

URBANA HIGH SCHOOL

Restructuring Plan 2008

Local Board Approved	10/7/2008
Submitted	10/10/2008
Plan Resubmitted	
ISBE Monitoring Completed	6/25/2009

PRELIMINARY INFORMATION

RCDT Number	090101160220001		
District Name	URBANA SD 116	School Name	URBANA HIGH SCHOOL
Superintendent	DR PRESTON WILLIAMS	Principal	Dr. LAURA TAYLOR
District Address	PO BOX 3039	School Address	1002 S RACE ST
City/State/Zip	URBANA,IL,61803	City/State/Zip	URBANA,IL,61801
District Telephone#	2173843600 Extn:0	School Telephone#	2173843505 Extn:0
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**Section I-A Data & Analysis - Report Card Data
Item 1 - 2008 AYP Report**

Is this School making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	Yes	Is this School making AYP in Mathematics?	Yes
2007-08 Federal Improvement Status		2007-08 State Improvement Status	academic watch status year 2

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	58.6		Yes	59.5		Yes			92	Yes
White	100.0	Yes	100.0	Yes	74.2		Yes	73.3		Yes				
Black	100.0	Yes	100.0	Yes	29.1	29.6	Yes	27.3	28.0	Yes			82.4	
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	37.2	37.9	Yes	33.3	34.8	Yes			84.7	

Four Conditions Are Required For Making Adequate Yearly Progress

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2007.

** Safe Harbor Targets of 62.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Section I-A Data & Analysis - Report Card Data
Item 2 - 2008 AMAO Report

Schools are not accountable for AMAO. This is a district level requirement only.

**Section I-A Data & Analysis - Report Card Data
Item 3 - School Information**

School Information								
	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)	90.0	91.2	90.6	88.5	91.5	91.4	91.0	93.4
Truancy Rate (%)	2.4	7.8	6.8	12.7	14.9	14.4	15.5	4.8
Mobility Rate (%)	19.1	12.9	21.4	22.0	23.1	18.7	24.8	21.5
HS Graduation Rate, if applicable (%)	92.4	79.7	81.0	97.8	85.6	86.9	85.1	92.0
HS Dropout Rate, if applicable (%)	4.6	6.1	3.8	4.6	2.4	4.2	2.2	2.0
School Population (#)	1,310	1,345	1,340	1,320	1,324	1,256	1,211	1,095
Low Income (%)	25.2	22.9	28.1	32.0	36.5	40.2	48.3	50.4
Limited English Proficient (LEP) (%)	1.2	1.2	1.3	0.7	1.8	3.5	3.5	4.1
Students with Disabilities (%)								
White, non-Hispanic (%)	67.3	64.1	64.0	61.2	59.2	58.2	54.3	52.2
Black, non-Hispanic (%)	25.0	28.0	27.5	30.5	29.1	29.3	32.4	31.5
Hispanic (%)	1.6	1.6	1.6	2.4	2.6	3.2	3.8	4.3
Asian/Pacific Islander (%)	6.0	6.2	6.8	5.6	6.2	5.7	5.5	5.8
Native American or Alaskan Native(%)	0.2	0.1	0.1	0.2	0.4	0.4	0.4	0.6
Multiracial/Ethnic (%)	-	-	-	-	2.6	3.3	3.6	5.5

Note: Hyphens in the table indicate that data is not relevant for your plan.

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**Section I-A Data & Analysis - Report Card Data
Item 4 - Student Race/Ethnicity**

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	1999	68.5	23.5	1.8	6.0	0.2	-
	2000	67.7	23.9	1.5	6.7	0.2	-
	2001	67.3	25.0	1.6	6.0	0.2	-
	2002	64.1	28.0	1.6	6.2	0.1	-
	2003	64.0	27.5	1.6	6.8	0.1	-
	2004	61.2	30.5	2.4	5.6	0.2	-
	2005	59.2	29.1	2.6	6.2	0.4	2.6
	2006	58.2	29.3	3.2	5.7	0.4	3.3
	2007	54.3	32.4	3.8	5.5	0.4	3.6
	2008	52.2	31.5	4.3	5.8	0.6	5.5
D I S T R I C T	1999	62.2	28.2	2.2	7.2	0.3	-
	2000	59.9	29.6	2.5	7.6	0.3	-
	2001	59.3	30.7	2.5	7.3	0.3	-
	2002	56.8	32.7	3.0	7.3	0.2	-
	2003	55.4	33.3	3.2	7.9	0.2	-
	2004	52.4	36.5	4.3	6.6	0.2	-
	2005	50.1	33.3	4.3	6.1	0.2	6.0
	2006	49.6	33.6	4.5	5.7	0.3	6.3
	2007	48.1	35.1	5.6	5.7	0.3	5.3
2008	45.4	33.8	6.3	6.2	0.4	7.9	

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	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
S T A T E	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
2008	54.0	19.2	19.9	3.9	0.2	2.7	

Note: Hyphens in the table indicate that data is not relevant for your plan.

