

SREB

# *High Schools That Work:*

**What does it look like  
fully implemented?**

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# Model Fully Implemented: 85 Percent of Graduates Meet One or More Performance Goals

Status 2002 at 978 Schools

	Number	Percent
85% of students	34	4%
65 to 84% of students	350	36
50 to 64% of students	309	31
Below 49%	285	29

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# Model Fully Implemented: 80 Percent Enroll in Further Study Immediately

## Status of More Than 5,900 National Representatives

Sample of 2000 Graduates	Male	Female
<b>Yes</b>	<b>64%</b>	<b>74%</b>
<b>Type of Institution:</b>		
<b>University or college</b>	<b>29</b>	<b>36</b>
<b>Community and technical college</b>	<b>32</b>	<b>35</b>
<b>Other/unknown</b>	<b>3</b>	<b>3</b>

# Model Fully Implemented: 85 Percent Entering Postsecondary Studies without Having to Take Remedial Courses

Required to take remedial courses	34%
Completed recommended curriculum	27
Did <b>not</b> complete recommended curriculum	40
Qualified for Award of Educational Achievement	22
Did <b>not</b> qualify for Award of Educational Achievement	42

# Model Fully Implemented: Postsecondary Remediation Rate by High School Mathematics Courses

	Needed remedial Courses	Postsec. Attend.
	<b>Yes</b>	
<b>Completed:</b>		
<b>Algebra before grade 9</b>	<b>14%</b>	
<b>Completed four CP mathematics credits</b>	<b>20</b>	
<b>Took mathematics the senior year</b>	<b>27</b>	<b>75%</b>
<b>Did not take mathematics the senior year</b>	<b>34</b>	<b>64</b>

Source: Southern Regional Education Board Follow-up Study of 2000 high school career/technical Graduates 15 months after high school graduation, Report 2002

# **Model Fully Implemented: 85 Percent Completed Recommended Academic Core Orangeburg 5 High School, SC**

<b>College-prep English (4 credits)</b>	<b>95%</b>
<b>Mathematics (4 credits, Algebra I or higher)</b>	<b>87</b>
<b>Science (3 credits at college-prep level)</b>	<b>100</b>
<b>Completed all three parts</b>	<b>84</b>

# Model Fully Implemented: 60 Percent Experience Intensive High Classroom Expectations

## Academy for Arts and Science, SC

State amount and quality of work for an A or a B	77%
Teachers frequently available for extra help	95
One or more hours of homework (daily)	47
Revise written work (often)	72
Work hard to meet high standards (often)	57
Intensive (4 of 5)	55

# Model Fully Implemented: 60 Percent Experience Intensive Technical Literacy through Career Studies

**Hanna Westside, SC**

**Complete 4 or more technical courses (quality) 96%**

**Use computer to complete assignments (monthly) 72**

**Talk with persons from chosen field 63**

**Had challenging assignments (monthly) 64**

# Model Fully Implemented: 60 Percent Experience Intensive Technical Literacy through Career Studies

**Hanna Westside, SC**

<b>Use mathematics (weekly)</b>	<b>41%</b>
<b>Read technical materials (weekly)</b>	<b>47</b>
<b>Read related articles (monthly)</b>	<b>56</b>
<b>Do research to plan a project</b>	<b>78</b>



# Model Fully Implemented: 60 Percent Experience Intensive Technical Literacy through Career Studies

**Hanna Westside, SC**

<b>Two or more hours on career/technical math-related homework (weekly)</b>	<b>18%</b>
<b>Senior project</b>	<b>92</b>
<b>End-of-course exams</b>	<b>59</b>
<b>Outside reading</b>	<b>33</b>
<b>Intensive (8 of 12)</b>	<b>51</b>

**Model Fully Implemented: 75 Percent Experience Intensive Work-site Learning  
Monroe County High School, KY**

<b>Observed veteran workers</b>	<b>100%</b>
<b>Someone taught me how to do the work</b>	<b>100</b>
<b>Encouraged me to develop good work habits (monthly)</b>	<b>100</b>
<b>Encouraged me to develop good customer relations skills (monthly)</b>	<b>100</b>
<b>Intensive (all 4 indicators)</b>	<b>100</b>

**Model Fully Implemented: 75 Percent  
Experience Intensive Literacy  
Galax High School, VA**

<b>Revise written work for quality (often)</b>	<b>46%</b>
<b>Write in-depth explanations (sometimes or often)</b>	<b>62</b>
<b>Complete short writing</b>	
<b>in English (monthly)</b>	<b>85</b>
<b>in science (monthly)</b>	<b>54</b>
<b>in social studies (monthly)</b>	<b>54</b>

Source: 2002 *HSTW* Assessment

# Model Fully Implemented: 75 Percent Experience Intensive Literacy Galax High School, VA

Use word processor (often)	62%
Discuss topics with other students (sometimes or often)	69
Read books outside of class (monthly)	53
Read technical materials in class (monthly)	79
Read outside of school (two hours weekly)	31
Intensive (7 to 10)	48

