

Focus on My System Matrix—High School Supplement

The high school *Focus on My System* matrix is a simple and useful tool to help you identify areas of relative strength and areas of relative challenge in your system’s aggregate achievement and value-added results. Once you have completed this matrix, you will have a better understanding of the specific content and grade-level strengths and challenges that are contributing to your system’s results. Use the following instructions to complete a high school *Focus on My System/District* matrix. Below, you see an example of a high school System Value-Added Report.

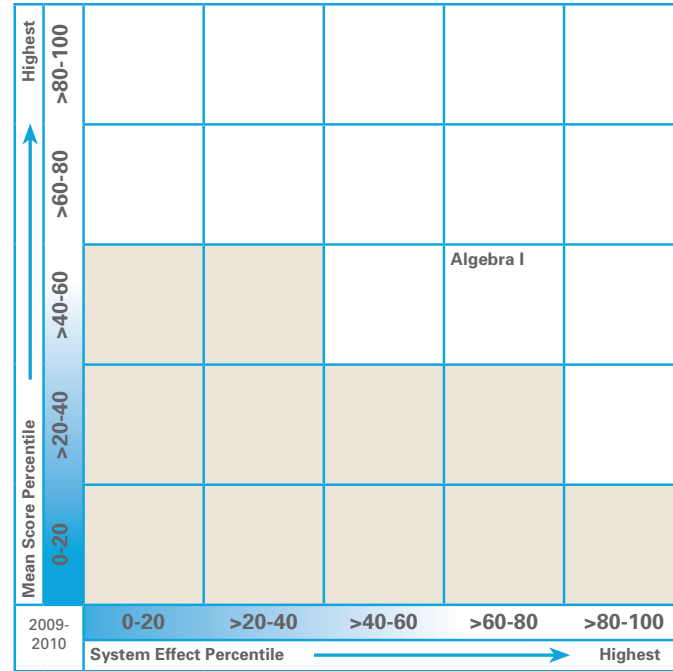
2010 System Value-Added Report
ABC System
EOC/AYP Algebra I

Subject	Year	N	Mean Student Score	Mean Score %-ile	Mean Pred Score	Pred Score %-ile	System Effect	System Effect %-ile	System vs State Avg
Algebra	2010	901	704.1	49	700.0	4.6	6.5	77	Above

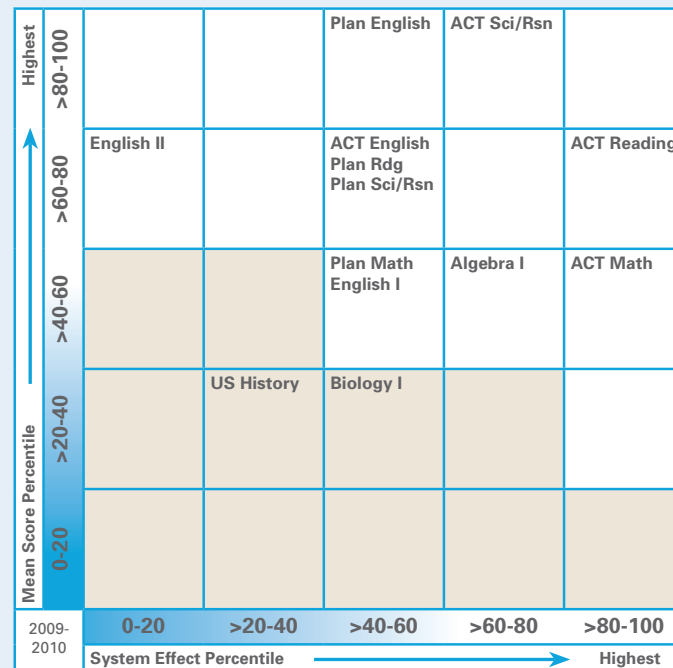
	Progress is significantly above the average system in the state.
	Progress is not detectably different from the average system in the state.
	Progress is significantly below the average system in the state.

Plot Your Subject-Area Results

- Using the System Value-Added Report above, locate the mean score percentile and the system effect percentile for EOC/AYP Algebra I. Enter Algebra I in the square where the mean score percentile and the system effect percentile intersect. On the right, you see Algebra I in its appropriate place on the matrix.
- Continue with this process until you have entered the results of all the critical high school tests.



All of ABC System’s high school data are plotted on the *Focus on My System* matrix on the right.



Interpreting the ABC System’s High School Focus on My System Matrix

Use the high school *Focus on My System* matrix on the previous page to answer the following questions:

- Where do you see the highest levels of progress and achievement (look to the top-right part of the matrix)? The practices in these areas are currently the ABC System’s greatest high school strengths.
- Where do you see the lowest levels of progress and achievement (look to the bottom-left part of the matrix)? These areas are currently the ABC System’s greatest high school challenges. Leaders should examine their Value-Added Summary Report to identify if some schools have solved this problem.
- Where in the system do you see high levels of progress, but low levels of achievement (look to the bottom-right part of the matrix)? Educators in these areas have discovered ways to improve their effectiveness. Their practices provide a working model for effective improvement.
- Where in the system do you see high levels of achievement, but low levels of progress (look to the top-left part of the matrix)? The practice of these educators has become frozen. They require stretch goals.
- As you interpret these results, what are the ABC System’s greatest high school strengths?
- As you interpret these results, what are the ABC System’s most critical high school challenges?

Making Sense of Your High School Focus on My System Matrix

Now, use your high school System Value-Added Reports to complete your *Focus on My System* matrix.

Mean Score Percentile ↑ Highest >80-100 >60-80 >40-60 >20-40 0-20					
2009-2010	0-20	>20-40	>40-60	>60-80	>80-100
	System Effect Percentile →				Highest

Use your *Focus on My System* matrix on the left answer the following questions:

1. Where are your highest levels of progress and achievement (see the top-right part of the matrix)? The practices in these areas are currently your system’s greatest high school strengths.
2. Where are your lowest levels of progress and achievement (see the bottom-left part of the matrix)? These areas are currently your system’s greatest high school challenges. Examine your Value-Added Summary Report to see if there are educators in particular schools that have solved this problem.
3. Where in your system do you see high levels of progress, but low levels of achievement (see the bottom-right part of the matrix)? Educators in these areas have discovered ways to improve their effectiveness. Their practices provide a working model for how others might improve.
4. Where in the system do you see high levels of achievement, but low levels of progress (see the top-left part of the matrix)? The practice of these educators has become frozen. They require stretch goals.
5. As you interpret all of your high school System Value-Added Reports, what are your system’s greatest aggregate-level high school strengths?
6. As you interpret all of your high school System Value-Added Reports, what are your system’s most critical aggregate-level high school challenges?