High Schools That Work

Using Data to Set Priorities for Teaching and Learning

HSTW Assessment

Participant Workbook

National Data Workshop
Atlanta, Georgia
October 6-7, 2008

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Workshop Objectives and Materials

Who Should Attend

School, district and state coordinators of *High Schools That Work*, principals, teacher leaders, and any others interested in learning how to analyze the *HSTW* Assessment should attend.

Why You Should Attend

This workshop is designed to build capacity by teaching school, district and state leaders how to lead faculties in analyzing the 2008 *HSTW* Assessment data in order to make changes in curriculum, instruction and school practices that lead to improved student achievement. Participants will analyze the 2008 *HSTW* Assessment report to determine progress made and challenges remaining for schools to address in raising student achievement.

Objectives: As a result of this workshop, participants will
- use data to identify challenges and develop an action plan for addressing those challenges;
- develop a plan for engaging faculty, staff and other stakeholders in analyzing assessment results and using data to make change; and
- summarize what they have learned at the workshop, what they will do in their state, district, school or classroom when they return, and what kind of support they will need in order to be successful.

Participants are expected to bring hard copies of 2008 *HSTW* Assessment Reports that have been delivered electronically. Each participant or team should also bring at least one laptop computer if possible.

Agenda

Day One – Monday, October 6, 2008

7:00 A.M. – 8:00 A.M.   **Registration/Continental Breakfast**

8:00 A.M. – 9:00 A.M.   **Keynote Address**

9:00 A.M. – 9:15 A.M.   **Break**

9:15 A.M. – 10:00 A.M.   **Using Data to Take Action**
The purpose of the data workshop, learning to use data to take action that advances student achievement, will be emphasized. The workshop objectives, goals and deliverables will be reviewed. The purpose of the *HSTW* Assessment will be discussed.

10:00 A.M. – 10:45 A.M.   **Interpreting the 2008 *HSTW* Assessment**
Participants will engage in a technical discussion about the new *HSTW* Assessment, focusing on the development of the new subject tests and interpretation of test scores. The goal is to equip participants with the information necessary to be able to assist schools in the correct interpretation of data and to be able to answer questions.

10:45 A.M. – 11:00 A.M.   **Break**

11:00 A.M. – 11:30 A.M.   **Using Concordance Tables to Estimate Change in Achievement**
The use of the concordance tables to make comparisons from 2006 to 2008 will be emphasized.

11:30 A.M. – 12:00 P.M.   **Utilizing the Executive Summary**
Participants will focus on how to approach the report, by first utilizing the one-page executive summary to obtain a snapshot of their school's overall performance.

12:00 P.M. – 1:00 P.M.   **Lunch**

1:00 P.M. – 1:45 P.M.   **Utilizing the Overview**
Participants will utilize the report overview to obtain a more detailed summary of their school's overall performance. They will begin their analysis of the *HSTW* indices of curriculum and instruction.

1:45 P.M. – 2:30 P.M.   **Deeper Analysis: Rigorous Curriculum**
Participants will analyze data related to the *HSTW*-recommended curriculum and concentrations.

2:30 P.M. – 2:45 P.M.   **Break**

2:45 P.M. – 3:15 P.M.   **Deeper Analysis: High Expectations and Extra Help**
Participants will analyze data related to students' perceptions of expectations and extra help.

3:15 P.M. – 4:00 P.M.   **Deeper Analysis: Quality Career/Technical Studies and Work-Based Learning**
Participants will analyze data related to quality career/technical studies and work-based learning.

Day Two – Tuesday, October 7, 2008

7:00 A.M. – 8:00 A.M.   **Continental Breakfast**

8:00 A.M. – 8:30 A.M.   **Review of Day One**
Presenters will answer any questions participants have from material presented during day one.

8:30 A.M. – 9:15 A.M.   **Deeper Analysis: Quality Instruction**
Participants will analyze data related to literacy across the curriculum, numeracy across the curriculum and engaging science experiences.

9:15 A.M. – 9:45 A.M.   **Deeper Analysis: Guidance and Transitions**
Participants will analyze data related to guidance and advisement and student transitions from the middle grades to high school and from high school to college and careers.

9:45 A.M. – 10:15 A.M.   **Deeper Analysis: Leadership and School Improvement**
Participants will review teacher survey results related to leadership and continuous school improvement.

10:15 A.M. – 10:30 A.M.   **Break**

10:30 A.M. – 12:00 P.M.   **Developing an Action Plan**
Participants will use what they have learned through their data analysis to develop an action plan for addressing identified challenges and engaging the faculty in using assessment results.

12:00 P.M.   **Adjourn**

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Sources of Data for School Improvement

- *HSTW* **Assessment Report / Middle Grades Assessment Report**
  - **Administered to *HSTW/MMGW* schools in even years**
- *HSTW/MMGW* **Teacher Survey Reports**
  - **Administered in conjunction with the *HSTW* and Middle Grades Assessments**
- *HSTW* **Ninth-Grade Student Survey Report**
  - **Web-based survey administered in April of each year.**
- *HSTW* **Follow-Up Survey of Graduates Report**
  - **Materials sent to schools in spring of odd years to be sent to students who participated in the previous *HSTW* Assessment.**
- *HSTW/MMGW* **Annual Report**
  - **Completed by schools every year.**
- **State Assessment Data**
- **School Report Card**
- **ACT/SAT Scores**
- **School-Based Data**
  - **Retention rates, attendance rates, failure rates, dropout rates, graduation rates, discipline referrals, AP offerings and participation, career/technical offering and participation, course and extracurricular offerings, dual/joint enrollment opportunities and participation, post-secondary attendance rates, work-based learning opportunities and participation, etc.**

HSTW Key Practices for Improving Student Achievement

High expectations: Motivate more students to meet high expectations by integrating high expectations into classroom practices and giving students frequent feedback.

Program of study: Require each student to complete an upgraded academic core and a concentration.

Academic studies: Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects.

Career/technical studies: Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education.

Work-based learning: Enable students and their parents to choose from programs that integrate challenging high school studies and work-based learning and are planned by educators, employers and students.

Teachers working together: Provide teams of teachers from several disciplines the time and support to work together to help students succeed in challenging academic and career/technical studies. Integrate reading, writing and speaking as strategies for learning into all parts of the curriculum and integrate mathematics into science and career/technical classrooms.

Students actively engaged: Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.

Guidance: Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career/technical concentration. Provide each student with the same mentor throughout high school to assist with setting goals, selecting courses, reviewing the student's progress and suggesting appropriate interventions as necessary.

Extra help: Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.

Culture of continuous improvement: Use student assessment and program evaluation data to continuously improve school culture, organization, management, curriculum and instruction to advance student learning.

2008 *HSTW* Assessment Report Q&A

Question	Page	Answer/Description
What are the readiness goals? What do they mean?	iii.	Reading = 250; Mathematics = 257; Science = 258
What does "High Scoring Sites in Your Category" mean?	iv	A: Minority pop ≥ 30% & at least 60% a Parent "some" ed ^ HS B: Minority pop ≥ 30% & < 60% a Parent ed ^ HS C: Minority pop < 30% & at least 60% a Parent "some" ed ^ HS D: Minority pop < 30% & < 60% a Parent ed ^ HS
Executive Summary – How can I get a quick summary of my school's performance?	1-2	*HSTW* implementation summary; percentage of students meeting *HSTW* readiness goals; percentage of students at each performance level; state data; key indicators of student achievement
Overview – How can a get a more detailed overview of my school's performance?	3-24	Mean test scores; percentage of students meeting readiness goals; percentage of students at each performance level; percentage of students meeting the *HSTW*-recommended curriculum; *HSTW* indices of curriculum and instructional practices (linked to the percentage of students meeting readiness goals)
Indices – What classroom and school practices do our students report experiencing and how does that relate to their achievement?	25-36	"Site" & " High Scoring in Your Category": % students report experiencing effective practices across 11 indices of effective instructional practices (*i.e. High Expectations, Literacy, Extra Help*) & mean scores in all 3 subjects
Benchmarks –	37-38	Overview; Meeting Readiness Goals; Setting a Clear Mission and Vision for Success
What percentage of students at this school report experiencing instructional practices that make a difference in learning? How has that changed from the previous assessment? What is the goal?	39	High Expectations
	40	Perceived Importance of High School Studies
	41	Providing Quality Extra Help
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	50	**Teachers:** Engaging Strategies for All Teachers
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What percent of teachers report effective practices for continuous improvement at this school? How has that changed from the previous assessment? What is the goal?	53	Guidance
	54	**Teachers:** Middle Grades/High School Transition
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	56-57	**Teachers:** Supporting the Staff with Professional Development

Topic One: Using Data to Take Action

Activity

What actions has your school/district/state taken during the last two years to advance student achievement?

Select the two or three actions your school/district/state has taken that have most advanced student achievement. Write those actions on the appropriate poster in the room. Include your school/district/state's abbreviation after your action. We will share these actions throughout the workshop.

Verify past actions…

Throughout this workshop, keep in mind the actions your school/district/state has taken to advance student achievement. Think about how you can use data from the 2008 *HSTW* Assessment Report (and other sources) to document their impact.

Identify future actions…

As you work with your assessment data, identify areas in need of improvement. Think about what actions your school/district/state can take that would have the greatest impact on student achievement.

Additional Resources:
Located at http://www.sreb.org/programs/hstw/Assessment/assessindex.asp

- "A Guide for Using the *HSTW* Assessment Report to More Deeply Implement School Reform"
  - This guide reviews the components of the 2008 *HSTW* Assessment and how it was administered. The guide also reviews the composition of the 2008 *HSTW* Assessment Report. A companion workbook is provided to dig deeply into assessment results.

- "Information for Sites Bulletin"
  - Written by Educational Testing Service (ETS)
  - This document, part of the assessment administration materials, describes the *HSTW* Assessment, its subject tests, the administration process and score reporting.

Note: Additional resources presented throughout this workshop can be found on the SREB website (www.sreb.org) under "Publications."

