

Editor's note: Following is the fifth in a 10-part series examining high schools the Education Department says are well designed to help students find the right academic and career paths.

St. Louis's 'Gateway' Links Academics, Industry Skills

The Gateway Institute of Technology in St. Louis has done its homework, and it's paying off for its students.

Before the secondary school opened in 1992, its officials scoped out local industries to determine which were expected to grow, so the school could develop relevant courses.

They considered Emerson Corp., Monsanto and McDonnell Douglas, all heavy-duty science and engineering firms with major headquarters in the city.

They took into account the major medical colleges within walking distance of the school: Washington University, the Barnes-Jewish Medical Center, St. Louis University and the University of Missouri at St. Louis.

School and city officials decided the new school—a merger of three high schools under a court order to hasten school desegregation—would focus on science and technology.

That Extra Step

The school also did its homework on how to entice local companies to help students gain work experience in their chosen careers. It provided references to businesses leery of becoming partners, letting them ask about how the program has worked at other companies.

For some of the career programs, the school publishes for businesses a booklet that lists the courses students must complete and skills they must attain before they start field work. The goal is to demonstrate to businesses that students will be qualified to work for them.

The booklet also includes information on liability insurance, which schools usually provide for students on the job.

The school initially was an academy of math and science, serving as a college prep school, said Principal Susan Tieber.

There were two health career high schools in the area, quasi-vocational schools that prepared students for paramedical training,

medical business, nursing and biomedical technology. But the academy outgrew its facility, and the health career schools couldn't offer a full range of courses, Tieber said.

The state's voluntary desegregation program allowed the three schools to merge their resources.

Building A Better School

The goal was to "take the best of these three worlds and put together a school that addressed high-quality math and science education, with a focus on preparing young people for careers that required that kind of math and science background," said Tieber.

Giving students hands-on experience through internships was another goal, she said.

The number of large engineering and medical employers in the area prompted city and school officials to create four career majors at the school: engineering technology; agriculture, biology and medical/health sciences; applied physical sciences; and computer science and math.

More than 90 percent of last year's seniors went on to postsecondary schools that offer at least an associate's degree, Tieber said.

Freshmen sign up for general courses in technology careers, allowing them to sample the majors offered.

They are assigned to a "house," a group of 85 to 95 students, with English, social studies, math and biology teachers. Freshmen's lowest level of math is algebra, but many start in geometry, the next level.

"We don't care what they had before they come here, they are ready for algebra" when they enroll, Tieber said, adding that no one graduates without taking college algebra, analytical geometry and trigonometry.

Local industries determined that "students really needed to have a strong foundation in
(more)

St. Louis's 'Gateway' Links Academics, Industry Skills (Cont.)

mathematics and sciences to be successful in these fields," Tieber said.

As sophomores, students take physics or chemistry, and everyone takes computer programming. Halfway through the year, they pick a major and begin to focus on it.

As juniors and seniors, students are placed in smaller groups—from 10 to 15 students—and they take advanced courses, such as manufacturing engineering and industrial chemistry.

During the academic year, the smaller career "teams" rotate through career-specific courses. For example, students majoring in physical science learn to work in a laboratory, using math and science in research.

Ten weeks are spent in a computer lab, where students learn word processing and how to use spreadsheets and databases. Students also design a product, make it and market it.

Students in the industrial technology unit use computers and rotate through courses focusing on stress analysis, three-dimensional animation, desktop publishing and robotics.

Classes at the biology and medical/sciences

unit are set up like a medical research laboratory, said Odessa Clark-Owens, a health specialist who runs the school's biomedical labs program.

Juniors learn basic laboratory skills, such as using balances, mixers and other essential laboratory equipment. They are introduced to clinical laboratory testing, such as urinalysis and hematology.

The health unit is divided into sub-units: diagnostic medicine, pre-nursing, rehabilitation and emergency medicine. There is an additional unit on using computers in these fields.

Each of the approximately 100 students must move through all five units in rotations in their junior year.

Seniors take advanced courses in biomedicine, such as slicing genes, understanding how free-floating DNA exists inside bacteria, transferring portions of one gene to another, immunology and forensics.

For more information, contact Susan Tieber, Principal, Gateway Institute of Technology, 5101 McRee, St. Louis, Mo. 63110, (314)776-3300. —Matthew Dembicki

Ethics Part Of Students' Career Preparation

A healthy dose of history gives seniors at the Gateway Institute of Technology in St. Louis a basis for debating modern ethical dilemmas.

"They develop an understanding of how ethical standards have developed over the years by studying the early philosophers and how value systems are derived," said Principal Susan Tieber.

After examining ethical dilemmas from the Sumerians of Mesopotamia to the present, students apply what they've learned in discussing modern medical, industrial and personal ethics, said Michael Pfefferkorn, one of two teachers who designed the course.

The course "enlarges [students'] reasoning capacity," said Rich Rosenow, who runs the program with Pfefferkorn. There is no right or wrong answer "as long as they back up their opinion with some sound reasoning."

The teachers take a middle-of-the-road approach in discussing the issues, allowing both sides of an issue to be heard. Students listen to advocates and opponents on abortion, organ transplants, allocating scarce medical resources, euthanasia, genetic engineering and environmental issues.

Students majoring in health-related, biological or environmental science must take the course, but nearly all the 176 seniors have enrolled in it. —Matthew Dembicki

November 5, 1996

BILL --

THANKS FOR THE COMMENTS. MAY I PASS THEM ALONG TO TRISH?

HERE'S A NEW VERSION.

--PATSY

**U.S. Department of Education
Office of Vocational and Adult Education
November 1, 1996**

**NEW AMERICA HIGH SCHOOLS
FY 1998 Budget Initiative**

PURPOSE

The New American High Schools Initiative will raise student achievement in participating high schools and strengthen the school-based component of school-to-work systems by providing concentrated support to high schools to implement whole school improvement and restructuring plans. This effort will compliment the Administration's urban initiative targeted to school districts in K through 12 systems. Urban high schools pose particularly challenging problems requiring additional support. If previous reform efforts serve as a guide, districts tend to focus first on reforming elementary and middle schools and typically devote little attention to high schools.

- Schools and districts that commit to the initiative will agree to: (1) set challenging goals and benchmarks for academic skills achievement for all students and for preparing all students for college and careers, (2) measure student progress on a regular basis, (3) pursue strategies for teaching, learning and management that result in high levels of achievement for all students, (4) follow the progress of students who leave the school, and (5) collect and publish data on a common core of performance indicators.
- The initiative will advance the development of school-to-work systems by focusing efforts on restructuring high schools.
- Participating high schools will model a variety of whole school reform strategies for improving student outcomes and become learning laboratories for other schools in the district.
- The initiative will demonstrate how local, state, and federal resources can be redirected to promote whole school reform.

