The EXPLORE test was administered to approximately 45,000 eighth grade students in Arizona during the 2013-14 school year. Over 290 College and Career Coaches completed a Final EXPLORE School Report summarizing how the EXPLORE test results were used. This packet provides a summation of ways schools reported the use of EXPLORE data.
ITEM A: Tests Administered/Results Provided

Please describe how you were successful in distributing EXPLORE score reports and booklets to students.

97% of students received their score report & booklet

- Students were provided a general overview through their Math classes, then met one-on-one with the guidance counselor to coordinate the results of the EXPLORE with their high school electives.

- Score reports and interpretation guides were distributed to students during a classroom lesson to understand the results. Students were asked to bring them home and share with their parents. Booklets were later distributed by teachers after they had a chance to go over items that were most commonly answered incorrectly with students.

- Our reports were received and divided by homeroom teacher. The homeroom teachers distributed the reports and booklets to their students during homeroom time.

- The District Social Worker met with each homeroom to review the results.

- All students received their results in a Counseling Unit. Counselors explained results as well.

- We built 90 minutes into the daily schedule over 2 days and presented the information, provided scores and completed PreECAP’s together.

- Held an eighth grade meeting where all students were required to attend led us to achieving 100% score reporting.

- The school principal and program director went over all the information individually with each student.

- Distributed during Social Studies classes and were reviewed as part of a career readiness lesson.

- As part of the prescribed curriculum in TLC, the instructor distributed the results to students and then worked with students through the process of analysis, so they understood the report and its implications.

- The five core teachers (English Language Arts, Math, Science, Social Studies and Computer) presented the students’ EXPLORE results to them during their first period classes. College and Career Coach created and EXPLORE Lesson plan, that took 2 -3 days to examine their results, complete their College and Career Planning Guides, fill out the PreECAP and examine the World of Work map.

- We distributed the results to the students prior to Student-Led Conferences; the students reviewed their results and were able to explain their results to their parents during the conference time. If the student or parent had questions, the teachers were there to help.
ITEM B:  Results Interpreted

*Please describe how you were successful in holding or conducting sessions with students on interpreting their EXPLORE results.*

94% of students participated in a session to interpret their EXPLORE results

- Results were interpreted in the 8th grade homeroom classes. The counselor, reviewed the results with the students during their social studies classes in conjunction with their high school registration lesson.

- We developed a plan that involved the College and Career Coach the TLC teacher and the homeroom teachers. As a team we distributed the results and shared them with the students. This plan included the content area teachers who reviewed the test result within their given subjects.

- We distributed and interpreted results in the Social Studies classes. We used two class periods; one day to interpret the test results, and the second was to look at career opportunities and develop the PreECAP.

- A whole group session was conducted in each homeroom class. Teachers walked the students through the report and explained how to interpret the information. Each student then was able to go through their individual reports and see their results. Teachers facilitated the session and spoke to students as requested.

- All teachers were trained on how to read the reports and then they presented to students. Teachers were also present for the parent night to help parents understand.

- 8th grade team will take the students several days in a row to allow for more cohesive delivery and plan to use the AZCIS more in the front of the exam so that the students have more knowledge ahead of time.

- Our schools used a captive audience model to ensure reports were distributed in the classroom environment. Although this takes some instruction time away it is well worth it because this is the second year in a row we have had 100% of students tested go through the interpretation process and ECAP development at both schools.

- Students participated in 3 sessions on interpreting an applying EXPLORE results. Students reviewed their answers with subject area teachers facilitating the review...On the final day students took their information home for parents to review.

- After looking over the EXPLORE Data, the 8th grade team has worked to include college and career related activities to inform our students of the variety of career opportunities available to them as well as the necessary education for these careers.

- Results were interpreted in an entire class period to ensure that all students could understand their information. Students were given extensive information before receiving their results. They then had time to examine and ask questions from the teacher. They had to write a reflection on their performance and their future goals.

