



**Using Data to Set Priorities for
Teaching and Learning –
Unwrapping the 2006 *HSTW*
Assessment Report**

Participant Workbook

**Illinois Data Workshop
December 12-13, 2006**

Southern Regional
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Agenda

Day One

- 10:00 A.M.** **Welcome and Team Introductions**
- 10:15 A.M.** **Using Data to Take Action**
The importance of using data to take action that advances student achievement will be emphasized. The workshop objectives, goals and deliverables will be reviewed.
- 10:45 A.M.** **Actions to Advance Student Achievement**
Participants will share actions that their school has taken during the last two years to advance student achievement.
- 11:15 A.M.** **Painting a Picture of Student Learning**
Participants will analyze their school's *HSTW* Assessment achievement data (mean scores, performance goals, proficiency levels, student group comparisons) and state achievement data.
- 12:00 P.M.** **Lunch**
- 1:00 P.M.** **Establishing a Need for Change**
Participants will review teacher survey results related to leadership and continuous school improvement.
- 1:45 P.M.** **Getting Students to Take a Rigorous Curriculum**
Participants will analyze data related to the *HSTW*-Recommended Curriculum and concentrations.
- 2:30 P.M.** **High Expectations and Extra Help**
Participants will analyze data related to students' perceptions of expectations and extra help.
- 3:15 P.M.** **Quality Career/technical Studies and Work-based Learning**
Participants will analyze data related to quality career/technical studies and work-based learning.
- 4:00 P.M.** **Adjourn**

Day Two

8:00 A.M.

Review of Day One

The presenter will review the material learned during Day One and set the stage for using that knowledge to take meaningful action.

8:15 A.M.

Quality Instruction

Participants will analyze data related to literacy across the curriculum, numeracy across the curriculum and engaging science experiences.

9:15 A.M.

Supporting Students – 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.

10:15 A.M.

Break

10:30 A.M.

Developing an Action Plan and Team Presentations

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

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.

2006 HSTW Assessment Report Q&A

Question	Page	Answer/Description
What are the performance goals? What do they mean?	iii.	Reading = 279; Mathematics = 297; Science = 299
What does “High Scoring Sites in Your Category” mean?	iv	A: Minority pop \geq 30% & at least 60% a Parent “some” ed ^ HS B: Minority pop \geq 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
Indices – What classroom and school practices do our students report experiencing?	1-12	“Site” & “High Scoring in Your Category”: % students report experiencing effective practices across 11 indices of effective instructional practices (<i>i.e. High Expectations, Literacy, Extra Help</i>) & mean scores in all 3 subjects
Benchmarks –	13-14	Overview; Meeting Performance Goals; Setting a Clear Mission and Vision for Success
What percent of “All” & “CT” students at this school report experiencing the instructional practices that make a difference in learning? What is the goal?	15-17	High Expectations
	17-19	Perceived Importance of High School Studies
	20-21	Providing Quality Extra Help
	22-25	Program of Study
	25-29	Career/Technical Studies
	29- 30	Work-based Learning
	31-32	English Curriculum/Literacy Across the Curriculum
	33-34	Mathematics Curriculum/Numeracy Across the Curriculum
	35-36	Science Curriculum/Engaging Science Experiences
	36-37	Teachers: Engaging Strategies for All Teachers
	37	Teachers: Teachers Working Together
What percent of teachers report effective practices for continuous improvement at this school? What is the goal?	38-39	Integrating Academic Content
	39-42	Guidance
	43	Teachers: Middle Grades/High School Transition
	43	Teachers: High School/Post-High School Transition
	44-45	Teachers: Continuous School Improvement
	45	Teachers: Strong Leadership
	45-46	Teachers: Supporting the Staff with Professional Development
HSTW Assessment and Student Survey Results –	49-54	Summary of mean scores, performance goals, recommended curriculum, award, proficiency levels
Report Summary for All Students and Career/Technical Completers	56-70	Reading achievement, curriculum and engaging students in learning
	72-85	Mathematics achievement, curriculum and engaging students in learning
	87-101	Science achievement, curriculum and engaging students in learning
Reports “site” data for 2006 and 2004/2005, “High-scoring Sites in your Category” and “All Sites”	103-119	Career/technical curriculum and engaging students in learning
	121-134	Raising expectations and student achievement
	136-144	Availability of extra help for students
	146-165	Guiding and supporting students
	167-177	Transition to and beyond high school

