HIGH
SCHOOLS
THAT
WORK

Site Guidelines for a
Making Middle Grades Work
Technical Review Visit

MMGW Goals

- Increase the percentages of eighth-graders who perform at the Basic and Proficient levels in academic subjects.
- Provide educational experiences that increase students' knowledge and skills in reading, mathematics, language arts, science and social studies.
- Provide students with opportunities to apply their skills in the fine arts and to explore careers and new technology.

MMGW Improvement Framework

- **An academic core** — All students in the middle grades need an academic core curriculum that accelerates their learning so they succeed in college-preparatory English, mathematics and science.

- **All students matter** — Each middle grades student needs an adult who takes interest in his or her successful learning, goal-setting, educational planning and personal growth.

- **High expectations and extra time and help** — Middle grades students need enough time and help to meet more rigorous, consistent standards in a curriculum that accelerates achievement for all students.

- **Classroom practices that engage students** — Young adolescents need varied learning activities linked to challenging academic content and opportunities to use new skills and concepts in real-world applications.

- **Use of data** — States, districts and schools continuously must use data on student, school and teacher performance to review and revise middle grades school and classroom practices as needed.

- **Teachers working together** — All middle grades teachers need time to plan together, to develop and coordinate learning activities, and to share student work that meets proficiency standards.

- **Support from parents** — Parents must understand clearly and must support the higher standards for performance in the middle grades.

- **Qualified teachers** — Middle grades teachers must know academic content and how to teach young adolescents.

- **Use of technology for learning** — Middle grades students and teachers must have opportunities to explore and use technology to improve knowledge and skills in English/language arts, reading, mathematics, science and social studies.

- **Strong leadership** — Middle grades schools need strong, effective principals who encourage teachers and participate with them in planning and implementing research-based improvements.

Table of Contents ────────────────────────────

Appendices

Site Guidelines for a *MMGW* Technical Review Visit

As you proceed with implementation of the *MMGW* design model, it is important to analyze and document the progress made since you joined the *MMGW* network. The purpose of the Technical Review Visit (TRV) is to follow up on the actions taken to implement the recommendations indicated for each challenge in the most recent Technical Assistance Visit (TAV) report.

Unlike the three-day TAV visit, the team conducting the TRV will include an SREB staff member, a district representative and the state *MMGW* coordinator or a representative from the state staff. The team will visit your school for one and a half days to meet with administrators, faculty members and students, and to visit classrooms.

To experience a productive review visit and make the most efficient use of the team's time, a number of things must be done well in advance of the visit. Use the following checklist to ensure that all necessary preparations are made.

The purpose of the follow-up visit is to help district and school leaders and teachers:

- Assess progress in implementing actions recommended in previous TAV reports and appraise improvement in student achievement.

- Use data to determine needs and actions; and assess alignment of school improvement, teaching reforms and student work with standards.

- Accelerate improvement by promoting the school's self-reflection and evaluation.

BEFORE THE VISIT

- **Four to six weeks before the visit**, ask the faculty focus teams to review challenges and recommended actions in the last TAV report and complete the TRV Report Progress Form (See Appendix 4.) for their assigned challenges. (See Appendix 3 for a sample.) They should also complete the *Establishing Benchmarks of Progress for Middle Grades Sites*. The leadership team collects the TRV Report Progress Forms and prepares a summary.

- **Three weeks before the visit**, assemble a copy of the master schedule that includes all teaching assignments by period and room number; a school map and bell schedule, the school Web site address, if available; and any other logistical information that helps acclimate the team leader to the school. Send this to the team leader, keeping in mind that it should arrive **two weeks before the visit**.

- **Three weeks before the visit**, organize and schedule all interviews, develop a visit agenda, and convey to teachers that classroom visits will occur. Individuals to be interviewed (administrators; academic, exploratory and fine and related arts teachers; counselors; and students) should be designated in advance; and a schedule with names, times and locations provided to all participants. The principal should inform the faculty that the visiting team will be conducting random 10- to15-minute drop-in classroom visits. No advance preparation is required. The principal should accompany the team leader during classroom visits. (See Appendix 5 for the Walk-through Observation Form.)

