



# SREB

## School Improvement Publications and Materials Catalogue

*High Schools That Work*

*Making Middle Grades Work*

Learning-Centered Leadership Program

*Technology Centers That Work*

SUMMER 2012

Southern  
Regional  
Education  
Board

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# School Improvement Publications and Materials

More than 1,600 high schools, middle grades schools and career/technical centers across the nation are included in the SREB network of schools working to raise student achievement and graduation rates. Leaders, teachers and counselors nationwide constantly seek information, research data and best practices from SREB for improving local curricula, instruction and school practices.

SREB anticipates the information needs of states, districts and schools by producing new publications each year while continuing to offer perennial bestsellers. The materials are based on data and information from more than two decades of helping school leaders and teachers prepare students for challenging studies leading to success in postsecondary education and a career.

This catalogue contains hundreds of useful, fact-filled items — books, research reports, school improvement guides, case studies, brochures, professional development materials and DVDs. They are available for a nominal cost, free of charge and/or on the SREB website and are easy to obtain for distribution in your state, district or school.

## Subscriptions

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### **The *High Schools That Work* subscription service**

(SUBV1); \$50 (includes all postage)

The *HSTW* subscription service is a convenient, inexpensive way to keep up-to-date on developments at more than 1,600 schools in 30 states and the District of Columbia.

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The best way to ensure that you don't miss any of SREB's informative, in-depth publications is to become a subscriber. As a subscriber you will receive every book, report, bulletin and flier published during the calendar year (January through December) by the Southern Regional Education Board. The low fee of \$50 includes all shipping and handling charges. This service does not include the *High Schools That Work* publications available through the *HSTW* Subscription Service. To become a subscriber, fill out the order form with the code SUBG1. Upon subscribing, you will receive a welcome packet containing all publications that have been published to date. After that, publications will be sent as they are published.

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# School Improvement Reports

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## **An Undeveloped National Resource: The Unrealized Potential of the Nation's Career/Technical Centers**

NEW (12V02); \$5 each / \$3 each for 10 or more

Despite an increasing realization of how far behind the United States has fallen behind its global competitors, a tremendous gap remains in how well we prepare our students for the challenging new century. This important and timely report explores specific practices and strategies implemented by 11 successful *TCTW* sites to increase reading and mathematics achievement and to prepare students for postsecondary studies and careers.

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## **Access to Challenging and Relevant Learning Opportunities Improves Achievement for All**

(11V01); 2011; \$7.50 each / \$5 each for 10 or more

Using results from the 2004 and 2006 *HSTW* Assessments, SREB has identified wide gaps between the opportunities provided to students at most-improved schools and those opportunities provided at non-improving schools. This report explains these results, outlines the crucial opportunities students need to improve their achievement and likelihood for success, and offers concrete examples of how most-improved schools have embedded these opportunities into their school practices and culture.

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## **Skills for a Lifetime: Teaching Students the Habits of Success**

(10V25); 2010; \$12 each / \$8 each for 10 or more

Based on more than two decades of SREB research and experience, this book outlines the specific tools for building the major characteristics — or habits of success — that all students need in high school, postsecondary studies, advanced training and careers. With creative teacher tools, lesson ideas and guidance from educators with proven success in this effort, the book offers schools and districts a comprehensive framework for helping more students become independent, successful learners.

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## **Nine Actions to Build Students' Mathematics Abilities**

(10V17); 2010; Web only; free

In this brief report, a *High Schools That Work* mathematics consultant provides nine actions teachers can take to help students improve their appreciation for and achievement in mathematics. *By Kenna Barger*

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## **Implementing School Improvement Strategies That Work: An Analysis of School Performance at Tennessee *High Schools That Work* Sites**

(09V25w); 2009; Web only; free

This brief report analyzes student achievement at 32 Tennessee *HSTW* sites, with particular attention to differences in achievement related to schools' levels of implementation of the *HSTW* design.

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## **Motivating Students to Put Forth Their Best Effort and Other Tips for Administering the *High Schools That Work* Assessment**

(09V23w-R11); 2009; Web only; free

Each year, a variety of questions arise from both new and experienced *HSTW*, *TCTW* and *MMGW* sites on how they can encourage students to put forth their best effort for the assessments. This document answers frequently asked questions and shares tips and strategies from SREB staff members, *HSTW* and *MMGW* state coordinators, and schools that have been successful in administering the *HSTW* and Middle Grades Assessments.

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## **Ready for Tomorrow: Six Proven Ideas to Graduate and Prepare More Students for College and 21st-Century Careers**

(09V20); 2009; Web only; free

Evidence from SREB's *High Schools That Work* initiative confirms that more students can be prepared for postsecondary opportunities when schools combine rigorous academics, authentic projects and assignments in academic and career/technical classes, and guidance and extra help. This report identifies six conditions that schools can create in their career-focused programs of study to increase students' college and career readiness.

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## **The Next Generation of School Accountability: A Blueprint for Raising High School Achievement and Graduation Rates in SREB States**

(09V17); 2009; Web only; free

Each school day, nearly 3,000 students in the 16-state SREB region drop out of high school. Most of these young men and women will enter the work force at the lowest levels. How can state policies be made effective to reverse this trend? Based on the work of the SREB Committee to Improve High School Graduation Rates and Achievement, the 10 principles presented in this major SREB report provide a blueprint for high school reform.

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## **A Tale of Three High Schools: Using the *High Schools That Work* Key Practices to Raise Student Achievement**

(09V13w); 2009; Web only; free

Three Georgia high schools are representative of many high schools in the state that are implementing the *HSTW* improvement model to raise achievement. This report shares strategies that have worked at these schools, along with a "wish list" of actions the principals believe the state department of education might consider to help schools across the state continue to improve.

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## **Measuring Technical and Academic Achievement: Employer/Certification Examinations' Role in High School Assessment**

(09V01); 2009; Web only; free

(09V01c) 2009; \$6 each

As states continue to recognize the important role of career/technical education in school reform, they will need new methods for measuring students' technical and academic achievement. One assessment option states have is to allow students to pass approved employer certification examinations in lieu of certain academic examinations, in subjects other than reading, writing and mathematics. To assist states in identifying potential alternative examinations, SREB evaluated more than 200 employer certification examinations, using stringent criteria. This report provides a brief description of and observations about the nature of these examinations.

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## **Making Career/Technical Studies an Essential Part of High School Reform**

(08V12); 2008; Web only; free

In November 2007, SREB convened a forum of state leaders to focus on the role career/technical studies can play in improving achievement, high school completion rates and postsecondary attendance, and on state policies that can aid realization of this potential. Attendees' discussions and presentations revealed promising practices and challenges being faced across the country. This report highlights the important work being done — and work still needed — to fully realize the potential of career/technical education in high school reform.

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## **Crafting A New Vision for High School: How States Can Join Academic and Technical Studies to Promote More Powerful Learning**

(08V07); 2008; Web only; free

This report outlines challenges states face in combining technical and academic studies for improved learning, provides actions states can take to overcome these challenges, and highlights current best practices and policies. The challenges and actions in the report were derived from a forum that convened CTE leaders and other decision-makers from 12 states.

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## **Redesigning the Ninth-Grade Experience: Reduce Failure, Improve Achievement and Increase High School Graduation Rates**

(08V06); 2008; \$2.50 each / \$2 each for 10 or more

The ninth grade is a crucial year that defines for many students whether they will continue toward high school graduation, further study and employment, or will become disengaged and drop out. This report outlines the key conditions of an effective ninth-grade experience, designed to engage more students in challenging high school academic and career/technical studies.

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## **Planning for Improved Student Achievement: Ten Steps for Planning and Writing Standards-Based Units**

(08V05); 2008; \$10 each

Data from national assessments and classroom visits show that many state assessments hold students to minimum standards, resulting in many students not being taught to true grade level. To help schools get significantly more students achieving at the proficient level, SREB has developed this guide to planning and writing standards-based units. The guide explains what standards-based units look like, how they work and how they can be developed, using a 10-step process.

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## **Giving Students a Chance to Achieve: Getting Off to a Fast and Successful Start in Grade Nine**

(07V15w); 2007; Web only; free

Students who successfully complete grade nine are substantially more likely to graduate from high school than are students who fail the freshman year. However, many middle grades students are not academically prepared for ninth grade. This report addresses five questions that can help school leaders ensure that middle grades students know the courses they need to take before ninth grade and that ninth-graders are prepared for the rigor of high school curricula.

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## **Comprehensive School Reform: Making a Difference in Improving High Schools**

(07V09); 2007; \$7.50 each / \$5 each for 10 or more

States and school districts are discovering that a small investment can yield positive returns for schools that implement the *HSTW* Goals and Key Practices to produce more graduates who are ready for college and careers. Teams of school and teacher leaders from low-performing schools learned how to make changes in improving student performance — and made more progress than similar schools that failed to receive such assistance.

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## **Establishing an Effective Guidance and Advisement System**

(07V08w); 2007; Web only; free

A good guidance and advisement system is the glue that connects various high school experiences together in a meaningful way for students. This publication addresses the most frequently asked questions *High Schools That Work* staff receive about adviser programs, such as: Why establish a guidance and advisement system? What is the role of the adviser? What are the goals of adviser/ advisee programs? What are the conditions for establishing an effective adviser/advisee program?

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## **10 Strategies for Improving High School Graduation Rates and Student Achievement**

(06V65); 2006; Web only; free

This report details 10 best practices for improving graduation rates and student achievement: setting up a state accountability system; getting middle grades students ready for high school; strengthening the transition from the middle grades to ninth grade; requiring all high school students to complete a solid academic core; having students take additional academic courses beyond the required core; creating partnerships with employers and colleges to provide access to high-quality career/technical studies; requiring schools to develop an extra-help system; getting students to make full use of the senior year; providing support for the lowest-performing high schools; and developing teams of district and state leaders to help low-performing high schools.

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## **What Really Works? Schools Succeed When Using the Key Practices of *High Schools That Work***

(06V21); 2006; \$5 each / \$3 each for 10 or more

The *High Schools That Work* reform initiative combines academic and career/technical education to improve student achievement. This report presents research showing that *HSTW*'s Goals and Key Practices increase student achievement when deeply implemented in schools.

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## **Students Can't Wait: High Schools Must Turn Knowledge into Action**

(06V19); 2006; Web only; free

A high school reform effort that fails to accelerate all students' achievement cannot be called successful. The 2002 and 2004 *High Schools That Work* Assessments show some *HSTW* schools posted significant improvement in achievement across every student group, while others did not. This report looks at the factors that separate the improved schools from the non-improved schools.

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## **Actions States Can Take to Place a Highly Qualified Career/Technical Teacher in Every Classroom**

(05V73); 2005; \$2 each

This report presents actions states can take to strengthen the preparation of CT teachers. It also addresses five key questions with respect to recruitment, preparation, induction and support of CT teachers.