	179-192	Workplace experience
Teacher Survey Results – What do the teachers report about their instructional content and practices, school wide practices and the school’s focus on improving?	193-194	Implementation Focus Level Summary
	195-196	Having a functional mission
	197-198	Raising expectations and providing extra help
	199-208	Teaching challenging academic and technical content (math, science, English/language arts, career/technical, assessment techniques)
	209-211	Engaging high school students in learning
	212	Guiding and supporting students
	213-217	Helping students make successful transitions
	218-220	Supporting teachers in continuous school improvement
	221-222	Teachers’ perception of continuous school improvement
Appendix – Test content Test administration Proficiency levels	224-225	Reading Test Content
	225-226	Mathematics Test Content
	226	Science Test Content
	227	Assessment Content : Percentages of items by category
	228	Test administration
	228-229	Finding significant differences
	229-230	<i>HSTW</i> -Recommended Curriculum
230-233	Proficiency levels Reading: Below Basic (0-261); Basic (262-287); Proficient (288-316); Advanced (317-500) Mathematics: Below Basic (0-296); Basic (297-327); Proficient (328-348); Advanced (349-500) Science: Below Basic (0-298); Basic (299-325); Proficient (326-351); Advanced (352-500)	
Results Finder – Find the location of specific indicators	234-239	Results finder – student survey question index

Note – **This is the *High Schools That Work* Assessment. It is NOT the National Assessment of Educational Progress (NAEP).** Our assessment subject tests are referenced to the NAEP but this assessment is NOT the NAEP. Visit the NAEP website (<http://nces.ed.gov/naep3/>) for more information on this assessment.

Topic Three: Painting a Picture of Student Learning

Use Page 49 of the report to complete the following table regarding mean test scores.

Table 3A: Mean Test Scores				
	Site 2004	Site 2006	High-scoring Sites 2006	HSTW Goal
Reading				279
Mathematics				297
Science				299
Source: 2006 HSTW Assessment Report, Page 49				

Proficiency Levels by Subject Area:

Reading:

Below Basic (Below 262)
 Basic (262-287)
 Proficient (288-316)
 Advanced (317-500)

Mathematics:

Below Basic (Below 297)
 Basic (297-327)
 Proficient (328-348)
 Advanced (349-500)

Science

Below Basic (Below 299)
 Basic (299-325)
 Proficient (326-351)
 Advanced (352-500)

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

Table 3B: Site 2006 - Proficiency Levels	
Reading	
Mathematics	
Science	

Use Page 49 of the report to complete the following table regarding performance goals.

Table 3C: Percentage of Students Meeting HSTW Performance Goals				
	Site 2004	Site 2006	High-scoring Sites 2006	HSTW Goal
Reading				85%
Mathematics				85%
Science				85%
Source: 2006 HSTW Assessment Report, Page 49				

Use Page 54 of the report to complete the following tables regarding proficiency levels.

Table 3D: Percentage of Students Performing within Each Reading Proficiency Level			
	Site 2004	Site 2006	High-scoring Sites 2006
Below Basic			
Basic			
Proficient			
Advanced			
Source: 2006 <i>HSTW</i> Assessment Report, Page 54			

Table 3E: Percentage of Students Performing within Each Mathematics Proficiency Level			
	Site 2004	Site 2006	High-scoring Sites 2006
Below Basic			
Basic			
Proficient			
Advanced			
Source: 2006 <i>HSTW</i> Assessment Report, Page 54			

Table 3F: Percentage of Students Performing within Each Science Proficiency Level			
	Site 2004	Site 2006	High-scoring Sites 2006
Below Basic			
Basic			
Proficient			
Advanced			
Source: 2006 <i>HSTW</i> Assessment Report, Page 54			

Use Page 56 and 57 of the report to complete the following table regarding reading achievement.

Table 3G: Reading Achievement by Group at Your School			
	Percent of Population	Mean Reading Score	Percent Meeting Performance Goal
All Students	100%		
Male			
Female			
White			
African-American			
Latino, Hispanic			
Other Minority			
Multiracial			
Source: 2006 <i>HSTW</i> Assessment Report, Page 56 (For Columns 1 and 2) 2006 <i>HSTW</i> Assessment Report, Page 57 (For Column 3)			

Use Page 72 and 73 of the report to complete the following table regarding mathematics achievement.

