Technical Assistance Data Profile Packet

The information requested in this document is an essential element of the Technical Assistance Visit (TAV) and will be used by the visiting team to prepare for the visit and to write the report. Please gather the requested data and submit to your team leader __at least two weeks__ before the visit. If you have questions, please contact your *HSTW* state coordinator or team leader. Thank you in advance for collecting and sharing this information.

Please create a Data Profile Packet for each team member. Include a copy of your **most recent state report card and state assessment results**. If possible, answer the following focus questions and complete each table. Team members should have a copy of these items in their Data Profile Packet.

If some of the requested information is available in another document, you may attach the document rather than filling out every individual chart in this profile. If so, note "See attached state report card," or "See attached ACT Report," etc., on the blank charts to indicate where to find the information. Use the Data Checklist below to assist you in gathering the information needed to complete the Data Profile.

The TAV team leader will need an **electronic** (preferred) or hard copy of this Data Profile **at least two weeks prior to the visit** to review in order to become familiar with the school. If possible, send the completed Data Profile Packet to all team members also. Otherwise, have the information ready in a notebook for all team members at the school on the first day of the visit.

Contact your team leader if you have questions about the data requested.

TECHNICAL ASSISTANCE VISIT DATA CHECKLIST		
Focus Questions	ACT High School Profile	Enrollment by Grade Level
Background Information	SAT Report	Master Schedule with Enrollment
State Assessment Results/School Report Card	Advanced Placement (AP) Results	Course Failures
Career/Technical Program Evaluations	Drop-Out Statistics	Suspensions/ Expulsions
HSTW Assessment Report	Attendance Rates	Career/Technical Enrollment and Completion

Focus Questions

Directions: Answer the following focus questions using your recent school data reports. You may expand the sections as needed

1. Has your school successfully met state targets for Adequate Yearly Progress (AYP)?

_____ **YES:** What key actions did your site implement over the last three years to reach or maintain your current AYP status?

_____ **NO:** A) What caused your school to not make AYP (e.g., academic performance, participation, attendance)? List all AYP measures your site failed to meet, including information about specific student groups.

B) What are the top three to five actions that your site plans to implement to meet AYP?

2. What actions has your site taken to improve high school completion rates over the past three to five years?

3. Describe specific career/technical programs of study that are available on your campus. How are students informed of these opportunities? What courses are available for ninth- and 10th-graders?

4. List your school's mission, vision statement and core beliefs. Describe how the faculty and students are engaged in supporting the school's mission.

Site Background Information

Please complete the following information and e-mail or mail into your TAV leader **at least two weeks** before your visit.

School: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Contact/Title:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Phone Number: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯   **E-mail:**⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Alternative Phone Number: ⎯⎯⎯⎯⎯⎯   **Fax:**⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Background: (*Complete the information requested for your school as indicated in the parenthesis*.)

(*Name of school*) ((*Initials of school*)) is a (*rural, urban, suburban, comprehensive high school or career/technical center*) school located in (*list area and state*). (*Initials of school*) joined the *HSTW* network in (*year*) and administered the *HSTW* Assessment in (*year/years*).

Current enrollment at (*school*) is approximately (*number of students*) students in grades (*number*) through (*number*). The student population is (*percentage*) percent (*largest ethnic group*), (*percentage*) percent (*second largest ethnic group*), (*percentage*) percent (*third largest ethnic group*) and (*percentage*) percent other. (*Percentage*) percent of (*school*) students receive free or reduced-price lunches and (*percentage*) percent are special needs.

(*School*) has a faculty of (*number*) full-time teachers with an average of (*number*) years of experience. (*Percentage*) percent of the teaching staff meet or exceed the state definition of highly qualified and (*percentage*) percent meet or exceed the federal definition of highly qualified. About (*percentage*) percent of faculty members hold advanced degrees.

(*School*) operates on a (*number*) (*period day/block schedule/flexible schedule*) of (*number*) minutes. [*Add this sentence if needed*: In addition, a (*number*) minute (*homeroom/extra help/other*) period is scheduled (*daily/indicate day*).] To graduate, (*school*) students must earn (*number*) of credits. All students must complete (*Algebra I/senior mathematics/other advance level courses/senior research project*.)