Source: 2002 *HSTW* Assessment



**Model Fully Implemented: 65  
Percent Experience Intensive  
Numeracy  
Buford High School, GA**

**Mathematics the senior year 100%**

**4 or more mathematics courses 100**

# Model Fully Implemented: 65 Percent Experience Intensive Numeracy Buford High School, GA

**Teachers link math to real-life  
problems (sometimes or often) 72%**

**Work-related math problems  
(monthly) 29**

**Use math in career/technical  
assignments (monthly) 57**

**Solve problems outside textbook  
(monthly) 71**

# Model Fully Implemented: 65 Percent Experience Intensive Numeracy Buford High School, GA

<b>Explain processes orally (monthly)</b>	<b>41%</b>
<b>Work with others on assignments (monthly)</b>	<b>53</b>
<b>Brainstorm to solve problems in groups (monthly)</b>	<b>70</b>
<b>Solve open-ended problems</b>	<b>79</b>
<b>Use graphing calculator (monthly)</b>	<b>73</b>
<b>Intensive (6 to 8)</b>	<b>54</b>

# **Model Fully Implemented: 65 Percent Experience Intensive Science Curriculum POLYTECH High School, DE**

**Completed at least 3 of the following: 5 science (CP physical science, CP biology, Biology II, anatomy, CP chemistry, physics) 83%**

**Took science the senior year 34**

**Science teachers often show how scientific concepts are used in real-life situations 37**

# Model Fully Implemented: 65 Percent Experience Intensive Science Curriculum POLYTECH High School, DE

**Use science equipment to do science activities in a lab with table and sinks (weekly) 69%**

**Read an assigned book (other than text book) or article dealing with science (at least monthly) 66**

**Use science equipment to do science activity in the classroom (at least monthly) 88**

**Model Fully Implemented: 65 Percent**  
**Experience Intensive Science Curriculum**  
**POLYTECH High School, DE**

**Worked with one or more students in classroom on science work (at least monthly)** **88%**

**Prepared a written report on science project (at least monthly)** **85**

**Intensive (6-8)** **55**

# Model Fully Implemented: 70 Percent Experience Intensive Guidance

## Orangeburg 5 High School, SC

### Teacher or counselor:

- talked with students individually about plans for careers or further learning **96%**
- helped students review their programs of study (annually) **84**
- visited classes to talk about planning for post-high school **98**

**Model Fully Implemented: 70 Percent  
Experience Intensive Guidance  
Orangeburg 5 High School, SC**

**Each student had an adult mentor 42%  
throughout high school**

**Mentors helped students develop 62  
and review programs of study  
(annually)**

**Students participated in tours of 75  
local businesses**

**Model Fully Implemented: 70 Percent  
Experience Intensive Guidance  
Orangeburg 5 High School, SC**

**Students spoke with persons in careers to which they aspired 87%**

**Someone from a college talked to students about going to college 80**

**Student and parents received information to assist in applying to college 82**

**Model Fully Implemented: 70 Percent  
Experience Intensive Guidance  
Orangeburg 5 High School, SC**

**Students received information on how to do well in job interviews 82%**

**Students received information and counseling about continuing their education 67**

**Students received encouragement to take a combination of academic and career/technical courses 95**

**Intensive (10-12) 58**

# Model Fully Implemented: 60 Percent See High School Important to Their Future

## Los Fresnos High School, TX

Courses are exciting/challenging (often or sometimes)	85%
Tried to do their best work in school (often)	75
Failed to complete or turn in assignments (seldom/never)	72
Very important to study hard to get good grades	84
Very important to participate actively in class	60

# Model Fully Implemented: 60 Percent See High School Important to Their Future

## Los Fresnos High School, TX

Very important to attend all classes	93%
Very important to take several college-preparatory classes	74
Teachers encouraged them to do well in school ( <b>often</b> )	64
Teachers showed they cared about students by not letting them get by without doing the work ( <b>often</b> )	53
Intensive (8 of 11)	63

# Model Fully Implemented: 60 Percent Received Extra Help Swain County, NC

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Get extra help without difficulty from my teacher (often)	56%
Extra help available before, during or after school (often)	79
Extra help results in getting better grades	65
Extra help assists in understanding school work better	49
Intensive (3 of 4)	58

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# Model Fully Implemented: 65 Percent of Teachers Report Intensive School Improvement

**Destrehan High School, LA**

## Continuous Improvement Practices

**Goals are clear. 65%**

**Teachers maintain a demanding and supportive environment. 63%**

**Principals meet with teachers to examine student work. (monthly) 69**

# Model Fully Implemented: 65 Percent of Teachers Report Intensive School Improvement

## Destrehan High School, LA

### Continuous Improvement Practices

Teachers continue to learn and seek out new ideas 78%

Teachers/administrators work as a team 55

Teachers use data to evaluate school and classroom practices 93

Intensive (4 of 6) 51

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## Summary of Key State Policies

	# Math Req.	Includes Algebra	Algebra & beyond	Algebra Plus 2	No <i>General Strand</i>
AL	4	✓	✓	✓ for CP	
AR	3	✓	✓	✓	✓
DE	3	✓			
FL	3	✓	✓ for Std & CP		
GA	4 CP; 3TP	✓	✓ for CP	✓ for CP	✓
KY	3	✓	✓		
LA	3	✓			
MD	3	✓	✓		
MS	3	✓	✓		
NC	3	✓	✓ for CP & TP	✓ Univ ('06)	✓
OK	3	✓	✓	✓	✓
SC	4	✓	✓		✓
TN	3	✓	✓ ('05)		✓
TX	3	✓	✓ ('05)	✓ CP	✓ "default"
VA	3	✓	✓		✓
WV	3	✓	✓ ('05)	✓ ('05)	✓

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# Improvement: Are test scores improving?