Topic Two: Interpreting the 2008 *HSTW* Assessment

Performance Levels

	Reading	Mathematics	Science
Basic	**250**-271	**257**-291	**258**-285
Proficient	272-301	292-318	286-310
Advanced	302-500	319-500	311-500

Notes:
- All three tests are scored on a scale of 0 to 500.
- Scores are not comparable across subject areas (i.e., a score of 270 in reading is not the same as a 270 in mathematics).
- Students performing below a 250 in reading, 257 in mathematics or 258 in science are considered performing below the Basic level in that subject area.
- The **readiness goals** are set at the basic level in each subject area (reading = 250; mathematics = 257; science = 258).

Performance Level Descriptors

Reading

Basic (250-271): Students performing at the Basic level are able to enter postsecondary studies without needing additional preparation and/or are able to pass the reading portion of most employer exams for entry-level jobs. They demonstrate understanding of grade-level texts by being able to identify relevant information, identify purpose, differentiate between fact and opinion, and connect ideas across a text to make inferences. They recognize how interpretations can be sustained or refuted on the basis of examples and specific information presented in a text. They recognize the appropriate meaning of words and phrases within the context of a passage. They demonstrate understanding of the way organizational patterns, language and graphical features are used to present information.

Proficient (272-301): Students performing at the Proficient level are able to enter reading-intensive postsecondary studies and/or are able to pass the reading portion of most employer exams for specialized jobs. They demonstrate in-depth understanding of grade-level texts by being able to infer main ideas, compare and contrast information in different parts of a text, provide overall interpretations of a text's meaning, and extend ideas presented in the text. They recognize connections between ideas within a text, between ideas across different texts, and between texts and real-life experiences. They make inferences and represent, recognize or determine central themes and ideas based on an understanding of how organizational patterns, language and graphical features are used.

Advanced (302-500): Students performing at the Advanced level are able to enter advanced postsecondary studies requiring intensive reading and comprehension of complex materials and/or are able to pass the reading portion of most employer exams for specialized career paths. They are able to integrate ideas in a text, explain causal relationships, and evaluate information and organizational features. They use context to determine the most appropriate meaning of words, phrases and technical language. They analyze abstract text ideas to provide specific and extensive support for generalizations, evaluations and interpretations of the text. They analyze how authors develop themes and central ideas.

Mathematics

Basic (257-291): Students performing at the Basic level are able to enter non-mathematics-intensive postsecondary studies without needing additional preparation and/or are able to pass the mathematics portion of most employer exams for entry-level jobs. They have factual and conceptual mathematical knowledge and are able to solve problems that require direct application of learned concepts and procedures. They can perform procedures and computations involving the real number system, algebra, descriptive statistics, and probability. They can recall and use basic geometric properties and measurement conventions.

Proficient (292-318): Students performing at the Proficient level are able to enter mathematics-intensive postsecondary studies and/or are able to pass the mathematics portion of most employer exams for specialized jobs. They are able to use multiple mathematical ideas or strategies and apply, integrate and connect skills across the various strands of mathematics. They demonstrate an understanding of complex mathematical concepts. They are able to use analysis techniques and critical thinking to solve mathematical problems.

Advanced (319-500): Students performing at the Advanced level are able to enter advanced postsecondary studies requiring significant applications of mathematical concepts and principles and/or are able to pass the mathematics portion of most employer exams for specialized career paths. They demonstrate a strong conceptual understanding of numbers and algebra. They are able to apply algebra, geometry and advanced mathematics skills to such tasks as formulating mathematical models, providing mathematical justifications, analyzing similarities and differences, producing deductive arguments and performing multiple-step procedures having multiple decision points. These students have the knowledge and skills necessary to make important connections across mathematical strands and between mathematics and other content applications in problem-solving and prediction-formulation.

Science

Basic (258-285): Students performing at the Basic level are able to enter non-science-intensive postsecondary studies without needing additional preparation and/or are able to pass the science portion of most employer exams for entry-level jobs. They demonstrate a fundamental understanding of terms and concepts within the biological, chemical, physical, and earth and space sciences. They understand factual and conceptual scientific knowledge; recognize processes of the scientific method, demonstrate use of the method and/or explain how this method is used in problem solving; collect and organize data; and read and interpret graphs, diagrams and maps.

Proficient (286-310): Students performing at the Proficient level are able to enter science-intensive postsecondary studies and/or are able to pass the science portion of most employer exams for specialized jobs. They demonstrate understanding of terms and concepts within the biological, chemical, physical, and earth and space sciences. They apply their knowledge of the scientific method to new situations and can design and evaluate scientific investigations. They can analyze data and create graphs, diagrams and tables.

Advanced (311-500): Students performing at the Advanced level are able to enter advanced postsecondary studies requiring understanding of complex concepts and processes and/or are able to pass the science portion of most employer exams for specialized career paths. They demonstrate an advanced understanding of terms and concepts within the biological, chemical, physical, and earth and space sciences. They have the ability to use their knowledge in complex practical situations. They use the scientific method to design and conduct multiple-variable investigations. They can apply statistics to analyze and interpret data and represent these data in multiple ways.

In 2-3 sentences, what does it mean for a student to be performing at each level?

Reading

      Basic:

      Proficient:

      Advanced:

Mathematics

      Basic:

      Proficient:

      Advanced:

Science

      Basic:

      Proficient:

      Advanced:

Data Interpretation Scenarios

Imagine you are conducting a data workshop and a participant approaches you to ask a question. How would you respond in each of the following scenarios?

1. I had 28 students earn the *HSTW* Award of Educational Achievement in 2006. That number decreased to 15 in 2008. Does that mean these students didn't perform as well?

2. The reading goal went from 279 in 2006 to 250 in 2008. Does that mean it is easier to meet the goal?

3. Our school's 2008 mean math score is 267. It was 298 in 2006. Does that mean we did worse?

Topic Three: Using Concordance Tables to Estimate Change in Achievement

Note: This text comes from the "*HSTW* Assessment Concordance Tables" document produced by Educational Testing Service (ETS) and included on 2008 *HSTW* Assessment report CDs.

Introduction

In 2006, SREB State Career and Technical Education Consortium, in conjunction with Educational Testing Service (ETS), began the process of redeveloping the *High Schools That Work (HSTW)* Assessment to provide more value to schools, site report users and participating students. The content specifications (or test blueprints) of the new *HSTW* Assessment subject tests are based upon the 2009 National Assessment of Educational Progress (NAEP) frameworks for reading, mathematics and science. However, the content specifications and test questions are tailored and written specifically for the new *HSTW* Assessment subject tests. As SREB has previous communicated, changes to the *HSTW* Assessment include the following:

- The reading test focuses primarily on informational texts and consists of 80 percent informational texts and 20 percent literary nonfiction texts.
- The mathematics test includes topics through Algebra II with some pre-calculus topics, whereas the previous test was aligned to the previous NAEP framework, which included topics through Algebra I and Geometry.
- The science test continues to focus on life science, physical science and earth science. However, less of an emphasis has been placed on earth science because many high school seniors will not have covered this material since the middle grades.

The differences between the 2006 *HSTW* Assessment and the new 2008 *HSTW* Assessment were substantial enough that equating the 2008 scale to the 2006 scale is not possible. The statistical procedure of equating requires the two assessments to have the same content specifications and the same statistical characteristics. Changing the content of the *HSTW* Assessment from previous versions of the NAEP frameworks to the new 2009 NAEP frameworks resulted in test specifications that were too different to allow for equating. As a result, a new score scale was established for the 2008 *HSTW* Assessment (and future *HSTW* Assessments) and therefore, the scores on the new 2008 *HSTW* Assessment are not directly comparable to previous *HSTW* Assessments.

While it is not possible to equate the new 2008 *HSTW* Assessment to the 2006 *HSTW* Assessment, ETS and SREB recognize that site report users are interested in comparing the results from the 2008 *HSTW* Assessment with previous assessments to estimate approximate trends in performance across the two assessment years.

Therefore, ETS is providing concordance tables to assist site report users in evaluating site performance between the 2006 and 2008 assessments. In addition to the concordance tables, this document also provides a basic explanation of what concordance tables are and how to use them.

What are concordance tables?

Concordance tables relate the performance of two different assessments of the same general content (e.g., the SAT and the ACT tests). The concordance tables provide a basis for a general comparison of the results of the 2008 *HSTW* Assessment with the 2006 *HSTW* Assessment.

Because the new assessment could not be equated to previous assessments, the scores on the new *HSTW* Assessment should not be considered equivalent to the scores on the previous *HSTW* Assessments. Additionally, the comparisons of scores based on the concordance tables are not as accurate as

comparisons based on other statistical procedures such as equating. Therefore, the concordance tables are useful for evaluating the overall reading, math, or science performance across the two assessments for a site and will give report users an estimate of how their student performance on the 2008 *HSTW* Assessment compares with their student performance on the 2006 *HSTW* Assessment.

Cautions when using the concordance tables

When using the concordance tables, please keep in mind the following:

a) The scores from the 2006 and 2008 Assessments are not interchangeable because:

- the test content changed from 2006 to 2008.
- the 2008 scales could not be equated to the 2006 scales.
- the 2008 assessment is on a new reporting scale.

b) The concordance tables are not comparable across content areas; that is, there is a unique concordance table for each subject test.

c) Student performance could have changed, but the change is not measurable because performance by the same students on both the 2008 and 2006 *HSTW* Assessments is not available (i.e., students who took the 2008 test may have preformed differently had they taken the 2006 test and likewise students who took the 2006 test may have performed differently had they taken the 2008 test).

How to use the concordance tables

To evaluate the site's overall mean scores:

1. Obtain the overall reading (or mathematics or science) mean score from 2006, which can be found on page 49 of the 2006 site report.
2. Using the subject's concordance table, locate the site's 2006 mean score in the 2006 score column.
3. Read across the row of the table to find the corresponding score from the 2008 Assessment, in the 2008 score column, and use this number to make an approximate comparison of performance on the 2006 Assessment to performance on the 2008 Assessment.

Note that the mean score may be between two points on the table. In this case, the 2006 mean score should be estimated (see example 3). For example, if the 2006 mean score is half way between two points use as the estimate the value approximately half way between the corresponding points in the 2008 column. Similarly, if it is one-third of the distance between two points take as the estimate the 2008 value approximately one-third of the distance between the two 2008 points.

