

George Ellery Hale Charter Academy Model Programs and Practices

School Information

CDS(Count District School) Code: 19647336061477
County: Los Angeles
District: Los Angeles Unified School District
School: George Ellery Hale Charter Academy

Demographics

Enrollment: 2113
Location Description: Suburban
Title I: No
School Calendar: Traditional
Charter: Yes

Overview

George Ellery Hale Charter Academy, located in Woodland Hills, opened as a Los Angeles Unified School in 1963 and has served the local community for over 55 years. Since the inception of its charter in 2011, Hale has established itself as a pillar of strength within its local community and all of Los Angeles Unified School District (LAUSD). Hale serves the intent of the Charter Schools Act as well as LAUSD's vision, mission, and strategic goals by: improving pupil learning; increasing learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving; encouraging the use of different and innovative teaching methods, create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at Hale; providing parents and pupils with expanded choices in the types of educational opportunities that are available within the school; holding Hale accountable for meeting measurable pupil outcomes, and providing Hale with a method to change from rule-based to performance-based accountability system.

Hale's vision is to provide students with a school environment that allows them to become successful life-long learners that are college and career ready. Hale's goals are: culmination rates of 100%, academic proficiency for all students, 100% attendance, increased parent and community engagement, and total student safety.

Hale's success is due to:

- Exceptionally high academic achievement, as reflected by its test scores;
- 6th grade cored classes;
- Professional development workshops focused on continuous improvement in academic teaching strategies and the social-emotional development of the middle school student;
- Collaborative and distributive leadership among all stakeholders;
- Long-standing parent involvement in all areas of Hale's governance, curriculum, professional development, programs, fundraising, and community outreach;
- Successful integration of students from racially, ethnically, and socio-economically diverse backgrounds;

- Award-winning Music and Physical Education Departments;
- Innovative programming with an emphasis on character development and socio-economically diverse backgrounds;
- Unique elective course offerings, clubs, and after-school programs.

Model Program and Practices

.Name of Model Program/Practice: Data Driven Intervention

Description

Hale has developed a framework for students achieving below grade level expectations that involves pre-emptive data driven intervention. In order to facilitate student achievement, Hale offers interventions to address each student's specific learning needs, so that they are integrated into a proactive network system of intervention. This intervention system is data-driven. Each student's data is reviewed prior to the beginning of the school year, with particular attention to the student's grades and LAUSD and state assessments. Additionally, teachers, counselors and administrators continually review and monitor progress.

Although Hale continued to have above average success with its general population, improvement had become stagnant and Hale had over 25% of its student population earning a D or Fail in at least one course. In addition, Hale had 41% of English and 52% of math students who did not meet or exceed standards on the Smarter Balanced Assessment Consortium (SBAC) assessments. These students fail for different reasons; some lack basic skills, some need additional instruction, and some do not have the intrinsic or extrinsic motivation to put in the work that it takes to achieve. The structure of the intervention program outlined below illustrates the academic support provided to students who are not achieving success. The intervention program is designed to meet the needs of all of our students.

We were able to accomplish this mainly by using existing school resources. We funded additional teacher, counselor and administrative hours and purchased intervention software to meet the needs of the at risk students. We reorganized the existing matrix and professional development to provide additional resources. Specifically, professional development time was spent on teacher collaboration, aligning pacing planes, creating common assessments, analyzing data, and learning and sharing instructional practices. Select intervention teachers also spent time learning and using the intervention software.

Mastery of the California State Standards (common core) was a goal of the No Child Left Behind (NCLB) legislation and continues to be under the Every Student Succeeds Act (ESSA). Our target proficiency rate for 2013 was 89.2% proficient and advanced in English/Language Arts (ELA), and 89.5% proficient and advanced in mathematics. The goal under the new testing system is to exceed these numbers and, eventually, to reach our LCAP and district goal of 100% proficient and advanced, as delineated by the California Department of Education (CDE). In addition to our school-wide goals, Hale also has goals for improvement amongst members of our student subgroups. Specifically, Hale focuses on improvements that exceed school-wide academic progress (as measured by CAASPP) for our foster youth, low income students, Latino

students, African American students, Reclassified Fluent English Proficient (RFEP) students, students with disability, and English learner (EL) populations.