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## **Rigor, Relevance and Relationships Improve Achievement in Rural Schools: High School Reform Works When Schools Do the Right Things**

(05V18); 2005; Web only; free

This report looks at 12 high schools in nine southern states to determine why their students had higher achievement than students at 12 rural high schools with similar demographics. The report confirms that rural students from disadvantaged backgrounds need to be in high schools that use the right practices: higher graduation requirements and classroom expectations; relevance and focus in their studies; extra help and guidance; and leaders who support teachers in continuous improvement.

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## **Making High Schools and Middle Grades Schools Work**

(05V12w); 2005; Web only; free

This report discusses the findings of a five-year research project assessing the effectiveness in raising student achievement of the *High Schools That Work* and *Making Middle Grades Work* school improvement models. Included in the study were 75 clusters (64 rural high schools plus their feeder middle grades schools) in 16 states. Prepared for the U.S. Department of Education, Institute of Education Sciences, the study concluded that from 1999 to 2004 the high schools with the greatest success in raising student achievement had more deeply implemented the *HSTW* school improvement design.

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## **Using Rigor, Relevance and Relationships to Improve Student Achievement: How Some Schools Do It**

(04V08); 2004; Web only; free

The primary challenge facing high schools is preparing students for postsecondary education and careers. In meeting this challenge, successful schools teach all students a rigorous academic core. They make learning relevant and meaningful so students see how their high school studies relate to future success and they provide support and personal relationships for students and leadership to gain faculty support for continuous improvement. This publication shows how 26 high schools have met the challenge by implementing these practices. These schools integrated academic and career/technical instruction, established mentoring and teacher advisement, raised student expectations, worked with area colleges and universities and built cooperation with the business community. The strategies employed at these schools can inspire others to achieve similar success.

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## **High School Reform Works — When Implemented: A Comparative Study of High- and Low-Implementation Schools**

(04V06); 2004; \$7.50 each / \$5 each for 10 or more

This research report compares results from the 2002 *HSTW* Assessment of the top 50 high schools that have more deeply implemented the *HSTW* improvement design with the 50 schools that have done less to implement it. High school leaders can create schools that improve all students' achievement while increasing the percentages who enter ninth grade and graduate four years later.

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## **Doing What Works: Moving Together on High Standards for All Students**

(03V07); 2003; Web only; free

Schools that make big gains in achievement are those that set high standards and dig deep to discover effective practices. Everyone connected with such a school works together toward a common goal. This publication explains how to organize school study teams that can work cooperatively to understand what changes are needed and to implement and refine the *HSTW/MMGW* Key Practices accordingly.

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## **Opening Doors to the Future: Preparing Low-Achieving Middle Grades Students to Succeed in High School**

(02V41); 2002; \$5 each / \$2 each for 10 or more

Many students find the journey from the middle grades to high school difficult. They lack the knowledge and skills necessary for doing high school-level work and have failed to develop the study skills needed to meet higher standards in the ninth grade and beyond. Increasingly, middle grades schools and high schools are creating "safety nets" — special programs to help students make the transition to grade nine. This publication contains 15 examples of transition programs that work in raising achievement and keeping students in school.

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## **Job Shadowing for Teachers — Helping Students See That School Learning Counts**

(01V50); 2001; \$3 each / \$1.50 each for 10 or more

Structured job shadowing is an excellent way for teachers to observe employees firsthand, ask questions and gain direct knowledge of workplace practices. These experiences help teachers raise standards and make learning more relevant for students. This guide describes the steps in planning job shadowing opportunities for teachers.

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## **Using Technology to Improve Instruction and Raise Student Achievement**

(01V02); 2001; \$3 each

It's not how many computers a school has — it's how teachers use technology in raising students' academic achievement. Many schools have developed innovative ways to engage students in learning through software, the Internet and other modern techniques. This collection of practices that work is designed to inspire teachers to go "high-tech" in classroom instruction and projects.

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## **Finishing the Job: Improving the Achievement of Vocational Students**

(00V10); 2000; \$3 each / \$2 each for 10 or more

Since 1987, the SREB-State Vocational Education Consortium has worked with high schools to produce significant advances in the reading, mathematics and science achievement of career/technical students. This publication describes the progress that has been made; the “things that matter” in increasing student performance; and some actions that states, districts and schools can take.

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## **Planning and Conducting Professional Development That Makes a Difference: A Guide for School Leaders**

(00V02); 2000; Web only; free

This practical guide contains 16 steps for planning, conducting and providing follow-up to professional development activities designed to accelerate student learning. School leaders who use these guidelines can support teachers as they improve their effectiveness in the classroom.

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## **A Look at Accountability for Secondary Vocational Education**

(98V45); 1998; \$2 each / \$1 each for 10 or more

This report examines four components of accountability: raising content standards; measuring academic achievement against high standards; emphasizing and measuring technical literacy; and ensuring that students have improved educational and workplace experiences after high school. It also offers eight guiding principles for aligning career/technical education with accountability initiatives.

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## **Things That Matter Most in Improving Student Learning**

(98V41); 1998; Web only; free

This publication describes eight “things that matter” in raising student achievement. These findings are based on more than a decade of data and experiences in *High Schools That Work*. Each “thing that matters” is followed by policy and leadership initiatives for states to consider in improving high schools.

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## **Designing Challenging Vocational Courses — A Guide to Preparing a Syllabus**

(97V46); 1997; Web only; free

This book is designed to help career/technical teachers develop a syllabus of the content they want students to master, the projects students will be expected to complete, the instructional methods to be used in the course and the assessment strategies that will measure student achievement. The emphasis is on “project learning” as students strengthen their academic and career/technical skills in challenging career/technical courses. *By Gene Bottoms, David J. Pucel and Ione Phillips*

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## **Teaching for Understanding Through Integration of Academic and Technical Education**

(96V11); 1996; \$10 each / \$5 each for 10 or more

Integrated academic and technical learning can be a “ticket to success” for high schools seeking to raise the achievement of many students. Based on the experiences of *High Schools That Work* sites, this book is a blueprint for targeting higher student performance by getting teachers to work together to blend academic and career/ technical studies. Examples of successful courses and projects are included, as are several tables and charts.

*By Gene Bottoms and Deede Sharpe*

## **Turnaround High School Principals: Recruit, Prepare and Empower Leaders of Change**

NEW (12V10); 2012; \$7.50 each / \$5 each for 10 or more

The publication takes an in-depth look at the kinds of principals required to turn around the lowest-performing 5 percent to 10 percent of public high schools in America. Schools stuck at the bottom of the performance chart need first-rate principals with the motivation, vision, skill and commitment to make dramatic improvements in schools and student achievement.

The report describes how we can identify, prepare and support these “turnaround” principals.

*By Jon Schmidt-Davis and Gene Bottoms*

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## **Who's Next? *Let's Stop Gambling on School Performance and Plan for Principal Succession***

(11V19); 2011; \$7.50 each / \$5 each for 10 or more

Each year, more than 18,000 principals leave their jobs. These vacancies must be filled immediately, and they must be filled with school leaders with the strength of character, knowledge about learning and leadership savvy to thrive in education's most challenging job. This report outlines critical actions that states, districts, universities and principals should take as part of a systematic plan to address principal succession. It makes the case for principal succession planning and describes six steps that states and districts can implement to ensure they have the right principals for the job.

*By Jon Schmidt-Davis and Gene Bottoms*

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## **The Three Essentials: Improving Schools Requires District Vision, District and State Support, and Principal Leadership**

(10V16); 2010; \$5 each / \$3.50 each for 10 or more

This report describes the findings of SREB's study of the role of the district office in creating the working conditions that principals need to improve teacher effectiveness and student performance. The “three essentials” of school improvement described in the report emerged from close observations of the inner workings of seven school districts, as SREB's Learning-Centered Leadership Program sought to answer this essential question: *What are the conditions school districts can create that make it possible for principals to be more effective in leading school improvement?*

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## **School Leadership Change Emerging in Alabama: Results of the Governor's Congress on School Leadership**

(10V14); 2010; Web only; free

In 2004, Alabama Governor Bob Riley and State Superintendent Joseph B. Morton convened the Governor's Congress on School Leadership to transform the state's framework for educational leadership and provide Alabama's schools with leaders who can improve instruction and achievement. This report outlines the ways in which Alabama has changed school leadership throughout the state, presents university and district partners' perspectives on the reform and provides recommendations for further reform to continue improving school leadership in Alabama.

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## **Preparing a New Breed of Principals in Tennessee: Instructional Leadership Redesign in Action**

(09V16); 2009; Web only; free

From 2005 through 2008, SREB worked with the Tennessee State Board of Education and two universities in the state to redesign educational leadership preparation programs. This report describes the work at these two pilot sites, Tennessee's efforts to bring the redesign to scale, key characteristics of an effective learning-centered leadership preparation program and recommendations for states interested in redesigning their school leadership pipeline.

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## **The District Leadership Challenge: Empowering Principals to Improve Teaching and Learning**

(09V11); 2009; \$5 each / \$3.50 each for 10 or more

Principals can profoundly influence student achievement by leading school change — but they cannot turn schools around by themselves. District leaders need to create working conditions that support and encourage change for improved achievement. This report includes principals' perceptions of the working conditions their districts create and outlines key actions districts need to take to empower principals to improve teaching and learning.

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## **Schools Need Good Leaders Now: State Progress in Creating a Learning-Centered School Leadership System**

(07V48); 2007; \$5 each

This report calls for states to designate school leadership as a visible state, district and school priority, focused on the principal's role in leading schools toward higher student performance. It describes the progress that states should make to ensure that they have the learning-centered school leaders they need to succeed in the 21st century.

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## **SREB Leadership Curriculum Modules: Professional Learning Framework and Module Summaries**

(07V07); 2007; Web only; free

This publication describes the SREB Leadership Curriculum Modules. The SREB Learning-Centered Leadership Program and its partners developed the school leadership curriculum to help guide the redesign of state academies and university preparation programs to focus on what principals and school leadership teams need to be able to do to improve a school's instructional program and raise student achievement.

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## **Good Principals Aren't Born — They're Mentored: Are We Investing Enough to Get the School Leaders We Need?**

(07V05); 2007; \$7.50 each / \$5 each for 10 or more

This book draws on survey data from seasoned principal mentors who have guided interns in university-based principal preparation programs. It describes the present condition of mentoring for aspiring school leaders and lays out a course of action for policy-makers and the leaders of universities and school districts to ensure that every beginning principal comes to the job fully prepared to make a difference in teaching and learning.

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## **Schools Can't Wait: Accelerating the Redesign of University Principal Preparation Programs**

(06V04); Web only; free

Better-prepared school leaders are essential for implementing school reform, maintaining continuous school improvement and realizing higher student achievement. This report highlights the redesign process for principal preparation programs and recommends a course of action for states to follow in planning and implementing successful program reform.

