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How Can Your School or a School in Your Community Become a New American High School?

Schools compete to become New American High Schools. Schools must supply compelling evidence indicating that they have undertaken standards-based, locally driven reform efforts that positively affect key indicators of school improvement and student success. Documentation must include:

- ✧ Increases in student achievement
- ✧ Increases in student enrollment at postsecondary institutions
- ✧ Increases in student attendance
- ✧ Reductions in student dropout rates

If you are interested in learning more, you can get the dates of competitions, a copy of the application, case studies of successful schools, research findings on high school reform, or even take a virtual tour through a New American High School. Visit our web site at www.ed.gov/offices/OVAE/nahs or call 1-800-USA-LEARN.

What are the Benefits of Becoming A New American High School?

Schools that become New American High Schools receive immediate benefits. Schools, their districts, and communities gain public recognition of their success. Each school receives a small stipend to cover the cost of outreach and information sharing activities, including participating in a network with other New American High Schools. Schools have access to a wide variety of technical assistance, including ways to improve their accountability systems and use data for continuously improving school performance. New American High Schools also inform policy and practice at the federal and state level.

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Access Our Resources and Products:

Call 1-800-USA-LEARN to receive:

- ✧ Applications (package also available on our web site)
- ✧ New American High Schools: Schools at the Leading Edge of Reform
- ✧ Aiming High: Strategies to Promote High Standards
- ✧ In Their Own Words: Students and Educators Talk about What Matters
- ✧ Key High School Reform Strategies: An Overview of Research Findings
- ✧ New American High Schools Video
- ✧ A list of New American High Schools that you can contact directly to discuss strategies that work.

Visit Our Website

- ✧ Web Site: www.ed.gov/offices/OVAE/nahs
- ✧ Virtual Tours: New American High Schools Up Close - CD-ROM video on the Department of Education's home page at www.ed.gov



**NEW AMERICAN
HIGH SCHOOLS**
U.S. DEPARTMENT OF EDUCATION

1-800-USA-LEARN



**NEW AMERICAN
HIGH SCHOOLS**
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Schools at the Leading Edge of Reform

What Are New American High Schools?

New American High Schools are preparing all students to meet the challenges of the 21st century. They are committed to achieving high academic standards for all students, preparing all students for postsecondary education, and providing students opportunities to learn about and explore careers. They have high rates of attendance and high school completion, increased college enrollment and student achievement. They differ from traditional high schools in many ways:

- ✦ **High Standards.** They have clear standards and high expectations for all students.
- ✦ **Small and Safe Environments.** They create small, safe learning environments where students feel connected to the school and are known well and supported by caring adults.
- ✦ **Teachers Working Together.** They have well prepared teachers and provide time for teachers to plan and work together.
- ✦ **Strong Principal Leadership.** They have principals who provide strong, effective leadership, and who work collaboratively with teachers on school improvement.
- ✦ **A Focus on Student Learning.** They focus on learning, not just on earning credits. They make learning relevant. They help students understand how their classroom learning can be used outside the school. They offer internships and community service learning. They provide extra help to students after school, in the summer and on weekends so they can meet higher standards. They have fewer class periods so that students can focus on subjects in depth and have time for projects and experiments.



- ✦ **Technology to Enhance Achievement.** They use technology to expand access to information, enhance instruction, manage schedules and analyze student progress.
- ✦ **Results Oriented.** They use a wide variety of student assessments to ensure that students have mastered their subjects. They use student assessment and evaluation data to continually improve instruction, staff development, management, and organization with the central goal of increasing student achievement.
- ✦ **Strong Partnerships.** They cultivate strong partnerships with parents, middle schools, postsecondary institutions, community leaders, and employers.

Why Do We Need New American High Schools?

Reports from the National Center for Education Statistics show that many students are not receiving the academic preparation needed to succeed in college and the knowledge-based economy of the 21st Century.

- ✦ More than 20% of young Americans between the ages of 18-25 do not graduate from high school.
- ✦ Of the high school graduates who go on to college, half drop out by the end of their sophomore year.

To succeed in the Information Age, students need to be:

- ✦ Knowledgeable, with a high level of academic skills
- ✦ Effective communicators, thinkers and problem-solvers



- ✦ Able to apply knowledge and skills effectively in work, family and community
- ✦ Able to reason, understand and analyze information
- ✦ Technologically competent
- ✦ Continuous learners



What Is the New American High School Initiative?