- Eighth grade students participated in CCR sessions through the school counselor to both interpret their EXPLORE data as well as make additional plans for college and careers. These classes were held Monday through Friday during regular specials time in the library.
ITEM C: Application of EXPLORE to PreECAP & PreECAP to High School Registration

Did you observe or experience that the development of PreECAPs with students at your school this year had an impact on the registration of these students for high school?

**84% of students prepared a PreECAP (Pre Education and Career Action Plan)**

- Students’ EXPLORE scores were placed at the bottom of the registration sheet so that the parents could correlate the academic portion with the courses selected for high school.
- Student directed information video on the school website for the education process for parents.
- Explained to students that the PreECAP is a precursor to the mandatory ECAP they will complete in High School. The information that is captured on the PreECAP is the best way to summarize their career and educational goals as well as their academic strengths and community service interest.
- Many of the students in our classrooms were excited to see what areas/occupations that they might be good at based on their EXPLORE results. Many students did not know what it took in order to get those jobs. While filling out the PreECAP, many students realized that they needed to be successful in high school in order to get into college.
- High school counselors had access to the results and the PreECAP’s. A list of careers that currently interest our students was also generated and provided to the high school. Each student completed a note card with information about themselves such as what do they wish to accomplish in high school?
- Students participated in a one-on-one conference with the Guidance Counselor to review their EXPLORE results and review their selections for the next school year. The PreECAP results were brought into comparison with the EXPLORE finding to help map out the electives that may be helpful for the next four years.
- Students were required to bring their College and Career Planning Guides which contained their PreECAP’s with them to their high school registration sessions.
- The PreECAP impacted our students when they registered for high school by making them much calmer. In the past our students have gone through middle school all wanting to be sports stars, actors, or having no plans at all. Then when it came time to sign up for high school classes they felt overwhelmed because they had dreams but not goals. Now our students have achievable goals and understand the step they need to get to those goals.
ITEM D: Parent Involvement

**Please describe the scope of your parent involvement**

- Partnered with the high school for freshmen orientation/registration. We presented and reviewed the EXPLORE PowerPoint, the high school presented class options and programs.

- We had student-led PreECAP interpretation during the parent-teacher conferences. Parents were given a copy of the PreECAP and signed the student PreECAP.

- Our student result interpretation sessions coincided with our parent teacher conferences. Our Social Studies teachers were able to discuss the student EXPLORE results individually at conferences. It gave teachers the opportunity to share the benefits of the test with the parents as well as the results.

- We had a parent night with another middle school in the district. We talked about the EXPLORE results and high school registration.

- Parents were notified via letters and flyers sent home. Parents were also advised the day of one of the PreECAP by school webpage and teachers. The results were also placed at the bottom of the student’s high school registration sheet so that the parents could correlate the academic portion with the course selected.

- Students were given a homework assignment to take their EXPLORE results and Understanding Your EXPLORE Results booklet home to discuss with parents and secure their signature on the PreECAPs. Parents called and requested either a phone conference or in person conference to discuss their child’s scores.

- Sent out flyers for an 8th Grade Parent Night. Discussed high school preparation, high school enrollment and EXPLORE Test scores.

- All 8th grade parents and students were invited to attend the district EXPLORE What’s In Store Event. Students followed career pathways with community colleges, universities and vocational schools.

- We verbally explained to parents of the upcoming EXPLORE assessment at our Fall Parent/Teacher Night. We explained the nature of the assessment and to expect results to come home with their students.

- Students took a copy of their report home and explained it to their parents, having discussion and completing a report based on the discussion they had with parents. Teachers had also emailed specific information to parents prior to this assignment on interpreting the EXPLORE report results. This was beneficial because it led to students taking more ownership and accountability for the report and with it meant to them in regard to their future plans.

- Parents were involved in interpreting and understanding the results at conferences, notices sent home, explanation book with the results sent home, and PowerPoints explaining result in English and Spanish on the TLC teacher’s website. Students were involved in interpreting results and were asked to discuss with their parents.
ITEM E Part 1: School Level Response based on EXPLORE Data

**Please describe any changes to curriculum or instruction and/or staff development based on analysis of EXPLORE data.**

- The results helped us to create an early intervention time for those who seemed to be struggling in the various subjects. The results validated the need for more remediation for some students.

