to 2004
- 2 -- Decrease in the number of discipline referrals from 2003 to 2004
- 2 -- Increase in the average mathematics score on the state assessment from 2003 to 2004
- 2 -- Increase in the average science score on the state assessment from 2003 to 2004
- 2 -- Increase in the number of students enrolled in AP courses from 2003 to 2004
- 1 -- Improvement in the ACT reading score from 2003 to 2004
- 1 -- Improvement in the ACT mathematics score from 2003 to 2004
- 1 -- Increase in the average reading or English scores on the state assessment from 2003 to 2004
- 1 -- Increase in teacher attendance from 2003 to 2004
- 1 -- Increase in the number of students completing four credits in a planned career-technical sequence from 2003 to 2004
- 1 -- Increase in the number of career-technical students passing a state or national employer or certification exam from 2003 to 2004
- 0 -- Improvement on the SAT verbal test from 2003 to 2004
- 0 -- Improvement on the SAT mathematics test from 2003 to 2004
- 0 -- Increase in the number of students taking the SAT from 2003 to 2004

3. Major challenges the school faces in achieving the HSTW performance goals in reading, mathematics and science. (The number of schools selecting each item is indicated.)

- 5 -- Providing extra help to students who fail to meet standards
- 4 -- Getting more students to take challenging courses
- 4 -- Using data to lead change
- 3 -- Improving the guidance system, the teacher-adviser system and/or parental involvement
- 3 -- Improving the preparation of students entering the ninth grade and/or working with middle schools
- 3 -- Making the senior year count
- 2 -- Getting the staff to support higher standards
- 2 -- Providing professional development to help change what and how teachers teach and how to assess students to improve achievement
- 2 -- Finding ways for teachers to work together
- 2 -- Overcoming schedule and time constraints
- 2 -- Coordinating multiple school-improvement initiatives and policies
- 2 -- Establishing sustainability and continuity of leadership
- 1 -- Improving teacher attendance
- 1 -- Other
- 0 -- Getting the community to support higher standards
- 0 -- Increasing the use of technology in instruction
- 0 -- Finding certified teachers with content knowledge to address specific areas (e.g. reading, mathematics and science)

4. Actions school intends to take in 2005-06 to address the challenges checked or listed above. (The number of schools selecting each item is indicated.)

- 7 -- Increase the use of data in monitoring results and planning improvements
- 6 -- Provide staff development and participate in *HSTW* staff development opportunities
- 4 -- Revise the guidance system, involve parents in guidance and advisement, and encourage students to complete a challenging program of study
- 4 -- Provide or expand an extra-help system for low-achieving students
- 3 -- Make school and policy changes that will raise expectations for students and teachers
- 3 -- Develop and/or expand connections with middle schools, other high schools, postsecondary institutions and the community to increase learning opportunities and improve student achievement
- 2 -- Increase the level of administrative support for school improvement
- 2 -- Improve students' transition to the ninth grade
- 1 -- Upgrade the academic curriculum and integrate academic and career/technical studies
- 1 -- Upgrade the career/technical curriculum and instruction
- 1 -- Create an organizational structure to provide time for teachers to work together
- 1 -- Use technology labs, computer programs and distance learning
- 0 -- Other

5. HSTW Sites That Have Fully Implemented Key Practices or Policies
(Based on 9 Sites Responding)

	<i>Percentage of Sites with Full Implementation</i>
I. Raise expectations and provide extra help.	
The school requires all 12 th -graders to complete a senior project that includes research, a product or service, a written report and an oral presentation (exhibition of mastery) to a group of teachers and/or other experts.	22%
All seniors must take at least three academic core courses each semester (two each semester if the school uses block scheduling).	22%
All seniors must take a mathematics or a science course or both.	11%
Eleventh-graders who cannot pass college-placement exams in English, reading, writing or mathematics must take a high level course in the subject or subjects in grade 12.	0%
The school requires students who earn a grade of "C" or lower to receive extra help.	11%
The school provides transportation for students who stay after school to receive extra help.	22%
The school has and enforces a homework policy that requires all students to do homework in academic and career/technical classes.	33%
The school has and enforces a tardiness and attendance policy that encourages all students to be in class and on time.	67%
The school has and enforces a discipline policy that reduces discipline incidents among students in the school.	78%
The school has eliminated multiple levels of courses within the core content areas.	33%
The school has an after-school homework center or homework club.	44%
The school has a policy that requires all students to redo work until it meets standards.	0%
The school has a support class designed to prepare students in grades seven through ten to take and succeed in high-level academic courses by focusing on reading, mathematics, study skills and computer skills.	11%
The school has a policy requiring all students to write a certain amount in each class weekly.	33%
The school has a policy requiring all students to read a minimum number of books across the curriculum.	33%