- **Two weeks before the visit**, fax to the team leader the agenda for the TRV (See Appendix 1 for a sample agenda.) and the summary of the completed Progress Report and *Establishing Benchmarks of Progress for Middle Grades Sites* document.

- **One week before the visit**, arrange for as many individuals as possible to be present for and participate in the exit report and discussion. The exit report should occur after school, using time that is often reserved for faculty or departmental meetings. In schools or districts in which contractual arrangements conflict with this effort, the school should arrange for a leadership team to hear and discuss the exit report with the TRV team leader. In this case, the leadership team should report back to the entire faculty within a week.

DURING THE VISIT

The visiting team will

- **Meet with the principal and school leadership team to review progress since the previous TAV.** The school will present its reflective analysis of progress it has made since the most recent Technical Assistance Visit to the TRV team. The school will also present copies of samples of student work. The school report will include an outline of the next steps the school plans to take.

- **Interview a representative group of teachers and counselors.** The focus of the group interview will be to assess the impact of prior TAV reports and professional development services on school organization for improvement, raised expectations, revised academic standards, classroom practices, guidance/advisement, provision of extra help and time, student work and its relationship to these efforts, and progress in raising student achievement. Interview questions are in Appendix 2.

- **Interview a representative group of eighth-graders.** The focus will be on raising teaching and learning expectations for students, rigorous and student-centered instruction, the quality of student work, and preparation for the future. The interviewer will seek to determine changes over time and recommendations for improvement (45 minutes). Interview questions are in Appendix 2.

- **Conduct classroom visits focusing on critical areas, based on the school report and analysis of data.**

- **Conduct an after-school exit report and discuss it with the principal, leadership team and other faculty members.** The more faculty that are involved, the greater the benefit to the school.

AFTER THE VISIT

- **The school will receive a report from the team leader *no more than two months from the date of the TRV.*** The final report will include an itemized analysis of progress in implementing recommendations of the initial TAV report, analysis of progress in raising student achievement through use of *MMGW* Key Practices and analysis of detailed next steps related to the challenges. It is vital for the school to understand that working with schools is a team effort at SREB, so the final written report may include additional recommendations not discussed during the exit interview. The final report will include the best collective thoughts of SREB staff about actions the school can take to address challenges, based on all the information gathered about the school.

Site Checklist

BEFORE THE VISIT

☐ The principal and site coordinator assist the TRV team leader in inviting the district representative who will serve on the team.

☐ Faculty focus teams meet to review challenges and recommended actions from the last TAV report and complete the Progress Report Form and the *MMGW* Benchmarks document.

☐ The leadership team collects the Progress Report Forms and prepares a summary. The summary and the completed *MMGW* Benchmarks document are sent to the TRV team leader *at least two weeks prior to the visit.*

☐ The site coordinator sends a copy of the agenda, master schedule, bell schedule and a map of the school to the team *at least two weeks prior to the visit.*

☐ The site coordinator and leadership team collect evidence that demonstrates progress and make it available for the visiting team. This may be compiled in a portfolio or notebook.

☐ The site coordinator and principal select teachers and students to be interviewed and determine specific times and locations.

☐ The principal and site coordinator share with the faculty information about the purpose of the visit and the agenda.

☐ The site coordinator and principal determine who will be present at the exit conference at the end of the day and determine the time and location.

☐ The site coordinator arranges for beverages, snacks and lunch to be available to the TRV team throughout the day (optional).

☐ The site coordinator makes copies (30-40) of Appendix 5 — Walk-through Observation Form.

DURING THE VISIT

☐ Designate a parking area for visitors.

☐ Announce to students and faculty the presence of the visiting team.

☐ Ensure that appropriate staff and students appear at their appointed times and locations for interviews.

☐ Have someone available to answer questions and provide items needed by the team.

AFTER THE VISIT

☐ Have focus teams meet to read the TRV report.

☐ Determine how to implement recommendations in the report.

☐ Develop next year's school improvement plan incorporating the recommended action steps.

Compiling the Documentation of Progress

The compilation of the progress you have made toward addressing your challenges may be organized in a portfolio, notebook or other format. The documentation is organized to provide the review team with concrete examples of your accomplishments. Each team member should receive the packet prior to the TRV. SREB recommends that schools start the development of the portfolio immediately upon receipt of the final draft of the TAV report. Also SREB suggests compiling the materials into a three-ring binder, no more than two inches thick, and tabbed to address each of the challenges in the original TAV report.