Table 3H: Mathematics Achievement by Group at Your School			
	Percent of Population	Mean Mathematics Score	Percent Meeting Performance Goal
All Students	100%		
Male			
Female			
White			
African-American			
Latino, Hispanic			
Other Minority			
Multiracial			
Source: 2006 <i>HSTW</i> Assessment Report, Page 72 (For Columns 1 and 2) 2006 <i>HSTW</i> Assessment Report, Page 73 (For Column 3)			

Use Page 87 and 88 of the report to complete the following table regarding science achievement.

Table 3I: Science Achievement by Group at Your School			
	Percent of Population	Mean Science Score	Percent Meeting Performance Goal
All Students	100%		
Male			
Female			
White			
African-American			
Latino, Hispanic			
Other Minority			
Multiracial			
Source: 2006 <i>HSTW</i> Assessment Report, Page 87 (For Columns 1 and 2) 2006 <i>HSTW</i> Assessment Report, Page 88 (For Column 3)			

Use data from your school to complete the following table.

Note: This table was included in participants' pre-work.

Table 3J: School Data			
	2004	2005	2006
State Assessment Data:			
Percentage of students meeting or exceeding the state performance goal in English Language Arts.			
Percentage of students meeting or exceeding the state performance goal in Mathematics.			
Percentage of students meeting or exceeding the state performance goal in Science.			
ACT and/or SAT Data			
Percentage of students taking these exams.			
Composite			
Verbal Mean			
Mathematics Mean			
State Mean			
National Mean			

Handout 1 – Topic Three: Painting a Picture of Student Learning

1. In which academic areas has your school made gains (increase in mean scores, increase in the percentage of students meeting performance goals, increase in the percentage of students at the proficient and advanced levels)? What action(s) has your school taken that might account for these gains?
2. In which academic areas has your school not made gains? What action(s) has your school failed to take that might account for these lack of gains?
3. 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?
4. Does your school's state assessment results and ACT/SAT results correspond to your students' performance on the 2006 *HSTW* Assessment? What additional value does this data provide?

Topic Four: Establishing a Need for Change

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

Table 4A: Percentage of Faculty Members Identifying an Intensive Emphasis		
	Your Site	All Sites
Percentage of teachers who said the school has an intensive emphasis on the mission to prepare students for further learning. (Page 196)		
Percentage of teachers who said the school has an intensive emphasis on using assessment techniques to improve student learning. (Page 207)		
Percentage of teachers who said the school has an intensive emphasis on improving students' literacy skills. (Page 210)		
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 214)		
Percentage of teachers who said the school has an intensive emphasis on supporting teachers in continuous improvement. (Page 219)		
Percentage of teachers who said the school has an intensive emphasis on teachers' perceptions of continuous improvement. (Page 222)		
Source: 2006 <i>HSTW</i> Assessment Report		

Use the Page 221 of the report to complete the following table regarding continuous school improvement.

Table 4B: Continuous School Improvement		
	Your Site	All Sites
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 that all students should be taught to the same high standards monthly .		
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 reports to continuously evaluate the school's academic and technical programs and activities.		
Source: 2006 <i>HSTW</i> Assessment Report, Page 221		

Handout 2 – Topic Four: Establishing a Need for Change

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

What actions might account for this difference?

What actions can be taken to improve faculty perceptions?

2. Does your school have active focus teams? If so, what is working? What is not working?

Topic Five: Getting Students to Take a Rigorous Curriculum

Use Page 6 of the report to complete the following table regarding the recommended curriculum.

Table 5A: Completion of <i>HSTW</i> -Recommended Curriculum				
	% of Students	Mean Reading Score	Mean Math Score	Mean Science Score
Completed all 3				
Completed 1-2				
Completed None				
Source: 2006 <i>HSTW</i> Assessment Report, Page 6				

Use Page 50 and 51 of the report to complete the following table regarding the recommended curriculum.

Table 5B: Completion of <i>HSTW</i> -Recommended Curriculum					
		Your Site 2006		High-scoring Sites 2006	
		% 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: 2006 <i>HSTW</i> Assessment Report, Page 50 and 51					

Use Page 53 of the report to complete the following table regarding concentrations.

Table 5C: Completion of a Concentration				
	Percent Completing	Mean Reading Score	Mean Mathematics Score	Mean Science Score
CTE Concentration	Yes			
	No			
Mathematics/Science Concentration	Yes			
	No			
Humanities Concentration	Yes			
	No			
Source: 2006 <i>HSTW</i> Assessment Report, Page 53				

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

Table 5D: Completion of Additional <i>HSTW</i> Curriculum Indicators					
		Your Site 2006		High-scoring Sites 2006	
		% 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: 2006 <i>HSTW</i> Assessment Report, Page 79 and 94					

Use Pages 1-12 of the report to complete the following table regarding the *HSTW* indices.