5. HSTW Sites That Have Fully Implemented Key Practices or Policies
(continued)

	<i>Percentage of Sites with Full Implementation</i>
II. Provide rigorous and challenging academic and career/technical content.	
The school requires all students to complete a concentration of four credits in either an academic area, a career/technical field or a combination of academic and career/technical courses.	44%
The school has career academies.	33%
Students have access to a quality pre-engineering program.	44%
Students have access to CTE or other pre-professional programs (e.g. Health Sciences, Automotive Technologies, Computer Networking, etc.) at the local community college or technical institute.	89%
Students have access to online CTE courses and receive credit for them.	22%
Students have access to online academic courses and receive credit for them.	33%
Students participate in distance learning courses and receive credit for them.	11%
All students completing a career/technical concentration must pass a state- or industry-developed technical literacy exam.	11%
III. Engage students in completing challenging content.	
Teachers are evaluated on engaging students in solving open-ended problems and/or problems with real-world applications.	44%
Teachers are evaluated on getting students to use technology for research and accessing information.	33%
IV. Integrate academic and career/technical content.	
Academic and career/technical teachers meet regularly to coordinate instructional efforts.	56%
V. Provide guidance and support to all students.	
Parents are required to meet with their children and a school representative to develop a high school program of study.	33%
VI. Improve transition from the middle grades to high school and from high school to work or further study.	
The school has a ninth-grade academy with language arts, mathematics, science and social studies	44%

teachers who teach the same group of students.	
A summer enrichment or "gear-up" program provides intensive instruction in reading, writing and mathematics to assist incoming ninth-graders who are unprepared to take college-preparatory-level courses in high school.	44%
Teachers from the school meet with teachers from feeder middle /junior high schools to align curriculum and standards.	11%

5. HSTW Sites That Have Fully Implemented Key Practices or Policies
(continued)

VII. Demonstrate strong leadership and focus on continuous improvement.	Percentage of Sites with Full Implementation
Businesses and postsecondary education leaders work with school leaders to review curriculum and instructional goals and recommend strategies for improvement.	11%
The school has a master schedule that gives teachers a large block of time (<i>at least 60 consecutive minutes</i>) each week to work together in planning common assignments for students.	44%
School-improvement focus teams are active in the areas of curriculum and instruction, professional development, guidance and public relations, and evaluation.	56%
The principal meets with students at least once a month to discuss ways to get students to improve the quality of their work and shares that information with teachers.	11%
The school and district work with a team of local business representatives and postsecondary leaders to keep technology up-to-date.	22%
The entire faculty is involved in reviewing and discussing Technical Assistance Visit reports and using that information to improve curriculum and instruction.	56%
The entire faculty is involved in reviewing and discussing the results of the HSTW Assessment and is using that information to improve curriculum and instruction.	33%
The principal and/or curriculum leader visits all classrooms to evaluate teachers on raising expectations, teaching rigorous content, getting students to read and write frequently, and using instructional strategies that motivate students to work hard (e.g. project learning, contextual learning, cooperative learning, etc.)	67%

6. Freshmen Transition and Extra Help

Double-dosing is defined as requiring students who are unprepared for ninth grade college-preparatory-level mathematics and language arts courses to take a double period of a class as a way to strengthen their skills.

A. Does your school use double-dosing in ninth-grade Algebra I?¹

Yes: 4 (44%)

B. Does your school use double-dosing in ninth-grade English/language arts?²

Yes: 4 (44%)

C. Percentage of schools reporting using technology in the school and individual classrooms:

i. The faculty and administration have been provided professional development to learn how to assist students in using technology- **78%**

ii. The faculty and administration have been provided professional development to learn how to integrate technology into the instructional process- **78%**

iii. The faculty and administration participate in online learning communities, such as Web-based courses- **33%**

iv. The school maintains a Web site with pertinent information for faculty, students, parents and the community- **67%**

v. The school Web site is used as a repository for teacher-created instructional resources- **22%**

vi. Students use computer software for extra help in reading, mathematics and/or science classes- **89%**

vii. Students use the Internet for research- **100%**

viii. Students employ programs such as PowerPoint to create presentations for their classes- **100%**

ix. Students have access to online distance learning classes and can earn credit for them- **56%**

x. Other- **33%**

D. Percentage of schools reporting the following as the class with the highest number of failures:³

¹ Based on 9 sites responding

² Based on 9 sites responding

Algebra I- 50%
Geometry- 13%
9th Grade English/Language Arts- 38%
Biology- 0%
Physical Science- 0%
Other- 0%

