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Orientation to *MMGW:* *Design for Improving Achievement AND Improving Transitions*

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Why this Meeting?

- TEA's study of the Texas High School Project
 - Need for clearer understanding of what is expected
 - Need for faculty to become more aware of the project

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Power of the Network

- Learn from each other
- Adapt, don't adopt
- Use consultants to help link you to schools
- Who is here?

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Packets

- Ideal Implementation Design
- TAV Guide
- SDW Generic Agenda
- MMGW Assessment Flier
- MMGW Math Webinar Series Flier
- PD Brochure

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- Non-profit formed in 1948 by 16 Governors
- SREB Chairman is a Governor
- *HSTW* formed in 1987 with 32 schools
- *MMGW* formed in 1998 as a Research Project
- 2009 Summer Staff Development Conference had over 7000 attendees

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Texas *HSTW/MMGW*

- Initial sites in 1990
- Over 100 different schools have attended the *HSTW* Conference
- 2005 – Create the Enhanced *HSTW* Network
 - Enhanced funding
 - Enhanced expectations
 - Enhanced support
- 2009 - Enhanced *MMGW* Network

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The Texas Approach

- *MMGW* partnered with a *HSTW* Continuation Site
- Focus on the 8th – 9th grade transition
- Create change partners

3 – 2 -1

- List three ways that your middle and high school are already working together.
- List two ways you would like to expand the partnership?
- List one major challenge to improved collaboration.

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The Foundation of the Designs: Effort Magnifies Ability

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What is an Effort-based Design?

Think of three students at your school: a high achieving one, middle of the road one and a needy student.

Question #1: Do you believe each of these will see achievement improve if he/she works harder?

Adult Actions Magnify Effort

Question #2: Do you believe the actions the adults take influence, both positively and negatively, the effort these students put forth?

HSTW Key Practices that Encourage Effort:

- Using Data for Continuous Improvement
- Raise Expectations
- Challenging Career/Technical Studies
- Work-based Learning
- Challenging Program of Study
- Challenging Academic Studies
- Actively Engage Students
- Teachers Working Together
- Guidance and Advisement
- Extra Help and Transitions

MMGW Key Practices that Encourage Effort:

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- Using Data
- High Expectations/Extra Help
- Belief students matter
- Support from parents
- Challenging Curriculum
- Actively Engage Students
- Teachers Working Together
- Qualified teachers
- Use of technology
- Strong Leadership

Beliefs

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- Almost all students can and will make the effort to learn grade level and course standards if adults in the school create the right conditions.
- Students learn best when they have a personal connection to the school.
- Students who have a goal and see meaning and purpose in learning are motivated to learn grade level and course standards.
- Students learn best when teachers maintain a demanding and supportive environment that pushes students to do their best.
- All faculty should be involved in continuously improving teaching and learning.
- Students change behavior and become more motivated to meet school goals when adults use school and classroom practices based on effort rather than ability.

HSTW Goals

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- Students have the academic knowledge and skills needed to meet local, state and *HSTW* achievement goals.
- Ninety (90) percent of students who enter ninth grade complete high school four years later.
- **All students leave high school demonstrating readiness for further study or careers by: 1) earning post-secondary credit; 2) passing college placement examinations; or 3) earning employer certification or state licensure.**
- Eight-five (85) percent of graduates complete the *HSTW* recommended core curriculum and a concentration of four courses in an academic or career area.

MMGW Goals

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- Increase to *85 percent* the percentages of students who meet the *MMGW* reading, mathematics and science performance goals on the Middle Grades Assessment, a National Assessment of Educational Progress (NAEP)-referenced exam.
- Increase annually the percentages of middle grades students entering high school prepared to succeed in college-preparatory courses.
- Increase to *90 percent* the percentage of middle grades students who transition into grade nine and complete high school four years later.
- Reduce the failure rate in grade nine by ensuring middle grades students receive the preparation they need to succeed in high school courses such as Algebra I and English 9.

