

## **Reasons for Giving the *High Schools That Work* Assessment**

Let me make a case for giving our assessment to your 12<sup>th</sup> graders. The primary intent is not to see how well seniors are doing, but rather to determine the quality of experiences they have had in high school. It is a way to continue to engage faculty in seeing why they must make some fundamental changes that will result in deeper implementation of the *HSTW* design.

Giving the assessment will enable school leaders to answer a number of important questions.

1. What percentage of your graduates completed the *HSTW*-recommended academic core? You will find that those who have will perform much better. It gives you a continuing body of evidence as to why we need to teach all kids that core.
2. What percentage of your students were in classrooms that experienced high expectations, that is, their teachers defining clearly what it takes to earn an A or a B, they frequently had to redo work, etc.? It is a way of convincing teachers that when you have common high expectations across the curriculum, students have higher performance and they see school much more meaningful
3. To what extent do students have to use reading and writing for learning strategies across the curriculum? You will see a relationship in terms of student achievement. It is a way to continue to engage the faculty in using literacy strategies.
4. What percentage of your faculty had intensive experiences in quality mathematics instruction? That is, the teachers brought in frequent real-world problems for the students to solve. They worked in teams. They used technology. They made oral reports. They cross walked what they were learning in mathematics classes to their career/technical classes. Students who had those experiences will have higher achievement. It is a way to continue to help your teachers see that if you implement more deeply what is advocated by *HSTW*, you will get higher achievement.
5. Regarding science, you will get answers to questions about whether or not students experienced a lab-based science in most of their classrooms. You will find that those who did will have higher achievement. Those who did not will have lower achievement.

6. Do most students feel that they got the extra help they needed to pass courses and did it make a difference? This is a way to continue to get adults to see that students will respond when they believe that the teachers believe that they are worth their efforts to meet higher standards.
7. Do students receive guidance and advisement in setting a goal beyond high school and outlining a program of studies for achieving those goals, and were their parents involved in the process? It is a way to continue to make the case with your faculty that every student needs an adult mentor who stays with them all through high school and who is connected with their parents.
8. You will find that students who have these experiences will see high school as much more important than students who did not.