



Special School District

Guidance Program Evaluation

Don Hosutt, Co-Chair
Debbie Scanlon, Co-Chair

Board Approved: July 28, 2009



Guidance Standard Program Evaluation

Executive Summary

As required by the Missouri School Improvement Plan (MSIP) standards, school districts must evaluate Guidance services biennially. The questions approved by the Board of Education for the present program evaluation is as follows: *Is guidance an integral part of the instructional program as evidenced by (a) a district-wide guidance program, (b) a K-12 guidance curriculum, (c) an individual planning system for students, (d) responsive student services, and (e) continued improvement activities as required by MSIP Standard 6.9?* The present evaluation includes a review of the SSD Guidance program as related to meeting MSIP Standard 6.9. Based on this review, strengths, concerns and recommendations are noted.

Results

Strengths

Technical Education:

- Procedures are in place to address MSIP Standard 6.9. We are in compliance and follow guidelines set forth by Missouri Comprehensive Guidance Program and the Department of Elementary and Secondary Education.
- There has been an increase in the percentage of students who talked with counselors and teachers on more than one occasion during the semester regarding 4-year plans.
- Both schools exceed the desired MSIP ratio of guidance counselors to students; thus, both schools exceed the suggested percentage of responsive services indicated in the Missouri Comprehensive Guidance Program Recommended Time Distribution guidelines.

Special Education

- All students in the SSD Special Schools receive services through the guidance program.
- Students receiving guidance curriculum instruction benefit from the program. This is measured by the completion of activities, generalization of acquired skills to a variety of settings and by completing unit assessments (when appropriate).
- Collaborative efforts encourage involvement from community agencies prior to graduation.
- 4-year plans, interest inventories, portfolios and the Needs Assessment provide direction to the data teams for planning purposes.
- The Missouri Comprehensive Guidance program is implemented in the SSD Special Schools utilizing a unique model of expertise; Guidance Counselor, Social Worker, and Transition Facilitator. This umbrella of services, which is DESE approved, provides a continuum of services to prepare students for adult living.



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Concerns

Technical Education

- The Guidance Curriculum for the Technical Education division should be completely replaced with lessons that cover the Grade Level Expectations set forth by the Missouri Comprehensive Guidance Program. While some new lessons and activities have been developed within the suggested format, evaluations of the effectiveness of these lessons and activities need to be completed as they are introduced for use with students. Even though the lessons have been developed with an evaluation component, the data needs to be collected and evaluated. This process has begun but needs to be continued until a completely new guidance curriculum is ready to be submitted for SSD Board approval.

Special Education

- Guidance Counselors in the secondary schools should plan additional time in their schedules to acquire transcript information from the local school district, 4-year planning and review and utilizing available career planning tools to give direction to students, teachers, and transition facilitators. Currently at all sites, except the courts program, guidance counselors are teaching the guidance curriculum and developing 4 year plans with the 8th grade population. In the courts program, the curriculum is secondary due to the transient population and the need to acquire accurate course and transcript information from the sending school district.
- The Missouri Comprehensive guidance curriculum is addressed through “soft skill” training provided by the staff at the array of sites.
- Space to store materials is limited in all settings at this time.
- Previously, guidance was provided to Bridges 1 day a week by the guidance counselor servicing Neuwoehner students. Currently the guidance curriculum at Bridges is provided by a counselor assigned through the Safe Schools grant. Within a year a decision to maintain the position or eliminate it will be presented for discussion.

Recommendations

Technical Education

- Continue to develop lessons and activities in the areas of Personal and Social Development, Academic Development, and Career Development as set forth by Missouri Comprehensive Guidance Program and MSIP Standards with an emphasis on Career Development and Academic Development simply because we provide vocational and technical education. Lessons covering all Grade Level Expectations will be developed and implemented to serve our full day population at North Tech.
- Complete and submit new guidance curriculum to the SSD Board for approval no later than fall 2010.