An opening section should include general information and a table of contents. This opening section should include the completed benchmark indicators document including the school profile, the *MMGW* Progress Report (enclosed), school map and planned next steps. **Do not include** a copy of your SREB student assessment or teacher survey. The team leader will have access to that information. However, a copy of your school report card or general assessment results may be placed in this opening section **if they apply to more than one challenge**. This section should also include a collection of selected assignments and assessments from English, mathematics, science and social studies. These samples will provide another data-based source of information about the schools academic program and progress. The team leader will indicate the classes for which materials will be collected:

- Two recent assignments (from this grading period) for the class. The assignments should include a copy of the written assignment, notes on any oral directions and a list of the state standards the assignment addresses.

- Two most recent assessments (or culminating projects that result in an exam grade for a class) that include any special directions given orally or in writing and a list of the state standards the assessment addresses.

- Rubrics for any of the assignments and/or assessments.

Each section should begin with a brief (one to two pages maximum) narrative of your accomplishments in addressing this challenge and the completed Progress Report Form. Behind this narrative, you should include any evidence of accomplishments related to that challenge. For instance, if you addressed guidance and advisement as a challenge, including a recommendation to implement an adviser/advisee program, in your narrative you could describe the steps you took to explore and develop a program. Evidence may include a course description or syllabus, a list of professional development experiences, student placement practices, parent contact schedules and/or sample student activities.

You will find that some of the challenges have received more attention than others. As your school team prioritized the challenges outlined in the TAV report, you determined that some were more important than others to your school. Therefore, you will find that some challenges will have more evidence than others. You may even find that you have not addressed some of the challenges. Please do not manufacture evidence. The team members want to see what you have **really** done, not a fabricated set of documents meant to impress the team.

The school will augment the portfolio with a presentation to the team during the visit. This presentation may take any format and should include a discussion of obstacles the school has faced, planned next steps and areas of concern that the school would like the review team to focus on during the visit. The presentation should be limited to one hour.

Following you will find a number of general challenge topics often identified in TAV reports. For each, some of the possible pieces of evidence are listed. This is not an exclusive list. The point is to include concrete evidence of how you have addressed the challenge.

Raising Expectations

- Increased course requirements
- Literacy requirements for classes that require students to read and write more
- School and/or state assessment data
- Increased enrollments in advanced classes; elimination of low-level classes
- Homework policy
- Publicity about increased expectations for students
- Attendance rates
- Dropout rates
- Discipline referrals and tardies
- Extra-help structure and policies
- K-12 district curriculum maps

Curriculum

- Percentages of students completing the *MMGW*-recommended curriculum
- Evidence of curriculum alignment to state and national standards in English/language arts, science, mathematics and social studies
- Revised course syllabi, including levels
- Content area or grade-level rubrics
- Articulation agreements
- Grade eight projects
- Number of eighth-graders successfully completing Algebra I or pre-algebra and end-of-course exams
- Examples of assignments and assessments aligned to state/national standards and proficiency levels
- Percentage of students entering ninth grade ready to take at least CP Algebra I and CP English
- Percentage of students who said they will enter high school prepared for college-preparatory classes

Student Engagement

- Research project assignments
- Evidence of technology integrated into instruction/assessment
- Professional development on classroom strategies such as cooperative learning, project-based learning and differentiation
- Authentic assessment results and/or policies
- Course syllabi that reflect engaging student activities

Literacy

- School policies on reading and writing
- Professional development on reading/writing strategies
- Survey of materials in each classroom and media center
- Reading logs/journals and evidence of books read
- Book club schedules and topics
- Motivational reading brochures or descriptions

Guidance and Advisement

- Adviser/advisee schedule and syllabus
- Example of a five-year plan
- Parent-student-teacher conference schedules and percentages of parents participating
- Professional development for adviser/advisee program

Leadership

- New teacher mentoring program
- Analysis of disaggregated data
- Study team structures and schedules
- Principal walk-through forms and schedules
- Team/committee structures, schedules, agendas and minutes

Transition

- Meeting schedules and minutes/agendas of vertical teams

- Components of transition programs and evidence of effectiveness

- Follow-up information on student experiences after the middle grades

- Percentage of students who failed the freshman year

- Percentage of students who took college-preparatory courses in grade nine

Developing independent learners

- Evidence that students keep running records of all assignments turned in and grades earned.

