What is HSTW?
Improving Schools through High Schools That Work
Questions to Ponder...

- What three practices are critical for a school who wants to improve?
- From your experience, name two strategies that have been attempted but found unsuccessful in helping a school improve?
Facts about High School

- High school completion rates have remained the same for nearly 30 years.

- After decades of leading the world in high school completion, the U.S. currently ranks 17th.
About two-thirds of high school graduates go on to college. 26% do not return for the sophomore year at 4-year colleges. 45% do not return for the second year at 2-year colleges.

Nearly a quarter of freshman in 4-year colleges need remediation while nearly 50% of students 2-year colleges need it.
Even at highly selective colleges, only 50% earn a bachelor degree within 6 years.

70% of the fastest-growing jobs will require education beyond high school.
The national dropout rate is 26%.

The estimated financial cost to society for each dropout is $1.7-2.3 million, according to a 1999 Juvenile Justice Center report.
Girls outnumber boys in advanced placement courses 124 to 100, in 1987, boys outnumbered girls.
African-American and Latino 17-year-olds read at the same level as Caucasian 13-year-olds.

During a typical year, we lose 1-30 Caucasians, 1-20 African-Americans and 1-10 Latinos.
High School Graduation:
Percentage of Ninth-graders Who Do Not Graduate - 1990 and 2001 for Non-SREB States
History and Development of Southern Regional Education Board
Southern Regional Education Board (SREB)

- SREB, the nation’s first interstate compact for education, was created in 1948 by southern governors.
- Efforts are focused in the south but have spread throughout the nation.
- The goal—raise the achievement of all students.
High Schools That Work (1987)

HSTW is the nation’s first large-scale effort to engage educators in partnerships with students, parents and community to improve the way all students are prepared for further education and work.
HSTW States
High Schools That Work

- Grown from 28 pilot sites in 13 states to over 1100 sites in 32 states
- States include: Alabama, Arkansas, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, & West Virginia
- 32 State HSTW Offices – part of a state’s Department of Education
- Up to 7000 participants HSTW Summer Conferences
Beliefs

- By improving the experiences of the “other 60 percent” of students, schools will make the greatest gains in achievement.

- Work harder to get better!

- Students will rise (or sink) to the level of expectations placed upon them.
Work Harder to Get Smarter:
We need to change our thinking and our language from an ability model to an effort model.
HSTW Goals

- Getting 85 percent of students to meet reading, mathematics and science goals
- Teaching most students the essential content of the college-preparatory academic core and a career concentration
10 Key Practices

Data-based Decision Making

Rigor
- High Expectations
- Challenging Academic Courses
- HSTW Academic Core and a Concentration
10 Key Practices

Relevance
- Challenging Career/Technical Studies
- Work-based Learning
- Integration of Academic and Career/Technical Studies ~ Teachers Working Together
- Active Engagement

Relationships
- Guidance and Advisement Involving Parents
- Extra Help - Focus on Transitions
Long term approach to deeply implementing Key Practices
HSTW Assessment

- NAEP-Based Assessment
  - Reading, Mathematics, Science
  - Goals based upon skills necessary for students to not require remedial courses in post-secondary study.

- Linking achievement to school and classroom practices
  - Student Survey Data
  - Teacher Survey Data
Key Practice

Use student assessment and program evaluation data to continuously improve curriculum, instruction, school climate, organization and management to advance student learning.

“Keeping Score”
Leadership Practices and Higher Achievement

- Goals and priorities are clear.
- The school maintains a demanding yet supportive climate.
- Teachers/administrators work as a team
- Teachers meet to examine student work.
- Teachers search for new ideas.
Depth of Continuous Improvement at High- and Low-implementation Sites

- High Sites:
  - Intensive (4-6): 39%
  - Moderate (2-3): 26%
  - Weak (0-1): 34%

- Low Sites:
  - Intensive (4-6): 23%
  - Moderate (2-3): 27%
  - Weak (0-1): 50%

- Goal: 60%

Colors: Green = Intensive (4-6), Blue = Moderate (2-3), Yellow = Weak (0-1)
HSTW Key Conditions
Key Condition 1: Continuous Improvement of Curriculum, Instruction and Student Achievement