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## **A District-Driven Principal Preparation Program Design — The Providence School Department and the University of Rhode Island Partnership**

(05V05); 2005; \$3 each / \$2 each for 10 or more

This case study describes how the Providence School Department in Providence, Rhode Island, and the University of Rhode Island collaborated to develop a principal preparation program that trains aspirants within the school system to become effective school leaders who are focused on improving student achievement. The study outlines the curriculum and major strands of study for the program, the importance of field-based learning experiences and internships, and the indicators of program quality.

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## **The Principal Internship: How Can We Get It Right?**

(05V02); 2005; \$3.50 each / \$2 each for 10 or more

This report presents the results of SREB's survey to measure the quality of internships provided to aspiring principals in university leadership programs in the Southern states. The survey probed the extent to which principal interns are required to observe, participate in and lead activities that focus on improving curriculum, instruction and student achievement. The lack of opportunities to engage in instructional leadership and the wide disconnect between the work of today's principals and the internship experiences provided are discussed, and actions for improvement in the programs are recommended.

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## **Good Principals Are the Key to Successful Schools: Six Strategies to Prepare More Good Principals**

(03V03); 2003; \$3 each / \$1.50 each for 10 or more

SREB recognizes that effective leaders are essential if all students are to achieve at high levels. The SREB leadership goal is very ambitious: "Every school has leadership that results in improved student performance — and leadership begins with an effective principal." This report defines six strategies that state and local leaders can use to achieve that goal.

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## **Are SREB States Making Progress? Tapping, Preparing and Licensing School Leaders Who Can Influence Student Achievement**

(02V50); 2002; \$3 each / \$1.50 each for 10 or more

School leaders who can change curriculum and instruction are essential to increasing student achievement. This publication reports that SREB states are moving in the right direction but need to take aggressive action to tap, prepare, place and keep an effective leader in every school.

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## **What School Principals Need to Know about Curriculum and Instruction**

(01V51); 2001; Web only; free

Educational accountability has changed nearly everything. This means that school leaders must have in-depth knowledge of curriculum, instruction and student achievement. This publication answers five key questions about leadership for school improvement.

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## **Leadership Matters: Building Leadership Capacity**

(01V18); 2001; \$3 each / \$1.50 each for 10 or more

This guide answers four questions: 1) What do leaders do to push all students to higher levels of proficiency? 2) How do school leaders demonstrate that nearly all students can master a challenging curriculum? 3) How do leaders encourage the efforts of others to focus on the success of every student? 4) How can leaders put these ideas into practice?

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## **Preparing a New Breed of School Principals: It's Time for Action**

(01V17); 2001; \$3 each / \$1.50 each for 10 or more

This report is part of SREB's ongoing study of the preparation and development of school leaders. It reviews findings on the practices of successful leaders and tells what a good leader needs to know and be able to do to facilitate whole-school improvement in raising student achievement. The report contains SREB's recommendations and proposed actions for improving the preparation of current and emerging leaders.

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## **Leading School Improvement: What Research Says**

(01V04); 2001; \$5 each / \$3 each for 10 or more

This literature review addresses practices that promote student achievement and their connection to educational leadership. It reveals a consensus about what leaders need to know and be able to do in preparing students for success. This report was supported by a grant from the Wallace Foundation. *By Gary Hoachlander, Martha Alt and Renee Beltranena, MPR Associates Inc., Berkeley, California*

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# Making Middle Grades Work

## Guides for States, Districts and Schools

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### **Improved Middle Grades Schools for Improved High School Readiness: Ten Best Practices in the Middle Grades**

NEW (12V05); 2012; \$5 each/\$3 each for 10 or more

SREB has studied school practices and student achievement in schools from across its *Making Middle Grades Work* (MMGW) network. This report compares 10 middle grades schools that made significant progress in improving reading, mathematics and science achievement with 10 middle grades schools that failed to make progress over a two-year period to discern what actions resulted in greater improvement. It also identifies the 10 best practices that the most-improved middle grades schools have implemented to graduate more students prepared for college and careers.

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### **A New Mission for the Middle Grades: Preparing Students for a Changing World**

(11E15); 2011; Web only; free

This major report by the SREB Middle Grades Commission issues an urgent call for SREB states to improve student achievement in the middle grades so that students are ready for success in rigorous high school courses and better prepared to graduate and proceed to college or technical training. This report offers a comprehensive roadmap for change, with six goals and several specific recommendations, including focusing the middle grades curriculum on literacy and STEM disciplines, and requiring middle grades students to complete individual academic and career plans.

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### **Using the 2010 Middle Grades Assessment to Improve Student Achievement and High School Readiness: A Guide and Workbook for MMGW Sites**

(10V22w); 2010; Web only; free

This guide and accompanying workbook explain the 2010 Middle Grades Assessment (MGA) and enable schools to see where they stand in their efforts to achieve continuous school improvement. The guide provides detailed information about the MGA and the data report schools receive. The workbook allows schools to document their progress by responding to a series of questions, largely derived from the student and teacher survey sections of the 2010 MGA.

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### **Establishing Benchmarks of Progress for Middle Grades Sites (Updated 2010)**

(06V14-R10); 2010; Web only; free

MMGW expects schools to show continuous progress in implementing classroom practices and improving student achievement. This document helps verify improvement in student achievement and determine if 85 percent of all student groups are meeting the MMGW Goals in reading, mathematics and science.

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### **Preparing Middle Grades Students for High School Success: A Comparative Study of Most- and Least-Improved Middle Grades Schools**

(08V22); 2008; Web only; free

Using the results from the 2004 and 2006 Middle Grades Assessments, this report compares school and classroom practices of improving and non-improving middle grades schools and identifies actions schools can take to prepare more students for success in high school and beyond.

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## ***Making Middle Grades Work: An Enhanced Design to Prepare All Middle Grades Students for Success in High School***

(06V15-R08); 2008; Web only; free

This brochure describes the *Making Middle Grades Work* (MMGW) enhanced design for school improvement, including the updated MMGW framework of Goals and Key Practices, recommended core curriculum and Key Conditions. Those interested in joining the MMGW network can learn what states, network sites and member states agree to do as part of MMGW.

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## ***Making Middle Grades Work Technical Assistance Visit Guide for Team Members***

(08V19w); 2008; Web only; free

SREB's *Making Middle Grades Work* initiative aims to increase the percentages of eighth-graders who perform at the Proficient level in core academic subjects and who leave eighth grade ready for college-preparatory work in high school. Technical Assistance Visits (TAVs) help school leaders and teachers identify changes needed to improve student achievement in the middle grades. This guide is designed to help team members conduct successful, productive TAVs.

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## ***We Know What Works in the Middle Grades: Smart District Leadership Can Make It Happen***

(07V10); 2007; \$7.50 each / \$5 each for 10 or more

In this report, SREB compared schools in the MMGW initiative that have more fully implemented the MMGW research-based design with others that have been defined as low-implementation schools. The report shows clear differences in the achievement levels and academic success of these two groups of schools. The report also shows that dynamic, sustainable middle grades reform is far more likely to occur when district leaders, principal leaders and teacher leaders are all committed to the same improvement goals and means of achieving them.

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## ***Implementing School Reform: Making Middle Grades Work for All Students***

(06V03); 2006; \$2 each / \$1 each for 10 or more

The Research Triangle Institute prepared this report for SREB's *Making Middle Grades Work* initiative. It compared 28 high- and low-implementation schools and found that students at middle grades schools that more fully implement the MMGW design have higher student achievement than those at schools that do not fully implement the design.

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## ***Improving Reading Achievement in Middle Grades Rural Schools***

(05V69); 2005; \$1 each

This research brief addresses low reading achievement among rural middle grades students, particularly in the Southern states. On a 2003 NAEP-referenced reading exam taken by more than 3,000 eighth-graders at *Making Middle Grades Work* network sites, 29 percent scored below the Basic level. The report offers strategies for addressing the problem, provides data that will help teachers and administrators assess the reading achievement of students, and provides a foundation for raising the literacy expectations of all students in all subject areas. It shows that students who take an advanced English curriculum and who have intensive literacy experiences in a culture of higher expectations achieve higher reading scores.

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## ***Site Guidelines for a Making Middle Grades Work Technical Review Visit***

(04V51); 2004; Web only; free

The purpose of the Technical Review Visit is to review the progress a site has made in implementing the MMGW framework for school improvement. Specifically, this follow-up visit assesses how the school has addressed the challenges identified during the Technical Assistance Visit and outlined in the Technical Assistance Visit report. This guide gives schools a step-by-step process to prepare for the Technical Review Visit and includes forms, checklists and sample agendas.

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## **Essential Competencies for Middle Grades Mathematics Teachers**

(04V49); 2004; \$2 each / \$1 each for 10 or more

Many middle grades mathematics teachers do not have the content expertise necessary to prepare their students for rigorous mathematics courses in high school. This publication outlines the content, process and instructional competencies needed by these teachers. Approved by mathematics content experts in all 16 SREB state education agencies, it can be used by schools and districts to design professional development for middle grades mathematics teachers and help them meet the “highly qualified” designation required by the *No Child Left Behind Act*.

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## **Improving the Middle Grades: Actions That Can Be Taken Now**

(03V02); 2003; \$1 each

Even in times of fiscal austerity, states can strengthen middle grades education. This publication defines six steps states can take to raise achievement and meet the SREB goal that achievement in the middle grades for all groups of students exceeds national averages and performance gaps are closed.

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## **A Highly Qualified Teacher in Every Middle Grades Classroom: What States, Districts and Schools Can Do**

(02V56); 2002; \$2.50 each

With teacher turnover on the rise, one of the most critical issues facing the middle grades today is the quality of middle grades teachers. This publication recommends seven key practices for increasing the number of highly qualified teachers in the middle grades.

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## ***Making Middle Grades Work* Technical Assistance Guide for Site Coordinators**

(02V05); 2002; Web only; free

Technical Assistance Visits help school leaders and teachers identify changes needed to improve student achievement in the middle grades and to implement the comprehensive improvement framework. This guide provides detailed information to help schools plan effective Technical Assistance Visits. It describes team members’ roles and includes forms, checklists, sample agendas and correspondence.

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## **Closing Gaps in the Middle Grades**

(01V53); 2001; \$1 each

All middle grades schools face the challenge of changing what they teach, when they teach it and how they teach it in order to narrow the gap in student achievement. While there will always be gaps between the achievement of the highest- and lowest-performing students, these gaps can be greatly reduced. This guide prescribes actions schools and states must take to help all students meet higher standards and prepare for the future.

# *Research Reports on Raising Student Achievement in the Middle Grades*

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## **Well-Qualified Teachers and High Quality Teaching: Are They the Same?**

(05V06); \$2 each / \$1 each for 10 or more

Using data from SREB's Middle Grades Assessment, four factors that measure teacher quality were found to be significantly and positively related to student achievement in the middle grades. This research brief describes those factors as they relate to teacher quality and the quality of instruction. Implications for future actions and further research are discussed.

