

ACT Research and Policy

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Information Brief

Promoting a clear focus on academics through expectations, priorities, and quality instructional practices provides students with an environment that is conducive to high achievement.

Agreement ratings for each survey item were calculated as the percentage of educators who agreed or strongly agreed that the item described their school. *Contribution* ratings were calculated as the percentage of educators who rated the item as “contributing a great deal to student achievement.”

Promoting a Clear Focus on Academics

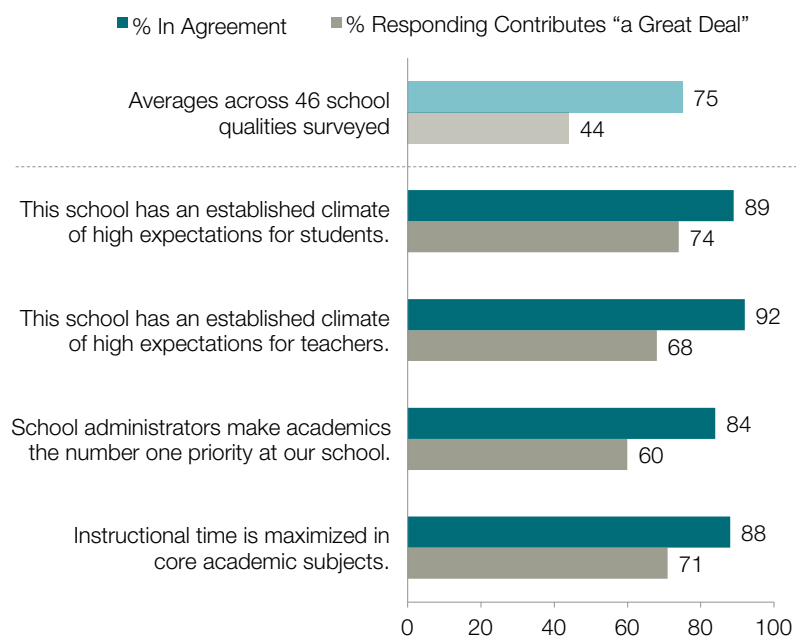
A Look at Higher Performing High Schools

September 2012

A fall 2011 study surveyed teachers and administrators from higher performing high schools and assessed what school qualities educators see as contributing most to student achievement.

Educators at high performing high schools believe the key factors contributing to college and career readiness at their schools include having high expectations of both students and teachers, making academics a number one priority, and maximizing instructional time in core academic subjects. The chart shows that ratings were clearly higher for these school qualities than were typically reported across all 46 qualities surveyed.

School Qualities Promoting a Clear Focus on Academics



Note: Data come from 272 educators from 63 high performing high schools across 25 states. Schools were selected based on students' growth towards college and career readiness or based on improvement in average ACT scores over time.

infobrief@act.org for more information or to suggest ideas for future ACT Information Briefs.



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