- A clear mission statement – preparation for postsecondary study and a career
- Improve student achievement and high school completion rate
- Focus school activities on core mission
- Assess, prioritize, plan, do, evaluate and plan
Key Condition 2:
District and School Leadership Focus on Using Key Practices As a Guide to School Improvement

- School leadership teams
- Instructional teams that focus on core groups of students
- Faculty meeting time on what is taught, how it is assessed and how students become independent learners
- Feedback from students
Key Condition 3: School Board Support for Replacing the General Track

- Improve the middle grades to high school transition – refocused ninth grade
- Improve high school to college and career transition – revitalized senior year
- Have all students complete challenging academic core and focus
- Eliminate low-level academic courses
- Make co-curricular activities an essential part of the high school curriculum
Key Condition 4:
District Leaders Support School Leaders and Teachers to Carry Out Key Practices

- Financial support for materials
- Time for teachers to plan together
- Support at least 10 days of staff development annually focused on educators’ needs to improve student learning
- Encourage planning among academic and technical teachers; high schools and career centers; and between high schools, middle grades schools and postsecondary schools
Key Condition 5:
Allow Schools to Adopt a Flexible Schedule

- Allow students to earn more credits
- Increase time for hands-on, interdisciplinary and experiential learning
- Reduce teacher load to no more than 80 students per day
- Make greater use of off-site learning opportunities
Key Practice

Have students complete a challenging program of study with an upgraded academic core and an academic or career concentration.
Completing a Challenging Program of Study Matters

- Prepares students for the next step
- Gives focus
- Makes high school count
- Values students
Recommended Academic Core for All Students

- Four credits in college-prep/honors English
- Four mathematics credits – Algebra I, geometry, Algebra II and above
- Three science credits at the college-prep level; four credits with a block schedule
- Three years of social studies; four credits with a block schedule
- Mathematics in the senior year
Recommended Concentrations

- **Mathematics and science concentration** – four credits in each field, with at least one at the Advanced Placement level.

- **Humanities concentration** – four credits each in college-prep-level language arts and social studies, with at least one at the Advanced Placement level and four additional credits from foreign language, fine arts, journalism, debate, etc.

- **Career/technical concentration** – four credits in a planned sequence of courses within a broad career field – pre-engineering, health/medical science, etc.
### 2004 Percentage of Students Taking the Recommended Academic Core

<table>
<thead>
<tr>
<th>Indicator:</th>
<th>Top 50</th>
<th>All Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-prep English credits) (4)</td>
<td>84%</td>
<td>40%</td>
</tr>
<tr>
<td>Mathematics (4 credits, Algebra I or higher)</td>
<td>77</td>
<td>42</td>
</tr>
<tr>
<td>Science (3 credits at college-prep level)</td>
<td>91</td>
<td>56</td>
</tr>
<tr>
<td>Completed all three parts</td>
<td>66</td>
<td>21</td>
</tr>
</tbody>
</table>
Key Practice

Increase access to challenging vocational and technical studies, with a major emphasis on using high-level mathematics, science, language arts and problem-solving skills.
Quality Career/Technical Courses Matter

- Increase understanding of academic content
- Give meaning to school
- Motivate students
- Improve retention of academic skills
Career/Technical Experiences and Higher Achievement

At least weekly, students:

- use mathematics to complete assignments;
- read technical books to complete assignments;
- do projects that require research and written plans; and
- meet standards on a course exam.
## Number of Career/Technical Courses Taken at High- and Low-implementation Schools

<table>
<thead>
<tr>
<th>Number of Courses</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 or less</td>
<td>20%</td>
<td>31%</td>
</tr>
<tr>
<td>4 to 5</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>6 or more</td>
<td>50</td>
<td>44</td>
</tr>
</tbody>
</table>
Key Practice
Give students access to a system of work-based and school-based learning planned cooperatively by educators and employers.
Quality Work-Site Learning Linked to a Solid Academic Core Matters

- Apply academic and technical skills
- Learn that high performance counts
- Have richer on-the-job experiences
- Discover career options
- Get on track faster after graduation
Comparison of Work-based Learning Experiences at High- and Low-implementation Sites