- Evidence that students outline and take notes from the textbook.

- Evidence that students use daily planners or agenda books.

- Evidence that students study for tests with study partners.

- Evidence that students keep notes and handouts separately for each class.

- Evidence that students study for tests over several days.

- Evidence that students set short- and long-term goals and are able to plan how to reach them.

- Evidence that students understand that success and failure in school affects success and failure beyond high school.

Professional development

- Documentation of professional development activities. Evidence of increased student achievement or other outcomes as a result of professional development.

- Documentation of attendance at *HSTW* national conferences and workshops. Evidence of increased student achievement or other outcomes as a result of professional development.

- Documentation of coaching support. For what purpose did the school work with a coach and what happened as a result of the coaching received?

Teacher content-qualified data

Please complete the chart on the next page with the number of teachers teaching in each content area and the number of teachers with **majors** in each content area.

Teacher content-qualified data	Number
English/language arts	
English or literature major	
English/language arts education major	
Elementary education major	
Other (specify)	
Mathematics teachers	
Mathematics major	
Mathematics education major	
Elementary education major	
Other (specify)	
Science teachers	
Biology, physics or chemistry major	
Science education major	
Elementary education major	
Other (Specify)	
Social studies teachers	
History, political science major	
Social studies education major	
Elementary education major	
Other (Specify)	

<div align="center">

SAMPLE AGENDA

Technical Review Visit to *MMGW* Sites

</div>

Day 1

3:30 – 4:00 p.m. Team leader, state coordinator and district representative meet at the school to review the structure of the visit.

Location: _____

4:00 – 5:00 p.m. Presentation of the Documentation of Progress by the school

Location: _____

5:00 – 6:00 p.m. Team leader, state coordinator and district representative meet to plan the visit, review data and the documentation.

Location: _____

Day 2

7:30 – 8:00 a.m. Team reviews plans for the day including interviews and classroom observations

Location: _____

8:00 – 9:00 a.m. Interview site coordinator (state coordinator)

Location: _____

Interview principal (team leader)

Location: _____

8:00 – 11:00 a.m. Walk-through observations in a sample of core academic and exploratory classes (team leader, state coordinator and district representative)
NOTE: The district representative will continue observations during the interviews.

11:00 – 11:45 a.m. Interviews:
A group of 10 to 12 academic and exploratory teachers (team leader)

Location: _____

Interviews:
A group of 10 to 12 academic and exploratory teachers (state coordinator)

Location: _____

Counselors (district representative)

Location: _____

12:00 noon Lunch

12:30 – 1:30 p.m. Interviews:
A random sample of 10 to 12 eighth-graders

Location: _____

Additional classroom observations

2:30 – 3:30 p.m. Team leader, state coordinator and district representative debrief to create an outline of the final report

Location: _____

3:30 p.m. Exit report with principal, *MMGW* leadership team and/or faculty

MMGW TRV Interview Questions

Overall Site Team:

1. What are the major changes in the school since the past TAV?

2. As a team, how have you used the TAV report for school improvement?

3. Explain how the recommended actions were incorporated into the school improvement plan.

4. What has the school done to upgrade the curriculum? How does the school monitor that the same standards are being taught to all students?

5. How have you involved the whole faculty in using the TAV report for school improvement?

Site Coordinator:

1. What have been the major changes in the school since the last TAV?

2. How have the school leadership and focus teams used the TAV report for school improvement?

3. Explain how the recommended actions have been incorporated into the school improvement plan.

4. How have you involved the whole faculty in using the TAV report for school improvement?

Students:

1. How has your school changed over the past two to three years?

2. How would you describe your school to a friend?

3. In which class do you learn the most and why?

4. What courses are you planning to take in high school? Do you know the difference between a general or basic program and a college prep program in high school? Have you received an orientation about which courses really matter in grade nine and what to expect in high school?

5. Quality learning is the result of considerable effort to do something exceedingly well — a paper, a project, an understanding of key mathematical concepts or top performance in a school play. Give an example of quality learning in an academic or exploratory class, and describe why you believe it is quality work.