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## ***Making Middle Grades Work: School and Classroom Practices That Improve Student Achievement***

(03V65); \$1.50 each

In 1997 SREB launched *Making Middle Grades Work*, a comprehensive effort to improve the middle grades. This research brief summarizes the results of a research study of 52 middle grades schools in 16 states. The study revealed improvement in both reading and mathematics. This report also recommends actions that states, districts and schools can take to improve achievement.

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## **What Works to Improve Student Achievement in the Middle Grades: A *Making Middle Grades Work* Research Report**

(03V64); \$5 each / \$2.50 each for 10 or more

In 1997 SREB launched a comprehensive middle grades improvement effort, *Making Middle Grades Work*. This research report examines the design and implementation of this comprehensive improvement effort in 52 middle grades schools in 16 states to determine if student achievement is higher for eighth-graders in the network than for other eighth-graders and to identify what states, districts and schools can do to improve middle grades achievement.

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## **Academic Achievement in the Middle Grades: What Does Research Tell Us?**

(02V47); \$2 each / \$1 each for 10 or more

This literature review surveys contemporary scholarship on academic achievement in the middle grades to answer the following questions: 1) What is the current state of middle grades education? 2) What led to middle grades education reform?  
*By Rafael Heller, Sarah Calderon and Elliott Medrich, MPR Associates Inc., Berkeley, California; Gene Bottoms, Sondra Cooney and Caro H. Feagin*

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## ***Making Middle Grades Work: Raising the Academic Achievement of All Middle Grades Students***

(01V58); Web only; free

This report addresses the *MMGW* goals of raising middle grades students' academic achievement and increasing the percentages of students at and above the Basic level as defined by the National Assessment of Educational Progress. It also highlights key strategies for improving the middle grades.

# Four Special Reports on the Middle Grades

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## **Education's Weak Link**

(98E02); 1998; \$5 each

*Education's Weak Link: Student Performance in the Middle Grades* paints a picture of middle grades schools that are not preparing students for challenging high school courses. The educational gains made in elementary school stall when students enter the middle grades, where they are not held to high standards or challenged intellectually, according to the report.

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## **Raising the Bar**

(98E05); 1998; \$5 each

What can schools do to stop this pattern of underachievement among middle grades students? *Raising the Bar in the Middle Grades: Readiness for Success* outlines some strategies that have been effective and offers suggestions for how states and schools can take students to the next level and ease their transition into more challenging courses in high school.

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## **Improving Teaching in the Middle Grades**

(98E13); 1998; \$5 each

The third report in the series, *Improving Teaching in the Middle Grades: Higher Standards for Students Aren't Enough*, addresses the need for states to examine their requirements for teacher certification and to review the educational backgrounds of middle grades teachers. The report includes a list of recommended actions that states can take to improve teaching in the middle grades.

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## **Leading the Way**

(99E19); 1999; \$5 each

The final report in the series, *Leading the Way: State Actions to Improve Student Achievement in the Middle Grades*, helps states take control of efforts to improve the middle grades and gives them several suggestions for how to achieve success. The report reviews the predicament that exists in the middle grades and advises states of their responsibilities in spearheading changes.

# Newsletters of Best Practices

The *HSTW* Staff Development Conference provides a wealth of presentations on school and classroom practices that increase student achievement, high school completion rates, and student success in postsecondary studies and the workplace. The *HSTW* Newsletter Service is a convenient way to learn from the “best practices” highlighted during the summer conference. Each newsletter contains helpful information from school leaders, teachers and other conference speakers successfully implementing the *High Schools That Work*, *Making Middle Grades Work* and *Technology Centers That Work* Key Practices. You will also find the name of school representatives to contact and how to e-mail them to learn more about a given school’s practice.

To view a list of newsletter topics or download the newsletters, visit [www.sreb.org](http://www.sreb.org). Click on “SREB Programs,” select “*High Schools That Work*” and then select “Newsletters & Presentations.”

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## **2011 *HSTW* Staff Development Conference**

Web only; free

These online newsletters contain best practices from school leaders, teachers and other featured speakers from the 2011 *HSTW* Staff Development Conference in Nashville, Tennessee.

- Address New, Rigorous Core State Standards Through English/Language Arts, Mathematics, Science, Social Studies and Career/Technical Courses (11V20w)
  - Improving Transition From the Middle Grades to High School and From High Schools and Technology Centers to Further Study and Careers (12V02w)
  - Creating a Culture of High Expectations, Student Motivation and Instructional Support in Schools and Classrooms (12V03w)
  - Designing Career Pathway Programs of Study Around College-Ready Academic Courses That Align to a Baccalaureate Degree, an Associate’s Degree or Advanced Training and Certification (12V04w)
  - Providing Guidance, Advisement and Extra Help to Connect Students to Schools, Education and Career Goals, and Programs of Study to Reach the Goals (12V07w)
  - Preparing All Teachers to Use Proven, Effective Instructional Methods Across the Curriculum (12V08w)
  - Focusing on Challenging Content and Practical Applications in Science, Technology, Engineering and Mathematics (STEM) Studies in Middle Grades Schools, High Schools and Technology Centers (12V09w)
  - Building the Capacity of Principals and Teacher-Leaders to Implement Effective School and Classroom Practices (12V11w)
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## **2010 *HSTW* Staff Development Conference**

(11V02w, 11V03w, 11V06w, 11V08w, 11V10w, 11V13w, 11V14w, 11V15w); Web only; free

These online newsletters contain best practices from school leaders, teachers and other featured speakers from the 2010 *HSTW* Staff Development Conference in Louisville, Kentucky.

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## **2009 *HSTW* Staff Development Conference**

(09V21w, 09V24w, 10V01w, 10V03w, 10V04w, 10V05w, 10V06w, 10V07w); Web only; free

These online newsletters contain best practices from school leaders, teachers and other featured speakers from the 2009 *HSTW* Staff Development Conference in Atlanta, Georgia.

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### **2008 *HSTW* Staff Development Conference**

(08V23w, 08V24w, 08V25w, 08V26w, 09V03w, 09V04w, 09V05w, 09V06w); Web only; free

These online newsletters contain “best practices” from school leaders, teachers and other featured speakers from the 2008 *HSTW* Staff Development Conference in Nashville, Tennessee.

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### **2007 *HSTW* Staff Development Conference**

(07V30w, 07V31w, 07V49w, 07V50w, 07V52w, 07V53w, 07V55w, 07V56w); Web only; free

These online newsletters contain “best practices” from school leaders, teachers and other featured speakers from the 2007 *HSTW* Staff Development in New Orleans, Louisiana.

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### **2006 *HSTW* Staff Development Conference**

(06V66w, 06V63w, 06V56w, 06V55w, 06V53w, 06V52w); Web only; free

These online newsletters contain “best practices” from school leaders, teachers and other featured speakers from the 2006 *HSTW* Staff Development Conference in Orlando, Florida.

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### **2005 *HSTW* Staff Development Conference**

(05V80w, 05V79w, 05V76w, 05V75w, 05V58w, 05V66w, 05V65w, 05V25w, 05V61w, 05V26w, 05V28w, 05V29w, 05V59w, 05V60w); Web only; free

These online newsletters contain “best practices” from school leaders, teachers and other featured speakers from the 2005 *HSTW* Staff Development Conference in Nashville, Tennessee.

# Getting Students Ready for High School, College and Careers

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## **Getting Students Ready for College and Careers: Transitional Senior Mathematics**

(10V26); 2010; \$8 each / \$6 each for 10 or more copies

This publication illustrates how states can design a 12th-grade course that can result in more students being ready for college and careers. The report defines and describes the mathematics readiness standards that are needed to prepare high school students for success in their next step. It also provides samples of classroom activities and assessments for each indicator. This guide can be used at the state, district, school and classroom levels to help more students transition successfully to careers and credit-bearing postsecondary mathematics courses.

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## **Getting Students Ready for College and Careers: Transitional Senior English**

(08V04); 2008; Web only; free

This report describes and defines the reading and writing readiness standards that are needed to prepare students for postsecondary studies and careers. It provides samples of related school assessments to help teachers provide the support and class structure needed to get students to the readiness level expected by colleges. Also included are samples of learning activities to provide a structure for students to improve their literacy preparation.

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## **Lost in Transition: *Building a Better Path from School to College and Careers***

(08V01); 2008; \$7.50 each

This report summarizes the findings from 15 state education forums held in 2005 and 2006. Sponsored by the League for Innovation in the Community College and the Southern Regional Education Board, and supported by the U.S. Department of Education, the forums focused on the goals of the College and Career Transitions Initiative. The report identifies key policy issues and actions states can take to improve students' transitions from high school to postsecondary studies and careers.

## **Building Transitions from High School to College and Careers for *All* Students**

These reports are based on the series of state education forums held in 2005 and 2006, which were sponsored by the League for Innovation in the Community College and the Southern Regional Education Board with support from the U.S. Department of Education. Each report suggests actions the state can take to improve students' transitions from high school to college and careers.

### **Alabama:**

(07V16); 2007; free

### **Georgia:**

(07V14); 2007; free

### **Hawaii:**

(07V13); 2007; free

### **Kentucky:**

(05V24); 2005; free

### **Louisiana:**

(06V13); 2006; free

### **Montana:**

(07V18); 2007; free

### **Nebraska:**

(07V06); 2007; free

### **New Jersey:**

(06V06); 2006; free

### **New Mexico:**

(07V17); 2007; free

### **North Carolina:**

(06V22); 2006; free

### **Oklahoma:**

(06V51); 2006; free

### **South Carolina:**

(05V78); 2005; free

### **Tennessee:**

(06V07); 2006; free

### **Texas:**

(07V12); 2007; free

### **West Virginia:**

(05V77); 2005; free

In September 2005, SREB partnered with the League for Innovation in the Community College and its College and Career Transitions Initiative (CCTI) to present the following teleconferences, available on DVD. These teleconferences focus on the CCTI goals.

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## **Teleconference on Best Practices for Helping Students Make Successful Transitions from High School to College and Careers**

(05V71v) DVD; 2005; \$25 each

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## **Teleconference on Strengthening the Senior Year — Helping High School Students Improve their Opportunities for Success in College and Careers**

(05V70v) DVD; 2005; \$25 each

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## **Getting Students Ready for High School Series (set)**

(04V43); 2004; \$15 each / \$12 each for 10 or more

The *High Schools That Work* Getting Students Ready for High School series provides examples of course syllabi, lesson plans, assignments, assessments and professional development activities for preparing middle grades students for rigorous college-preparatory high school courses in three core subject areas. This three-guide set includes *Getting Students Ready for College-preparatory/Honors Science: What Middle Grades Students Need to Know and Be Able to Do*; *Getting Students Ready for College-preparatory/Honors English: What Middle Grades Students Need to Know and Be Able to Do*; and *Getting Students Ready for Algebra I: What Middle Grades Students Need to Know and Be Able to Do*.