The Department of Education launched the New American High School Initiative in 1996. In coordination with Blue Ribbon Schools, the department recognizes outstanding high schools that are committed to high standards for all students and have achieved excellent results. The initiative showcases schools that represent the broad range of high schools in the country: comprehensive high schools, magnet schools, redesigned vocational-technical schools, charter schools, theme schools, pilot schools and alternative schools serving the needs of at-risk youth.

As part of the initiative, the department provides information and technical assistance, conducts research and evaluations, and promotes standards-based reform efforts.



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November 12, 1999

HIGH SCHOOL PRINCIPAL ROUNDTABLE DISCUSSION

TO: Eric Liu
EVENT DATE: November 19, 1999
LOCATION: Roosevelt Room, West Wing
TIME: 11:00 am - 12:30 pm
FROM: JB Buxton

EDUC -
Principals
Roundtable

I. PURPOSE

This is another in our series of roundtable conversations with superintendents, principals and teachers to support our efforts in idea/policy development for next year's budget and the State of the Union. Our goal is to garner feedback on the key educational issues of concern to educators and ways that they feel the federal government could most effectively support their efforts.

This roundtable is with the 13 high school principals from the 1999 award-winning New American High Schools. As with the superintendents, I think the best strategy is to make this wide-ranging and open and get them to offer the biggest challenges to public high schools and public high school principals.

II. ROUNDTABLE SESSION

YOU will lead an hour-and-a-half discussion session with the principals. The format will be open-ended. After welcoming them to the White House and making some introductory comments, YOU can have staff introduce themselves and then ask the principals to introduce themselves and briefly describe the key steps their schools have taken to make substantial progress at their schools.

Once the principals have finished, YOU can start off the discussion with a question. I suggest we settle on the question in a quick briefing meeting on Thursday or Friday morning of next week before the event. From there, YOUR role will be to moderate the discussion.

There are a host of issues we (DPC) are interested in addressing. Here are a few:

School leadership. What is changing about the ways we need to select, prepare and reward principals? Also, what changes need to be made in the superintendency?

Accountability. What challenges are they facing under the accountability regime and what support do they and schools need?

Turning Around Failing Schools. From their experience, what are the key factors in turning around failing high schools?

School Safety. How are they coping with the focus on school violence? What are their major challenges and successes?

Teacher Quality. What issues do they have with teachers—hiring/firing decisions, professional development, etc?

Technology. How can high schools harness technology to improve the quality of education, connect with parents, and prepare students for college?

536

Workforce preparation. What are we doing right and what more should high schools and the federal government be doing to better prepare young people to enter the world of work?

III. OTHER EVENTS WITH PRINCIPALS

Following the roundtable, the principals will participate in a reception and awards ceremony in the Old Executive Office Building. The schedule is as follows:

Reception 12:30-1:20 pm Indian Treaty Room

There is no program for the event. Principals will conduct "pull-aside" interviews with members of the press during the reception.

Awards Ceremony 1:30 – 2:00 pm Room 450

ED Assistant Secretary McNeil will open the ceremony. She will introduce Rep. Martin Frost (D-TX) for brief remarks. Assistant Secretary McNeil will then introduce Maria Echaveste (invited) who will welcome participants to the White House, make some remarks and then introduce Secretary Riley. The Secretary will make remarks and hand out awards.

IV. BACKGROUND ON NEW AMERICAN HIGH SCHOOLS

The 13 principals in our conversation will be participating in a three-day DoEd-sponsored New American High Schools conference. The schools are from across the country and represent a diversity of efforts to improve student performance and preparation for college. Attached to this memo is a brief description of each of the schools and their efforts.

New American High Schools are innovative schools whose reform efforts enable their students to excel. The U.S. Department of Education has identified leading-edge schools throughout America, which have dramatically improved their quality of education, and have undertaken extensive reform efforts to ensure that *all* students are 1) challenged by rigorous academics and high expectations; 2) benefiting from a small, safe, personalized learning environment; and 3) well-prepared for college and careers

Since 1996, the U.S. Department of Education's New American High Schools Initiative has showcased and supported outstanding high schools that have committed to extensive reform efforts, raised academic standards for all students, and achieved excellent results. Schools compete yearly to become New American High Schools. The 1999 NAHS competition, co-sponsored by the Department of Education and the National Association of Secondary School Principals, featured 39 applicants representing more than twenty states. The Department of Education has selected thirteen schools.