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**Section I-A Data & Analysis - Report Card Data
Item 5 - Educational Environment**

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
S C H O O L	1999	1.1	27.3	100.0	91.0	16.9	19	1.8	5.5	89.2
	2000	2.2	24.0	90.5	90.0	15.3	49	3.6	2.2	92.2
	2001	1.2	25.2	100.0	90.0	19.1	29	2.4	4.6	92.4
	2002	1.2	22.9	100.0	91.2	12.9	100	7.8	6.1	79.7
	2003	1.3	28.1	100.0	90.6	21.4	83	6.8	3.8	81.0
	2004	0.7	32.0	100.0	88.5	22.0	160	12.7	4.6	97.8
	2005	1.8	36.5	100.0	91.5	23.1	187	14.9	2.4	85.6
	2006	3.5	40.2	100.0	91.4	18.7	173	14.4	4.2	86.9
	2007	3.5	48.3	100.0	91.0	24.8	180	15.5	2.2	85.1
	2008	4.1	50.4	100.0	93.4	21.5	53	4.8	2.0	92.0
D I S T R I C T	1999	6.2	41.2	97.0	93.4	25.5	59	1.4	5.5	89.2
	2000	6.2	40.7	92.5	93.1	22.7	107	2.3	2.2	92.2
	2001	5.6	40.1	100.0	93.0	21.9	68	1.5	4.6	92.4
	2002	4.9	40.4	99.9	93.1	21.8	185	4.2	6.1	79.7
	2003	6.5	43.7	100.0	93.1	27.1	120	2.8	3.8	81.0
	2004	5.5	47.2	99.8	92.4	28.3	184	4.3	4.6	97.8
	2005	5.5	51.6	99.7	93.0	21.6	234	5.6	2.4	85.6
	2006	7.3	55.3	100.0	92.7	24.9	237	5.9	4.2	86.9
	2007	8.5	58.9	100.0	92.7	22.9	251	6.3	2.2	85.1
	2008	9.2	60.3	100.0	93.8	20.7	84	2.2	2.0	92.0

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	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
S T A T E	1999	6.4	36.1	96.1	93.6	18.1	43,332	2.3	5.9	81.9
	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5	

Note: Hyphens in the table indicate that data is not relevant for your plan.

**Section I A Data & Analysis - Report Card Data
Item 6 - Enrollment Trends**

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
S C H O O L	1999	1,185	-	-	-	-	-	-
	2000	1,308	-	-	-	-	-	-
	2001	1,310	-	-	-	-	-	-
	2002	1,345	-	-	-	-	-	339
	2003	1,340	-	-	-	-	-	317
	2004	1,320	-	-	-	-	-	324
	2005	1,324	-	-	-	-	-	286
	2006	1,256	-	-	-	-	-	248
	2007	1,211	-	-	-	-	-	274
	2008	1,095	-	-	-	-	-	243
D I S T R I C T	1999	4,371	-	-	-	-	-	-
	2000	4,551	-	-	-	-	-	-
	2001	4,410	348	335	368	379	339	327
	2002	4,424	361	344	324	328	361	339
	2003	4,369	343	351	340	344	321	317
	2004	4,309	324	332	345	328	357	324
	2005	4,264	313	319	322	328	341	286
	2006	4,128	313	292	305	355	322	248
	2007	4,054	322	313	293	315	330	274
	2008	3,752	265	293	282	267	266	243

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	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
S T A T E	1999	1,962,026	-	-	-	-	-	-
	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710	

Note: Hyphens in the table indicate that data is not relevant for your plan.

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**Section I-A Data & Analysis - Report Card Data
Item 7 - Educator Data**

	Year	Total Teacher FTE(N)	Average Teacher Experience (Years)	Average Teacher Salary(\$)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
D I S T R I C T	1999	355	14	39,591	37	63	16	16	-	-
	2000	359	15	40,364	38	62	16	18	-	-
	2001	366	14	40,868	40	60	15	18	-	-
	2002	359	15	44,308	38	62	16	18	-	-
	2003	356	15	46,348	39	62	16	18	0	-
	2004	330	16	49,719	35	65	17	19	-	-
	2005	317	16	50,858	38	63	17	20	1	-
	2006	329	16	51,684	40	60	16	18	1	-
	2007	326	15	53,545	42	58	15	18	3	-
	2008	337	14	52,350	44	56	14	16	2	-
S T A T E	1999	119,718	15	45,337	53	47	20	18	-	-
	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	15	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	3	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
2008	131,488	12	60,871	47	53	18	18	1	1	

Note: Hyphens in the table indicate that data is not relevant for your plan.