6. How do you know what you have to do to get an A or B in a course?

7. Are you expected to redo your work until it meets standards? If yes, describe the process.

8. If you are performing below standards in a class, describe any form of extra help that is available to you. Is it required? If so, describe.

9. What major research paper did you complete in the middle grades that took a great deal of time outside of class? How often do you have this kind of assignment? What did you learn from the experience?

10. What additional changes would you make in the school to get more students to demonstrate high-quality learning?

11. Have you been assigned an adviser or mentor? If yes, describe how that adviser/mentor works with you.

Teachers:

1. How has your school changed over the past two to three years?

2. Describe your involvement in the process of using the TAV report to make improvements in teaching and learning.

3. How has staff development changed your instruction? **NOTE:** See if staff development has translated into changes in instruction. For example, if staff development focused on reading and writing for learning, do you complete anticipation guides, KWL, etc.?

4. How do you judge whether or not your assignments are at the basic, proficient or advanced level? Do you collaborate with other teachers and examine student work to determine if the assignments and assessments and scoring guides are sufficiently rigorous? Please describe.

5. Do middle grades teachers meet with the high school faculty? Do you know what students need to know and be able to do when they arrive at high school? Do you know what students need to prepare for college-preparatory science, English and Algebra I courses?

6. Describe examples of students working hard in your class that demonstrate quality learning.

7. Describe how students get extra help if they are not meeting standards.

8. How are data used to identify gaps in achievement, and omissions and redundancies in curriculum and instruction?

9. Has the number of students failing courses in the ninth grade decreased? How much?

10. Has the ninth-grade failure/dropout rate decreased?

11. How do school and district leadership support school improvement efforts?

12. What major challenges does the **school** continue to face in fully achieving the *MMGW* Goals and Key Practices? What major challenges do **you** continue to face in fully achieving the *MMGW* Goals and Key Practices?

Counselor(s):

1. How has your school changed over the past two to three years?

2. Describe your involvement in the process of using the TAV report to make improvements in teaching and learning.

3. What changes in the guidance/advisement process have been made since the last TAV?

4. How are students advised about high school course offerings, requirements and expectations?

5. Are parents part of the process in developing students' five-year programs of study? How?

6. How do you involve parents in the guidance/advisement process?

7. What major challenges does the **school** continue to face in fully achieving the *MMGW* Goals and Key Practices? What major challenges do **you** continue to face in fully achieving the *MMGW* Goals and Key Practices?

1. How has the school changed over the past two to three years? How do you support teachers in making changes?

2. How do you support school improvement efforts?

3. Has the number of students failing courses in the ninth grade decreased? How much?

4. Has the ninth-grade failure/dropout rate decreased?

5. What has the school done to educate both parents and students about what students must know and be able to do and why it is important that they prepare to do challenging high school work?

6. How have school leaders and faculty determined what students need to be able to do for college-preparatory work in grade nine? What performance goals have been established for the middle grades to ensure that students are ready to do college-preparatory-level work?

7. Describe your involvement in the process of using the TAV report to make improvements in teaching and learning. How do you involve the whole faculty in using the TAV report for school improvement?

8. How has staff development changed instruction? Describe how you follow up on staff development to see whether strategies learned translate into changes in instruction.

9. What is the mission of the school? Is getting all students ready for college preparatory-level coursework a major goal for this school?

10. How are teachers assisted in upgrading or acquiring skills in the content area to which they are assigned?

11. How do you provide time for teachers to understand different kinds of data? How are data used to evaluate the school's academic and fine/related arts programs?

12. Do you use faculty study groups/teams to address individual components of the school improvement plan and other issues related to curriculum and instruction? If so, describe the process and results.

13. What major challenges does the **school** continue to face in fully achieving the *MMGW* Goals and Key Practices? What major challenges do **you** continue to face in fully achieving the *MMGW* Goals and Key Practices?

1. How has the school changed over the past two to three years? Has the percentage of students prepared for college preparatory-level courses on entering high school increased? How much?