V. ROUNDTABLE PARTICIPANTS

YOU	13 Principals	Andy Rotherham (DPC)
JB Buxton (DPC)	Kendra Brooks (DPC)	Bethany Little (DPC)
Ann O'Leary (OFL) (invited)	Mike Cohen (ED) (invited)	
Carole Kennedy (ED)	Patricia McNeil (ED) (invited)	

VI. PRESS PLAN

No Press allowed at the conversation. Press for the reception and awards ceremony will be coordinated by Department of Education.

New American High Schools

**Angola High School
Angola, Indiana
Principal: Rex Bolinger**

Type of School: Comprehensive
Type of Location: Rural
Students Served: Enrollment 843 (97% Caucasian)

- **Angola High School (AHS) is a small, comprehensive high school located in the rural community of Angola, Indiana.**
- **In 1995, after several years of study and preparation, AHS underwent massive restructuring to fundamentally change the way instruction is delivered.**
- **Using NASSP's *Breaking Ranks* as a guide, AHS has forged whole school reform efforts with positive results.**
- **The school has been recognized as an Indiana Blue Ribbon School, and has been named Indiana's Most Outstanding Successful High School twice in the last three years.**

**Brooklyn Technical High School
Brooklyn, New York
Principal: Lee McCaskill**

Type of School: Science and Technology Magnet
Type of Location: Urban
Students Served: Enrollment 4187 (18% Caucasian; 28% African American; 14% Hispanic; 40% Asian) 24% of students qualify for free or reduced lunch.

- **Expectations for high academic achievement are reflected in the rigorous curriculum of this science and technology magnet.**
- **All students take courses in all academic areas mandated by the New York State Board of Regents, including: four years of English, four years of social studies, three years of mathematics, three year of science and three years of foreign language.**
- **Building on a "house" guidance system used in the first two years, students select one of fifteen Career Majors for their junior and senior year experience.**
- **As a result of their continuous pursuit of excellence, Brooklyn Tech was named a "1999 U.S. News and World Report Outstanding American High School."**

**East Grand Rapids High School
Grand Rapids, Michigan
Principal: Patrick Cwayna**

Type of School: Comprehensive
Type of Location: Suburban
Students Served: Enrollment 843 (96% Caucasian)

- **East Grand Rapids High School (EGR) is dedicated to creating a challenging and**

nurturing environment in which each student has educational and enrichment opportunities to reach his or her full potential in terms of thinking, practice and performance.

- Students perform at the highest level in every area of school life. The majority of students take both the SAT and the ACT and score well above the national and state averages, assuring them wonderful college and university opportunities.
- Over the last five years, 95 percent of the students have pursued post-secondary opportunities at colleges and universities.
- Academic test scores are also the highest in the state of Michigan in mathematics, reading, and writing.

Confirmed Congressional Staff:

Christopher Wayne Barbee
Press Secretary
Congressman Vernon J. Ehlers (Michigan)

Eastern Technical High School
Baltimore, Maryland
Principal: Robert Kemmery

Type of School: Technology Magnet
Type of Location: Urban
Students Served: Enrollment 1352 (87% Caucasian; 10% African American) 14% of students qualify for free or reduced lunch.

- Eastern Tech has transformed itself from a traditional vocational school, to a science and technology magnet preparing students for college and the careers of the 21st century.
- Following a 9th grade transition and exploratory program, students select one of ten Career Majors to focus their studies during their high school career.
- Every student in the school has a Career Action Plan, and Eastern Tech has a 2.4 to 1 student/computer ratio - the best in Baltimore County Public Schools and one of the highest ratios in Maryland.
- Eastern Tech was recognized as a Maryland Blue Ribbon School in 1998, and in 1999, the National Association of Secondary School Principals (NASSP) named Principal Robert J. Kemmery, Maryland Principal of the Year.

Eleanor Roosevelt High School

**Greenbelt, Maryland
Principal: Gerald Boarman**

Type of School: Comprehensive
Type of Location: Urban
Students Served: Enrollment 3,053 (30% Caucasian; 56% African American; 3% Hispanic; 10% Asian) 17% of students qualify for free or reduced price lunch.