(*School*) offers the following career/technical programs: (*list all career/technical programs of study*). Students have the opportunity to earn certifications in (*list all certifications that students can earn*). (*Number*) students earned certifications in the previous school year.

(*List postsecondary partner institutes*) have partnerships with (*school*), which provide students with opportunities to earn postsecondary credits while in high school. Students may earn postsecondary credits in (*list the actual courses*). (*Number*) students are currently participating in postsecondary coursework.

*NOTE: School demographics, including racial statistics, need to be provided in the background narrative.

Directions: **Attach a copy of your most recent state report card and most recent state assessments.**

Complete the tables below (or attach a document and indicate where to find the data on each incomplete chart). For Table 1, use the results from the most recent *HSTW* Assessment data.

Goal One: *All or most students have the academic knowledge and skills needed to meet college- and career-readiness goals.*

(See page 63 of your 2010 *HSTW* Assessment Report.)

Table 1: (*School Initials*) Student Mean Scores on the 2010 *High Schools That Work* Assessment				
	YOUR SCHOOL		HIGH-SCORING SITES	
	MEAN SCORE	PERCENTAGE OF STUDENTS MEETING GOALS (%)	MEAN SCORE	PERCENTAGE OF STUDENTS MEETING GOALS (%)
READING				
MATHEMATICS				
SCIENCE				

Source: 2010 *HSTW* Assessment Report

_____School Report Card that shows results of the most recent State Assessments are attached. (Please attach)

Grade level/s assessed for AYP: _____

State Assessments (Provide title, grade levels and subject areas tested):

Goal Two: *Eighty-five (85) percent of graduates complete the* HSTW*-recommended curriculum and a concentration of at least four courses in an academic or career/technical area.*

Table 2: Comparison of *HSTW*-Recommended Curriculum and (*School Initials*) Core Requirements				
	STANDARD DIPLOMA	HONORS/ADVANCED DIPLOMA	COLLEGE ENTRANCE REQUIREMENTS	*HSTW*-RECOMMENDED CURRICULUM
TOTAL CREDITS				
ENGLISH				4 college-preparatory (CP) credits
MATHEMATICS				4 credits (Algebra I, geometry, Algebra II and a higher-level course)
SCIENCE				3 lab-based courses
SOCIAL SCIENCE				3 CP credits
ADDITIONAL CREDITS				4 credits in an academic or CT concentration

Source: (*School*) Course Catalogue

Directions: Provide the number of seniors completing each category and corresponding percentages.

Table 3: Senior Enrollment Statistics		
	NUMBER OF SENIORS	**PERCENTAGE OF SENIOR CLASS**
4 CP ENGLISH CREDITS		
4 CP MATHEMATIC CREDITS (ALGEBRA I, GEOMETRY, ALGEBRA II, HIGHER-LEVEL)		
3 CP SCIENCE CREDITS		
SCIENCE CLASS IN THE SENIOR YEAR (EXCLUDING A REPEATED CLASS)		
3 CP SOCIAL STUDIES CREDITS		

Source: (*School*) Class Enrolment Data

Table 4: Overview of the Master Schedule			
	LEVELS	**# OF CLASSES ON THE CURRENT MASTER SCHEDULE**	**# OF CLASSES ON LAST YEAR'S MASTER SCHEDULE**
ENGLISH	REGULAR LEVEL		
	HONORS/AP/ADVANCED LEVEL		
MATHEMATICS	BELOW ALGEBRA I LEVEL	(*List courses*)	
	REGULAR LEVEL		
	HONORS/AP/ADVANCED LEVEL		
SCIENCE	REGULAR LEVEL		
	HONORS/AP/ADVANCED LEVEL		
SOCIAL SCIENCE	REGULAR LEVEL		
	HONORS/AP/ADVANCED LEVEL		

Source: (*School*) Master Schedule

Table 5: Advanced Placement and International Baccalaureate Enrollment by Ethnicity					
	ASIAN	**BLACK**	**HISPANIC**	**WHITE**	**OTHER**
NUMBER ENROLLED IN AP/IB COURSE					
PERCENTAGE OF GROUP ENROLLED IN AP/IB COURSES					

Source: (*School*) Class Enrollment Analysis

See page 30 of your 2010 *HSTW* Assessment Report.

