

The National High School Center Review Criteria for Tools & Products

The National High School Center promotes the use of research-supported approaches that help all students learn and become adequately prepared for college, work, and life. The High School Center identifies research-supported improvement programs and tools, offers user-friendly products, and provides technical assistance services to improve secondary education.

The following criteria are considerations when reviewing and evaluating available tools and products for potential listing on the National High School Center site. For this purpose, tools and products are defined as policy briefs, issue briefs, reports, snapshots, fact sheets, guides and other toolkit components such as self-evaluation tools.

Full Citation of the Resource:

Sponsoring Organization:

Type of tool/product (e.g. policy brief, fact sheet, etc.) _____

Please indicate the primary, secondary, and tertiary audiences (check one box per category):

Audience	Primary	Secondary	Tertiary
State leaders/administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District-level personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Federal-level policymakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pre-screening Criteria

In order for a tool or product to be thoroughly reviewed by the National High School Center, the document must be deemed relevant to the review and meet the following pre-screening criteria.

Relevance to No Child Left Behind	
1) <i>Advancing the Goals of No Child Left Behind</i> : Does the resource support at least two objectives of No Child Left Behind?	
<ul style="list-style-type: none"> ■ Ensuring Student Learning ■ Stronger Accountability for Results ■ More Freedom for States and Communities 	<ul style="list-style-type: none"> ■ Encouraging Proven Educational Methods ■ More Choice for Parents ■ Increasing High School Graduation Rates
<input type="checkbox"/> Yes	<input type="checkbox"/> No
2) <i>Current</i> : Is the content current (1990-present)?	
<input type="checkbox"/> Yes	<input type="checkbox"/> No

Relevance to the National High School Center
1) <i>Is the Resource Relevant to High Schools, High School Policies, and/or High School Students?:</i>

Yes No

2) *Is the Resource Relevant to the National High School Center Topics?:*

Yes No

If yes, which?

<input type="checkbox"/> High School Curriculum and Instruction	<input type="checkbox"/> Use of Technology in High School
<input type="checkbox"/> Adolescent Literacy in High School	<input type="checkbox"/> Prevention of Delinquent & Disorderly Behavior in High School
<input type="checkbox"/> High School Teacher Quality and Professional Development	<input type="checkbox"/> Transitions into High School
<input type="checkbox"/> High School Drop Out Prevention	<input type="checkbox"/> Transitions out of High School
<input type="checkbox"/> High School Assessment, Accountability, and Data Systems	<input type="checkbox"/> Equity in High School Learning
<input type="checkbox"/> High School Community Engagement	<input type="checkbox"/> Access for High School Students with Disabilities
<input type="checkbox"/> High School Innovation and Improvement	<input type="checkbox"/> Other _____
<input type="checkbox"/> Restructuring High School	

******Please note that if the resource fails to meet all of the above criteria, the resource will not be reviewed******

Review Criteria

Please fill out the highlighted areas, including notes when necessary.

Rating Scale: 0=not at all, 1=slightly, 2=moderately, 3=to a great extent, NA= Not Applicable

Quality	Rating	Notes
<i>Clear Presentation:</i> How clear is the description of what the resource offers?		
<i>Completeness:</i> To what extent does this resource answer the questions posed?		
<i>Appropriateness:</i> How appropriate is the language (level of technical language)?		
<i>Effective Visual Representation:</i> For example, how effective are the graphic elements (e.g. font type and size, design elements, visual lay out of charts, and graphs) in communicating the data/material?		
<i>Content:</i> To what degree does the resource add value?		
<i>Average of Quality Section:</i>		
Utility		
<i>Usefulness:</i> Is the content clear and easy to understand in a timely manner?		
<i>Addresses the Intended Audience's Needs:</i> How effective is the resource in meeting this audience's needs?		
<i>Promote to Action:</i> To what extent does the resource:		
- Motivate users to action. For example, does the piece include next-step action items?		
- Provide additional resources. If so, how useful are those resources?		
<i>Persuasive:</i> For example, is the piece convincing; is the argument logical and well supported; is the tone compelling.		

<i>Applicable:</i> For example, if the piece is focused on a specific improvement program, are the take-aways applicable even for those not using the specific program?		
<i>Average of Utility Section:</i>		
Evidence		
<i>Informed by Current Research:</i> To the best of your knowledge, does the information presented in the resource take into account the highest-quality research on the topic available to date?		
<i>Level of Research-based Findings:</i> To what degree are you confident in the research supporting the findings?	1 _____ _____ _____	
<i>Are Data Represented Accurately:</i> For example, do charts and graphs accurately reflect and support the content of the piece?		
<i>Average of Evidence of Effectiveness Section:</i>		

Rating Scale: 0=not at all, 1=slightly, 2=moderately, 3=to a great extent, NA= Not Applicable*

To be filled out by Reviewer:

Average of Quality Section: _____
Average of Utility Section: _____
Average of Evidence of Effectiveness Section: _____

Final Average (Average of Three Sections): _____

*If any elements are given a rating of N/A, reduce the denominator in that section appropriately.

What student population groups did the resource discuss? (if known, please specify which subgroup):

- | | | |
|--|--|--|
| <input type="checkbox"/> Gender
<input type="checkbox"/> Male
<input type="checkbox"/> Female
<input type="checkbox"/> Race/Ethnicity
<input type="checkbox"/> American Indian or Alaska Native
<input type="checkbox"/> Asian
<input type="checkbox"/> Black or African American
<input type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Native Hawaiian or other Pacific Islander
<input type="checkbox"/> White | <input type="checkbox"/> Urbanicity
<input type="checkbox"/> Rural
<input type="checkbox"/> Suburban
<input type="checkbox"/> Urban
<input type="checkbox"/> Student Risk/Disadvantage
<input type="checkbox"/> Free/reduced Price Lunch, Low SES
<input type="checkbox"/> Limited English Proficient
<input type="checkbox"/> Achievement Level
<input type="checkbox"/> Low
<input type="checkbox"/> Average
<input type="checkbox"/> High | <input type="checkbox"/> Students with Disabilities
<input type="checkbox"/> Specific learning disability
<input type="checkbox"/> Speech or language impairment
<input type="checkbox"/> Mental retardation
<input type="checkbox"/> Emotional disturbance
<input type="checkbox"/> Multiple disabilities
<input type="checkbox"/> Hearing impairments
<input type="checkbox"/> Orthopedic impairments
<input type="checkbox"/> Visual impairments
<input type="checkbox"/> Autism
<input type="checkbox"/> Deaf-blindness
<input type="checkbox"/> Traumatic brain injury |
|--|--|--|

Please provide a brief description of this resource:

This resource is designed for _____ [insert primary audience] working to _____ on behalf of _____.

¹ The *Level of Research-based findings* criterion will receive triple weighting, so please enter your rating three times. As a result, to calculate the *Average of Evidence of Effectiveness Section*, the total will be divided by 5.

Additional description: _____

Please provide several key words/phrases that represent this resource (these key words/phrases will be used as mechanisms for searching within the High School Center database):

In thinking about the quality, utility, and effectiveness of this resource, how likely are you to recommend it to a colleague on a scale of 1-5?

1 (Not at all) 2 3 4 5 (Definitely)

Please explain: _____

Reviewer: _____ Internal External

Internal Use Only:

Is the product free? Yes No

If not, what is the associated cost? _____

Source:	
Is the source non-partisan?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the source a third-party entity?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the source have a past or existing relationship with the tool or product?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the source the sponsoring organization?	<input type="checkbox"/> Yes <input type="checkbox"/> No