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HSTW/MMGW Summer Conference

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- Talk in your table teams about what was learned at the summer conference.
- How will your school share the information learned?
- Be prepared to share out at least one thing you learned and your plans to share the information.

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Four Key Questions for Change

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- What will the change look like?
- **Is the change worth it?**
- What exactly will I have to change?
- What are the steps for the change to occur?

Does *HSTW* Work?

- *HSTW* scores highest rating on training and materials to help schools improve. In October 2006 the Comprehensive School Reform Quality (CSRQ) Center of the American Institutes of Research (AIR)
- U.S. Department of Education cited *HSTW/MMGW* as having evidence suggesting that broad based comprehensive school management reforms can produce positive results.
- The American Youth Policy Forum and Pathways to College Network recognized *HSTW/MMGW* as one of six school improvement models designed to encourage students, particular students from minority and low-income backgrounds, to complete a rigorous curriculum and high expectations.
- The Association for Career and Technical Education described *HSTW* as a high school reform model showing promising results.

Contracted Schools Network – Two-year Gains on the *HSTW* Assessment

Subject	Average Gain
Reading	+ 10.8
Mathematics	+ 9.7
Science	+ 18.2

HSTW Assessment – NAEP-referenced exam

10 points approximately equivalent to one grade level

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69 Ohio HSTW Schools - 58,388+ Students

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Report Card Status	2004	2005	2006	2007
Academic Emergency	21	13	8	0
Academic Watch	7	5	7	4
Continuous Improvement	24	17	19	20
Effective	11	20	13	23
Excellent	6	14	22	22

Source: Ohio Department of Education

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Charles Akins High School

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- Career-themed Small Learning Communities
- Focus on rigor of instruction
- Ninth-grade academy
- Project-based Learning
- Academies target support for struggling students

TAKS MATH	2003	2004	2005	2006	2007	2008	2009
All Students	23%	38%	47%	51%	54%	54%	79%
African-American	15%	26%	36%	43%	42%	47%	71%
Hispanic	17%	35%	41%	44%	50%	50%	77%
White	35%	53%	65%	75%	70%	71%	90%
EcD	15%	32%	39%	44%	48%	47%	76%
LEP	10%	9%	14%	17%	15%	23%	
SPED	6%	11%	18%	18%	24%	15%	

TAKS Science	2003	2004	2005	2006	2007	2008	2009
All Students	25%	38%	52%	52%	51%	63%	77%
African-American	12%	19%	38%	51%	36%	54%	67%
Hispanic	20%	34%	43%	44%	43%	57%	74%
White	41%	59%	81%	76%	78%	83%	92%
EcD	17%	30%	39%	42%	40%	58%	72%
LEP	8%	8%	10%	4%	7%	18%	
SPED	4%	13%	20%	15%	22%	23%	

Galena Park High School

Interventions

- Four teams of teachers from the four core areas were given the same group of students (95% purity) and a common planning period 5 days a week.
- Standards-based Grading
- Common rubrics/syllabi/expectations

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Galena Park High School

Results

- From 2008 to 2009, state reading scores went up 4 points; math scores went up 11 points.
- Passing rate of courses increased from 83% to 93%
- Attendance increased from 94% to 97%
- Discipline referrals decreased from 1269 to 620

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South Grand Prairie High

Literacy Interventions:

- Whole class book studies
 - Reading was fun
 - Activities including day with author
 - Book Q & A in Speed Dating Format
- Reading & writing strategies
 - Philosophical chairs
 - Socratic seminar
 - Cornell Notes
- Next Steps – Demonstration classrooms and peer coaching to learn and support literacy strategies
- Data – increased circulation in library, students surveys show increased interest in reading

SGPHS Achievement Gains

Percentage of Students Passing the Texas Assessment of Knowledge and Skills

	English/ LA	Social Studies	Mathematics	Science
2007	82%	84%	64%	59%
2008	91	92	74	74
2009	95	96	78	82

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Mabank High School – Moving from Good to Great

- Increased expectations
- Focus on college readiness
- District alignment of efforts
- Standards-based grading

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Since TAV Visit

College Ready Graduates

	2005	2007	2009
ELA	38%	70%	81%
Math	43%	58%	78%

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MMGW - Clayton County, Georgia

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Grade	Reading		Lang Art		Math	
	2006 Pass %	2009 Pass %	2006 Pass %	2009 Pass %	2006 Pass %	2009 Pass %
6	76	86	75	87	49	69
7	66	86	72	86	69	80
8	83	90	80	89	66	59

Drop is due to change in math curriculum and reflects a smaller drop than the state of Georgia experienced.