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## **Getting Students Ready for High School Series (brochure)**

(04V14); 2004; Web only; free

This flier contains information on a set of three guides in the Getting Students Ready for High School series. The guides include process and content-specific indicators for essential skills and concepts students must master; explanations of how each indicator relates to student success in rigorous high school studies; guidance for teaching each indicator using sample learning activities and applications; a proficiency progression chart using *HSTW*'s and *MMGW*'s Basic, Proficient and Advanced categories; and assessment items that best illustrate each proficiency level for each indicator.

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## **Getting Students Ready for College-Preparatory/Honors Science: What Middle Grades Students Need to Know and Be Able to Do**

(04V04); 2004; Web only; free

When students leave the middle grades, they need to have the knowledge and skills to succeed in college-preparatory/honors science. This report provides guidance for a rigorous science curriculum in the middle grades that is based on a solid set of standards. Educators can use this framework in developing course syllabi, lesson plans, assignments, assessments and professional development activities that prepare students for this level of work.

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## **Getting Students Ready for College-Preparatory/Honors English: What Middle Grades Students Need to Know and Be Able to Do**

(03V61); 2003; \$7.50 each / \$5 each for 10 or more

This curriculum framework is an effort to ensure that students leave the middle grades with the knowledge and skills to succeed in college-preparatory/honors English. Educators can use this framework in developing course syllabi, lesson plans, assignments, assessments and professional development activities that will prepare students for rigorous English classes in high school.

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## **Getting Students Ready for College-Preparatory/Honors English: What Middle Grades Students Need to Know and Be Able to Do**

(02V52); 2002; \$7.50 each / \$5 each for 10 or more

This mathematics curriculum framework is an effort to ensure that eighth-graders leave the middle grades with the mathematics knowledge and competencies to succeed in Algebra I. Educators can use this framework in developing course syllabi, lesson plans, assignments, assessments and professional development activities that will enable students to meet the demands of high-level mathematics classes in high school.

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## **Additional support materials and model lessons for the Algebra I guide**

(06V18v); 2006; DVD; \$100 each

This three-piece package will assist mathematics teachers to prepare middle grades students for rigorous high school course work. Included are the following: *Getting Students Ready for Algebra I: What Middle Grades Students Need to Know and Be Able to Do*; *Getting Students Ready for Algebra I: Model Lessons for Process and Content Specific Indicators*; and a DVD featuring segments of the five model lessons.

# Research Briefs

The *High Schools That Work* Assessment of students' reading, mathematics and science achievement demonstrates that schools implementing the *HSTW* Key Practices can raise achievement and improve students' preparation for work and further education. These research briefs are based on findings from the assessment and other data.

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## **Implementing School Improvement Strategies That Work: An Analysis of School Performance at Arkansas *High Schools That Work* Sites**

(10V19); 2010; Web only; free

This brief report analyzes student achievement at 43 Arkansas *HSTW* sites, with particular attention to differences in practices and implementation of the *HSTW* design at high- and low-graduation schools.

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## **The Next Step for Career/Technical Programs: Project Lead The Way and the Merging of Academic and Career/Technical Studies**

(09V15); 2009; Web only; free

Using data from the 2008 *HSTW* Assessment, this research brief analyzes how achievement and school and classroom experiences differ for students in the Project Lead The Way Pathway to Engineering high school curriculum, compared with students in other career/technical programs in *HSTW* schools. The report makes recommendations for improving all CT programs to prepare more students for college and careers.

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## **Transitioning to College and Careers from a *High Schools That Work* Site: A Follow-Up Study of 2006 High School Graduates**

(08V28); 2008; \$2 each / \$1 each for 10 or more

This research brief summarizes the results of the *HSTW* follow-up study of 2006 graduates from its network schools. The follow-up study gauges how well schools prepared students for the next steps after high school. The results of the study can help high school leaders identify areas needing further improvement and develop strategies to make high school valuable and relevant for students.

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## **High School Experiences That Influence Reading Proficiency: What Schools and States Can Do**

(08V21); 2008; \$2 each / \$1 each for 10 or more

Using the *HSTW* Assessment Reading Test results, SREB has identified a set of literacy-based experiences that can contribute to higher reading achievement. This report explains the different school and classroom practices experienced by students reading above and below the Proficient level on the *HSTW* Assessment and provides actions that schools and states can take to improve students' reading achievement.

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## **Project Lead The Way<sup>®</sup> Works: A New Type of Career and Technical Program**

(07V29); 2007; \$2 each / \$1 each for 10 or more

This research brief shows how Project Lead The Way (PLTW) STEM-based curricula raise student achievement in science, technology, engineering and mathematics courses and help get students ready for college and careers. Analyzing data from the 2006 *HSTW* Assessment, it looks at how PLTW students are more likely to exceed the *HSTW* course recommendations and are better prepared to pursue postsecondary studies and advance in the workplace.

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## **Urban Students Achieve When High Schools Implement Proven Practices**

(06V61); 2006; \$2 each / \$1 each for 10 or more

A great challenge today is improving urban education and getting urban students ready for postsecondary education and careers. This research brief shows, through comparisons of the 2002 and 2004 *HSTW* Assessments, how deep implementation of the *HSTW* design in urban districts has raised student achievement levels.

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## ***High Schools That Work Follow-up Study of 2004 High School Graduates: Transitioning to College and Careers from a High Schools That Work High School***

(06V54); 2006; \$2 each / \$1 each for 10 or more

Learn what actions school and district leaders can take to better prepare future high school graduates. This brief summarizes the results of the *High Schools That Work* follow-up survey of 2004 graduates from its network schools. The survey gathered information about graduates' pursuit of postsecondary studies and careers for 18 months after high school. The brief provides insights into how well-prepared these graduates felt they were and what they thought their high schools should have done differently.

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## **Improving Reading Achievement in Middle Grades Rural Schools**

(05V69); 2005; \$1 each

This research brief addresses low reading achievement among rural middle grades students, particularly in the Southern states. On a 2003 NAEP-referenced reading exam taken by more than 3,000 eighth-graders at *Making Middle Grades Work* network sites, 29 percent scored below the Basic level. The report offers strategies for addressing the problem, provides data that will help teachers and administrators assess the reading achievement of students, and provides a foundation for raising the literacy expectations of all students in all subject areas. It shows that students who take an advanced English curriculum and who have intensive literacy experiences in a culture of higher expectations achieve higher reading scores.

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## **Raising Achievement and Improving Graduation Rates: How Nine *High Schools That Work* Sites Are Doing It**

(05V14); 2005; \$2 each / \$1 each for 10 or more

This research brief describes how nine high schools in the *High Schools That Work* network are succeeding in raising achievement and improving graduation rates. Their success is built upon four key actions: raising standards and providing an opportunity for students to learn a rigorous and relevant curriculum; helping students set challenging goals, giving feedback on their status in achieving these goals and providing support for achieving them; using instructional strategies that actively engage students in learning challenging content; and involving teachers in continuous school improvement.

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## ***High Schools That Work Follow-up Study of 2002 High School Graduates: Implications for Improving Transitions from High School to College and Careers***

(05V10); 2005; \$2 each / \$1 each for 10 or more

Learn what actions school and district leaders can take to better prepare future high school graduates. This brief summarizes the results of the *High Schools That Work* follow-up survey of 2002 graduates from its network schools. The survey gathered information about graduates' pursuit of postsecondary studies and careers during the 18 months after high school. The brief provides insights about how well-prepared these graduates reported being for their pursuits and what they thought their high schools should have done differently.

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## **Project Lead The Way®: A Pre-engineering Curriculum That Works: A New Design for High School Career/Technical Studies**

(05V08); 2005; Web only; free

This research brief examines the effectiveness of Project Lead The Way (PLTW) at *High Schools That Work* (HSTW) sites. PLTW is a high school pre-engineering program designed to prepare career/technical students for postsecondary engineering technician or college engineering studies. This report compares the reading, mathematics and science achievement scores of PLTW students to that of non-PLTW students on the 2004 HSTW Assessment. When compared to career/ technical students in similar fields, PLTW students have significantly higher achievement in mathematics; when compared to all career/ technical students, PLTW students score significantly higher in reading, mathematics and science.

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## **Well-Qualified Teachers and High-Quality Teaching: Are They the Same?**

(05V06); 2005; \$2 each / \$1 each for 10 or more

Using data from SREB's Middle Grades Assessment, four factors that measure teacher quality were found to be significantly and positively related to student achievement in the middle grades. This research brief describes these factors as they relate to teacher quality and the quality of instruction. Implications for future actions and further research are discussed.

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## **Linking Career/Technical Studies to Broader High School Reform: *What can school districts, states and the nation do to get more high schools to implement comprehensive high school reform?***

(04V09); \$2 each / \$1 each for 10 or more

The *High Schools That Work* program of comprehensive school reform can have solid benefits for career-oriented students. This publication contrasts the 2002 HSTW Assessment results in reading, mathematics and science for career-oriented students at the top 50 HSTW high-implementation schools with those at 50 low-implementation schools. Also considered are student and high school teacher surveys. See how linking HSTW Key Practices with a strong career/technical program can give career-oriented students the academic-core preparation they need for postsecondary education and good careers.

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## **Raise Academic Standards and Get More Students to Complete High School: How 13 Georgia Schools Did It**

(04V01); 2004; \$2 each / \$1 each for 10 or more

How can education leaders raise expectations and standards without causing more students to drop out of high school? This publication shares the insights of school leaders from the 13 Georgia high schools that showed the most improvement in first-time passing rates on the Georgia High School Graduation Test between 1997 and 2002 and in high school completion rates between 1999 and 2002. The publication also outlines actions that school, district and state leaders can take to increase the number of students who meet rigorous standards and, at the same time, to raise graduation rates.

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## **Factors Affecting Mathematics Achievement for Students in Rural Schools**

(03V04); 2003; \$2 each / \$1 each for 10 or more

This research brief is based on a study of more than 2,400 eighth-graders and more than 1,900 12th-graders in 24 clusters of rural high schools and their feeder middle grades schools in seven states. It surveys the mathematics achievement of eighth- and 12th-graders in these rural schools and looks at how course-taking patterns and classroom practices have affected achievement. It also offers strategies that schools can use to raise student achievement in mathematics.

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## **Guidance and Advisement: Influences on Students' Motivation and Course-Taking Choices**

(02V46); 2002; \$1 each

This research brief is a summary of the results found in a larger study entitled *Influence of School Practices on Students' Academic Choices* by Pamela Frome of RTI and Catherine Dunham of SREB, which examines two components of guidance and advisement both in the middle grades and in high school: 1) the communication of high expectations through goal setting and planning and 2) the encouragement from school staff to do well in school.