7. Quality Career/Technical Education

Number of **New C/T Programs** reported since the 2003-2004 school year:
4

Number of **Upgraded C/T Programs** reported since the 2003-2004 school year: **9**

³ Based on 8 sites responding

8. Usefulness and quality of the services provided by HSTW, the state and the school district.

Sites indicated whether or not they had received a certain service within the 2004-2005 school year. The percentage of sites receiving each service is listed below, along with the percentage of sites that ranked each as the greatest usefulness or quality.

	Provided by SREB			Provided by the State			Provided by the District		
	Sites Receiving	"Great" Usefulness	"Great" Quality	Sites Receiving	"Great" Usefulness	"Great" Quality	Sites Receiving	"Great" Usefulness	"Great" Quality
Professional development	89% (8)	56%	67%	78% (7)	67%	67%	89% (8)	78%	78%
Technical assistance visit	67% (6)	67%	67%	33% (3)	22%	22%	44% (4)	44%	44%
Information/publications	89% (8)	44%	67%	56% (5)	22%	33%	78% (7)	56%	56%

9. Summary of School Information (e.g. curriculum, grade configurations, demographics).

- A. Median percentage of seniors who are completing four credits in a career/technical concentration - **26%**⁴
- B. Median percentage of seniors who are completing a concentration in mathematics and science that consists of four or more credits each in college-preparatory/honors mathematics and science courses with at least one credit at the AP level - **5%**⁵
- C. Median percentage of seniors who are completing four credits each in college-preparatory/honors English and social studies, with at least one AP-level course and four additional credits drawn from foreign languages, fine arts, journalism, debate or advanced-level courses in literature, history, economics, psychology or other area of the humanities - **5%**⁶

⁴ Based on 8 sites responding

⁵ Based on 7 sites responding

⁶ Based on 7 sites responding

D. Distribution of sites by grade level.⁷

6	7	8	9	10	11	12
0 (0%)	0 (0%)	0 (0%)	8 (89%)	9 (100%)	9 (100%)	9 (100%)

E. Distribution of students by race/ethnicity.⁸

	Number and Percentage of Students
(1) African American	4,703 (37%)
(2) Asian/Pacific Islander	71 (.6%)
(3) Native American or Alaskan	9 (.1%)
(4) Hispanic or Latino	5,262 (41%)
(5) White	2,791 (22%)
(6) Other	20 (.2%)
(7) TOTAL	12,856

10. Graduation requirements for students in grades 9-12 at responding schools.⁹

	Fewer than 3	3	4	More than 4	Don't Know/Not Required
Total number of mathematics credits required	33%	67%	0%	0%	0%
Number of college-preparatory level mathematics credits required	33%	33%	0%	0%	33%
Total number of science credits required	33%	67%	0%	0%	0%
Number of college-preparatory level science credits required	44%	44%	0%	0%	11%
	Fewer than 20	20-23	24-30	More than 30	Don't Know/Not Required

⁷ Based on 9 sites responding

⁸ Based on 9 sites responding

⁹ Based on 9 sites responding

Total number of credits required for graduation	22%	22%	56%	0%	0%
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11. School schedule information.

A. The distribution of sites by the number of class periods (instructional periods) provided each day.¹⁰

3	4	5	6	7	8	Other
0 (0%)	4 (44%)	0 (0%)	2 (22%)	1 (11%)	2 (22%)	0 (0%)

B. Distribution of schools by type of schedule.¹¹

Single-period (traditional) - **5** (56%)
 Semester (4 x 4) Block (year-long course work completed in one semester) - **2** (22%)
 Combination, hybrid or other schedule - **0** (0%)
 Alternate Day (A-B) Block - **2** (22%)
 Trimester - **0** (0%)

C. Average length of most class periods¹² - **65 minutes**

D. How long schools have followed their current schedule.¹³

Current year only - **2** (22%)

2 years - **2** (22%)

3 years - **0** (0%)

4 years - **0** (0%)

5 years - **0** (0%)

6 years - **1** (11%)

More than 6 years - **4** (44%)

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¹⁰ Based on 9 sites responding

¹¹ Based on 9 sites responding

¹² Based on 7 sites responding

¹³ Based on 9 sites responding