To evaluate the site's performance relative to the *HSTW* network:

1. Obtain the overall reading (or mathematics or science) mean score from 2006, found on page 49 of the 2006 site report.
2. Using the subject's concordance table, locate the site's 2006 mean score and then look at the 2006 percentile that corresponds to the mean.
3. Obtain the site's overall mean score from 2008, which can be found on page 60 of the 2008 site report.
4. Using the subject's concordance table, locate the 2008 percentile that corresponds to the 2008 mean score.

5. The difference in the two percentiles will indicate whether the site's mean has increased (or decreased) relative to the *HSTW* network.

Below are three examples to assist in understanding how to use and interpret the information provided in the concordance tables.

Example 1. Reading Mean Scores of 261 in 2006 and 248 in 2008

This first example shows how directly comparing a site's 2006 mean reading score to its 2008 mean reading score is not appropriate and may result in inaccurate interpretations of the reading results. For example, a site's 2006 mean reading score was 261 and that for 2008 was 248. Directly comparing the two means would result in an interpretation that "this site's mean reading score has dropped by 13 points."

However, by checking the Reading Concordance Table (Table 1), a score of 261 is between two points in the 2006 column. Because it is just below 262 on the 2006 scale, the approximate estimate on the 2008 scale is just below 228. Because the 2008 reading mean is 248, which is greater than a score of 228, the proper interpretation would be that the mean reading score for this site has improved.

Additionally, a score of 261 is just below the 25th percentile for 2006 and a score of 248 is just below the 46th percentile for 2008. Not only has the reading mean for this site increased, but this site's mean reading score has also increased relative to the *HSTW* network.

Example 2. Mathematics Score of 303 in 2006 and 237 in 2008

For this example, suppose a site's mathematics mean in 2006 was 303 and the site's 2008 mean is 237. To determine the correct interpretation of the results, the 2006 mean mathematics score should be evaluated using the Mathematics Concordance Table. The table indicates that a score of 303 on the 2006 scale is similar to a score of 256 on the 2008 scale. Therefore, in this case, the overall mean mathematics performance for this site has dropped from 2006 to 2008 (from 256 to 237), with this site going from the 50th percentile (average performance for the *HSTW* network) in 2006 to approximately the 35th percentile for the *HSTW* network in 2008.

Example 3. Science Score of 294 in 2006 and 255 in 2008

For this example, assume that a site's 2006 mean science score was 294 and the 2008 mean science score is 255. It appears as though this site's performance on the science test has dropped from the 2006 assessment to the 2008 assessment.

However, similar to the previous two examples, the Science Concordance Table (Table 3) must be used to evaluate the change in student performance on the science tests. Taking the score of 294 from 2006 and looking up the associated score for 2008, one will see that this value is half way between score points 292 and 296. Hence the associated score is approximately 256 (half way between a score of 254 and a score of 258 for 2008). The comparison indicates almost no change in mean score at this site. In addition, a score of 294 is between the 45th and 50th percentiles in 2006 and a score of 255 is between the 48th and 53rd percentiles in 2008. Thus, what appeared to be a drop in mean student performance may not represent an actual decrease. There was a slight increase in the percentile relative to the *HSTW* network.

Table 1: 2006 to 2008 Concordance Table for Reading

READING			
2006		2008	
Percentile	Score	Score	Percentile
99	340	328	99
95	321	307	95
90	312	297	91
85	306	289	86
80	302	283	81
75	298	278	76
70	295	272	71
65	291	268	66
60	288	263	61
55	285	258	56
50	281	254	51
45	278	249	46
40	275	244	41
35	271	239	37
30	267	234	32
25	262	228	26
20	257	220	21
15	250	211	16
10	240	199	11
5	220	177	6
1	176	119	1

Table 2: 2006 to 2008 Concordance Table for Mathematics

MATHEMATICS			
2006		2008	
Percentile	Score	Score	Percentile
99	358	322	99
95	342	303	95
90	334	295	90
85	329	288	85
80	324	282	81
75	320	278	76
70	316	273	71
65	313	269	67
60	310	265	62
55	307	261	57
50	303	256	53
45	300	252	48
40	297	247	43
35	293	241	38
30	289	234	33
25	284	225	27
20	279	213	22
15	272	206	17
10	262	195	11
5	242	175	5
1	170	106	0

Table 3: 2006 to 2008 Concordance Table for Science

SCIENCE			
2006		2008	
Percentile	Score	Score	Percentile
99	363	320	99
95	346	302	95
90	337	293	91
85	330	287	86
80	325	282	81
75	320	277	77
70	315	273	72
65	310	269	67
60	305	265	62
55	301	261	58
50	296	258	53
45	292	254	48
40	287	249	43
35	281	245	38
30	276	239	33
25	269	234	28
20	262	226	23
15	254	216	17
10	243	195	12
5	225	175	6
1	108	77	0

Estimating Change in Achievement from 2006 to 2008

Use the concordance tables to estimate your site's change in achievement from 2006 to 2008. Remember to use the appropriate concordance table for each subject area.

Evaluation of Overall Mean Scores				
	2006 Mean Score	2006 Mean Score Estimated on 2008 Scale	2008 Mean Score	Is the 2008 mean score >, < or = to the 2006 estimated score?
Reading Example	*262*	*228*	*244*	*>* *Achievement has improved*
Reading				
Mathematics				
Science				

Evaluation of Performance Relative to the *HSTW* Network					
	2006 Mean Score	2006 Percentile	2008 Mean Score	2008 Percentile	Change in Percentile Rank
Reading Example	*262*	*25th*	*244*	*41st*	*Increased 16 places*
Reading					
Mathematics					
Science					

1. How has reading achievement for your school/district/state changed from 2006 to 2008?

2. How has mathematics achievement for your school/district/state changed from 2006 to 2008?

3. How has science achievement for your school/district/state changed from 2006 to 2008?

Topic Four: Utilizing the Executive Summary

Pairs Check ✔

Name: _____   Name: _____
Date: _____   Date: _____

1 Who participated in the assessment from your school: a random sample, CT students, or all seniors?	What is our "high-scoring sites" school category letter and what does that represent?	✔
2 In which categories of Indicators did the highest percentages of our students report an intensive emphasis of experiences?	In which categories of Indicators did the lowest percentages of our students report an intensive emphasis of experiences?	✔
3 What are two or three positive things that stand out?	What are two or three challenges that stand out?	✔
4 For which indicators do the results strike you as surprising? Why?	For which indicators are the results what you expected? Why?	✔
5 What value does this data provide?	How can we use the Executive Summary in our school/district/state?	✔
Sponge: Write a one-paragraph summary in the space on the next page about your school's overall performance. Be prepared to share it with your school team.	Sponge: Write a one-paragraph summary in the space on the next page about your school's overall performance. Be prepared to share it with your school team.	✔

See Kagan, *Cooperative Learning,* p. 10:6-7.

Write a one paragraph summary of your school's overall performance and be prepared to share around your school table.

Topic Five: Utilizing the Overview

Use pages 3-5 of the report to complete the following table regarding mean test scores.

Mean Test Scores				
	Your Site 2008	All Sites 2008	High-Scoring Sites 2008	*HSTW* Goal
Reading				250
Mathematics				257
Science				258
Source: 2008 *HSTW* Assessment Report, Pages 3-5				

Performance Levels by Subject Area:

Reading:
  below Basic (0-249)
  Basic (250-271)
  Proficient (272-301)
  Advanced (302-500)

Mathematics:
  below Basic (0-256)
  Basic (257-291)
  Proficient (292-318)
  Advanced (319-500)

Science
  below Basic (0-257)
  Basic (258-285)
  Proficient (286-310)
  Advanced (311-500)

Use the performance levels listed above to indicate which level your school is in for each subject.

Site 2008 - Performance Levels	
Reading	
Mathematics	
Science	

Use pages 6-8 of the report to complete the following table regarding readiness goals.

Percentage of Students Meeting *HSTW* Readiness Goals				
	Your Site 2008	All Sites 2008	High-Scoring Sites 2008	*HSTW* Goal
Reading				85%
Mathematics				85%
Science				85%
Source: 2008 *HSTW* Assessment Report, Pages 6-8				

Use page 9 of the report to complete the following table regarding performance levels.

Percentage of Students Performing within Each Performance Level			
	Reading	Mathematics	Science
below Basic			
Basic			
Proficient			
Advanced			
Source: 2008 *HSTW* Assessment Report, Page 9			

Use pages 10-12 of the report to complete the following table regarding the recommended curriculum.

Percentage of Students Completing the *HSTW*-Recommended Curriculum			
	English/Language Arts	Mathematics	Science
Your Site 2006			
Your Site 2008			
All Sites 2008			
High-Scoring Sites 2008			
Source: 2008 *HSTW* Assessment Report, Pages 10-12			

Use pages 13-24 of the report to complete the following table regarding the indices.

Percentage of Students with an Intensive Emphasis	
	Your Site 2008
High Expectations	
Literacy	
Numeracy	
Engaging Science	
HSTW-Recommended Curriculum	
Integrating Academic into CT	
Quality Career/Technical Studies	
Quality Work-Based Learning	
Timely Guidance	
Importance of HS Studies	
Quality Extra Help	
Continuous School Improvement (Teacher Survey)	
Source: 2008 *HSTW* Assessment Report, Pages 13-24	

1. What is the difference between the percentage of students meeting each of the readiness goals at high-scoring sites and at your site?

     Reading: _____ Percentage Points
     Mathematics: _____ Percentage Points
     Science: _____ Percentage Points

  What actions might high-scoring sites have taken that your school has not?

2. What actions can your school take to increase the percentages of students meeting the readiness goals and performing at the proficient and advanced levels in:

    reading?

    mathematics?

    science?

3. Which three indices, or key practices, have been most deeply implemented (highest percentage of students at the intensive level)?

  On which three indices, or key practices, have the least progress been made?

4. Did you notice anything interesting in this data that you want to explore further?

5. If you could increase one or two indices by 20 or 30 percent over the next two years, which ones would have the greatest impact on student achievement and the other indices?