THE OUTCOMES

The project will maintain a clear focus on improving student outcomes. Districts will commit to, document, and agree to publish progress reports on achieving these six-year goals:

- Increase to at least 75 percent the proportion of students completing a challenging core of academic courses (i.e., algebra I & II, geometry, biology, physics, chemistry, communications and writing, computer and technology application) using a variety of instructional strategies.
- Increase to at least 75 percent the proportion of students capable of achieving a score of 300 or better on the National Assessment of Educational Progress (NAEP) or equivalent assessment instruments.
- Provide internships, work-based learning and/or community service learning opportunities for all students.
- Increase to 50 percent the number of students passing at least one advance-placement test and/or receiving an honors diploma (in states where available).
- Increase postsecondary enrollment, retention, and completion of a certificate or degree program. (outcomes will need to be measured beyond the 6 year grant period.)
- Reduce drop-out rates by at least 50 percent.
- Ensure that 75% of the graduates who want to enter employment or the military upon graduation have jobs or enter military service.

THE STRATEGIES

- The Office of Vocational and Adult Education in cooperation with other offices in the Department, will administer nationally competitive research and development grants or cooperative agreements with approximately 25-50 school districts. Districts will identify at least one high school accessible to all students within the district that has begun a reform process to be the primary recipient of these funds. It is anticipated that a significant number of districts involved in this effort will also be part of school-to-work partnerships and the Administration's Urban Initiative.
- Six year grants with second- through sixth-year grants dependent on outcomes of prior years' efforts. Grants will gradually increase in years 2, 3 and 4 as implementation advances. In years 5 and 6, grants will decrease as start-up investment costs go down. Districts must commit to utilizing their own resources to sustain reforms and to support implementation in other schools.
- Appropriation of \$30 million for FY 1998. Out-year funds would be: \$50 million for FY 1999; \$100 million in 2000; \$75 million in FY 2001; \$50 million in FY 2002; \$25 million in FY 2003.

High schools that want to ensure all their students graduate and all graduates have the academic and other skills needed to succeed in college and careers must undertake management, teaching and learning, and progress measurement strategies that as a whole contribute to these objectives. They must ensure that all school personnel and stakeholders have an understanding of the problems the school is trying to address. They must design jobs so that all personnel and stakeholders have both the incentive and opportunity to contribute to solutions. They must provide personnel and stakeholders with the training needed to pursue solutions. They must measure and report progress on a regular basis. (Levy and Murnane, also Senge, Schargel, Drucker)

The school board, superintendent, principal and teachers must commit to supporting the effort. The school and district will develop a plan, commit to adopting student outcomes and publish reports on progress toward achieving goals. They will commit to utilizing other federal, State and local resources toward whole school reform in the target school and to initiating reform efforts in other high schools (if there is more than one) in the district. Grantees will implement strategies that promote student achievement. Based on studies of high schools that have implemented whole school reforms to improve student achievement, strategies might include:

- Integration of academic and technical education (curriculum, teaching and learning).
- Linkages between high schools and postsecondary institutions to articulate course work and enable high school students to take courses for credit at the postsecondary institutions.
- Supportive learning environments, or learning clusters, within schools.
- Significant adult involvement with students, including adult mentors.
- Sustained and intensive high quality professional development aligned to challenging academic and technical standards.
- Career awareness, career exploration and counseling, including instruction in all aspects of the industry or career major.
- Community service, internships, work-based and other applied learning opportunities linked to school-based learning and project-based learning.

Evaluation of reform effectiveness:

- There will be an independent evaluation of school performance, producing reliable information on achievement of program goals and student achievement. The evaluation will include an examination of key student outcomes documented by all grantees. The evaluation will also include case studies of the process each school used to achieve reforms and include information on goal setting, costs, successes and failures.
- The findings on promising practices, institutional change, and student outcomes will be disseminated to inform the development of Title I school-wide projects in

high schools, the development of the school-based component of school-to-work systems, and other local, state and national high school reform efforts.

WHY

- **Almost half of the students graduating from the nation's high 5 schools today do not possess even the basic skills needed to successfully complete a college education or to move up a career ladder in an entry level job.** On the 1992 NAEP reading test, only two out of five 17 year olds scored 300 or more, while three out of five 17 year olds scored 300 or more on the math test. According to research by Levy and Murnane., these are the minimum skills needed by an applicant for a production associates job in a modern automobile plant or insurance company in the U.S. today. While 62 percent of high school graduates in 1994 went on to college, only 25 percent received a four-year degree and only 5 percent received an associate's degree.
- **To date, school restructuring efforts have focused on the elementary and middle grades, not on high schools.**
 - A recent student of National Science Foundation State Strategic Initiatives (SSI) projects found that the lowest level of reform efforts are occurring in high schools. For example, California funded elementary school reform projects in science and middle school projects in math, but allocated no funds to high schools. (Policy Study Associates, forthcoming)
 - In a 1994 study on the impact on student achievement of high school restructuring, only 46 percent of 820 schools studied reported they had undertaken at least three of the 12 reform practices considered significant departures from conventional practices, such as creating schools within-school or interdisciplinary teaching teams. (Issues In Restructuring Schools, Fall, 1994)
 - A nationwide search conducted by the National Center for Research in Vocational Education (NCRVE) uncovered only 31 high schools that had undertaken whole school reform efforts. (NCRVE, 1996)
 - The Consortia for Policy Research in Education has estimated that at the current rate of reform only 20 percent of high schools will have incorporated reforms by the year 2000. (Tom Corcoran, co-director, presentation at NW Lab Reform Conference, Portland, OR, October 1996)
 - The National Association of Secondary School Principals (NASSP) stated in its recent report, *Breaking Ranks*, that "high schools continue to go about their business in ways that sometimes bear startling resemblance to the flawed

practices of the past The cause of reform is hobbled by the inclination of education institutions to resist substantial change." (Breaking Ranks, p. 4)

- **School-to-work and Goals 2000 provide a framework for reform.** A concerted effort is needed to ensure that school districts can implement these reforms at scale within high schools. School-to-work has laid a foundation for change by promoting effective business-school partnerships, substantive work-based learning experiences for high school students linked to classroom instruction, career majors, and engaging teachers, administrators, parents, students and community leaders. In addition, the Tech Prep program has promoted new partnerships between secondary and postsecondary institutions, the development of career academies and the integration of academic and vocational instruction, and in some cases even the elimination of the general track. In all but a few instances, however, school-to-work and Tech Prep have not yet touched large numbers of students or impacted whole school reform for all students at the high school level.
- **Too many high schools lack a clear mission focused on teaching and learning.** They are incoherent organizations that fail to focus on challenging curriculum, quality teaching, improved pedagogy, and accountability for results. The result is graduates and dropouts that are not equipped for college and careers.