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Special Education

- Lessons and activities will continue to be developed in the areas of Personal and Social Development, Academic Development, and Career Development as set forth by Missouri Comprehensive Guidance Program and MSIP Standards. The focus will be on preparing our students for adult life as it applies to the level of ability.
- Based on current MSIP standards, SSD separate schools provide the appropriate number of certified counselors to address the needs of this population. It may be necessary to redefine the role of the guidance counselor in each building to address and/or implement a more traditional program (e.g., contact the local districts for updated transcripts, review transcripts to determine appropriate class assignment and credit, individual planning and transition planning, teaching the guidance curriculum and developing 4 year plans).
- Review how the guidance counselors in the separate schools are utilized.
- Determine with school principals space to store materials.



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Program Evaluation Question(s)

Is guidance an integral part of the instructional program as evidenced by (a) a district-wide guidance program, (b) a K-12 guidance curriculum, (c) an individual planning system for students, (d) responsive student services, and (e) continued improvement activities as required by MSIP Standard 6.9?

I. Program/Service Information

1. Name of Program or Services: Guidance and Counseling
2. Personnel Responsible for Evaluation (list):
Don Hosutt, Administrator of Student Services for Technical Education,
Debbie Scanlon, Principal, Southview School
3. Date of Evaluation (Year/Duration): 2008-2009 School Year
4. Goal/Objective of Program/Services:
Provision of career, educational, and personal guidance to SSD students.
5. Brief description of relationship between program goals, CSIP and MSIP Standards:
Program goals are related to CSIP and MSIP standards. Information gathered helps the district meet Comprehensive Guidance guidelines and meet vocational and transitional needs of students. (CSIP Goal I, Objective 2, Strategies A, B, and C; and MSIP Standard 6.9)
6. Demographic Description of Program:

<u>Location(s):</u>	<u>Length of Program/Service:</u>
All Special School District schools	Ongoing

Number of staff

- 5 Grade level Counselors at the Technical High Schools
- 2 College and Career Counselors (placement)
- 4 Counselors for Special Education Schools (1 of 4 provided through a grant to service Bridges exclusively)
- 18 Social Workers for Special Education Schools and Courts Programs (provide responsive services in addition to social work services and psychological counseling per IEP)
- 2 Social Workers for Technical High Schools
- 2 Full time Transition Facilitator shared by the 3 secondary-level Special Education Schools during the 2008/09 school year

Participants

Administrator/Supervisor of Guidance Counselors for Special Education Buildings, Representative SSD Social Workers, Technical School Guidance Advisory Committee, Parents, Students



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II. Evaluation Criteria for Programs/Services Offered

- MSIP Standard 6.9
- SSD School Board Policy JHD
- Guidance and Counseling Parent-Student Handbook
- Missouri Comprehensive Guidance Standards
- Counselor Time and Task Analysis
- Student Surveys (e.g., High Schools That Work, Student Needs Assessment)

III. Description of Stakeholders Engagement in Program Evaluation:

- Don Hosutt – Administrator for Student Services, Technical Education
- Debbie Scanlon – Principal, Southview School – Special Education
Guidance Supervisor
- Nancy Richey – Counselor, Special Education Buildings
- Marsha Stephens – Counselor, Special Education Buildings
- Sara Schmitt – Social Worker, Southview
- Kathy Buehler – Transition Facilitator
- Anne Blind – Teacher, Southview
- Jeff Chandler – Lead Counselor, North Tech
- Russ Andrews – Lead Counselor, South Tech
- Jama Kupferer – Language Arts Instructor, North Tech
- Karista Koehler – Science Instructor, North Tech
- Tech Guidance Advisory Committee

IV. Results

MSIP Standard

Fourth cycle MSIP Standard 6.9 notes that guidance is an integral part of the instructional program. DESE outlines five indicators in this area which are used to more fully define Standard 6.9. These indicators are as follows:

- 6.9.1: A districtwide guidance program has been developed and implemented in every building and contains:
 - program objectives aligned with the CSIP and student performance data
 - identified instructional competencies/learner objectives
 - a comprehensive evaluation plan
- 6.9.2: The K-12 guidance curriculum is in place and is systematically reviewed and revised. Modifications to the guidance curriculum are based upon student and school data and on needs assessment data, collected at least every three years. Instructional activities and resources are provided which allow for implementation of a K-12 guidance curriculum.