Use pages 68-69 of the report to complete the following table regarding reading achievement.

Reading Achievement by Group at Your School			
	Percent of Population	Mean Reading Score	Percent Meeting Readiness Goal
All Students	100%		
Male			
Female			
American Indian/Alaskan Native			
Asian			
Black or African-American			
Latino or Hispanic			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Source: 2008 *HSTW* Assessment Report, Page 68 (For Columns 1 and 2) 2008 *HSTW* Assessment Report, Page 69 (For Column 3)			

Use pages 85-86 of the report to complete the following table regarding mathematics achievement.

Mathematics Achievement by Group at Your School			
	Percent of Population	Mean Mathematics Score	Percent Meeting Readiness Goal
All Students	100%		
Male			
Female			
American Indian/Alaskan Native			
Asian			
Black or African-American			
Latino or Hispanic			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Source: 2008 *HSTW* Assessment Report, Page 85 (For Columns 1 and 2) 2008 *HSTW* Assessment Report, Page 86 (For Column 3)			

Use pages 98-99 of the report to complete the following table regarding science achievement.

Science Achievement by Group at Your School			
	Percent of Population	Mean Science Score	Percent Meeting Readiness Goal
All Students	100%		
Male			
Female			
American Indian/Alaskan Native			
Asian			
Black or African-American			
Latino or Hispanic			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Source: 2008 *HSTW* Assessment Report, Page 98 (For Columns 1 and 2) 2008 *HSTW* Assessment Report, Page 99 (For Column 3)			

6. What major actions has your school taken in the last two or three years to address achievement among specific groups?

7. Is there a difference in **reading, mathematics and/or science** achievement by gender or race/ethnicity? If so, what actions may account for this difference? What actions can your school take to close the gaps?

Additional Resources:

- "10 Strategies for Raising Achievement and Improving High School Completion Rates"
    - This brochure gives a brief overview of 10 strategies that states, districts and schools can implement to raise student achievement while increasing high school graduation rates. The strategies include improving middle grades to high school transition; extra-help systems for students who fail a course or need to recover credit and pass high-stakes exams; five-year programs of study for students; access to quality career/technical studies in high-demand, high-paying career fields; helping students become independent learners; better transitions from high school to postsecondary studies and careers; using technology for credit recovery and meeting standards for exit exams; improving state policies and their impact on graduation rates; developing an emphasis on low-performing high schools; and creating state leadership academies for district and school leaders.
- "Closing the Achievement Gap: A *High Schools That Work* Design for Challenged Schools"
    - The *High Schools That Work* school reform model offers schools and school systems a unique opportunity to help students acquire the problem-solving, communication, academic and technical skills they need for further study and the workplace. This publication outlines a modified *HSTW* framework designed specifically for "challenged" schools with high percentages of students who are performing below acceptable standards
- "Raise Academic Standards and Get More Students to Complete High School: How 13 Georgia Schools Did It"
    - How can education leaders raise expectations and standards without causing more students to drop out of high school? This publication shares the insights of school leaders from the 13 Georgia high schools that showed the most improvement in first-time passing rates on the Georgia High School Graduation Test (GHSGT) between 1997 and 2002 and in high school completion rates between 1999 and 2002. The publication also outlines actions that school, district and state leaders can take to increase the number of students who meet rigorous standards and, at the same time, to raise graduation rates.
- "Raising Achievement and Improving Graduation Rates: How Nine *High Schools That Work* Sites Are Doing It"
    - This research brief describes how nine high schools in the *High Schools That Work* (*HSTW*) network are succeeding in achieving raising achievement and improving graduation rates. Their success is built upon four key actions: raising standards and providing an opportunity for students to learn a rigorous and relevant curriculum; helping students set challenging goals, giving feedback on their status in achieving these goals and providing support for achieving them; using instructional strategies that actively engage students in learning challenging content; and involving teachers in continuous school improvement.
- "What Really Works? Schools Succeed When Using the Key Practices of *High Schools That Work*"
    - The Southern Regional Education Board's school reform initiative, *High Schools That Work*, combines academic and career/technical education in order to improve student achievement. This report presents research showing that *HSTW*'s Goals and Key Practices increase student achievement when deeply implemented in schools.

Topic Six: Rigorous Curriculum

Use page 30 of the report to complete the following table regarding the recommended curriculum.

Completion of *HSTW*-Recommended Curriculum								
	Your Site 2008				High-Scoring Sites 2008			
	% of Students	Mean Reading Score	Mean Math Score	Mean Science Score	% of Students	Mean Reading Score	Mean Math Score	Mean Science Score
Completed all 3								
Completed 1-2								
Completed 0								
Source: 2008 *HSTW* Assessment Report, Page 30								

Use pages 61-62 of the report to complete the following table regarding the recommended curriculum.

Completion of *HSTW*-Recommended Curriculum					
		Your Site 2006		Your Site 2008	
		% of Students	Mean Score	% of Students	Mean Score
Completed 4 credits in CP **English**	Yes		--		
	No		--		
Completed 4 credits in CP **math**	Yes		--		
	No		--		
Completed 3 **science** credits (2 CP)	Yes		--		
	No		--		
Complete 3 credits in CP **social studies**.	Yes		--		
	No		--		
Source: 2008 *HSTW* Assessment Report, Pages 61-62					

Use page 65 of the report to complete the following table regarding concentrations.

Completion of a Concentration				
	Percent Completing	Mean Reading Score	Mean Mathematics Score	Mean Science Score
Career/Technical Concentration	Yes			
	No			
Mathematics/Science Concentration	Yes			
	No			
Humanities Concentration	Yes			
	No			
Source: 2008 *HSTW* Assessment Report, Page 65				

Use the report to complete the following table regarding additional curriculum indicators.

Completion of Additional *HSTW* Curriculum Indicators					
		Your Site 2006		Your Site 2008	
		% of Students	Mean Score	% of Students	Mean Score
Took Algebra I in the middle grades	Yes		--		
	No		--		
Took a math class as a senior	Yes		--		
	No		--		
Took a science class as a senior	Yes		--		
	No		--		
Source: 2008 *HSTW* Assessment Report, Page 91 and 105					

My teachers or counselors have encouraged me to take more challenging…					
		Your Site 2006		Your Site 2008	
		% of Students	Mean Score	% of Students	Mean Score
English courses	Often		--		
	Never		--		
Mathematics courses	Often		--		
	Never		--		
Science courses	Often		--		
	Never		--		
Source: 2008 *HSTW* Assessment Report, Pages 156-158					

English/language arts

1. Are 85 percent or more of your students completing four credits in college-preparatory English/language arts? Has your school made gains from 2006 to 2008? What actions can your school take to increase or continue increasing the percentage of students completing the *HSTW*-Recommended Curriculum in English/language arts?

2. Compare the percentage of students completing Academic English 9, Academic English 10, Academic English 11 and Academic English 12/AP English (Pages 72-73). Is the percentage consistent or are fewer students taking college-preparatory English as they advance through high school? What actions can your school take to increase the percentages of students taking college-preparatory English/language arts throughout high school?

Mathematics

3. Are 85 percent or more of your students completing four credits in college-preparatory mathematics? Has your school made gains from 2006 to 2008? What actions can your school take to increase or continue increasing the percentage of students completing the *HSTW*-Recommended Curriculum in mathematics?

4. Are 50 percent or more of your students taking Algebra I in the middle grades? How can your school work with your sending middle grades schools to increase the percentage of students completing Algebra I in the middle grades?

5. Are 85 percent or more of your students taking a mathematics class during their senior year? What actions can your school take to increase the percentage?

Science

6. Are 85 percent or more of your students completing three credits in science (with at least two at the college-prep level)? Has your school made gains from 2006 to 2008? What actions can your school take to increase or continue increasing the percentage of students completing the *HSTW*-Recommended Curriculum in science?

7. Are 85 percent or more of your students taking a science class during their senior year? What actions can your school take to increase the percentage?

8. Are 85 percent or more of your students taking four or more science courses (Page 105)? What actions can your school take to increase the percentage?

Additional Resources:

- "Getting Students Ready for Algebra I: What Middle Grades Students Need to Know and Be Able to Do"
  - This curriculum framework is an effort to ensure that students leave the middle grades with the mathematics knowledge and competencies to succeed in Algebra I. Educators can use this framework in developing course syllabi, lesson plans, assignments, assessments and professional development activities that will prepare students for high-level mathematics classes in high school.
- "Getting Students Ready for College-preparatory/Honors English: What Middle Grades Students Need to Know and Be Able to Do"
  - This curriculum framework is an effort to ensure that students leave the middle grades with the knowledge and skills to succeed in college-preparatory/honors English. Educators can use this framework in developing course syllabi, lesson plans, assignments, assessments and professional development activities that will prepare students for rigorous English classes in high school.
- "Getting Students Ready for College-preparatory/Honors Science: What Middle Grades Students Need to Know and Be Able to Do"
  - When students leave the middle grades, they need to have the knowledge and skills to succeed in college-preparatory/honors science. This report provides guidance for a rigorous science curriculum in the middle grades that is based on a solid set of standards. Educators can use this framework in developing course syllabi, lesson plans, assignments, assessments and professional development activities that prepare students for this level of work.
- "Improving Achievement is About Focus and Completing the Right Courses"
  - In 2000 and 2001, an audit was conducted on the course-taking patterns of 4,244 graduating seniors from 51 rural high schools in 12 states. This study provided data on the achievement gaps between students who complete the *HSTW*-recommended curriculum and those who do not; between the top 25 percent of the participating schools and the rest of the participating schools; and among students in the five course-taking paths. Schools can use the methodology described in this publication as a model to analyze their students' course-taking patterns and to determine which curriculum paths lead to higher achievement.
- "Planning for Improved Student Achievement: Ten Steps for Planning and Writing Standards-Based Units"
  - Data from national assessments and classroom visits show that many state assessments hold students to minimum standards, resulting in many students not being taught to true grade level. To help schools get significantly more students achieving at the proficient level, SREB has developed this guide to planning and writing standards-based units. Standards-based units focus on rigorous lessons, quality assessment and the personal attention that gives meaning to learning. This guide explains what standards-based units look like, how they work and how they can be developed, using a 10-step process.