-- A recent report by the National Association of Secondary School Principals, *Breaking Ranks: Changing an American Institution* shows that high schools continue to be large, bureaucratic smorgasbords offering poorly articulated courses and incoherent programs of study. They stratify the student body, setting lower expectations for those in the lower tracks and vocational programs. Teachers and students do not spend time together or get to know one another. The curriculum is a jumble of unconnected courses. Absent a clear mission, and challenged by an increasingly diverse student body, school resources are being scattered to meet diverse needs, exacerbating the lack of coherence in high schools.

LINKAGES AND DISSEMINATION

- A collaborative technical assistance support service would be created: (1) to ensure grantees have information on best practices generated by Department activities such as the New American High Schools, the High Performance Learning Opportunities, the Urban High School Reform, and OERI research; (2) to identify how funds from other Federal education programs (such as Titles I, II, IV, VI, VII of the ESEA as amended by the IASA) can support high school reform; and (3) to disseminate knowledge learned from grantee experience--as it happens-- through existing networks with States and other local school districts seeking to reform high schools. Distance learning networks will be utilized to link reform projects and provide on-going support for reform efforts.

- The technical assistance and dissemination strategy will employ highly effective methods used by the Southern Regional Education Board and other successful reform projects. For example, school personnel will visit other high schools that have successfully implemented the practices in which they are interested. The grantee sites will host visits from other high schools interested in trying some of the practices they have adopted.

Fiscal year 1998 Budget Initiative Improving America's High Schools

The Problem

Too many high schools lack a clear mission focused on teaching on learning. They are incoherent organizations that fail to focus on challenging curriculum, quality teaching, improved pedagogy, and accountability for results. The result is graduates and dropouts that are not equipped for college and careers.

Recent reports by the National Association of Secondary School Principals, *Breaking Ranks: Changing an American Institution* and by NCES, *Urban Schools: The Challenge of Location and Poverty* show that high schools continue to be large, bureaucratic smorgasbords offering poorly articulated courses and incoherent programs of study. They stratify the student body, setting lower expectations for those in the lower tracks and vocational programs. Teachers and students do not spend time together or get to know one another. The curriculum is a jumble of unconnected courses. Schools do not emphasize teaching and learning and staff have no shared vision of what the school is trying to accomplish. Absent a clear mission and challenged by an increasing diverse student body, school resources are being scattered to meet diverse needs, exacerbating the lack of coherence in high schools.

For the past four years, this Administration has argued that policy coherence improves student outcomes. Most federal education legislation has been or is being recrafted to focus on high standards for all students. The processes by which coherence is created in each piece of legislation is different: Goals 2000 provides for program coordination and broad participation in planning; School-to-Work adds community and employer participation and work-based learning opportunities; the Improving America's Schools Act focuses on content standards, performance standards, and assessments; the Perkins Act focuses on improving vocational education; and special education and bilingual education focus on integrating disabled and LEP students and services into broad reform plans. Each of these programs seeks to move schools toward a more coherent mission focused on improved teaching and learning.

States and local education agencies, however, tend to focus reform on elementary schools and, to a lesser extent, on middle schools. School-wide approaches to reforming high schools are unusual. Models of successful reform are hard to find. Little technical assistance is available to those interested in restructuring their high schools. The scarcity of models for effective whole-school reform at the high school level may in part account for the concentration of reforms at lower grades -- states, districts and school simply do not know how to significantly improve high schools. We have found some good models through such efforts as the New American High Schools conference and OERI-sponsored research. We proposed to adopt a strategy for high schools that will build on that knowledge.

Strategy

The American high school is a critical component of the Administration's strategy for education reform, embodied in the Goals 2000 and the School-to-Work Acts. Both emphasize that all students should achieve to challenging academic and technical standards to be prepared for college and the careers of the 21st century. However, the reforms are not systematically reaching high schools.

We propose a national program of grants to local education agencies to:

- Bring focus to the institution of high schools.
- Integrate reform efforts.
- Leverage federal and state reform dollars and activities into high schools.
- Achieve coherence in instructional strategies and curriculum.
- Model successful reforms that improve student outcomes.

The grant

- A nationally competitive research and development grant to LEAs.
- Total approximately \$75 million new money for FY 1998.
- Size of annual award: significant, perhaps \$500,000 and up, varying on the costs of proposed reform, need, and school enrollment.
- Five year grants with second- through fifth-year grants dependent on outcomes of prior year efforts.
- Districts develop coherent education programs leading to all students being prepared for college and careers.
- Grantees bring other federal and state resources together to create a coherent high school reform strategy.
- Grantees assess the achievement of students and schools towards goals over time and demonstrate progress.
- Nationally coordinated research, evaluation, and dissemination documents and disseminates the lessons learned to other schools and districts.

The project will maintain a clear focus on achieving student outcomes. Districts will use funds to make and document progress toward these goals:

- All students demonstrate achievement to high academic standards.
- All students are prepared to enter, persist, and succeed in postsecondary education.
- All students are prepared for the next stage of life: each person needs to earn a living, be able to participate comfortably in an increasingly technological society, and continue learning throughout his life.¹

Strategies must focus on what changes in teaching and learning are necessary to achieve coherence in high school education. The initiative will support the practices that high school administrators and teachers united in support of, in the report of the National Association of Secondary School Principals on the high school of the 21st century: Breaking Rank: Changing an American Institution. Grants will support the development of:

- Curriculum that offers essential knowledge, integrates it, and makes connections to real life.
- Instructional strategies that engage students in their own learning.
- A school environment that creates a climate conducive to teaching and learning.
- Technology that makes way for electronic learning.
- Use of time and space that allows for a flexible education.
- Assessments and accountability systems that further individual, collective and institutional outcomes.
- Professional development that helps staff fulfill their potential.
- Policies and practices that recognize and build on a diverse population.
- Governance that streamlines operations.
- Financing policies that ensure sufficiency of resources (including a coherent use of federal resources).
- Ties to higher education that promote coherence.
- Relationships with families, community agencies, public officials, and employers that benefit students.²

Promising practices found in school-to-work systems, standards-based reform, and the New American High Schools initiative are all consistent with these objectives. Work-based and community service learning, adult mentors, the integration of academic and vocational education, applied learning and authentic assessments are example of practices promoted by these strategies. The attached table identifies practices promoted by Department initiatives that districts would incorporate into their strategies.