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Forest Park Middle School

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***Be the Change You Wish to
See...***

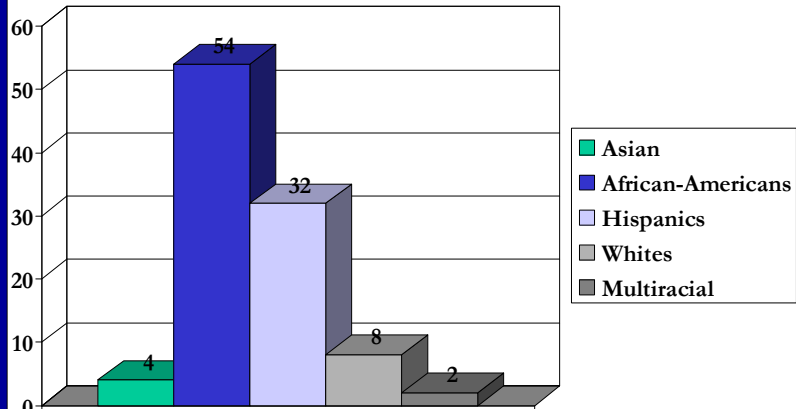
Excellence Begins With Me

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Forest Park Middle School Student Demographics

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WRITING Focus

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- On-going Professional Development: “Student Engagement,” “Writing to Learn,” and “Differentiated Instruction in Literacy.”
- Developed a comprehensive literacy plan with emphasis on use of writing to learn activities in all classes.
- Implemented SREB Literacy Goals and a 25 Book Campaign.
- School literacy coach followed-up on all training, provided model lessons and activities, and monitored implementation of the literacy plan by teachers.
- Extra help is provided and includes Saturday Writers’ Workshop

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Forest Park Middle School - Results

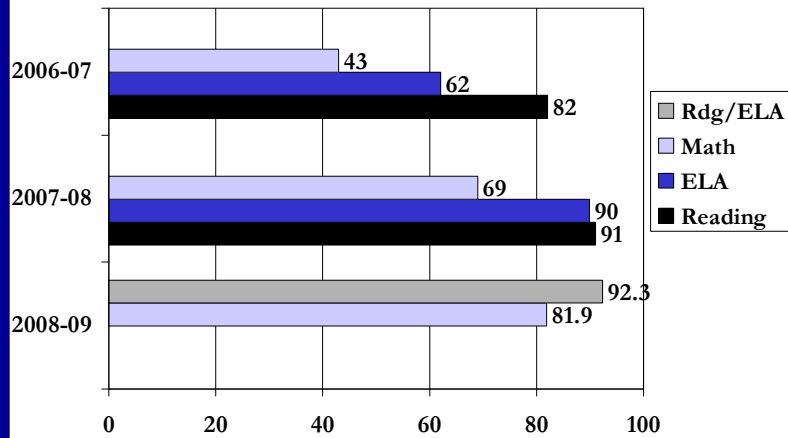
Eighth Grade Writing Assessment: Pass Rate			
	2007	2008	2009
FPMS	47%	61%	81%
District	65%	70%	72%
State	67%	77%	75%

Data Comparison

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Babb Middle School, GA

- ◆ 113th largest school district in the United States and the fifth largest in Georgia.
- ◆ 819 students with 86% eligible for the free and reduced lunch program.
- ◆ Diverse student body - 46% are African-American, 32% are Hispanic, 13% are Asian, 7% are White and 3% are Multi-racial.
- ◆ About 12% are served by the special education department and 14% qualify as Limited English Proficient.
- ◆ Babb has participated in the *MMGW* initiative for four years.

