



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>



**RAISING OUR SIGHTS:
NO HIGH SCHOOL SENIOR LEFT BEHIND**

Presented by

Rex Bolinger, Ed.D., Senior Fellow

at the

Sagamore Institute for Policy Research

for

Ideas in Indiana

*Public Policy Roundtable on Local
and National Issues Impacting College
Access*

October 17, 2006



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>

MISSION
of the Commission's Study

To closely examine students' experiences in the last year of high school and recommend ways to improve them.

Funded and supported by:

- **U.S. Department of Education**
- **Carnegie Corporation of New York**
- **Charles Stewart Mott Foundation**
- **Woodrow Wilson National Fellowship Foundation**



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>

**TO ADVANCE ITS WORK
THE COMMISSION:**

- **Supported the Development of Several Major Papers**
- **Reviewed Relevant Literature**
- **Conducted Eight Focus Groups with H.S. Graduates**
- **Completed a Survey**
- **Heard Testimony from Experts**
- **Held three Formal Meetings with Leading Experts and Stakeholders**
- **Held National Conversations with Educators, Citizens, Parents, Policy Makers, and Students**



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>

THE NEED TO RAISE OUR SIGHTS

The familiar world of the last 25 to 50 years does not exist. The cold war is over. The “melting pot” is boiling. The domestic economy has become global.

And, we are now at war to defeat terrorism and protect our homeland.



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>

**NATIONAL DATA SUPPORT THE
FOLLOWING BLEAK ASSESSMENT:**

- **2000, only 43% of high school seniors are in demanding academic programs**

- **45% in general education**

- **12% in vocational education**

- **Only 44% earned the minimum number of academic credits recommended in 1983 by the Nation At Risk Report**



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>

**AMERICAN EDUCATION
LOSING GROUND**

**(According to the 30-nation organization for
economic cooperation and development (OECD))**

- America's college graduation rate is no longer the world's highest (England, Finland, the Netherlands, and New Zealand have surpassed the U.S.)**
- On average across the OECD countries, a 17-year-old can expect 2.5 years of study beyond secondary school**



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>

GOALS FOR AMERICAN HIGH SCHOOLS

Graduate Students Who Are:

- **Ready to learn more**
- **Capable of thinking critically**
- **Comfortable with the ambiguities of the problem solving process**



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>

STANDARDS-BASED REFORM

**Guided by national professional organizations,
states are setting new goals and higher standards
for curricula.**

GENERALLY, SUCH REQUIREMENTS CONSIST OF:

- **3 years of science**
- **3 years of math**
- **AP classes in the 4th year**
- **Opportunities to apply science learning in the 4th year
(environmental science, computer arts, technology-
based learning, etc.)**



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>

“Everything that leads up to the final year helps contribute to its success (*or failure*) and everything that follows, either in education or work, should lead out of it.”

-- National Commission on the High School Senior Year



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>



WEB SHOTS

THE NEED FOR PRESCHOOL TO POSTSECONDARY EMPHASIS

“The challenge, in part, is a lack of shared vision about how to proceed; it also revolves around structural problems within the system itself. The reality is that this society has created at least three separate public systems of education in the United States.”



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>

**THE THREE PUBLIC
SYSTEMS WERE:**

- College Prep
- General/Vocational
- Universal higher education at low cost

“Until recently, the third system maintained itself in splendid isolation from its elementary and secondary brethren.”

-- National Commission on the High School Senior Year



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>

**“In the modern world, all three systems
must draw closer together, coming to
view themselves as part of a common
endeavor.”**

-- National Commission on the High School Senior Year



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>

“A P-16 system of education, from pre-school through postsecondary education, is an important next step.”

-- National Commission on the High School Senior Year



National Commission on the High School Senior Year

<http://www.commissiononthesenioryear.org>



**“When it comes to the
education of our children...
failure is not an option.”**



President George W. Bush



**“Every child can learn,
and we mean it. And
we want to act on it.
It means excuses are
not good enough, we
need results.”**

**Rod Paige,
U.S. Secretary of Education**

LEAVE NO CHILD BEHIND

Leave No Child Behind legislation can help to:

- **Guarantee no elementary child will be warehoused**
- **Ensure all students have reading and math skills needed for success at the next level**
- **Prevent, through standards and assessments, any student from being tracked in a dead-end curriculum**



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>



*"No Child Left Behind makes history in American education
and builds futures for America's students."*

Rod Paige, U.S. Secretary of Education

No High School Senior Left Behind

"In the agricultural age, postsecondary education was a pipe dream for most Americans. In the industrial age it was the birthright of only a few. By the space age, it became common for many. Today, it is just common sense for all."

-- National Commission on the High School Senior Year



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>



**COMMISSION
RECOMMENDATIONS:**

The Triple-A Program

- **Improve Alignment**
- **Raise Achievement**
- **Provide more rigorous Alternatives**

“The United States cannot succeed if it simply tinkers with a policy here and changes a practice there.”