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## **Improving Achievement is About Focus and Completing the Right Courses**

(02V40); Web only; free

In 2000 and 2001, an audit of the course-taking patterns of 4,244 graduating seniors from 51 rural high schools in 12 states provided data to determine the magnitude of the gaps in achievement between students who complete the *HSTW*-recommended curriculum and those who do not; between the top 25 percent of the participating schools and the remaining 75 percent of the participating schools; and between the students in each of the five course-taking paths. The methodology described in this brief can serve as a model for schools to analyze the course-taking patterns of their own students and to determine which curriculum paths lead to higher achievement.

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## **Effects of *High Schools That Work* Practices on Student Achievement**

(02V39); 2002; \$1 each

From 1996 to 1998, career-oriented high school graduates from 424 high schools became higher achieving as more students completed a solid academic core, even after controlling for socioeconomic and ethnic variables. This brief presents the highlights and major conclusions from a larger research study. *By Denise Bradby and Ann Dykman, MPR Associates Inc., Berkeley, California*

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## **Middle Grades to High School: Mending a Weak Link**

(02V08); Web only; free

This research brief is based on a study of nearly 3,100 students from 44 middle grades schools and 38 high schools. It shows that ninth-graders who are placed in higher-level courses have a lower failure rate than students with similar characteristics who are placed in lower-level courses. The report offers specific actions that schools can take to improve student achievement.

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## **The 2000 *High Schools That Work* Assessment: Improving Urban High Schools**

(00V45); 2000; \$1 each

More than 100 high schools in 12 urban districts are using the *High Schools That Work* Goals and Key Practices to raise student achievement. This research brief tells the progress that has been made in raising the achievement of urban students, the strategies that work in urban high schools, the challenges that urban schools face in the future, and the actions that states and districts can take to improve urban schools.

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## **Putting Lessons Learned to Work: Improving the Achievement of Vocational Students**

(00V43); 2000; \$1.50 each

State and local leaders create the conditions and policies that support schools' actions to improve student achievement. This research brief answers three basic questions to help leaders take action to raise the academic achievement of career/technical students: 1) What progress is being made?; 2) What things matter in raising achievement?; and 3) What can states and districts do to improve high schools for career/technical students?

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## **Improving Reading and Writing Skills in Language Arts Courses and Across the Curriculum**

(00V09); 2000; \$2 each / \$1 each for 10 or more

All subgroups of career/technical students — boys, girls, whites and minorities — improved in reading between 1996 and 1998. Boys and black students made greater strides than girls and white students, but the gaps between girls and boys and between white students and black students remain large. This publication tells what schools can do to get more career/technical students to meet the *HSTW* reading goal.

# Case Studies and Profiles

Each case study provides an in-depth look at how school leaders and teachers have worked together to improve school and classroom practices and to raise student achievement.

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## **Case Study: Hunterdon County Polytech Career Academy**

**NEW** (12V03); 2012; \$2 each / \$1 each for 10 or more

This case study documents how a shared-time technology center in New Jersey uses the *Technology Centers That Work* improvement design to raise student achievement and improve classroom practices.

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## **William Charles Akins High School**

(11V12); 2011; \$2 each / \$1 each for 10 or more

Akins High School is the newest and second largest high school in the Austin Independent School District in Austin, Texas. This report describes how the school has used small learning communities and the *HSTW* framework of Key Practices to improve the school culture, personalize the learning environment, improve student achievement and raise graduation rates.

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## **Five Years of Enhanced *HSTW* in Texas: Raising Achievement and Preparing Students for College and Careers Through Dedicated Implementation of the *HSTW* Key Practices (April 2011)**

(11V11); 2011; \$5 each / \$4 each for 10 or more

This report describes the work and results of a partnership between SREB and the Texas Education Agency to enhance dramatically implementation of the *HSTW* improvement design in the state. Between 2005 and 2010, nearly 50 high schools in five cohorts joined the Texas Enhanced *HSTW* Network to adopt this intensive improvement design. These schools are making great strides in implementing the Key Practices and raising student achievement.

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## ***HSTW* Profile: Queens Vocational and Technical High School and *High Schools That Work* — Improving SLCs in NYC**

(11V09); 2011; \$1 each

Queens Vocational and Technical High School (QVTHS) serves a culturally diverse student population of 1,200 students from across New York City. The school is a part of a cohort of New York City schools that were awarded a United States Department of Education grant to reorganize into small learning communities (SLCs). This profile explains how QVTHS used the *High Schools That Work* framework not only to organize into effective SLCs but also to implement a variety of improvement efforts to ensure success for all students.

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## ***HSTW* Profile: Louisiana High School Weathers the Storm to Become a Leader in Student Achievement and High Graduation Rates**

(11V07); 2011; \$1 each

Warren Easton Charter High School in New Orleans, Louisiana, has weathered changes of many types, including Hurricane Katrina in 2005. After having to close for the 2005-2006 school year, the school reopened as a charter school with a board and stepped up its efforts to raise student achievement. Now the school is receiving attention for the academic successes of its 100 percent minority student body. This profile describes how Warren Easton has implemented the *HSTW* improvement model to realize higher achievement scores, an attendance rate of more than 96 percent, a graduation rate of 98 percent and a dropout rate of less than 1 percent.

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## Corbin County High School

(11V05); 2011; \$2 each / \$1 each for 10 or more

Corbin High School is located in a small, rural community of approximately 8,000 residents in southeastern Kentucky, midway between Lexington and Knoxville, Tennessee. The mission of Corbin High School is to provide opportunities that will help each student prepare for a successful transition to college, the workplace and life. This report describes the hooks that the school has used to excite students, educators, and the community about learning and success. Using the *HSTW* Key Practices as its framework, Corbin has improved student achievement, graduation rates, and school and classroom practices.

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## Henry W. Grady High School

(05V74); 2005; Web only; free

Grady High School, part of the Atlanta Public Schools, has overcome the challenges of changing student demographics and falling test scores to regain its academic standing. Ninety percent of Grady students completed the *HSTW*-recommended English curriculum in 2004, compared with 51 percent in 2000. Strategies adopted by Grady to improve student achievement include increasing teacher expectations, implementing proven mentoring programs and using data to guide improvements.

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## Waynesville High School

(05V67); 2005; \$2; \$1 each for 10 or more

This Ohio high school joined *High Schools That Work* in 2001; by 2004, the Wayne Local Schools district improved its state ranking from “continuous improvement” to “excellent.” Mean reading scores for the high school’s seniors increased from 223 in 2001 to 299 on the 2004 *HSTW* Assessment. The school’s and district’s success is attributable to many factors, including a commitment from leadership for change.

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## Garden City High School

(05V09); 2005; \$1 each

This ethnically diverse rural high school has raised student achievement in reading, mathematics and science. The dropout rate has decreased and the attendance rate has increased. The school raised expectations, increased graduation requirements, improved professional development, aligned its curriculum to state and national standards, improved guidance and advisement, and upgraded its career/technical programs.

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## EHOVE Career Center

(04V55); 2005; \$1 each

EHOVE Career Center in Ohio has improved student achievement and career preparation by upgrading academic courses and aligning them with state standards; raising expectations; establishing an effective advisement program; adopting block scheduling; and gaining full involvement of local businesses, colleges and the community.

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## Paint Valley Middle and High Schools

(04V47); 2004; Web only; free

Paint Valley Middle and High Schools, housed in a single complex with 660 students in rural southern Ohio, have implemented significant school reform since adopting the *HSTW* and *MMGW* Goals and Key Practices. High school graduation requirements were raised and low-level courses eliminated, boosting student achievement.

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## Stemmers Run Middle School

(04V46); 2004; \$1 each

Stemmers Run Middle School has made great strides since joining the *Making Middle Grades Work (MMGW)* initiative in 2000. Student mean scores on the 2002 Middle Grades Assessment showed gains of 26 points in reading and 19 points in mathematics and science, compared with the 2000 Assessment.

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### **Swain County High School**

(04V41); 2004; \$1 each

This small, rural high school in western North Carolina made dramatic gains in school improvement by replacing general-track courses with a challenging academic and career/technical curriculum for all students. It succeeded in creating a new school culture of high expectations for students and teachers.

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### **POLYTECH High School**

(03V01); 2003; \$1 each

By implementing a series of innovative organizational, curriculum, teaching, guidance and leadership changes, this Delaware career/technical high school has gone from being one of the worst schools in the *HSTW* network to being one of the best.

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### **Gilmer County High School**

(00V41); 2000; \$1 each

This high school in rural West Virginia has become a model for other schools in overcoming obstacles and producing successful students.

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### **Loganville High School**

(00V42); 2000; \$1 each

Located in an area of Georgia that is changing from rural to suburban, this school has received state and national acclaim for its whole-school improvement efforts.

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### **Los Fresnos High School**

(00V44); 2000; \$1 each

By following the *High Schools That Work* Key Practices, this low-performing Texas school in a low-income school district made tremendous strides and was selected by the U.S. Department of Education as a New American High School.

# Site Development Guides

*High Schools That Work* site development guides address the practical needs of school leaders — superintendents, principals, teachers and counselors — in raising student achievement. Each guide provides hands-on advice for changing school and classroom practices.

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**#1 Where Do You Begin?**

(93V02); 1993; \$1/.60 each for 10 or more

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**#2 Developing Effective Leadership Teams — Implementing the *High Schools That Work* School Improvement Design**

(05V01); 2005; \$2

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**#3 Needs Assessment**

(93V04); 1993; \$2/\$1 each for 10 or more

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**#4 Staff Development**

(94V01); 1994; Web only; free

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**#5 Guidance**

(94V06); 1994; Web only; free

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**#6 Extra Help and Time**

(94V10); 1994; Web only; free

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**#7 Business and Education**

(96V55); 1996; \$2/\$1 each for 10 or more

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**#8 Teachers in the Workplace**

(98V07); 1998; \$2/\$1 each for 10 or more

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**#9 Networking and Support Services for Comprehensive School Improvement**

(98V01); 1998; \$2/\$1 each for 10 or more

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**#10 Advancing Students' Academic and Technical Achievement by Improving Classroom Assessment**

(99V10); 1999; \$2.50/\$1.50 each for 10 or more

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**#11 Using Real-World Projects to Help Students Meet High Standards in Education and the Workplace**

(00V03); 2000; \$2/\$1 each for 10 or more

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**#12 Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six Through 12**

(03V63); 2003; \$10 each / \$6.50 each for 10 or more

This volume is essential for state, district and school leaders who plan to implement schoolwide literacy programs. It provides concrete, research-based steps not only to raise reading and writing achievement but also to help students learn more in every class by using literacy skills. The guide focuses on five literacy goals: reading 25 books across the curriculum; writing weekly in all classes; using reading and writing strategies; writing research papers; and taking rigorous language arts classes.