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- 6.9.3: An individual planning system is in place (which includes the necessary forms and procedures) assists all students as they develop educational and career plans. This planning is initiated no later than grade eight (8) and includes:
 - assessment activities
 - advisement activities
 - identification of long- and short-range educational/career goals including a 4-6 year plan that is reviewed and revised annually
 - collaboration with parents/guardians.
- 6.9.4: Students have access to responsive services that assist them in addressing issues and concerns that may affect their personal, academic, social, and career development.
- 6.9.5: System support and management activities ensure full implementation and continued improvement of the district's comprehensive guidance program.

Each of these indicators will be addressed below with regard to implementation at SSD.

Districtwide Guidance Program (6.9.1)

Overview: The schools and programs of Special School District implement a program of Guidance and Counseling as part of SSD School Board Policy JHD (Student Guidance and Counseling). As noted in this policy, Special School District's guidance program is an integral part of the District's curriculum providing programs and services that address academic, social, personal, career development and psychological needs of all students. Although the SSD guidance program offers all services that are found in typical school guidance programs, highly specialized services and programs are also provided for students with disabilities. As approved by DESE, SSD guidance services are planned and implemented by certified school counselors in conjunction with social workers, transition facilitators, school psychologists, and teachers. These professionals work in teams, often with the assistance of guidance and other support personnel in partner districts, to provide students with programs that are developmental, sequential and, in some cases, prescriptive. In addition, the guidance program adheres to the standards of the Missouri Comprehensive Guidance Program and works to meet program goals related to Personal and Social Development, Academic Development and Career Development.

Technical Education: Guidance Counseling and Student Services are described on pages 12 and 13 of the Parent-Student Handbook distributed each year to students of North and South Tech and their parents. Explained on these pages is how students access individual, personal, and career counseling; and the role of the College and Career Placement Counselor. Services provided by the Guidance Department including individual counseling, parent conferences, staffing, group counseling, classroom presentations, technical and academic advisement, post-secondary planning, crisis counseling, and the provision of scholarship and financial aid information are listed. Elements of the Guidance Program are also evident in the North and South Tech CSIP under Goal I: Student Performance; Objective 2: Increase graduate placement by 1% annually; Strategies A, B, and C; which include analysis of follow-up data, establishing



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post-secondary goals by reviewing Four Year Plans with students, and integrating self-advocacy, social and employability skills into instructional practices.

Special Education: The Special Education Schools implement the SSD Board approved Guidance Curriculum. Annually staff and parents are notified of their student's participation in the guidance program at Open House and in the Special Schools Handbook. Based on the results of the Needs Assessment Survey (Appendix A), lessons and activities are developed in the areas of career development, self-advocacy, personal growth and academic development in an effort to prepare our students for adult living and these will be provided through classroom instruction. In addition, the guidance counselors use the results of the Needs Assessment to determine the direction the program should take in regards to preparing the young adults. The Needs Assessment will be completed again in 2012.

Guidance Curriculum Review and Revision (6.9.2)

Technical Education: The Technical Education Division uses an SSD Board approved Guidance Curriculum of lessons and activities in the areas of Career, Personal, and Academic Development. New activities are being developed in response to Student Needs Surveys (Appendix A), High Schools That Work Surveys (Appendix B), and in the format corresponding to Grade Level Expectations. Evaluation segments are included in many of the new lessons and activities being developed which will help determine the effectiveness of each activity. These lessons are also written to fulfill meeting the standard of the Grade Level Expectations set forth for the Missouri Comprehensive Guidance Program and Missouri Department of Elementary and Secondary Education. These lessons will be submitted to the SSD School Board for approval to replace lessons and activities no longer being used in the curriculum. This process needs to be continued and completed.