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SAT-Dominant States					
	1993*		2003		
	% Tested	Mean Score	% Tested	Mean Score	Score Change
<b>Nation</b>	<b>42</b>	<b>1012</b>	<b>48</b>	<b>1026</b>	<b>14</b>
<b>FL</b>	<b>50</b>	<b>992</b>	<b>67</b>	<b>996</b>	<b>4</b>
<b>GA</b>	<b>67</b>	<b>964</b>	<b>72</b>	<b>984</b>	<b>20 ✓</b>
<b>MD</b>	<b>63</b>	<b>1019</b>	<b>69</b>	<b>1024</b>	<b>5</b>
<b>NC</b>	<b>59</b>	<b>970</b>	<b>69</b>	<b>1001</b>	<b>31 ✓</b>
<b>SC</b>	<b>64</b>	<b>958</b>	<b>65</b>	<b>989</b>	<b>31 ✓</b>
<b>TX</b>	<b>49</b>	<b>995</b>	<b>53</b>	<b>993</b>	<b>-2</b>
<b>VA</b>	<b>66</b>	<b>1004</b>	<b>69</b>	<b>1024</b>	<b>20 ✓</b>

\*Recentered Scores

# Improvement: Are test scores improving?

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ACT- Dominant States					
	1993		2003		Score Change
	% Tested	Mean Score	% Tested	Mean Score	
<b>Nation</b>	<b>34</b>	<b>20.6</b>	<b>39</b>	<b>20.8</b>	<b>.2</b>
<b>AL</b>	<b>62</b>	<b>20.0</b>	<b>77</b>	<b>20.1</b>	<b>.1</b>
<b>AR</b>	<b>64</b>	<b>20.1</b>	<b>76</b>	<b>20.3</b>	<b>.2</b>
<b>KY</b>	<b>63</b>	<b>20.1</b>	<b>72</b>	<b>20.2</b>	<b>.1</b>
<b>LA</b>	<b>72</b>	<b>19.5</b>	<b>81</b>	<b>19.6</b>	<b>.1</b>
<b>MS</b>	<b>71</b>	<b>18.8</b>	<b>89</b>	<b>18.7</b>	<b>-.1</b>
<b>OK</b>	<b>65</b>	<b>19.7</b>	<b>73</b>	<b>20.5</b>	<b>.8 ✓</b>
<b>TN</b>	<b>63</b>	<b>20.2</b>	<b>90</b>	<b>20.4</b>	<b>.2 ✓</b>
<b>WV</b>	<b>57</b>	<b>19.9</b>	<b>65</b>	<b>20.3</b>	<b>.4 ✓</b>

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# Key Drivers of Historical Success

- **Align graduation policies to *HSTW* Design**
- **End general track**
- **Use data**
- **Link academic and career/technical instruction**

# Key Drivers of Historical Success

- **Exposing school leaders and faculty teams to a common vision, goals and workable practices through:**
  - **Site development workshops**
  - **National summer staff development conferences**
  - **National workshops**
  - **Publications**

# Key Drivers of Historical Success

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- **Using audit teams to assist schools to document:**
  - **outstanding practices**
  - **planned next steps**
  - **challenges to more fully implement the design with recommended actions**

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# Key Drivers of Historical Success

- **State and districts funding support**
- **State ownership**
- **Flexible scheduling**

# Key Drivers of Historical Failure/Inconsistency

- **Project strategy versus comprehensive strategy**
- **Turnover of key leaders**
- **Failure of school to avail themselves of networking services**

# Key Drivers of Historical Failure/Inconsistency

- **Lack of school leadership to organize, engage and manage continuous improvement**
- **Inability to assist the faculty to unlock from old beliefs and practices**

# **Key Drivers of Historical Failure to Deeply Implement the Design**

- **Inability to go beyond initial improvement**
- **Failure to develop deeper understanding among the faculty of what represents good teaching**

# Key New Drivers of Success

- **Developing local district and school leadership teams**
- **Middle grades/high school transitions**
- **Literacy across the curriculum**

# Key New Drivers of Success

- **Assignment of district and school improvement consultants**
- **Site development workshops for the entire faculty**
- **Site-specific staff development**

# Emerging Drivers of Success

- **Redesigning the senior year**
- **Improving rigor of classroom instruction and teaching strategies**
- **Teaching “at-risk” students how to become independent learners**

# Emerging Drivers of Success

- **Making school completion as important as improving student achievement**
- **Organizing large schools into smaller learning communities**
- **Improving high school career/technical instruction**