¹Adopted for NASSP purposes for high schools, page 2.

²From NASSP recommendations.

Technical assistance and dissemination

A collective technical assistance support service would be created through the Comprehensive Technical Assistance Centers (CTACs), labs, and OSERS technical assistance centers (1) to ensure grantees have information on best practices generated by Department Activities such as the new American High Schools, the High Performance Learning Opportunities, the Urban High School Reform, and OERI research; (2) to identifying how funds from other Federal education programs (such as Titles I, II, IV, VI, VII of the ESEA as amended by the IASA) can support high school reform; and (3) disseminate knowledge learned from grantee experience--as it happens-- through existing networks with States and other local school districts seeking to reform high schools

The technical assistance and dissemination strategy will employ a highly effective method used by the Southern Regional Education Board and other reform projects: school personnel will visit other high schools that have successfully implemented practices in which they are interested. The grantee sites will also host visits from other high schools interested in trying some of the practices they have adopted.

Evaluation and dissemination

Each grantee would create a system to document its reforms and students outcomes tht is an integral part of its state and local accountability system. Key student outcomes documented by all grantees will inform the national dissemination efforts. The findings on promising practices, institutional change, and student outcomes would be disseminated to inform the development of Title I school-wide projects in high schools, the development of the school-based component of school-to-work systems, and other high school reform efforts.

Why now?

The new initiative will fit into the Department's strategy for education reform in a number of ways:

- It will generate new ideas and create more practical examples for how existing federal, state, and local funds can be used to create a coherent teaching and learning environment in high schools. The models will improve the implementation of Title I school-wide projects, bilingual education school- and district-wide grants, safe and drug-free schools, Eisenhower, and the proposed Perkins and IDEA programs in high schools.
- It will leverage the implementation of Goals 2000 standards-based reforms in high schools.

- To support the implementation of School-to-Work, the models will help high schools become the school-based component of these systems through integration of work-based and applied learning into the regular education program.
- It will encourage the applications of integration strategies to high schools, for example, the incorporation of vocational education into consolidated plans.
- It builds off the Department's New American High School Conference, which brought national attention to the potential of this model of school reform and demonstrated its promise. There are now 65 national education organization that have pledged their support for the New American High School initiative.
- It will create high school laboratories for the application of strategies generated by national research and demonstrations, such as OVAE's Urban High Schools Initiative and OERI's High Performance learning Communities.

Issues for further development

As we move forward, we propose further investigation into a number of issues. The specifics of the initiative would be developed in close consultation with the National Association of Secondary School Principals, to ensure it is supportive of the recommendations in "Breaking Ranks" and other representatives of teachers, school administrators, students, and parents. The specifics will also be developed based on further research into the success and failure of previous high school reform initiatives, including NSF projects, Coalition of Essential Schools, state-lead reforms, Southern Regional Education Board, the Department's Dropout Demonstration program. Some issues under discussion are

- Targeting: should all LEAs be eligible, to generate diverse models from all regions and all size districts; targeted to areas of high poverty in the most need; and/or targeted to areas where leveraging would be most effective, such as Title I school-wide projects or enterprise zones/communities.
- Capacity: should grants go to leading-edge districts to generate the most advanced models or those that may be farther behind but have the most to gain?
- Commitment: how can the Department ensure proposals are developed by districts and schools and that parents, teachers, schools, and communities want to pursue the proposed reforms.
- All students: How can the Department ensure that strategies are applied to the whole school and all students, not an achievement track or program within the school, and that they support other reform efforts, especially standards-based reforms already underway.

- Special needs students: the special needs of students with disabilities, limited-English proficient, and educational disadvantages are often overlooked in reform efforts. What provisions of the grant should be use to ensure that these students benefit from reforms while discouraging separate programs and practices for these groups.

Resources supporting high schools

Program & Office	Targeted reforms to be developed in high schools; Current targeting.	FY 1998 Resources; estimates for high schools
<i>Supports high schools</i>		
Title I Compensatory Education (OESE)	Standards-based reforms aimed at ensuring disadvantaged children can achieve to high standards. Includes issues of professional development and parental involvement. Concentrated efforts at the elementary levels.	\$7.5 billion; ?% of funds; 1/3 of high schools; about 1/10 may have school- wide projects.
Perkins Vocational Education (OVAE)	Integration of academic and vocational education and teaching all aspects of the industry students plan to enter; business involvement through technical committees. States choose how much to invest in secondary education vis-a-vis postsecondary.	\$1.02 billion; 64% secondary (\$797 million); 84% of districts w/high schools (% of high schools not known)
Tech-Prep (OVAE)	Consortia of secondary and postsecondary schools develop linked programs of technical education resulting in postsecondary degrees; high standards for academic and technical education, career counseling, and articulation of programs and courses.	\$118 million; 41% of sub- allocated funds; about 1/2 of districts participate in the 953 consortia
Eisenhower professional development (OESE)	Professional development linked to reform strategies. States and local grantees chose whether to use the professional development grant for high schools.	\$720 million; %HS not available;
Innovative education program strategies state grants (OESE)	Very broad authority that schools often use for routine activities rather than reform.	No request

Bilingual education instructional services (OBELMA)	Integration of services for limited English proficient students within the overall school academic program, to ensure that those students benefit from the broader education reforms taking place. Five-year comprehensive school grants and system-wide improvement grants support systemic reform-- some of which occurs in high schools.	\$156 million; %HS not avail. 200-300 LEA grants have secondary component
Special Education grants to states	Professional development and technical assistance to make instruction and services directed at enhancing participation in the same curriculum as all students. Amount in high schools not available.	\$3.259 billion
Comprehensive regional technical assistance centers (OESE)	Provides assistance to LEAs in integrating federal programs and implementing systemic reforms. No current activities targeted only at high schools. Centers would provide dissemination of promising practices to grantee schools and disseminate their evaluation findings.	\$55 million
<i>Supports systems</i>		
School-to-Work (OVAE with DOL)	Educational and career opportunities for all students; a framework for business and educational partnerships; mentors; work-based and applied learning; helps students make the connection between what they learn in school and the "real" world; connects school-based and work-based learning; high academic and technical standards.	\$400 million (ED + DOL)
Goals 2000 (OESE)	Standards-based reform at the state level and the local implementation of those reforms. It targets elementary and secondary school improvements. The new initiative would support high school efforts to ensure that academic standards established by states for Goals 2000 would be met or exceeded by every student.	\$750 million; \$ to high schools not available
<i>Research and development</i>		