Topic Seven: High Expectations and Extra Help

Use the report to complete the following table regarding high expectations.

High Expectations			
	Your Site 2006	Your Site 2008	High-Scoring Sites 2008
Percentage of students experiencing an **intensive** emphasis on high expectations. (Page 13, 26, 39)			
Teachers **often** clearly indicated the amount and quality or work that are necessary to earn a grade of A or B at the beginning of a project or unit. (Page 39, 134)			
Teachers were **frequently** available before, during or after school to help them with their studies. (Page 39, 146)			
Usually spent **one or more hours** on homework each day. (Page 39, 143)			
Often revised their essays or other written work several times to improve their quality. (Page 39, 82)			
Often worked hard to meet high standards on assignments. (Page 39, 139)			
Source: 2008 *HSTW* Assessment Report			

Please complete the following chart regarding extra help opportunities at your school.

What extra help options are available for <u>voluntary</u> participation?	What extra help options are available for <u>required</u> participation?

Use the report to complete the following table regarding extra help.

Quality Extra Help			
	Your Site 2006	Your Site 2008	High-Scoring Sites 2008
Percentage of students experiencing an **intensive** emphasis on quality extra help. (Page 23, 36, 41)			
Often were able to get extra help from their teachers when they needed it without much difficulty. (Page 41, 146)			
Teachers were **frequently** available before, during or after school to help them with their studies. (Page 41, 146)			
Extra help they received at school **often** helped them to understand their schoolwork better. (Page 41, 151)			
Extra help they received at school **often** helped them to get better grades. (Page 41, 152)			
Source: 2008 *HSTW* Assessment Report			

High Expectations

1. What indicators do more students at your school experience than students at high-scoring sites? What indicators have your school made gains on from 2006 to 2008?

2. What action(s) has your school taken that might account for this?

3. What indicators do fewer students at your school experience than students at high-scoring sites or all sites?

4. What action(s) has your school not taken that might account for this? What actions can your school take to increase the percentages of students experiencing these indicators?

5. If your school was to focus on three indicators, what three do you think would most improve student perception of high expectations?

6. What actions can your school take to focus on these items? What actions can classroom teachers take to focus on these items?

Extra Help

1. What indicators do more students at your school experience than students at high-scoring sites? What indicators have your school made gains on from 2006 to 2008?

2. What action(s) has your school taken that might account for this?

3. What indicators do fewer students at your school experience than students at high-scoring sites or all sites?

4. What action(s) has your school not taken that might account for this? What actions can your school take to increase the percentages of students experiencing these indicators?

5. If your school was to focus on three indicators, what three do you think would most improve student access to extra help and achievement?

6. What actions can your school take to focus on these items? What actions can classroom teachers take to focus on these items?

Additional Resources:

- "#6 Extra Help and Time"
  - School strategies: motivating students to work hard to meet high expectation standards.
- "#13 Ten Strategies for Creating a Classroom Culture of High Expectations"
  - Motivation and classroom management skills are essential to creating and sustaining an environment of high expectations and improvement in today's schools. This guide is designed to help teachers and school administrators assess their practices and plan strategies for improvement. The 10 strategies include tips on developing plans for classroom and school management, organizing classrooms, communicating with and involving parents, improving homework, using teaching strategies that engage students, and dealing with chronic disruptions and complaints.
- "Case Study: Waynesville High School, Wayne Local Schools, Waynesville, Ohio"
  - This case study illustrates how an Ohio high school in a rapidly growing area worked with its feeder middle grades school and school district to achieve school improvement. In 2001, Waynesville High School joined *High Schools That Work*; by 2004, the Wayne Local Schools district improved its state ranking from "continuous improvement" to "excellent." Mean reading scores for the high school's seniors increased from 223 in 2001 to 299 on the 2004 *HSTW* Assessment. The school's and district's success is attributable to many factors, including a commitment from leadership for change, development of an effective system of professional development, teacher collaboration, curriculum upgrades in all core subject areas, a structured system for extra help and higher expectations of students.
- "Creating a School Culture to Increase the Achievement of All Students in Reading, Writing, Mathematics and Science"
  - This is part of a series of Best Practices for Implementing *HSTW* and *MMGW*.
- "Getting Students Ready for College and Careers: Transitional Senior English"
  - This report describes and defines the reading- and writing-readiness standards that are needed to prepare students for postsecondary studies and careers. It provides samples of related school assessments to help teachers provide the support and class structure needed to get students to the readiness level expected by colleges. Also included are samples of learning activities to provide a structure for students to improve their literacy preparation.
- "Making Grading and Instructional Changes to Motivate Diverse Groups of Students to Learn"
  - This is part of a series of Best Practices for Implementing *HSTW* and *MMGW*.

Topic Eight: Quality Career/Technical Studies and Work-Based Learning

These charts will help to identify which programs of study have the highest student achievement.

Scan page 114 in your *HSTW* Assessment Report. Identify the top 5 mean reading scores and their related program of study. Rank those scores in descending order to complete the table below.

Reading Performance by Career/Technical Program of Study				
Type of Program	% of Students Participating	Mean Reading Score	*HSTW* Goal	Difference +/-
			250	
			250	
			250	
			250	
			250	

Scan page 115 in your *HSTW* Assessment Report. Identify the top 5 mean mathematics scores and their related program of study. Rank those scores in descending order to complete the table below.

Mathematics Performance by Career/Technical Program of Study				
Type of Program	% of Students Participating	Mean Math Score	*HSTW* Goal	Difference +/-
			257	
			257	
			257	
			257	
			257	

Scan page 116 in your *HSTW* Assessment Report. Identify the top 5 mean science scores and their related program of study. Rank those scores in descending order to complete the table below.

Science Performance by Career/Technical Program of Study				
Type of Program	% of Students Participating	Mean Science Score	*HSTW* Goal	Difference +/-
			258	
			258	
			258	
			258	
			258	

Use the report to complete the following tables regarding career/technical studies.

Quality Career/Technical Studies			
	Your Site 2006	Your Site 2008	High-Scoring Sites 2008
Percentage of students experiencing an **intensive** emphasis on quality career/technical studies. (Page 17, 32, 43)			
Read non-school-related materials outside of class for **one or more hours** in a typical week. (Page 43, 80)	--		
Used mathematics to complete challenging assignments in their career/technical classes **at least weekly**. (Page 44, 124)			
Read and interpreted technical books and manuals to complete assignments in career/technical classes **at least weekly**. (Page 44, 122)			
Read a career-related article and demonstrated understanding of the content **at least monthly**. (Page 44, 122)			
Used computer skills to complete an assignment or project in their career/technical classes **at least monthly**. (Page 44, 123)			
Had challenging assignments in their career/technical classes **at least monthly**. (Page 44, 122)			
Completed a project that first required some research and a written plan before completing the task. (Page 44, 123)			
Had to meet certain standards on a written exam to pass a career/technical course. (Page 44, 126)			
Completed a senior project that included researching a topic, creating a product or performing a service and presenting it to the class or others. (Page 44, 142)			
Spoke with or visited someone in a career they aspire to. (Page 44, 186)			
Spent time on homework assigned by a career/technical teacher each day. (Page 44, 128)			
Source: 2008 *HSTW* Assessment Report			

Integrating Academic Content and Skills into Career/Technical Courses			
	Your Site 2006	Your Site 2008	High-Scoring Sites 2008
Percentage of students experiencing an **intensive** emphasis on integrating academic content and skills into career/technical courses (Page 18, 31, 51)			
Career/technical teachers **often** stressed reading. (Page 51, 119)			
Career/technical teachers **often** stressed writing. (Page 51, 119)			
Career/technical teachers **often** stressed mathematics. (Page 51, 119)			
Used mathematics to complete challenging assignments in their career/technical classes **at least weekly**. (Page 52, 123)			
Read and interpreted technical books and manuals to complete assignments in their career/technical classes **at least weekly**. (Page 52, 122)			
Used computer skills to complete an assignment or project in their career/technical classes **at least weekly**. (Page 52, 123)			
Source: 2008 *HSTW* Assessment Report			

Use the report to complete the following table regarding work-based learning.

In 2008, the work-based learning index and related items are based on students who reported having a job as part of a formal work or training program (a co-op, apprenticeship or internship) in the past 12 months.

Quality Work-Based Learning Experiences			
	Your Site 2006	Your Site 2008	High-Scoring Sites 2008
Percentage of students experiencing an **intensive** emphasis on quality work-based learning experiences. (Page 20, 33, 45)	--		
Observed veteran workers performing certain jobs. (Page 45, 199)	--		
Had someone teach them how to do the work. (Page 45, 200)	--		
Employers encouraged them to develop good work habits **at least monthly**. (Page 45, 202)	--		
Employers encouraged them to develop good customer relations skills **at least monthly**. (Page 45, 204)	--		
Source: 2008 *HSTW* Assessment Report Note: Due to significant changes in the survey, the 2008 work-based learning index and related items are not comparable to previous years. Caution should be taken when interpreting results as data presented may be based on a very small number of students.			

Quality Career/Technical Studies and Integrating Academic Content and Skills into Career/Technical Courses

1. What indicators do more students at your school experience than students at high-scoring sites? Which indicators have increased at your school from 2006 to 2008? What action(s) has your school taken that might account for this?

2. What indicators do fewer students at your school experience than students at high-scoring sites? What actions do you think higher-achieving schools have taken to give their students a higher-quality learning experience? What action(s) has your school not taken that might account for this? What actions can your school take to increase the percentages of students experiencing these indicators?

3. If your school was to focus on three indicators, what three do you think would most improve student achievement in your school? What actions can your school take to focus on these items?

4. What actions have you taken and what actions can you take to work with regional business groups to upgrade the quality of your school's career/technical programs?

5. Which career/technical programs in your school allow for post-secondary credit or state/national career/technical certifications?

Work-Based Learning

1. Describe your school's current work-based learning programs? What essential skills do these programs provide students?