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**Literacy Across the Curriculum Support Materials (CD)**

(05V03); 2005; \$5 each

This CD-ROM contains several documents and templates from *Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12* combined into one PDF file. A full table of contents of all the included documents is at the front of the file.

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**#13 Ten Strategies for Creating a Classroom Culture of High Expectations**

(04V03); 2004; \$2 each / \$1 each for 10 or more

Motivation and classroom-management skills are essential for creating and sustaining an environment of high expectations and improvement in today's schools. This guide is designed to help teachers and school administrators assess their practices and plan strategies for improvement. The 10 strategies include tips on developing plans for classroom and school management, organizing classrooms, communicating with and involving parents, improving homework, using teaching strategies that engage students, and dealing with chronic disruptions and complaints.

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**#14 Students Will Take the Right Courses When Principals Lead**

(05V13); 2005; \$2 each

Written from the principal's viewpoint, this guide describes how to schedule and plan a teacher adviser system. It outlines the responsibilities of the teacher adviser and how to ensure that students take the right courses to prepare them for the critical transitions from the middle grades to high school and onward to postsecondary studies and careers. Also included are suggested topics for advisement lessons, tips on conducting parent/teacher/student conferences, setting up conference times, completing the *HSTW*-recommended curriculum and a concentration, making the senior year meaningful, and scheduling common planning time and extra help.

# School Practice and Instructional Guides

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## **Establishing Benchmarks and Measuring Progress at *TCTW* Sites**

(10V24w); 2010; Web only; free

*Technology Centers That Work* expects centers to show continuous progress in implementing proven classroom practices and improving student achievement. Centers can use this document to verify improvement in student achievement and progress toward implementing the *TCTW* improvement framework.

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## **Using the *HSTW* Assessment to Improve Student Achievement and Readiness for College and Careers: A Guide and Workbook for *TCTW* Sites**

(10V23w); 2010; Web only; free

This guide and accompanying workbook explain the 2010 *High Schools That Work* Assessment and enable centers to see where they stand in their efforts to achieve continuous improvement. The guide provides detailed information about the assessment and the data report schools receive. The workbook allows schools to document their progress by responding to a series of questions, which are largely derived from the *HSTW* Student Survey and the *TCTW* Teacher Survey.

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## **Using the *HSTW* Assessment to Improve Student Achievement and Readiness for College and Careers: A Guide and Workbook for *HSTW* Sites**

(10V21w); 2010; Web only; free

This guide and accompanying workbook explain the 2010 *High Schools That Work* Assessment and enable schools to see where they stand in their efforts to achieve continuous school improvement. The guide provides detailed information about the assessment and the data report schools receive. The workbook allows schools to document their progress by responding to a series of questions, which are largely derived from the student and teacher survey sections of the *HSTW* Assessment.

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## **Technical Assistance: A Guide for Local Sites**

(03V60-R09); 2009; Web only; free

Effective organizational strategies are vital when a school is getting ready for a Technical Assistance Visit (TAV). This guide provides sites with step-by-step guidelines for organizing three-day or one-day follow-up visits. Sites learn how to prepare students, teachers and administrators for successful visits that will lead to school improvement.

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## **Top 10 Ways to Improve Science Achievement: Actions for School Principals, Assistant Principals, Department Chairs and School Improvement Consultants**

(07V26w); 2007; Web only; free

*High Schools That Work* Assessment data show the need to improve science education in both the middle grades and high school. Science education increases students' critical thinking and problem-solving skills. This publication is designed to help principals, other school leaders and teachers identify rigorous instruction and successfully engage students in science.

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## **Establishing an Effective Guidance and Advisement System**

(07V08w); 2007; Web only; free

A good guidance and advisement system is the glue that connects various high school experiences together in a meaningful way for students. This newsletter addresses the most frequently asked questions *High Schools That Work* staff receive about adviser programs, such as — Why establish a guidance and advisement system? What is the role of the adviser? What are the goals of the adviser/ advisee programs? What are the conditions for establishing an effective adviser/advisee program?

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## **Expanding Literacy**

(05V11); 2005; Web only; free

This brochure contains information on helping students reach the goal of being independent, competent readers and writers. It includes tips for increasing the number of students reading at the Proficient level; incorporating literacy into every class by using reading and writing to learn strategies; and supporting implementation of schoolwide literacy programs.

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## **10 Strategies for Raising Achievement and Improving High School Completion Rates**

(04V50); 2004; \$1 each

This brochure gives a brief overview of 10 strategies that states, districts and schools can implement to raise student achievement while increasing high school graduation rates. The strategies include improving middle grades to high school transitions; extra-help systems for students who fail a course or need to recover credit and pass high-stakes exams; five-year programs of studies for students; access to quality career/technical studies in high-demand, high-paying career fields; helping students become independent learners; better transitions from high school to postsecondary studies and careers; using technology for credit recovery and meeting standards for exit exams; improving state policies and their impact on graduation rates; developing an emphasis on low-performing high schools; and creating state leadership academies for district and school leaders.

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## ***High Schools That Work: Improving Student Performance — High School to College and Career Transition Practices That Work***

(04V16); 2004; Web only; free

*High Schools That Work* has partnered with the League for Innovation in the Community College to create *High School to College and Career Transition Practices That Work*. This effort is designed to provide technical assistance to colleges and their high school partners participating in the College and Career Transitions Initiative (CCTI). This brochure sets forth the purpose of the initiative, which is to create a set of transition strategies to help students gain greater success as they move from high school to postsecondary studies and careers. It defines the key conditions necessary and outlines technical assistance services available to CCTI sites.

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## **Developing Effective Interdisciplinary Focus Teams: Team Guidelines Planner**

(03V62w); 2003; Web only; free

Most successful *HSTW* and *MMGW* sites have created cultures that support and reward a team approach to change. The objective of this guide is to help sites create effective team structures. The guide includes a sample meeting agenda, minutes, action plan charts, flow charts and descriptions of focus teams' roles.

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## **Technical Assistance Visit Guide for Team Leaders: Improving the reading, mathematics and science competencies of career/technical students**

(02V53); 2002; Web only; free

Technical Assistance Visits are designed to help teachers, counselors and administrators identify changes needed to achieve the *HSTW* goal of improved student achievement through the blending of high-level academics and career/technical studies. This guide explains what is expected of technical assistance **team leaders** and how these visits help schools make significant strides in implementing the *HSTW* Goals.

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## **Technical Assistance Visit Guide for Team Members: Improving the reading, mathematics and science competencies of career/technical students**

(02V49); 2002; [Web only](#); free

Technical Assistance Visits are designed to help teachers, counselors and administrators identify changes needed to achieve the *HSTW* goal of improved student achievement through the blending of high-level academics and career/technical studies. This guide explains what is expected of technical assistance **team members** and how these visits help schools make significant strides in implementing the *HSTW* Goals.

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## **Senior Project Guide**

(01V49); 2001; free

High school seniors are nearing the completion of 12 years of education during which they have completed a variety of courses and developed an assortment of skills. A senior project provides an opportunity for students to choose an area of interest; conduct in-depth research; and demonstrate problem-solving, decision-making and independent learning skills. This guide provides step-by-step instructions for making the senior project a key component of a strong senior year characterized by challenging courses and practical experiences that prepare students for the next step in work and further education.

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## **Instructional Strategies: How Teachers Teach Matters**

(01V23); 2001; [Web only](#); free

Schools need to strike a balance between teacher-directed instruction and student-centered learning. Both strategies are discussed and illustrated in this publication. Student-centered strategies include cooperative learning, project-based learning, the Socratic method, independent research, and reading and writing across the curriculum. The guide also addresses content-specific strategies in mathematics, science, integrated learning and using technology in the classroom. The final section is on classroom management.

# Informational Brochures

The *High Schools That Work* Assessment of students' reading, mathematics and science achievement demonstrates that schools implementing the *HSTW* Key Practices can raise achievement and improve students' preparation for work and further education. These research briefs are based on findings from the assessment and other data.

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## ***High Schools That Work, Making Middle Grades Work and Technology Centers That Work Direct Services***

(09V22); 2009; free

This brief brochure outlines the framework of services and staff development opportunities schools receive as part of the *High Schools That Work, Making Middle Grades Work and Technology Centers That Work* direct services network.

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## ***Technology Centers That Work: An Enhanced Design to Get All Students to Standards***

(09V19); 2009; free

This brochure describes the *Technology Centers That Work (TCTW)* enhanced design for school improvement, including the *TCTW* framework of Goals and Key Practices, recommended curriculum, and Key Conditions for accelerating student achievement. It outlines what participating states and technology centers agree to do and discusses how to collaborate with SREB to better prepare students for postsecondary studies, advanced training and careers.

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## ***High Schools That Work: An Enhanced Design to Get All Students to Standards***

(05V07-R09); 2009; free

This brochure describes the *High Schools That Work* enhanced design for school improvement, including the updated *HSTW* framework of Goals and Key Practices, recommended core curriculum and key conditions. How progress at *HSTW* sites is measured to track *HSTW* success and the goals for implementing literacy across the curriculum are also included. Listed are what *HSTW* agrees to do, what network sites agree to do, and what member states agree to do when a site becomes a member of the network and adopts the *HSTW* reform model.

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## ***Making Middle Grades Work: An Enhanced Design to Prepare All Middle Grades Students for Success in High School***

(06V15-R08); 2008; Web only; free

This brochure describes the *Making Middle Grades Work (MMGW)* enhanced design for school improvement, including the updated *MMGW* framework of Goals and Key Practices, recommended core curriculum, and Key Conditions. Those interested in joining the *MMGW* network can learn what states, network sites and member states agree to do as part of *MMGW*.

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## ***High Schools That Work Supportive Networks and Services***

(08V27-R11); 2008; free

This brief brochure outlines the *High Schools That Work* framework for school improvement and supportive services *HSTW* provides, including staff development and assessment services.

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## ***SREB Learning-Centered Leadership Program: Developing and Assisting Effective, Learning-Centered Principals Who Can Improve Schools and Increase Student Achievement***

(07V54-R08); 2008; free

The SREB Learning-Centered Leadership Program is an effort to redesign educational leadership preparation and professional development. SREB recognizes the key role leadership plays in creating and sustaining schools that help all students achieve high standards. This publication describes the initiative's goals, critical success factors, research and modules.

# DVDs from Recent *High Schools That Work* Staff Development Conferences

The annual *High Schools That Work* Staff Development Conference features keynote speakers and workshop leaders sharing their expertise and front-line experiences in improving high schools and middle grades schools. The following DVDs are based on presentations from recent *HSTW* conferences — 2003 (Nashville), 2004 (Atlanta), 2005 (Nashville), 2006 (Orlando) and 2007 (New Orleans). They are grouped alphabetically into school improvement categories to make it easier to locate topics of interest. Schools find these DVDs most helpful in planning and conducting local professional development activities throughout the year. Videos (VHS) are available upon request at a cost of \$30 per copy.