Perkins National Programs (OVAE)	Research and development on high school reform, linking secondary and postsecondary, dissemination of strategies, technology, professional development, and accountability. The Urban High school reform project will identify and disseminate models of urban high schools that are successful in whole-school reform. Findings will inform new initiative.	\$27.5 million
High performance learning communities (OERI)	A call for studies and strategies & procedures to initiate and support and sustain high achievement for all students. Will generate prototypes, demonstrations, and dissemination to other schools. Findings will inform new initiative.	
IDEA Secondary/ Transition program (OSERS)	Support research and demonstration projects designed to improve the secondary/transition results for students with disabilities.	\$24 million



**U.S. Department of Education
Office of Vocational and Adult Education**

**IMPROVING AMERICA'S HIGH SCHOOLS
FY1998 Budget Initiative**

The Problem

Too many high schools lack a clear mission focused on teaching and learning. They are incoherent organizations that fail to focus on challenging curriculum, quality teaching, improved pedagogy, and accountability for results. The consequence is graduates and dropouts that are not equipped for college and careers.

Recent reports by the National Association of Secondary School Principals, *Breaking Ranks: Changing an American Institution* and by NCES, *Urban Schools: The Challenge of Location and Poverty* show that high schools continue to be large, bureaucratic smorgasbords offering poorly articulated courses and incoherent programs of study. They stratify the student body, setting lower expectations for those in the lower tracks and vocational programs. Teachers and students do not spend time together or get to know one another. The curriculum is a jumble of unconnected courses. Schools do not emphasize teaching and learning and staff have no shared vision of what the school is trying to accomplish. Absent a clear mission, and challenged by an increasingly diverse student body, school resources are being scattered to meet diverse needs, exacerbating the lack of coherence in high schools.

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States and local education agencies, however, tend to focus reform on elementary schools and, to a lesser extent, on middle schools. School-wide approaches to reforming high schools

are unusual. Models of successful reform are hard to find. Little technical assistance is available to those interested in restructuring their high schools. The scarcity of models for effective whole-school reform at the high school level may in part account for the concentration of reforms at lower grades -- States, districts and school simply do not know how to significantly improve high schools. We have identified promising practices through such efforts as the New American High Schools initiative, the School-to-Work Learning Center, and Department-sponsored research. We proposed to adopt a strategy for high schools that will build on that knowledge.

Strategy

The American high school is a critical component of the Administration's strategy for education reform, embodied in the Goals 2000 and the School-to-Work Acts. Both emphasize that all students should achieve to challenging academic and technical standards to be prepared for college and the careers of the 21st century. However, the reforms are not systematically reaching high schools.

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- Grantees bring other Federal and State resources together to create a coherent high school reform strategy.
- Grantees assess the achievement of students and schools towards goals over time and demonstrate progress.
- Nationally coordinated research, evaluation, and dissemination activities document the lessons learned and share them with other schools and districts.

The project will maintain a clear focus on achieving student outcomes. Districts will use funds to make and document progress toward these goals:

- All students demonstrate achievement to high academic standards.
- All students graduate from high school.
- All students are prepared to enter, persist, and succeed in postsecondary education.
- All students are prepared for the next stage of life: each person needs to earn a living, be able to participate comfortably in an increasingly technological society, and continue learning throughout his life.¹

Strategies must focus on what changes in teaching and learning are necessary to achieve coherence in high school education. The initiative will support the practices that high school administrators and teachers united in support of, in the report of the National Association of Secondary School Principals on the high school of the 21st century: Breaking Rank: Changing an American Institution. Grants will support the development of:

- Curriculum that offers essential knowledge, integrates it, and makes connections to real life.
- Instructional strategies that engage students in their own learning.
- A school environment that creates a climate conducive to teaching and learning.
- Technology that makes way for electronic learning.
- Use of time and space that allows for a flexible education.
- Assessments and accountability systems that further individual, collective and institutional outcomes.
- Professional development that helps staff fulfill their potential.
- Policies and practices that recognize and build on a diverse population.
- Governance that streamlines operations.
- Financing policies that ensure sufficiency of resources (including a coherent use of Federal resources).
- Ties to higher education that promote coherence.
- Relationships with families, community agencies, public officials, and employers that benefit students.²

Promising practices found in school-to-work systems, standards-based reform, and the New American High Schools initiative are all consistent with these objectives. Work-based and community service learning, adult mentors, the integration of academic and vocational education, applied learning and authentic assessments are example of practices promoted by these strategies. Professional development equipping teachers to assist limited English proficient

¹Adopted for NASSP purposes for high schools, page 2.

²From NASSP recommendations.

students or disabled students is an example of how other Federal programs would be made part of a coherent instructional strategy. The attached table identifies practices promoted by Department initiatives that districts would incorporate into their strategies.

Technical assistance and dissemination

A collective technical assistance support service would be created through the Comprehensive Technical Assistance Centers (CTACs), labs, special education technical assistance centers and the National Center for Research in Vocational Education (1) to ensure grantees have information on best practices generated by Department activities such as the New American High Schools, the High Performance Learning Opportunities, the Urban High School Reform, and OERI research; (2) to identify how funds from other Federal education programs (such as Titles I, II, IV, VI, VII of the ESEA as amended by the IASA) can support high school reform; and (3) to disseminate knowledge learned from grantee experience--as it happens--through existing networks with States and other local school districts seeking to reform high schools

The technical assistance and dissemination strategy will employ a highly effective method used by the Southern Regional Education Board and other reform projects: school personnel will visit other high schools that have successfully implemented the practices in which they are interested. The grantee sites will host visits from other high schools interested in trying some of the practices they have adopted.

Evaluation and dissemination

Each grantee will create a system to document its reforms and student outcomes that is an integral part of its State and local accountability system. Key student outcomes documented by all grantees will inform the national dissemination efforts. The findings on promising practices, institutional change, and student outcomes will be disseminated to inform the development of Title I (programs for Helping Disadvantaged Children Meet High Standards) school-wide projects in high schools, the development of the school-based component of school-to-work systems, and other high school reform efforts.

Why now?