2. What indicators do more students at your school experience than students at high-scoring sites? Which indicators have increased at your school from 2006 to 2008? What action(s) has your school taken that might account for this?

3. What indicators do fewer students at your school experience than students at high-scoring sites? What actions do you think higher-achieving schools have taken to give their students a higher-quality learning experience? What action(s) has your school not taken that might account for this? What actions can your school take to increase the percentages of students experiencing these indicators?

4. If your school was to focus on three indicators, what three do you think would most improve student achievement in your school? What actions can your school take to focus on these items?

Additional Resources:

- "#11 Using Real-world Projects to Help Students Meet High Standards in Education and the Workplace"
  - Project-based learning invigorates students and teachers by showing how academic and technical content and skills are applied to the real world. This guide provides a framework for academic and career/technical teachers who want to raise students' achievement by getting them to complete challenging, real-life projects. Site Development Guide #11.
- "Crafting a New Vision for High School: *How States Can Join Academic and Technical Studies to Promote More Powerful Learning*"
  - Too many students leave high school unprepared for employment and postsecondary studies. High-quality career/technical education, combined with a college-preparatory academic core, can help improve student achievement so more students graduate, and they graduate college- and career-ready. This report outlines challenges states face in combining technical and academic studies for improved learning, provides actions states can take to overcome these challenges, and highlights current best practices and policies. The challenges and actions in the report were derived from a forum that convened CTE leaders and other decision-makers from 12 states.
- "Designing Challenging Vocational Courses — A Guide to Preparing a Syllabus"
  - This book is designed to help career/technical teachers develop a syllabus of the content they want students to master in a course, the projects students will be expected to complete, the instructional methods to be used in the course and the assessment strategies that will measure student achievement. The emphasis is on project learning as students strengthen their academic and career/technical skills in challenging courses.
- "High-quality Career/Technical Programs Give Students a Boost Toward a Good Job and Postsecondary Studies"
  - This is part of a series of Best Practices for Implementing *HSTW* and *MMGW*.
- "Making Career/Technical Studies an Essential Part of High School Reform"
  - In November 2007, SREB convened a forum of state leaders to focus on the role career/technical studies can play in improving achievement, high school completion rates and postsecondary attendance, and on state policies that can aid realization of this potential. Attendees' discussions and presentations revealed promising practices and challenges being faced across the country. This report highlights the important work being done and work still needed to fully realize the potential of career/technical education in high school reform.
- "Project Lead the Way Works: A New Type of Career and Technical Program"
  - This research brief shows how the Project Lead The Way® (PLTW) STEM-based curricula raise student achievement in science, technology, engineering and mathematics courses and help get students ready for college and careers. Analyzing data from the 2006 *HSTW* Assessment, it looks at how PLTW students are more likely to exceed the *HSTW* course recommendations and are more prepared to pursue postsecondary studies and advances in the workplace.
- "Project Lead the Way: A Pre-engineering Curriculum That Works *A Design for High School Career/Technical Studies*"
  - This research brief examines the effectiveness of Project Lead the Way (PLTW) at *High Schools That Work* (*HSTW*) sites. PLTW is a high school pre-engineering program designed to prepare career/technical students for postsecondary engineering technician or college engineering studies. This report compares the reading, mathematics and science achievement scores of PLTW students with that of non-PLTW students on the 2004 *HSTW* Assessment. When compared with career/technical students in similar fields, PLTW students have significantly higher achievement in mathematics; when compared with all career/technical

students, PLTW students score significantly higher in reading, mathematics and science.

- "Senior Project Guide: Students Develop Academic and Technical Skills by Writing a Research Report, Creating a Product and Making an Oral Presentation"
  - o Senior projects provide students with opportunities to choose areas that interest them; to conduct in-depth research; and to demonstrate problem-solving, decision-making and independent-learning skills. This guide provides step-by-step instructions for making senior projects a key component of a strong senior year characterized by challenging courses and practical experiences that prepare students for work and further education.
- "Teaching Academic Content Embedded in Career/Technical Studies at Shared-time Centers and Comprehensive High Schools"
  - o This is part of a series of Best Practices for Implementing *HSTW* and *MMGW*.
- "Teaching for Understanding Through Integration of Academic and Technical Education"
  - o Integrated academic and technical learning can be a ticket to success for high schools seeking to raise the achievement of many students. Based on the experiences of *High Schools That Work* sites, this book is a blueprint for targeting higher student performance by getting teachers to work together to blend academic and career/technical studies. Examples of successful courses and projects are included, as are several tables and charts.

Day One Exit Ticket

Using the "Plus-Delta" format below, write something positive you have experienced from day one in the Plus (+) box . This could be something new you have learned today. In the Delta (Δ) box, write down any questions or concerns (changes) you may have. Give this to the presenters as you leave.

+	Δ

Topic Nine: Quality Instruction

Literacy Across the Curriculum

Use the report to complete the following table.

English/Language Arts Experiences			
	Your Site 2006	Your Site 2008	High-Scoring Sites 2008
Have written a major research paper (with footnotes and a bibliography) in their English classes **at least once a year**. (Page 47, 76)			
Stood before the class and made an oral presentation on a project or assignment to meet specific quality requirements **at least once a semester**. (Page 79)			
Read **eight or more** books this year in English class. (Page 47, 74)			
Read **eight or more books** this year in classes other than English. (Page 47, 80)	--		
Have drafted, rewritten and edited writing assignments before being given a grade **at least once a month**. (Page 47)			
Source: 2008 *HSTW* Assessment Report			

Use the report to complete the following table.

Literacy Across the Curriculum			
	Your Site 2006	Your Site 2008	High-Scoring Sites 2008
Percentage of students experiencing an **intensive** emphasis on literacy. (Page 14, 27, 46)			
Often used word-processing software to complete an assignment or project. (Page 46, 142)			
Often revised their essays or written work several times to improve their quality. (Page 46, 82)			
Sometimes or often were asked to write in-depth explanations about a class project or activity. (Page 46, 82)			
Discussed or debated topics with others about what they read in English or language arts classes **at least monthly**. (Page 46, 77)			
Read and interpreted technical books and manuals to complete assignments in their career/technical classes **at least monthly** (CT students only). (Page 46, 122)			
Read an assigned book and demonstrated understanding of the significance of the main ideas **at least monthly**. (Page 46, 75)			
In a typical week, read non-school-related materials outside of class for **two or more hours**. (Page 47, 80)	--		
Completed short writing assignments of one to three pages for which they received a grad in their English classes **at least monthly**. (Page 47, 76)			
Completed short writing assignments of one to three pages for which they received a grad in their science classes **at least monthly**. (Page 47, 95)			
Completed short writing assignments of one to three pages for which they received a grad in their social studies classes **at least monthly**. (Page 47, 81)			
Source: 2008 *HSTW* Assessment Report			

Numeracy Across the Curriculum

Use the report to complete the following table.

Numeracy Across the Curriculum			
	Your Site 2006	Your Site 2008	High-Scoring Sites 2008
Percentage of students experiencing an **intensive** emphasis on numeracy. (Page 15, 28, 48)			
Took a mathematics course during their senior year. (Page 48, 91)			
Took at least four full-year courses in mathematics in grades 9 through 12. (Page 48, 91)			
Mathematics teachers **sometimes or often** showed them how mathematics concepts are used to solve problems in real-life situations. (Page 48, 92)			
Used a graphing calculator to complete mathematics assignments **at least monthly**. (Page 48, 93)			
Completed a project that used mathematics in ways that most people would use it in a work setting **at least monthly**. (Page 48, 94)			
Orally defended a process they used to solve a mathematics problem **at least monthly**. (Page 48, 96)			
Worked with other students in their class on a challenging mathematics assignment and received a group and individual grade **at least monthly**. (Page 48, 95)			
Worked in a group to brainstorm how to solve a mathematics problem **at least monthly**. (Page 48, 94)			
Solved mathematics problems with more than one possible answer **at least monthly**. (Page 48, 92)			
Solved mathematics problems other than those found in the textbook **at least monthly**. (Page 48, 92)			
Used mathematics to complete challenging assignments in their career/technical classes **at least monthly** (CT students only). (Page 48, 124)			
Source: 2008 *HSTW* Assessment Report			

Engaging Science Experiences

Use the report to complete the following table.

Engaging Science Experiences			
	Your Site 2006	Your Site 2008	High-Scoring Sites 2008
Percentage of students experiencing an **intensive** emphasis on challenging and engaging science curriculum and instruction. (Page 16, 29, 49)			
Completed any three of the following science courses: college-preparatory physical science, college-preparatory biology/biology 2, anatomy, college-preparatory chemistry, physics or Advanced Placement science. (Page 49)			--
Science teachers **often** have shown how scientific concepts are used to solve problems in real-life situations. (Page 49, 106)			
Took a science course during their senior year. (Page 49, 105)			
Used science equipment to do science activities in a laboratory with tables and sinks **at least weekly**. (Page 49, 108)			
Read an assigned article or book (other than a textbook) dealing with science **at least monthly**. (Page 49, 106)			
Used science equipment to do science activities in a classroom **at least monthly**. (Page 49, 108)			
Worked with other students in their class on a challenging science assignment or project **at least monthly**. (Page 49, 111)			
Prepared a written report of their lab results **at least monthly**. (Page 49, 110)			
Source: 2008 *HSTW* Assessment Report			

Literacy Across the Curriculum

1. What indicators do more students at your school experience than students at high-scoring sites? Which indicators have increased at your school from 2006 to 2008?

2. What action(s) has your school taken that might account for this?

3. What indicators do fewer students at your school experience than students at high-scoring sites?

4. What action(s) has your school not taken that might account for this? What actions can your school take to increase the percentages of students experiencing these indicators?

5. If your school was to focus on three indicators, what three do you think would most improve student achievement in your school? What actions can your school take to focus on these items?

6. What additional data do you need to thoroughly evaluate student literacy and English/language arts experiences in your school?

Numeracy Across the Curriculum

1. What indicators do more students at your school experience than students at high-scoring sites? Which indicators have increased at your school from 2006 to 2008?