Special Education: The Guidance Advisory Team which included teachers, agency representatives, administrators and community members met in April of 2008. The current program was discussed and suggestions were shared by all stakeholders that allowed the guidance counselors to incorporate into their instruction. Based on results of the Needs Assessment administered in April of 2009, lessons and activities will be developed in the areas of career development, self-advocacy, personal growth and academic development in an effort to prepare our students for adult living. The Advisory Team is scheduled to meet in the fall of 2009 to discuss the results of the spring 2009 needs assessments. The results are aligned with Missouri Curriculum Guide and modifications are made as deemed necessary to provide a meaningful educational experience. Currently, Career Training is not being taught the Missouri Comprehensive guidance curriculum due to the layout of the program, time constraints and wide-spread geographical locations.



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Individual Planning System (6.9.3)

Technical Education: Several of the activities and lessons from the approved Guidance Curriculum and the new activities being developed deal with individual planning for students. Table 1 illustrates data related to individual planning from The High Schools That Work Survey (HSTW) administrations for 2006 and 2008. The student samples below were randomly selected seniors as outlined in the HSTW instructions.

Table 1. High Schools That Work Survey: Individual Planning Related Results

Survey Question	North Tech		South Tech	
	2006 n=57	2008 n=54	2006 n=54	2008 n=36
<i>Talked about 4 year plan with counselor (p.165)</i>				
Never	6%	2%	16%	3%
1 or 2 times total	15%	13%	28%	18%
1 time per year	11%	12%	24%	15%
1 time per semester	31%	31%	20%	35%
Several times per semester	37%	42%	12%	29%
<i>Talked about 4 year plan with teachers (p.164)</i>				
Never	11%	17%	22%	6%
1 or 2 times total	31%	10%	14%	18%
1 time per year	13%	13%	24%	18%
1 time per semester	26%	23%	24%	38%
Over 1 time per semester	19%	37%	16%	21%

As noted above, there has been an increase in the activity between students, counselors, and teachers related to student 4-year plans and sequence of study during 2008 as compared to 2006 results. For example, the percentage of students indicating they had never talked to a counselor about a 4-year plan dropped from 6% in 2006 to 2% in 2008 at North Tech. For South Tech, the data indicate a decrease from 16% in 2006 to 2% in 2008. These numbers corresponded to an increase in the percentage of students who talked with counselors and teachers on more than one occasion during the semester regarding 4-year plans.

Special Education: The Guidance Counselors, supplemented by the Transition Facilitators and teachers, complete Individual Planning activities to provide the necessary instruction in the area of transition. Interest inventories, the Kuder, needs assessment, 4-year plans and a transition portfolio are completed on all students beginning at the middle school level. This information is utilized first by the educational staff to prepare the students for adult living and then ultimately is disseminated to the parent, agency, etc. to provide background for developing a post-secondary experience for the young adult.



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Responsive Services (6.9.4)

Technical Education: In 2007-2008, all grade level and college/career counselors (n=8) at North and South Tech provided data reflecting the nature of their activities and time commitment as a component of the Time and Task Analysis assessment. This is required every 3 years per DESE guidelines. These results are presented in Table 2 and reflect a total sampling period of 83 days for North Tech and 98 days for South Tech.

Table 2. Time and Task Analysis: 2007-2008

Area	North Tech		South Tech	
	Hours	Percent	Hours	Percent
Curriculum	66.50	10%	91.00	13%
Individual Planning	220.75	32%	185.25	26%
Responsive Services	174.50	26%	140.25	19%
System Support	97.50	14%	127.25	18%
Non-Guidance (e.g. administrative, supervisory, etc.)	126.00	18%	171.50	24%
Total	685.25	100%	715.25	100%

As indicated, approximately 26% and 19% of counselors' time at North Tech and South Tech respectively was spent administering responsive services. Because both schools exceed the desired MSIP ratio of guidance counselors to students, both schools exceed the suggested percentage of responsive services indicated in the Missouri Comprehensive Guidance Recommended time and distribution guidelines despite the amount of time spent in non-guidance activities. It is expected that this standard will continue to be met in spite of the fact that the guidance staff at South Tech was reduced by one member. South Tech has only half day programs beginning with the 2008-2009 school year.