The new initiative will fit into the Department's strategy for education reform in a number of ways:

- It will generate new ideas and create more practical examples for how existing Federal, State, and local funds can be used to create a coherent teaching and learning environment in high schools. The models will improve the implementation of Title I school-wide projects, bilingual education school- and district-wide grants, safe and drug-free schools,

Eisenhower professional development, and the proposed vocational education and special education programs in high schools.

- It will leverage the implementation of Goals 2000 standards-based reforms in high schools.
- It will support the implementation of School-to-Work, helping high schools become the school-based component of these systems through integration of work-based and applied learning into the regular education program.
- It will encourage the applications of integration strategies to high schools, for example, the incorporation of vocational education into consolidated plans.
- It will build off the Department's New American High Schools initiative, which brought national attention to the potential of this model of school reform and demonstrated its promise. There are now 65 national education organizations that have pledged their support for the New American High Schools initiative.
- It will create high school laboratories for the application of strategies generated by national research and demonstrations, such as OVAE's Urban High Schools Initiative and OERI's High Performance Learning Communities.

Issues for further development

As we move forward, we propose further investigation into a number of issues. The specifics of the initiative would be developed in close consultation with the National Association of Secondary School Principals, to ensure it is supportive of the recommendations in *Breaking Ranks* and other representatives of teachers, school administrators, students, and parents. The specifics will also be developed based on further research into the success and failure of previous high school reform initiatives, including National Science Foundation projects, Coalition of Essential Schools, State-lead reforms, Southern Regional Education Board, and the Department's Dropout Demonstration program. Some issues under discussion are

- Targeting: Should the competition be open to all local education agencies, to generate diverse models from all regions and all size districts; targeted to areas of high poverty in the most need; and/or targeted to areas where leveraging would be most effective, such as Title I school-wide projects or enterprise zones/communities?
- Capacity: Should grants go to leading-edge districts to generate the most advanced models or to those that may be farther behind but have the most to gain?

- **Commitment:** How can the Department ensure proposals are developed by districts and schools and that parents, teachers, schools and communities want to pursue the proposed reforms?
- **All students:** How can the Department ensure that strategies are applied to the whole school and all students, not an achievement track or program within the school, and that they support other reform efforts, especially standards-based reforms already underway?
- **Special needs students:** The special needs of students with disabilities, limited-English proficiency, and educational disadvantages are often overlooked in reform efforts. What provisions of the grant should be use to ensure that these students benefit from reforms, while discouraging separate programs and practices for these groups?

Resources supporting high schools

Program & Office	Targeted reforms to be developed in high schools. Current targeting.	FY 1998 Resources; estimates for high schools
<i>Supports high schools</i>		
Title I Disadvantaged children (OESE)	Standards-based reforms aimed at ensuring disadvantaged children can achieve to high standards. Includes issues of professional development and parental involvement. Concentrated efforts at the elementary levels.	\$7.5 billion; % of \$ to HS n/a; 1/3 of high schools; about 1/10 may have school-wide projects.
Perkins vocational education (OVAE)	Integration of academic and vocational education and teaching all aspects of the industry students plan to enter; business involvement through technical committees. States choose how much to invest in secondary education vis-a-vis postsecondary.	\$1.02 billion; 64% secondary (\$797 million); 84% of districts w/high schools (% of high schools not known)
Tech-Prep (OVAE)	Consortia of secondary and postsecondary schools develop linked programs of technical education resulting in postsecondary degrees; high standards for academic and technical education, career counseling, and articulation of programs and courses. Always includes high schools.	\$118 million; 41% of sub-allocated funds; about 1/2 of districts participate in the 953 consortia
Eisenhower professional development (OESE)	Professional development linked to reform strategies. States and local grantees chose whether to use the professional development grant for high schools.	\$720 million; % of \$ to HS n/a;
Innovative education program strategies State grants (OESE)	Very broad authority that schools often use for routine activities rather than reform.	No request
Bilingual education instructional services (OBELMA)	Integration of services for limited English proficient students within the overall school academic program, to ensure that those students benefit from the broader education reforms taking place. Five-year comprehensive school grants and system-wide improvement grants support systemic reform-- some of which occurs in high schools.	\$156 million; % of \$ to HS n/a; 200-300 LEA grants have secondary component

Special Education grants to States (OSERS)	Professional development and technical assistance to make instruction and services directed at enhancing participation in the same curriculum as all students. Amount in high schools not available.	\$3.259 billion % of \$ to HS n/a;
Comprehensive regional technical assistance centers (OESE)	Provides assistance to LEAs in integrating Federal programs and implementing systemic reforms. No current activities targeted only at high schools. Centers would provide dissemination of promising practices to grantee schools and disseminate their evaluation findings.	\$55 million
<i>Supports systems</i>		
School-to-Work (OVAE with DOL)	Educational and career opportunities for all students; a framework for business and educational partnerships; mentors; work-based and applied learning; helps students make the connection between what they learn in school and the "real" world; connects school-based and work-based learning; high academic and technical standards.	\$400 million (ED + DOL) % of \$ to HS n/a;
Goals 2000 (OESE)	Standards-based reform at the State level and the local implementation of those reforms. It targets elementary and secondary school improvements. The new initiative would support high school efforts to ensure that academic standards established by States for Goals 2000 would be met or exceeded by every student.	\$750 million; % of \$ to HS n/a;

<i>Research and development</i>		
Perkins national activities (OVAE)	Research and development on high school reform, linking secondary and postsecondary, dissemination of strategies, technology, professional development, and accountability. The Urban High School reform project will identify and disseminate models of urban high schools that are successful in whole-school reform. Findings will inform new initiative.	\$27.5 million
High performance learning communities (OERI)	A call for studies and strategies & procedures to initiate and support and sustain high achievement for all students. Will generate prototypes, demonstrations, and dissemination to other schools. Findings will inform new initiative.	
IDEA Secondary/ Transition program (OSERS)	Support research and demonstration projects designed to improve the secondary/transition results for students with disabilities.	\$24 million

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**U.S. Department of Education
Office of Vocational and Adult Education
October 31, 1996**

**IMPROVING AMERICA'S HIGH SCHOOLS
FY 1998 Budget Initiative**

PURPOSE

The Improving American High Schools Initiative will advance the national school-to-work opportunities system:

- Strong high school programs that are structured to provide an entirely different kind of educational experience are critical to the implementation of the school-to-work system that the Administration envisions. The school-based component of school-to-work needs to be a school-wide approach, not a separate track or program. It requires new structures of time and space, new curriculum, new relationships with employers and parents, and new levels expectation for student achievement of academic and technical competencies.
- The proposed Improving American High Schools Initiative will strengthen the school-based component of the school-to-work strategy by providing concentrated support to high schools to implement whole school improvement and reform plans.
- These high schools will model reforms that successfully improve students outcomes. (Chris -- more on link to STW)

It is an important part of OVAE's strategy to move Perkins Vocational-Technical Education funds and activities into school-to-work systems.