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Babb Middle School

Priority Interventions

- ◆ Focus on Literacy Across the Curriculum
- ◆ Apply the Key Practice of actively engaging all students in their learning
- ◆ Implement a “No Zero Policy” where students are required to make-up missed work or re-do work that does not meet the standard

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Babb Middle School

Percent of Students Meeting and Exceeding the Standard-
GA CRCT

	2005-2006	2006-2007	2007-2008
Reading	84%	79%	94%
Language Arts	83	90	92
Mathematics	69	85	77*
Writing Test	64	83	86

*New test version to reflect the state-wide change of standards (QCC to GPS)

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Denton Middle School

Mobile County Public Schools

Demographics:

- 78 percent Black
- 8 percent Asian
- 7 percent White
- 5 percent Hispanic
- 2 percent Other

Key Intervention: Mastery vs. Motivation

- Grades should reflect mastery
- Students who lack motivation do not necessarily lack mastery
- The only way to determine mastery is to have a completed assignments to assess

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Opportunities to complete “I” assignments

- 1 to 2= complete during study skills
- 3 to 4=complete during detention
- 5 = complete during Saturday School
- After numerous opportunities, at the end of the grading term, any “I” grades are converted to zero grades.

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Other Interventions

- Data meetings:
 - Started last week of second quarter
- Grading: 50-59 E
- Study skills class:-required for all
 - Study skills taught and practiced
 - Weekly progress reports-monitored academics, attendance and behavior
 - Computer skills stressed
 - Planners checked regularly

Did it work?

You be the judge:

- In 2008, over **70** students were retained.
- In 2009, that number dropped to **five (5)**
- **NOTE: Mobile County Middle Schools met AYP for first time**

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Leading *HSTW/MMGW*

- Alignment of school, district and state efforts
- District set expectations, but allow ownership
- Distributed leadership model – School Leadership Team
- Move teachers from being victims of change to owners of change
- SREB Leadership Modules

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Site Coordinator

- Key Role
- Communicates with consultant
- Organizer
- *HSTW* Assessment
- Knows the websites

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What will the change look like?

- **Functional Mission**
 - Rule of 10
 - How will we use it?
- **Vision**
 - What will our school look like?
 - The key question teachers will have.
 - Measure progress
- **Core beliefs**

Actions Schools Take

- **Focus on school and classroom practices**
- **Focus on actions with little or no cost**
- **Concrete actions**
- **Examples -**

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Actions Schools Take – Raise Expectations/Extra Help

- **Standards-based grading**
- **Clear expectations – syllabi, rubrics, common assessments**
- **Homework**
- **Required extra help**
- **Extra help during the school day**

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Actions Schools Take – Academic Studies

- **Literacy Across the Curriculum**
- **Improving math instruction**
- **First 30 days focus**
- **Unit planning process**
- **Rigor of questioning**
- **High School Readiness**

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Actions Schools Take – Support for Students

- Advisement Program
- Career awareness
- Transition Strategies
- Parent engagement strategies

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Actions Schools Take

- Leadership focus on instruction
- Move from highly qualified to highly effective
- Infuse technology in the classroom – podcasts, wikis, blogs, SmartBoards, etc.

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Key Activities to Support Improvement

- Site Development Workshop
- Technical Assistance Visit
- Professional Development
 - National
 - State
 - School
- NAEP-referenced Assessment and Surveys
- Coaching Support

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Site Development Workshop

- Two day intensive review of design
- Teachers work in table teams
- School develops the continuous improvement Focus Teams
- Gain understanding of school and classroom practices

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Objectives

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■ Participants will:

- Work in teams to analyze current school and classroom practices;
- Gain a deeper understanding of the key practices for *MMGW*;
- Learn strategies to take back and engage students in learning new content;
- Take initial steps to develop a continuous improvement framework; and
- Develop a plan to change school and classroom practices.