Table 5E: Percentage of Students with an Intensive Emphasis			
	Your School 2004	Your School 2006	High-scoring Sites in Your Category 2006
High Expectations			
Literacy			
Numeracy			
Engaging Science			
Recommended Curriculum			
Integrating Academic and CT			
Quality C/T Studies			
Quality Work-based Learning			
Timely Guidance*			
Importance of HS Studies			
Quality Extra Help	N/A		
Source: 2006 <i>HSTW</i> Assessment Report, Pages 1 – 12 2004 <i>HSTW</i> Assessment Report, Pages 1 – 11 *The composition of the guidance index changed from 2004 to 2006. Therefore results are not comparable. Take caution when interpreting differences between years.			

Handout 3 – Topic Five: Getting Students to Take a Rigorous Curriculum

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 2004 to 2006? What actions can your school take to increase or continue increasing the percentage of students completing the *HSTW*-Recommended Curriculum in English/language arts?

Mathematics

2. Are 85 percent or more of your students completing four credits in college-preparatory mathematics? Has your school made gains from 2004 to 2006? What actions can your school take to increase or continue increasing the percentage of students completing the *HSTW*-Recommended Curriculum in mathematics?

3. Are 85 percent or more of your students taking a mathematics class during their senior year (Page 79)? What actions can your school take to increase the percentage?

Science

4. 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 2004 to 2006? What actions can your school take to increase or continue increasing the percentage of students completing the *HSTW*-Recommended Curriculum in science?

5. Are 85 percent or more of your students taking a science class during their senior year (Page 94)? What actions can your school take to increase the percentage?

Indices

6. According to 2006 results, which three indices, or key practices, have been most deeply implemented (highest percentage of students at the intensive level)?

1.

2.

3.

7. What specific action(s) has your school taken that may have resulted in these results?

8. What additional actions can be taken in order to keep making progress?

9. On which two indices, or key practices, have the least progress been made?

1.

2.

10. 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?

11. What actions can your school take to address these issues in your school?

Topic Six: High Expectations and Extra Help

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

Table 6A: High Expectations			
	2004 Your Site	2006 Your Site	2006 High-scoring Sites
Percentage of students experiencing an intensive emphasis on high expectations. (Page 2)	N/A		
Teachers clearly indicated the amount and quality of work necessary to earn an “A” or “B” at the beginning of a project often . (Page 123)			
Teachers were frequently available, before, during or after school to help them with their studies. (Page 136)			
Usually spent one or more hours on homework each day. (Page 133)			
Revised their essays or other written work several times to improve their quality often . (Page 128)			
Worked hard to meet high standards on assignments often . (Page 132)			
Source: 2006 <i>HSTW</i> Assessment Report			

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

Table 6B: Quality Extra Help			
	2004 Your Site	2006 Your Site	2006 High-scoring Sites
Percentage of students experiencing an intensive emphasis on quality extra help. (Page 12)	N/A		
Often able to get extra help from their teachers when needed without much difficulty. (Page 143)			
Teachers are frequently available before, during or after school to help them with their studies. (Page 136)			
Extra help they received at school often helped them to understand their schoolwork better. (Page 136)			
Extra help they received at school often helped them to get better grades. (Page 137)			
Source: 2006 <i>HSTW</i> Assessment Report			

Additional data analysis (complete upon return to your school):

Table 6 C. School Data			
	2004	2005	2006
Failure Rates			
English 9			
Algebra I			
Predominant ninth grade science course			
Enrollment			
Ninth Grade			
Tenth Grade			
Eleventh Grade			
Twelfth Grade			
Percentage of 12 th graders who did not graduate with their class			
Dropout and Graduation Rates			
Annual dropout rate			
Graduation rate - number of entering ninth-graders who graduated with their class			
Percentage of students graduating with honors (or distinguished diploma options) for your state			
Disciplinary actions			
Behavior referrals to the office			
Detentions			
Suspensions			
Expulsions			

Handout 4 – Topic Six: High Expectations and Extra Help

High Expectations

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

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

Extra Help

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

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

Topic Seven: 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 103 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.