2. What action(s) has your school taken that might account for this?

3. What indicators do fewer students at your school experience than students at high-scoring sites?

4. What action(s) has your school not taken that might account for this? What actions can your school take to increase the percentages of students experiencing these indicators?

5. If your school was to focus on three indicators, what three do you think would most improve student achievement in your school? What actions can your school take to focus on these items?

6. What additional data do you need to thoroughly evaluate student numeracy and mathematics experiences in your school?

Engaging Science Experiences

1. What indicators do more students at your school experience than students at high-scoring sites? Which indicators have increased at your school from 2006 to 2008?

2. What action(s) has your school taken that might account for this?

3. What indicators do fewer students at your school experience than students at high-scoring sites?

4. What action(s) has your school not taken that might account for this? What actions can your school take to increase the percentages of students experiencing these indicators?

5. If your school was to focus on three indicators, what three do you think would most improve student achievement in your school? What actions can your school take to focus on these items?

6. What additional data do you need to thoroughly evaluate student science experiences in your school?

Additional Resources:

- "#12 Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12"
  - This volume is essential for state, district and school leaders who plan to implement schoolwide literacy programs. It provides concrete, research-based steps not only to raise reading and writing achievement but also to help students learn more in every class by using literacy skills. The guide focuses on five literacy goals: reading 25 books across the curriculum; writing weekly in all classes; using reading and writing strategies; writing research papers; and taking rigorous language arts classes.
- "A Plan to Help Teachers and School Supervisors Implement Seven Tips to Improve Instructional Skills"
  - This report provides a plan that teachers and school supervisors can use to implement seven tips for improving instructional skills. Designed to be referred to regularly, it includes three levels of implementation, as well as recommendations for utilizing technology to support each tip.
- "Advancing Students' Academic and Technical Knowledge Through Technology and Effective School and Classroom Practices"
  - This is part of a series of Best Practices for Implementing *HSTW* and *MMGW*.
- "Engaging Students by Using Engineering and Technology in Mathematics, Science and Career/Technical Classrooms"
  - This is part of a series of Best Practices for Implementing *HSTW* and *MMGW*.
- "Expanding Literacy Brochure"
  - Information on helping students to reach the goal of being independent, competent readers and writers; increasing the number of students who are reading at the proficient level; incorporating literacy into every class by using reading and writing to learn strategies; and supporting implementation of schoolwide literacy programs.
- "Raising Achievement and Graduation Rates by Supporting Teachers in Developing Quality Classroom Instruction"
  - This is part of a series of Best Practices for Implementing *HSTW* and *MMGW*.
- "Teaching Algebra I Conceptually: One High School's Success Story"
  - This is part of a series of Best Practices for Implementing *HSTW* and *MMGW*.
- "Top Ten Ways to Improve Science Achievement: Actions for School Principals, Assistant Principals, Department Chairs and School Improvement Consultants"
  - *HSTW* Assessment data show the need to improve science education in both the middle grades and high school. Science education increases students' critical thinking and problem-solving skills. This publication is designed to help principals, other school leaders and teachers identify rigorous instruction and successfully engage students in science.
- "Schools' Actions Add Up to Success in Raising Students' Mathematics Achievement"
  - This is part of a series of Best Practices for Implementing *HSTW* and *MMGW*.
- "Using Modern Methods and Equipment to Show the Role of Science in Real Life"
  - This is part of a series of Best Practices for Implementing *HSTW* and *MMGW*.
- "Using Technology to Improve Instruction and Raise Student Achievement"
  - It's not how many computers a school has; it's how teachers use technology in raising students' academic achievement. Many schools have developed innovative ways to engage students in learning through software, the Internet and other modern techniques. This collection of practices that work is designed to inspire teachers to employ technology in classroom instruction and projects.
- "Wall-to-wall reading and writing at your high school: The way to increase student achievement in academic and career/technical courses"
  - This is part of a series of Best Practices for Implementing *HSTW* and *MMGW*.

Topic Ten: Guidance and Transitions

Use the table below to provide a brief description of current guidance and advisement opportunities at your school.

Guidance and Advisement Opportunities		
Advisory Description:	**Registration Procedure:**	**Actions to Increase Parental Involvement:**

Use the table below to describe your school's middle school to high school transition.

Emphasis on Middle School to High School Transition		
Does your school require students below the readiness level to:	**Yes**	**No**
Attend summer school?		
Take a double dose of English/reading?		
Take a double dose of mathematics?		
Attend support classes? (i.e. Summer Bridge Enhancement Classes)		

Use the table below to describe your school's high school to postsecondary transition.

Emphasis on High School to Postsecondary Transition		
Does your school:	**Yes**	**No**
Have a procedure to identify students who are not ready for postsecondary studies? (ACT/SAT scores, local postsecondary entrance exams, etc.)		
Provide students with a remedial or developmental postsecondary course on your campus?		
Require students not meeting ACT/SAT goals to take additional mathematics and English courses?		
Offer credit recovery options to help students graduate on time?		

Use the report to complete the following table.

Emphasis on Transitions			
	Your Site 2006	Your Site 2008	High-Scoring Sites 2008
Middle Grades/High School Transition			
Teachers report that they meet with teachers from feeder middle grades or junior high schools to discuss expectations, content knowledge and performance standards for students entering their high school **at least annually**. (Page 54, 232)			
Teachers report that their school effectively uses a required parent-student-school conference to plan or review the high school program of study for every entering ninth-grader. (Page 54, 231)			
Teachers report that their school effectively uses a summer bridge program in reading and mathematics to help selected eighth-graders get ready for high school. (Page 54, 231)			
Teachers report that their school effectively uses a schedule that allows double periods in reading and mathematics for students who need extra help. (Page 54, 231)			
Teachers report that a caring adult is assigned to mentor each entering ninth-grader. (Page 54, 231)			
High School/Post-High School Transition			
Students report that they earned or attempted to earn college credit in high school by taking classes at a local four-year college, Advanced Placement courses at their high school, classes at a community or technical college, a joint-enrollment class at their high school or a Web-based course. (Page 54)			
Source: 2008 *HSTW* Assessment Report			

Use the report to complete the following table.

Guidance			
	Your Site 2006	Your Site 2008	High-Scoring Sites 2008
Percentage of students experiencing an **intensive** emphasis on guidance. (Page 21, 34, 53)			
Reviewed the sequence of courses they planned to take throughout high school **at least once a year**. (Page 53, 167)			
Received the most help in planning their high school education plan of studies by the end of the ninth grade. (Page 53, 162)			
When planning and reviewing their high school four-year education plan, they talked with parents, step-parents or other adults they lived with **at least once a year**. (Page 53, 163)			
During high school, a teacher or counselor talked to them individually about their plans for a career or further education after high school. (Page 53, 170)			
They spoke with or visited someone in a career they aspire to. (Page 53, 186)			
Someone from a college talked to them about going to college. (Page 53, 185)			
They and/or their parents (or step-parents or guardians) received information or assistance from someone at their school in selecting or applying to college. (Page 53, 184)			
They had an adult mentor or advisor who worked with them all four years of high school. (Page 53, 169)	--		
Source: 2008 *HSTW* Assessment Report			

Use the report to complete the following table.

Perceived Importance of High School Studies			
	Your Site 2006	Your Site 2008	High-Scoring Sites 2008
Percentage of students reporting an **intensive** emphasis on perceived importance of high school studies. (Page 22, 35, 40)			
Courses are **sometimes or often** exciting and challenging. (Page 40, 137)			
Often try to do their best work in school. (Page 40, 138)			
Never or seldom fail to complete or turn in their assignments. (Page 40, 139)			
Most of their teachers **often** encourage them to do well in school. (Page 40, 136)			
Their teachers **often** care about them enough that they will not let them get by without doing the work. (Page 40, 135)			
It is **very important** to study hard to get good grades. (Page 40, 174)			
It is **very important** to participate actively in class. (Page 40, 173)			
It is **very important** to attend all of their classes. (Page 40, 173)			
It is **very important** to take a lot of college-preparatory classes. (Page 40, 175)			
Source: 2008 *HSTW* Assessment Report			

1. Compare your school's advisement opportunities to the percentage of students experiencing the guidance indicators. Does it appear that students are fully benefiting from guidance opportunities? What actions can your school take to maximize guidance and advisement opportunities and student awareness of them?

2. What guidance indicators do few students at your school experience? What action(s) has your school not taken that might account for this? What actions can your school take to increase the percentages of students experiencing these indicators?

3. If your school was to focus on three indicators, what three do you think would most improve student achievement in your school? What actions can your school take to focus on these items?

4. How does the percentage of students planning to complete at least some education beyond high school compare to the percentage of students completing the *HSTW*-recommended curriculum in English/language arts, mathematics and science?

5. How does the percentage of students who think it is very important to take college-preparatory courses compare to the percentages of students being encouraged to take more challenging courses?