We started the first year targeting 6th grade math and English classes. The first intervention choice is a mandatory elective pullout program. Every five weeks, teachers provide a list of students who do not demonstrate proficiency on the grade level common assessment. These students are required to attend intervention, focusing on mastering the specific standard and curriculum the common assessment addressed. Students who are not proficient are placed in a 3 session (each session is a class period) class where the material is retaught. Students are given an assessment at the end of the 3rd session to prove that they learned the required material. These sessions take place during the child's elective course and are taught by our English and math teachers. Our goal is to identify and address our students' lack of understanding right away so that they never fall behind. If more than 40% of a teacher's class fails the common assessment, their students do not participate in the pull out intervention. The teacher reteaches the 3-5 session lessons within their class before moving on to the next lesson. We expanded this intervention program by a grade each year.

Students who continue to struggle receive assistance on targeted levels. The Student Support and Progress Team (SSPT) meets weekly to discuss general school wide and subgroups data patterns and individual student intervention. In addition, Student Success Teams (SSTs) meet as needed to address individual student concerns. Our English Learners Advisory Committee (ELAC) also meets to provide additional recommendations for the overall improvement of our EL sub group. EL and special education (SPED) personnel continue to provide interventions to students in these subgroups. Based on SSPT and other committee input, students could be recommended the following supports: teacher/parent/student conferences, homework help and tutoring 4 days a week (after school), resource electives (during school), auxiliary intervention (during school), 504 plan assessment, SPED assessment, and EL intervention.

Hale currently offers an after-school intervention program four days a week in the library, in which students are provided with homework assistance and tutoring by teachers in all subjects. This is called the Hale Homework Help Club. Hale also offers tutoring in math before school and at lunch. Students with social/emotional issues are assisted on an individual basis as well with counselors and support staff. They are provided with LAUSD and community mental health resources. We currently utilize Valley Coordinated Services and Tarzana Treatment Center for students who require school-based mental health counseling. In addition, we have the Our House Grief Support group for students who have lost loved ones. This group meets for 10 weeks and is facilitated by a representative from Our House and a Hale counselor. Hale also has a Pupil Services and Attendance counselor that works with our students with truancy issues and additional counselors to help our students with behavioral and emotional issues.

Implementation and Monitoring of Model Program/Practice

The Data Driven intervention model is at the center of everything that we do at Hale. Therefore, our Charter Plan and our Local Control Accountability Plan are built around this overarching philosophy. As an affiliated charter, Hale is governed both by the LAUSD and the Hale Charter Council (HCC). All school decisions work through school committees and then the HCC. Parent,

teacher, student and administrator representation make up our HCC ensuring that all stakeholders have input in Hale school decisions. Meetings are held regularly to inform our intervention program and to review our school's academic data. These meetings inform the evaluation and writing of our Charter Plan and Local Control Accountability plan. Our school plans are provided to all stakeholders through our website and through emails sent home. Individual parents and students are provided more information as they participate in the various interventions offered. Parent, student and staff surveys are completed yearly to collect feedback from our stakeholders on issues in the areas of academics, social emotional learning, and school climate.

Results and Outcomes

Data is collected by Hale's Instructional Leadership Team and the SSPT for analysis and reviewed on a monthly basis. These teams organize, plan or create meaningful intervention and professional development. CAASPP, SBAC, ELPAC and CAA scores are presented in a timely manner at the beginning of each school year. Information from the CDE and LAUSD's *My Data* online systems assist with disaggregation of data and interpretation of the scores. Progress reports, report cards and common assessment statistics provide data on student academic achievement.

Hale has continued to perform well using the new evaluation system, with school-wide population scoring 66% proficient or above in ELA and 55% scoring proficient or above in math. Over a 3-year period this is a 7% increase in ELA and math school wide. In addition, we have seen consistent improvement in most of our student subgroups. In ELA and math, we have seen significant improvement with our African American students, with an 11% and 16% increase. We also saw significant improvement with our socio-economically disadvantage students, with a 7% and 6% increase. Our other subgroups had minor increases ranging from 1% to 4%. In addition, we have had a steady improvement in our EL reclassification rate, increasing by over 20% over a 3-year period.

Although we have had some level of success, Hale will continue to focus on the improvement of our subgroups. We have recently created an extra position to focus on parents and students that are considered part of our at risk population. We have written two achievement plans to focus on the EL needs. We will continue to increase the access to intervention software and intervention programs that will help the subgroups listed above. In addition, we will continue to schedule professional development time to prepare our teachers to meeting the needs of these populations.