- In the reauthorization of the Perkins Act, ED will encourage the alignment of vocational education with school-to-work systems.
- This grant will promote the transition from federal support of a separate enterprise called "vocational education" through the Perkins Act to support for the reform of the entire high school that benefits all students. ~~After the School-to-Work and Goals 2000 grants end,~~ ^{AB} it will support the best of educational improvements found in the Perkins Vocational Education, Goals 2000 and the School-to-Work Opportunities Act. *phase out*

- The grantees will serve as living examples of school-based learning opportunities to which we can point schools and districts wanting to incorporate their vocational education programs into school-to-work systems.

The project will support the proposed Urban Public Schools Initiative. They will be linked by:

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Through research and dissemination, the project will support the growth of high schools that successfully provide a rewarding school-based learning experience for the school-to-work transition. The need for this type of reform is evidence by:

- A report by the Consortia for Policy Research that only 20 percent of high schools will have reforms by the year 2000.
- New American High Schools conference search conducted by NCRVE uncovered only # schools that had successfully implemented such models.
- NASSP has issued a call for high schools to reinvent themselves. The report warns “high schools continue to go about their business in ways that sometimes bear startling resemblance to the flawed practices of the past.... The cause of reform is hobbled by the inclination of education institutions to resist substantial change.” (*Breaking Ranks*, p. 4)
- In a study of the impact on student achievement of high school restructuring, researchers found that about 12 percent of 820 high schools reported engaging in *not one* of the 30 reform practices studied (including such basic practices as a PTA or increasing graduation requirements). Only 46 percent of schools reported at least three of the practices considered significant departures from conventional practices, such as school-within a school or interdisciplinary teaching teams. (Maybe this doesn't help?) (*Issues in Restructuring Schools*, Fall, 1994)

GOALS

The project will maintain a clear focus on achieving student outcomes. Districts will use funds to make and document progress toward these goals:

- Decrease dropout rates.
- Increase postsecondary enrollment, retention, and completion.

- Increase proportions of students completing a challenging core of academics courses (i.e., algebra I & II; geometry, chemistry, biology and computer and technology applications).
- Increase attainment of advanced-placement credits and honor diplomas (in states where available).
- Ensure all students are prepared with high academic and technical skills necessary for college and careers.

STRATEGY

Strategies must focus on what changes in teaching and learning are necessary to achieve whole school reform. Districts will develop reform strategies to meet these objectives; applicants' plans will incorporate the following practices: [Chris --this is probably too many if they are all mandatory]

- Integration of academic and technical education (curriculum, teaching and learning).
- Linkages between high schools and postsecondary institutions.
- Community service, internships, work-based and other applied learning opportunities linked to school-based learning.
- Technology applications and distance learning.
- Alternative curriculum materials and instructional strategies that create equal access and expectations for students with disabilities and educationally disadvantaged students.
- Project-based learning.
- Authentic assessment that is part of the educational experience.
- Career awareness, career exploration and counseling, including instruction in all aspects of an industry or career major.
- Abolition of rigid ability track in favor of student-centered instruction for all students, including limited-English proficient and disabled students.
- Supportive learning environments, or learning clusters, within schools.
- Significant adult involvement with students, including adult mentors.
- Sustained and intensive high quality professional development aligned to challenging academic and technical standards.
- Parent, employer, and community participation.

Grantees will implement these strategies using a range of activities, including staff development and teacher internships, curriculum development and modification, outreach to the community and employers, and restructuring space and schedules to support changes in instructional strategies.

THE PROGRAM

- A nationally competitive research and development grant to or cooperative agreement with approximately 25 LEAs [that are urban (?); low-income(?); have some reforms in place (?)] Preference for STW grantees; or Urban Initiative Grantees or EZs?]
- Five year grants with second- through fifth-year grants dependent on outcomes of prior years' efforts. Each district identifies one or two high schools to begin implementation. Grants increase in amount in year 2 and 3 as plans progress. In year 4 and 5, grants decrease as capital investment costs go down. Districts begin implementing in other schools in these years.
- Appropriation of \$30 million for FY 1998. Out-year funds would be: \$50 million for FY 1999; \$100 million in 2000; \$75 million in FY 2001; \$50 million in FY 2002.
- Districts develop coherent education programs, incorporating the reform strategies; leading to all students being prepared for college and careers. Plans bring other Federal and State resources together to create a coherent strategy.
- Grantees assess the achievement of students and schools towards goals over time and demonstrate progress. Performance accountability built in with specific reporting requirements. Independent assessment of performance produces reliable information on achievement of program goals.
- Nationally coordinated research, evaluation, and dissemination activities document the lessons learned and share them with other schools and districts.

Leveraging the benefits through technical assistance, evaluation, and dissemination

- A collective technical assistance support service would be created through the Comprehensive Technical Assistance Centers (CTACs), labs, special education technical assistance centers and the National Center for Research in Vocational Education (1) to ensure grantees have information on best practices generated by Department activities such as the New American High Schools, the High Performance Learning Opportunities, the Urban High School Reform, and OERI research; (2) to identify how funds from other Federal education programs (such as Titles I, II, IV, VI, VII of the ESEA as amended by the IASA) can support high school reform; and (3) to disseminate knowledge learned from grantee experience--as it happens-- through existing networks with States and other local school districts seeking to reform high schools
- Each grantee will begin to spread the reform model to additional high schools and to feeder schools during the last few years of the grants. Successful student outcomes will encourage the adaptation of these practices district-wide.

- Each grantee will create a system to document its reforms and student outcomes that is an integral part of its State and local accountability system. Key student outcomes documented by all grantees will inform the national dissemination efforts. The findings on promising practices, institutional change, and student outcomes will be disseminated to inform the development of Title I school-wide projects in high schools, the development of the school-based component of school-to-work systems, and other high school reform efforts.
- The technical assistance and dissemination strategy will employ a highly effective method used by the Southern Regional Education Board and other reform projects: school personnel will visit other high schools that have successfully implemented the practices in which they are interested. The grantee sites will host visits from other high schools interested in trying some of the practices they have adopted.