Additional Resources:

- "#5 Guidance"
  - Involving teachers, parents and the community in guiding all students into challenging programs of study.
- "Building Transitions from High School to College and Careers For State's Youth"
  - These reports are based on Education Forums held in the following states: Oklahoma, North Carolina, Louisiana, Tennessee, New Jersey, South Carolina, West Virginia and Kentucky. Sponsored by the League for Innovation in the Community College and the Southern Regional Education Board, and supported by the U.S. Department of Education, the forum focused on the goals of the College and Career Transitions Initiative. The report details the outcome of the forum and suggests actions states can take to improve students' transitions from high school to postsecondary studies and careers.
- "Giving Students a Chance to Achieve: Getting Off to a Fast and Successful Start in Grade Nine"
  - Students who successfully complete grade nine are substantially more likely to graduate from high school than are students who fail the freshman year. However, many middle grades students are not academically prepared for ninth grade. This report addresses five questions that can help school leaders ensure that middle grades students know the courses they need to take before ninth grade and that ninth-graders are prepared for the rigor of high school curricula.
- "Guidance and Advisement: Influences on Students' Motivation and Course-taking Choices"
  - This research brief summarizes results found in a larger study, *Influence of School Practices on Students' Academic Choices*, by Pamela Frome of RTI and Catherine Dunham of SREB. The study examines two components of guidance and advisement in the middle grades and in high school: 1) communication of high expectations through goal-setting and planning; and 2) encouragement from school staff to do well in school.
- "Guiding Students to Meet Challenging Academic and Career Goals: Involving School Mentors, Parents and Community Leaders"
  - This is part of a series of Best Practices for Implementing *HSTW* and *MMGW*.
- "Helping Students Make Good Decisions and Act on Them: The Real Meaning of Guidance and Advisement"
  - This is part of a series of Best Practices for Implementing *HSTW* and *MMGW*.
- "High Schools That Work *Follow-up Study of 2004 High School Graduates: Transitioning to College and Careers from a* High Schools That Work *High School*"
  - Learn what actions school and district leaders can take to better prepare future high school graduates. This brief summarizes the results of the *High Schools That Work* follow-up survey of 2004 graduates from its network schools. The survey gathered information about graduates' pursuit of postsecondary studies and careers for 18 months after high school. The brief provides insights into how well-prepared these graduates felt they were and what they thought their high schools should have done differently.
- "Keeping students moving forward on the journey from middle grades into high school"
  - This is part of a series of Best Practices for Implementing *HSTW* and *MMGW*.
- "Lost in Transition: *Building a Better Path from School to College and Careers*"
  - This report is based on 15 state education forums held in 2005 and 2006. Sponsored by the League for Innovation in the Community College and the Southern Regional Education Board, and supported by the U.S. Department of Education, the forums focused on the goals of the College and Career Transitions Initiative. This report summarizes the findings from the education forums; identifies key policy issues; and details actions states can take to improve students' transitions from high school to postsecondary studies and careers.

- "Middle Grades to High School: Mending a Weak Link"
  - This research brief is based on an SREB study of nearly 3,100 students from 44 middle grades schools and 38 high schools. It shows that ninth-graders in higher-level courses have a lower failure rate than students with similar characteristics in lower-level courses. The report offers specific actions that schools can take to improve student achievement.
- "Redesigning the Ninth-Grade Experience: Reduce Failure, Improve Achievement and Increase High School Graduation Rates"
  - The ninth grade is a crucial year that defines for many students whether they will continue toward high school graduation, further study and employment, or will become disengaged and drop out. This report outlines the key conditions of an effective ninth-grade experience, designed to engage more students in challenging high school academic and career/technical studies.
- "Site Development Guide #14: Students Will Take the Right Courses When Principals Lead"
  - Written from the principal's viewpoint, this guide describes how to schedule and plan a teacher adviser system. It outlines the responsibilities of the teacher adviser and how to ensure that students take the right courses to prepare them for the critical transitions from the middle grades to high school and onward to postsecondary studies and careers. Also included are suggested topics for advisement lessons, tips on conducting parent/teacher/student conferences, setting up conference times, completing the *HSTW*-recommended curriculum and a concentration, making the senior year meaningful, and scheduling common planning time and extra help.
- "Students Need Strong Guidance and Advisement to Succeed"
  - This is part of a series of Best Practices for Implementing *HSTW* and *MMGW*.
- "Supporting Ninth-Grade Students to Achieve in High School and Preparing Seniors for Postsecondary Education and a Career"
  - This is part of a series of Best Practices for Implementing *HSTW* and *MMGW*.

Topic Eleven: Leadership and School Improvement

Use the teacher survey section of the report to complete the following table regarding the faculty.

Percentage of Faculty Members Identifying an Intensive Emphasis			
	Your Site 2008	All Sites 2008	High-Scoring Sites 2008
Percentage of teachers who said the school has an **intensive** emphasis on the mission to prepare students for further learning. (Page 213)			
Percentage of teachers who said the school has an **intensive** emphasis on using assessment techniques to improve student learning. (Page 224)			
Percentage of teachers who said the school has an **intensive** emphasis on improving students' literacy skills. (Page 227)			
Percentage of teachers who said the school has an **intensive** emphasis on helping students make successful transitions from the middle grades to high school. (Page 232)			
Percentage of teachers who said the school has an **intensive** emphasis on supporting teachers in continuous improvement. (Page 237)			
Percentage of teachers who said the school has an **intensive** emphasis on teachers' perceptions of continuous improvement. (Page 24, 240)			
Source: 2008 *HSTW* Assessment			

Use pages 239-240 of the report to complete the following table regarding continuous school improvement.

Continuous School Improvement			
	Your Site 2008	All Sites 2008	High-Scoring Sites 2008
Teachers **strongly agree** that the goals and priorities for their school are clear.			
Teachers **strongly agree** that teachers in this school maintain a demanding yet supportive environment that pushes students to do their best.			
The principal stresses **monthly** that all students should be taught to the same high standards.			
Teachers **strongly agree** that teachers in this school are continually learning and seeking new ideas on how to improve students' achievement.			
Teachers **strongly agree** that teachers and school administrators work as a team to improve student achievement at their school.			
Teachers **strongly agree** that teachers use data to continuously evaluate the school's academic and technical programs and activities.			
Source: 2008 *HSTW* Assessment, Pages 239-240			

1. For what indices does your school have a greater percentage of faculty perceiving an intensive experience than all sites or high-scoring sites?

What actions might account for this difference?

What actions can be taken to improve faculty perceptions?

2. Review the indicators in the continuous school improvement table. Do the majority of teachers strongly agree with these items? What actions can school leaders take to gain faculty support for continuous school improvement?

Additional Resources:

- "#2 Developing Effective Leadership Teams – Implementing the *High Schools That Work* School Improvement Design"
  - Setting up operational school leadership teams is essential to the implementation of the *HSTW* and *MMGW* school improvement designs. This revision of School Site Teams (93V03) explains how working in teams makes school count for all students. Five essential leadership teams and their composition, structure and duties are described. Additional information is provided on the challenges of teamwork and how to work with ineffective team members.
- "Doing What Works: Moving Together on High Standards for All Students"
  - The schools that make big gains in achievement are those that set high standards and dig deep to discover effective practices. Everyone connected with such a school works together toward a common goal. This publication explains how to organize school study teams that can work cooperatively to understand what changes are needed and to implement and refine the *HSTW/MMGW* Key Practices accordingly.
- "Leadership Matters: Building Leadership Capacity"
  - Building leadership capacity means using effort to elicit effort from others, and every member of the education community plays a significant role in this endeavor. This guide offers strategies for building leadership capacity in schools and helps school administrators find new ways to encourage and support effort. It answers four questions: 1) What do leaders do to push all students to higher levels of proficiency? 2) How do school leaders demonstrate that nearly all students can master challenging curriculums? 3) How do leaders encourage the efforts of others to focus on the success of every student? 4) How can leaders put these ideas into practice?
- "Leading School Improvement: What Research Says"
  - This publication was supported by a grant awarded to the Southern Regional Education Board from the Wallace Foundation. This review of the literature presents much of the best thinking about practices that promote student achievement and their connection to educational leadership. It shows that there is a common consensus about what leaders need to know and be able to do to lead schools in which students are successful.
- "Planning and Conducting Professional Development That Makes a Difference: A Guide for School Leaders"
  - This practical guide contains 16 steps for planning, conducting and providing follow-up to professional development activities designed to accelerate student learning. School leaders who use these guidelines can support teachers as they improve their effectiveness in the classroom.
- "Preparing a New Breed of School Principals: It's Time for Action"
  - This report — which was supported by a grant from the Wallace Foundation — is part of an ongoing study of the preparation and development of educational leaders. It reviews findings about the practices of successful leaders and how they are prepared. The report also includes SREB's recommendations for improvements.
- "Teachers in the Workplace: A Staff Development Approach That Benefits Faculty and Students"
  - This guide addresses making teaching relevant to students – through internships providing teachers with real-world experiences beyond the classroom. It discusses in-depth teacher internship programs by considering specific aspects: purpose, partners, roles and responsibilities, pitfalls, preparation, and benefits to students. The guide also includes a sample teacher internship planning calendar. It demonstrates how teachers' workplace learning translates into projects for students - a direct way to show students how school is relevant to the world of work. Examples from specific schools show how sites have implemented internship programs for their teachers.

Topic Twelve: Developing an Action Plan

What do we need to work on…

Consider what you have learned about your school, district or state during this workshop. List all areas in need of improvement at your school that have been identified during the course of this workshop.

In the short term…

What two or three goals can your school, district or state focus on in the short-term (one year) that would most increase student achievement? What actions would your school, district or state need to take to reach those goals? How will you measure your progress?

In the long term…

What two or three areas can your school, district or state focus on in the long-term (two to three years) that would most increase student achievement? What actions would your school, district or state need to take to reach those goals? How will you measure your progress?

Review your list of areas for improvement. Select the three areas that are highest priority and will have the greatest impact on student achievement. What are your goals for the next one to three years?

Goal One:

Goal Two:

Goal Three:

Identify the specific actions your school will need to take to reach your goals.

Goal One:

Specific actions:			
Steps to Implement	**Responsible Party**	**Target Date**	**Evidence of Success**

Additional Notes/Summary:

Goal Two:

Specific actions:			
Steps to Implement	**Responsible Party**	**Target Date**	**Evidence of Success**

Additional Notes/Summary:

Goal Three:

Specific actions:			
Steps to Implement	**Responsible Party**	**Target Date**	**Evidence of Success**

Additional Notes/Summary:

Share Your Results

Develop a plan for engaging faculty, staff and other stakeholders in analyzing your school's assessment results and using the data to make change.

Who will you share results with?

How will you present the results?

How will you engage others in analyzing the data?

How will you engage others in using data to take action to advance student achievement?

Customize the Data Workshop for Your State

1. What should be the priority focus for sites in your state?

2. What state data should be incorporated into your workshop?

3. How can the site data tools assist you?

4. What type of action plan should schools develop?

5. How will you ensure sites share data with the entire faculty?

6. What will sites be expected to do once they leave the workshop?

7. Will there be any type of follow-up after the workshop?

8. What assistance do you need from SREB?

Exit Ticket

Briefly summarize what you have learned at this workshop, what you will do in your state, districts, school and/or classroom when your return, and what kind of support you will need in order to be successful.