Special Education: The guidance counselors in our separate buildings have the opportunity to collaborate with teachers, administrators, parents, social workers and students to provide a wrap around service to support students during difficult times.

System Support and Management (6.9.5)

Technical Education: The Administrator for Technical Education Student Services oversees, participates and coordinates development administration and analysis of data; schedules and participates in meetings of building guidance staff and lead counselors from each school; and schedules and participates in advisory committee meetings in an effort to continually improve services. A number of scheduled surveys and collections of follow-up data are continuous. The Time and Task Analysis and the Student Needs Survey, last completed during the 2007-08 school year are scheduled every three years. The High Schools That Work Survey, last done in 2008, is scheduled every two year. The 180 day and 5 year graduate placement follow-ups are completed annually.



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Special Education: Regular meetings with the separate schools guidance counselors, transition facilitators, and social workers coupled with results of social emotional assessment, guidance needs assessment, interest inventories, and professional development activities allows the guidance staff to plan appropriately for instruction in adult living. The Advisory Committee for the Special Schools provides suggestions and direction to improve the program. The Advisory Committee will meet in the fall of 2009 to discuss the results of the needs assessment and to make recommendations for improvement of the guidance program. With regard to system support and management, concerns have been noted regarding the limited space for materials in all settings. Previously, the guidance counselor servicing the Bridges program provided curriculum instruction during a once per week visit to this site. The current guidance counselor is assigned through a Safe Schools grant and a decision to maintain the position or eliminate it will need to be discussed within the year.

V. Summary

Strengths

Technical Education:

- Procedures are in place to address MSIP Standard 6.9. We are in compliance and follow guidelines set forth by Missouri Comprehensive Guidance Program and the Department of Elementary and Secondary Education.
- There has been an increase in the percentage of students who talked with counselors and teachers on more than one occasion during the semester regarding 4-year plans.
- Both schools exceed the desired MSIP ratio of guidance counselors to students; thus, both schools exceed the suggested percentage of responsive services indicated in the Missouri Comprehensive Guidance Program Recommended Time Distribution guidelines.

Special Education

- All students in the SSD Special Schools receive services through the guidance program.
- Students receiving guidance curriculum instruction benefit from the program. This is measured by the completion of activities, generalization of acquired skills to a variety of settings and by completing unit assessments (when appropriate).
- Collaborative efforts encourage involvement from community agencies prior to graduation.
- 4-year plans, interest inventories, portfolios and the Needs Assessment provide direction to the data teams for planning purposes.
- The Missouri Comprehensive Guidance program is implemented in the SSD Special Schools utilizing a unique model of expertise; Guidance Counselor, Social Worker, and Transition Facilitator. This umbrella of services, which is DESE approved, provides a continuum of services to prepare students for adult living.



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Concerns

Technical Education

- The Guidance Curriculum for the Technical Education division should be completely replaced with lessons that cover the Grade Level Expectations set forth by the Missouri Comprehensive Guidance Program. While some new lessons and activities have been developed within the suggested format, evaluations of the effectiveness of these lessons and activities need to be completed as they are introduced for use with students. Even though the lessons have been developed with an evaluation component, the data needs to be collected and evaluated. This process has begun but needs to be continued until a completely new guidance curriculum is ready to be submitted for SSD Board approval.