## *Career/Technical*

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### **Goals for the 21st Century: Increase Success, Decrease Failure**

(07V32v) DVD; 2007; \$25

Gene Bottoms, Senior Vice President, SREB, Atlanta, GA

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### **STEM: The Key to Global Competitiveness**

(07V39v) DVD; 2007; \$25

Calvin Mackie, President, Channel ZerO Group, Harvey, LA

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### **Collaborative Teaching and Assessment of Mathematics and Science in Career/Technical Education**

(07V43v) DVD; 2007; \$25

Patrick Robinson, Director of Career/Technical Education, Erie 2 Chautauqua — Cattaraugus BOCES, Angola, NY

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### **Embedding Mathematics into Career/Technical Courses: An Eight-Step Process**

(07V44v) DVD; 2007; \$25

Gene Bottoms, Senior Vice President, SREB, Atlanta, GA

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### **Holy Cow! Science in Agriculture!**

(06V25v) DVD; 2006; \$25

Kelvin Howard and Kate Shoulders, Teachers, Graves County Schools, Mayfield, KY

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### **Improving the Quality of High School Career/Technical Studies: How Three Schools Are Doing It**

(06V37v) DVD; 2006; \$25

Gene Bottoms, Senior Vice President, SREB, Atlanta, GA; Karen Hedges, School Improvement Specialist, Tri-Rivers Career Center, Marion, OH; Greg Killingsworth, Principal, Lumberton High School, Lumberton, NC; and Robert Matthies, Principal, Cape May County Technical High School, Cape May Court House, NJ

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### **Dramatic Results of Successful Integration of Mathematics in Career/Technical Programs**

(06V42v) DVD; 2006; \$25

Bridget Ferrer, Mathematics Instructor; Timothy Priest, Instructor; and Gary Suraci, Principal, Ulster County BOCES, Port Ewen, NY

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### **Enhancing Mathematics and Science Education Through Engineering**

(05V35v) DVD; 2005; \$25

Bridget Ferrer, Mathematics Instructor; Timothy Priest, Instructor; and Gary Suraci, Principal, Ulster County BOCES, Port Ewen, NY

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### **Improving the Academic and Technical Achievement of Students at Career Centers**

(05V38v) DVD; 2005; \$25

Gene Bottoms, Senior Vice President, SREB, Atlanta, Georgia; Joe DeRose, Superintendent, EHOVE Career Center, Milan, Ohio; and Clyde Hornberger, Principal, Lehigh Career Technical Institute, Schnecksville, Pennsylvania

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### **A New Design for High School Career/Technical Studies**

(05V46v) DVD; 2005; \$25

Gene Bottoms, Senior Vice President, SREB, Atlanta, Georgia

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### **Embedded Credit: Academic and Vocational Integration**

(04V21) DVD; 2004; \$25

David Dillard, Arcadia Valley Career Technical Center; and Jim Carver, Arcadia Valley R-II Schools, MO

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### **Getting Students to Integrate Science with Technical Studies**

(03V35) DVD; 2003; \$25

James Amara and Georgia Taliadouros, Minuteman Regional High School, MA

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### **Converting a Half-Day Vocational Center into a Technical High School**

(03V38) DVD; 2003; \$25

Bruce Curry, POLYTECH High School; Diane Sole, POLYTECH School District; and Sandra Falatek and Carol Schreffler, Sussex County Schools, DE

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## *Contracted Services*

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### **HSTW/CSR High Schools Making the Greatest Gains in Achievement: What Did They Do Differently?**

(05V39v) DVD; 2005; \$25

Gene Bottoms, Senior Vice President, SREB, Atlanta, Georgia, and Keith Kremer, Southeast Guilford High School, North Carolina

### **We Did It: Successfully Designed Standards-Based Units and Lessons With Blended Literacy Components**

(06V24v) DVD; 2006; \$25

Betty Harbin, School Improvement Consultant, SREB, Atlanta, GA; Mary Lopez, Teacher, Stewart-Quitman High School, Lumpkin, GA; Marsha Sanders, Teacher, Manchester High School, Manchester, GA; Angela Simpson, Teacher, Harlem High School, Harlem, GA; Carol Sparks, Social Studies Teacher, Freeport High School, Freeport, FL; and Tom Trammell, Teacher, Southeast High School, Oklahoma City, OK

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### **LEAP to the Future (Leading English Achievement Preparation)**

(06V30v) DVD; 2006; \$25

Jacqueline Hamilton and Cecilia Lozano, Teachers, Oklahoma City Public Schools, Oklahoma City, OK

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### **Strategies for Improving English Language Learners' Achievement in the Regular Classroom**

(06V32v) DVD; 2006; \$25

Cecilia Lozano, Teacher, Oklahoma City Public Schools, Oklahoma City, OK

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### **Teaching at the Proficient Level in English Classes**

(05V41v) DVD; 2005; \$25

Renee Murray, School Improvement Consultant, SREB, Atlanta, Georgia

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### **On Course for Success: English/Language Arts**

(05V42v) DVD; 2005; \$25

Judy Trice, ACT Regional Professional Development, ACT, Austin, Texas

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### **College-Prep English for All**

(05V45v) DVD; 2005; \$25

Mark Childs, Principal, and John Dawson, *HSTW* Coordinator, Hagerstown High School, Indiana

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### **Raising the Bar for All Students in English/Language Arts**

(04V23) DVD; 2004; \$25

Jeanette Hodges, Curriculum Consultant, KY

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### **Reading and Writing for Learning Online: A Literacy Coach's Tool for Teacher and School Change**

(04V35) DVD; 2004; \$25

Vickie Smith, Middle Creek High School, NC

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### **Using Pacesetter Strategies to Engage Students in Reading, Writing and Achieving Literacy**

(03V42) DVD; 2003; \$25

Andrea Lee Jacobson, Southern Regional Education Board, GA

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## *Extra Help*

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### **Extra-Help Systems: Making a Difference for Students**

(03V22) DVD; 2003; \$25

Janet Clapsaddle, Jim Gribble and Rachel Lackey, Swain County High School, NC

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### **Failure is Not an Option: P.A.S.S. (Performance and Achievement System for Success)**

(03V31) DVD; 2003; \$25

Janet Smalley, Wallhalla High School, SC

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## *Guidance*

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### **Everyone Here Wants to Help You!**

(07V34v) DVD; 2007; \$25

Barbara Nichols, *HSTW* Site Coordinator, and Sandra Stebbins, AAA Teacher, Wayne County Schools Career Center, Smithville, OH

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### **What Makes Outstanding Guidance and Advisement Work**

(07V42v) DVD; 2007; \$25

Saralyn Richard, School Improvement Consultant, Texas High School Project, SREB, Atlanta, GA

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### **Ask Them and They Shall Come: Advisory Programs and Parent Involvement**

(04V31) DVD; 2004; \$25

Kim Draves, Twin Falls High School, and Marcia Nielson, Twin Falls High School/PTO, ID

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### **Active Advice: A New Approach to Advisory Committees**

(03V24) DVD; 2003; \$25

Billie Donegan, Southern Regional Education Board, GA

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### **Getting Students in the Right Courses and Providing Quality Instructional Support**

(03V25) DVD; 2003; \$25

Lori Braxton, Southwest Guilford High School, NC

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### **Student-Led Conferences**

(03V33) DVD; 2003; \$25

Ann Blaylock, Crystal Braswell and Judge Evans, Mabelvale Magnet Middle School, AR

# *High Expectations*

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## **Establishing the Expectations for All Students to Complete Four Years of Quality Mathematics: How Schools Do It**

(06V38v) DVD; 2006; \$25

Ivy Alford, Director of State Services for School Improvement, SREB, Atlanta, GA

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## **Hero's Quest: Joining the Battle for America's High Schools**

(05V27v) DVD; 2005; \$25

Jeff Livingston, McGraw Hill, Ohio

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## **High Expectations Plus the Three Rs Equals Higher Achievement: Rigor, Relevance and Relationships**

(05V33v) DVD; 2005; \$25

Gene Bottoms, Senior Vice President, SREB, Atlanta, Georgia

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## **Getting the Millennials Ready for the Workplace**

(05V34v) DVD; 2005; \$25

Bill Strauss, Author, McLean, Virginia

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## **Just How High Do We Set That Bar? Developing Courses That Set High Expectations and Get All Students to Proficiency**

(05V43v) DVD; 2005; \$25

Heather Sass, School Improvement Consultant, SREB, Atlanta, Georgia

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## **Rigor, Relevance and High Expectations: North Carolina's EOC Classes**

(04V22) DVD; 2004; \$25

Melinda Bryant, Donna Brown, Don James and Melanie Kesler, Randleman High School, NC

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## **Building a Culture of High Expectations: How an Award-Winning School Does It**

(04V33) DVD; 2004; \$25

Sue Ellen Hill, Los Fresnos Consolidated Independent School District, TX

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## ***Challenge to Lead: High Expectations***

(04V36) DVD; 2004; \$25

Gene Bottoms, Southern Regional Education Board, GA

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## **Team Building 101: Getting Students into Learning Teams**

(03V36) DVD; 2003; \$25

Randy Thompson, Makitso, Inc., TN

## *HSTW* Design

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### **Differentiated Instruction: Meeting the Needs and Maximizing the Achievement of All Students**

(07V36v) DVD; 2006; \$25

Mary Ann Evans-Patrick, Retired Teacher/Consultant, Phoenix, AZ

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### **Extra-Help Systems: Making a Difference for Students**

(03V22) DVD; 2006; \$25

Janet Clapsaddle, Jim Gribble and Rachel Lackey, Swain County High School, NC

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### **Failure is Not an Option: P.A.S.S. (Performance and Achievement System for Success)**

(03V31) DVD; 2005; \$25

Janet Smalley, Wallhalla High School, SC

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### **Positive Change Through *HSTW***

(04V34) DVD; 2004; \$25

E. Sharon Banks, Sharon Norman and Diana Rouse, Lansing School District; and Broderick Williams and Delsa Chapman, Sexton High School, MI

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### **Higher Achieving Schools Implement Deeply the Key Practices**

(03V09) DVD or (03V49) CD; 2003; \$25

Gene Bottoms, Southern Regional Education Board, GA

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## *Homework*

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### **The Dog Ate My Homework (No-Excuse Policy Implementation)**

(04V29) DVD; 2004; \$25

Sarah Saylor and Lora Miller, Graves County Middle School, KY

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### **The Homework Hurdle: Getting Students into It and Getting the Most Out of It**

(03V16) DVD or (03V52) CD; 2003; \$25

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(07V46v) DVD; \$25

Douglas Reeves, Founder, Center for Performance Assessment, Englewood, CO

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## **Leading to Implement the *HSTW* Design to Improve Achievement and Completion Rates**

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## **Developing Effective Leadership Teams**

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