Attachment--New American High School Initiative

**U.S. Department of Education
Office of Vocational and Adult Education
October 31, 1996**

**IMPROVING AMERICA'S HIGH SCHOOLS
FY 1998 Budget Initiative**

PURPOSE

The Improving American High Schools Initiative will strengthen the school-based component of the school-to-work systems by providing concentrated support to high schools to implement whole school improvement and reform plans.

- Strong high school programs that are structured to provide an entirely different kind of educational experience are critical to the implementation of the school-to-work system that the Administration envisions. We have strong evidence that high academic skills are necessary for success in college and careers. To achieve these high standards for all students, high schools have to focus their resources on providing strategies (e.g. interdisciplinary academic courses) to make this happen.
- To ensure high academic and technical standards for all students, high school reform efforts will require a substantial allocation of resources. This initiative is designed to leverage local, state as well as other federal funding streams to maximize the resources available.
- These high schools will model a variety of education reform strategies for improving student outcomes, and become learning laboratories for other schools in the district.
- Provide support to school districts as they transition from school-to-work and Perkins funding.

WHY

- In a study of the impact on student achievement of high school restructuring, researchers found that about 12 percent of 820 high schools reported engaging in *not one* of the 30 reform practices studied (including such basic practices as a PTA or increasing graduation requirements). Only 46 percent of schools reported at least three of the practices considered significant departures from conventional practices, such as school-within a school or interdisciplinary teaching teams. (*Issues in Restructuring Schools*, Fall, 1994)

- NASSP, a national organization representing secondary school principals, in its most recent report, *Breaking Ranks* issued a call for high schools to reinvent themselves.. The report warns “high schools continue to go about their business in ways that sometimes bear startling resemblance to the flawed practices of the past.... The cause of reform is hobbled by the inclination of education institutions to resist substantial change.” (*Breaking Ranks*, p. 4)
- A recent study of National Science Foundation SSI (State Strategic Initiatives) projects found that the lowest level of reform efforts are occurring in high schools. For example, California funded elementary schools reform projects for science and middle schools for projects in math, but allocated no funds to high schools.
- In a presentation made by Tom Corcoran, co-director of the Consortia for Policy Research in Education, he stated that at the current rate of reform efforts only 20 percent of high schools will have incorporated reforms by the year 2000. (NW Lab Reform Conference, 10/96, Portland, OR)
- The New American High Schools nationwide search conducted by NCRVE to identify showcase schools uncovered only 31 high schools that had successfully implemented whole school reform.

THE PROGRAM

- The Office of Vocational and Adult Education will administer a nationally competitive research and development grants or cooperative agreements with approximately 25 school districts. Districts will identify at least one high school within the district that has begun a reform process to be the recipient of these funds. It is anticipated that a significant number of high schools involved in this effort will also be involved in school-to-work partnerships and the Administration’s Urban Initiative.
- Five year grants with second- through fifth-year grants dependent on outcomes of prior years’ efforts. Grants will gradually increase in years 2 and 3 as implementation advances. In years 4 and 5, grants decrease as capital investment costs go down. Districts must commit to utilizing their own resources to begin implementing in other schools in these years.
- Appropriation of \$30 million for FY 1998. Out-year funds would be: \$50 million for FY 1999; \$100 million in 2000; \$75 million in FY 2001; \$50 million in FY 2002.
- Districts develop coherent education programs, incorporating the reform strategies; leading to all students being prepared for college and careers. Plans utilize other Federal, State and

local resources to create a coherent strategy. Grantees will implement these strategies using a range of activities, including staff development and teacher internships, curriculum development and modification, outreach to the community and employers, and other activities necessary to support changes in instructional strategies.

These strategies could include:

- Integration of academic and technical education (curriculum, teaching and learning).
- Linkages between high schools and postsecondary institutions.
- Community service, internships, work-based and other applied learning opportunities linked to school-based learning.
- Technology applications and distance learning.
- Alternative curriculum materials and instructional strategies that create equal access and expectations for students with disabilities and educationally disadvantaged students.
- Project-based learning.
- Authentic assessment that is part of the educational experience.
- Career awareness, career exploration and counseling, including instruction in all aspects of an industry or career major.
- Abolition of rigid ability track in favor of student-centered instruction for all students, including limited-English proficient and disabled students.
- Supportive learning environments, or learning clusters, within schools.
- Significant adult involvement with students, including adult mentors.
- Sustained and intensive high quality professional development aligned to challenging academic and technical standards.
- Parent, employer, and community participation.

Evaluation of reform effectiveness:

- Grantees will have a formal evaluation process that will show effects (student academic improvement), costs, conditions of success and unanticipated results. The proposed plan will show how performance accountability with specific reporting requirements is built in. An independent assessment of performance, producing reliable information on achievement of program goals, will be a part of the evaluation process.
- Each grantee will create a system to document its reforms and student outcomes that is an integral part of its State and local accountability system. Key student outcomes documented by all grantees will inform the national dissemination efforts. The findings on promising practices, institutional change, and student outcomes will be disseminated to inform the development of Title I school-wide projects in high schools, the development of the school-based component of school-to-work systems, and other local, state and national high school reform efforts.

EXPECTED OUTCOMES

The project will maintain a clear focus on achieving student outcomes. Districts will use funds to make and document progress toward these goals:

- Decrease dropout rates.
- Increase postsecondary enrollment, retention, and completion.
- Increase proportions of students completing a challenging core of academics courses (i.e., algebra I & II; geometry, chemistry, biology and computer and technology applications).
- Increase attainment of advanced-placement credits and honor diplomas (in states where available).
- Ensure all students are prepared with high academic and technical skills necessary for college and careers.

LINKAGES AND DISSEMINATION

- A collaborative technical assistance support service would be created: (1) to ensure grantees have information on best practices generated by Department activities such as the New American High Schools, the High Performance Learning Opportunities, the Urban High School Reform, and OERI research; (2) to identify how funds from other Federal education programs (such as Titles I, II, IV, VI, VII of the ESEA as amended by the IASA) can support high school reform; and (3) to disseminate knowledge learned from grantee experience--as it happens-- through existing networks with States and other local school districts seeking to reform high schools.
- The technical assistance and dissemination strategy will employ a highly effective method used by the Southern Regional Education Board and other reform projects: school personnel will visit other high schools that have successfully implemented the practices in which they are interested. The grantee sites will host visits from other high schools interested in trying some of the practices they have adopted.

Attachment--New American High School Initiative