Continuous Improvement Framework

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Focus Teams

- Increasing Expectations/Rigor
- Literacy Across the Curriculum
- Guidance/Advisement
- Transitions
- Numeracy Across the Curriculum

Tips

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- **Leadership team includes administrators and chair of each team**
- **Be intentional when forming teams**
- **School and district can set expectations**
- **Begin with a quick win**
- **Serenity Prayer**
- **Formal meetings with agendas and minutes**
- **Focus on no more than two areas**

Technical Assistance Visits

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- **Highest ranked activity that SREB provides**
- **2.5 day review of school practices**
- **Team of teachers, leaders, state staff and community members led by SREB consultant**
- **Participating on the team becomes PD**

General Agenda

- Collection of assignments and assessments prior to visit
- Day 1
 - After school meeting of visiting team
 - School presentation to team
 - Review of assignments and assessments

Day 2 – Key Day

- Team observe classes in 10 minute walkthroughs using a form
- Conduct interviews with teachers, counselors, school and district leaders, students and parents
- Team debriefs findings and prepares outline of the report

Day 3

- Team meets to review presentation
- Presentation of findings to school and district
- Development of follow-up plan with leadership

Professional Development

- Multi-event – The slow-drip approach
- Based upon school improvement plans
- Over time – i.e. Texas Math, Leadership Modules
- Credit for implementation
- Use of Walkthrough Observations

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State Workshops

- Guidance
- Math in CTE – Workshop and follow-up webinar
- Leadership Development – Crucial Conversations
- TX *HSTW* Conference

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National Workshops

- Math Webinar Series
- Literacy Webinar Series
- Unit Planning Webinar Series
- http://www.sreb.org/programs/hstw/professionalDev/2009-10_Workshops/index.asp
 - Leadership
 - Guidance
 - Quality CTE/Programs of Study
 - Quality Instruction

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School-specific PD

- Site Development Workshop
- Literacy Across the Curriculum
 - Five Literacy Goals
 - Raises all boats
- Specific to school needs
 - **i.e. Standards-based Grading**
 - Math Instruction

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MMGW Assessment

- Requirement for the network
- NAEP-referenced exam given by ETS
 - Reading
 - Math
 - Science
- Random sample of eighth-graders
- Spring Window

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MMGW Assessment

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- Goals set at the knowledge and skills needed to be prepared for college-prep high school courses
- Surveys
 - Student survey of experiences
 - Faculty survey of practices
- Reports
 - Triangulate data
 - High-performing schools

Coaching Goal

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Help the school leadership improve the school using the *HSTW/MMGW* framework.

Coaching

School-site coaching:

- Planned full-day visits
- Includes meeting with principal
- Initial focus on working with focus teams
- Conduct walkthroughs with leadership
- Follow-up report to school and district
- Recommend district involvement

Coaching – Off-site

- E-mail reminders
- Resource materials
- Recommended sites to visits
- Conference calls, webinars
- Leadership coaching

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School Consultants

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School	Consultant
Mabank Junior High	Cory Duty
Watauga Middle School	Cory Duty
Truman Middle School	Cory Duty
North ridge Middle School	Cory Duty
Mt. Pleasant Junior High	Cory Duty
Lavilla Middle School	Cory Duty
Burton Junior High	Cory Duty
Lubbock Cooper Middle School	Alan Veach
Southmore Middle School	Saralyn Richard

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Other *HSTW/MMGW* Sites

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School Groups	Number
Veteran Enhanced <i>HSTW</i> Sites	17
New Enhanced <i>HSTW</i> Sites	10
High School Redesign	3
HSRD Sites	3
Self-funded	1
District funded	5
Self-funded <i>MMGW</i> Sites	5

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CDs

- SDW Materials
- TAV Site Guides
- Best Practice Newsletters
- PD Brochures
- Plan of Work
- Contract

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**All schools want to improve,
but few want to change.
The fact remains, that to
improve, one must change.**

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QUESTIONS

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