-- National Commission on the High School Senior Year



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>



Improve Alignment

“In truth, what is required is a new commitment to a single system of “P-16” education, in which the sights of everyone at every level of the system are raised to take into account new requirements, challenges, and expectations.”

-- National Commission on the High School Senior Year



National Commission on the High School Senior Year

<http://www.commissiononthesenioryear.org>

P-16: Making it Happen

In an effort to integrate teaching and learning across the years, about 18 states already have created K-16 or P-16 Councils. Some are voluntary (Maryland); some are legislated (Georgia); and most (Oregon) worry about the transition from high school to college.

Maryland *A voluntary effort launched by the heads of three separate statewide systems.*

Maryland's Partnership for Teaching and Learning, K-16, an effort to bridge the gap between precollegiate study and higher education, aims to raise standards and improve teaching up and down the line. The architects – the state university chancellor, the state school superintendent, and the state higher education secretary – began in 1995 to try to put turf protection aside in an effort to advance educational opportunity. Their goals are to raise academic standards, reform teacher education, and guarantee equal educational opportunity in all Maryland schools.

Georgia *Raising Standards through school-college collaboration.*

Georgia has one of the most ambitious "P-16" efforts in the country, one driven by anxiety about student preparation and equal opportunity. Since 1995, Georgia's "P-16" initiative has focused on three strategies: (1) aligning expectations, standards, curriculum, and assessment for students from preschool through postsecondary education; (2) providing a qualified teacher in every public school classroom; and (3) providing enrichment programs for 7th through 12th grade for students at-risk of not achieving their potential.

Oregon *Trying to align proficiency exams with university admissions.*

If all goes according to plan, by 2005 Oregon's seven public universities and 17 community colleges will begin using a Proficiency-based Admissions Standards System (PASS) rather than course credits and grade-point averages to judge students for admission. It's still a high-risk effort, one launched in 1993 by the governor and the state boards of education and higher education. Although some remain unconvinced, many former skeptics in the academic world have become staunch advocates of the movement.

Source: *The Learning Connection: New Partnerships between Schools and Colleges*, Gene I. Macroff, Patrick M. Callan, and Michael D. Usdan, eds. (New York: Teachers College Press, 2001).



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>



Raise Achievement

“A system that rations demanding college-preparatory programs so that they serve only a few needs to raise its sights to make a “college-preparatory-like” curriculum the default curriculum for all students.”

-- National Commission on the High School Senior Year



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>



***Provide More (and More Rigorous)
Alternatives***

“Ideally, every senior should complete a capstone project, perform an internship, complete a research project, participate in community service, or take college-level courses. This change, like the others, will be extraordinarily demanding requiring educators and policymakers to raise their sights beyond the traditional and the familiar and toward new alternatives for soon-to-be graduates.”

-- National Commission on the High School Senior Year



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>



ISSUE

Only a few states have aligned their high school graduation and college admissions requirements in English, and fewer in mathematics.

Recommendation

Every state should create a P-16 council and charge it with increasing student access to (and success in) postsecondary education. These councils should be charged with creating significant and systematic linkages between preschool, elementary, secondary, and postsecondary education, linkages that should include aligning standards for high school graduation, college admission, and enrollment in credit-bearing courses.



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>



Recommendation

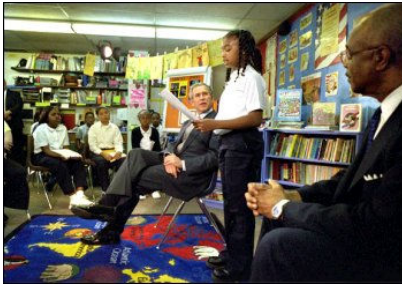
“The P-16 councils also should examine critical teacher “pipeline” issues, such as recruitment, training, retention, compensation, and professional development. No ambitious plan to reform schools can succeed while ignoring the need to improve teaching and to address the needs of teachers.”

- **Connects directly with the effort of the Milken Family Foundation and the Teacher Advancement Program.**



National Commission on the High School Senior Year

<http://www.commissiononthesenioryear.org>



“Soft bigotry of low expectations cannot be tolerated in the emerging world.” President George W. Bush

The Commission Emphasized that low expectations devastate the life chances of many low-income and disadvantaged students. What President Bush has called the “soft bigotry of low expectations” cannot be tolerated in the emerging world. Low expectations lead to students who receive algebra without equations, science without laboratories, and literature without reading. They lead also to an education system that produces African American and Latino 17-year-olds who read at the same level as white 13-year-olds. These conditions and results no longer can be excused or tolerated.

-- National Commission on the High School Senior Year



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>



Raise Achievement

The Challenge: Recognizing that in the world they are entering, all students will need more than a high school education, levels of achievement for all American high school students must be improved dramatically to prepare them for the demands of life, work, and further learning.



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>



More Alternatives

Recommendation

State and local educators should reshape the senior year to provide more learning opportunities of all kinds. They should develop sound alternative paths (Advanced Placement, dual enrollment in postsecondary institutions, rigorous structured work experiences and community service) to provide credit toward graduation for high school students and ease their transition from high school to postsecondary education and the world of work.