<table>
<thead>
<tr>
<th>Specific Work-site Learning Practices</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observed veteran workers.</td>
<td>48%</td>
<td>41%</td>
</tr>
<tr>
<td>Mentor taught job instruction.</td>
<td>82</td>
<td>75</td>
</tr>
<tr>
<td>Mentor encouraged good work habits (monthly)</td>
<td>72</td>
<td>60</td>
</tr>
<tr>
<td>Mentor encouraged good customer relation skills (monthly)</td>
<td>72</td>
<td>61</td>
</tr>
</tbody>
</table>
Key Practice
Set high expectations and get students to meet them.
Raising Expectations Matters

- Communicate that high school counts
- *Give students a sense of self-worth*
- Help students see that the school believes in them
- Help students be more focused, motivated and goal-oriented
Expectation Practices and Higher Achievement

- Students understand the amount and quality of work expected.
- Students frequently receive extra help.
- Students complete homework daily.
- Students redo work to meet standards.
- Students work hard on assignments.
Key Practice
Have teachers work together to integrate academic and technical studies.
Teachers Working Together Matters

- Makes learning count
- Helps teachers “grow”
- Changes teachers’ perceptions of students
- Promotes professionalism
- Contributes to a climate of improvement
Key Practices
Engage students actively in learning and increase access to academic studies that teach college-preparatory content through functional and applied strategies.
Engage Students through...

- Literacy for learning
- Numeracy for learning
- Science for learning
Engaging Literacy Practices and Higher Achievement

Students frequently:

- revise written work to improve quality;
- complete short writing assignments;
- discuss readings with other students;
- read books outside of class and demonstrate understanding;
Engaging Numeracy Practices and Higher Achievement

Students:
- take math the senior year;
- solve real-world problems;
- use math to complete vocational assignments;
- use graphing calculators; and
- work with other students on assignments.
Engaging Science Practices and Higher Achievement

**Students:**
- take science the senior year;
- link science to real life;
- read other scientific books;
- and
- took four or more science courses.
Key Practice

Involve students and parents in a guidance and advisement system that ensures completion of an accelerated program of study and concentration.
A Supportive Guidance System Matters

- Clear goals
- Focused program of study
- Students have someone who cares
- Students believe in themselves
- Students get needed services
Transitions: Practices to Support and Bridge

- Middle Grades to Ninth Grade
- High School to College and Careers
Middle Grades to Ninth Grade Transition

- **Getting students ready for CP English**: a ninth grade catch-up course
- **Getting students ready for real Algebra**: a ninth grade catch-up course
- **Summer Program**
- **Curriculum alignment with middle grades schools**
- **Orientation of students and parents to the demands of high school**
High School to College and Career Transition

Use the senior year to:

- Allow students who are ready to earn college credit
- Get unprepared students ready for college
- Prepare those not planning for college to earn a certificate or pass an employer certification exam
Key Practice
Provide a structured system of extra help to enable students to meet higher standards.
Conditions Under Which Extra Help Improves Achievement the Most

- Students get extra help without much difficulty.
- Help is frequently provided by the teacher.
- Students receive extra help to pass more demanding courses.
- Students are held to higher literacy standards in all classes.
- Students are in classrooms with higher expectations.
Becoming an active HSTW site
Active Membership

- Form a School Improvement Committee
- Appoint a HSTW Coordinator
- Develop a three- to five-year improvement plan.
- Submit an initial plan to your state coordinator
- Do continuous planning
- Become an active network member
- Follow SREB’s guidelines in assessing in 2006 and 2008
- Demonstrate and monitor progress toward implementing the goals
- Show evidence of raising student achievement
- Complete the HSTW Annual Report
- Participate in a refresher Site Development Workshop and other professional development opportunities
What is a TAV?

- Technical Assistance Visit (TAV)
- Three-day investigation of a school’s curriculum and instructional practices
- Snap shot from an external eye to assist in school improvement
What is the *HSTW* Assessment?

- NAEP-based assessment of high school *seniors* in English, mathematics and science and a student survey

**Additional features:**
- Reports teacher survey data
- Presents student achievement data as both mean scores and proficiency levels
- Disaggregates achievement data by student experiences
- Linked to *HSTW* Key Practices
Wrap Up & Contacts

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