**Section I-A Data & Analysis - Report Card Data
Item 8a - Assessment Data (Reading)**

PSAE - % Meets + Exceeds for Reading for Grade 11						
Groups	2003	2004	2005	2006	2007	2008
All	53.9	66.5	66.0	59.8	52.2	54.6
White	66.9	80.5	77.7	76.3	64.7	72.2
Black	28.3	39.0	31.9	17.7	22.2	25.4
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	40.0	57.9	55.6	75.0	60.0	57.9
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	53.6	-	-	-	-	-
Students with Disabilities	5.9	10.7	18.7	18.5	9.7	27.8
Low Income	27.3	38.6	41.6	35.0	31.3	34.1

**Section I-A Data & Analysis - Report Card Data
Item 8b - Assessment Data (Mathematics)**

PSAE - % Meets + Exceeds for Mathematics for Grade 11						
Groups	2003	2004	2005	2006	2007	2008
All	46.5	58.5	57.3	55.0	44.1	56.3
White	61.7	72.8	65.5	69.5	54.2	73.0
Black	11.7	23.4	21.3	17.7	15.9	22.4
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	46.6	78.9	83.3	75.0	80.0	73.6
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	57.2	-	-	-	-	-
Students with Disabilities	8.8	7.1	12.5	15.8	7.3	22.2
Low Income	20.0	27.2	30.0	31.3	25.3	30.8

Section II-A Plan Activities - Restructuring Options

Plan Requirements - 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:

4. implementing any other major restructuring of the school's governance that makes fundamental reform in:
 - i. governance and management, and/or
 - iii. staffing

Section II-B Plan Activities - Plan Description

Restructuring Plan - Describe the plan for restructuring the school discussing the rationale for option(s) selected, improvement actions prior to restructuring, progress in achieving AYP, timeline, measures for success and monitoring process.

Urbana School District #116

UHS Restructuring Plan

April 2008 (REVISED September 2008)

Introduction:

The federal No Child Left Behind legislation and the state procedures that are associated with it, require that any school district that has a school that has not made adequate yearly progress for five consecutive years to create a Restructuring Plan for that school. With the posting of the Prairie State Achievement Scores for 2007, Urbana High School did not make AYP for its fifth consecutive year. This committee was made up of district administrators and program directors, building administration and teachers, a representative from the University of Illinois's Center for Education in Small Urban Communities, a consultant from the Regional Office of Education, and the Urbana Board of Education President.

What has brought UHS to Restructuring?

The school has also undergone a complete change in their administrative team. Despite the downward trend in PSAE scores, Urbana High School students have scored higher than the state average on the ACT, for the fifth straight year. The average composite score at Urbana High School was 21.8, and the state average was 20.5. In the past three years, Urbana High School has implemented a variety of initiatives designed to improve teaching and learning.

Restructuring Plan: The Restructuring Planning Committee proposed two initiatives to meet the requirements for fundamental changes in governance and management that were approved by the local board of education. The emphasis of these recommendations is to provide increased monitoring of student engagement and learning, a more systematic approach to analysis of student data, and a clear plan for evaluation of programs and activities related to school improvement.

Timeline:

After carefully reviewing the historical AYP data, the district has decided that upon board approval, it will begin implementing the Restructuring Plan for the 2008-2009 School Year.

Section III-A Local Board Action

DATE APPROVED by Local Board:10/07/2008

By submitting the plan on behalf of the district, the district superintendent certifies to ISBE that all the information provided in the plan is true and correct and that the restructuring plan has been duly approved by the local board. By sending e-mail notification of plan completion from the Submit Your Plan page the plan shall be deemed to be executed by the superintendent on behalf of the district.

Section III-B ISBE Monitoring

RESTRUCTURING DESCRIPTION	
Yes	Does the plan describe an option for restructuring allowed in the law?
Yes	Does the district make the case that the option selected is appropriate for the school?
Yes	Does the plan explain corrective actions (Title I funded schools) or other district improvement strategies implemented at the school that will remain in place or be a part of the restructuring plan?
	Do state assessment data indicate that the school is showing progress from corrective actions? Is the continuation of these actions warranted or reasonable?
	Does the plan provide a timeline for implementing the restructuring option and the corrective actions that precede it?
	Does the plan identify the measures for success associated with the district's actions and restructuring strategy?
	What benchmarks of success are planned to monitor progress of this plan and who is responsible for overseeing the implementation and monitoring of this plan?
APPROVAL DATE OF BOARD	
Yes	This section includes the certification of local board approval and provides ISBE staff the opportunity to reflect on the school improvement plan overall.

RESTRUCTURING PLAN COMMENTS

--October 10, 2008--These comments refer to the 2007 restructuring plan which is now archived in PDFformat only. Urbana High School made AYP for 2008 and is not required to implement restructuring at this time; however, district staff have local board approval to do so and the school will implement the plan. No further action on this plan is required at this time. Best wishes as you implement! Carol Diedrichsen 217/524-4832 cdiedric@isbe.net