Table 6: *HSTW* Core vs. Non-Core Completers' Mean Achievement Scores				
	PERCENTAGE OF STUDENTS (%)	**READING MEAN SCORE**	**MATHEMATICS MEAN SCORE**	**SCIENCE MEAN SCORE**
FULLY COMPLETED (ALL SUBJECT AREAS)				
PARTIALLY COMPLETED (1 OR 2 SUBJECT AREAS)				
DID NOT COMPLETE (NO SUBJECT AREAS)				

Source: 2010 *HSTW* Assessment Report

See pages 64-65 of your 2010 *HSTW* Assessment Report.

Table 7: Comparison of Achievement Based on Courses Taken				
	YOUR SCHOOL		**HIGH-SCORING SITES**	
	PERCENTAGE OF STUDENTS (%)	**MEAN SCORE**	**PERCENTAGE OF STUDENTS (%)**	**MEAN SCORE**
4 CP ENGLISH COURSES				
YES				
NO				
4 CP MATHEMATICS COURSES				
YES				
NO				
3 SCIENCE COURSES (2 CP)				
YES				
NO				

Source: 2010 *HSTW* Assessment Report

See pages 144-146 of your 2010 *HSTW* Assessment Report.

Table 8: Student Responses About Guidance Support for Program Planning	
INDICATOR	**PERCENTAGE**
My teachers or counselors **never** encouraged me to take more challenging English courses.	
My teachers or counselors **never** encouraged me to take more challenging mathematics courses.	
My teachers or counselors **never** encouraged me to take more challenging science courses.	

Source: 2010 *HSTW* Assessment Report

Goal Three: *Ninety (90) percent of students complete high school four years after entering grade nine.*

Table 9: Graduation and Attendance Data					
	2006	**2007**	**2008**	**2009**	**2010**
SCHOOL ATTENDANCE RATE (%)					
DISTRICT ATTENDANCE RATE (%)					
STATE ATTENDANCE RATE (%)					
SCHOOL GRADUATION RATE (%)					
DISTRICT GRADUATION RATE (%)					
STATE GRADUATION RATE (%)					

Source: (*School*) Report Card

Table 10: School Enrollment by Grade Level					
	2005-2006	**2006-2007**	**2007-2008**	**2008-2009**	**2009-2010**
NINTH GRADE					
10TH GRADE					
11TH GRADE					
12TH GRADE					
UNCLASSIFIED					

Source:

Table 11: Dropout Statistics						
	2004-2005	**2005-2006**	**2006-2007**	**2007-2008**	**2008-2009**	**2009-2010**
NINTH GRADE (NUMBER)						
10TH GRADE (NUMBER)						
11TH GRADE (NUMBER)						
12TH GRADE (NUMBER)						

Source: (*School*) Report Card

Review of Course Failures: Various levels should be broken out to determine if there is a significant difference in achievement rates from regular to honors or honors to AP courses. Please add courses as needed. At a minimum, failure rates should be collected for all core courses.

Table 12: Summary of Course Failures				
	PERCENTAGE FAILING 2007-2008	**PERCENTAGE FAILING 2008-2009**	**PERCENTAGE FAILING 2009-2010**	**PERCENTAGE FAILING CURRENT GRADING PERIOD**
Mathematics				
ALGEBRA I				
HONORS ALGEBRA I				
ALGEBRA II				
GEOMETRY				
English/Language Arts				
ENGLISH I				
HONORS ENGLISH I				
ENGLISH II				
HONORS ENGLISH II				
ENGLISH III				
HONORS/AP ENGLISH III				
ENGLISH IV				
HONORS/AP ENGLISH IV				
Science				
PHYSICAL SCIENCE				
BIOLOGY				
CHEMISTRY				
Social Studies				
WORLD HISTORY				
CIVICS/GOVERNMENT				

Goal Four: *All Students leave high school demonstrating readiness for further study or careers by earning postsecondary credit, passing college placement examinations, or earning an employer certification or state licensure.*

See pages 73, 88 and 99 of your 2010 *HSTW* Assessment Report.