Special Education

- Guidance Counselors in the secondary schools should plan additional time in their schedules to acquire transcript information from the local school district, 4-year planning and review and utilizing available career planning tools to give direction to students, teachers, and transition facilitators. Currently at all sites, except the courts program, guidance counselors are teaching the guidance curriculum and developing 4 year plans with the 8th grade population. In the courts program, the curriculum is secondary due to the transient population and the need to acquire accurate course and transcript information from the sending school district.
- The Missouri Comprehensive guidance curriculum is addressed through “soft skill” training provided by the staff at the array of sites.
- Space to store materials is limited in all settings at this time.
- Previously, guidance was provided to Bridges 1 day a week by the guidance counselor servicing Neuwoehner students. Currently the guidance curriculum at Bridges is provided by a counselor assigned through the Safe Schools grant. Within a year a decision to maintain the position or eliminate it will be presented for discussion.

Recommendations

Technical Education

- Continue to develop lessons and activities in the areas of Personal and Social Development, Academic Development, and Career Development as set forth by Missouri Comprehensive Guidance Program and MSIP Standards with an emphasis on Career Development and Academic Development simply because we provide vocational and technical education. Lessons covering all Grade Level Expectations will be developed and implemented to serve our full day population at North Tech.
- Complete and submit new guidance curriculum to the SSD Board for approval no later than fall 2010.



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Special Education

- Lessons and activities will continue to be developed in the areas of Personal and Social Development, Academic Development, and Career Development as set forth by Missouri Comprehensive Guidance Program and MSIP Standards. The focus will be on preparing our students for adult life as it applies to the level of ability.
- Based on current MSIP standards, SSD separate schools provide the appropriate number of certified counselors to address the needs of this population. It may be necessary to redefine the role of the guidance counselor in each building to address and/or implement a more traditional program (e.g., contact the local districts for updated transcripts, review transcripts to determine appropriate class assignment and credit, individual planning and transition planning, teaching the guidance curriculum and developing 4 year plans).
- Review how the guidance counselors in the separate schools are utilized.
- Determine with school principals space to store materials.

VI. Action Plan for Recommendations as a Result of Program Evaluation

Person responsible to champion action plan: Don Hosutt, Deb Scanlon

Timeframe for reporting updates to Board of Education: Bi-Annually

Date: _____
Signature of Administrator Responsible for Chairing Evaluation



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Appendix A

Missouri Comprehensive Guidance Program Needs Survey



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MISSOURI COMPREHENSIVE GUIDANCE PROGRAM
NEEDS SURVEY
FOR SPECIAL SCHOOL DISTRICT
Elementary School: Grades 3-5

Please circle the appropriate category.

Student Parent Teacher Administrator

If you are a student, please circle the grade that you are in.

3 4 5

Please circle the school that you or your student attends.

Ackerman Litzsinger Southview Lakeside
Bridges Neuwoehner Northview Juvenile Detention Center

Directions: The Guidance Department conducts a Student Needs Survey every three years. Below are nine statements about what all students need to know in order to be more successful in school. Please identify the statements of the top five needs of students in grades 3-5 and circle those five numbers only. Only five should be circled.

1. Know about themselves and how they can be a helpful member of a group. (CG 1)
2. Know how to be successful in school. (CG 4)
3. Know and use skills that will help them to be safe and healthy. (CG 3)
4. Know how to use good work habits and skills at school. (CG 9)
5. Know what school skills will help them when they grow up. (CG 7)
6. Know how to set goals and plan to help themselves be successful in school. (CG 6)
7. Know what is expected of them when they change grade levels. (CG 5)
8. Know about many kinds of jobs and how people learn to do their jobs. (CG 8)
9. Know how to interact with others in ways that show respect for all people. (CG 2)



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MISSOURI COMPREHENSIVE GUIDANCE PROGRAM
NEEDS SURVEY
FOR SPECIAL SCHOOL DISTRICT
Junior High School: Grades 6-8

Please circle the appropriate category.

Student Parent Teacher Administrator

If you are a student, please circle the grade that you are in.

6 7 8

Please circle the school that you or your student attends.

Ackerman Litzsinger Southview Lakeside
Bridges Neuwoehner Northview Juvenile Detention Center

Directions: The Guidance Department conducts a Student Needs Survey every three years. Below are nine statements about what all students need to know in order to be more successful in school. Please identify the statements of the top five needs of students in grades 6-8 and circle those five numbers only. Only five should be circled.