2. Has the number of students failing courses in the ninth grade decreased? How much?

3. Has the ninth-grade failure/dropout rate decreased?

4. How do you support school improvement efforts?

5. What further changes would you like to see implemented?

6. How do you and the board of education support the principal and teachers in making these changes?

7. How have you encouraged the principal and teachers to create an organizational structure that involves parents and community leaders in team planning and program implementation?

8. What major challenges does the **school** continue to face in fully achieving the *MMGW* Goals and Key Practices? What major challenges do **you** continue to face in fully achieving the *MMGW* Goals and Key Practices?

SAMPLE

MMGW Technical Review Visit Progress Report Form

Challenge #1: Expand the use of student-centered strategies to motivate students to complete more complex assignments.

Progress on Report Recommendations and Evidence of Results* (completed by the school)	Next Steps (completed by the school)	Technical Review Visit Recommendations (completed by the team leader)
Short narrative that describes 1) process and progress for addressing the challenge and 2) evidence of results. * Based on this information, the team leader may request additional data be provided on-site during the visit. **Example:** **Process and Progress:** During January 2005 Faculty Meeting, identified two instructional strategies on which all staff would receive training in February and implement across the curriculum during March through May. The two strategies were KWL and Jigsaw. Ima Expert presented a half-day professional development on each strategy on February 9. Teachers have incorporated strategies into lesson plans; principal and assistant principal conducted at least two follow-up sessions to observe each teacher using the strategies. **Evidence of Results:** During the March, April and May faculty meetings, teachers met by department to discuss use of the two strategies. Each department selected one lesson plan example to share with the entire faculty by posting in teacher work room. Assistant principals identified at least two outstanding examples observed and asked those teachers to present during faculty meetings.	Conduct follow-up professional development on reading and writing across the curriculum during February 2005. Teacher presentations of best practices will occur in March, April and May faculty meetings.	

MMGW Technical Review Visit Progress Report Form

Challenge #1:

Directions: Complete the chart for the first challenge listed in your previous TAV report. Next Steps should be based on the key findings/challenges in the TAV report and analysis of the *MMGW* Benchmarks.

Progress on Report Recommendations and Evidence of Results (completed by the school)	Next Steps (completed by the school)	Technical Review Visit Recommendations (completed by the team leader)

Challenge #2: _____

Directions: Complete the chart for the second challenge listed in your previous TAV report. Next Steps should be based on the key findings/challenges in the TAV report and analysis of the *MMGW* Benchmarks.

Progress on Report Recommendations and Evidence of Results (completed by the school)	Next Steps (completed by the school)	Technical Review Visit Recommendations (completed by the team leader)

Challenge #3: _____

Directions: Complete the chart for the third challenge listed in your previous TAV report. Next Steps should be based on the key findings/challenges in the TAV report and analysis of the *MMGW* Benchmarks.

Progress on Report Recommendations and Evidence of Results (completed by the school)	Next Steps (completed by the school)	Technical Review Visit Recommendations (completed by the team leader)

Challenge #4: _____

Directions: Complete the chart for the fourth challenge listed in your previous TAV report. Next Steps should be based on the key findings/challenges in the TAV report and analysis of the *MMGW* Benchmarks.

Progress on Report Recommendations and Evidence of Results (completed by the school)	Next Steps (completed by the school)	Technical Review Visit Recommendations (completed by the team leader)

Challenge #5: _____

Directions: Complete the chart for the fifth challenge listed in your previous TAV report. Next Steps should be based on the key findings/challenges in the TAV report and analysis of the *MMGW* Benchmarks.

Progress on Report Recommendations and Evidence of Results (completed by the school)	Next Steps (completed by the school)	Technical Review Visit Recommendations (completed by the team leader)

Challenge # _____ : _____

Directions: Duplicate and complete the chart for additional challenges listed if your report contained more than five. Next Steps should be based on the key findings/challenges in the TAV report and analysis of the *MMGW* Benchmarks.