Table 13: Percentage of Students Scoring at Each *HSTW* Assessment Performance Level				
	(SCHOOL) 2010	**WHITE STUDENTS 2010**	**(LARGEST MINORITY GROUP) STUDENTS 2010**	**HIGH-SCORING SITES 2010**
Reading				
BELOW BASIC (%)				
BASIC (%)				
PROFICIENT (%)				
ADVANCED (%)				
Mathematics				
BELOW BASIC (%)				
BASIC (%)				
PROFICIENT (%)				
ADVANCED (%)				
Science				
BELOW BASIC (%)				
BASIC (%)				
PROFICIENT (%)				
ADVANCED (%)				

Source: 2010 *HSTW* Assessment Report

Table 14: Five-Year Comparison of ACT Performance					
	2005-2006	**2006-2007**	**2007-2008**	**2008-2009**	**2009-2010**
NUMBER TESTED					
ENGLISH MEAN SCORE					
MATHEMATICS MEAN SCORE					
READING MEAN SCORE					
SCIENCE MEAN SCORE					
COMPOSITE					
STATE COMPOSITE					

Source: ACT High School Profile Profile

Table 15: Mean SAT Scores				
	NUMBER OF (SCHOOL) STUDENTS PARTICIPATING	(SCHOOL) MEAN SCORES	STATE MEAN SCORES	NATIONAL MEAN SCORES
Verbal/Critical Reasoning				
2009-2010				
2008-2009				
2007-2008				
2006-2007				
2005-2006				
Mathematics				
2009-2010				
2008-2009				
2007-2008				
2006-2007				
2005-2006				
Writing				
2009-2010				
2008-2009				
2007-2008				
2006-2007				
2005-2006				

Source: (*School*) SAT Score Roster

Table 16: AP Data Summary					
	2006	2007	2008	2009	2010
NUMBER OF AP COURSES TAKEN					
NUMBER OF AP EXAMS TAKEN					
NUMBER OF EXAMS WITH A SCORE OF 3 OR HIGHER					
PERCENTAGE OF EXAMS WITH A SCORE OF 3 OR HIGHER					

Source: College Board AP Report

Table 17: Postsecondary Opportunities		
POSTSECONDARY OPPORTUNITY (*LIST INSTITUTION AND COURSE NAME*)	NUMBER OF STUDENTS PARTICIPATING	NUMBER OF STUDENTS EARNING POSTSECONDARY CREDITS

Highlight the state or national industry certifications students can take in each program area.

Table 18: Career/Technical Certification Opportunities			
NAME OF PATHWAY	NUMBER OF STUDENTS COMPLETING THE PATHWAY	NUMBER OF STUDENTS TAKING THE CERTIFICATION/LICENSE EXAMINATION	NUMBER OF STUDENTS ATTAINING CERTIFICATION/ LICENSURE

Table 19: Comparison of Achievement Based on Courses Taken				
	PERCENTAGE OF STUDENTS ENROLLING	PERCENTAGE OF STUDENTS NEEDING REMEDIATION		
		READING	MATHEMATIC	WRITING
COMMUNITY COLLEGE				
TECHNICAL COLLEGE				
FOUR-YEAR COLLEGE/UNIVERSITY				
RESEARCH UNIVERSITY				

Please include any additional data that is used for school improvement.

Career/Technical Program Evaluation Tool

Directions: The Career/Technical Program Evaluation Tool is provided for schools preparing for a TAV. The tool should be used to evaluate program effectiveness, challenges and future improvement actions. Conduct a formal meeting with all career/technical (CT) teachers and district leaders to complete the tool (self-evaluation of programs). Provide a copy of the tool to teachers in each program area and the CT school or district leader. Group teachers into program-area teams to assess the current status of the sequence of courses that support each program area. Each program-area team will independently complete the Career/Technical Evaluation Tool. Copies of the completed Career/Technical Program Evaluation Tool (for each program area) should be provided to the team leader and available in the team workroom during the visit.

The Career/Technical Program Evaluation Tool summary page is attached. Use the complete 14-page rubric to determine the school's level of implementation of each indicator. The tool can be downloaded online at: http://www.sreb.org/programs/hstw/TechAssist/TAindex.asp.