1. Know themselves as individuals and as members of diverse groups. (CG 1)
2. Know how to use skills needed to be successful in school. (CG 4)
3. Know how to keep themselves safe and healthy. (CG 3)
4. Know the skills that help them be successful on the job. (CG 9)
5. Know how to apply career exploration and planning skills in choosing a career path. (CG 7)
6. Know how to select courses based on interest and educational goals. (CG 6)
7. Know what is expected of them at the next grade level. (CG 5)
8. Know where and how to obtain information about the world of work and the education. (CG 8)
9. Know how to interact with others in ways that respect individual and group differences. (CG 2)



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MISSOURI COMPREHENSIVE GUIDANCE PROGRAM
NEEDS SURVEY
FOR SPECIAL SCHOOL DISTRICT
High School: Grades 9-12

Please circle the appropriate category.

Student Parent Teacher Administrator

If you are a student, please circle the grade that you are in.

9 10 11 12

Please circle the school that you or your student attends.

Ackerman Litzsinger Southview Lakeside
Bridges Neuwoehner Northview Juvenile Detention Center

Directions: The Guidance Department conducts a Student Needs Survey every three years. Below are nine statements about what all students need to know in order to be more successful in school. Please identify the statements of the top five needs of students in grades 9-12 and circle those five numbers only. Only five should be circled.

1. Know themselves as individuals and as members of diverse groups. (CG 1)
2. Know how to apply skills needed for educational achievement. (CG 4)
3. Know how to apply personal safety and coping skills. (CG 3)
4. Know how to apply employment readiness skills and the skills for on-the-job success. (CG 9)
5. Know how to apply career exploration and planning skills in the achievement of life career goals. (CG 7)
6. Know how to develop, apply and monitor personal educational plans. (CG 6)
7. Know how to apply the skills of transitioning between educational levels. (CG 5)
8. Know where and how to obtain information about the world of work and post-secondary training/education. (CG 8)
9. Know how to interact with others in ways that respect individual and group differences. (CG 2)



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Appendix B

High Schools That Work Survey Information



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High Schools That Work: General Information

High Schools That Work (HSTW)¹ is an effort-based school improvement initiative founded on the conviction that most students can master rigorous academic and career/technical studies if school leaders and teachers create an environment that motivates students to make the effort to succeed. HSTW is the nation's first large-scale effort to engage state, district and school leaders in partnerships with teachers, students, parents and the community to raise student achievement in high school and the middle grades. It is based on the simple belief that most students become "smarter" through effort and hard work.

The primary tools used for measuring high school and middle grades students' levels of achievement and schools' progress are the HSTW Assessment and the Middle Grades Assessment. These tests are referenced to NAEP proficiency standards and measure the progress of eighth- and 12th-graders in reading, mathematics and science. They also indicate how schools are fairing in their improvement efforts and what areas require greater improvement. The HSTW and Middle Grades Assessments also include student surveys and surveys of administrative personnel, teachers and counselors. The student surveys address middle grades and high school students' experiences, what and how they have been taught and what is expected of them. The school personnel surveys indicate how much time teachers spend working and planning together and what school staffs think about school culture and the quality of instruction. HSTW also conducts a follow-up survey of students one year after high school graduation; graduates report on how well high school prepared them for postsecondary education and work. Technical Assistance Visits (TAV) reports provide base-line information, challenges and action steps to help school leaders assess where their schools are in relationship to the HSTW Key Practices. The reports guide school leaders and teachers in prioritizing next steps for implementation of school improvement. Every school site prepares an annual site progress report in the spring to document accomplishments and challenges in their efforts to implement the HSTW Key Practices. The annual report is part of a reflection and planning process through which schools note accomplishments from the previous school year and outline improvement priorities for the upcoming year.

Additional information can be found at: <http://www.sreb.org/programs/hstw/publications/>