Table 7A: Reading Performance by Career/Technical Program of Study				
Type of Program	% of Students Participating	Mean Reading Score	<i>HSTW</i> Goal	Difference +/-
			279	
			279	
			279	
			279	
			279	

Scan page 104 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.

Table 7B: Mathematics Performance by Career/Technical Program of Study				
Type of Program	% of Students Participating	Mean Math Score	<i>HSTW</i> Goal	Difference +/-
			297	
			297	
			297	
			297	
			297	

Scan page 105 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.

Table 7C: Science Performance by Career/Technical Program of Study				
Type of Program	% of Students Participating	Mean Science Score	<i>HSTW</i> Goal	Difference +/-
			299	
			299	
			299	
			299	
			299	

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

Table 7D: Quality Career/Technical Studies			
	2004 Your Site	2006 Your Site	2006 High-scoring Sites
Percentage of students experiencing an intensive emphasis on quality career/technical studies. (Page 8)	N/A		
Spent one or more hours reading non-school materials outside of class in a typical week. (Page 67)			
Used math to complete challenging assignments in their CT area at least weekly . (Page 111)			
Read and interpreted technical books and manuals to complete assignments at least weekly . (Page 111)			
Read a career-related article and demonstrated understanding of the content at least monthly . (Page 112)			
Used computer skills to do assignments in their CT studies at least monthly . (Page 114)			
Had challenging assignments in CT classes at least monthly . (Page 115)			
Completed a project that first required some research and a written plan before completing the task. (Page 116)			
Had to meet certain standards on a written exam to pass a CT course. (Page 116)			
Were required to complete a senior project. (Page 128)			
Spoke with or visited someone in a career to which they aspire. (Page 171)			
Spent 30 minutes or more on CT homework each day. (Page 134)			
Source: 2006 <i>HSTW</i> Assessment Report			

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

Table 7E: Quality Work-based Learning Experiences			
	2004 Your Site	2006 Your Site	2006 High-scoring Sites
Percentage of students experiencing an intensive emphasis on quality work-based learning experiences. (Page 9)	N/A		
Observed veteran workers perform certain jobs. (Page 183)			
Had someone teach them how to do the work. (Page 184)			
Employers encouraged them to develop good work habits at least monthly . (Page 188)			
Employers encouraged them to develop good customer relations skills at least monthly . (Page 190)			
Source: 2006 <i>HSTW</i> Assessment Report			

Handout 5 – Topic Seven: Quality Career/technical Studies and Work-based Learning

Quality Career/technical Studies

1. 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?

Work-based Learning

2. 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?

Topic Eight: Quality Instruction

Literacy Across the Curriculum

Use the report to complete the following table.

Table 8A: English/language arts Experiences			
	2004 Your Site	2006 Your Site	2006 High-scoring Sites in your Category
Wrote a major research paper on a chosen subject in English at least once a year . (Page 63)			
Stood before the class and made an oral presentation at least once a semester . (Page 64)			
Read eight or more books in English this year. (Page 67)			
Read 20 or more books this year both in and out of school. (Page 68)			
Drafted, rewritten and edited writing assignments before given a grade at least once a month . (Page 65)			
Source: 2006 <i>HSTW</i> Assessment Report			

Use the report to complete the following table.

Table 8B: Literacy Across the Curriculum			
	2004 Your Site	2006 Your Site	2006 High-scoring Sites
Percentage of students experiencing an intensive emphasis on literacy. (Page 3)	N/A		
Used word processing software to complete an assignment or project often . (Page 126)			
Revised their essays or written work several times to improve quality often . (Page 128)			
Asked to write in-depth explanations about a class project or activity sometimes or often . (Page 130)			
Discussed or debated with others about what they read in ELA at least monthly . (Page 69)			
Read and interpreted technical books and manuals at least monthly to complete assignments in CT area. (Page 111)			
Read an assigned book outside of English and demonstrated understanding at least monthly . (Page 63)			
Read non-school materials outside of class for two or more hours in a typical week. (Page 67)			
Completed graded short writing assignments in English at least weekly . (Page 64)			
Completed graded short writing assignments in science at least weekly . (Page 101)			
Completed graded short writing assignments in social studies at least weekly . (Page 131)			
Source: 2006 <i>HSTW</i> Assessment Report			

Numeracy Across the Curriculum

Use the report to complete the following table.