Progress on Report Recommendations and Evidence of Results (completed by the school)	Next Steps (completed by the school)	Technical Review Visit Recommendations (completed by the team leader)

Walk-through Observation Form

Observer: _____   Date: _____

School/Site: _____

Content/Course					
Time In					
Time Out					
Instructional Format	☐ Direct Instruction ☐ Team Teaching ☐ Cooperative Learning ☐ Individualized	☐ Direct Instruction ☐ Team Teaching ☐ Cooperative Learning ☐ Individualized	☐ Direct Instruction ☐ Team Teaching ☐ Cooperative Learning ☐ Individualized	☐ Direct Instruction ☐ Team Teaching ☐ Cooperative Learning ☐ Individualized	☐ Direct Instruction ☐ Team Teaching ☐ Cooperative Learning ☐ Individualized
Strategies	☐ Integration ☐ Reading-to-learn ☐ Writing-to-learn ☐ Project-based ☐ High-level Quest. ☐ Teacher as Coach ☐ Parent/Comm. Involvement	☐ Integration ☐ Reading-to-learn ☐ Writing-to-learn ☐ Project-based ☐ High-level Quest. ☐ Teacher as Coach ☐ Parent/Comm. Involvement	☐ Integration ☐ Reading-to-learn ☐ Writing-to-learn ☐ Project-based ☐ High-level Quest. ☐ Teacher as Coach ☐ Parent/Comm. Involvement	☐ Integration ☐ Reading-to-learn ☐ Writing-to-learn ☐ Project-based ☐ High-level Quest. ☐ Teacher as Coach ☐ Parent/Comm. Involvement	☐ Integration ☐ Reading-to-learn ☐ Writing-to-learn ☐ Project-based ☐ High-level Quest. ☐ Teacher as Coach ☐ Parent/Comm. Involvement
Student Work	☐ Independent Work ☐ Hands-on ☐ Sustained Writing ☐ Sustained Reading ☐ Research ☐ Student Discussion ☐ Drill/Book Work	☐ Independent Work ☐ Hands-on ☐ Sustained Writing ☐ Sustained Reading ☐ Research ☐ Student Discussion ☐ Drill/Book Work	☐ Independent Work ☐ Hands-on ☐ Sustained Writing ☐ Sustained Reading ☐ Research ☐ Student Discussion ☐ Drill/Book Work	☐ Independent Work ☐ Hands-on ☐ Sustained Writing ☐ Sustained Reading ☐ Research ☐ Student Discussion ☐ Drill/Book Work	☐ Independent Work ☐ Hands-on ☐ Sustained Writing ☐ Sustained Reading ☐ Research ☐ Student Discussion ☐ Drill/Book Work
Technology	☐ Computer for instructional delivery ☐ Technology as a resource	☐ Computer for instructional delivery ☐ Technology as a resource	☐ Computer for instructional delivery ☐ Technology as a resource	☐ Computer for instructional delivery ☐ Technology as a resource	☐ Computer for instructional delivery ☐ Technology as a resource
Academic Focus	☐ Low ☐ Medium ☐ High	☐ Low ☐ Medium ☐ High	☐ Low ☐ Medium ☐ High	☐ Low ☐ Medium ☐ High	☐ Low ☐ Medium ☐ High
Student Involvement	☐ Low ☐ Medium ☐ High	☐ Low ☐ Medium ☐ High	☐ Low ☐ Medium ☐ High	☐ Low ☐ Medium ☐ High	☐ Low ☐ Medium ☐ High

Challenge to Lead Goals for Education

1. All children are ready for the first grade.

2. Achievement in the early grades for all groups of students exceeds national averages and performance gaps are closed.

3. Achievement in the middle grades for all groups of students exceeds national averages and performance gaps are closed.

4. All young adults have a high school diploma — or, if not, pass the GED tests.

5. All recent high school graduates have solid academic preparation and are ready for postsecondary education and a career.

6. Adults who are not high school graduates participate in literacy and job-skills training and further education.

7. The percentage of adults who earn postsecondary degrees or technical certificates exceeds national averages.

8. Every school has higher student performance and meets state academic standards for all students each year.

9. Every school has leadership that results in improved student performance — and leadership begins with an effective school principal.

10. Every student is taught by qualified teachers.

11. The quality of colleges and universities is regularly assessed and funding is targeted to quality, efficiency and state needs.

12. The state places a high priority on an education *system* of schools, colleges and universities that is accountable.

The Southern Regional Education Board has established these Goals for Education, which challenge SREB states to lead the nation in educational progress. They are built on the groundbreaking education goals SREB adopted in 1988 and on more than a decade of efforts to promote actions and measure progress.