-- National Commission on the High School Senior Year

National Commission on the High School Senior Year

<http://www.commissiononthesenioryear.org>



A New American High School

Awarded at the White House

November 22, 1999

More (and More Demanding) Options

Across the nation, many experiments already are pointing the way toward demanding alternatives that relieve the tedium characterizing much of high school work.

LaGuardia Middle College High School

A high school on a college campus Since 1971, the City University of New York's LaGuardia Community College has been incubating educational change. It pioneered the concept of a "middle college high school," a high school on a college campus designed to focus on high school students with the potential for accomplishing college work who were on the verge of dropping out of school. From the lone example of LaGuardia in 1971, the concept now involves some 25 campuses around the country. Whether in New York City, Flint, Michigan, or Memphis, Tennessee, the emphasis is always the same – capture students at risk of failure

often minority and economically disadvantaged, and turn them on to the excitement of learning. Different programs adopt different targets. LaGuardia addresses the needs of students new to the United States. In Las Vegas, a similar effort reaches out to high school sophomores in trouble.

Angola High School

A comprehensive high school with business partnerships Angola High School in Angola, Indiana, has developed a flexible, four-block intensive schedule that allows business and academic partnerships, accelerated student curriculum, and extra time in courses for those who need it. The schools' flexible schedule allows students to spend up to two hours daily in a learning environment at local industries. These nine-week experiences connect curriculum to the workplace. This New American High School has shown

significant achievement improvement over six years and has been cited as an exemplary program by the University of Minnesota.

Simon's Rock College

A four-year college for young scholars Simon's Rock of Bard College is the nation's only four-year liberal arts college for younger scholars. Founded on the idea that many bright, highly motivated young people of 15 or 16 are ready for serious college work, the college was designed to tackle the tedium and repetitiveness involved in the transition from the last two years of high school to the first two years of college. Launched in the Massachusetts' Berkshire area in 1964 as a woman's college offering an associate's degree, it now offers a full four-year program for men and women.

Sources: *The Learning Connection: New Partnerships between Schools and Colleges*, Gene L. Maeroff, Patrick M. Callan, and Michael D. Usdan, eds. (New York: Teachers College Press, 2001.) *Building a Highway to Higher Ed.* (New York: Center for an Urban Future, nd.)



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>

The Final Recommendation

“The common educational task before us is to take the Triple-A Program and use it to realize a new vision of 15 years of education and training for all.

-- National Commission on the High School Senior Year



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>



The National Center for College Costs

Murray & Associates

- College Cost Estimator Service
- Career Related Programs
- Mock Admissions Committee Case Studies
- Interview Preparation/Mock Interview
- Abbreviated Student Version of the College Cost Estimator Workshop
- College Selection Workshops
- Admissions, Scholarship, and Employment Essay Writing Workshops
- Summer College Selective Institutes
- College Survival 101

**Dave Murray, President
The National Center for College Costs
12 Central Square
Greencastle, IN 46135
Toll Free 877.687.7291
765.653.7877
Fax 765.653.7023
www.collegecosts
dmurray@collegecosts.com**



National Commission on the High School Senior Year

<http://www.commissiononthesenioryear.org>

The Creation of Herron High School

- A community grassroots effort initially
- Following a Classical Liberal Arts Curriculum
- Developed as an early college high school in partnership with Marian College
- A partnership with the Harrison Center for the Arts and the Sagamore Institute for Policy Research
- Has received support from the Bill & Melinda Gates Foundation, the Walton Family Foundation, the Lumina Foundation, the Lilly Foundation, and the UBS Foundation.
- Currently serving 100 ninth graders at the Harrison Center of the Arts.
- Our goal is to fully renovate the former Herron School of Art building to house our school.



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>

The Sagamore Institute Focus

1. Support the creation of Herron High School as a “Lab School” for future research.
2. Be positioned to evaluate the Stanford University data and the Vanderbilt University data compared to data coming from Herron High School and other schools in Indiana.
3. Use the experiences of Herron High School, along with the outcome of the studies mentioned above to help draw conclusions for policy makers, university leaders, school leaders, parents, financial partners, and others.



National Commission on the High School Senior Year

<http://www.commissiononthesenioryear.org>

What Makes Herron High School Unique?

1. Mission to have all students accepted to higher education
2. An early college partner with Marian College
3. Small school with small class sizes
4. All teachers are focused on student data
5. All teachers teach literacy daily
6. Teachers are trained in differentiated instruction
7. Teacher pay based on performance indicators
8. No teacher union
9. No inhibiting teacher contract
10. Classes do not start until 9:00 a.m. and 10:00 on Mondays
11. Teachers have daily collaboration with student achievement data examination at 8:00 a.m.
12. Strong teachers have been hired for this work.



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>

College Access Limiting Factors

1. Finances
2. Preparation for college
3. Parent education
4. Cultural Divides
5. Understanding of the college culture
6. Peers



***National Commission on the
High School Senior Year***

<http://www.commissiononthesenioryear.org>

MARIAN COLLEGE
INDIANAPOLIS