Table 8C: Numeracy Across the Curriculum			
	2004 Your Site	2006 Your Site	2006 High-scoring Sites
Percentage of students experiencing an intensive emphasis on numeracy. (Page 4)	N/A		
Took a math class during their senior year. (Page 79)			
Took at least four full-year courses in math in grades 9 through 12. (Page 79)			
Math teachers sometimes or often show them how math concepts are used to solve problems in real-life. (Page 85)			
Used a graphing calculator to complete math assignments at least monthly . (Page 80)			
Completed a math project at least monthly that used math in ways that would be used in a work setting. (Page 83)			
Orally defended a process they used to solve a math problem at least monthly . (Page 80)			
Worked with other students at least monthly on a challenging assignment and received a group and individual grade. (Page 81)			
Worked in groups to brainstorm how to solve a math problem at least monthly . (Page 82)			
Solved math problems with more than one possible answer at least monthly . (Page 84)			
Solved math problems other than those found in the textbook at least monthly . (Page 83)			
Used math to complete challenging assignments in their CT area at least monthly . (Page 111)			
Source: 2006 <i>HSTW</i> Assessment Report			

Engaging Science Experiences

Use the report to complete the following table.

Table 8D: Engaging Science Experiences			
	2004 Your Site	2006 Your Site	2006 High-scoring Sites
Percentage of students experiencing an intensive emphasis on engaging science. (Page 5)	N/A		
Completed three of: CP physical science, CP biology/biology 2, anatomy, CP chemistry, physics or AP science. (Page 51)			
Science teachers have shown how scientific concepts are used to solve problems in real-life often . (Page 100)			
Took a science class during their senior year. (Page 94)			
Used science equipment to do science activities in a lab with tables and sinks at least weekly . (Page 97)			
Read an assigned book (other than textbook) or article dealing with science at least monthly . (Page 98)			
Used science equipment to do science activities in a classroom at least monthly . (Page 96)			
Worked with other students on a challenging science assignment at least monthly . (Page 100)			
Prepared a written report of lab results at least monthly . (Page 95)			
Source: 2006 <i>HSTW</i> Assessment Report			

Handout 6 – Topic Eight: Quality Instruction

Literacy Across the Curriculum

1. 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?

Numeracy Across the Curriculum

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?

Engaging Science Experiences

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?

5. Is there any additional data that you need to thoroughly evaluate student literacy, numeracy, and science experiences in your school?

Topic Nine: Supporting Students – Guidance and Transitions

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

Table 9A: 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.

Table 9B: 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.

Table 9C: 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.

Table 9D: Guidance			
	2004 Your Site	2006 Your Site	2006 High-scoring Sites
Percentage of students experiencing an intensive emphasis on guidance. (Page 10)	N/A		
Met with a teacher or guidance counselor to help them review the sequence of courses they planned to take in high school at least once a year . (Page 152)			
Received the most help in planning a high school program of studies by the end of grade nine. (Page 157)			
Before and during high school, talked to their parents at least once a year about planning their four-year high school course plan. (Page 148)			
During high school, a teacher or counselor talked to them individually about their plans for after high school. (Page 157)			
Spoke with or visited someone in a career they aspire to. (Page 171)			
Someone from a college talked to them about going to college. (Page 172)			
Received information or assistance from someone at school about selecting or applying to college. (Page 173)			
Had an adult mentor or adviser who worked with them all four years of high school. (Page 152)			
Source: 2006 <i>HSTW</i> Assessment Report			

Use the report to complete the following table.

Table 9E: Preparing Students			
	2004 Your Site	2006 Your Site	2006 High-scoring Sites
Plan to complete at least some education beyond high school. (Page 167)			
Think it is very important to take a lot of college-preparatory classes. (Page 163)			
Think it is very important to graduate from high school. (Page 161)			
Think it is very important to have grades good enough to get into college. (Page 163)			
Think it is very important to continue education beyond high school. (Page 164)			
Are very satisfied with help received at high school in selection of courses. (Page 158)			
Have often been encouraged by counselors or teachers to take more challenging mathematics courses. (Page 154)			
Have often been encouraged by counselors or teachers to take more challenging science courses. (Page 155)			
Have often been encouraged by counselors or teachers to take more challenging English courses. (Page 156)			
Source: 2006 <i>HSTW</i> Assessment Report			

Handout 7 – Topic Nine: Supporting Students – Guidance and Transitions

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?

Topic Ten: Developing an Action Plan

Review your list of areas for improvement. Select the three areas that are highest priority and will have the greatest impact on student achievement.

Identify the specific actions your school will need to take to reach your top three 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?