

## ACT Research and Policy

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### Information Brief

# Collaboration Between Middle and High School Teachers

A Look at Higher Performing High Schools

October 2012

***“I think our high school needs to work more with our middle school to impress upon them how important it is that we are all in this together to get kids ready for college or career.”***

– High School Math Teacher

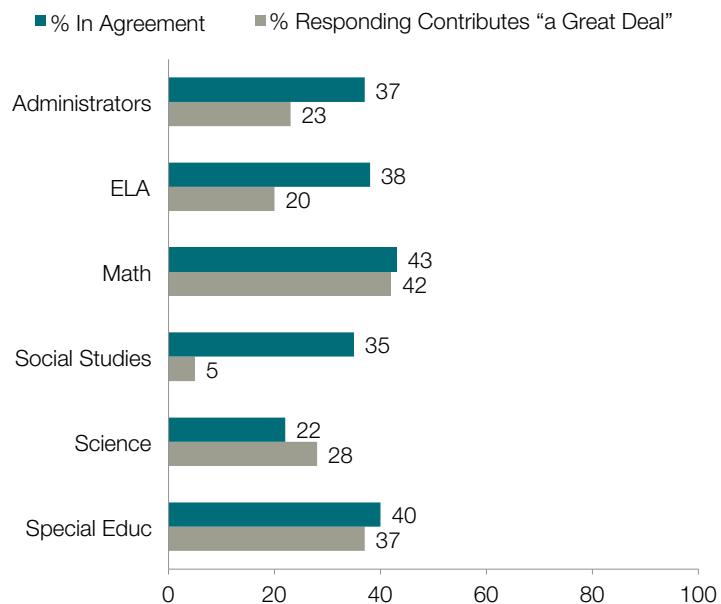
Agreement ratings for each survey item were calculated as the percentage of educators who agreed or strongly agreed that the item described their school. Contribution ratings were calculated as the percentage of educators who rated the item as “contributing a great deal to student achievement.”

A fall 2011 survey assessed practices that teachers and administrators at higher performing high schools believe make a difference in preparing students for college and career readiness.

The perceived importance of routine collaboration between high school and middle school teachers varied considerably across teachers’ subject areas. Math and special education teachers were more likely than ELA and social studies teachers to rate *routine collaboration with staff from feeder middle schools* as contributing a great deal.

### Collaboration Between Middle and High School Teachers

**High School teachers routinely collaborate with staff at our feeder middle school(s) to ensure common expectations for high school work.**



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](mailto:infobrief@act.org) for more information or to suggest ideas for future ACT Information Briefs.



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