- In 1991, Eleanor Roosevelt High School developed a ten-year collaborative plan for school-wide restructuring that will culminate with the graduation of the Class of 2001.
- Key components of the plan include linkages to post-secondary institutions and development of school-wide, broad career pathway academies.
- The school attributes its success to the creation of a hybrid schedule, experiments with action research and performance-based instruction, the development of workplace and post-secondary partnerships, and outreach programs.
- In support of its mission, ERHS offers 21 advance placement courses that enroll over 1500 students.

**Fox Chapel Area High School
Pittsburgh, Pennsylvania
Principal: Charles Territo**

Type of School: Comprehensive
Type of Location: Suburban
Students Served: Enrollment 1347 (95% Caucasian) 12% of students are receiving special education services.

- The curriculum at Fox Chapel is in the process of being re-examined in order to comply with Pennsylvania's educational standards; technology has extensively been introduced as a tool of instruction, and many formal links have been established with outside institutions, businesses and organizations in order to broaden the base of the educational programming.
- Expectations for student achievement and success at Fox Chapel are very high. Graduation requirements include: four years of English, three years of Math, three years of Science, four years of Social Studies, six hours of documented community service and a senior graduation project.
- The depth of instruction is demonstrated by a diverse and challenging curriculum, including: eighteen Advanced Placement courses, accelerated courses in English, Social Studies and Science, five levels of French, Spanish and German and a comprehensive array of challenging and innovative electives.
- 47% of 11th and 12th graders have AP classes and 86% of students who took AP exams earned a score of three or higher.

Confirmed Congressional staff members:

**Sharon Lynn Grant
Legislative Director
Congressman Mike Doyle, Pennsylvania**

OR

Martha Ellen Young
Office manager
Congressman Mike Doyle, Pennsylvania

(note: only 1 person from Congressman Doyle's office will attend)

MAST Academy
Miami, Florida
Principal: Consuelo Dominguez

Type of School: Magnet
Type of Location: Urban
Students Served: Enrollment 550 (36% Caucasian; 32% African American; 29% Hispanic; 3% Asian)

- The MAST Academy (MA), a marine-theme magnet high school in Miami-Dade County, Florida, has been recognized by the U. S. Department of Education as a Blue Ribbon School of Excellence (1994-96) and by Business Week magazine (1993) as one of the seven most innovative schools of choice in the nation.
- The restructuring efforts of the MA faculty and staff have had a significant impact on all areas of school life: from student achievement and attendance, to curriculum design, school organization, master schedule flexibility, infusion of technology, and utilization of a unique bay front facility and surrounding natural environment.
- Scores on the State of Florida Grade Ten Assessment Test surpass district and state averages. On the 1999 writing assessment, Florida Writes!, MA tenth graders again led both the district and the state.

Niceville High School
Niceville, Florida
Principal: David Morgan

Type of School: Comprehensive
Type of Location: Suburban
Students Served: Enrollment 2159 (83% Caucasian) 15% of students receive special education services.

- All students at Niceville High School are expected to master the same rigorous material: four years of English, three years of Math, three years of Science and four years of Social Studies are requirements.
- Students have access to a wide range of Advanced Placement course offerings and may choose to enroll in the highly rigorous International Baccalaureate Program.
- Course content emphasizes the demonstration of knowledge and stress connections between material covered and real world applications. Examples include internships with local businesses, job shadowing, partnering with community groups, and experimental projects in science, math and technology.
- As a result of these efforts, Niceville students have achieved higher reading and mathematics scores on the Florida Comprehensive Assessment Tests than students in the Okaloosa district or statewide.

**Northeast Magnet High School
Wichita, Kansas
Principal: Jim McNiece**

Type of School: Magnet (science, law, and visual arts)
Type of Location: Urban
Students Served: Enrollment 433 (64% Caucasian, 21% African American, 2% Native American, 5% Hispanic, 8% Asian; 31% of the students qualify for free or reduced price lunch)

- The Wichita School District established Northeast Magnet High school in 1990 to meet the needs of students who wanted to pursue academically intensive study in the fields of visual arts, science, or law.
- The individual magnet programs provide students with in-depth learning opportunities that incorporate real-world connections, and *all* students benefit from a rigorous integrated curriculum.
- Integrated curricula are emphasized, and Northeast's three-year core humanities program incorporates social studies, American history, and English.
- Connections with colleges and careers are a focus at Northeast Magnet. Students are encouraged to take classes at Wichita State University for dual credit and at community colleges, and they have access to Wichita State University resources.