- Teachers were able to analyze their students’ data to find areas of weakness. One aspect that teachers really liked was being able to compare the actual test with the student’s results to see what types of questions students were missing so that they could work on those types of questions in their classes.

- The focus for our campus this school year continued to focus on improving student math skills. The district adopted a new math program focusing on Common Core Standards. The EXPLORE data and other current assessments are reviewed weekly to assess student strengths and weaknesses.

- Next year an Advisory period will be implemented on Wednesday mornings. During this period, teachers will focus on ensuring that students are on track with their classes and assignments, help set up additional tutoring, instruct on character education and provide mentoring to an assigned group of students for the school year. This structure will allow a teacher to build a relationship with a specific group of students and work with them toward academic achievement goals and setting career goals.

- Master schedule has been modified to reflect additional homeroom and academic lab time for students to work on College and Career Readiness. Anti-Bullying program as well as re-teach and enrichment in both Math and Language Arts, dependent on score from benchmarks.

- Copies of all the data were provided to the 8th grade teachers to use as additional interventions.

- We are practicing time tests in class.

- Built our college/career week around the EXPLORE test and results.

- Teachers used the results to re-teach concepts that students did especially poor on. It gave teachers a chance to discuss with students what was confusing about the questions being asked. It was nice to have a different type of assessment for the teachers to talk to students about.

- The school leadership team does examine EXPLORE results as part of on-going data analysis and triangulates those results with other data, as do other middle schools in the district. This analysis has resulted in the district-wide adoption of more rigorous curricula in both math and language arts at the beginning of this year.

- I met with my 8th grade teachers to analyze the EXPLORE data. They received copies of the reports. We identified the at-risk students. The teachers are rotating the test booklets in their classes to go through the tests with their students and to target weakness areas whole/small group.

- We will be adding more reading classes to next year’s schedule. Classes designed to bring reading levels up.

- Teachers were made aware of the information on the Score Report, especially regarding students’ “Reported Needs”, “Course Plans” and “College Readiness”. Teachers have been able to address student’s learning needs and goals more thoroughly.
EXPLORE Test Staff Development Training was given to 8th Grade Teachers on how to assess and read test results with their students. They learned how to utilize the report as a tool for assessing the student’s current performance status and for determining ways to improve future academic performance.

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The 8th graders participated in a discussion in their TLC class about what the results meant to them personally. Are they good at math or do they struggle with math? If they struggle, does that define who they are as students? Meaning, can they change that with hard work and become good at their tough subject?

The subject area assessment scores (science, Math, Reading, English) are as an additional piece of data that is useful for driving instruction. After looking over the EXPLORE Data, the 8th grade team has worked to include college and career related activities to inform our students of the variety of career opportunities available to them as well as the necessary education for these careers.

**ITEM E Part 2:**

*Please describe any changes in guidance counseling or at the advisor level as a result of analysis of EXPLORE data.*

- Helped 8th grade Math, Science and English teachers to decide which level of high school courses to put the students in for the next year placement. The high school counselors were given the PreECAP to verify they were registered for the correct level of Science, Math and English.

- Created a college readiness club for all junior high students for the students to have the opportunity to learn more about themselves and the path they chose for college.

- Due to funding cuts, our campus does not have a counselor. As a result, the 8th grade teacher is planning an advisory period for students to work on their PreECAPS throughout the school year.

- We are putting together a Professional Development Leadership Team to create professional development plan in mathematics and reading based on our students EXPLORE Data.

- We are encouraging our students to attend more high school events, do more research on those schools, and to continue to have conversations about going to college and being career ready.

- To help with the transition to high school, the results were placed on the student’s registration sheet. The other aspect that was added was a tour to the vocational school that partners with our district for those students that tested and verbalized interest in particular career areas that are available at that site.

- Our Counseling Department focused on the Early Intervention Rosters to determine student’s needs particularly in the area of high school and post high school planning.

- We will have an advisory class for all students next year to assist students with preparation for socializing and understanding the college program.