

SECTION I: HARMONY - COLLEGE READY

INTRODUCTION

Founding members of Harmony Public Schools believe that excelling in math and science prepares youth to succeed in college, the workplace, and the 21st century. Harmony schools demonstrate that, with a high-quality program and the right social and emotional supports in place, all students, regardless of racial or economic background, can achieve outstanding results.

At Harmony, students are expected to master their subjects, and every Harmony student graduates college-ready. Our high school program is designed to provide each student with the essential elements of a college prep education, along with opportunities to engage in the exploration of intense study within particular fields of interest.

Through the following components, every Harmony student will attain skills and abilities that are necessary to be successful in college and beyond.

Rigorous Curriculum

Harmony offers rigorous and relevant course work with a heavy emphasis on STEM courses. Middle and high school curriculum and programs are designed to prepare students for college level course work.

College Geared Coursework (4x4 Plan)

Harmony's high school program is designed to ensure acceptance, enrollment, and success in four year colleges/universities and requires the 4x4 course-by-credit plan for all students. Students are expected to successfully complete four full-year courses in each of the four core subjects - English, Mathematics, Science, and Social Studies.

Progress Monitoring with Ongoing Assessment and Personalized Support

Harmony educators have necessary tools to monitor academic progress of each student and to adjust instructional strategies to better meet students' needs. Based on ongoing assessment and data analysis, personalized learning opportunities and individualized need-based support will be provided to every student in order to achieve their college and career goals.

College and Career Counseling Support for Students

Our goal is to guide every Harmony student in preparing for and achieving his or her postsecondary goals and aspirations. College counselors provide individualized support for each student in the five areas of college and career readiness:

- Personal Readiness
- Academic Readiness
- Career Readiness
- College Admissions
- Financial Aid and Scholarships

Student Expectations and Commitment

At Harmony, all students are expected to:

- Receive a college-readiness label with an eligible test score by the end of junior year (see Table 1)
- Complete the 4x4 graduation plan
- Receive acceptance to a four-year college or university

Table 1: College Readiness Scores

Test	Combined Score	Math	Reading	Writing
TSI	N/A	350-390	351-390	5 on essay or 4 on essay with 363-390 reading
SAT	1070 (Math & Reading)	Min. 500	Min. 500	N/A
New SAT	N/A	Min. 530	Min. 480	N/A
ACT	23	Min. 19	Min. 19	N/A

Exceptions may apply to students receiving Special Education services.

COLLEGE READINESS MONITORING

HPS implements College Board's College Readiness Benchmarks and Texas Success Initiative (TSI) Assessments to track the academic readiness of students. Students who meet minimum expected scores for each grade level are on target to be college ready.

College Board's SAT Benchmark System

Harmony utilizes the College Board's SAT Benchmark system (PSAT/SAT) to monitor the progress of each student toward college readiness goals. Beginning in 8th grade, students take College Board tests every year in the fall semester. Benchmarks indicating college and career readiness are determined using SAT Suite data and first-year college performance data. The benchmark indicates that students

who earn that score or higher have a 75% likelihood of earning a C or better in a first-year, credit-bearing course in the same subject area. These score reports will inform decisions on

- Course enrollment and graduation plans
- Intervention needs of each student (individual plans)
- Instructional resources and curricular enhancements

Below is each grade level’s minimum score expectation for Math and Evidence based Reading and Writing sections.

Table 2: Minimum grade level scores to be a “College Track” student:

Grade Level	Assessment	Point Scale	Math	Evidence Based Reading and Writing
8th	PSAT 8/9	120-720	450	390
9th	PSAT 8/9	120-720	450	410
10th	PSAT 10	160-760	480	430
11th	PSAT/ NMSQT	160-760	510	460
	SAT	200-800	530	480

Note: ACT-SAT concordance chart will be used for student who has ACT scores.

Texas Success Initiative (TSI) Assessment

The TSI Assessment is a program designed to help colleges determine if a student is ready for college-level coursework in the general areas of reading, writing, and mathematics. Harmony schools are TSI centers and administer the test a few times each year. There is no grade level expectation for the TSI test. Students who get a college readiness score as shown in the table below may enroll into dual credit courses at any grade in high school to receive college credits.

Table 3: Expected TSI scores to be a “College Track” student:

Math	Critical Reading	Writing
350	351	5 + on essay OR 363-390 reading with 4 on essay

INTERVENTION FOR COLLEGE READINESS

HPS intervention programs are designed at each grade level to ensure that students are on the college readiness track. HPS has an ongoing benchmarking system to monitor the progress of each student. Then, assessment data is used to develop an individualized learning plan for each student.

Students are placed into an appropriate Math and ELA lab class in addition to their main Math and ELA course at each grade level. The labs are intended to prepare students for EOC, TSI, and SAT tests. Students who did not reach the college readiness score by the end of their junior year will enroll into the TSI lab class senior year in order to achieve the college readiness score before they graduate. Additional lab classes do not count toward state credit requirements for graduation. Students will receive local credits for those courses, and grades are calculated as a part of the GPA and class rank (see local credits in section II.)

During lab classes, students are enrolled into a remedial online course through a software program. The students are expected to work on the individualized learning path and teachers monitor each student’s progress.

While students are working within software, teachers pull 4-6 students to provide feedback and additional support on specific learning objectives using assessment data. Benchmark tests will be administered in lab classes to see the progress of students and feed the small group instruction in terms of data. Teachers use this time to work with students over missed test items, reteach objectives, and offer further guided practice in areas students have yet to master.