**Rex Putnam High School
Milwaukee, Oregon
Principal: Deno Edwards**

Type of School: Comprehensive
Type of Location: Suburban
Students Served: Enrollment 1208 (88% Caucasian)

- Since the enactment of the Oregon Education Act for the 21st Century in 1991, Rex Putnam High School has been engaged in comprehensive whole school reform.
- With the support and guidance of education reform networks, such as Jobs for the Future, teaching practice at Rex Putnam has changed, graduation requirements have increased, integrated small learning communities have been designed and career-related learning has been implemented.
- Subsequent data has shown increased improvement in student attendance, grades, standardized test scores, and behavior.

Confirmed Congressional Staff:

**Jeffrey Paul Gagne,
Legislative Assistant
Senator Ron Wyden, Oregon**

**Sir Francis Drake High School
San Anselmo, California
Principal: Carol Eber**

Type of School: Comprehensive (with one freshman and four theme-based academies)
Type of Location: Suburban
Students Served: Enrollment 969

- More than ten years of teacher-driven reform efforts have transformed Sir Francis Drake High School from one of Marin County's lowest performers to an academically rigorous institution that offers students a choice of five theme-based academies – including a challenging freshmen academy and junior/senior academies in communications, environmental studies, engineering, and leadership – as well as a more traditional schedule.
- This has led the school to become a nationally recognized leader in project-based learning, integrated curricula, applied technology, and professional development.
- Drake demonstrates a strong multi-year trend of improved student achievement across all indicators and a high degree of teacher and student satisfaction.
- Twice awarded the state of California's Golden Bell Award for outstanding innovations in education.

**The School of Environmental Studies at the Minnesota Zoo
Apple Valley, Minnesota
Principal: Daniel Bodette**

Type of School: Local School of Choice
Type of Location: Suburban
Students Served: Enrollment 400 (92% Caucasian)

- The School of Environmental Studies at the Minnesota Zoo is an optional high school located in the southern suburbs of Minneapolis, Minnesota.
- The school houses four hundred juniors and seniors in a facility built on the site of the Minnesota Zoological Gardens. Attending students come from the district's four large comprehensive high schools.
- At the core of the program are interdisciplinary houses of 100 students and three instructors, one each licensed in communications, social studies and science. Students stay with the same house and with the same teaching team through the entire year.
- Curriculum in those houses is designed around significant themes in environmental studies such as issues of sustainable development or environmental health.

Confirmed Congressional Staff:

**Robert Bruce Decheine
Chief of Staff
Congressman Bill Luther, Minnesota**

Introduce

Cong.

Frost: Trish will introduce Congressman Frost and invite him to make brief remarks.
Below is a summary of his biography:

Congressman Martin Frost of the 24th Congressional District of Texas is a Dallas Attorney who was elected to his eleventh term in November of 1998. He was elected as Chairman of the Democratic Caucus on November 16, 1998, making him number three in the House Democratic Leadership. During his 20 year tenure in the U.S. House of Representatives, Congressman Frost has occupied a number of positions of responsibility. Additionally, he has devoted substantial time to national defense issues and matters affecting the economic development of his own state. I am honored to introduce Congressman Martin Frost, representing the 24th Congressional District of Texas....

Final

Trophy

Presentation: After Congressman Frost finishes his remarks, Trish will invite the delegation from South Grand Prairie to join the Secretary, Rep. Frost and Dr. Lemley for the trophy presentation.

**South Grand Prairie High School
Grand Prairie, Texas
Principal: Roy Garcia**

Type of School: Comprehensive (with five theme-based academies)
Type of Location: Suburban
Students Served: Enrollment 2436 (49% Caucasian, 16% African American, 27% Hispanic, 7% Asian)

- In 1996, South Grand Prairie High School undertook an extensive reform program to raise academic expectations and achievement for the student body's "middle majority" – the up to 80% whose needs weren't being met.
- In response, South Grand Prairie created a full-academy model that successfully incorporates AP curricula, as well as academic and career-oriented programs.
- Each of the five academies -- Business and Computer Technology, Creative and Performing Arts, Health Sciences and Human Services, Humanities and Law, and Math, Science and Engineering – allow students to capitalize on their interests and aptitudes while raising academic performance.
- Trimesters, longer class periods, improved use of space, extensive professional development, and project-based learning have improved the quality of education at South Grand Prairie.

Confirmed Congressional Staff:

**Gregg Speed
Press Secretary
Rep. Martin Frost**